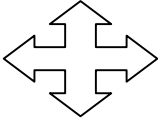
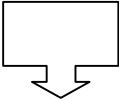







If Student has Difficulty . . . . .



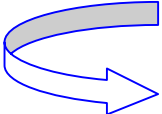
Then try this!

Area of Difficulty:	Suggestions:
<b>Becoming Interested</b> 	<ul style="list-style-type: none"><li>❖ Tell stories which relate to people's lives</li><li>❖ Establish relevancy or purpose</li><li>❖ Provide concrete experiences</li><li>❖ Read aloud story or article to stimulate</li><li>❖ Seat student close to teacher</li></ul>
<b>Getting Started – Give Cue to Begin Work</b>	<ul style="list-style-type: none"><li>❖ Give work in smaller amounts</li><li>❖ Provide immediate feedback/check on progress</li><li>❖ Sequence work</li><li>❖ Provide time suggestions</li><li>❖ Peer or peer tutor</li></ul>
<b>Paying Attention to Spoken Word</b>	<ul style="list-style-type: none"><li>❖ Give explanations in small distinct steps</li><li>❖ Provided written back-up to oral directions</li><li>❖ Use prearranged signal to gain attention</li><li>❖ Make sure student is facing you when speaking</li><li>❖ Have student repeat directions</li><li>❖ Use buddies, tape recorder</li><li>❖ Shorten the listening time</li><li>❖ Alternate spoken with written manipulative tasks</li><li>❖ Look directly at student; place hand on shoulder</li></ul>
<b>Following Directions</b>	<ul style="list-style-type: none"><li>❖ Use fewer words</li><li>❖ Provide examples</li><li>❖ Repeat</li><li>❖ Have student repeat</li><li>❖ Provide checklist</li><li>❖ Use auditory and visual directions</li></ul>
<b>Keeping Track of Materials or Assignments</b>	<ul style="list-style-type: none"><li>❖ Use notebook</li><li>❖ Use large envelope for each subject</li><li>❖ Keep extra supplies on hand</li><li>❖ Provide assignment sheets to resource/CM teacher and parents</li><li>❖ Have student carry a mail bag</li><li>❖ Write assignment on board</li><li>❖ Give rewards for bringing assignments</li></ul>
<b>Paying Attention to Printed Word</b> 	<ul style="list-style-type: none"><li>❖ Select a text, highlight</li><li>❖ Underline, number</li><li>❖ Use highlighting tape</li><li>❖ Keep desk clear of extras</li><li>❖ Face desk to wall or use study carrel</li><li>❖ Overhead transparency</li></ul>

<p><b>Reading Textbooks</b></p> 	<ul style="list-style-type: none"> <li>❖ Use lower level or adapted text (if available)</li> <li>❖ Tape text</li> <li>❖ Shorten amount of reading material by highlighting key points, concepts and information (reduced readability)</li> <li>❖ Have students read sections or segments of material aloud in small groups and report out to whole group</li> <li>❖ Allow extra time for reading</li> <li>❖ Omit reading assignments</li> <li>❖ Pair or peer share reading load</li> <li>❖ Place main idea, key concepts and information on index cards</li> <li>❖ Oral tests, quizzes</li> <li>❖ Cooperative group work</li> <li>❖ Pre-teach vocabulary with context of developing concept</li> <li>❖ Give take home tests</li> <li>❖ Use larger type</li> </ul>
<p><b>Completing Tasks on Time</b></p>	<ul style="list-style-type: none"> <li>❖ Reduce amount to be completed</li> <li>❖ Teach student to maintain a calendar of assignments</li> <li>❖ Use time to define work times</li> <li>❖ Have student keep a journal or log of timelines</li> <li>❖ Allow more time</li> <li>❖ Write schedules</li> <li>❖ Provide checklists ~ individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where</li> <li>❖ Provide periodic closure of key information</li> </ul>
<p><b>Expressing him/herself Verbally</b></p>	<ul style="list-style-type: none"> <li>❖ Accept alternate forms of information (e.g. written work, art work, exhibit, chart/graph, bulletin board, photos, etc.)</li> <li>❖ Ask questions requiring short answers</li> <li>❖ Provide prompts</li> <li>❖ Give rules for class discussions</li> <li>❖ Teach student to ask questions in class</li> <li>❖ Question at the teaching level</li> <li>❖ Break him/her in gradually “by speaking” in smaller groups</li> <li>❖ Allow taped reports</li> </ul>
<p><b>Staying on Task</b></p>	<ul style="list-style-type: none"> <li>❖ Reduce distractions</li> <li>❖ Increase reinforcements</li> <li>❖ Provide checklist</li> <li>❖ Reduce amount of work</li> <li>❖ Give time-out</li> <li>❖ Provide quiet alternatives for a short time</li> <li>❖ Use a timer to set short periods of work</li> </ul>
<p>Source: Region 16 Content Modifications/Mesquite ISD</p>	

<p><b>Learning by Listening</b></p> 	<ul style="list-style-type: none"> <li>❖ Use visuals (graphic organizers, mind mapping, etc.)</li> <li>❖ Use file, flash, or vocabulary cards</li> <li>❖ Have student close his/her eyes and visualize the information</li> <li>❖ Spell by visualizing the whole word</li> <li>❖ Teach use of acronyms</li> <li>❖ Give explanations in small distinct steps</li> <li>❖ Remove extra words (highlighting)</li> <li>❖ Provide study guide</li> </ul>
<p><b>Working in Groups</b></p> 	<ul style="list-style-type: none"> <li>❖ Provide a partner</li> <li>❖ Provide a student with responsibility or position of leadership</li> <li>❖ Provide more structure by defining tasks and listing steps</li> </ul>
<p><b>Working Independently</b></p>	<ul style="list-style-type: none"> <li>❖ Assign task at appropriate level (student readiness)</li> <li>❖ Be certain the student can see an end to the task</li> <li>❖ Give precise directions</li> <li>❖ Reinforce often</li> <li>❖ Provide a variety of types of work within the assignment</li> </ul>
<p><b>Understanding What is Read</b></p>	<ul style="list-style-type: none"> <li>❖ Reduce the language level (readability)</li> <li>❖ Become more concrete (more examples)</li> <li>❖ Reduce amount of new ideas</li> <li>❖ Provide examples and non-examples</li> <li>❖ Provide experiences for a frame of reference</li> <li>❖ Provide study guide</li> <li>❖ Give organizational help</li> <li>❖ Provided alternate media</li> <li>❖ Remove extra words</li> <li>❖ Use "fill-in-the-blank" techniques</li> </ul>
<p><b>Write Legibly</b></p>	<ul style="list-style-type: none"> <li>❖ Use formats that are low on writing (e.g. multiple choice, fill in, programmed)</li> <li>❖ Use manipulatives</li> <li>❖ Have student type, use word processor</li> <li>❖ Allow use of tape recorder</li> <li>❖ Use graph paper</li> <li>❖ Save papers for two weeks and then have student read what he/she wrote</li> <li>❖ Teach writing directly</li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>❖ Dictate word, ask student to repeat it</li> <li>❖ Teacher short easy words in context</li> <li>❖ Have students make flash/index cards</li> <li>❖ Teach words by spelling patterns</li> <li>❖ Avoid penalizing for spelling errors</li> <li>❖ Post words during study time for constant visual cues</li> <li>❖ Provide a tactile aid to spelling</li> </ul>

Source: Region 16 Content Modifications/Mesquite ISD

<p><b>Understanding Cause/Effect ~ Anticipating Consequences</b></p> 	<ul style="list-style-type: none"> <li>❖ Use concrete examples</li> <li>❖ Use real life situations</li> <li>❖ Teach cause/effect directly (e.g. brainstorming, role playing, etc.)</li> <li>❖ Have students use their imaginations</li> </ul>
<p><b>Seeing Relationships</b></p> 	<ul style="list-style-type: none"> <li>❖ Directly point out relationships</li> <li>❖ Draw arrows on worksheets or tests to show that ideas are related</li> <li>❖ Class discussion</li> <li>❖ Teach directly relations of function, category, opposition, sequence, etc.</li> <li>❖ Provide direct practice</li> <li>❖ Provide headings or a partially filled in chart for an example</li> <li>❖ Use a banner with symbols for ideas/events</li> </ul>
<p><b>Expressing Him/Herself in Writing</b></p>	<ul style="list-style-type: none"> <li>❖ Accept alternate forms of reporting (e.g. oral report, tape recorded report, tape an interview, maps, photographic essay, panel discussion)</li> <li>❖ Have someone dictate work to someone else</li> <li>❖ Have student prepare only notes or outline in subject</li> <li>❖ Shorten amount required</li> <li>❖ Provide practice with story starters, or open-ended stories</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p>	<ul style="list-style-type: none"> <li>❖ Teach thinking skills directly</li> <li>❖ Draw a parallel to a situation that the student might have experienced in problem solving</li> </ul>
<p><b>Remembering</b></p> 	<ul style="list-style-type: none"> <li>❖ Provide a checklist</li> <li>❖ Provide cues</li> <li>❖ Have student make note to self</li> <li>❖ Teach memory skills</li> <li>❖ Teach use of acronyms and other mnemonic devices</li> </ul>

Source: Region 16 Content Modifications/Mesquite ISD