

IEP and Lesson Plan Development Handbook

*Specially Designed Instruction
Supplementary Aids and Services
Assistive Technology Consideration Checklist
Lesson Plan Development*



Kentucky Special Education
Cooperatives

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Introduction

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to the Program of Studies (i.e., the general program).

This handbook is one resource that provides some examples of Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that might be used to support the student's goals, benchmarks, and objectives on his/her IEP.

After the IEP is written both the special education teacher and the general education teacher must implement the plan for the student. The second section of this handbook has similar instructional strategies, but they are grouped in a different way to provide an alternative access. These modifications and adaptations can be made regarding the purpose and appropriateness of the task, the complexity of the task, the size of the task, the time allotted, the pace, the environment, the order of learning, the procedures and routines, the resources and materials, the application and demonstration of knowledge, the level of support and independence, participation, and motivation.

Specially Designed Instruction (SDI) in its simplest form is "what the teacher does" to instruct, assess, and re-teach the student in the Program of Studies, Kentucky's Learner Goals and Academic Expectations, and other Kentucky documents.

707 KAR 1:280 Section 1 (51)

... means adapting as appropriate content, methodology, or delivery of instruction...

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

Supplementary Aids and Services (SAS) in its simplest form is **what the student needs** including strategies, aids, and services in order to learn on a fair level with her or his peers.

707 KAR 1:280 Section 1 (54)

... means aids, services, and other supports provided in the regular education classes or other education related settings...

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology is a broad description of many things. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

As you review suggestions for SDI and SAS, keep in mind that many of the instructional strategies and support suggestions can be placed in both the SDI and the SAS columns. Often a student needs direct instruction in a specific strategy or in the use of a device, but also needs to use that strategy or device in other classes as he is learning to use it.

This handbook was developed by a committee including staff from the Kentucky Special Education Cooperatives and Kentucky Department of Education.

Section 1: IEP Development

COMMUNICATION

Non-Verbal

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues <input type="checkbox"/> Cue cards <input type="checkbox"/> Graduated guidance <input type="checkbox"/> System of least prompts <input type="checkbox"/> Direct instruction of American Sign Language <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Multiple-modality strategies <input type="checkbox"/> Use of body language <input type="checkbox"/> Attending to speaker <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues <input type="checkbox"/> American Sign Language <input type="checkbox"/> Communication systems <input type="checkbox"/> Switch activated devices <input type="checkbox"/> Augmentative communication devices <input type="checkbox"/> Dynamic screens <input type="checkbox"/> High technology communication devices <input type="checkbox"/> Communication boards/books/cards <input type="checkbox"/> Picture based communication <input type="checkbox"/> Establishing and maintaining eye contact <input type="checkbox"/> Switch accessible <input type="checkbox"/> Scan accessible <input type="checkbox"/> Educational interpreter <input type="checkbox"/> Other |

Listening Comprehension

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction in listening strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking <input type="checkbox"/> Written prompts or directions <input type="checkbox"/> Preview-Teach-Review <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pre-teach critical information and vocabulary <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Repeated directions <input type="checkbox"/> Frequent comprehension checks <input type="checkbox"/> Visual prompts <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Extended processing time <input type="checkbox"/> Paraphrasing, re-phrasing, and summarizing <input type="checkbox"/> Extended time <input type="checkbox"/> Previewing questions <input type="checkbox"/> Preferential seating <input type="checkbox"/> Advanced organizer <input type="checkbox"/> Focus, concrete statements <input type="checkbox"/> Tape recorder <input type="checkbox"/> Highlighting key words <input type="checkbox"/> Listening guides <input type="checkbox"/> Other |

Expressive Language/Oral Expression

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Cue cards <input type="checkbox"/> Visual prompts <input type="checkbox"/> Guided repetitions <input type="checkbox"/> Rehearsal, use of scripts <input type="checkbox"/> Time delay strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Conversational skills (i.e., initiating, maintaining, ending) <input type="checkbox"/> Word retrieval drills: categories, attributes, functions <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Cue cards <input type="checkbox"/> Visual prompts <input type="checkbox"/> Extended response time <input type="checkbox"/> Allow written tests <input type="checkbox"/> Recorded materials <input type="checkbox"/> Preferential seating <input type="checkbox"/> Directions in multiple forms (i.e., restate, rephrase, oral directions) <input type="checkbox"/> Oral reading on volunteer basis <input type="checkbox"/> Rehearsal, use of scripts <input type="checkbox"/> Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other |

Voice

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Vocal strategies <input type="checkbox"/> Social skills <input type="checkbox"/> Calming strategies <input type="checkbox"/> Self-monitoring strategies <input type="checkbox"/> Visualization techniques <input type="checkbox"/> Recognition of vocal abusive patterns <input type="checkbox"/> Oral motor intervention <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Self-monitoring checklists <input type="checkbox"/> Calming strategies cues <input type="checkbox"/> Variety of questioning techniques <input type="checkbox"/> Signal system for recognizing abusive vocal patterns <input type="checkbox"/> Other |

Fluency

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Starter techniques <input type="checkbox"/> Maintaining eye contact <input type="checkbox"/> Choral responses <input type="checkbox"/> Reading responses <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Extended response time <input type="checkbox"/> Opportunity to speak first in oral group situations <input type="checkbox"/> Individual instead of group presentations <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other |

Receptive Language

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, picture prompts and cues <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Simultaneous prompting <input type="checkbox"/> Time delay <input type="checkbox"/> Verbal cues <input type="checkbox"/> Core vocabulary with cue cards <input type="checkbox"/> Visualization <input type="checkbox"/> Verbal rehearsal <input type="checkbox"/> Cloze procedures <input type="checkbox"/> Direct instruction <input type="checkbox"/> Auditory bombardment of language targets <input type="checkbox"/> Verbal repetition <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Pre-teach critical information <input type="checkbox"/> Understanding humor and absurdities <input type="checkbox"/> Train elements of critical thinking <input type="checkbox"/> Making inferences and predictions <input type="checkbox"/> Drawing conclusions and making generalizations <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating <input type="checkbox"/> Repetition of directions <input type="checkbox"/> Simple directions <input type="checkbox"/> Gestures and visual cues <input type="checkbox"/> Paraphrasing and rephrasing <input type="checkbox"/> Visual prompts <input type="checkbox"/> Picture schedule <input type="checkbox"/> Picture cues <input type="checkbox"/> Sentence strips <input type="checkbox"/> Tape recorder <input type="checkbox"/> Self cueing strategies <input type="checkbox"/> Gradually building complexity of task <input type="checkbox"/> Teacher Wait time <input type="checkbox"/> Other |

Pragmatics

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Social scripting <input type="checkbox"/> Social stories <input type="checkbox"/> Written prompts <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal prompting <input type="checkbox"/> Guided responding <input type="checkbox"/> Environmental prompting (i.e., personal space awareness) <input type="checkbox"/> Chaining <input type="checkbox"/> Shaping <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Role playing <input type="checkbox"/> Conversational turn-taking, initiating/terminating conversation, commenting, and asking questions <input type="checkbox"/> Relevant emotion/feeling word | <ul style="list-style-type: none"> <input type="checkbox"/> Role playing <input type="checkbox"/> Monitoring and quick feedback <input type="checkbox"/> Peer buddy/monitor <input type="checkbox"/> Sensory issues addressed <input type="checkbox"/> Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions <input type="checkbox"/> Environmental prompts (i.e., personal space awareness) <input type="checkbox"/> Other |

Articulation/Phonology

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Auditory discrimination training <input type="checkbox"/> Modeling <input type="checkbox"/> Mirror training <input type="checkbox"/> Oral motor exercises <input type="checkbox"/> Repetitive drill/trials <input type="checkbox"/> Touch cues <input type="checkbox"/> Minimal pair drills <input type="checkbox"/> Auditory bombardment <input type="checkbox"/> Guided rehearsal <input type="checkbox"/> Discrete phoneme production training <input type="checkbox"/> Oral motor desensitization/stimulation <input type="checkbox"/> Oral prompts <input type="checkbox"/> Phonemic awareness training <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Time delay <input type="checkbox"/> Use of FM system <input type="checkbox"/> Tape recorder <input type="checkbox"/> Tactile cues <input type="checkbox"/> Visual cues <input type="checkbox"/> Kinesthetic cues <input type="checkbox"/> Extended response time <input type="checkbox"/> Correct speech samples <input type="checkbox"/> Verbal cues for correct speech sounds <input type="checkbox"/> Modeling of correct speech patterns when student makes incorrect speech patterns <input type="checkbox"/> Oral prompts <input type="checkbox"/> Preferential seating <input type="checkbox"/> Vocabulary cue cards <input type="checkbox"/> Color coded key words <input type="checkbox"/> Computer support <input type="checkbox"/> Step-by-step directions <input type="checkbox"/> Other |

ACADEMICS

Basic Reading

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|--|
| <ul style="list-style-type: none"> □ Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding □ Visual strategies including word recognition and visual memory for words □ Auditory strategies including language structure at the word, sentence, and text level □ Fluency □ Meaning strategies including word meanings and associations and precision in word usage □ Identifying and pronouncing words and reading fluently orally includes: <ul style="list-style-type: none"> ▪ using content clues; ▪ visual word recognition strategies including environmental print; ▪ word analysis strategies such as prefixes, suffixes, compound words and word derivations; ▪ text management strategies such as rereading/reading ahead, deep reading, skimming/scanning; ▪ decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words; ▪ cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. | <ul style="list-style-type: none"> □ Graphic organizers □ Prompting and cueing □ Recorded materials □ Oral/visual presentation of materials above independent reading level □ Extended time □ Large print (specify font size) □ Highlighted material □ Braille □ Braille N' Speak □ Refreshable Braille □ Type N' Speak □ Manipulatives (i.e., letter tiles, flash cards, etc.) □ Access to technology (i.e., computer, software, voice-to-text software, etc.) □ Use of black marker ONLY on dry erase board □ Talking books □ Screen enlargement software □ Magnifier □ Monocular/Binocular □ Colored overlays for reading/glare reduction (specify color) □ Copy of notes written on the board □ Regular text along with large print texts for colored illustrations and maps |

Reading Comprehension

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> "Cloze" procedures <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual prompts <input type="checkbox"/> Pre-teaching concepts/vocabulary <input type="checkbox"/> LEARN strategy <ul style="list-style-type: none"> • List what you know • Explore what you want to know • Access information • Reflect on what you're learning • Now make connections <input type="checkbox"/> KWL Strategy <ul style="list-style-type: none"> ○ List what you know ○ Tell what you want to know ○ Tell what you learned <input type="checkbox"/> Verbal summarization <input type="checkbox"/> Open-ended stories <input type="checkbox"/> QAR (question, answer, response) <input type="checkbox"/> Choral reading <input type="checkbox"/> Paired reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Visual imagery <input type="checkbox"/> Story mapping <input type="checkbox"/> Think aloud <input type="checkbox"/> Direct instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring <input type="checkbox"/> Direct instruction and support for specialized software and equipment <input type="checkbox"/> Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts <input type="checkbox"/> Instruction in hand/finger skills, tactile discrimination/perception skills <input type="checkbox"/> Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps) <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Recorded books with appropriate pacing <input type="checkbox"/> Recorded materials <input type="checkbox"/> Highlighting <input type="checkbox"/> Large print (specify font size) <input type="checkbox"/> Braille <input type="checkbox"/> Refreshable Braille <input type="checkbox"/> Braille N' Speak <input type="checkbox"/> Type N' Speak <input type="checkbox"/> Reader <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Oral/visual presentation of materials above independent reading level <input type="checkbox"/> Manipulatives (i.e., story strips, etc.) <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual prompts <input type="checkbox"/> Note-taking guides <input type="checkbox"/> Study guides <input type="checkbox"/> Highlighted study guides <input type="checkbox"/> Use of black marker ONLY on dry erase board <input type="checkbox"/> Talking books <input type="checkbox"/> Screen enlargement software <input type="checkbox"/> Magnifier <input type="checkbox"/> Monocular/Binocular <input type="checkbox"/> Colored overlays for reading/glare reduction (specify color) <input type="checkbox"/> Copy of notes written on the board <input type="checkbox"/> Regular text along with large print texts for colored illustrations and maps <input type="checkbox"/> Short breaks to reduce eye fatigue and strain <input type="checkbox"/> Reading stand <input type="checkbox"/> Other |

Written Language

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction in Graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> Tactile kinesthetic tracing <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual and physical prompts and cues <input type="checkbox"/> Small group instruction <input type="checkbox"/> Structured approach to sentence writing <input type="checkbox"/> Direct instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing <input type="checkbox"/> Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose <input type="checkbox"/> Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) <input type="checkbox"/> Sequential instruction for keyboarding skills <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Scribe (specify how and when a scribe will be used) <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Assistive technology <input type="checkbox"/> Advance organizers <input type="checkbox"/> Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journals, logs, notebooks <input type="checkbox"/> Rubrics/scoring guides to guide <input type="checkbox"/> Editing checklists <input type="checkbox"/> Production of written pieces <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Error monitoring, self-monitoring <input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Copies of overheads (notes, directions, organizers, etc.) <input type="checkbox"/> Preferential seating <input type="checkbox"/> Highlighting <input type="checkbox"/> Color coded direction words <input type="checkbox"/> Student paraphrasing of directions <input type="checkbox"/> Raised line paper <input type="checkbox"/> Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) <input type="checkbox"/> Tape recorder to talk into and write from <input type="checkbox"/> Pencil grips <input type="checkbox"/> Retaking of tests <input type="checkbox"/> Access to technology (i.e., computer, software, tape recorder, voice-to-text software) <input type="checkbox"/> Bold line, raised line, Braille paper <input type="checkbox"/> Special writing utensil (20/20 pen, #1 lead pencil, marker, etc.) <input type="checkbox"/> Signature guide <input type="checkbox"/> Slate N Stylus <input type="checkbox"/> Other |

Math Calculation and Reasoning

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Multi-sensory teaching strategies <input type="checkbox"/> Time delay <input type="checkbox"/> Most to least prompts <input type="checkbox"/> Modeling <input type="checkbox"/> Direct instruction in computation and reasoning strategies, word problem strategies <input type="checkbox"/> Guided practice <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Chunking <input type="checkbox"/> Touch five coin counting strategy <input type="checkbox"/> Direct instruction in use of a calculator <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps <input type="checkbox"/> Small group instruction <input type="checkbox"/> Visual, non-verbal, verbal, physical, picture, and written prompts and cues <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Modified tests/assignments <input type="checkbox"/> Advanced organizers <input type="checkbox"/> Copies of overheads including notes, organizers, examples <input type="checkbox"/> Extended time <input type="checkbox"/> Graph paper/vertical lined paper <input type="checkbox"/> Manipulatives <input type="checkbox"/> Calculator <input type="checkbox"/> Talking calculator <input type="checkbox"/> Large display calculator <input type="checkbox"/> Magnifier <input type="checkbox"/> Colored overlay <input type="checkbox"/> Number line <input type="checkbox"/> Study guides <input type="checkbox"/> Peer buddy/peer tutoring <input type="checkbox"/> Oral presentation of materials/assessments <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other |

VOCATIONAL

Task Completion/On Task Behavior

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Partial participation <input type="checkbox"/> Self-talk <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Self-monitoring/evaluation <input type="checkbox"/> Student task analysis <input type="checkbox"/> Graphic organizer <input type="checkbox"/> System of least prompts <input type="checkbox"/> Simultaneous prompting <input type="checkbox"/> Cueing (verbal, nonverbal, visual, picture, photo, etc.) <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Use of timer <input type="checkbox"/> Dual set of materials for school and home <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Extended time <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Peer tutor <input type="checkbox"/> Mentors <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Redirection and corrective feedback <input type="checkbox"/> Behavior contract <input type="checkbox"/> Environmental modifications <input type="checkbox"/> Assistive technology <input type="checkbox"/> Work systems <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Cue cards (i.e., definitions, examples, models, flow chart) <input type="checkbox"/> Previewing assignment <input type="checkbox"/> Other |

Following Directions

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Task analysis <input type="checkbox"/> Self- monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> System of least prompts <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Self-talk <input type="checkbox"/> Mnemonics <input type="checkbox"/> Advanced organizers <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Time delay <input type="checkbox"/> Increased wait time <input type="checkbox"/> Advance organizers <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Endless loop tape <input type="checkbox"/> Alternate modes for directions including pictures, photos, etc. <input type="checkbox"/> Contracts <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Visual supports <input type="checkbox"/> Assistive technology <input type="checkbox"/> Clarification of directions <input type="checkbox"/> Other |

Rate/Speed of Work

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timer <input type="checkbox"/> Schedule <input type="checkbox"/> Pictorial representation of task <input type="checkbox"/> Audio stimulation to support rhythmic pace (music) <input type="checkbox"/> Repeated practice <input type="checkbox"/> Assistive technology <input type="checkbox"/> Work systems <input type="checkbox"/> Extended time <input type="checkbox"/> Reduced level of lighting <input type="checkbox"/> Increased level of lighting <input type="checkbox"/> Preferential seating (specify where) <input type="checkbox"/> Other |

Following a Schedule

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Direct instruction in reading a schedule and a site map <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Task analysis <input type="checkbox"/> Graduated guidance <input type="checkbox"/> Picture agenda <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timer <input type="checkbox"/> Picture schedule <input type="checkbox"/> Color coding <input type="checkbox"/> Highlighting <input type="checkbox"/> Repeated practice <input type="checkbox"/> Map (i.e. school, classroom, community, etc.) <input type="checkbox"/> Object schedules <input type="checkbox"/> Picture agenda <input type="checkbox"/> Repeated practice <input type="checkbox"/> Other |

Attendance

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Multi-sensory instructional strategies <input type="checkbox"/> Token economy <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Contracts <input type="checkbox"/> Escort to class <input type="checkbox"/> Proximity to classroom <input type="checkbox"/> Pictorial representation of task <input type="checkbox"/> Alternate dismissal <input type="checkbox"/> Interest inventory to identify motivators <input type="checkbox"/> Other |

Organization

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Task analysis <input type="checkbox"/> Video self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in organization systems <input type="checkbox"/> Modeling <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Duplicates <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened assignment <input type="checkbox"/> Dual set of materials for school and home <input type="checkbox"/> Step by step instructions <input type="checkbox"/> Color coding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Calendar <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Dividers and organizers <input type="checkbox"/> Work systems <input type="checkbox"/> Other |

Working Independently

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Graduated guidance <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Task analysis <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Study carrel <input type="checkbox"/> Work systems <input type="checkbox"/> Assignments and tasks given in segments <input type="checkbox"/> Redirection (verbal, non-verbal, physical, visual, etc.) <input type="checkbox"/> Fading prompts <input type="checkbox"/> Positive/corrective feedback <input type="checkbox"/> Other |

Decision Making

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Self talk <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Role playing <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in evaluating and choosing <input type="checkbox"/> Social stories <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Picture cues <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other |

Self-Evaluation

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Task analysis <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in evaluating self <input type="checkbox"/> Modeling <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Picture cues <input type="checkbox"/> Work systems <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Progress graphs <input type="checkbox"/> Checklists <input type="checkbox"/> Peer editing <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other |

Social Competence

| Specially Designed Instruction (SDI) <i>What the teacher teaches</i> | Supplementary Aids & Services (SAS) <i>What the student needs</i> |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Written prompts and cues <input type="checkbox"/> Direct instruction in replacement behaviors <input type="checkbox"/> Modeling <input type="checkbox"/> Corrective feedback with re-teaching <input type="checkbox"/> Student study teams <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Behavior intervention plan <input type="checkbox"/> Direct instruction in explicit social skills <input type="checkbox"/> Role playing <input type="checkbox"/> De-escalation strategies <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Frequent, positive feedback and specific praise <input type="checkbox"/> Daily/weekly home contact <input type="checkbox"/> Contracts <input type="checkbox"/> Student-created reinforcement menu <input type="checkbox"/> Sequential directions <input type="checkbox"/> Short, concise directions <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Opportunities for movement <input type="checkbox"/> Signal, inference cues <input type="checkbox"/> Proximity control <input type="checkbox"/> Structured transitions <input type="checkbox"/> Timer <input type="checkbox"/> Reinforcement menu <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Other |

Physical Functioning

| <i>Specially Designed Instruction (SDI) What the teacher teaches</i> | <i>Supplementary Aids & Services (SAS) What the student needs</i> |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal, visual, written, and physical prompts and cues <input type="checkbox"/> Corrective feedback with re-teaching <input type="checkbox"/> Hand-over-hand guidance <input type="checkbox"/> Redirection <input type="checkbox"/> Self-instruction <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-talk <input type="checkbox"/> System of least prompts <input type="checkbox"/> Visualization <input type="checkbox"/> Social stories <input type="checkbox"/> Direct instruction in specific skills <input type="checkbox"/> Other | <ul style="list-style-type: none"> <input type="checkbox"/> One-on-one instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Partial participation <input type="checkbox"/> Modified equipment <input type="checkbox"/> Modified rules <input type="checkbox"/> Modified tests, activities, and assignments <input type="checkbox"/> Self-instruction <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-talk <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened time <input type="checkbox"/> Peer tutor <input type="checkbox"/> Shorter distances <input type="checkbox"/> Decreased level of difficulty <input type="checkbox"/> Extra practice of skills <input type="checkbox"/> Lower goal/target <input type="checkbox"/> Alternate activities <input type="checkbox"/> Adapted playing area (smaller, obstacles removed, etc.) <input type="checkbox"/> Well-defined boundaries <input type="checkbox"/> Larger goal/target <input type="checkbox"/> Larger/lighter bat, racquet, etc. <input type="checkbox"/> Frequent rest periods <input type="checkbox"/> Slower activity pace <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other |

Section 2: Assistive Technology Consideration Checklist

This checklist is to be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of Assistive Technology (AT). This form can be used during the referral process, or during the Admissions and Release Committee meeting to develop an Individualized Education Plan. Each area of concern includes a sampling of common devices typically used to address that area. The samples are not provided as an exhaustive list and may not include the most appropriate device for a particular student.

| Domains related to the Student's IEP | Area of Concern | | | | | | | | | | | | | | | |
|---|---|---|---|---|---------------------------|----------------------------|--|----------------------------------|---|----------------------------------|------------------|-------------------------------|------------------------------------|--------------|--|--|
| Physical: Vision; hearing; health; motor abilities; speech mechanism | <p>Vision</p> <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Magnifier</td> <td style="width: 33%;">Screen magnification software</td> <td style="width: 33%;">Enlarged or Braille/tactile labels for keyboard</td> </tr> <tr> <td>Large print books</td> <td>Screen color contrast</td> <td></td> </tr> <tr> <td>CCTV (Closed Circuit Television)</td> <td>Screen reader/text reader</td> <td>Alternate keyboard/enlarged keys</td> </tr> <tr> <td>Screen magnifier</td> <td>Braille materials/translation</td> <td>Braille keyboard and/or note taker</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table> | Magnifier | Screen magnification software | Enlarged or Braille/tactile labels for keyboard | Large print books | Screen color contrast | | CCTV (Closed Circuit Television) | Screen reader/text reader | Alternate keyboard/enlarged keys | Screen magnifier | Braille materials/translation | Braille keyboard and/or note taker | Other: _____ | | |
| | Magnifier | Screen magnification software | Enlarged or Braille/tactile labels for keyboard | | | | | | | | | | | | | |
| | Large print books | Screen color contrast | | | | | | | | | | | | | | |
| | CCTV (Closed Circuit Television) | Screen reader/text reader | Alternate keyboard/enlarged keys | | | | | | | | | | | | | |
| | Screen magnifier | Braille materials/translation | Braille keyboard and/or note taker | | | | | | | | | | | | | |
| Other: _____ | | | | | | | | | | | | | | | | |
| <p>Hearing</p> <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Pen and Paper</td> <td style="width: 33%;">Closed Captioning</td> <td style="width: 33%;">Personal amplification system/hearing aid</td> </tr> <tr> <td>Computer/portable word Processor</td> <td>Real time captioning</td> <td>FM or loop system</td> </tr> <tr> <td>Signaling device</td> <td>Flash alert signal on computer</td> <td>Infrared system</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table> | Pen and Paper | Closed Captioning | Personal amplification system/hearing aid | Computer/portable word Processor | Real time captioning | FM or loop system | Signaling device | Flash alert signal on computer | Infrared system | Other: _____ | | | | | | |
| Pen and Paper | Closed Captioning | Personal amplification system/hearing aid | | | | | | | | | | | | | | |
| Computer/portable word Processor | Real time captioning | FM or loop system | | | | | | | | | | | | | | |
| Signaling device | Flash alert signal on computer | Infrared system | | | | | | | | | | | | | | |
| Other: _____ | | | | | | | | | | | | | | | | |
| <p>Seating and Positioning</p> <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Non-slip surface on chair</td> <td style="width: 33%;">Supports, restraints</td> <td style="width: 33%;">Sidelyer</td> </tr> <tr> <td>Bolster, cushion, foot blocks</td> <td>Adapted/alternate chair</td> <td>Stander</td> </tr> <tr> <td>Adjustable tables, desks, equipment mounts, etc.</td> <td>Custom fitted wheelchair</td> <td>Pressure monitors</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table> | Non-slip surface on chair | Supports, restraints | Sidelyer | Bolster, cushion, foot blocks | Adapted/alternate chair | Stander | Adjustable tables, desks, equipment mounts, etc. | Custom fitted wheelchair | Pressure monitors | Other: _____ | | | | | | |
| Non-slip surface on chair | Supports, restraints | Sidelyer | | | | | | | | | | | | | | |
| Bolster, cushion, foot blocks | Adapted/alternate chair | Stander | | | | | | | | | | | | | | |
| Adjustable tables, desks, equipment mounts, etc. | Custom fitted wheelchair | Pressure monitors | | | | | | | | | | | | | | |
| Other: _____ | | | | | | | | | | | | | | | | |
| <p>Mobility</p> <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Walker</td> <td style="width: 33%;">Manual wheelchair, tray, parts</td> <td style="width: 33%;">Powered wheelchair</td> </tr> <tr> <td>Grab bars and rails</td> <td>Powered mobility toy</td> <td>Powered scooter</td> </tr> <tr> <td colspan="3">Other: _____</td> </tr> </table> | Walker | Manual wheelchair, tray, parts | Powered wheelchair | Grab bars and rails | Powered mobility toy | Powered scooter | Other: _____ | | | | | | | | | |
| Walker | Manual wheelchair, tray, parts | Powered wheelchair | | | | | | | | | | | | | | |
| Grab bars and rails | Powered mobility toy | Powered scooter | | | | | | | | | | | | | | |
| Other: _____ | | | | | | | | | | | | | | | | |
| <p>Mechanics of Writing</p> <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Variety of pencils/pens</td> <td style="width: 33%;">Computer with word processor</td> <td style="width: 33%;">Word prediction software</td> </tr> <tr> <td>Pencil/pen with adapted grip</td> <td>Pre-written words/phrases</td> <td>Voice recognition software</td> </tr> <tr> <td>Adapted paper (raised line or highlighted line)</td> <td>Template</td> <td>Port. Word processor (e.g. Alpha smart)</td> </tr> <tr> <td></td> <td>Slantboard</td> <td>Other: _____</td> </tr> </table> | Variety of pencils/pens | Computer with word processor | Word prediction software | Pencil/pen with adapted grip | Pre-written words/phrases | Voice recognition software | Adapted paper (raised line or highlighted line) | Template | Port. Word processor (e.g. Alpha smart) | | Slantboard | Other: _____ | | | | |
| Variety of pencils/pens | Computer with word processor | Word prediction software | | | | | | | | | | | | | | |
| Pencil/pen with adapted grip | Pre-written words/phrases | Voice recognition software | | | | | | | | | | | | | | |
| Adapted paper (raised line or highlighted line) | Template | Port. Word processor (e.g. Alpha smart) | | | | | | | | | | | | | | |
| | Slantboard | Other: _____ | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------------------|--|--|--|---|-------------------------------|--------------------------------|-----------------------|--------------------|----------------------------|--|----------------------------------|---|---|---------------------|------------------------|----------------------|--|---------------------------------|---------------|--------------------|---------------------------------------|-------------------------------|-----------------------------|----------------------------------|--|----------------------|-----------------------------------|---------------------------------------|-----------------------------|------------------------|----------------------------|-------------------|------------------------|---------------------|--|----------------------|--|
| | <p>Computer Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples: (circle proposed devices/tools)</p> <table border="0" style="width: 100%;"> <tr> <td>Keyboard with accessibility options</td> <td>Arm support</td> <td>Pointing option/head mice</td> </tr> <tr> <td>Word prediction/abbreviation expansion</td> <td>Trackball/joystick with onscreen keyboard</td> <td>Switch with Morse code</td> </tr> <tr> <td>Keypad</td> <td></td> <td>Switch with scanning</td> </tr> <tr> <td>Alternate keyboard</td> <td>Voice recognition software</td> <td></td> </tr> </table> <p>Other: _____</p> | Keyboard with accessibility options | Arm support | Pointing option/head mice | Word prediction/abbreviation expansion | Trackball/joystick with onscreen keyboard | Switch with Morse code | Keypad | | Switch with scanning | Alternate keyboard | Voice recognition software | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Keyboard with accessibility options | Arm support | Pointing option/head mice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word prediction/abbreviation expansion | Trackball/joystick with onscreen keyboard | Switch with Morse code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Keypad | | Switch with scanning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternate keyboard | Voice recognition software | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Communication: Speech sound production and use; receptive and expressive language; voice; fluency; augmentative and alternative communication</p> | <p><input type="checkbox"/> Functioning independently with standard classroom tools</p> <p><input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Examples: (circle proposed devices/tools)</p> <table border="0" style="width: 100%;"> <tr> <td>Communication board with pictures/objects/words</td> <td>Simple voice output device</td> <td>Voice output device with dynamic display</td> </tr> <tr> <td>Eye gaze frame</td> <td>Voice output device with icon sequencing</td> <td>Voice output device with speech synthesis</td> </tr> </table> <p>Scripted conversations Other: _____</p> | Communication board with pictures/objects/words | Simple voice output device | Voice output device with dynamic display | Eye gaze frame | Voice output device with icon sequencing | Voice output device with speech synthesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communication board with pictures/objects/words | Simple voice output device | Voice output device with dynamic display | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eye gaze frame | Voice output device with icon sequencing | Voice output device with speech synthesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks, and solves problems</p> | <p>Learning and Studying</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples: (circle proposed devices/tools)</p> <table border="0" style="width: 100%;"> <tr> <td>Print or picture schedules</td> <td>Single word scanners</td> <td>Agendas/schedules</td> </tr> <tr> <td>Home to school communications</td> <td>Graphic Organizers and/or software</td> <td>Study Guides (modified)</td> </tr> <tr> <td>Copy of lecture notes</td> <td>Structured teaching activities</td> <td>Electronic organizers</td> </tr> <tr> <td>Highlighted text</td> <td>Recorded material</td> <td></td> </tr> <tr> <td>Software for concept development</td> <td colspan="2">Aids to find materials (e.g. color coded folders)</td> </tr> </table> <p>Other: _____</p> | Print or picture schedules | Single word scanners | Agendas/schedules | Home to school communications | Graphic Organizers and/or software | Study Guides (modified) | Copy of lecture notes | Structured teaching activities | Electronic organizers | Highlighted text | Recorded material | | Software for concept development | Aids to find materials (e.g. color coded folders) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Print or picture schedules | Single word scanners | Agendas/schedules | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Home to school communications | Graphic Organizers and/or software | Study Guides (modified) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Copy of lecture notes | Structured teaching activities | Electronic organizers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Highlighted text | Recorded material | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Software for concept development | Aids to find materials (e.g. color coded folders) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Academic Performance: Basic and content reading; reading comprehension; mathematics calculation, reasoning, and application; written expression; oral expression; listening comprehension; learning preference; learning style, strategies; effect of the disability on acquisition, development, mastery and applications of academic skills.</p> | <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td>Predictable books</td> <td>Use of pictures/symbols with text</td> <td>Scanner with optical character, recognition and talking word processor</td> </tr> <tr> <td>Changes in text size, spacing, color, background</td> <td>Talking electronic device to speak challenging words</td> <td>Electronic books</td> </tr> <tr> <td>Book adapted for page turning</td> <td>Single word scanners</td> <td></td> </tr> <tr> <td>Reading pen</td> <td>Book Worm</td> <td></td> </tr> </table> <p>Other: _____</p> <p>Math</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td>Abacus/Math line</td> <td>Tactile/voice output measuring device</td> <td>Calculator with speech/special features</td> </tr> <tr> <td>Enlarged worksheets</td> <td>Talking watches/clocks</td> <td>Alternative keyboard</td> </tr> <tr> <td>Alternatives for answering, explaining, or giving examples</td> <td>Calculator with/without printer</td> <td>Math software</td> </tr> <tr> <td>Math "Smart Chart"</td> <td>Calculator with enlarged keys/display</td> <td>On-screen/scanning calculator</td> </tr> <tr> <td>Money calculator/coinulator</td> <td>Software for object manipulation</td> <td></td> </tr> </table> <p>Other: _____</p> <p>Composing Written Material</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td>Word cards/book/wall</td> <td>Word processor with spell checker</td> <td>Word processing with writing supports</td> </tr> <tr> <td>Pocket dictionary/thesaurus</td> <td>Talking work processor</td> <td>Voice recognition software</td> </tr> <tr> <td>Writing templates</td> <td>Abbreviation/expansion</td> <td>Multimedia software</td> </tr> <tr> <td>Electronic/talking spell checker/ dictionary</td> <td>Writing With Symbols</td> <td></td> </tr> </table> <p>Other: _____</p> | Predictable books | Use of pictures/symbols with text | Scanner with optical character, recognition and talking word processor | Changes in text size, spacing, color, background | Talking electronic device to speak challenging words | Electronic books | Book adapted for page turning | Single word scanners | | Reading pen | Book Worm | | Abacus/Math line | Tactile/voice output measuring device | Calculator with speech/special features | Enlarged worksheets | Talking watches/clocks | Alternative keyboard | Alternatives for answering, explaining, or giving examples | Calculator with/without printer | Math software | Math "Smart Chart" | Calculator with enlarged keys/display | On-screen/scanning calculator | Money calculator/coinulator | Software for object manipulation | | Word cards/book/wall | Word processor with spell checker | Word processing with writing supports | Pocket dictionary/thesaurus | Talking work processor | Voice recognition software | Writing templates | Abbreviation/expansion | Multimedia software | Electronic/talking spell checker/ dictionary | Writing With Symbols | |
| Predictable books | Use of pictures/symbols with text | Scanner with optical character, recognition and talking word processor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Changes in text size, spacing, color, background | Talking electronic device to speak challenging words | Electronic books | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Book adapted for page turning | Single word scanners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading pen | Book Worm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abacus/Math line | Tactile/voice output measuring device | Calculator with speech/special features | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enlarged worksheets | Talking watches/clocks | Alternative keyboard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternatives for answering, explaining, or giving examples | Calculator with/without printer | Math software | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math "Smart Chart" | Calculator with enlarged keys/display | On-screen/scanning calculator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Money calculator/coinulator | Software for object manipulation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word cards/book/wall | Word processor with spell checker | Word processing with writing supports | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pocket dictionary/thesaurus | Talking work processor | Voice recognition software | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing templates | Abbreviation/expansion | Multimedia software | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electronic/talking spell checker/ dictionary | Writing With Symbols | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---|---|--|--------------------------|------------------------------|---|----------------------------------|--------------------------|--|---|----------------------------|---|-------------------------|---|--------------------------------|--|--------------|
| <p>Vocational Functioning: General work behaviors; following directions; working independently or with job supports; job preferences/interests; dexterity; abilities; interpersonal relationships and socialization; related work skills.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples: Any item from the other categories that enable an individual to perform or train for a vocational task with a greater degree of independence may be categorized here.</p> | | | | | | | | | | | | | | | |
| <p>Recreation/Leisure Functioning: Free time; maintenance of physical fitness; use of generic community recreation facilities and resources and degree of social movement.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Toys adapted with Velcro, magnets, handles, etc.</td> <td style="width: 33%;">Modified utensils</td> <td style="width: 33%;">Art software</td> </tr> <tr> <td>Switch-adapted toys</td> <td>Arm support for drawing/painting</td> <td>Computer games</td> </tr> <tr> <td>Adapted sporting equipment (beeping balls, etc.)</td> <td>Electronic aids to operate media (TV, VCR, DVD, CD, etc.)</td> <td>Other software</td> </tr> <tr> <td colspan="3">Adapted playground equipment</td> </tr> </table> <p>Other: _____</p> | Toys adapted with Velcro, magnets, handles, etc. | Modified utensils | Art software | Switch-adapted toys | Arm support for drawing/painting | Computer games | Adapted sporting equipment (beeping balls, etc.) | Electronic aids to operate media (TV, VCR, DVD, CD, etc.) | Other software | Adapted playground equipment | | | | | |
| Toys adapted with Velcro, magnets, handles, etc. | Modified utensils | Art software | | | | | | | | | | | | | | |
| Switch-adapted toys | Arm support for drawing/painting | Computer games | | | | | | | | | | | | | | |
| Adapted sporting equipment (beeping balls, etc.) | Electronic aids to operate media (TV, VCR, DVD, CD, etc.) | Other software | | | | | | | | | | | | | | |
| Adapted playground equipment | | | | | | | | | | | | | | | | |
| <p>Environmental Functioning: Relationship with family; relationship with peers; family's dominant language; cultural influences; expectation of the parents for the child or youth in the home, schools, and community environment; service received in the community; economic influences.</p> | <p>Activities of Daily Living (ADLs)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Nonslip materials</td> <td style="width: 33%;">Adaptive eating utensils</td> <td style="width: 33%;">Adaptive devices for hygiene</td> </tr> <tr> <td>Universal cuff/strap hold items in hand</td> <td>Adaptive drinking devices</td> <td>Adaptive bathing devices</td> </tr> <tr> <td>Color coded items</td> <td>Adaptive dressing equipment</td> <td>Adaptive cooking equipment</td> </tr> </table> <p>Other: _____</p> <p>Environmental control</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Examples:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Switch and interface to turn on electrical appliances</td> <td>Light switch extensions</td> </tr> <tr> <td>Switch and interface to activate battery operated devices</td> <td>Infrared/RF control of devices</td> </tr> <tr> <td>Environmental control through augmentative devices</td> <td>Other: _____</td> </tr> </table> | Nonslip materials | Adaptive eating utensils | Adaptive devices for hygiene | Universal cuff/strap hold items in hand | Adaptive drinking devices | Adaptive bathing devices | Color coded items | Adaptive dressing equipment | Adaptive cooking equipment | Switch and interface to turn on electrical appliances | Light switch extensions | Switch and interface to activate battery operated devices | Infrared/RF control of devices | Environmental control through augmentative devices | Other: _____ |
| Nonslip materials | Adaptive eating utensils | Adaptive devices for hygiene | | | | | | | | | | | | | | |
| Universal cuff/strap hold items in hand | Adaptive drinking devices | Adaptive bathing devices | | | | | | | | | | | | | | |
| Color coded items | Adaptive dressing equipment | Adaptive cooking equipment | | | | | | | | | | | | | | |
| Switch and interface to turn on electrical appliances | Light switch extensions | | | | | | | | | | | | | | | |
| Switch and interface to activate battery operated devices | Infrared/RF control of devices | | | | | | | | | | | | | | | |
| Environmental control through augmentative devices | Other: _____ | | | | | | | | | | | | | | | |

- As a result of this screening it has been determined that this student is functioning independently with the standard classroom tools. No assistive technology required.
- As a result of this screening it has been determines that this student will require the use of assistive technology, as determined by the ARC team.
- As a result of this screening it has been determined that this student may require a comprehensive assistive technology evaluation as determined by the ARC team.

Section 3: Lesson Plan Development

Use these instructional strategies and materials to assist your students in making progress through the Program of Studies.

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| <p>Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> |
| <ul style="list-style-type: none"> Identify and focus on critical information. Determine the "need to know" content rather than "nice to know". Organize instruction around the big ideas. |
| <ul style="list-style-type: none"> Simplify task directions. |
| <ul style="list-style-type: none"> Introduce new vocabulary before beginning lesson. |
| <ul style="list-style-type: none"> Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details. |
| <ul style="list-style-type: none"> Change rules to accommodate learner needs. |
| <ul style="list-style-type: none"> Use advanced organizers and post-organizers to introduce and summarize lesson content. |
| <ul style="list-style-type: none"> Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts. |
| <ul style="list-style-type: none"> Highlight root words to aid in decoding. |
| <ul style="list-style-type: none"> Discuss task and check for clear understanding of all parts of assignment from the beginning. |
| <ul style="list-style-type: none"> Frequently restate concepts/directions using short phrases. |
| <ul style="list-style-type: none"> Provide handouts summarizing important information. |
| <ul style="list-style-type: none"> Give an outline listing the main ideas and related subtopics. Provide space to take additional notes. |
| <ul style="list-style-type: none"> Provide visuals (e.g., multimedia presentations, transparencies, flip charts) to list important concepts. |
| <ul style="list-style-type: none"> When assignment requires drawing diagrams, provide diagram and have student label parts. |
| <ul style="list-style-type: none"> Require less detailed drawings (e.g., structure of cell) |
| <ul style="list-style-type: none"> Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference. |
| <ul style="list-style-type: none"> Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference. |
| <ul style="list-style-type: none"> On a cue card, provide list of adjectives, adverbs, to use as reference. |
| <ul style="list-style-type: none"> On a cue card, list steps in math processes/formulas to use as references. |
| <ul style="list-style-type: none"> Allow the use of calculator to figure math problems. |
| <ul style="list-style-type: none"> For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation. |
| <ul style="list-style-type: none"> When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content. |
| <ul style="list-style-type: none"> Provide an adapted text of the same title. |
| <ul style="list-style-type: none"> Provide choice of reading materials that match interest and skill level. |
| <ul style="list-style-type: none"> Chunk material for easier comprehension. |

Delivery: Adapt the way instruction is delivered to the learner.

- Reduce amount of copying from text and board.
- Provide copy of vocabulary/terms instead of copying from text.
- Provide manuscript copy of lecture notes.
- Posters of steps for specific learning strategies (open response, writing process, formulas)
- Alert student to focus before expressing key points.
- Read sections of the text aloud or have volunteers to read aloud.
- Develop study guides to be completed as material is read.
- Use cued notes.
- Read questions and discuss before the student writes answers.
- Provide books on tape, or allow student to use a text reader.
- Provide chapter outlines.
- Instruct and provide directions using a step-by-step process (sequential & numbered)
- Visual displays and graphic organizers
- Analogies, stories, examples, non-examples
- Conduct large group discussion before assigning group work.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking, cutting (cut worksheets into sections, folding) and highlighting, color-coding or underlining
- Provide diagrams (i.e., water cycle) and pre-labeled cards to place on diagrams.
- Provide many opportunities for processing (before, during, and after lesson)
- Teach mnemonic devices
- Teach students how to interpret graphs, charts, and illustrations
- Give written directions to supplement verbal directions.
- Paraphrase information
- Encourage feedback to check for understanding
- Record questions on tape recorder
- Tape alternate pages for read one page, listen to second page
- Provide additional directions and information.
- Assist in prewriting activities and provide writing prompts.
- Show project examples that others have done and point out and list key features that students must include.
- Demonstrate math concepts using concrete objects before requiring independent work
- Vary the pace and change tasks frequently
- Use cooperative learning groups
- Use multi-sensory instructional strategies
- Keep directions concise and simple
- Monitor the student's understanding by asking student to repeat directions
- Include rebus pictures with written directions for students who are unable to read
- Place a piece of yellow acetate or yellow shelf liner (hot cover) over the page of print to enhance contrast, darken print, and focus student on smaller chunks
- Use black marker pens to trace over directions and darken print for students with low vision.
- Always state/write the goals and objectives at the beginning of each lesson.
- Connect previous day's learning with new lesson.

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| • Provide all information in a logically organized and sequential format. |
| • Vary the level of questions during class discussion to include all students. |
| • Use closure strategies regularly. |
| • Connect to student's prior knowledge. |
| • Use a variety of practice formats. |
| • Incorporate active learning strategies. |
| • Give immediate reinforcement of correct response. |
| • Give immediate correction of errors. |
| • Provide individual student instruction when needed. |
| • Use concrete and manipulative objects at all grade levels. |
| • Teach reading within all content areas. |
| • Use specific questions to guide content reading |
| • .Communicate your expectations. |
| • Lab work. |
| • Problem based inquiry. |
| • Independent projects. |
| • Small group projects. |
| • Whole group projects. |
| • Use picture metaphors or storytelling. |
| • Use music. |
| • Teach memory strategies including mnemonic devices. |
| • Color and visual symbols. |
| • Use music to enhance learning. |
| • Teach using multi-sensory modes including multiple intelligences and learning styles. |
| • Use interval learning and processing time |

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| Assessment: Adapt how the student can respond to instruction. |
| • Provide a menu of options for student to demonstrate knowledge other than (or in addition to) pencil/paper tests |
| • Use verbal responses, a communication book, or show knowledge with hands-on materials. |
| • Draw and write sentences to demonstrate comprehension. |
| • Make a poster or dictate a report instead of writing. |
| • Use technology (e.g., PowerPoint presentation) |
| • Dictate into tape recorder. |
| • Dictate answers to peers. |
| • Assign a reader. |
| • Assign a scribe. |
| • Verbal descriptions of diagrams instead of drawing. |
| • Choice of cursive or manuscript handwriting. |
| • Allow for spelling errors. |
| • Accept key responses instead of complete sentences. |
| • Give option of verbal assignment. |
| • Provide additional space to record written responses. |
| • Emphasize important words in written assessments through underlining, color-coding, bolding, and enlarged print. |
| • Reduce number of choices on multiple-choice or matching tests. |

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| <ul style="list-style-type: none"> • For language lessons, have student read sentences aloud and verbalize corrections instead of writing. |
| <ul style="list-style-type: none"> • Allow demonstration to answers in math using concrete materials. |
| <ul style="list-style-type: none"> • Paraphrase. |
| <ul style="list-style-type: none"> • Prompts and cueing. |
| <ul style="list-style-type: none"> • Extended time. |
| <ul style="list-style-type: none"> • Provide each student with a small chalkboard or whiteboard, old sock for erasing, and chalk or a dry erase marker for written responses. |
| <ul style="list-style-type: none"> • Index cards can be used to respond to true/false or agree/disagree statements. Once question is asked, student shows response by holding up their card. |
| <ul style="list-style-type: none"> • Thumbs up/thumbs down to encourage active group participation during presentations. |
| <ul style="list-style-type: none"> • Include one direction per sentence. |
| <ul style="list-style-type: none"> • Underline or box directions. |
| <ul style="list-style-type: none"> • Provide examples of correct responses. |
| <ul style="list-style-type: none"> • Use large, bold print when possible. |
| <ul style="list-style-type: none"> • When creating multiple-choice tests, exclude "all of the above" and "none of the above" statements. |
| <ul style="list-style-type: none"> • When creating matching tests, organize both columns so student's choices are clear and concise. Present matching statements/answers in blocks of five. Double space between blocks of information. |
| <ul style="list-style-type: none"> • When creating true/false tests, eliminate words such as "all" or "never". Avoid using double negatives. |
| <ul style="list-style-type: none"> • Create fill-in-the-blank tests by placing the choices under the blank space. |
| <ul style="list-style-type: none"> • Use a variety of formats to review for several days before a test or a quiz (i.e., quiz bowls, small group reviews, question & answer period, study buddies, SMARTs Learning Strategies). |
| <ul style="list-style-type: none"> • When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions. |
| <ul style="list-style-type: none"> • Have the student demonstrate knowledge learned by performing or demonstrating key concepts. |
| <ul style="list-style-type: none"> • Provide all students a copy of the test so that they do not have to guess what is "need to know" content. |
| <ul style="list-style-type: none"> • Provide study guides. |
| <ul style="list-style-type: none"> • Vary testing format. |
| <ul style="list-style-type: none"> • Design collages, posters, timelines of events, and storyboards to manipulate the information. |
| <ul style="list-style-type: none"> • Develop and conduct surveys. |
| <ul style="list-style-type: none"> • Create maps, graphs, diagrams. |
| <ul style="list-style-type: none"> • Design and play simulation game activities. |
| <ul style="list-style-type: none"> • Write and perform skits. |
| <ul style="list-style-type: none"> • Design an inquiry project. |
| <ul style="list-style-type: none"> • Provide scoring guides/rubrics to clarify expectations. |
| <ul style="list-style-type: none"> • Use a grading contract detailing the basis for grades. |
| <ul style="list-style-type: none"> • Use labels. |
| <ul style="list-style-type: none"> • Have students design overhead presentations. |
| <ul style="list-style-type: none"> • Provide an outline of content. |
| <ul style="list-style-type: none"> • Have students create photo essays. |
| <ul style="list-style-type: none"> • Journal entry |
| <ul style="list-style-type: none"> • Illustrated book |

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| • Slide show. |
| • Power point presentation |
| • Models. |
| • Diorama |
| • Art project |
| • Felt board or storyboard |
| • Handmade puzzle |
| • Debate |
| • Oral report |
| • Chant or song |
| • Walking tour talk |
| • Radio advertisement |
| • Storytelling |
| • Demonstration |
| • Dramatization |
| • Role play |
| • Chalkboard walk |
| • Design and run a business |
| • Charades |
| • Large construction project |
| • Poetry |
| • Allow student to take the test a second time. |
| • Taped tests. |
| • Open book exams |
| • Frequent but shorter quizzes |
| • Encourage the student to summarize what they have learned that was NOT asked on the test. |

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| Size: Adapt the number of items that the learner is expected to learn or complete. |
| • Reduce the number of terms a learner must memorize at any one time. |
| • Integrate several short, learning activities rather than a single long one into the session. |
| • Select fewer comprehension questions to complete. |
| • Reduce amount of required writing. (Don't use writing as a punitive consequence.) |
| • When giving a language assignment to complete on the same concept, require fewer sentences to be completed. |
| • Reduce the spelling list. |
| • Assign a specific number of math "problems" and allow student to choose those problems. |
| • Limit the number of concepts presented on each test. |
| • Divide the test into segments. Each segment should have individual directions and should be graded separately. |

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| Time: Adapt the time allotted for learning, task completion, or testing. |
| • Individualize a time line (through the student planner) for completing task. This may include time limits and time extensions. |
| • When assignments require answers to comprehension questions, give the material several days early and have parents, aide, or special education teacher to read the material with |

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| the students and discuss the comprehension questions. |
| • Provide extra classroom time to work on assignments. |
| • Allow assignments to be taken home to complete. |
| • Permit re-take spelling tests. |
| • Spend more time on complex math processes. Do much review and give fewer problems but more days to practice those processes. |
| • Recognize effort and do not require the completion of the entire activity. |
| • Teacher/assistant can work in advance to assist in generating ideas for participation to contribute to group discussions. |
| • Prioritize assignments and/or steps to completing assignments. |
| • Alternate quiet and active tasks. Set time limits for specific task completion. |
| • Increase time allowed for completion of tests or assignments. |
| • Reduce the length of the test. |
| • Space short work periods with breaks or change of tasks. |
| • Follow a specific, consistent routine. |
| • Post the daily schedule on the board for students who like the big picture. |
| • Develop classroom routines and celebrations and use them. |

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| Environment: Adapt the physical setting. |
| • Post daily work, schedules, and homework assignments at eye level in front of class. |
| • Surround student with peers who model appropriate behavior. |
| • Use a study carrel. |
| • Use proximity seating. |
| • Be aware of student's sensory preferences. |
| • Provide a distraction-free zone. |
| • Encourage students to find "best study place". |
| • Help student keep workspace free of unnecessary materials. |
| • Be aware of student allergies. |
| • Provide extra structure during transition times. |
| • Review class/school guidelines and classroom rules frequently. |
| • Be aware of assignment of schedules in regard to "on-task" behaviors. |
| • Engage the student in community-based instruction. |

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| Level of Support: Increase the amount of personal assistance with a specific learner. |
| • Assign peer buddy. |
| • Assign teaching assistant. |
| • Assign peer tutor. |
| • Pair students for review games and questioning. |
| • Have student use a scribe. |
| • Have student orally respond to a test. |
| • Pair students to develop a duet story. |
| • Use small groups to master specific content. |
| • Use graphic organizers for note-taking. |
| • Use cued notes for note-taking. |
| • Use cooperative learning groups. |

Participation: Adapt the extent to which a learner is actively involved in a task.

- Integrate choral response into lessons.
- Use instructional games.
- Use Think-Pair-Share strategy.
- Use Turn-to-Your-Neighbor strategy.
- Involve student in listening and participating in group discussions, but do not require a written response.

Organization: Instruct the student in organization techniques to assist within the classroom and school situation.

- Set clear time limits for assignments.
- Questioning at the end of each sentence or paragraph.
- Allow additional time to complete tasks and take notes.
- Highlight main facts in the book or photocopied pages.
- Provide materials checklist.
- Ask student to paraphrase directions given.
- Use a student assignment notebook.
- Assign student a volunteer homework buddy.
- Lend student a second set of books for home.

Motivation Strategies: Students can only be motivated to do tasks they are physically and mentally capable of doing.

- Use a symbol system for correct response.
- Send home daily progress reports.
- Keep graphs and charts of student's progress.
- Conference with student's parent.
- Conference with student's other teachers.
- Use behavior performance charts.
- Use checks for accuracy.
- Use goal setting or contracts with student.
- Use immediate reinforcement of correct response.
- Develop a reward or point system.