



# Inclusive Practices Overview







## Learning Objectives

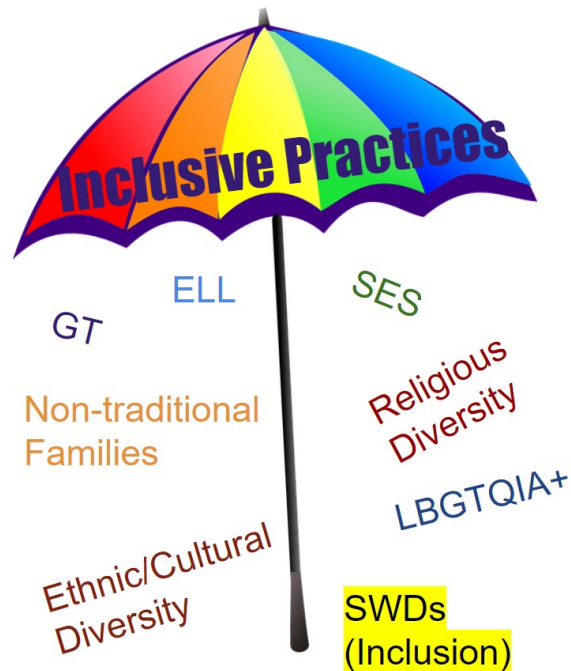
- Identify the difference between Inclusion and Inclusive Practices

**What is your WHY?**

### *Inclusive Education Means*

Every student is valued because of their strengths, gifts, and even challenges. As disability is simply diversity. Everyone benefits from meaningful participation and opportunities to learn grade-level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

Drs. Julie Causton and Kristie Pretti-Frontczak



# The Legal Perspectives

## IDEA'S LRE PROVISION



“To the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

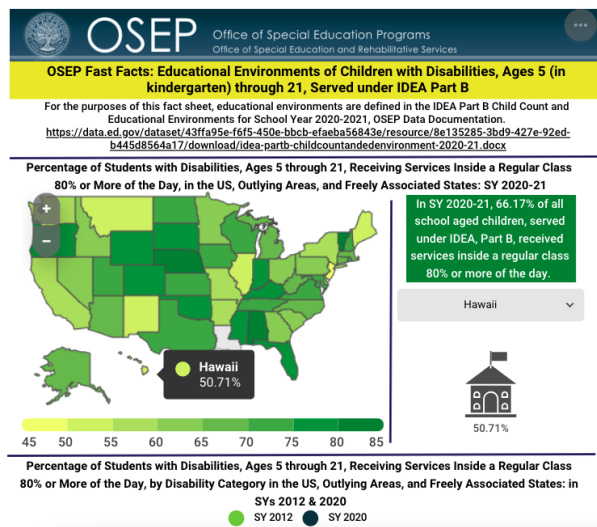
Section 612 (a)(5) (A) (IDEA '04)

*Look how far we've come*

### Then

State	Inside the regular class 80% or more of the day	Rank
Alabama	83.6%	1
Puerto Rico	81.1%	2
Alaska	77.5%	3
Nebraska	76.1%	4
New Mexico	50.6%	47
Montana	46.8%	48
New Jersey	44.9%	49
Hawaii	36.9%	50

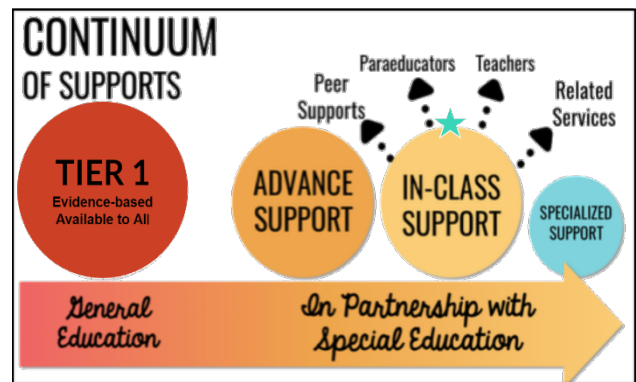
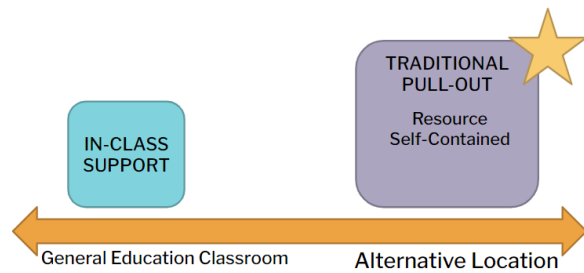
### And Now



## Two Broad Goals

Goal 1	Goal 2
Close the achievement gap for students with disabilities (SWD)	Increase the time SWD spend in the general education classroom

### Yesterday's Continuum



### A Critical Shift

From	To
<ul style="list-style-type: none"> <li>• Program and Label- Driven Places</li> <li>• Ratios and Numbers</li> <li>• Alternative and Supplemental Curricula</li> <li>• Remedial Approach</li> <li>• Physically and Socially Isolated</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Tier 1 Instruction</li> <li>• Individually Determined Services and Supports</li> <li>• Staffing determined by Student Needs</li> <li>• The General Education Curriculum</li> <li>• Accelerated Approach</li> <li>• Included as Members of School</li> </ul>

**Student Centered Decision Making**  
**MODELS OF SUPPORT FOR SPECIAL NEEDS STUDENTS**

Advance Supports	In-Class Supports	Specialized Supports
<p>Support materials prepared prior to instructional delivery. The need for these materials is identified through the IEP process and collaborative planning between the general education teacher and special populations personnel. May include accommodations, supplementary aids and services and supports for school personnel.</p>	<p><b><u>Co-Teacher</u></b>            A formal, year-long or semester-long commitment between a general education teacher and a special populations teacher to jointly plan, deliver, and assess instruction for all students in the general education class. (Who? Certified and/or licensed personnel partnered with the general education teachers).</p> <p><b><u>Support Facilitator</u></b>            An individual who provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning. (Who? Certified special populations teachers, licensed personnel, such as OT, PT, speech, paraprofessionals, etc.)</p> <p><b><u>Peers</u></b>            A student in the general education classroom who assists with physical, social, or classroom needs and who may also provide instructional tutoring (cross-age tutoring is also an option).</p>	<p><b><u>Specialized Support Provider</u></b>            An individual who provides focused services to students who require support to address one or more learner objectives in a setting other than the general education classroom for a period of the school day. The decision is reached through an analysis of individual student needs and not on the basis of labels or traditional settings (such as content mastery, resource, or self-contained). (Who? Certified personnel, licensed personnel and paraprofessionals).</p>
<p>Instructional accommodations/curricular modifications prepared in advance of instruction. Can be prepared by both general and special populations personnel (or as an assigned responsibility to special populations personnel).</p>	<p>Instructional accommodations/curricular modifications delivered in the general education classroom by general education teachers and/or special populations personnel that should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benefit all students (when possible); and,</li> <li><input type="checkbox"/> Respond to the unique needs of special needs students.</li> </ul>	<p>Accommodations and curricular modifications prepared and delivered in a specialized learning environment. Examples include: Diagnostic reading programs, community-based instruction, specialized counseling, instruction in learning strategies.</p>

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- \*Relationships
- \*Student Support
- \*Collaborative Planning

# Roles and Responsibilities of Collaborative Teachers

## A Decision-Making Exercise

This tool was designed to guide general education teachers and their special education teacher partners in deciding which partner will be responsible for each of a list of typical classroom responsibilities. The special education partner may be providing co-teaching or support facilitation services. The goal is to have an open and honest conversation of roles and responsibilities that results in an equitable and appropriate division of the tasks to be accomplished by two certified teachers on behalf of all of the students they share in an inclusive classroom.

Responsibility	General Education Teacher	Special Education Teacher	Shared	Other
Introducing the Partnership to the Class				
Planning the lesson				
Identifying needed accommodations for all students				
Identifying needed accommodations for students receiving special education services				
Preparing accommodated materials for all students				
Preparing accommodated materials for students receiving special education services				
Determining appropriate curricular modifications as indicated by IEPs				
Locating needed instructional materials and higher and lower reading level texts				
Delivering whole group instruction				
Delivering instruction through station teaching, parallel teaching (this is a shared responsibility)				
Delivering instruction to small groups for pre-teaching, review, and other purposes (groups determined by flexible grouping strategies)				
Grading student work - for all students				
Grading student work - for students receiving special education services				
Conferencing/corresponding with all parents				
Conferencing/corresponding with parents of students receiving special education services				
Routine classroom management				
Developing and implementing individual behavior plans				
Tracking and updating IEPs				
Attendance				
Lunch Count				
Other:				
Other:				
Other:				

## Enhancing the Role of the Paraprofessional

**Directions:** Indicate the appropriate person(s) to complete the responsibilities.

Responsibilities	Para	Teacher	Shared
Preparing daily/weekly lesson plans			
Developing student and paraprofessional schedules			
Delineating specific paraprofessional tasks			
Determining support staff assignments			
Evaluating students			
Scheduling volunteers			
Developing data sheets			
Developing classroom behavior			
Planning with general education teachers			
Planning with paraprofessionals			
Coordinating related services			
Documenting student performance on report card			
Modifying student assignments/tests			
Planning with grade level teams			
Observing in the classroom			
Providing support in classroom			
Providing testing support			
Providing co-teaching instruction			
Providing behavioral intervention			
Providing personal assistance			
Modifying materials			
Selecting technology			
Providing faculty training			
Providing training to peer students			
Providing training to paraprofessionals			
Supervising peer supports			
Supervising paraprofessionals			
Supervising volunteers			
Conducting parent conferences			
Conducting evaluations			
Planning for ARD/IEPs			
Attending ARD meetings			



# Co-Teaching/Support Facilitation Approaches

Approach	Strength	Drawback	Application
<p style="text-align: center;"><b>1-Teach 1-Observe</b></p>	<ul style="list-style-type: none"> <li>❑ Get used to each other</li> <li>❑ Management</li> <li>❑ Gain information on students</li> </ul>	<ul style="list-style-type: none"> <li>❑ May look like “job sharing”</li> <li>❑ Parity may be lost when same person observes</li> </ul>	<ul style="list-style-type: none"> <li>❑ Beginning of the year</li> <li>❑ Begin partnership</li> <li>❑ New student</li> <li>❑ Student develops new characteristics</li> </ul>
<p style="text-align: center;"><b><u>Station Teaching</u></b>            1-small group with teacher            2-small group with teacher            3-group working independently</p>	<ul style="list-style-type: none"> <li>❑ Clear teaching responsibilities</li> <li>❑ Small groups</li> <li>❑ Can cover more material</li> </ul>	<ul style="list-style-type: none"> <li>❑ Requires “in-depth” planning</li> <li>❑ Takes time</li> <li>❑ Increased noise</li> <li>❑ Needs of independent workers</li> </ul>	<ul style="list-style-type: none"> <li>❑ Small group for concept development</li> <li>❑ Use of manipulatives</li> <li>❑ Separates behavior difficulties</li> </ul>
<p style="text-align: center;"><b><u>Parallel Teaching</u></b>            Two equally sized groups</p>	<ul style="list-style-type: none"> <li>❑ Small groups</li> <li>❑ Clear teaching responsibilities</li> <li>❑ Can group students</li> </ul>	<ul style="list-style-type: none"> <li>❑ Both have knowledge of content</li> <li>❑ Similar pacing</li> <li>❑ Planning time</li> <li>❑ Noise and distractions</li> </ul>	<ul style="list-style-type: none"> <li>❑ Small group instruction; difficult concepts</li> <li>❑ Separate students</li> <li>❑ Cover more content</li> <li>❑ Increase student attention and participation</li> </ul>
<p style="text-align: center;"><b><u>Alternative Teaching</u></b>            A small group of students instructed apart from the whole group</p>	<ul style="list-style-type: none"> <li>❑ Pre-teach and re-teach</li> <li>❑ Enrichment</li> <li>❑ Small group</li> <li>❑ Meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Possible to isolate same students repeatedly, causes isolation in the class (must vary students)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Review-re-teach</li> <li>❑ Multi-level instruction</li> <li>❑ Students who missed instruction</li> <li>❑ Behavior- social skills training</li> </ul>
<p style="text-align: center;"><b><u>Team Teaching</u></b>            Using a variety of groupings</p>	<ul style="list-style-type: none"> <li>❑ Variety of instructional arrangements</li> <li>❑ Adult cooperation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>❑ Requires content and pacing awareness</li> </ul>	<ul style="list-style-type: none"> <li>❑ Collaborative planning and lesson delivery</li> <li>❑ Can address more individual needs</li> </ul>
<p style="text-align: center;"><b>1-Teach 1-Assist</b></p>	<ul style="list-style-type: none"> <li>❑ Circulates</li> <li>❑ Answers questions</li> <li>❑ Prompts, cues</li> <li>❑ When switch roles, builds confidence</li> </ul>	<ul style="list-style-type: none"> <li>❑ Direct instruction by one teacher</li> <li>❑ Role of teacher is large group</li> </ul>	<ul style="list-style-type: none"> <li>❑ Management strategy for “tough group”</li> <li>❑ Increase productivity</li> </ul>

## Accommodations

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills

**HOW**

## Modifications

A change in **WHAT** the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

**WHAT**

### Types of Accommodations

Instructional Methods & Materials

Assignments & Classroom Assessments

Time Demands and Scheduling

Learning Environment

Use of Special Communication Systems and other Assistive Technologies or Equipment

# Classroom Analysis Checklist

Adapted from: [Accommodations: Assisting Students with Disabilities-A Guide for Educators](#)

## A. Instructional Methods and Materials

### 1. Student can't identify main ideas or important points.

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- Highlight important points of the text to draw attention. Tell the student to read these points first.
- Give the student a list of important vocabulary.
- Have the student read the summary or objectives first.
- Have the student read the review questions first, then look for the answers.
- Give the student a worksheet or study guide to follow when he or she must do independent reading.
- Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- Let the student use a book written at a lower grade level. This can help the student pay more attention to the main ideas.

### 2. Student can understand the information, but can't read the required materials.

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- Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.
- Use a videotape or movie that presents the same information.
- Use assistive technology to transfer printed words to speech.
- Have a learning buddy read aloud textbooks or other printed material.

### 3. Student is blind or visually impaired.

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- Provide books on tape or large print versions of text.
- Provide books and other instructional materials in Braille.
- Provide copies of class handouts and materials with key information in an embossed format.
- Provide a special tilt-top desk or bookstand to hold materials for easier reading.
- Provide specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity.
- Use real-life examples and concrete materials whenever possible.
- Make the student feel comfortable asking for assistance. "Tell me what you need." "How does this fit with what you know?"

### 4. Student is deaf or hard of hearing.

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- Make sure the student is facing you when you are speaking.
- Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities.
- Use nonverbal communications to convey your messages.
- Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary.
- Help the student to be comfortable asking others for assistance whenever it is needed. "Tell me what you need."
- Use a sign language interpreter or note-taker when appropriate.

## 30 Powerful Ways to Accommodate in the Student Centered Classroom

### 5. Student has difficulty with most lessons.

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#### 5A. Student needs help to get ready for the lesson.

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- Introduce new vocabulary prior to lesson; prepare a glossary of terms; use visual aids (chalkboard, overhead, charts).
- Use advance organizers to alert students to what will be included and expected from the lesson or discussion.
- Provide an overview of the content or expected learning at the beginning of the session.
- Link what is being learned to previous lessons or background knowledge.

#### 5B. Student needs help during the lesson.

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- Present material in a logical manner and use explicit cues to shift from one aspect to the next.
- Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion or structured responses.
- Break the information into steps or key components and monitor the student's comprehension as the information is presented.
- Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different color chalk or markers for emphasis or coding.
- Provide structured organizers for note-taking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizers.
- Provide students with copies of notes taken by peers.
- Teach the student how to use a two-column note-taking format or concept mapping for notes.
- Key class notes to the relevant pages in the textbook.
- Let the student use a tape recorder to record class lectures and discussions.
- Repeat, paraphrase, and summarize all-important points, particularly at the conclusion of the lecture or discussion.
- Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.
- Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.

#### 5C. Student needs help after the lesson.

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- Use cooperative learning techniques such as "Think-Pair-Share" or "Jigsaw" to have students review key points.
- Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage the student to ask questions.
- Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

### 6. Student has difficulty with mathematical concepts and processes.

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- Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.
- Use computer-based models to represent mathematical concepts.
- Let the student practice skills using computer-based instruction.
- Let the student use a calculator for routine computation tasks.
- Let the student use a chart or table with basic math facts.
- Color code or highlight key words in math word problems.
- Let the student use a flowchart to plan strategies for problem solving.

# B. Assignments and Assessments

### 1. Student has difficulty following instruction.

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#### 1A. Student needs help to get ready for the instructions.

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- Use a prearranged signal to gain the student's attention before giving directions.
- Make sure the student is facing you when instructions are given.
- Change your tone of voice to alert the student and sustain attention.
- Give the student an agenda or schedule for each day.

#### 1B. Student needs help while you are giving instructions.

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- Combine oral directions with pictures, words or diagrams.
- Read written directions orally before starting the assignment.
- When modeling expected behavior, describe critical components.
- Complete sample problems or tasks to show the student what is expected.
- Have the student paraphrase instructions or show you what to do.
- Repeat and simplify instructions for the student.
- Give the student a description of expected behaviors or the rubric to be used for evaluation.
- Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.

#### 1C. Student needs help after you give the instructions.

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- Assign a study buddy to help the student when needed.
- Check to see if the student needs any assistance in getting started.
- Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

### 2. Student has difficulty completing assignments.

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- Break long-term assignments into parts with corresponding due dates.
- Teach the student to maintain a calendar of assignments.
- Give the student an individual responsibility checklist.
- Give the student a choice of tasks and assignments.
- Let the student have access to learning resources and instructional materials outside of class.
- Use a kitchen timer to define work times.
- Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.
- Have the student keep a journal or homework log that includes the instructions and timelines.
- Communicate homework assignments and expectations to parents so they can help, if needed.
- At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

### 3. Student gets confused by complex materials

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- Block sections on paper for each response by drawing lines or folding. Show students how to cover parts of text or worksheet not being used.
- Use different kinds of paper, such as graph paper, for doing computations or paper with midlines for taking notes.
- Use color-coding to help students identify tasks, meanings or expectations.
- Give page numbers for locating answers to questions.
- Simplify directions by numbering each step.
- Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.

## **30 Powerful Ways to Accommodate in the Student Centered Classroom**

### **4. Student needs help organizing or locating materials.**

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- Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.
- Give the student a compartmentalized container for classroom materials, tools and supplies.
- Let the student use physical supports such as bookends, plastic containers for supplies, or bags or folders for work materials.
- Place a timetable or assignment list on the student's desk.
- Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.
- Give the student a written copy of instructions and requirements for each assignment.
- Let the student keep one copy of school materials at home and another copy in class.

### **5. Student has limited writing abilities.**

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#### **5A. Student has difficulty with handwriting.**

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- Place a dot on the upper left side of the paper to help student remember where to start writing.
- Give the student a copy of notes or directions for the assignment.
- Let the student write directly in the workbook or on a copy of the workbook page.
- Let the student use a word processor or typewriter.
- Let the student dictate his or her work to a teaching assistant or classmate who will write it down.
- Let the student create an audio or video recording of his or her response to a classroom assignment.
- Let the student use adaptive devices: pencil grips, special pen or pencil holders, or erasable pens.
- Make sure that worksheets have ample space for writing answers.
- Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in.
- Let the student use graph paper for writing computation problems to help align the numbers.
- Provide special paper with raised or color-coded line indicators.
- Reduce the length of a written assignment or allow more time.

#### **5B. Student has problems with expressive language.**

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- Let the student use a thesaurus (book or computer-based) to find words to write or say.
- Let the student use special word processing software that assists and anticipates what the student is trying to write.
- Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations.
- Let the student use word processing software to plan ideas before writing.

#### **5C. Student has problems with grammar or spelling.**

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- Let the student use a spelling dictionary or electronic spelling aid.
- Let the student use peer editing or teacher assistance in the revision process.
- Let the student use the spell-check or grammar-check utility in word processing software.
- Grade content and mechanics separately in assignments requiring written expression. Give the student a change to correct identified spelling and grammar errors.

### **6. Student has difficulty taking tests.**

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#### **6A. Change the presentation format.**

**(Note: The accommodations listed below with an \* can be used for classroom assessments, but may not be allowed during state assessments.)**

- Provide large print or enlarged copies of the test.
- Provide a Braille version on the test.
- Let the student use assistive technology for magnification or amplification.
- Provide a sign language interpreter to interpret oral directions.

### 30 Powerful Ways to Accommodate in the Student Centered Classroom

- Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- Read the directions aloud.
- Reread or explain the directions during the test if the student needs it.
- Provide a printed copy of the directions for the student.
- Read the test items aloud to the student, unless the assessment is a test of reading skills.
- Provide text to speech technology to communicate directions or test items for items other than reading tests.
- Let the student read the test items aloud to him – or herself as he or she works on the assessment.
- Let the student use a pointer, template, blank card, or positioning tools to maintain or enhance visual attention to the test materials.
- Let the student use blank colored transparencies or overlays to enhance visual perception.
- Provide white noise (sound machines) and headphones to reduce auditory distractions.
- Give verbal encouragement (keep working, answer every question) without giving clues to correct or incorrect answers.
- Give extra examples for practice to make sure the student understands what to do.
- Underline or highlight key words in the directions, passages or questions.
- Group questions so that similar kinds of items are together. Put the easiest questions first.\*
- Block matching questions into small groups of four or five items.\*
- Provide a list of words to use for fill in the blank questions.\*
- Eliminate one of the choices in multiple-choice items.\*
- Require fewer questions, but select ones that measure all required content and skills.\*
- Grade the student's response separately for content and mechanics.\*
- Let the student take an open book test, unless memorization of content is required.\*

### 6B. Change the response mode.

**(Note: The accommodations listed below with an \* can be used for classroom assessments, but may not be allowed during state assessments.)**

- Increase space allowed for test answers.
- Let the student respond orally, dictate to a test proctor or aide, or tape record answers on a test.
- Let the student sign responses to an interpreter.
- Let the student Braille responses on a separate paper.
- Let the student use a typewriter or word processor to write answers to the test items.
- Let the student write on the test itself instead of writing on an answer sheet.
- Let the student use special paper with raised, shaded or color-coded lines or a writing guide to enhance legibility for written responses.
- Let the student use gridded paper to organize computation.
- Let the student use an abacus to solve mathematical problems.
- Let the student use a calculator to solve mathematical problems.
- Let the student use speech to text technology to record responses.
- Let the student use alternative keyboards, pointing devices, and switches to activate electronic devices.
- Let the student use special communication devices to generate oral or written responses.
- Monitor the student's answer sheet to determine if the student is recording the responses in the correct place.
- Give partial credit for answers to extended response questions that are partly correct.
- Provide pre-designed webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions.\*
- Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role-playing, or interviewing.\*
- Allow the use of references such as a regular or spelling dictionary.\*

### **30 Powerful Ways to Accommodate in the Student Centered Classroom**

- Let the student use manipulatives or a calculator to recheck or complete computations.\*
- Let the student retake the test and give credit for improvement.\*

#### **6C. Change the test schedule and procedure.**

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- Let the student have additional time to complete the test.
- Break the test into small sections, and let the student take it over a period of days.
- Let the student take breaks during the test.
- Let the student take the test at a specific time of day that is best for him or her.

#### **6D. Change the setting.**

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- Administer the test individually or in small groups.
- Let the student use adaptive or special furniture to take the test.
- Let the student take the test in an environment with reduced stimuli such as in a study carrel or in another classroom where there are no distractions.
- Allow the student appropriate opportunities for movement.

#### **6E. Student needs assistive devices.**

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- Have student use adaptive calculators.
- Provide visual magnification and auditory amplification devices.
- Provide technology for writing assessments or extended response items (word processing software, digital voice, or tape recorder).

#### **7. Student has difficulty taking tests.**

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##### **7A. Student has difficulty preparing for the test.**

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- Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.
- Review the knowledge and skills to be tested several days before the test.
- Provide study guides to help students prepare for the test.
- Give the student practice with the testing format including sample questions and explanation of the scoring rubric or test procedures.
- Read the instructions of the test to the student and simplify the language, if needed. Go over sample questions so the student knows what to do.

##### **7B. Student has difficulty identifying areas that need to be corrected after the test.**

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- Review corrected tests and discuss responses with students.
- Have the student evaluate his or her own performance on the test.
  - Did I study the right things?
  - Did I make use of clues in the test?
  - Did I survey the test and plan my response?
  - Did I use the time allowed effectively?
  - Did I answer the questions I knew first?
  - Did I correct mistakes?
  - Did I have to guess?



## 30 Powerful Ways to Accommodate in the Student Centered Classroom

### C. Time Demands and Scheduling

- Use flexible scheduling practices that allow the student more time to complete a course. Sometimes summer school can be used for this purpose.
- Let the student have additional time for assignments and assessments.
- Give assignments ahead of time so the student can get started early.
- Provide a clear schedule with checkpoints along the way.
- Use a reward system to motivate assignment completion.
- Let the student choose an activity following the completion of a required assignment.
- Give the student shorter tasks.
- Give the student easier tasks first.

### D. Learning Environment

#### 1. Student is easily distracted or has a short attention span.

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- Let the student use an enclosed study carrel to complete independent work.
- Let the student sit in an area away from the busy parts of a classroom.
- Give the student tasks that can be completed in short periods of time.
- Let the student use a timer to monitor how much longer he or she has to work on tasks.
- Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.
- Have the student sit close to the teacher or paraprofessional.

#### 2. Student can't work in groups.

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##### 2A. Whole groups.

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- Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.
- Give the student a preview of what is going to happen during the class.
- Provide a balance of different kinds of activities within the lessons.
- Provide follow-up instruction individually, as needed.

##### 2B. Small groups.

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- Make sure the student has the communication and social skills needed for group interaction.
- Assign a specific role and responsibility to the student when working in a group.
- Let the student work with a trained classmate to help keep on task in a group situation.
- Allow partial participation in cooperative groups.

##### 2C. Student has difficulty with independent work, study and practice.

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- Let the student use a learning center with appropriate materials and equipment.
- Let the student use self-checking materials or computer-assisted instruction to practice skills.
- Identify a study buddy who can repeat and explain directions.

## 30 Powerful Ways to Accommodate in the Student Centered Classroom

### 3. Student can't control own behavior.

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- Give students a copy of class rules and expectations. Let students role-play positive and negative examples of behaviors on a regular basis to make sure all students understand.
- Give positive reinforcement for replacement behaviors or following class rules.
- Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student understands the expectations and consequences.
- Monitor student's compliance with class rules and communicate regularly with the student, the family, or others.
- Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work with the student.
- Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, or to go to another area in the school.
- Identify a quiet area in the classroom where the student may go when necessary.
- Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, or other students who may disrupt the student.

## Text to Speech

### Read&Write for Google Chrome

Reads aloud with dual color highlighting

Text and picture dictionaries

Translates text

Suggests next word as you type

Speech-to-text

Collect text from browser for use in documents

Create and listen to voice notes inside Google Doc

## Natural Reader (Free)

[www.naturalreaders.com](http://www.naturalreaders.com)

- A voice reader download that allows you to create a text document and have it read aloud to you.
- Paste any text into the software and it will be read aloud.
- Allows you to start and stop anywhere within the text.
- Adjustable reading speed.

## Reducing Reading Level or Text

News In Levels	Text Compactor	Rewordify
Presents current news highlights at three different reading levels. Difficult words are highlighted and explained.	Paste in text selections and the program will compact the text so that it becomes less complex. Free.	Free online software that reduces complex text and difficult words in a selection so that it is easier to read.

**People From a Rainforest – level 1**

10-08-2018 15:00

Level 1 Level 2 Level 3

Here is news from the Amazon rainforest. Some people come out of the forest. These are isolated people. They live only in their group. They do not talk with other people.

Someone films the moment. These people wear loincloths. They have bows and arrows. Some other people talk to them. They give them bananas. The people from the rainforest take the bananas, but they are afraid.

Difficult words: rainforest (a place like a jungle), isolated (far from other people), loincloth (piece of cloth which covers your private parts), bow and arrow (bow is a weapon which shoots arrows).

You can watch the original video in the Level 3 section.

Like 16 Tweet Save G+ Share 27

**Text Compactor**  
Free Online Automatic Text Summarization Tool

Home About

Follow these simple steps to create a summary of your text.

**Step 1**  
Type or paste your text into the box.

**Step 2**  
Drag the slider, or enter a number in the box, to set the percentage of text to keep in the summary.

50 %

**Step 3**  
Read your summarized text. If you would like a different summary, repeat Step 2. When you are happy with the summary, copy and paste the text into a word processor, or text-to-speech program, or language translation tool.

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**Original Text**

During my teenage years, I had the wonderful experience of raising horses. Along with the joy of playing with these beautiful animals came the responsibility of caring for them. On occasion, they would develop infectious sores around the hooves of their feet. To prevent a condition of lameness within the animals, the veterinarian would cut deeply into the wound and heavily medicate the area to halt any spreading of infection. Within a short period, a thin layer of tissue known as "proud flesh" would develop over the top of the lacerated area giving the appearance of rapid healing. However, the contrary was the case. This layer acted as a lid providing the perfect cauldron for disease to grow and fester, ensuring permanent injury. It was my job to peel away the fleshy layer after it developed and keep the wound clean and properly medicated. Upon removing the flesh, pus would spill from the wound, producing the most awful odor. However, no matter how offensive the smell to my senses, this procedure was necessary to ensure the wound healed from the inside, preventing a condition of permanent lameness for the animal.

"PROUD FLESH" taken from the article America for All Americans

**25% Version**

To prevent a condition of lameness within the animals, the veterinarian would cut deeply in the wound and heavily medicate the area to halt the spreading of infection. However, no matter how offensive the smell to my senses, this procedure was necessary to ensure that the wound healed from the inside, preventing a condition of permanent lameness within the animal.

<https://www.newsinlevels.com/>

<https://www.textcompactor.com/>

<https://rewordify.com/>

# IF A STUDENT HAS DIFFICULTY...TRY THIS!

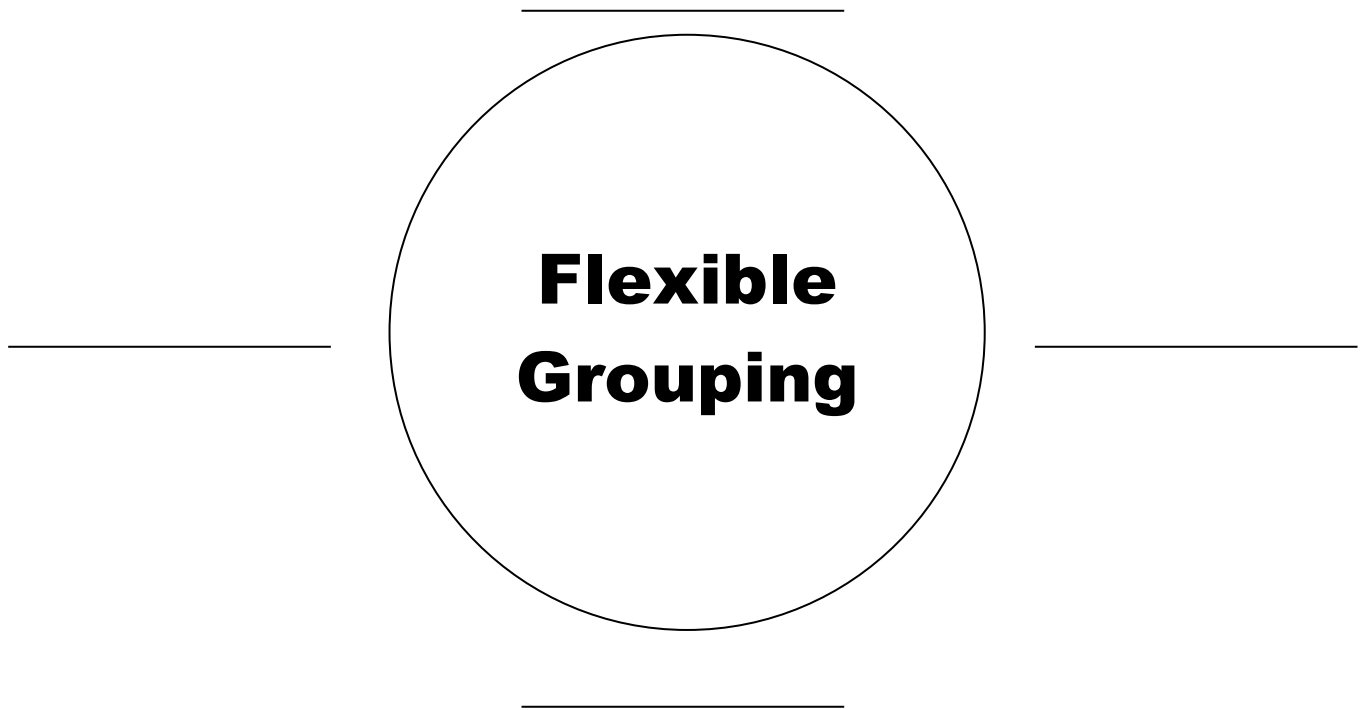
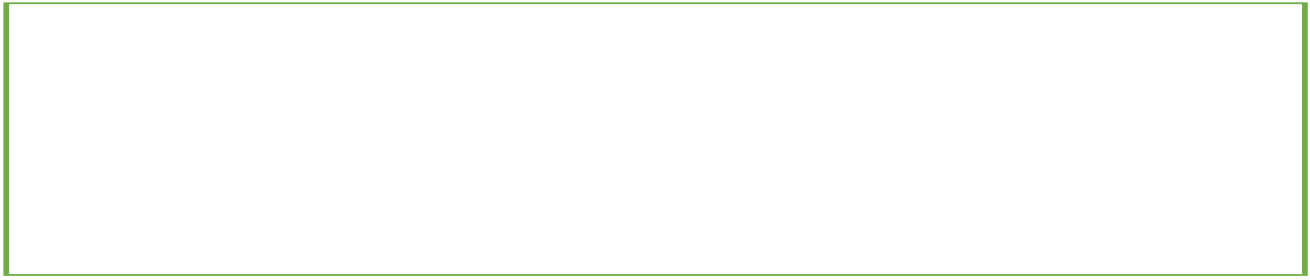
## Area of Difficulty Suggestions

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>COMPLETING TASKS ON TIME</b>	<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>
<b>DRAWING CONCLUSIONS/MAKING INFERENCES</b>	<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>
<b>EXPRESSING HIM/HERSELF IN WRITING</b>	<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>
<b>EXPRESSING HIM/HERSELF VERBALLY</b>	<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>
<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>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>

<p><b>KEEPING TRACK OF MATERIALS/ ASSIGNMENTS</b></p>	<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>
<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>PAYING ATTENTION TO SPOKEN WORD</b></p>	<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>
<p><b>PAYING ATTENTION TO PRINTED WORD</b></p> <p>SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD</p>	<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>REMEMBERING</b></p> <p>SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD</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>

AREA OF DIFFICULTY	SUGGESTIONS
<b>REMEMBERING</b> SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	<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>
<b>SEEING RELATIONSHIPS</b>	<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>
<b>SPELLING</b> SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	<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>
<b>STAYING ON TASK</b> SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	<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>
<b>UNDERSTANDING CAUSE/EFFECT; ANTICIPATING CONSEQUENCES</b>	<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>
<b>UNDERSTANDING WHAT IS READ</b>	<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>
<b>WORKING IN GROUPS</b>	<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>
<b>WORKING INDEPENDENTLY</b>	<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>
<b>WRITING LEGIBLY</b>	<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>

Flexible Grouping Options is:



## Engagement



Speaking



Writing



Manipulating

## Agenda/ Protocol Template

<b>What Standard are you addressing?</b>	
<b>What groupings/collaborative delivery are you planning on using throughout the lesson?</b>	
<ul style="list-style-type: none"> <li>• One Teach/One Assist</li> <li>• One Teach/One Observe</li> <li>• Team Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Station Teaching*</li> <li>• Alternative Teaching*</li> <li>• Parallel Teaching*</li> </ul>
<b>Key vocabulary words:</b>	
<p><b>Are there any reading materials for this lesson/unit?</b>  <b>Would any students need this reading to be altered to be made accessible?</b>          For example, simplified or highlighted text, audio recording, vocabulary defined, pre-written notes.</p>	
<ul style="list-style-type: none"> <li>• Text Compactor</li> <li>• Google Reader</li> <li>• Podbean.com</li> </ul>	<ul style="list-style-type: none"> <li>• Rewordify</li> <li>• Audacity.com</li> <li>• Other:</li> </ul>
<b>What supports are already available?</b>	
<ul style="list-style-type: none"> <li>• Partial or full lecture notes</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> </ul>
<ul style="list-style-type: none"> <li>• Recorded Materials (audio, video, screen shots)</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted Text</li> </ul>
<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Supports</li> </ul>
<ul style="list-style-type: none"> <li>• Study Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Other</li> </ul>
<p><b>Are they creating a product or taking an assessment at the end of the lesson/unit?</b>  <b>Would the student(s) need an alternate way of assessing the standard?</b>  <b>Would the student(s) need sentence starters or graphic organizers</b>  <b>Would the student(s) needs tests to be chunked or product deadlines to be altered?</b></p>	



# Instructional Design Tool for Collaborative Teachers

<b>Learner Objective/Unit Objective</b> (What am I teaching?)	
<b>Evidence of Student Success</b> (Observable/Measurable)	
<b>Pre-Assessment Tool/Information:</b> (What do the students know about this learning objective? Their interests? Motivations?)	

AS DESIGNED	INSTRUCTIONAL STRATEGIES/ACTIVITIES		GROUPING				ASSESSMENT/PRODUCT
	Whole Group	Individual	Partner	Small Group			

1= One Teach/One Observe  
 2= Station Teaching  
 3= Parallel Teaching  
 4= Alternative Teaching  
 5= Team Teaching  
 6=One Teach/One Assist

## Additional Instructional Decisions

If needed, determine instructional supports for individual students.

Students who Require Instructional Supports:	Instructional Accommodations?	Curricular Modifications?	In-Class Support?	Differentiated Assessment?
1.				
2.				
3.				
4.				

**Accommodation:** A change made to teaching or testing procedures in order to increase the student's access to information and to create an equal opportunity to demonstrate knowledge and skills. It is "how" instruction is delivered and/or learning is assessed. **Modification:** A change in what the student is expected to learn and/or demonstrate. It is "what" the student is expected to learn. **In-Class Supports** include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.

# Instructional Design Tool

Learner Objective/Unit Objective (What am I teaching?)
Evidence of Student Success (Observable/Measurable)
Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)

As Designed	Instructional Strategies/Activities	Grouping				Assessment/Product
		Whole Group	Individual	Partner	Small Group	

If needed, proceed to this section.

**Additional Instructional Decisions**  
If needed, determine instructional supports for individual students.

Students who Require Instructional Supports	Instructional Accommodations?	Curricular Modifications?	In-Class Support?	Differentiated Assessment?	Per IEP (✓)
1.					
2.					
3.					
4.					

**Accommodation:** A change made to teaching or testing procedures in order to increase the student’s access to information and to create an equal opportunity to demonstrate knowledge and skills. It is “how” instruction is delivered and/or learning is assessed. **Modification:** A change in what the student is expected to learn and/or demonstrate. It is “what” the student is expected to learn. **In-Class Supports** include the use of peer assistants/tutors, paraprofessionals, support facilitators, support facilitators, or co-teachers.