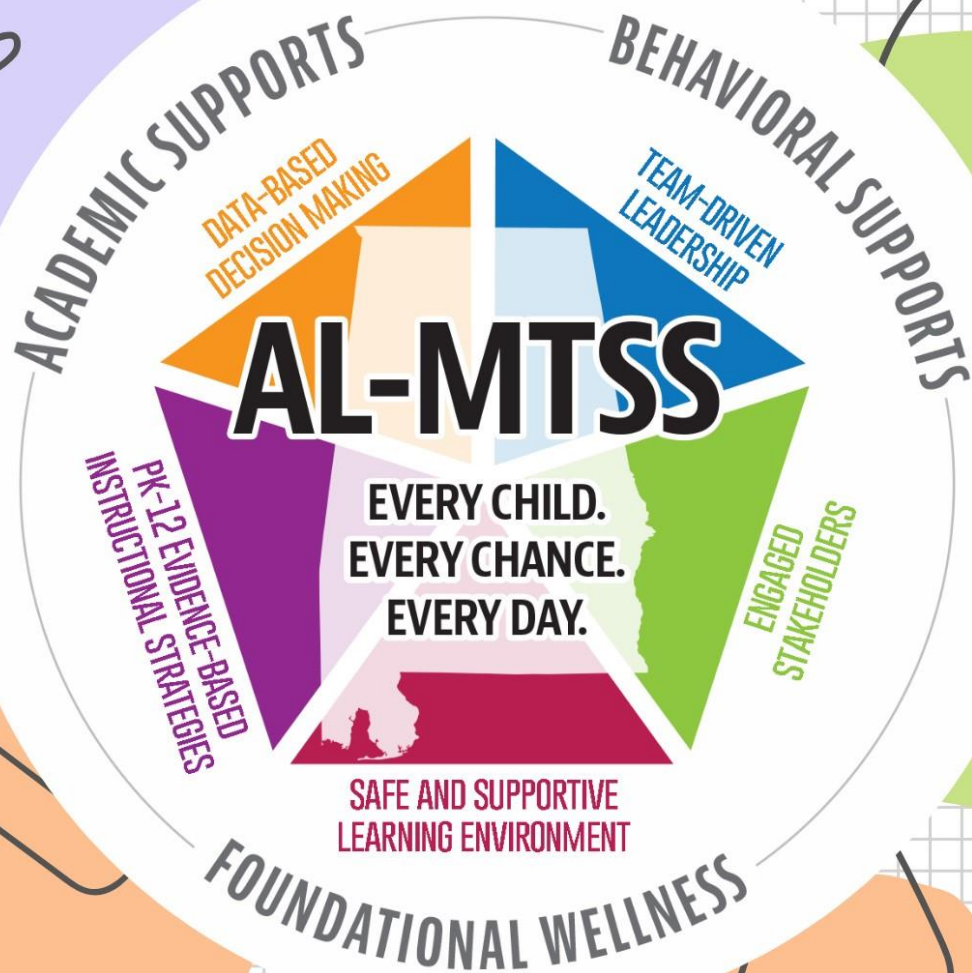


# ALABAMA MTSS ACCOMMODATIONS GUIDE

**A Supplemental Reference to the  
Problem Solving Guidance Manual**



The purpose of this guide is to provide possible instructional accommodations that may be used in the classroom to provide additional support to students in class. These accommodations are grouped into the following deficit areas: physical, speech/language, social, academics, behavioral, and organizational. Each deficit area is broken down into three sections: questions that address potential areas of difficulty for the learner, possible accommodations, and suggestions for instruction.

Creation of this document would not have been possible without the support, expertise, and sharing of resources from the State of Mississippi.



## DEFICIT AREA: PHYSICAL

# Hearing

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty hearing?
- Does the student lose attention when the instruction is auditory?

### Possible Accommodations

- Provide noise reduction such as carpet and other sound absorption materials
- Provide amplification options such as a personal hearing device or an FM system)
- Provide assistive devices such as TDD and TV captions
- Use visual supplements such as slide presentations, interactive boards, overheads, chalkboard, charts, vocabulary lists, lecture outlines, etc.
- Use captioning or scripts for announcements, television, videos, or movies
- Use real-time speech-to-text translation such as a computer on student's desk
- Provide specialized seating arrangements
- Obtain the student's attention prior to speaking
- Reduce auditory distractions such as background noise
- Reduce visual distractions
- Enhance speech reading conditions such as avoiding hands in front of face, keeping mustaches well-trimmed, no gum chewing, etc.
- Present information in simple, structured, and sequential manner
- Clearly enunciate speech
- Allow extra time for processing information
- Repeat or rephrase information when necessary
- Use a buddy system for notes and extra explanations/directions
- Check frequently for understanding of information
- Offer downtime or a break from listening
- Give extra time to complete assignments
- Give step-by-step directions
- Allow the student a notetaker
- Remind students to wear hearing aids
- Provide an interpreter if necessary

### Suggestions for Instruction

- Use systematic and explicit instruction of skills
- Use explicit instruction of question/answer routines and following directions

- Use consistent classroom routines
- Use pragmatic and literal language
- Post printed reminders to support routines in the environment
- Use small group instruction
- Use visual phonics, cued speech, or sign language
- Incorporate graphic organizers and picture prompts
- Pre-teach new concepts
- Reteach and review previously learned concepts
- Teach using visual and auditory prompts and cues
- 

## DEFICIT AREA: PHYSICAL

# Vision



### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student squint or strain eyes to see or read?
- When reading, does the student hold reading material up close to the eyes or at a distance from the eyes?
- When reading, does the student tilt his or her head, using primarily one eye?

### Possible Accommodations

- Provide assistive technology computer adaptations such as screen readers and screen enlargement software
- Provide adaptive devices such as talking calculators, magnifiers, and closed-circuit televisions
- Use alternative communication systems such as tactile sign language; haptic, symbol or object communication; or calendar boxes
- Use appropriate special devices for reading and writing, such as slates and styli; optical aids; closed-circuit television systems; electronic note-taking devices; computers adapted with speech, enlarged type, or braille; and other voice, video, and data information technologies
- Use extended time
- Use specialized adaptive materials
- Make environmental adaptations
- Remind student to wear glasses
- Provide high-contrast materials with limited visual clutter

### Suggestions for Instruction

- Use sequential, hands-on, multi-sensory lessons
- Increase reliance on tactual skills
- Use systematic instruction in auditory skills
- Use appropriate modes (e.g., braille, print, or recorded format) for such purposes as gaining academic information and demonstrating competency
- Teach computer keyboarding skills
- Summarize information using multiple modalities (e.g., visual, auditory, kinesthetic, and tactile, etc.)

- Teach keyboarding instruction
- Teach, model, and practice method of taking in new information
- Teach using visual and auditory prompts and cues



DEFICIT AREA: PHYSICAL

## **Chronic Health Problems, Congenital Conditions, and Head Injuries**

### **Questions that Address Potential Areas of Difficulty for the Learner**

- Is the student frequently absent from school?
- Does the student have extended stays in the hospital?

### **Possible Accommodations**

*Accommodations and modifications for students with chronic health problems, congenital conditions, and head injuries depend on the nature and functional limitations of a student's documented disability; these students may be eligible for academic adjustments and/or auxiliary aids and services.*

### **Suggestions for Instruction**

- Research specific health conditions to develop a full awareness of the specific needs of each student with chronic health issues, congenital conditions, and head injuries
- Collect as many resources as possible about the condition of each student
- Communicate regularly with students' parents/guardian
- Create a school support team for each student with any of these conditions, being sure to include at least one of each student's peers on the support team



## **Speech Impairments**

### **Questions that Address Potential Areas of Difficulty for the Learner**

- Articulation
- Fluency/Stuttering
- Voice
  - Is the student difficult to understand when speaking?
  - Does the student need more time to communicate his or her wants and needs?
  - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?

### **Possible Accommodations**

#### **Articulation**

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards
- Model good speech production in the classroom
- Reinforce accurate production of speech sounds

#### **Fluency/Stuttering**

- Reinforce instances of “easy speech” in the classroom
- Allow longer oral response time
- Avoid telling students to “slow down” when participating in group discussions
- Discuss fluency concerns with speech-language pathologist

#### **Voice**

- Encourage appropriate use of voice in the classroom
- Help student reduce instances of yelling or throat clearing
- Reduce the amount of background noise in the classroom
- Provide preferential seating near the teacher or at the front of the class

#### **All**

### **Suggestions for Instruction**

- Avoid correcting speech difficulties; model correct speech patterns
- Provide a positive learning environment
- Capitalize on the student’s strengths as much as possible
- Be patient when the student is speaking
- Develop a procedure for the student to ask for help
- Speak directly to the student
- Be aware that students may require another form of communication

- Modify assignments requiring students to make oral classroom presentations
- Reduce the amount of pressure to communicate in the classroom
- Discuss concerns with the speech-language pathologist
- Encourage participation in classroom activities and discussions; model acceptance and understanding in classroom
- Anticipate areas of difficulty and involve the student in problem-solving
- Devise alternate procedures for an activity with student
- Consult a speech-language pathologist concerning your assignments and activities
- Connect with the speech-language pathologist to ensure the correct accommodations are in place



## Language Impairments

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?
- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary?

### Possible Accommodations

- Shorten and/or modify oral directions
- Allow longer response time
- Provide visuals to enhance explanation of new material, especially with abstract concepts
- Give written directions or visual cues for verbal directions
- Obtain students' attention before giving a direction
- Assist student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response
- Simplify question forms by asking basic questions, one at a time
- Modify assignments requiring student to make classroom presentations
- Provide individualized instruction to improve a student's ability to complete activities requiring listening
- Provide varied opportunities for language development through participation in regular classroom activities
- Discuss language concerns with speech-language pathologist

### Suggestions for Instruction

- Incorporate the student's interests into instruction
- Ensure the student has a way to appropriately express their wants and needs
- Reinforce communication attempts such as gestures or partial verbalizations when the student is non-verbal or emerging verbal
- Provide step-by-step directions, repeating when necessary
- Paraphrase back what the student has said or indicated
- Use storybook sharing in which a story is read to student and responses are elicited (and give praise for appropriate comments about the content)



- Give multiple choice instead of open-ended questions
- Use linguistic scaffolding techniques that involve a series of questions
- Use language for social interaction and to resolve conflicts
- Emphasize goals and tasks that are easy for the student to accomplish
- Work at the student's pace
- Present only one concept at a time
- Use computers in the classroom for language enhancement
- Encourage reading and writing daily
- Use tactile and visual cues such as pictures, 3-D objects, etc.
- Incorporate vocabulary within the context of the unit being taught
- Provide fun activities that are functional and practical
- Be aware of the student's functioning level in auditory skills, semantics, word recall, syntax, phonology, and pragmatics (and how they affect academic performance)
- Gain the student's attention before giving verbal instructions
- Ask the student to repeat the instructions
- Prompt student when necessary
- Provide a quiet spot for the student to work whenever possible
- Provide visual cues—on the board, in power point slides, or on chart paper
- Use gestures that support understanding
- Ask the speech-language pathologist to present language units to the entire class

**Inappropriate Social Behaviors****Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student overreact to situations?
- Does the student respond inappropriately to teachers or peers?
- Is the student talking out in class?
- Does the student respect basic classroom procedures?
- Is the student non-compliant?
- Is the student over-emotional?

**Possible Accommodations**

- Establish a continuum of consequences (positive and negative) to increase appropriate behavior
- Make classroom management plans based on student behavioral data
- Provide reminders and/or prompts and actively scan, move, and interact with students
- Have three to five classroom rules that are posted, clearly defined, and explicitly taught
- Record how often and how long (duration) a behavior problem lasts
- Record events that occurred before, during, and after a behavior incident
- Use planned ignoring (systematically withholding attention from a student when he or she exhibits minor undesired behavior that is maintained or reinforced by teacher attention)
- Give reminders before an inappropriate behavior is exhibited that describes the appropriate expected behavior
- Use a special sign or signal between teacher and student to notify student of an inappropriate behavior occurring
- Provide “hot pass” or “cool off card,” which is a card the student gets and can show to the teacher that allows them to go to the office, a guidance counselor, or a nurse (designated ahead of time) to cool off if they feel a negative behavior coming on
- Offer short breaks for yoga, meditation, and/or relaxation techniques
- Provide cooperative games instead of win/lose games
- Offer facilitated socialization at recess, lunch, and breaks
- Conduct structured role playing, both with successful and undesired outcomes (i.e., troubleshooting)
- Use calming strategies
- Establish a quiet cool-off area
- Implement positive behavioral interventions and supports (PBIS)
- Implement multi-tiered system of support (MTSS)
- Establish a plan for violence prevention and recovery

## Suggestions for Instruction

- Model, prompt, monitor, and reinforce academic and social behaviors
- Provide an environment that is calm, consistent, and structured
- Develop predictable classroom routines and teach them to students
- Provide students with a predetermined signal if they begin to exhibit inappropriate behavior
- Teach and implement self-monitoring and self-control techniques
- Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time, and what to do after work is completed
- Give frequent and specific praise for desired/positive behaviors
- Teach respectful and safe behavior
- Use peer modeling to demonstrate appropriate play and interaction
- Use guided notes to document critical content
- Use visual cues and prompts to remind student to remain on task
- Intersperse preferred and non-preferred tasks
- Intersperse easy and difficult demands on an 80/20 basis and work to increase the percentage of difficult demands
- Use self-monitoring checklists
- Use behavioral contracts and management plans
- Teach replacement behaviors
- Teach de-escalation strategies
- Be consistent and sincere with praise for appropriate behavior
- Develop a behavioral contract for the student specifying the behavior that is expected

DEFICIT AREA: SOCIAL/EMOTIONAL

### **Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships**



## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student respond to teachers or peers appropriately?
- Does the student have close personal family relationships?
- Is the student involved in extra-curricular activities?
- Does the student initiate social interactions?
- Can the student maintain an interaction with peer or teacher for at least five minutes?

## Possible Accommodations

- Establish personalized goals and strategies so the student can experience success
- Use seating arrangements to encourage social interactions
- Implement multi-tiered system of support (MTSS)

- Implement positive behavioral interventions and supports (PBIS)

## Suggestions for Instruction

- Provide as many social and academic learning opportunities as possible for the student to feel successful
- Watch videos of social stories/interactions and ask them to explain
- Use explicit social skills instruction
- Use a variety of groupings to determine the situation in which student is most comfortable
- Set up goals aimed at social interactions
- Use role playing situations
- Teach respectful and safe behavior
- Teach anti-bullying techniques regularly and often
- Teach appropriate behavior for arrival time, transition from classes, lunch time, dismissal time
- Model socially acceptable ways of expressing feelings
- Give student the responsibility of helping another student
- Use explicit social skill instruction
- Call on the student when he or she is most likely to respond successfully
- Have peers invite the student to participate in extracurricular activities
- Start grouping in pairs or groups of three or four, and increase group size as the student's comfort level increases
- Assign outgoing, nonthreatening peers to help the student participate in activities
- Teach appropriate ways to interact with others such as sharing materials, taking turns, having conversations, problem solving, etc.



DEFICIT AREA: SOCIAL/EMOTIONAL

## Trauma Induced

### Questions that Address Potential Areas of Difficulty for the Learner

- Has the student experienced a traumatic event or events?
- Has the student been physically, sexually, or emotionally abused?
- Is the student in foster care?
- Is the student frequently late?
- Does the student have a stable home environment?
- Are the student's daily needs being met (food, clothing, shelter, etc.)?
- Is the student homeless?
- Is the student fearful?
- Does the student interact with teachers and peers appropriately?



## IMPORTANT

If you think or know a student has suicidal thoughts or tendencies contact the school social worker or guidance counselor immediately. Alert administration and provide the student and his or her parents/guardians with the following contact information:

**Suicide Prevention Hotline**  
**1.800.273.8255**  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- Does the student overreact emotionally or physically to situations?
- Is the student withdrawn?
- Does the student participate in risky behavior?

## **Suggestions for Instruction**

- Design a morning and/or afternoon check in/out with a trusted adult by providing a form for the adult to reference and document exchange
- Check with student every day, saying hello and asking them open-ended questions
- Give positive reinforcement and encouragement
- Assign a peer to support them during extra-curricular and academic tasks
- Create a quiet space for the students to retreat to when feeling stressed or when they need a quiet place to complete assignments
- Post clear expectations in numerous areas
- Divide work into smaller chunks
- Give student extra opportunities and alternate assignments
- Provide a calm and consistent environment
- Be aware of what is going on in your classroom—watch for bullying behavior or students treating peers disrespectfully
- Reduce academic requirement during episodic moments of extreme stress
- Involve parents to inform you of any setting events that could trigger behavior, such as parents being out of town, deaths in family, not enough sleep, family disturbance, court, etc.
- Create a calming area in your classroom that is age appropriate
- Teach students to appropriately use stress fidgets, like stress balls, sensory bottles, weighted items, and so on
- Provide flexible seating such as yoga balls, bicycle desks, bungee on bottom of chairs, etc.



## **DEFICIT AREA: SOCIAL/EMOTIONAL**

### **Depression and Unhappiness, Physical Symptoms and Fears**

#### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student appear unhappy?
- Is the student disorganized?
- Does the student appear disheveled?
- Is the student irritable?
- Is the student connected to any social groups?
- Does the student have any close relationships?
- Is the student exhibiting extreme or frequent emotions?



## **IMPORTANT**

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[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

- Is the student devoid of any emotions or expresses very little emotion?

- Does the student exhibit extreme emotions at inappropriate times?

## **Possible Accommodations**

- Provide alternative activities to stress-producing tasks such as writing a poem instead of reciting it to the class
- Allow the student to be an observer of some activities without requiring him or her to be an active participant (scorekeeper, note taker, etc.)
- Allow the student to attempt something new in private before doing it in front of others
- Provide time for relaxation techniques
- Establish a quiet, calming area
- Be aware of potential side effects of medications
- Anticipate behavioral unpredictability
- Extend time for tasks
- Reduce the number of practice items once the student has demonstrated mastery of a task
- Implement multi-tiered system of support (MTSS)
- Implement positive behavioral interventions and supports (PBIS)

## **Suggestions for Instruction**

- Create a calm atmosphere
- Make necessary adjustments in the environments to prevent student from experiencing stress, frustration, or anger
- Be especially attuned to other students who may make fun of, tease, or bully the student and prevent it from happening
- Provide a consistent routine in order to enhance stability
- Teach students acceptable ways to communicate frustration, stress, anger, and fear
- When correcting the student, be honest yet supportive
- For some activities, pair the student with a peer who helps the student feel comfortable
- Make sure student has adequate time to perform tasks
- Separate the student from peers who stimulate sudden or dramatic mood changes
- Teach the student to recognize a mood change so that he or she may deal with it effectively
- Break assignments down to smaller tasks and reinforce task completion
- Follow low-interest activities with high-interest activities



## Reading Comprehension

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have appropriate reading fluency?
- Does the student have the relevant background knowledge?
- Can the student make connections between prior knowledge and new information?
- Can the student identify inconsistencies between prior knowledge and new information?
- Does the student know the essential vocabulary?
- Can the student formulate appropriate/relevant questions about the text?
- Can the student make inferential connections?
- Can the student identify and differentiate several types of text structures?
- Does the student have familiarity with text features such as table of contents, headings, glossary, etc.?
- Can the student paraphrase or summarize what he or she has just read?
- Is the student aware when he or she is experiencing difficulties understanding the text?

### Possible Accommodations

- Provide audio recordings of material
- Highlight important ideas and have the student read those first
- Provide study guides for the student to follow when reading independently
- Provide visual/audio support for ideas in text
- Provide relevant background knowledge through multiple modalities
- Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised
- Provide advanced/graphic organizers based on text structure (may need to fill in information for some students)
- Provide the student with generic question prompts to use while reading, such as What did the character just do? How does this new information fit with what I already know?)
- Reduce the amount of information presented at one time
- Allow the student to reread material or practice skills/strategies on previously read text rather than on new text
- Allow the student to take notes, highlight, write in the text, or provide a copy of the text so that the student can mark directly on the text
- Have students draw images from text
- Provide self-monitoring checklists for comprehension
- Use simple written instructions or provide visuals
- Provide study guides that feature the most important content
- Block out extraneous stimuli (cover all text except section being read)
- Use consumable materials so that students can highlight or mark on text

- Provide a glossary of content-related terms
- Outline reading material using words and phrases on the student's ability level
- Highlight unfamiliar words and main points in reading material
- Use cooperative learning
- Conduct task analysis
- Use scaffolding (i.e., introduce concept, guided practice, vary contexts, immediate feedback, increase student responsibility, independent practice)
- Use high-interest, age-appropriate texts (adapted texts)
- Encourage "thinking time"
- Reduce amount of information per page
- Allow students to perform alternate versions of assignments, including role playing the sequence of events in stories
- Use story boards or other manipulatives such as cut-up comic strips for sequencing
- Use mnemonic devices
- Shorten assignments based on mastery of content
- Give directions in small steps

## **Suggestions for Instruction**

- Teach pre-reading strategies (activate prior knowledge, identify text structure, set purpose for reading, etc.)
- Teach note taking skills
- Provide examples and teach names of different text structures
- Compare/contrast different text structures
- Teach the main idea (somebody, wanted, but, so, etc.)
- Teach visual imagery of ideas in text
- Teach self-monitoring of comprehension
- Use flexible grouping strategies so that students can work on key skills in small groups
- Teach comprehension strategies such as summarization, prediction, clarification, inferences, questioning, using high interest signs, movie, TV, car, motorcycle, sports ads, etc.
- Teach vocabulary strategies such as how to determine meanings of unfamiliar words
- Build comprehension skills using progressively longer segments of material
- Teach key words and phrases when reading directions such as circle, underline, and so forth
- Teach using context clues
- Have students verbally paraphrase reading material
- Teach students to read, stop, and summarize as they go
- Check for fluency (accuracy of fluency, reading rate, word reading efficiency, and sentence fluency)
- Check for comprehension (passage reading, sentence comprehension, oral reading, silent reading, words in isolation or in context, matching vocabulary)
- Check students' understanding of first, next, and last order



- Teach students to visualize information as if it were a movie, then play it back mentally and verbalize it



DEFICIT AREA: ACADEMICS

## **Word Recognition/Decoding**

### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student have difficulty in perceiving or producing complex sounds?
- Does the student have a deficiency in awareness of sounds (phonological awareness)?
- Does the student have difficulty reading one/two/multisyllabic words?
- Does the student have difficulty reading words with affixes?
- Does the student read with prosody (inflection)?
- Does the student have adequate reading speed?

### **Possible Accommodations**

- Provide tape-recorded versions of material
- Use videotaping or a movie that presents the same information
- Use assistive technology to transfer printed words to speech
- Have a reading buddy read aloud textbooks or other printed material
- Provide opportunities for several re-readings of the same text
- Reduce the amount of required reading
- Provide a glossary of content-related terms
- Allow extra time
- Include a self-monitoring strategy
- Use peer tutors
- Use direct teaching
- Teach “key words”
- Teach word-analysis skills
- Teach sight word recognition
- Provide a vocabulary list
- Shorten assignments based on mastery of content

### **Suggestions for Instruction**

- Model appropriate reading speed and prosody
- Provide multiple interactions with the same text
- Encourage repeated readings using motivating and interesting activities

- Teach phonemic-awareness skills
- Teach word reading strategies (letter-sound relationships, reading by analogy, variable vowel sounds, affixes, etc.)
- Teach commonly-used prefixes and suffixes
- Use flexible grouping strategies so that students can work on key skills in small groups

For reading fluency, use:

Repeated reading

Paired

reading

Chunking

Paraphrasing

Teach word recognition (letter sound association, sound blending manipulating letter sounds, reading nonsense words, word identification, etc.)

DEFICIT AREA: ACADEMICS

## Auditory or Language Comprehension



### Questions that Address Potential Areas of Difficulty for the Learner

- Is the student frequently off task?
- Does the student have problems with listening comprehension?
- Does the student have problems remaining attentive during verbal instruction or lectures?
- Does the student use shorter and less complex sentences for their age?
- Does the student have difficulty understanding what should be written?
- Does the student have difficulty understanding sentences that express relationships?
- Does the student frequently use the same sentence structures?

### Possible Accommodations

- Use visual aids, such as a whiteboard, an overhead, slide presentation or charts
- Provide an overview of the content at the beginning of the lesson
- Introduce new vocabulary and concepts before the lesson
- Provide a summary of important information from the lecture with a list of questions to be answered
- Review previously learned content prior to the activity
- Provide a glossary of content related terms
- Keep students involved by encouraging them to ask questions or by breaking up the lecture with small group activities or discussions
- Identify the main steps or key components of the information (restate using multi-sensory approaches)
- Write important ideas down on the board/chart, and use colored chalk or markers for emphasis
- Give student copies of lecture notes

- Allow students to record lectures and class discussions
- Repeat, use other words, and summarize all key points (this is particularly important at the end of the lecture or discussion)
- Provide help for note taking, such as giving a copy of overheads, an outline of a lecture, or a diagram
- Introduce new vocabulary and concepts before the lesson and ensure the student understands the vocabulary words.
- Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- Have the student say or show the directions in his or her own words
- Provide an assignment notebook or a personal planner (the student may need to have the teacher fill it in at the beginning)
- Give step-by-step instructions, outlining the steps in writing or by using pictures
- Rewrite or simplify the directions
- Model sample problems or task
- Combine spoken directions with pictures, words, or diagrams
- Use predictable, consistent routines for assignment submission and return
- Break long assignments into parts. Set a separate due date for each part
- Give partial credit for late assignments or incomplete work until students are able to complete work on time
- Highlight important ideas and have the student read those first
- Provide a study guide for the student to follow during lectures that contains the most important content
- Allow the student to use books written slightly below their reading level
- Provide visual/audio support for ideas in text
- Provide high interest lower vocabulary reading material
- Shorten assignments based on mastery of content

### **Suggestions for Instruction**

- Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading, etc.)
- Use graphic organizers for visual support
- Teach vocabulary strategies (e.g., how to determine meaning of unfamiliar words)
- Teach comprehension strategies (e.g., summarization, prediction, clarification, inferences, questioning, etc.)
- Teach note-taking skills and strategies (model in co-teaching)
- Teach students how to identify main ideas and important information; teach summarization skills
- Teach students how to ask clarification questions
- Teach how to use assignment notebooks or personal planners
- Teach self-regulation strategies
- Teach organizational skills



## Fine Motor Control/Spelling

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty with handwriting or spelling?
- Does the student have large handwriting that does not stay within the lines?
- Does the student have small, cramped handwriting?
- Is the student's handwriting legible?
- Does the student have difficulty with cursive handwriting?
- Is the student's handwriting slow and labored?
- Does the student have predictable spelling patterns?
- Does the student have difficulty spelling irregular or multisyllabic words?
- Does the student have difficulty spelling words while writing?

### Possible Accommodations

- Allow the student to write directly in the workbook or on a copy of the workbook page
- Provide an outline where students have less to write
- Reduce the amount of written work
- Grade content and mechanics separately in written assignments
- Allow students to use a word processor or tablet with specific software (such as text to speech)
- Allow students to dictate their work to a teaching assistant or classmate who will write the ideas down
- Allow students to audio record their ideas before writing them down
- Allow the student to respond orally
- Allow the student to use adaptive devices, such as pencil grips or special pen or pencil holders, erasable pens, and/or small papers with raised or color-coded lines
- Allow the student to write in either print or cursive when writing for an extended time
- Reduce the amount of copying
- Allow extra time
- Allow the student to use a spelling dictionary or electronic spelling aid
- Give the student a chance to correct spelling errors
- Provide a glossary of content-related terms

### Suggestions for Instruction

- Teach handwriting skills to improve legibility, fluency, or letter retrieval
- Teach handwriting skills both separately and within writing assignments
- Teach word processing skills
- Teach specific spelling skills to improve word spelling, fluency, and retrieval



## Writing

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student write only a few sentences?
- Does the student complain of not knowing what to write?
- Does the student have difficulty with handwriting?
- Does the student have difficulty with spelling?
- Does the student frequently write on the same topic?
- Does the student's writing lack detail?
- Does the student frequently use the same words when writing?

### Possible Accommodations

- Allow the student to use a thesaurus to find words to write or say
- Provide brainstorming activities before writing
- Provide graphic organizers that prompt the student in specific areas before writing
- Let student audio record their ideas before writing them down
- Provide a glossary of content-related terms
- Provide a graphic organizer to brainstorm vocabulary and ideas before writing
- Provide speech-to-text software to reduce writing
- Allow student to type rather than write and encourage use of spell check
- Offer extended time
- Rubric for mastery on specific skills
- Copy of notes
- Modify assignments based on content (i.e., if an assignment is focused on writing content, then do not focus on grammar and spelling for grading)
- Allow to test orally
- Shorten assignments based on mastery of content

### Suggestions for Instruction

- Have students read and work on assignments out loud
- Have students orally construct their paragraphs
- Break down written assignments
- Write one paragraph at a time on separate pages
- Provide a vocabulary list
- Use written expression strategies (e.g., hold/use pencil, trace/copy, letter/word writing, word sequences, spelling, planning, composing, reviewing, revising, etc.)
- For written expression use:
  - > Letter formatting
  - > Letter associations

- > Mechanics
- > Sentence/paragraph structure
- > Graphic organizers
- Teach brainstorming or pre-writing skills and strategies
- Teach new vocabulary appropriate to the writing situation

DEFICIT AREA: ACADEMICS

**Dyslexia**



## Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty decoding words and reading fluently?
- Does the student have difficulty spelling and getting his/her thoughts on paper?
- Does the student have family members who also struggle(d) academically?
- Does the student have difficulty memorizing information such as the alphabet, his/her address, and the days of the week or months of the year?

## Possible Accommodations

### Classroom:

- Provide books on tape, CDs, or an electronic reader or textbook that a student can listen to especially for content areas
- Create opportunities for oral reading on a one-on-one basis and ask the student to read aloud in class only if he or she feels comfortable or volunteers to do so
- Allow students to use a highlighter to mark important parts of the text
- Used shared reading or reading buddies
- Allow the student to discuss, one-on-one, material after reading with a classroom aide, a partner student, or the teacher
- Provide outlines, summaries of chapters, vocabulary words, and preview questions before reading
- Give spelling tests orally
- Do not penalize for spelling errors on written work
- Reduce spelling words
- Allow student to dictate work to a parent or aide
- Provide speech-to-text software
- Offer alternative projects instead of written reports
- Photocopy another student's notes or designate a notetaker who will share notes at the end of class
- Minimize the amount of copying from the board
- Allow students to use a keyboard to take notes
- Allow students to respond to questions orally rather than writing each answer
- Use worksheets with minimal writing
- Allow the use of electronic spell-checkers
- Allow students to tape record lessons

- Have students sit near teacher
- Use color coding to help student organize desk, notes, and books
- Provide high contrast materials with limited visual clutter
- Give students a chance to pre-read before asking them to read aloud
- Provide manipulatives to use during spelling test (e.g., letter tiles)
- Provide an advance copy of notes

#### **Homework:**

- Reduce homework, especially assignments requiring reading
- Provide a set of books/textbooks for student to keep at home
- Allow student to dictate answers to a parent, sibling, or tutor
- Allow typewritten homework

### **Suggestions for Instruction**

- Teach using all multisensory systems through all learning pathways: visual, auditory, kinesthetic, and tactile
- Break tasks down into smaller chunks
- Teach from easiest to most challenging material
- Systematically review concepts to enhance students' memory
- Teach phonemic awareness and letter knowledge, giving explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol associations
- Have students apply their decoding skills to fluent, automatic reading of text
- Have students process word meanings to develop an understanding of words and their uses as well as connections among word concepts
- Make sure students understand what they are reading by frequently asking questions and having them stop and summarize as they read parts of the text
- Teach students to compose writing in stages: generating and organizing ideas, initially with a group or partner; producing a draft; sharing ideas with others for the purpose of gaining feedback; revising, editing, proofreading, and publishing
- Use editing checklists



**DEFICIT AREA: ACADEMICS**

### **General Math Strategies**

#### **Questions that Address Potential Areas of Difficulty for the Learner**

- Is the student having difficulty in math and learning given concepts?

#### **Possible Accommodations**

- Provide an example of a correctly solved problem at the beginning of every lesson
- Have students verbally or visually explain how to solve a problem

- Introduce only one concept at a time and teach it to mastery
- Teach in small chunks so that students get plenty of practice, one step at a time
- Provide learning aids, such as calculators, to help students focus on conceptual understanding
- Routinely model the use of estimation and have students estimate a reasonable solution before starting any computation
- Demonstrate all concepts with manipulatives
- Manage classroom time and activities
- Have routines and procedures
- Provide clear expectations for the class and other areas
- Individualize responsibilities and schedules
- Use cooperative learning & teaming
- Provide study guides
- Activate prior knowledge
- Check for understanding
- Use graphic organizers

### **Suggestions for Instruction**

- Daily re-looping of skills and concepts
- MLA: Model Lead Assess
  - M: Teach student skills with distinct, explicit steps
  - L: Lead students in guided practice and correct missed steps throughout the process
  - A: Assess and reteach as necessary missed steps and parts not mastered

DEFICIT AREA: ACADEMICS

## **Recalling Facts or Steps in a Process**



### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student have difficulty attending to important details?
- Does the student have difficulty recalling facts or steps in a process?

### **Possible Accommodations**

- Highlight operational signs/key words
- Use vertical lines/graph paper for organization
- Reduce the number of problems per page
- Use a window overlay to isolate problems
- Have student repeat directions to teacher
- Use mnemonic techniques



## Suggestions for Instruction

- Use RACE and RIDE strategies

R: Restate the question

Did you restate the question in your own words?

A: Answer the question

Did you answer the question completely? Did you label your answer?

C: Cite evidence

Did you cite evidence by showing your work?

E: Explain the answer

Did you explain how you solved the problem? What strategy did you use?

R: Remember the problem correctly

I: Identify the relevant information

D: Determine the operations and unit for expressing the answer

E: Enter the correct numbers, calculate, and check the answer



DEFICIT AREA: ACADEMICS

### Word Problems

#### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student struggle to understand words related to math, such as greater than and less than?
- Does the student struggle to identify +, – and other signs, and to use them correctly?

#### Possible Accommodations

- Allow students to use a calculator when solving word problems
- Provide a math reference sheet, such as steps used in doing subtraction, addition, multiplication, and division problems
- Highlight key words in math word problems
- Reduce number of word problems assigned at one time
- Reduce distracting stimuli by providing a quiet place
- Provide immediate feedback
- Provide multiple choice answers
- Use cloze notes
- Provide computer-assisted instruction
- Use video modeling

- Provide peer tutoring
- Use self-monitoring
- Give instructional choice
- Use mnemonic devices
- Use graphic organizers
- Use task analysis
- Use modeling
- Use recasting
- Encourage “thinking time”
- Use errorless learning
- Teach “keywords”
- Use concrete examples
- Highlight key operational words/signs
- Have students restate problem
- Use of calculator/manipulatives

### **Suggestions for Instruction**

- Teach students to look for “clue” or “key” words/phrases in word problems (e.g., altogether, sum, in all, how many left, remain, how many more, product, quotient, etc.)
- Teach analysis of steps (e.g., “What is given?” “What is asked?” “What operation is needed?”)
- Teach students to convert words into their numerical equivalents (e.g., two weeks=14 days, one third= $\frac{1}{3}$ , one year=12 months, one yard=36 inches, one quarter=25 cents, etc.)
- Use teacher-made word problems using students’ names and realistic experiences
- Have students write number sentences after reading a word problem
- Have student create word problems
- Pre-teach vocabulary
- Have students develop a glossary of math terms
- Teach/build vocabulary

DEFICIT AREA: ACADEMICS

## **More Abstract/Complex Mathematical Operations**



### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student have difficulty following the steps required to solve simple math problems?
- Does the student have difficulty learning math concepts beyond the basic math facts?
- Does the student have difficulty finding different approaches to the same math problem?

## Possible Accommodations

- Provide tangible objects (e.g., clocks, money, rulers, scales, objects with different shapes, measuring cups, teaspoons, etc.)
- Use peer tutors to reinforce instruction
- Highlight operational signs/key words
- Use vertical lines/graph paper for organization
- Reduce the number of problems per page
- Use a window overlay to isolate problems
- Have student repeat directions to teacher

## Suggestions for Instruction

- Provide repeated physical demonstrations of abstract concepts (identify things far away and close, small box in large room, more and less, etc.)
- Teach students one concept at a time before pairing concepts (dimensionality, size, shape, space, etc.)
- Reinforce why student is learning math concept, indicating how it is used in real-life situations
- Teach first problems explaining how to associate concrete examples, such as *9 minus 7* becomes *9 apples minus 7 apples*)
- Continually review those abstract concepts which have been previously introduced



DEFICIT AREA: ACADEMICS

## Basic Math Facts/Foundations Skills

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty learning and recalling basic math facts, such as  $2 + 4 = 6$ ?
- Does the student have difficulty with mental math?
- Does the student have difficulty remembering basic math concepts and basic math facts?
- Does the student still use his or her fingers to count instead of using more advanced strategies, like mental math?

## Possible Accommodations

- Provide calculators
- Provide manipulative objects (peg board, abacus, base ten blocks, etc.) for visual and auditory input
- Provide a math facts reference sheet for all operations for students to use at desks
- Have peer tutor work with student on daily drill activities
- Provide number lines on desks
- Teach families of facts and separate facts into sets of fact families
- Provide extra opportunities
- Provide references to assist in fact calculation
- Use manipulative objects

- Practice flashcards with peer/volunteer
- Use folding-in technique for flashcard practice
- Use student self-check/correct practice sheets

## **Suggestions for Instruction**

- Use tracking techniques, presenting a few facts at a time and gradually increasing the number of facts as students succeed.
- Use daily drill activities using graphic organizers, flash cards, written problems, auditory games, and so on
- Provide timed drills in which the student competes to beat their own time
- Provide opportunities for applying math facts to real life (measuring lengths of objects, weighting objects, getting change in cafeteria, etc.)
- Choose a “fact of the day” for facts that are most problematic



## DEFICIT AREA: BEHAVIORAL

### Academic Deficits

#### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete assignments on time?
- Does the student complete assignments correctly?
- Does the student perform below grade level?
- Does the student struggle to complete assignments?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?

#### Possible Accommodations

- Reinforcement for any improvement
- Peer interaction
- Implement multi-tiered system of support (MTSS)
- Refer to previously mentioned accommodations and/or modifications that may be of assistance in behavioral situations

#### Suggestions for Instruction

- Give student measurable step-by-step goals with small, easily attainable objectives so that the student will feel more successful
- Arrange the classroom in alternate groupings to place student with other peers who will assist in guiding the student when needed and monitor groupings to ensure students are engaging with and are kind to each other



## DEFICIT AREA: BEHAVIORAL

### Incomplete Classroom and Homework Assignments

#### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student complete homework on time?
- Does the student complete homework correctly?
- Does the student perform below his or her grade level?
- Does the student struggle to complete homework?
- Is the student engaging in inappropriate classroom behavior?
- Is the student participating in class-clown behavior?
- Does the student have adult support at home?

#### Possible Accommodations

##### Classroom:

- Decrease difficulty or amount of work

- Reinforce student behavior of turning in assignments
- Gradually increase assignments or complexity as student is more successful
- Check often for understanding
- Give student a certain amount of time to complete assignments with time left over for a reinforcer
- Expect quality work from students, making sure the assignment is within their ability level
- Give the student options as to when the assignment may be completed (if applicable)
- Reinforce the student's behavior for beginning the assignment, staying with the assignment, and then the completion of the assignment
- Implement multi-tiered system of support (MTSS)

#### **Homework:**

- Write a contract with the student
- Have the student create a graph or chart to keep up with his or her homework completion
- Relate tasks to interests of student
- Give assignments in shorter form, and increase the length over time as student's completion increases
- Student may need step-by-step directions to complete assignment (written, visual, task analysis)
- Chunk assignments, and only give most important items
- Reduce or eliminate homework
- Implement multi-tiered system of support (MTSS)

### **Suggestions for Instruction**

#### **Classroom:**

- Decrease complexity to skill level or just below for independent work; change wording and chunk the assignment to include most important information
- Structure the environment to give student the freedom to question any part of assignments they do not understand
- Work with the student to create a schedule for the completion of the assignments
- Give the student choices; they are your choices, but having choices helps the student feel more in control and less controlled
- Put into place specific reinforcers of the student's preference for the level of completion, understanding that these reinforcements can be weaned after a time

#### **Homework:**

- Sit down with student (and parents if necessary) to create a contract the student feels a part of and will take ownership in; detail in the contract areas of responsibility (teacher, student, and parent)
- If the assignment has 10 questions, consider reducing the number of questions depending on the needs of the student
- Choose the most important parts of the assignment for the student; for example, if teaching the endocrine system, identify the most important items that would benefit the student the most
- Consider whether the student is able to complete work independently and if those at home can or will help



## DEFICIT AREA: BEHAVIORAL

### Avoidance

#### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student get angry when beginning a task or activity?
- Does the student crumple work or destroy materials?
- Does the student respond disrespectfully when given a task?
- Does the student sit and not participate?

#### Possible Accommodations

- Give choices or a choice board
- Consider student preferences
- Create a schedule
- Give frequent breaks
- Implement multi-tiered system of support (MTSS)

#### Suggestions for Instruction

- Give students the opportunity to select assignments or create a choice board from which students choose the order in which they complete their assignments
- Seek out student input for assignments and activities
- Give student preferred extra responsibilities to be completed at different times during the day if that student's assignments are completed
- Give the student alternate activities, and when those activities are completed, decrease and gradually add in original assignments
- Have a schedule for student with assignments and including transitions and breaks
- Teach student to ask for a break; frequency and duration of breaks can be decreased as avoidance behavior decreases
- Only keep necessary materials for student use in area



## DEFICIT AREA: BEHAVIORAL

### Inability to Accept Constructive Criticism

#### Questions that Address Potential Areas of Difficulty for the Learner

- Is the student overly emotional?
- Does the student respond defensively when given constructive criticism?
- Does the student lash out at teachers or peers when corrected or when perceiving that he or she is being corrected?

#### Possible Accommodations

- Frequent checks for understanding

- Self-reflection checklists
- Positive reinforcement
- Implement multi-tiered system of support (MTSS)

## **Suggestions for Instruction**

- Reinforce behavior when student accepts constructive criticism
- Provide positive reinforcement when student is exhibiting a positive attitude and cushion criticism with positive comments
- Give the student the freedom to question for understanding
- Give student explanation of constructive criticism (this also helps you improve)
- Teach student to self-reflect by completing easy graphs and checklists

DEFICIT AREA: BEHAVIORAL

## **Does Not Follow Written or Oral Directions**



### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student seem lost in tasks or activities?
- Is the student beginning work when directions are given?
- Are you giving clear and concrete information?
- Does the student make off-topic remarks?
- Is the student easily distracted?
- Is the student's work often incomplete or incorrect?

## **Possible Accommodations**

### **Written:**

- Repeat directions
- Have a peer reinforce directions
- Simplify directions
- Give directions in order of importance
- Give directions in small, distinct steps

### **Oral:**

- Offer preferential seating
- Offer environmental arrangement
- Check frequently for understanding

## **Suggestions for Instruction**

### **Written:**

- Have the student repeat directions to teacher or peer
- Assign a peer tutor to assist the student or model appropriate behavior for the student
- Give written instructions first before handing out the materials



- Check with the student frequently to ensure understanding; develop a signal student can give you if they do not understand
- Have the student complete one step at a time in a check list form
- Give directions in both written and verbal form
- Give directions using visual supports

**Oral:**

- Reduce stimuli and understand that the student may need a quiet area
- Restructure the environment to provide the student with support
- Interact with the student; do not wait until the student is acting out
- Assess the directions, checking for clarity (are they clear?) and completeness (are all steps included?)
- Be concrete and simple when giving directions; for example, when telling a student to stay in their own space, do not say, “You stay in your sand box” (to which the student might think, “what sandbox?”), but rather state the actual issue
- Provide written or visual directions with verbal directions
- Place directions in accessible places in the classroom
- If necessary, provide the student with a personal copy of directions



**DEFICIT AREA: BEHAVIORAL**

**Disorganized**

**Questions that Address Potential Areas of Difficulty for the Learner**

- Is the student often losing items?
- Does the student come to class without materials?
- Is the student’s desk or locker messy?

**Possible Accommodations**

- Provide additional time
- Provide materials to assist student in becoming organized
- Adhere to a schedule
- Create a contract with achievable goals for student
- Simplify tasks or activities
- Use checklists

**Suggestions for Instruction**

- Have important materials available in work areas of the classroom
- Provide, or have the student make, a daily checklist of items needed
- Predetermine a storage area for student to store items not in use
- Provide the student with a daily schedule (written or visual), understanding that some students may require an extensive schedule
- Be clear on expectations

- Give the student only one task at a time; use a first/then board to keep the task list simple
- Be consistent and provide structure
- The student may need to be taught how to prioritize and why
- The student may need a larger work area
- Provide a time for student to get organized each day (some students may need time several times a day)
- Teach student how to follow a schedule; begin on their skill level

DEFICIT AREA: BEHAVIORAL

## **Impulsiveness and Over-Excitement**



### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student interrupt teachers or peers?
- Is the student off topic or does the student jump from topic to topic often?
- Does the student fidget often (e.g., tapping his or her pencil, humming, being out of his or her seat, making noises, squirming/rocking in seat, etc.)?
- Does the student overreact to good or bad news?
- Is the student overly emotional?
- Does the student inappropriately respond to teachers' or peers' questions or gestures?
- Does the student invade others' personal space?
- Is the student aware of boundaries?
- Does the student frequently cross physical or social boundaries?

### **Possible Accommodations**

- Modify test delivery with oral testing, performance testing, quiet testing space, and extra time for test-taking
- Use tape recorders, computer-aided instruction, and other audiovisual equipment
- Select modified textbooks or workbooks
- Allow headphones or earplugs
- Allow stress balls or fidgety toys
- Offer frequent test breaks with opportunities to move
- Test in a study carrel
- Test in the morning only
- Modify assignments to include essential elements only
- Provide preferential seating away from distractions, windows, doors, speakers, air conditioners, etc.
- Provide calming manipulatives
- Remove nuisance items
- Allow for "escape valve" outlets, permitting the student to leave classroom for a moment on an errand such as returning a book to the library or taking an absentee report to the office. This is not to be confused with time out

- Establish a positive quiet cool-off area
- Offer alternative seating
- Implement multi-tiered system of support (MTSS)
- Implement positive behavioral interventions and supports (PBIS)

## **Suggestions for Instruction**

- Provide a structured learning environment with clear rules and expectations
- Teach and implement self-monitoring and self-control techniques
- Implement activities that are relevant to the student's social and economic interests
- Incorporate the student's choice in content, process, and products
- Incorporate topics relevant to the student's life and concerns; involve him or her through inquiry, creativity, and meaningful experiences; and teach responsibility and problem-solving through real-life applications
- Repeat and simplify instructions about in-class and homework assignments
- Selectively ignore inappropriate behavior when possible
- Use visual cues and prompts to remind student to remain on task
- Supplement verbal instructions with visual instructions
- Give clear expectations and offer immediate feedback on behavior
- Allow for movement frequently
- Give positive reinforcement when warranted
- Adjust class schedules
- Tailor homework assignments
- Teach how to take notes when organizing key academic concepts
- Maintain supervision in all areas of the school
- Teach the student activities to help calm and make responsible decisions, such as counting to 10 or breathing deeply
- Plan calming activities that prevent the student from becoming too excited
- Explain to the student the importance of acting responsibly such as respecting other's rights
- Have an agreement with the student for a hand signal when student needs to be reminded to be more responsible
- Provide student with a calming area in classroom
- Model for student—or have peer model—appropriate ways to interact
- Teach student how, when, and where to appropriately express excitement
- Reduce auditory and visual stimulation
- Teach student to use calming manipulatives such as stress balls, sensory bottles, or Velcro under desktop
- Provide flexible seating such as yoga balls, stools, bicycle desks, discs, etc.
- Place a bungee or yoga stretch band on legs of chair for the student put his or her feet on and bounce (to eliminate or reduce foot tapping or fidgeting)



## Inappropriate Social Responses

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student react in an over-emotional manner?
- Does the student allow others to finish speaking in a conversation?
- Is the student aggressive?
- Is the student over stimulated?
- Does the student act impulsively?
- Does the student interact with peers in a positive manner?
- Does the student fail to respond in social situations?

### Possible Accommodations

- Implement multi-tiered system of support (MTSS)
- Encourage peer support
- Allow environmental changes
- Allow changes in participation requirements
- Use concrete terms
- Encourage cooperative strategies
- Increase opportunities
- Use a social script
- Provide visual support
- Check for understanding

### Suggestions for Instruction

- Give positive feedback reinforcing the student's appropriate behavior
- Always treat the student with respect by talking calmly and respectfully to him or her
- Model appropriate behavior for the student
- Do not wait for a situation to escalate but rather intervene early
- Integrate a social script throughout the day if appropriate
- Role play with the student
- Explain inappropriate behavior to the student and give appropriate responses
- Allow the student to be a part of the group with active participation (parallel play)
- Explain to the student what he or she is doing incorrectly in concrete terms (without embarrassing them) and teach the correct responses
- Play cooperative games that encourage appropriate interactions
- Set up opportunities for the student to be successful by introducing that student to new people (and pre- arrange the meeting by giving the people with whom they meet instructions on how to respond)
- Use a social script or other visual supports to teach appropriate responses

- Ask the student to write, draw, or orally dictate alternate appropriate responses



## DEFICIT AREA: BEHAVIORAL

### **Irresponsible**

#### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student frequently miss assignments or not turn in work?

#### **Possible Accommodations**

- Implement multi-tiered system of support (MTSS)
- Create a contract with the student
- Encourage peer support
- Encourage parental involvement
- Use role-play
- Model appropriate behavior
- Utilize video modeling of appropriate behavior

#### **Suggestions for Instruction**

- Do not give the student the chance to engage inappropriately (reduce opportunities)
- Reduce stressors in the environment
- Check the classroom daily, making sure all materials are in working order
- Create opportunities for the student to succeed
- Offer the student a quiet area to complete activity and explain that this is not a punishment
- Be aware of when the student may need assistance



## DEFICIT AREA: BEHAVIORAL

### **Non-Compliant with Classroom Rules, Teachers, or Other Personnel**

#### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student argue with teachers or peers?
- Does the student refuse to do assignments?
- Is the student destroying materials or property?
- Does the student sit and not complete assignments or homework?
- Does the student have difficulty in transitions?

#### **Possible Accommodations**

- Implement multi-tiered system of support (MTSS)
- Use schedules
- Provide visual supports
- Post reminders

- Employ frequent checks of understanding
- Provide calming/break area
- Provide positive consequences
- Reduce wording

## **Suggestions for Instruction**

### **Classroom Rules**

- Structure the environment to keep the student active and involved
- Communicate rules in various formats (e.g., written, visual, etc.)
- Post rules in different areas (on desk, walls, and other areas of the room and school)
- Be consistent
- Identify strengths and weaknesses to set goals for improvement
- Create a chart or graph to keep track of appropriate behavior
- Reinforce positive behavior
- Use first/then statements, such as "First you do pages 123-124, then you may choose" \_\_\_\_\_

### **Teachers or other personnel**

- Create an environment where the student is actively engaged
- Move around room and check on the student frequently
- Provide incentives
- Refrain from arguing with the student
- Ignore small, inconsequential behaviors
- Talk with, not at, the student
- Reduce language and use concrete terms (emphasize the important details and move on, be succinct, etc.)

DEFICIT AREA: BEHAVIORAL

**Outbursts**



## **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student respond aggressively?
- Does the student get upset when an assignment or task cannot be completed?
- Does the student destroy materials or property?
- Does the student react in an overly emotional manner?
- Does the student speak in a loud tone?
- Does the student throw items (even small ones)?
- Does the student respond inappropriately when there seems to be no irritant in the environment?

## **Possible Accommodations**

- Implement multi-tiered system of support (MTSS)

- Provide visual supports
- Create schedules
- Use timers
- Use social scripts
- Allow environmental arrangement
- Encourage peer support
- Use modeling
- Use positive reinforcement
- Provide frequent breaks
- Check for understanding
- Create a sensory-rich environment

## Suggestions for Instruction

- Explore different activities to find where the student is comfortable
- Make sure situations are not conducive to outbursts
- Explain to the student there is a time to have an outburst or even crying, and explain what and when those situations are and where the student may find an appropriate environment to express those emotions
- Assist student in recognizing symptoms or emotions before they are out of control
- Provide student a safe area to calm down in classroom, such as a comfortable area with fidget items or sensory items
- Use social scripts to help students understand emotions
- Teach the student an alternative way to deal with stressors
- Teach the strategies **before** the student has an outburst (proactive instead of reactive)
- Use timers to outline for students how long they are going to be involved in a task (beginning and ending)
- Teach problem-solving skills
- Integrate social learning opportunities throughout the day
- Teach the student to ask for a break
- Provide the student with positive reinforcement
- Set up interactions for the student to be successful socially and academically
- Teach the student to identify the symptoms of the emotion (muscle tightening, upset stomach, gritting teeth, fingers tingling, etc.)
- Teach the student how to appropriately interact with calming or fidget items



DEFICIT AREA: BEHAVIORAL

## Initial Reluctance to Participate

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student stand or sit without completing tasks?
- Is the student withdrawn socially?



- Does the student have difficulty following directions?
- Does the student have difficulty making decisions?
- Is the student self-conscious or lack self-esteem?
- Is the student non-compliant in other areas?

### **Possible Accommodations**

- Implement multi-tiered system of support (MTSS)
- Use social scripts
- Encourage peer support
- Use modeling
- Allow extra time
- Use checklists
- Post reminders
- Use frequent checks for understanding
- Simplify task or activity

### **Suggestions for Instruction**

- Establish clear expectations
- Present tasks in engaging ways
- Give the student assistance, and then reduce help as the student has more success
- Provide instructions in alternative formats
- Provide visual instructions
- Teach student to self-monitor
- Give student more time to complete assignments and tasks
- Allow student to complete work over several sittings
- Teach student how to follow directions (a checklist may be needed)
- Set a timer or teach the student to time his or her own activities
- Breakdown the tasks or activities into smaller chunks over a longer period of time so the student is not overwhelmed
- Create steps for task or activity completion so the student can see a clear beginning and end

DEFICIT AREA: BEHAVIORAL

**Transitions**



### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student like to complete assignments?
- Does the student get involved in activities while losing track of the time?
- Does the student have difficulty in free-time or less structured activities?
- Does the student have difficulty respecting physical and social boundaries?

## **Possible Accommodations**

- Implement multi-tiered system of support (MTSS)
- Follow a schedule
- Use a timer
- Allow extra time
- Use a task analysis
- Use frequent checks for understanding
- Provide spatial boundaries

## **Suggestions for Instruction**

- Explain to the student before the task that work not completed can be completed later
- Only give the student work that can be completed in a reasonable amount of time
- Teach the student to use a schedule, and schedule activities for the day or class time consistently
- Establish time limits and discuss these limits with the student before activity or assignment begins
- Use timers to establish set times to begin and end
- Provide visual schedules
- Offer a task analysis or a sequenced list or visual representation of the steps needed to complete the task or activity
- Provide reinforcement for positive behavior
- Give the student time reminders before transitions; this includes when a timer is in use. For example, if the timer has been set for twenty minutes, give student a 10-minute reminder, then a five-minute reminder, and even a one-minute reminder
- Give the student an appropriate amount of work for the allotted time. If the student cannot finish the work in one sitting, this may cause frustration
- Give the student clear spatial boundaries. This means they know where they should be in the environment (mark floor where student is supposed to stand in line, sit, etc.)
- Give positive reminders of expectations. For example, while walking in line, ask students to show you what an appropriate line looks like (make it fun, give them different formations, etc.)



## Physical Organization

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Does the student frequently lose materials?
- Is the student's desk/backpack frequently disorganized?

### Possible Accommodations

- Provide verbal reminders for specific routines/areas and material organization
- Provide a list of items needed for homework assignments
- Provide time at various points throughout the day to organize materials (before school, during recess, at lunch, at the end of the day)
- Provide an extra set of textbooks at home

### Suggestions for Instruction

- Act as a model for organization and appropriate use of work material
- Teach student how to use organizers, calendars, cubbies, notebooks, planners, color-coded folders, graphic organizers, and so on
- Reinforce the student for being organized
- Assign the student organizational responsibilities in the classroom
- Have student clean out his or her book bag, desk, and locker either daily or weekly
- Teach the student to clear away unnecessary books and materials before beginning his or her work
- Teach self-regulation strategies



## Time Management

### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments and belongings?
- Does the student have difficulty following multiple-step directions?
- Does the student understand the material?

### Possible Accommodations

- Provide written schedules on notebooks, desks, lunch boxes, or lockers
- Provide visual cues in hallways to guide student to next classroom, cafeteria, and other destinations
- Provide environmental cues and prompts (schedule of daily events, posted rules, steps for performing tasks, etc.)

- Present one activity or assignment at a time
- Provide daily/weekly progress reports
- Provide peer assistance
- Provide checklists for assignments or classwork to be done
- Provide organizational software or apps
- Implement positive behavioral interventions and supports (PBIS)

### **Suggestions for Instruction**

- Provide structure for all academic activities (e.g., specific directions, routine format for tasks, time units, etc.)
- Use rubrics with clearly stated criteria for work
- Assign shorter tasks and gradually increase tasks over time as the student demonstrates success in organizing academic activities
- Have student maintain an assignment notebook
- Establish a routine for student to follow before, during, and after class
- Tape daily activity schedule on the student's desk
- Teach how to take notes when organizing key academic concepts
- Teach students how to organize and approach complex assignments



## **DEFICIT AREA: ORGANIZATIONAL SKILLS**

### **Keeping Track of Assignments**

#### **Questions that Address Potential Areas of Difficulty for the Learner**

- Does the student have a short attention span?
- Is the student frequently off task?
- Does the student frequently lose assignments?
- Is the student's desk/backpack frequently disorganized?

#### **Possible Accommodations**

- Provide a specific, consistent location for each subject's assignments
- Use predictable, consistent routines for assignment submission and return
- Use color-coding to help the student identify different kinds of tasks or materials
- Break a long assignment into parts, setting a separate due date for each part
- Reduce or eliminate redundant work
- Have student record assignments in an assignment notebook or personal planner
- Reduce the total amount of work, but be sure to select the tasks or items needed to accomplish the learning objectives
- Allow for extra time

## **Suggestions for Instruction**

- Provide time each week for student to organize desk and materials
- Teach student organizational skills
- Teach self-regulation strategies