

INSTRUCTIONAL STRATEGIES for SPECIFIC DISABILITIES

ADD/ADHD

- simplify complex directions
- assist student in starting their seatwork
- make frequent contact with the child
- adapt worksheets so that less material is on each page
- provide student options to sitting long periods of time
- avoid distracting stimuli (high traffic areas, heater, door)
- maintain consistency
- provide extra time for certain tasks
- assist the student in dealing with frustration
- use technology (e.g., computer aided instruction)
- generally emphasize quality of work rather than quantity

DYSLEXIA

- teach phonetically, or part to whole, as opposed to integrated approach
- provide materials that are very clear and sequential
- offer to read tests to student
- be prepared to assist student in writing/spelling answers
- avoid using timed tests
- individualize instruction and materials to best address the student's challenge
- shorten assignments
- allow student to use technology, i.e., word processor, calculator

Learning Disability (LD)

- maintain a lively pace of instruction
- obtain frequent active responses from all students
- monitor individual attention and accuracy
- use color coding or highlighting
- allow student to use technology
- provide student with note taking format and instruction
- adapt curriculum and materials to match learning style
- review instruction with students through prepared study sheets
- offer instructional options; read tests, allow extra time for test taking, tape class, let students work together
- primary source of reading instruction should be phonetic multi-sensory, but students can participate successfully in discussions and group projects
- provide visual help via chalkboard, overhead projector, and other visual devices
- provide visuals for emphasizing important points; encourage visual imagery
- use mnemonic technique, e.g., acronyms
- move gradually from concrete examples to abstract generalizations
- pre-teach difficult vocabulary and concepts
- model steps as you teach

Speech Impairment (SI)

- Gain the student's attention before providing instruction, giving directions, asking questions
- Repeat the key words, ideas, or sequence in directions and instruction
- Give the student advance notice to organize when you would like them to provide an answer, ask a question or participate in discussion.
- Use visual cues as much as possible to support oral instruction and directions
- Prepare students for what to listen for in instruction and directions
- Ask students for feedback by having them repeat directions, summarize, or identify the key points
- When students appear to misarticulate sounds within words, provide models ("John, look at how I say that word "soap"), or provide choices which contrast the errors ("John, do you want to 'do' outside or 'go' outside?" "Did you say you want to play 'box' or 'blocks'?")
- When students appear to stutter, avoid asking the student to stop or slow down.

Other Health Impairment (OHI)

- check knowledge through verbal responses
- modify assignments only as needed
- arrange room to accommodate students' equipment
- look at alternatives for excessive writing
- marking or circling correct answers on worksheets works better than filling in blanks
- break tasks into small parts
- assist with organization of materials and lesson
- reduce homework amount taking into consideration students physical ability to complete it in a timely fashion
- maintain a communication link with all individuals involved with the student – parent(s), doctors, instructional assistant, therapists, special and general education teachers – to assure appropriate and coordinated instruction
- make appropriate arrangements to accommodate the student's schedule in regards to personal needs – catheterization, availability of instructional assistant or nurse, and toileting with dignity, i.e., private and as independent as possible
- have a clear understanding of the medication needs of the student, type of medication, when it is administered, who administers it, and its effect on the student

ADDITIONAL STRATEGIES FOR TEST TAKING:

- record answers in the test booklet instead of bubble sheet
- help students anticipate what the test will be like (*format, time allotted, material covered, and types of answers expected*)
- teach student how to make a "study plan" (time management- preparation reduces test anxiety)
- Emphasize key terminology used in test construction (e.g. *describe, discuss, analyze, outline, explain, illustrate, and contrast*)
- Blank graphic organizers for writing
- Journals or notes used during testing that are a tool – not a source of direct answers

Mental Retardation (MR)

- formulate expectations for each student based on abilities
- be concrete and clear in instructions
- use appropriate material which are motivational and allow for success
- work toward independence
- have a reward system
- reduce distractions
- establish peer assistance program
- utilize group activities
- give immediate positive reinforcement
- be sensitive in marking student papers
- give sincere praise

Emotionally Disturbed (ED)

- provide short, manageable tasks
 - use special ed staff for problem solving
 - follow through on everything
 - be willing to modify classroom expectations and homework problems
 - request students to demonstrate verbally their understanding of directions/expectations
 - provide mini-breaks between lessons
 - allow for peer tutoring
 - provide positive reinforcement
 - individualize work assignments
- structure classroom environment

Auditorally Impaired (AI)

- read the information in the student's comprehensive assessment report and ask questions
- treat the student absolutely equally except for communication needs
- provide proper physical setting conducive to communication needs
- place student in a classroom away from auditory disturbances
- orient general ed students to hearing impairments

Visually Impaired (VI)

- provide materials in suitable format
- offer in-service training for staff, including cafeteria workers, custodians, and secretaries
- plan ahead so materials can be adapted by teacher consultant for the visually impaired
- prepare classroom environment for student (clear walkways, proper desk, space for equipment, peer assistance)
- have students avoid taking advantage of situations by expecting too much help or assistance
- use worksheets with black lines
- allow students with visual needs to sit in the front of the classroom
- when writing on chalk board, read aloud as you write

Traumatic Brain Injury (TBI)

- use a team approach (general ed teacher, special ed staff, building counselor, nurse, administrator)
- provide sequential instruction
- arrange the classroom environment to be distraction free
- provide clear instructions
- use short tests and relatively brief testing
- provide clear test instructions with examples
- utilize highly structured tasks
- use technology whenever possible

Autism (AU)

- be concise with verbal directions
- be consistent
- incorporate communication/language instruction with all areas of learning, especially with younger children
- keep instruction routine and predictable
- seat student in front of class for better concentration on the visual presentations of material
- use pictures or words to reflect daily routines or instruction