

How to Reach Your Special Education Students

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Ideas for inclusion

Accommodation implementation

1. Make accommodation decisions based on individual student needs.
2. Select accommodations that reduce the effect of a student's disability to access instruction but do not reduce learning expectations.
3. Select accommodations related to specific individual needs in each content area.
4. Provide accommodations for assessments that are routinely implemented in instruction.
5. Be aware that some instructional accommodations may not be appropriate for state assessment.
6. Document instructional and assessment accommodations. (Especially if you are going to refer this student for testing.)

Classroom Accommodations

Classroom Environment

Reduce unnecessary visual stimuli/clutter

Seat student near you or stand near student when giving directions

Eliminate distracters from desk

Post daily routine in visible location

Use a checklist to check off completed activities

Time Management

Incorporate breaks between work periods

Allow extra time for completion of work

Reduce amount of workload from original assignment

Provide a timer for students to use to manage work

Use daily planner, assignment sheet, calendar, etc.

Materials

Assignment book or calendar

Model of end product

Written copy of notes

Large print copy

Visual aids

Manipulatives

Content vocabulary study cards with graphics
Major points highlighted, italicized, or bolded
Highlighters or highlighter tape

Study partner

Graphic organizers

Behavior

Set clearly defined standards

Remind students of rules periodically

Use private signals for reminders

Assign preferential seating

Employ teacher proximity

Make direct eye contact

Include positive reinforcement and incentives

Take frequent breaks

Assign a safe place for "cooling down" or "regrouping"

Speak to student confidentially about behavior

Develop a behavioral contract

Provide a behavior improvement plan

Teach kids to focus on the rewards of success, not on failures.

Instruction

Use peer/individual tutoring

Use pairs or small group work

Provide copy of class notes

Provide enlarged copy of handouts

Allow recording of oral instruction

Incorporate technology into lesson

Provide copy of projected material

Teach specific study skills

Allow variety of student responses

Accept computer-processed assignments

Provide written and verbal directions with visuals when possible

Face students for lip reading

Highlight key points within text/material

Use immediate feedback

Encourage student to repeat directions orally

Use the 10/24/7 review. Students retain greater when it is reviewed after 10 minutes, 24 hours and 7 days.

Make activities multi-sensory, chunk information together and review

CURRICULUM MODIFICATIONS

Using Color

- Highlight directions, main ideas, and key words.
- Use color to show sequences in a math process.
- Use markers to highlight overhead transparencies.
- Teach highlighting techniques identification of key provide.
- Use color to teach suffixes and prefixes.
- Use colored pencils to teach grammar.
- Use colored plastic tape to mark materials, shelves, etc.
- Use color to adapt study materials and tests.

Highlighting

Key words	terms	main ideas
Boldface type	important names	picture captions
Dates	maps	places
Charts	directions	supporting details

Colored pencils

Suffixes and prefixes	math symbols	syllabication
Key words in math	grammar	punctuation
Starting points in math	sequences in math	place value

Adapt tests and study materials

- Color-coded matching
- Fewer choices on multiple choice
- Short answer instead of paragraph writing
- Word banks
- Color-coded fill in the blank
- Smaller blocks of matching
- Highlight directions
- Examples and prompts
- You don't need to rewrite test, just rethink the test
- Write worksheets with "right there" questions and build to higher order thinking questions
- Emphasize key words in directions
- Make test more manageable

If matching, don't have them do 20. Group them in groups of 4 or 5 for them. Highlight the groups in different colors so they have fewer to choose from.

Star main idea-highlight supporting details

Provide study questions/study sheets-may be already completed

Use open book/open notes test

Consider effort or participation as part of grade

Allow one page of notes or a note card for use during test

Read aloud words, phrases, sentences, in questions, or answer choices

Allow oral answers

Vary the testing format

Allow use of technology

Give extra time for completion

Divide into more than one administration

Shorten length of long test

Change time of day for test

Change testing location

Organization skills

Colored plastic tape to mark materials shelves

Color code work papers according to subject

Colored work folders to correspond to subject

Glossing

Using color-coded highlighting in content reading.

Provides student with a visual system for finding and categorizing information in content reading.

Use color code as follows to highlight text.

Red-main idea

Blue-important details

Yellow-cause/effect

Note taking Adaptations

Give them copy of notes so they can follow along with discussions

Assign a buddy

Color Code

Share a set of notes from last year

List topics on Board

Seat student so he can easily see the board

Check to see if the student understands what notes to take

Give them graphic organizer to fill out -have some filled out for them

Give them a slot outline-example in material

Give them a lecture outline-give ample space between items for student to take notes

Show an obvious division between sections

Separate subdivisions with lines if appropriate

Modifications for Reading

1. Include alternate reading materials such as advertisements, airline schedules, comic strips, drivers' manuals, filmstrips, greeting cards, insignias, jackets from books, jingles, jokebooks, labels, letters, lyrics from songs, movie information, menus, occupational bulletins, pamphlets, plaques, price tags, radio logs, rulebooks, sports material, travel brochures, trick and magic books, wills, wrappers, and zoo signs.
2. Use puppets, shadow plays, role playing and pantomime to dramatize stories.
3. Have the student create clay models, wire sculptures, or wood carvings of book or historical characters.
4. Follow up television shows or movies with book displays.
5. Use group storytelling. A narrator tells the story and the group provides the action and sounds.
6. Hold individual conferences in which students talk about favorite books with the teacher.
7. Hold a mock trial. Charge a prosecutor with the task of criticizing a book or story and permit the defendant to justify the story or book of his choosing. The class renders a decision on the relative merits of the case.
8. Have "book talks"-student gives one minute talk on the book he/she is reading
9. Have the student read a story or work with a lower-grade student.
10. Provide a list of items to locate in the local newspaper or school newspaper.
11. Use books on tape.
12. Provide larger print materials.
13. Use direct teacher and strategy instruction.
14. Use small group instruction.
15. Use paired reading and echo reading.
16. Exempt from reading aloud before peers.
17. Provide graphic organizers

Modifications for Language Arts

1. Ask the student to find pictures or cartoons and write the dialogue for them that reveals something about the character, the relationship between the characters, or the situation.
2. Choose a picture of a door. Have the student write or tell about the life of someone he imagines lives, or once lived, behind it.
3. Have the student describe the life as viewed by a skillet, pencil, telephone, pair of socks, mirror comb, etc.
4. Divide students into teams of two or four. Each team member gets an assignment card to write directions for locating an object that is in the room. When it is the student's turn, he gets a copy of someone else's directions. Scores are awarded by the length of time it takes the member to locate the item.
5. Flashcards for vocabulary words-match game
6. Flashcards for parts of speech.
7. Spell words by painting with water and paint brush
8. Write words on each other's backs
9. Walk words written in sidewalk chalk on playground
10. write words in air
11. hand jive-rhythm
12. cut letters out of sand paper for tactile feel
13. shower curtain liner spelling-one letter in each square-student jumps to different letters to spell word
14. On a file-folder panel, have students paste a display of magazine, catalog, internet pictures reflecting their own personality and interests. On another part of the folder, the students attach a brief writing sample that explains the creation. When all have completed their "personality" folders, display them (with names hidden) on the bulletin board under the banner "Guess Who?"
15. Write commercials
16. Have no writing and no talking days.
17. Simultaneous round table
18. Use story starters
19. Put who what, etc on note cards and have them write story. Divide into groups with each child having a card or each person can have all the cards.
20. Write a how to

21. Let them use computer to do writing.
22. Utilize content outline with major points in bold.
23. Allow oral responses.
24. Do not penalize for handwriting or spelling errors in writing.
25. Allow extra time for written and/or oral responses.
26. Use activity sheets that require minimal writing.

Modifications for Math

1. Set up a math laboratory to allow students to think for themselves and provide opportunities for them to discover the order, pattern, and relations, which are the very essence of mathematics.
2. Encourage the use of calculators to help students find patterns or errors in computation.
3. Introduce manipulative devices such as Cuisenaire rods, geoboards, scales, thermometers, erector sets, levers, pulleys, stopwatch, compass, etc.
4. Have the students prepare a variety of budgets with a variety of incomes.
5. Use holiday themes when presenting material.
6. Use the student's interests when developing word problems
7. Graph paper for problems needing columns
8. Fewer problems and extended time
9. Laminated aids: types of triangles, shapes, angles, different formulas, i.e.: area, volume, etc.
10. Use addition and multiplication tables when doing long forms of problems
11. Flashcards: one color front: problem back: steps to complete problem
12. crossword puzzles
13. trace sign before operation
14. color dots at top of problem green-go red-stop
15. teach to look at easier problems first
16. turn paper so lines are vertical-easier to keep numbers in line
17. put fewer problems on a page
18. finger 9's
19. use money that looks real
20. make change to and from a dollar
21. count to next quarter- 69 cents, go to 70, 75 and one quarter
22. fraction strips
23. teach song for long division to tune of 99 bottles of beer-they don't need to know that
Divide and then you multiply, subtract and then pull down, and if you have a number left, you go another round
24. Use graph paper and play "Battleship" to teach coordinates.

25. Provide math books or activity sheets in larger print.
26. Use manipulatives to move from concrete to abstract.
27. Provide vocabulary/definition cards.
28. Use math charts
29. Use tactile numbers and signs
30. Use a raised number line.
31. Use concept related songs.
32. Use peer partners.
33. Provide fewer problems on a page.
34. Allow oral reading of story problems.
35. Break story problems into smaller steps.
36. Use graphics or illustrations.

Modifications for Science/Social Studies

1. Provide content outlines, study guides, or overhead copy.
2. Highlight instructions on lab sheets.
3. Use flexible scheduling/assignments.
4. Provide large print materials
5. Provide content vocabulary cards with graphics
6. Use recorded text or books on tape
7. Use a lab partner
8. Use video to support text
9. Use instructional aids on tests
10. substitute projects for written work
11. use a note taker
12. provide notes in advance

Homework/Assignments

1. Provide written and verbal directions
2. Break assignment into smaller segments or tasks
3. Reduce assignment
4. Allow oral responses
5. Extend time for completion
6. Check that all homework/assignments are written correctly in planner, calendar or homework book.
7. Sequence the steps in a task by numbering
8. Give reminders about due dates for long-term assignments
9. Give directions in small steps.