

CLASSROOM INTERVENTIONS/ADAPTATIONS

Pacing:

Increase/decrease pace of presentation
Leave class for assistance
Increase verbal response time
Extend time requirements
Allow breaks, vary activity often

Environment:

Preferential seating
Define limits (physical/behavioral)
Reduce distractions (inside/outside)

Presentation of Subject Matter:

Pre-teach vocabulary
Tape lectures for replay
Repeat instructions
Emphasize teaching approach –

- Auditory
- Visual
- Multi-sensory
- Tactile-kinesthetic

Materials:

Note-taking assistance, carbon copy notes of regular ed student
Highlighted texts/study guides
Taped texts
Use adapted or simplified texts
Calculator/computer/manipulatives
Special equipment

Assignments:

Give directions in small steps
Lower difficulty level
Shorten assignments
Reduce paper/pencil tasks
Have someone write his/her responses
Read directions to student
Give cues or prompts
Record or type assignment
Written back-up for oral directions, or a list
Adapt worksheets, packets

Maintain assignment notebook
Increase amount of cues-visuals aids or verbal instructions
Teacher models the behavior desired
Make task more challenging to student
Provide more routine and structure
Use and teach to student's strengths and interests
Provide after-school make-up
Shorten directions
Practice verbal direction following in gross motor, progress from 1 to 4-step sequences

Reinforcements and Follow-through:

Use a system for checking off steps as they are accomplished
Use student monitor to be sure directions are understood and task is started promptly
Use positive reinforcement
Use concrete reinforcement
Peer/parent tutoring
Check often for understanding
Have student repeat directions
Teach study skills
Study sheets to organize material
Repeated review/drill
Behavior Management System
Cooling-off period

Tests:

Modify tests –

- Oral
- Taped
- Short-answer
- Format

Read test to student