Ideas for Special Populations Accommodations

If the activity involves reading -

• allow partner reading
• use peer tutoring
• use taped materials (text or study guides)
• use videos with advanced organizer
• allow students to quietly read aloud (sub-vocalization)
• teach self-questioning
• paraphrase key points and have students paraphrase
• summarize key points and have students summarize
• use graphic organizers
• sequence key points
• identify main ideas
• identify 5 W’s—who, what, when, where and why
• allow highlighting of texts, passages, key words or concepts
• preview units and chapters
• use visual imagery
• use pre-reading and post-reading activities to pre-teach or reinforce main ideas
• explain idioms that appear in reading passages
• allow silent pre-reading
• use preparatory set—talk through what a reading passage is about using new vocabulary and concepts

If the activity involves writing -

• dictate ideas to peers
• shorten writing assignments
• require lists instead of sentences
• use Post-It notes for organization

• provide note takers

**If the activity involves speaking** -

• provide sentence starters

• use visuals

• use graphic organizers to organize ideas and relationships

• allow extra response time for processing

• say student’s name, then state question

• use cues and prompts to help student know when to speak

• use partners

• phrase questions with choices embedded in them

• allow practice opportunities for speaking

**Other** -

• allow computer for outlining, word-processing, spelling and grammar check

• allow student to use a tape recorder to dictate writing

• provide fill-in-the-blank form for note taking

• allow visual representation of ideas

• allow collaborative writing

• provide a structure for the writing

• provide model of writing

• allow use of flow chart for writing ideas before the student writes

• narrow the choice of topics

• grade on the basis of content, do not penalize for errors in mechanics and grammar

• allow use of different writing utensils and paper

• allow choices of manuscript, cursive and/or keyboarding
• allow different position of writing paper and/or surface

**When a Student Experiences Difficulty with Attention**

• use preferential seating

• use proximity to measure on-task behavior

• build in opportunities for movement within a lesson

• use self-monitoring strategies

• provide a structure for organization

• help the student set and monitor personal goals

• provide alternative work area

• decrease distractions

• use active learning to increase opportunities for student participation

• provide opportunities to change tasks or activities more frequently

• have small, frequent tasks

• provide reminder cues or prompts

• use private signal to cue appropriate behavior for more difficult times

• teach skills of independence such as paying attention

• provide definite purpose and expectations especially during unstructured activities

• prepare the learner for changes in routine

• use computer

• use graphic organizers

• reduce assignment length

**When a Student Experiences Difficulty with Organization**

• use graphic organizers

• use semantic mapping

• use planners and calendars
- teach time management skills
- post sequence of events
- teach use of folders or notebooks
- teach how to clean desk or locker
- use assignment sheets

**Tips for Working with High Ability Learners**

- give choices
- use compacting
- allow making independent plans for independent learning
- use theory of Multiple Intelligences
- use mentoring or apprenticeship with professionals
- teach entrepreneurship
- teach scientific method
- allow tutoring/peer coaching
- use Socratic questioning