

If Student has Difficulty.....

Then try this!

Area of Difficulty:	Suggestions:	Area of Difficulty:	Suggestions:
Becoming interested	<ul style="list-style-type: none"> ❖ Tell stories which relate to people's lives ❖ Establish relevancy or purpose ❖ Provide concrete experiences ❖ Read aloud story or article to stimulate ❖ Seat student close to teacher 	Following Directions	<ul style="list-style-type: none"> ❖ Use fewer words ❖ Provide examples ❖ Repeat ❖ Have student repeat ❖ Provide checklist ❖ Use auditory and visual directions
Getting Started – Give Cue to Begin Work	<ul style="list-style-type: none"> ❖ Give work in smaller amounts ❖ Provide immediate feedback/check on progress ❖ Sequence work ❖ Provide time suggestions ❖ Peer or peer tutor 	Following Directions	<ul style="list-style-type: none"> ❖ Use fewer words ❖ Provide examples ❖ Repeat ❖ Have student repeat ❖ Provide checklist ❖ Use auditory and visual directions
Paying Attention to Spoken Word	<ul style="list-style-type: none"> ❖ Give explanations in small distinct steps ❖ Provided written back-up to oral directions ❖ Use prearranged signal to gain attention ❖ Make sure student is facing you when speaking ❖ Have student repeat directions ❖ Use buddies, tape recorder ❖ Shorten the listening time ❖ Alternate spoken with written manipulative tasks ❖ Look directly at student; place hand on shoulder 	Keeping Track of Materials or Assignments	<ul style="list-style-type: none"> ❖ Use notebook ❖ Use large envelope for each subject ❖ Keep extra supplies on hand ❖ Provide assignment sheets to resource/CM teacher and parents ❖ Have student carry a mail bag ❖ Write assignment on board ❖ Give rewards for bringing assignments
Expressing Him/Herself Verbally	<ul style="list-style-type: none"> ❖ Accept alternate forms of information (e.g., written work, art work, exhibit, chart/graph, bulletin board, photos, etc.) ❖ Ask questions requiring short answers ❖ Provide prompts ❖ Give rules for class discussion ❖ Teach student to ask questions in class ❖ Question at the teaching level ❖ Break him/her in gradually “by speaking” in smaller groups ❖ Allow taped reports 	Learning by Listening	<ul style="list-style-type: none"> ❖ Use visuals (graphic organizers, mind mapping, etc.) ❖ Use file, flash, or vocabulary cards ❖ Have student close his/her eyes and visualize the information ❖ Spell by visualizing the whole word ❖ Teach use of acronyms ❖ Give explanations in small distinct steps ❖ Remove extra words (highlighting) ❖ Provide study guide

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Reading Textbooks	<ul style="list-style-type: none"> ❖ Use lower level or adapted text (if available) ❖ Tape text ❖ Shorten amount of reading material by highlighting key points, concepts and information (reduced readability) ❖ Have students read sections or segments of material aloud in small groups and report out to whole group ❖ Allow extra time for reading ❖ Omit reading assignments ❖ Pair or peer share reading load ❖ Place main idea, key concepts, and information on index cards ❖ Oral tests, quizzes ❖ Cooperative group work ❖ Pre-teach vocabulary with context of developing concept ❖ Give take home tests ❖ Use larger type 	Completing Tasks on Time	<ul style="list-style-type: none"> ❖ Reduce amount to be completed ❖ Teach student to maintain a calendar of assignments ❖ Use time to define work times ❖ Have student keep a journal or log of timelines ❖ Allow more time ❖ Write schedules ❖ Provide checklists – individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where ❖ Provide periodic closure of key information
Paying Attention to Printed Word	<ul style="list-style-type: none"> ❖ Select a text, highlight ❖ Underline, number ❖ Use highlighting tape ❖ Keep desk clear of extras ❖ Face desk to wall or use study carrel ❖ Overhead transparency 	Staying on Task	<ul style="list-style-type: none"> ❖ Reduce distractions ❖ Increase reinforcements ❖ Provide checklist ❖ Reduce amount of work ❖ Give time-out ❖ Provide quiet alternatives for a short time ❖ Use a timer to set short periods of work
Working in Groups	<ul style="list-style-type: none"> ❖ Provide a partner ❖ Provide a student with responsibility or position of leadership ❖ Provide more structure by defining tasks and listing steps 	Working Independently	<ul style="list-style-type: none"> ❖ Assign task at appropriate level (student readiness) ❖ Be certain the student can see an end to the task ❖ Give precise directions ❖ Reinforce often ❖ Provide a variety of types of work within the assignment

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Understanding What is Read	<ul style="list-style-type: none"> ❖ Reduce the language level (readability) ❖ Become more concrete (more examples) ❖ Reduce amount of new ideas ❖ Provide examples and non-examples ❖ Provide experiences for a frame of reference ❖ Provide study guide ❖ Give organizational help ❖ Provide alternate media ❖ Remove extra words ❖ Use “fill-in-the-blank” techniques 	Write Legibly	<ul style="list-style-type: none"> ❖ Use formats that are low on writing (e.g., multiple choice, fill in, programmed) ❖ Use manipulatives ❖ Have student type, use word processor ❖ Allow use of tape recorder ❖ Use graph paper ❖ Save papers for two weeks and then have student read what he/she wrote ❖ Teach writing directly
Spelling	<ul style="list-style-type: none"> ❖ Dictate word, ask student to repeat it ❖ Teach short, easy words in context ❖ have students make flash/index cards ❖ Teach words by spelling patterns ❖ Avoid penalizing for spelling errors ❖ Post words during study time for constant visual cues ❖ Provide a tactile aid to spelling 	Understanding Cause/Effect – Anticipating Consequences	<ul style="list-style-type: none"> ❖ Use concrete examples ❖ Use real life situations ❖ Teach cause/effect directly (e.g., brainstorming, role playing, etc.) ❖ Have students use their imagination
Seeing Relationships	<ul style="list-style-type: none"> ❖ Directly point out relationships ❖ Draw arrows on worksheets or tests to show that ideas are related ❖ Class discussion ❖ Teach directly relations of function, category, opposition, sequence, etc. ❖ Provide direct practice ❖ Provide headings or a partially filled in chart for an example ❖ Use a banner with symbols for ideas/events 	Expressing Him/Herself in Writing	<ul style="list-style-type: none"> ❖ Accept alternate forms of reporting (e.g., oral report, tape recorded report, tape an interview, maps, photographic essay, panel discussion) ❖ Have someone dictate work to someone else ❖ Have student prepare only notes or outline in subject ❖ Shorten amount required ❖ Provide practice with story starters, or open-ended stories
Drawing Conclusions and Making Inferences	<ul style="list-style-type: none"> ❖ Teach thinking skills directly ❖ Draw a parallel to a situation that the student might have experienced in problem solving 	Remembering	<ul style="list-style-type: none"> ❖ Provide a checklist ❖ Provide cues ❖ Have student make note to self ❖ Teach memory skills ❖ Teach use of acronyms and other mnemonic devices