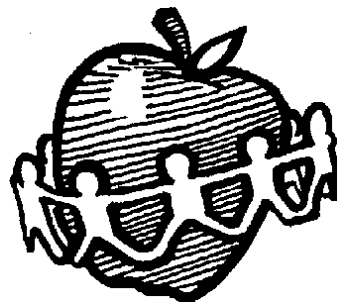


The SAALE Model for Reaching the Hard to Teach

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***Watch Judy's website for more postings:**

- **Classroom Embedded Assessments**
- **Standards-Based Lesson Plans**
- **Words At-Risk Students Should Know and Why**

Suggestions for Establishing an Accepting Classroom Atmosphere

1. Collect personal information on a card about each child. For example, ask each of them to write or tell you about his or her greatest accomplishment or a hobby he or she enjoys. This gives you an entry into the child's life. Use this information to start a quick, verbal exchange from time to time.
2. Use body language to show warmth and acceptance, such as extending palm of hands outward when greeting students, standing in close proximity, standing in front of the desk rather than behind it, and making eye contact during a discussion.
3. Let the student get to know you as a person, not just as a teacher.
4. Try to spend time every day with each student. A minute of individual attention from you can make a child's day.
5. Give students honest praise. Many have suffered much failure in school, and they need to know that they are capable of success.
6. Don't be afraid to tell students you love them. This may be the only time some will ever hear those words.
7. Take the pressure of grades off the students by marking them according to their own level, not the class level.
8. When a child is asked a question, give him or her at least five seconds to answer. The average time a teacher waits is 0.9 seconds which is much too short.
9. Establish a risk-free classroom. Mistakes are o.k.
10. Let students know that trying is important.

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Understanding Student/ Teacher Roles

- student
- teacher
- responsibility
- authority

1. Discuss responsibilities of the teacher and the student.

Teacher:

- takes roll
- writes lesson plans
- keeps things in order

Student:

- listens carefully
- follows directions
- cooperates

2. Have class add rules to each of the two lists in number one.

3. Role-play the following situations:

Adult as Authority

- “get in line”
- “be quiet in the hall”
- “put equipment away”
- clean-up time

Student as Authority

- “close the door”
- “work quietly”
- and collect papers

4. Have class add rules to each of the two lists in number three.

- inappropriate
- responsibility

5. Place the following list on the board and let the students put an “S” next to things which are the students’ responsibilities and a “T” next to those which belong to the teacher:

- plan lessons
- develop tests
- grade papers
- do homework
- give homework assignments
- take lunch count/money
- write assignments on board
- complete all assignments
- play during recess
- pass out papers
- write notes to parents
- correct inappropriate behavior
- work quietly
- follow directions
- make sure everyone does his/her homework
- give out report cards
- go on errands
- raise hand to ask for help
- stay in seat unless told otherwise

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

6. Make a list of classroom situations and allow students to take turns role-playing:
 - taking roll/lunch count
 - clean-up time
 - time to go to P.E.
 - dismissal
 - giving a lesson

Respecting Others' Space

- space
- invade
- touch
- grab
- share
- cooperate
- nervous
- threatened

1. Have a discussion on "space" and what space belongs to the students:
 - desk
 - chairs
 - closet
 - bedroom
 - work stations
 - lockers/cubbies
2. Discuss what it means to respect each other's space.
3. Discuss the importance of maintaining appropriate personal distance in a conversation. Let students demonstrate comfortable and uncomfortable distances.
4. Play "What If." Provide a list of experiences/situations for students to discuss:
 - What if someone sits too close...
 - What if someone tugs at your clothes...
 - What if someone takes something off of your desk...

Ignoring Distractions

- distraction
- ignore
- interrupt
- disturb
- space

1. Have the students make a list of distractions in the classroom which slow them down or prevent them from completing their work.
2. Brainstorm ways for coping with the distractions listed in number one.
3. Develop a signal to use when the student becomes distracted.

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Listening

- listening
- attending
- hear
- look
- eye contact
- listen

1. Have a class discussion on the importance of being a good listener.
2. List situations at home when one must listen.
3. List situations at school when one must listen.
4. Role-play the situations in twos and threes.
5. Develop a “listening cue” for the class. This could be a big ear for the younger children and a hand signal for the older students.
6. When a student has a problem with listening, have him/her repeat back the directions, instructions, etc.
7. Develop a listening checklist for older students.
8. Play “Simon Says” and let students carefully listen to directions.
9. Teach students to maintain eye contact while listening.
10. Discuss the importance of careful listening for specific information.

Following Directions

- directions
- listen
- follow
- understand

1. Have a class discussion on the importance of following directions.
2. Review behaviors necessary for following directions:
 - look at speaker
 - listen
 - repeat directions to yourself
 - ask for clarification if needed
 - perform directions
3. Develop simple worksheets with pictures of trees, stars, balls, etc. Give the student directions to follow. Draw circle around the tree, connect the stars to the balls with a red crayon, etc.

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Requesting Permission

- permission
- polite
- information
- emergency
- asking

1. Conduct a class discussion on reasons for requesting permission in different settings:

- at home
- with friends
- at school
- on the bus

2. For each situation listed under the four settings, have student answer the following:

- What types of things would you request permission for?
- Whom would you request the permission from?
- How do you request the permission?
- When would you request the permission?

3. Discuss the steps for requesting permission in each of the settings in number one.

Requesting Assistance

- help
- ask
- assistance
- thank you
- please
- procedures

1. Discuss the correct procedures for asking assistance:

- Have you clearly thought through the problem?
- How will you make the request?
- How will you indicate to another that you need assistance?
- Did you wait for your turn to be assisted?
- Did you thank the person assisting you?

2. Make a list of times students would need assistance at home:

- when doing homework
- when doing chores
- when they do not understand a request

3. List persons at home whom you may request assistance from:

- mother
- brother
- grandparents
- father
- sister
- aunts/uncles
- baby sitter

4. Model the appropriate way for making a request at home.

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

5. List situations when students may need assistance at school:
 - when they do not understand directions
 - when they cannot find materials, etc.
 - when they have made a mistake
 - when they do not understand a lesson

 6. List school personnel whom you may request assistance from:
 - teachers
 - clinic aide
 - principal
 - custodian
 - classroom aide
 - librarian
 - secretary
 - cafeteria worker

 7. Model the appropriate way for requesting assistance at school.

 8. Role-play the request with assistance at home and at school.

 1. Discuss the necessity for asking for clarification so that we can follow directions or act on information.

 2. Discuss the consequences of not requesting clarification.

 3. Make a list of situations where clarification might be needed.

 4. Discuss the steps one takes when requesting clarification:
 - think carefully about what was said
 - think about your request
 - raise your hand
 - look at the person and speak clearly
 - ask for more specific information if you do not understand
 - if still confused, ask the person if he/she will meet with you later
 - thank the person for his/her assistance
-
- Requesting Clarification
- clarify
 - information
 - directions
 - understand

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Participating in Class

- participate
- volunteer
- join
- cooperation
- appropriate

5. Practice requesting clarification for the situations provided in number three.
1. Discuss what participation means and the importance of voluntary participation.
2. Establish guidelines for class participation:
 - be a good listener
 - ask appropriate questions
 - volunteer answers
 - don't interrupt
3. List situations when you would participate in a class discussion:
 - when the teacher asks for a response
 - volunteering a response
4. Role-play the situations listed in number three.
5. Discuss road blocks and keys to participating in class:
 - Road blocks (lack of interest, fear of looking foolish, not understanding, not knowing the answer, fear of giving the wrong response)
 - keys (listen to activity, look at speaker, realize that many students are afraid of looking foolish)
6. List on the board ways in which students can participate in class/group:
 - giving ideas
 - offering and accepting help
 - agreeing or disagreeing
 - listening to others
 - following directions
 - following rules
 - encouraging others

School-Related Social Skills

Skill

Vocabulary to Introduce

- Solving Problems
- problem
 - solution
 - choose
 - options
 - cooperation
 - situation

Activities for Teaching Skill

1. Discuss a problem-solving/choice-making process:
 - identify the problem/options
 - consider all possible solutions
 - discuss the pros/cons of each listed solution
 - develop a plan of action
 - put the plan in action
 - evaluate the success of the plan
2. Have students make a list of problems they have encountered.
3. Role-play solving the problems listed in number two using the procedures in number one.
4. Help the student understand “choice-making” and its prerequisite role in solving problems.
5. Provide situations where choices must be made. Let the student select a “choice” in each situation.
6. Discuss the ramifications for each choice.
7. Present the class with a problem scenario and have them solve each problem using the steps provided in number one:
 - a fight begins in the hall and no teacher is present
 - someone pushes you in the hall
 - a member of the class is “acting up” and the whole class is going to lose a privilege if the student does not stop
 - someone teases you at school
 - you are told to do tomorrow’s homework for reading, and you need to do today’s math homework.

School-Related Social Skills

Skill

Vocabulary to Introduce

Accepting Responsibility

- responsibility
- accept
- fulfill
- contribute
- “in charge of”

Activities for Teaching Skill

1. Discuss the concept of “accepting responsibility.”
 2. Review the responsibilities you have as the teacher:
 - arrive at school on time
 - prepare lesson plans in advance
 - grade papers
 - take care of students in your class, etc.
 3. List on the board the responsibilities for the student at school:
 - be on time to class
 - prepare homework on time
 - study for class
 - exhibit appropriate conduct
 - respect others’ space and property
 4. List on the board the responsibilities for the student at home:
 - be on time for meals
 - take care of possessions
 - do chores
 - watch over younger brothers/sisters
1. Make a list on board of school-related transition times:
 - from home to bus/ride
 - from bus to school
 - from school to classroom
 - changing activities
 - changing periods/classes
 - from classroom to bus/ride
 2. Discuss ways for making transitions smoother:
 - stop what you are doing
 - look at the teacher/driver/aide
 - listen to any directions or explanations
 - remain quiet
 - ask questions if you do not understand
 - discuss any problems with a teacher/driver, etc.

Transitioning Activities

- transition
- change
- order
- quiet
- smooth

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

3. Role-play transitioning for various situations.
 - snack time
 - change in classrooms
 - lunch time
 - end of day activities
 - change in activities
 - recess/physical education
 - going to bus

Using Free Time Wisely

- free time
- choose
- busy
- productive
- wise
- play
- break

1. Lead a class discussion on the meaning of “free time.”
2. Make a list of “free time” situations at home.
3. Make a list of “free time” situations at school.
4. List positive consequences of wise use of free time.
 - finishing homework
 - getting extra help
 - extra after school time

5. Set up a “free time” center in the classroom. Provide a selection of activities to be done for wise use of “free time.”

6. Have students keep a list of how they used their “free time.”

Working Cooperatively in a Group

- cooperate
- give and take
- work together
- compromise
- negotiate
- bossy
- know-it-all
- flexible

1. List on board with students situations where cooperation is needed.
2. Make a list of ways to cooperate in a group.
 - sharing materials
 - sharing responsibilities
 - compromising/negotiating
 - participating
 - dividing up tasks
 - exchanging information
 - asking for information
 - helping other group members

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

3. Role-play situations listed in number two.
4. Make a list of consequences when we do not cooperate.
5. Decide on a project for the class to do so that they can practice their skills.
Let the students evaluate their efforts.

Following Rules

- rules

1. Discuss why rules are important.

2. Make a list of various situations and the rules necessary for each.

School Bus Rules:

- sit in seat
- talk quietly
- listen to the bus driver
- follow directions
- keep hands inside the bus
- use safety belts
- enter and exit bus safely

Hall Rules:

- keep hands and body to self
- be quiet
- walk instead of running

Library Rules:

- speak quietly
- look at books on shelf
- select 1 to 3 books from shelf
- sit with books at table
- select 1 book to check out

Cafeteria Rules:

- wait your turn in the lunch line
- take appropriate utensils, napkin, etc.
- make choices for food items and drink
- pay cafeteria clerk
- seek place to sit (look for friend to sit near)
- stay in seat
- use good manners

School-Related Social Skills

Skill

Vocabulary to Introduce

Activities for Teaching Skill

- throw away trash
 - talk quietly
 - return tray
 - wait to be dismissed and leave quietly
- Playground Rules:
- play within designated areas
 - play alone or with friends
 - share playground equipment and take turns
 - cooperate with others' ideas
 - stop playing immediately when called
 - tell teacher if ball goes over the fence

Assembly Rules:

- enter quietly and be seated
- listen for other instructions
- speak softly if you must speak at all
- keep hands to self
- watch performance by keeping eye on performer
- clap after the performance
- wait to be dismissed
- leave quietly

Office Rules:

- look to see if the person is busy before speaking
- use nonverbal messages to signal if you need help
- use polite language
- close door quietly

3. Make a list of coping skills needed when you are told that you have broken a rule and you do not understand:
 - be polite
 - keep calm
 - ask for the rule to be stated
 - ask for rule to be clarified
 - repeat the rule back to another person
 - ask for another opportunity to show that you know the rule

Source: Wood, J. W. (1992) *Adapting Instruction for Mainstreamed and At-Risk Students*. Columbus, OH, Merrill Publishing Co.
Adapted with permission from the Social Competency Curriculum: Communication School-Related (Vol. 3)
Department of Student Services and Special Education: Fairfax County Public Schools, Fairfax, VA.

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

Interpreting Facial Cues and Body Language

- communication
- nonverbal
- verbal
- interaction
- proximity
- expressions
- emotional states such as:
nervous, worried, angry,
exhausted, upset

Activities for Teaching Skill

1. Explain to students how their own and others' facial expressions, body postures, and hand gestures convey meaning. Refer to the concept of "body language." Discuss nonverbal components including eye contact, posture, proximity, signals, and expressions.
2. Discuss the importance of attending to nonverbal communication.
Emphasize:
 - the need to check out the situation before "moving in"
 - the need to consider how the other person is feeling
 - the need to consider the message we send to others
3. Demonstrate various facial expressions, body postures, and hand gestures. As a group, decide what each movement or expression could mean. List examples of both positive and negative messages your body can convey.
4. Take turns transmitting an emotional feeling, using only an isolated body part. Try to guess what is being communicated. Do this for the whole group, or break up into teams.
 - only the mouth
 - only the baby finger
 - only the shoulders
 - only the eyebrows
5. Show conflicting nonverbal cues by giving two different cues with two different parts of body.
 1. Discuss feelings associated with the use of eye contact. You may feel:
 - important (because others are listening to you and paying attention)
 - unimportant (because others are NOT listening or paying attention)
 - embarrassment or discomfort (because others are looking at you closely or for a long period of time)

Making Eye Contact

- eye contact
- message
- convey
- expressive eyes
- feelings

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Making Eye Contact (continued)

2. Demonstrate the use of proper eye contact with a student or an aide. Maintain eye contact while involved in a verbal exchange, pointing out the value of using proper eye contact.

3. Have students pair up and practice sending messages with their eyes.

Messages could include:

- kindness and understanding
- anger
- confusion
- disappointment

Adjusting Language to Situational Demands

- adjust
- appropriate
- inappropriate
- casual
- formal
- respect
- softly
- excited
- offensive

1. Discuss the idea of using correct language in various situations. This comparison can be done “graphically” by showing pictures of different people wearing different clothing and in various situations.

2. Discuss with the students why some people traditionally are addressed in a more formal way or receive more respect than others. Give an example: talking to the principal versus talking to a friend.

3. Talk about how we can tell which people we can be more casual with, as compared to those with whom we may want to be more formal.

4. Discuss with students the elements that could make a statement inappropriate or offensive to certain people. Identify some reactions to offensive language. This could include:

- specific words used
- tone of voice
- volume
- topic chosen

Using Greetings and Farewells

- polite
- pleasant
- greet

1. Explain why it’s important to greet others.

- acknowledge their presence
- express friendliness or friendship
- be polite

2. Talk about how a person might feel if they were “intentionally” ignored. What message might be sent in that case?

- embarrassed
- hurt
- humiliated
- concerned

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

- interrupt
- polite
- rude
- excuse me
- emergency
- courteous
- necessary
- conversation
- pardon me
- pleasant
- appropriate/right
- inappropriate/wrong
- body language
- nonverbal cue

Interrupting Appropriately

1. Introduce lesson by explaining that even though we often hear, "Don't interrupt," there are times when interrupting is necessary.
2. Have the class list the times when they think interrupting is okay.
 - students are fighting in the hall
 - an adult has asked you to get your teacher right away
 - someone is starting to faint
 - the student thinks the teacher has made a mistake, as in giving instructions, etc.
3. Emphasize the importance of "reading" the situation before interrupting.
 - relaxed conversational situation, as opposed to serious conversation
 - pauses in discussion with participants glancing around
4. List those words that could be used in interrupting:
 - "excuse me"
 - "I'm sorry to interrupt, but"

Activities for Teaching Skill

Expressing Needs and Wants

- important
- vital
- personal
- need
- want
- necessity
- physical
- psychological
- hunger
- love
- affection

1. Discuss what personal needs and wants are, and explain that everyone has needs or wants. Some examples might be:
 - need for shelter
 - need for dressing assistance
 - need for water
 - need to go to the bathroom
 - need to eat
 - need to be warmer or cooler
2. If appropriate, differentiate between physical and psychological needs and wants.
 - need to go to the clinic
 - need to feel safe
 - need to feel loved
 - want to play a game
 - want a cookie, candy, etc.
 - want to go outside and play
3. List ways in which people attempt to satisfy their needs:
 - eating
 - hugging and showing affection
 - drinking
 - asking for help

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Expressing Needs and Wants
(continued)

Initiating Conversations

- appropriate
- topic
- situation
- response
- interesting
- conversation
- inappropriate
- initiate
- respond

4. Encourage students to think of those times and/or situations when they've needed or wanted something.

1. Discuss the "concept" of conversation, revising vocabulary as necessary. Address student's feelings about conversation (i.e. is it enjoyable, difficult, etc.)

2. Discuss the importance of choosing an "appropriate" topic for conversation. Choosing an appropriate topic for conversation can ensure a greater chance for success in the conversation. If the topic is one that does not interest the listeners, attention will be quickly lost. When choosing a topic you must consider:

- whom you are talking to (older, younger, friend, stranger, etc.)
- where you are (school, home, church, sports field)
- how much time you have
- possible interests of listener(s) -- how can you tell if someone is interested?
- prior conversations
- whether topic will lead to response from listener

3. Review ways of initiating a conversation with peers:

- "Hello, how are you?"
- "Hi, what are you doing?"
- "Where are you going?"
- "Can you believe this weather?"

4. Model or role-play for students. Emphasize the expectation of a response from the other person. This provides for the beginning of a conversation.

5. List clues for determining appropriate time to initiate a conversation:

- watch for facial expressions and body language to use as cues for initiating conversation. Is the person available?
- is the person unoccupied and available, or does he or she seem to be working on something and possibly not want to be interrupted?
- is what you have to say important enough to interrupt, or do you want to have pleasant conversation to pass the time?

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Initiating Conversations (continued)

Maintaining Conversations

- maintain
- relevant
- mutual interest
- observe
- remark
- comment
- subject
- topic
- listening

- remain sensitive to the person's availability. Does he or she seem to be in a rush -- then cut your comments short, etc.

1. Model an effective conversation with the assistance of an aide or volunteer student. Talk about what helped keep the conversation going.
 2. Emphasize the following points which are essential for maintaining a conversation:
 - keep to the topic
 - talk about things that will interest the other person
 - ask questions to include the other person
 - keep body posture upright to appear interested
 - maintain eye contact
 3. Demonstrate the difference between relevant and irrelevant remarks. Role-play a conversation and insert irrelevant remarks. Help the students pick up inconsistencies.
 4. Discuss the steps we use in order to make sure we are making relevant remarks in conversations:
 - listen to people who are talking
 - notice the subject matter
 - wait for the right time to make a comment
 - comment on the subject matter
 - listen to responses
-
1. List and explain steps for joining in:
 - decide if you want to join in the conversation
 - stand next to the group
 - think of ways to join in (ask a question, introduce yourself, make a relevant comment)
 - choose the best way for you to join in
 - choose the best time (watch those facial expressions and body language)
 - relax! join in

Joining Ongoing Conversations

- cues
- proximity
- low key

Peer-To-Peer Social Skills (Communication)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Joining Ongoing Conversations
(continued)

2. List and model appropriate phrases that could be used when joining in:
 - “Hey, how are you doing?”
 - “Are you talking about the movie . . .”
 - “That happened to me once.”

Ending Conversations

- conversation
- ending
- situation

1. Introduce “conversation enders.” Have you ever been talking with someone when you had to leave, or you wanted to leave? We’ve practiced keeping a conversation going and now we are going to practice ending a conversation. Ending or closing a conversation requires the use of a word or phrase that will convey to the listener that the “speaker” must leave for whatever reason, and that the conversation needs to be over. Review vocabulary words as necessary.

2. List various situations in which a person would need to end a conversation:

- you are late for class
- you have an appointment
- you have run out of things to say
- someone else needs to speak to you
- something is said which disturbs you
- the other person doesn’t seem to want to talk

3. List various options for ending a conversation:

- wait for an end to the comment by the other person and excuse yourself
- politely interrupt (when in a hurry) and explain briefly why you have to leave
- when there is a lull or pause in a conversation, because it is exhausted, politely excuse yourself and leave

Peer-To-Peer Social Skills (Communication)

Skill

Talking on the Telephone

- message
- answering machine
- recording
- emergency
- dial
- information
- 911
- phone number
- assistance
- nonemergency
- address
- operator
- receiver
- wrong number
- volume

Vocabulary to Introduce

Activities for Teaching Skill

1. Bring in a variety of real telephones (touch tone, dial, different styles). The phone company may be able to assist you with this. Set up stations using a different type of phone at each station. Allow children to practice using the various types of phones. Practice dialing.
2. Label each part of the phone using correct vocabulary words.

Peer-To-Peer Social Skills (Social Interaction)

Skill

Vocabulary to Introduce

Making New Friends

- acquaintance
- friend
- introduce

Activities for Teaching Skill

1. Introduce the topic of making new friends (emphasizing the difference between friends and acquaintances); review vocabulary when necessary.
2. List situations where you might have the opportunity to make new friends:
 - starting a new school year
 - beginning a new dance class
 - moving to a new neighborhood
 - working on a project with a new person
3. Discuss feelings one might experience when meeting new people.

Sharing and Taking Turns

- share
- polite
- generous
- sincere
- turn
- change
- patience
- equal
- cooperation

1. Discuss why it is important to share; what are you “telling” the person when you share.

2. List those things that a person can share:

- toys
- his or her seat
- books
- time
- snacks
- information
- work materials
- feelings

3. List times when taking turns is particularly necessary:

- playing a game
- talking in a group
- using the pencil sharpener
- getting a drink from the water fountain

4. Model sharing each of the things above.

Expressing Appreciation

- appreciate
- thoughtful
- thank-you

1. Discuss when you would let someone know that you appreciate them for what they have done.

Peer-To-Peer Social Skills (Social Interaction)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Expressing Appreciation
(continued)

2. Talk about and list various ways of showing appreciation:
 - thank-you notes
 - words
 - small gifts
 - smiles
 - hugs
 - letting others know that their kindness was helpful
3. Demonstrate with an instructional assistant, or student, various ways of showing appreciation:
 - thank someone for being thoughtful.
 - thank a parent for lending you the car.
 - thank a relative for a gift.

Apologizing

- apology
- fault
- blame
- accidental
- intentional
- sincere
- sorry

1. Discuss the importance of apologizing appropriately:

- positive regard
- reducing tension
- showing respect for yourself
- maintaining good working relations

2. Discuss these points for giving an apology:

- know that accidents do happen
- know that apologizing will show people it was an accident
- apologizing will help stop the other person's anger
- sometimes if there is real damage, it may be necessary to do more than just apologize.

Helping Others

- assist
- emergency
- helpful
- considerate
- "give a hand"

1. Talk about times when you see that another person could use some help, and discuss with the class why we offer to help others. Review vocabulary as necessary.

2. Ask students to share experiences in which they have been helpful to others.

Peer-To-Peer Social Skills (Social Interaction)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Helping Others (continued)

3. Identify and discuss some things we all consider when offering or accepting help:
 - do I need help?
 - am I afraid that my pride or the other person's pride will be hurt?
 - can I help this person or should I help him find help?
 - how can I ask for help?
 - it's good to give and get help
 - should I help or get help from people I don't like?

Showing Respect for Others

- respect
- disrespect
- courteous
- polite
- negative
- necessary
- honor
- consideration

1. Introduce the topic of respect. Review vocabulary, starting with the dictionary definition of respect.

2. Site several situations, or examples, where we should show respect. List specific people and situations where respect is required.

Respecting Cultural Differences

- beliefs
- customs
- neighborhood
- race
- language
- religions
- holidays
- countries
- clothing
- unique
- different
- culture

1. Introduce "culture" as the typical behavior and social characteristics of a specific group of people. Discuss respect for another person's culture and how our world is unique because of the diversity.

2. Give examples of cultural differences in various parts of the world for:
 - clothing
 - dating and marriage
 - language
 - family
 - holidays
 - food

3. Demonstrate how you can show respect for another's culture:
(interest, tolerance, accommodation)

- "That's really interesting how your family celebrated your 13th birthday."
- "I brought something special for you to eat because I know you don't eat this."

4. Ask students to role-play showing respect for cultural differences.

Peer-To-Peer Social Skills (Social Interaction)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Joining In

- join
- sharing
- participate

1. Introduce the topic of joining in, reviewing vocabulary as necessary.
2. Have students share situations where they have wanted to join but didn't:
 - wanted to join in a game but the teams were already picked
 - wanted to join a club but didn't know anyone already in it
3. Establish guidelines for joining in:
 - check out the situation
 - use the right procedure (outline step-by-step procedure)
 - ask for help if needed.

Disagreeing

- disagree
- opinion
- argue
- negotiate
- respect
- polite

1. List several situations where people may disagree or have a "difference of opinion":
 - disagree with a grade the teacher has given you
 - disagree with something your parents say about you
 - disagree with a team member
 - disagree with "what to do" with a friend in your spare time
2. Have students talk about personal situations where they have had to disagree. How did they go about starting their disagreement? What did they say? How did they feel? What was the reaction?
3. Talk about how to express your disagreement. Emphasize that people don't always agree even after you talk about the difference. You might need to negotiate.

Peer-To-Peer Social Skills (Social Interaction)

Skill

Vocabulary to Introduce

Reading Social Environments

- verbal
- nonverbal
- interactions
- feelings
- interpret
- facial expressions
- body language
- environment
- situation

Activities for Teaching Skill

1. Discuss what social situations are, and make a list of various social situations. Examples: restaurant, picnic, theater, dinner at a friend's house.
2. Emphasize the need to change behaviors depending on the situation.
3. Have students draw pictures or take pictures from magazines that depict social situations. Discuss appropriate behavior for each social situation pictured.
4. Help students identify:
 - non-verbal elements of interaction
 - verbal expressions that correspond to feelings
 - verbal expressions that are inconsistent with feelings
5. As social situations arise, use each situation to identify appropriate behaviors. Prior to field trips (walking trips, plays, etc.) discuss various aspects of the situation:
 - how to dress
 - how to behave
 - how to prepare

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

- routine
- unexpected
- unavoidable
- flexible
- postponed
- canceled
- schedule
- alternative

Adapting to Changes

1. Discuss with students all of the routines that they can think of:
 - getting dressed
 - getting to school
 - class routine
 - family routines (chores, meals)
 - holiday routines, visits, trips

2. Discuss that routines bring order to our lives and that we feel comfortable when we know what to expect. Explain that feeling in control of our day is a good experience. When plans change or we can't do things in our usual ways, we have negative feelings. However, we may feel excitement or fun instead.

3. Role-play the following situations:

- someone else sits in the chair where you always sit
- a field trip to the zoo was canceled due to rain
- the third-period assembly speaker doesn't show up so you have geometry instead
- your teacher is sick so you have a substitute

4. Introduce gradual planned changes in the students' schedules. Have students help plan changes and monitor their own behavior.

Controlling Anger

- emotional states such as:
 - nervous, worried, angry,
 - exhausted, upset
- communication
- nonverbal
- verbal
- interaction
- impulsive
- expressions
- aggression

Activities for Teaching Skill

1. Ask students to list some of the kinds of situations that can make people angry:

- being teased or embarrassed
- being hit, kicked, etc.
- being told you can't do something
- being ignored

2. Ask students to list some common reactions to anger. What do people do when they are angry? What are the consequences?

- cry
- hurt someone back
- scream or yell
- withdraw to your room

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Controlling Anger (continued)

3. Discuss the importance of thinking before you act. Impulsive behavior may hurt others, make others mad, make you feel bad later, hurt you, or destroy your chance to do what you decide is best.
4. Outline these steps for dealing with your anger:
 - stop and think
 - decide why you are angry
 - are there other things that also are making you angry?
 - tell the person making you angry to “stop that”
 - discuss your feelings with the person who is making you angry
 - walk away
 - talk to an adult
 - ignore the person and do something else

Accepting Disappointments

- disappointed
- sad
- angry
- frustrated
- resume
- express
- alternative
- expectation

1. Discuss disappointment as the feeling of not having your expectations or hopes met.
2. Give students examples of situations when a person might feel disappointed.
3. Ask students to give examples of times when they have felt disappointed.
4. Outline these positive steps to react to disappointment:
 - know that it's OK to feel sad or disappointed
 - verbalize feelings to a friend or interested adult
 - resume your activity and try to think of other things

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

Accepting Criticism

- criticism
- opinion
- fact
- negative
- positive
- constructive
- criticize
- mistake
- accept
- error

Activities for Teaching Skill

1. Discuss the difference between constructive and destructive criticism. Give examples of each.
2. Discuss the reasons why one might be criticized. One might receive criticism for accidentally making a mistake, for doing something wrong, or sometimes for doing something very well. This might happen when others do not know the details of a situation, or it may happen when others in control are having a bad day.
3. Discuss the feelings that accompany being criticized (angry, hurt, defeated, embarrassed) and the negative ways we sometimes react:
 - stop doing the activity that was criticized
 - continue doing the activity in the same way
 - show verbal anger
 - show physical anger
4. Model appropriate responses when a student points out the error:
 - "oops"
 - "thank you for catching that"
 - "even teachers make mistakes"
 - "I'll change that"
5. Discuss appropriate responses to criticism of schoolwork errors. List key steps for ways to respond to criticism:
 - listen
 - ask questions if needed
 - acknowledge with "Thanks" or "Oops"
6. Hand out 3" x 5" cards to the class. Ask students to write on the cards those things they would like to change about themselves. Encourage students to use positive terms rather than putdowns. (Put a few examples on the blackboard.)

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

- praise
- compliment
- attitude
- proud
- comment

Accepting Praise

Activities for Teaching Skill

1. List situations where one can expect to receive praise.
2. Ask students to give examples of times that they receive praise.
Ask students:
 - How did you feel?
 - How did you respond?
3. Explain that a polite response is expected when they get a compliment or praise. Ignoring or denying praise may be seen as impolite.
4. Outline these steps to respond to praise:
 - listen to the compliment
 - show pleasure through facial expression and body language
 - thank the person for giving praise
 - try not to deny praise
 - offer praise when appropriate
5. Role-play situations where students compliment each other:
 - someone praises you for a nice job that you've done on a school project
 - someone praises you for being helpful
 - someone praises you for having a good attitude

Coping With Rejection

- excluded
- rejected
- ignored
- needed
- popular
- isolated
- left out
- lonely
- confused
- hurt
- turned down

1. Discuss rejection as being left out of an activity or turned down by someone.
2. Talk about the feelings that go with rejection (anger, hurt, frustration, loneliness, embarrassment).
3. Outline these steps that may be used to react to being rejected:
 - observe body language and interpret the social situation to determine the appropriateness of joining
 - attempt to join the group by approaching the activity
 - ask if you could join in

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Coping With Rejection (continued)

- determine why you were rejected. Was it because of your behavior or some other reason?
- leave the general area if not able to join activity
- begin an independent activity or seek others to talk to or spend time with
- seek adult assistance if the problem continues

Responding to Threats

- threats
- impulsive
- consequence
- negative
- responsibility
- “owning problem”
- option
- intimidated

1. Explain the meaning of a threat (someone stating that they will do harm).

2. Discuss types of threats:

- saying they will do something that you won't like
- saying they will hurt someone
- saying they will damage someone's property

3. Discuss appropriate responses to a threat. Discuss the importance of thinking before you act. Impulsive behavior may make others mad and make matters worse, may make you feel bad later, may hurt you, or may destroy your chance to do what you decide is best.

4. Outline steps that are positive ways to deal with threats:

- listen carefully
- stop and consider your options
- move away from the person making the threat
- tell an adult about the threat made

Responding to Embarrassment

- embarrassed
- uncomfortable
- self-confidence
- coping
- responding
- blush

1. Identify situations in the classroom where a student might feel embarrassed:

- you forgot your homework
- your shirt is ripped
- you have to read in front of the class

Peer-To-Peer Social Skills (Self-Control)

Skill

Vocabulary to Introduce

Activities for Teaching Skill

Responding to Embarrassment
(continued)

2. Discuss the commonalities of embarrassing situations:
 - they are public; someone knows or might hear
 - bodily reaction -- blush, sweat, voice
 - blow to self-esteem
 - others laugh at you or tease you
3. List the common feelings that embarrassment brings out:
 - feeling stupid
 - feeling isolated or alone
 - feeling as if you want to hide or run away
4. List some ways that people show their embarrassment:
 - looking at the floor
 - looking away
 - blushing
 - laughing or making jokes
 - running away
 - crying
 - getting angry
5. Outline positive options for responding to an embarrassing situation:
 - tell yourself that "It's OK. Everybody makes mistakes"
 - remain quiet throughout the situation
 - if you are speaking, keep your mind on what you're saying
 - accept advice and information intended to prevent you from further embarrassment
 - leave the situation as soon as possible
 - attempt to regain your self-confidence with humor
 - say politely: "Excuse me," "Oops," "I'm sorry"
 - make changes if possible
 - continue the original activity with changes

Source: Wood, J. W. (1992) Adapting Instruction for Mainstreamed and At-Risk Students. Columbus, OH, Merrill Publishing Co.
Adapted with permission from the Social Competency Curriculum: Communication School-Related (Vol. 3)
Department of Student Services and Special Education: Fairfax County Public Schools, Fairfax, VA.

Preventive Planning Tips

Appropriate and Motivating Curriculum: Curriculum that is appropriate for the functional level of each child is a must. Curriculum too difficult or easy is likely to increase inappropriate behavior. To have the appropriate functional level, teachers must know the level at which their students are functioning. Teacher testing and evaluation skills are important.

High Rates of Positive Responses from Teachers: Teachers must create a positive environment by frequently reinforcing the student for appropriate and correct responding. Teachers who provide more positive responses to students than negative ones have students who want to remain in the classroom rather than be removed to another environment.

Structured Daily Schedule: To remain “on task,” that is to be engaged in academic or other activities which demand the student’s time and attention, will eliminate many behavior problems. Unengaged time is likely to accelerate a student’s inappropriate behaviors. A daily schedule must be prepared to maximize on-task behavior and the schedule must be followed. Sufficient numbers of staff must be present to make high rates of on-task behavior feasible.

Staff Training: It is essential that staff be thoroughly trained in the use of the interventions listed in the continuum of behavioral interventions. Formal and informal inservice classes must be conducted in order for all staff members to become competent and remain competent in the use of these interventions.

Environmental Engineering: This is the arrangement or manipulation of the physical environment and stimuli in order to facilitate appropriate responses and avoid disruption that can adversely affect students. Examples are to 1) divide the classroom into one area for quiet reading, another for seat work, and another for small group work; 2) rules on how loud or quiet students must be; 3) arranging the room so students cannot easily look out windows or doorways into halls; and 4) having the teacher between the students and open areas if there are runners in the class.

Instructional Pacing: This refers to the rate at which the teacher presents instructional material to the learner. Proper instructional pacing is neither too fast, so as to frustrate the student, nor so slow as to bore the student or lose his/her attention.

Home Notes: The purpose of home notes is to provide clear, precise communication between school and home. This communication must occur on a regular basis. The majority of the feedback to parents must be positive.

Precision Commands: This refers to the precise verbal statements made by teachers to enhance compliance of students:

Example: If a student will not sit down, the instructor says, “Bill, please sit down!” (five second delay), “Bill, you **need** to sit down **now!**” (five second delay). Consequent behavior appropriately for compliance or noncompliance.

Data Collection: This refers to collecting information on how well a child is doing in academic or behavior programs. Collecting information can help the teacher determine if the program is effective. By evaluating the data, the teacher knows when to make changes in both academic and behavior programs.

Parent Conferences: Parents must be notified of the student's difficulties and attempts made to involve them in problem resolution. Parents may be involved via on-going phone calls and/or school visits.

Special Equipment: Adaptive equipment which the student requires to be successful is available and is being used. This may involve such items as large print materials, a typewriter, a computer, or augmentative communication devices.

Supervision: School staff must provide adequate and appropriate supervision as needed for students to succeed and/or prevent problems.

Selection of LRE Behavioral Interventions For Use With Students With Disabilities. The Utah State Board of Education, Special Education Rules, June, 1992, pp.28-29.

Suggestions for the Teacher and Behavior

- Fairness:** Teachers must demonstrate fairness in assignments, giving help, etc., or they cannot expect students to begin to like them.
- Appearance:** Appearance is often mentioned by students when they describe teachers for whom they have high regard. Good grooming and a pleasant appearance are interpreted as a sign of respect.
- Humor:** William Glasser says humor is a form of caring. Teachers need not be joke tellers, but those who respond openly to humorous moments or who can kid lightheartedly with students seem to strike particularly responsive chords.
- Courtesy:** Courtesy in the classroom helps build personal relationships and is frequently reasoned to in-kind.
- Respect:** Teachers show respect by encouraging students to express ideas without criticism, by valuing student products, or by not “putting down” a student. When respect is extended, it is usually returned.
- Realness:** Students see teachers as “real” only when the teacher allows them to do so. Teachers share anecdotes with students from their own lives, integrating personal experiences into explanation and presentations.
- Re-establishing Contact:** After a student has been reprimanded, reestablishing contact by showing that a grudge is not held helps the student reenter the emotional flow of the classroom.
- Active Listening:** Teachers listen carefully to the content, reflect back the message, and do so with feeling. They reflect back the message and feeling.

Jon Saphier & Robert Gower (1987) *The Skillful Teacher-
Building Your Teaching Skills*. Research for Better Teaching, Inc.
56 Bellows Hill Road. Carlisle, Massachusetts 01741

Tips from Teachers

Good Motivators

1. Let a student who has been having difficulty with behavior earn the right to use the teacher's cellular phone on Fridays to have a "good behavior" message on the family's answering machine.
2. Allow lots of extra time and space for "deciding" to follow directions in order to avoid confrontation.
3. Use "behavior reframing." "How can I help you to rethink, redo, or accomplish your goal for this?"
4. Give a ball of play dough to a child who can not sit without manipulating something.
5. Try not to react to the behavior of the at-risk child, but try to understand what he wants to gain. Is it attention, power, or revenge?
6. Go to a student who is uncooperative and make time for a "visit." Talk about how they feel or what is on their mind. This opens a door and all of a sudden we begin to work together. This visit must be genuine. Students know if you truly care.
7. Make rules with students and they decide (with guidance) the consequences.
8. For a student who is in the process of trying to learn self-discipline and decision making:
 - Make him a little square from an index card with a plus (+) on one side and a minus (-) on the other.
 - Cover it with tape and present it to him to carry in his pocket.
This symbol becomes a physical representation for him to touch/manipulate - a physical reminder that he has the opportunity to make a positive or negative choice with each decision or action. Perhaps by removing it from his pocket and looking at it, he could also have a visual reminder that would influence his decision.
9. Speak quietly while in a stressful situation with a student. Try not to yell — it doesn't help.
10. Remember that laughter is the only tranquilizer without side effects.
11. Avoid a verbal power struggle by simply repeating, "That could be right. That's your choice, but right now I need you to _____."
12. Reward students with opportunities to help teacher.
13. Send positive notes to parents.
14. Discipline with dignity.
15. Sing little songs to give directions for behavior wanted.
16. Talk with student about what she thinks the problem is and how we might work together to solve it.

17. Treat all children the way you wish to be treated.
18. Have student use a timer at his desk to help become aware of completing tasks.
19. Take a deep breath and have student take a deep breath before addressing the issue.
20. Touch children on elbows. This is the least intrusive place to touch a person.
21. Practice being a “listener” to problems.
22. Allow a student to choose a “time-out”: place or time if he/she feels the need.
23. Plan monthly activities (committee) for character education.

| | |
|----------------|------------|
| Responsibility | Sept./Oct. |
| Caring | Nov./Dec. |
| Fairness | Jan./Feb. |
| Respect | Mar/Apr. |
| Honesty | May/Jun. |

(A special thanks to Michael Havens, Superintendent, and Wendy Feency, Assistant Superintendent, Mexico Central School, Mexico, NY)

24. Use a random acts of kindness board.

Random Act of Kindness Board

Anybody who witnesses a random act of kindness (teacher, student, volunteer, etc.) that another person is doing, then that person who was the witness fills out a certificate stating the individual’s name with a description of the random act of kindness. This certificate is then posted on a board for the rest of the school to see. At the end of each month, the certificates are taken down and those individuals who received certificates are called down during recess. Each person is given a piece of candy (treat) and then the whole group gets their picture taken. The pictures all go into a scrapbook for the end of the year.

Jennifer Holweda
 Mary A. White
 Grand Haven, MI

Example of Certificate:

_____ was caught doing a random act of kindness when

 Witness Signature

 Date

25. Develop a behavior analysis/intervention.

Ideas for Grouping for Instruction

1. Realize that grouping procedures vary from teacher to teacher from day to day.
2. Develop your grouping design factoring in that students learn at different rates.
3. Design groups around same abilities and different abilities.
4. Alternate group designs for keeping interest. Sameness gets stale.
5. Use different types of grouping designs:
 - Creative grouping - teacher sets up groups according to academic subjects and then breaks the subject into specific objectives or skills. Assign a student to a creative group based on the skill needed by a student. Creative groups may be implemented simultaneously; a learning station, a seatwork station, and a small-group instructional station.
 - Interest grouping - teacher designs the group based on student's specific interest. For example, some students may have an interest in rain forests. Collectively they develop research based around specific questions and different students investigate selected parts, etc.
 - Research grouping - one research question is divided among various students (one per group). This differs from interest grouping in that research idea is selected for the group - not by the group.
 - Cooperative learning - a method of structuring the class where students work together to achieve a shared academic goal (see handout "Tips About Cooperative Start-Up").
 - Peer buddies - placing two or more students together to help each other. Ways to use "buddies" include:
 - Repeating directions.
 - Reading a checklist for an activity with one reading, one completing tasks — then readers reverse roles.
 - Re-explaining task to another student after direct instruction. This is excellent with students when one is stronger.
 - Demonstrating "how to" do a skill. Some students understand how their peers do not understand—from the mouths of babes!
 - Spelling words.
 - Defining words.
 - Working with computers.
 - Checking each other's completed work.
 - Reading to each other.
 - Reading for another.
 - Taping information for other students.
 - Developing bulletin boards (or sections) to explain tasks to others.
6. Provide "buddy" carrels.

7. Use room dividers where “buddies” may work.
8. Check classroom environment to facilitate smooth groupings (see handout “Checklist for Creating an Effective Classroom Environment”).
9. Develop learning stations for specific skills, topics or to reinforce the learning principles (see “Adapting Lesson plans” section of this packet).
10. Plan for transition (physical and instruction) for groups.

Lesson Plan Objective

Lesson Plan Component

Definition

Suggested Adaptations/Modifications

Objective

A statement of the specific learner outcomes that should result from the lesson.

Clearly state the objective to reflect the behavior outcome and how the behavior will be measured.

Check to see that the objective is student-oriented.

Select instructional objectives for the lesson that are in the appropriate domain level for the learner.

Graphically show the learner how today's objective fits into yesterday's lesson and will tie into tomorrow's lesson.

Make a list of all possible sub-objectives for the main objective.

Put all sub-objectives in the logical sequential order for teaching.

Make a list of all prerequisite skills needed before the student can master the stated objective.

Be prepared to alter any objective if it is not meeting the needs of the learner.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Strategies

The work/study activities that occur during the lesson.

Introduction

Setting the stage for the work/study activities that will occur during the lesson.

- Review what is to be learned.

Review the instructional objective before developing the lesson's activities.

Modify the objective if necessary for student success.

Reassess the students' prerequisite skill level.

Explain to students how today's lesson is related to yesterday's lesson.

- Demonstrate what student should learn.

Provide a model of completed assignment on task to be completed.

Using whole-part-whole method, review the assignment/task.

Provide directions that are sequential, written, and reviewed orally.

- Use mind-capturer or activator.

Use manipulative or hands-on activity to boost interest.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Introduction (Continued)

- Provide a link to past lessons or students' experiences.

Note whether or not students have prerequisite skills for mastering objective.

Ask questions on students' taxonomy levels about past lessons.

Provide example from own experience and relate to lesson (modeling technique).

Ask students to share similar experiences; relate student comments to present lesson.

- Relate lesson to a future life event or purpose for learning the lesson.

Show students how today's lesson will have meaning in their future.

Let students provide examples of how or what they learn today will be helpful tomorrow.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Development

The sequence of work/study activities that will occur during the lesson.

- Select strategies for teaching for acquisition, retention, and transfer.

Acquisition: The learning of a new skill.

Get the student's attention and explain the intent of the lesson.

Use whole-part-whole activities (i.e., provide a lecture outline).

Plan for practice and distribute the practice throughout the lesson.

Cover only small segments of material if the lesson is long.

Provide students with immediate feedback on their progress.

Use multisensory approaches while teaching the activities.

Point out specific details that you want the student to learn.

Plan for appropriate note-taking procedures.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Development (Continued)

- Select strategies for teaching for acquisition, retention, and transfer.

Plan for adaptation for note taking if needed.

Provide structure during the lesson by explaining how the activities relate and how the lesson will be evaluated.

Retention: Remembering over an extended period of time.

Provide for overlearning by developing extended activities which teach the lesson.

Help students see that how you teach relates to how you will test.

Teach students the different types of retention measures.

Point out specific information you will want students to recall at a later date.

After a short rest from the material, check for recall and retention.

Re-teach if the student has not retained the skills.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Development (Continued)

- Select strategies for teaching for acquisition, retention, and transfer.

Generalization: Transferring what is learned in one situation and using the information in another situation.

Point out the similarities between the tasks learned.

Show how the information learned will be useful in another situation.

- Select the appropriate activities for teaching each part of the model.

Assist in overlearning by letting students participate in independent practice. Overlearning does not mean boredom.

Carefully select appropriate activities for teaching for acquisition, retention and generalization.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Development (Continued)

- Select the appropriate activities for teaching each part of the model.
- Be sure that all activities are based on the appropriate objective level.
- Sequence all activities.
- Identify any necessary intervention points during the lesson for students experiencing difficulty.

Remember that each part of the three-part model must be mastered before the student begins the next step.

Check each activity to be sure that you are teaching the objective, and that you are teaching on the appropriate instructional level.

Organize all activities from lowest to highest level of difficulty.

Sequence the activities within each segment of the model.

Using the Intervention Checklist, identify any intervention point within the lesson for a student who is experiencing difficulty.

Remember that to continue with the lesson when a student is lost defeats the lesson's purpose.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Development (Continued)

- Identify the necessary areas of modification or adaptation: technique, content, media.
- Develop the appropriate modification for the areas identified above.
- Plan for an adapted learning environment.

Identify the necessary areas of mismatch for the student (teaching technique, content, media).

Select the appropriate adaptation or modification adaptation for the identified area.

Assign peer tutors to students with disabilities if needed.

Organize creative groups for instruction.

Select grouping arrangements.

Lesson Plan Procedures/Strategies

Component

Definition

Suggested Adaptations/Modifications

Summary

Tying together the lesson's events.

- Conclude lesson.

Select closing activities on an instructional level of mainstreamed students.

Assess students' mastery of concepts.

- Students describe what they have learned.

Assist mainstreamed students in selecting what to share.

Ask students to tell about what they have learned.

Have students draw pictures of what they have learned.

Invite students to present projects.

Lesson Plan Materials/Resources

| Component | Definition | Suggested Adaptations/Modifications |
|-----------|------------|-------------------------------------|
|-----------|------------|-------------------------------------|

Material/Resources

A list of the learning materials and media needed to teach the lesson.

- Compile all materials to be used in presenting the lesson.
 - Select appropriate media to be used with the lesson.
 - Prepare resources for adapting the learning environment.
- Assess materials as to instructional level.
- Select a variety of materials which address different perceptual learning styles (i.e., visual, auditory).
- Adapt media.
- Select a variety of media and uses for lesson plan implementation.
- Match media to perceptual learning styles of student.
- Select bulletin boards for incidental and intentional learning.
- Design learning centers to enhance the instructional activities.

Lesson Plan Student Assessment/Evaluation

| Component | Definition | Suggested Adaptations/Modifications |
|-----------|------------|-------------------------------------|
|-----------|------------|-------------------------------------|

Evaluation

- Teacher assesses student learning.

Checking for mastery and areas for re-teaching.

Check to see that the way you test reflects the way you taught for retention during the strategies/procedures component of the lesson plan.

Provide the student with information regarding test type prior to testing.

Teach the student how to study for the test based on test type.

Assess effectiveness of instructional objective.

Assess instructional level of activities.

Assess activities not mastered and consider further adaptations of plan.

Lesson Plan Student Assessment/Evaluation

| Component | Definition | Suggested Adaptations/Modifications |
|-----------|------------|-------------------------------------|
|-----------|------------|-------------------------------------|

Evaluation
(Continued)

- Student assesses self.

Give student self-correcting materials for immediate reinforcement.

Provide models to which students can compare their work.

- Students assess each other.

Provide one-on-one peer tutor to give feedback.

Oversee student assessment of peers (peers' criticism can harm self-concepts).

Were all students included in lesson plan's activities?

- Teacher assesses self.

Did each student experience success?

Was I aware of the instructional level of each student?

Did each student reach expected learning outcome?

Lesson Plan Student Assessment/Evaluation

| Component | Definition | Suggested Adaptations/Modifications |
|-----------|------------|-------------------------------------|
|-----------|------------|-------------------------------------|

Evaluation
(Continued)

- Teacher assesses self.

- Student assignments.

Did I effectively manage student behaviors?

Was the learning environment adapted to meet students' learning needs?

What changes should I make the next time I present the lesson?

Be sure that assignments are on the appropriate instructional level for students.

Do not overwhelm students with too much of an assignment.

Design assignments so that students will experience success.

Relate all assignments to the lesson.

Give assignments for a specific reason -- not just to give an assignment.

Inform students of the purpose of the assignment.

Intelligences as Dispositions

| Disposition/Intelligence | Sensitivity to: | Inclination for: | Ability to: |
|--|--|---|---|
| Verbal-Linguistic Intelligence | the sounds, meanings, structures, and styles of language | speaking, writing, listening, reading | speak effectively (teacher, religious leader, politician) or write effectively (poet, journalist, novelist, copywriter, editor) |
| Logical-Mathematical Intelligence | patterns, numbers and numerical data, causes and effects, objective and quantitative reasoning | finding patterns, making calculations, forming and testing hypotheses, using the scientific method, deductive and inductive reasoning | work effectively with numbers (accountant, statistician, economist) and reason effectively (engineer, scientist, computer programmer) |
| Spatial Intelligence | colors, shapes, visual puzzles, symmetry, lines, images | representing ideas visually, creating mental images, noticing visual details, drawing and sketching | create visually (artist, photographer, engineer, decorator) and visualize accurately (tour guide, scout, ranger) |
| Bodily-Kinesthetic Intelligence | touch, movement, physical self, athleticism | activities requiring strength, speed, flexibility, hand-eye coordination, and balance | use the hands to fix or create (mechanic, surgeon, carpenter, sculptor, mason) and use the body expressively (dancer, athlete, actor) |
| Musical Intelligence | tone, beat, tempo, melody, pitch, sound | listening, singing, playing an instrument | create music (songwriter, composer, musician, conductor) and analyze music (music critic) |
| Interpersonal Intelligence | body language, moods, voice, feelings | noticing and responding to other people's feelings and personalities | work with people (administrators, managers, consultants, teachers) and help people identify and overcome problems (therapists, psychologists) |
| Intrapersonal Intelligence | one's own strengths, weaknesses, goals, and desires | setting goals, assessing personal abilities and liabilities, monitoring one's own thinking | meditate, reflect, exhibit self-discipline, maintain composure, and get the most out of oneself |
| Naturalist Intelligence | natural objects, plants, animals, naturally occurring patterns, ecological issues | identifying and classifying living things and natural objects | analyze ecological and natural situations and data (ecologists and rangers), learn from living things (zoologists, botanists, veterinarians) and work in natural settings (hunters, scouts) |

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Lesson Planning Ideas

Verbal/Linguistic

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|---|---|--|---|--|--|--|
| Play "What's My Line?" with figures from history | Write a series of story problems for others to solve | Teach "concept mapping" to help remember content | Write a humorous story using science vocabulary/formulas | Read stories, myths, and poetry from other cultures | Give verbal explanation of gymnastic routines | Listen to a piece of music and make up a story about it |
| Debate important issues and decisions from the past | Explain how to work a problem to others while they follow | Write a sequel/next episode to a story or play | Create a diary on "The Life of a Red Blood Cell" | Hold a "Countries of the World" spelling and pronunciation bee | Write instructions for use and care of shop machines | Verbally describe an object while a partner draws it |
| Create limericks about key historical events | Make up puns using math vocabulary or terms | Create crossword puzzles/word jumbles for vocabulary words | Write steps used in an experiment so someone else can do it | Keep an "Insights from Other Cultures for Us" log | Tell another how to run a word processing program-then do it | Tell a partner the steps to a dance while they perform it |
| Study poetry from different periods of history | Solve problems with a partner-one solves and one explains process | Play "New World for the Day" game-learn it/use it during the day | Make up an imaginary conversation between parts of the body | Study a road map and give verbal instructions to get someplace | Pretend you're a radio sportscaster describing a game in process | Turn a Greek/Shakespearean tragedy into a situation comedy |
| Compile a notebook of history jokes | Create poems telling when to use different math operations | Practice impromptu speaking and writing | Give a speech on "Ten steps to healthful living" | Learn basic conversation in several foreign languages | Play "Recipe Jeopardy"-make questions for answers | Describe an emotion/mood and play music it suggests |

Lesson Planning Ideas

Logical/Mathematical

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|---|---|--|---|--|---|--|
| Find examples where "history repeated itself" | Find unknown quantities/entities in a problem | Predict what will happen next in a story or play | Use the symbols of the Periodic Table of Elements in a story | "Follow the Legend" map-reading games and exercises | Follow a recipe to make bread from scratch | Learn patterns of ten different dance steps |
| Compare and Contrast different periods of history | Teach how to use a calculator for problem solving | Create a 4x4x4 outline on a favorite hobby | Find five different ways to classify a collection of leaves | Play "Guess the Culture" based on artifacts in a time capsule | Find the relation of keyboard actions and computer performance | Compose a piece of music from a matrix |
| Ask "Fat and Skinny Questions" about key historical decisions | Create number sequences and have a partner find the pattern | Learn to read, write, and decipher "code language" | Do a chart for a study of AIDS | Rank-order key socio-economic factors that shaped a culture | Design a physical exercise routine using a matrix | Use a Venn diagram to analyze characters in a play |
| Create time sequence charts with titles for major areas of history | Mind-map proofs for geometry theorems | Analyze similarities and differences of various pieces of literature | Learn the pattern of successful and reliable scientific experiments | Predict what will happen in several current-event stories | Create problem-solving scenarios for shop machines | Create a "paint-by-numbers" picture for another to paint |
| Predict what the next decade will be like based on patterns of the past | Design classification charts for math formulas and operations | Use a "story grid" for creative writing activities | Practice webbing various systems of the body | Learn cause and effect relation of geography and geological events | Make a classification matrix on meaning (s) of computer symbols | Analyze plays using the classical dramatic structure model |

Lesson Planning Ideas

Visual/Spatial

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|---|---|---|---|---|---|---|
| Have imaginary talks/interviews with people from the past | Do a survey of students' likes/dislikes then graph the results | Play vocabulary words "Pictionary" | Draw pictures of things seen under a microscope | Draw maps of the world from your visual memory | Draw a picture of how to perform certain physical feats | Watch dancers on video and imagine yourself in their shoes |
| Make visual diagrams and flow charts of historical facts | Estimate measurements by sight and by touch | Teach "mind mapping" as a note-taking process | Create posters/flyers showing healthy eating practices | Study a culture through its visual art—painting and sculpture | Create visual diagrams of how to use shop machines | Pretend you can enter a painting—imagine what it's like |
| Imagine going back in time—see what it was like "back then" | Add, subtract, multiply, and divide using various manipulatives | Draw pictures of the different stages of a story you're reading | Create collages on science topics (e.g., mammals) | Make maps out of clay and show geographical features | Practice drawing objects from different angles (drafting) | Listen to music with eyes closed and create a sculpture from clay |
| Paint a mural about a period of history | Imagine using a math process successfully, then really do it | Learn to read, write, and decipher code language | Draw visual patterns that appear in the natural world | Make decor for the classroom on a culture you are studying | Learn a series of "spatial games" (e.g., horseshoes, ring toss) | Draw the sets for the various scenes of a play you are reading |
| Imagine and draw what you think the future will be like | Learn metric measurement through visual equivalents | Use highlight markers to "colorize" parts of a story or poem | Pretend you are microscopic and can travel in the bloodstream | Use a map to get around an unfamiliar place or location | Imagine your computer is human—draw how it works | Draw the visual and color pattern of a dance |

Lesson Planning Ideas

Body/Kinesthetic

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|--|--|--|---|---|---|--|
| Perform and /or create dramas from a period of history | Use different parts of the body to measure things | Play "The Parts of a Sentence" charades | Role play the parts and dynamics of the life of a cell | Learn folk dances of a culture being studied | Learn and perfect various "multitracking" routines | Create the dance equivalent for different inventions |
| Re-enact great scenes or moments from history for today | Add and subtract members to and from a group to learn about fractions | "Embodiment" (act out) the meaning of vocabulary words | Create the rotation of planets with the class as the solar system | Create gestures to represent the legend of a map | Invent something in shop classes-(e.g., a new household tool) | Create "human sculpture tableaux" to express an idea |
| Hold an historical period, costume, and food day | Design something that requires applying math concepts | Act out a story or play that you are studying | Become and act out the different states of matter | Play "physical movement games" from another culture | Practice physical movements in your mind then with your body | Make up gestures for parts of a musical score |
| Play "Great Moments from the Past" charades | Create and act out a play in which the characters are geometric shapes | Learn the alphabet by body movements and physical gestures | Conduct a series of "hands-on" scientific experiments | Simulate "going shopping" using currency from another country | Make up a new kind of snack food prepare it, and eat it | Design a "live painting" of a classical work |
| Learn dances from previous periods of history (e.g., minuet) | Make up a playground game that uses math concepts / operations | Make up a "Parts of Speech" folk dance | Study and try various "biofeedback" techniques / methods | Study "body language" from different cultural situations | Create and perform a drama on how a computer operates | Practice doing impromptu dramatic mime activities |

Lesson Planning Ideas

Musical/Rhythmic

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|---|---|---|--|--|---|---|
| Analyze different historical periods through their music | Learn mathematical operations through songs and jingles | Learn Morse Code and practice communicating with it | Learn to use music to reduce stress | Listen to music from different cultures | Perform physical exercise routines in sync with music | Play "Guess the Rhythm/Instrument" of musical pieces |
| Create a series of key dates in history "raps" | Learn addition and subtraction through drum beats | Use different kinds of music for different kinds of writing | Listen to sounds of things in the natural world | Play musical instruments from around the world | Learn to recognize shop machines through their sounds | Draw/paint a piece of music as it plays |
| Make musical instruments from the past and compose a piece | Play the "Rhythm Game" to learn times tables | Learn and practice "phonetic punctuation" (a la Victor Borge) | Experiment with the effect of vibration on sand in a metal plate | Create a sound/tonal-based legend for a map | Record and recognize the varying sounds of a computer operating | Turn a non-musical play into a musical |
| Teach songs that were sung in previous eras (e.g., Gregorian chant) | Break a set of tones into various groups to learn division tables | Create songs/rap to teach grammar and syntax | Try various humming patterns to see how they change mood | Learn characteristic rhythm patterns of different cultures | Experiment with the effect of different kinds of music on how you eat | Practice impromptu music composition |
| Watch films about the past and focus on the sounds of history | Make up sounds for different math operations and processes | Illustrate a story/poem with appropriate sounds | Assign sounds to systems you are studying such as the nervous system, circulatory system, etc. | Sing songs from nations/countries being studied | Use music to help improve keyboarding skills and speed | Make up a creative/interpretive dance to a piece of music |

Lesson Planning Ideas Interpersonal

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|--|---|--|--|--|--|--|
| Do an historical period investigation "jigsaw" (each one learns part) | Solve complex story problems in a group | Experiment with joint story-writing—one starts then pass it on | Discuss "Saying No to Drugs" and create "Say NO" strategies | Assume the perspective of another culture and discuss a news item | Teach and play a series of non-competitive games | Learn a new dance and teach it to others |
| Role-play a conversation with an important historical figure | Do a statistical research project and calculate percentages | Analyze a story and describe its message— reach a consensus | Assign group research projects— group design and implement plans | Find the relation of geography/ climate to cultural values/ customs | Assign teams to prepare and serve meals from foreign countries | Create a team cooperative sculpture from clay |
| "Pass over" into other times/ lives— describe their feelings/ thoughts | "Each one teach one" new math processes/ operations | Use a "human graph" to see where a group stands on an issue | Use lab teams for science experiments and exercises | Create scenarios of "culture shock" and analyze for its causes | Use peer coaching teams for individual shop projects | Sketch your partner with different expressions |
| Make a case for different perspectives on the Revolutionary War | Describe everything you do to solve a problem to a partner | Read poetry from different perspectives and in different moods | Discuss controversial health topics and write team position papers | Brainstorm and prioritize ways to overcome "ugly Americanism" | Have students work in pairs to learn and improve sports skills | Practice "Stop the Action and Improvise" with a play |
| Discuss the impact of key historical decisions on today's world | Have teams construct problems linking many math operations, then solve them | Conduct language drill exercises with a partner | Describe the "before and after" of key scientific paradigm shifts | Learn to read different kinds of maps, then teach another how to understand them | Create cooperative computing teams to learn computer skills | Learn to sing rounds and counter-melody songs |

Lesson Planning Ideas

Intrapersonal

| History | Mathematics | Language Arts | Science & Health | Geography | Practical Arts & P.E. | Fine Arts |
|--|---|--|---|---|---|--|
| Keep a journal: "Questions from my life that history might be able to answer" | Track thinking patterns for different math problems | Write an autobiographical essay: "My Life to Date" | Design, implement, and evaluate a one-month "Be Healthy" project | Try "awareness" techniques from other cultures | Discuss how different physical exercises make you feel | Draw yourself from different angles in a mirror |
| Do an analysis of famous historical decisions | Bridge math concepts beyond school (what? so what? now what?) | Write an autobiographical essay: "My Life in the Future" | Conduct silent reflections on pictures of the solar system | List criteria of your "ideal geography/ climate" - find it on a map | List how things learned in shop can help in your future life | Dance the different stages of your life's journey |
| Discuss: "If I could be any historical figure I wanted" (who/why) | Use guided imagery to see complex story problems | Analyze literature for "connections to our lives today" | Write about "If I could be any animal what would I be and why" | Discuss: "How I'd be different if I'd grown up in another culture" | Write down and analyze "conversations with your computer" | Creates a series of sculptures to express your moods |
| Write an essay on: "Mistakes from the past I won't repeat" | Evaluate your strengths/weaknesses in understanding math | Write a new poem each day for a week on "Who am I?" | Lead a series of "I Become what I Behold" exercises | Learn "focusing techniques" and see how each culture does it | Watch yourself fix a meal and note everything that goes on | Imagine yourself as each character in a play |
| Imagine people from the past giving advice for living today | Watch mood changes as you do math problems—note causes | Imagine being a character in a story/play—what would you do? | Practice techniques for achieving deep relaxation (e.g., breathing) | Keep a "feelings diary" as you read about current events | Imagine a skill and then try to do it exactly as you imagined | Carefully observe the effects of music on you |

The Visual Learner

Student looks around and examines the situation;

May stare when angry, beam when happy;

Facial expression is a good indicator of mood;

Thinks in picture and detail - has vivid imagination;

Remembers object shapes and configuration, but forgets labels;

Recognizes words by sight;

May be quiet and become impatient with tasks requiring extensive listening;

Often distracted by visual disorder or movement;

Deliberately plans in advance, often organizing information by taking notes and making lists;

Will sometimes stop and stare into space, imagining the scene;

Affected deeply by visual displays of emotion; and

Demonstrates intense concentration during reading activities.

Teaching Activities for the Visual Learner

Present information in a visual mode.

Provide opportunities for use of visualization.

Provide plenty of books, pictures, reading from and writing on the board or paper.

Use filmstrips, slide shows, and movies - anything they can see to reinforce content.

Reduce the number of distracting visual materials and movement that distracts.

Teach note-taking and organizational skills.

Use configuration of words to reinforce spelling words.

Provide written materials with vivid descriptions and allow opportunities for imagining scenes.

Provide visual arts or visual representations of topical materials on field trips.

Visual Perception Problems

Frequently loses place when reading or copying.

Has trouble discriminating between similar shapes, letters, and words.

Does not enjoy pictures, slides, or books.

Has difficulty reading and copying accurately from chalkboard.

Shows signs of eye strain, e.g., squinting, blinking, and holding head close to page.

Has trouble following written directions from board or printed page.

Works slowly on printed assignments or tests.

Displays poor sight vocabulary.

May use fingers to keep place while reading.

Skips words or reverses words when reading aloud.

Cannot visualize things in mind.

Demonstrates erratic spelling or incorrect letter sequences.

Does not notice details on pictures, maps, and photographs.

Confused by worksheets containing a great deal of visual stimuli.

Has difficulty remembering what is seen.

May whisper to self while working with visual material.

Accommodations for All Subject Areas

1. Give the child with learning disabilities the clearest copy of the dittoed worksheets.
2. Make sure students are seated close to the teacher, board, or work area.
3. Make an effort to write clearly and neatly on the board and on worksheets.
4. Try always to give verbal information or explanation along with a visual presentation.

Reading/Literature:

1. Use color highlighting on worksheets to cue the student to important words and concepts.
2. Introduce new vocabulary in context before a reading assignment.
3. Allow students to use index cards to keep their place while reading.
4. Pair students for reading assignments.

Math:

1. Encourage students to verbalize the steps involved in solving a problem as they work through it on paper.
2. Give practice in reading word problems just to identify the key words determining the operation needed to solve the problem.
3. Alert students to the importance of paying close attention to the signs of operation on randomly mixed problem work sheets; e.g., in the written directions, write WATCH THE SIGNS!
4. Exchange practice worksheets with another teacher, giving each double materials without double work.

Social Studies/Science:

1. Pause periodically during an oral presentation to ask for questions and give students a chance to add notes to their papers.
2. Summarize at the end of the lecture and encourage students to ask questions about what they may have missed in their notes.
3. Review the notes from the previous lesson before beginning a new presentation.
4. Assign the student with learning disabilities to a reliable work group in lab situations.

Auditory Learner

Student prefers to listen rather than read;

Hears and discriminates among sounds easily (does well with phonics);

Often repeats information he/she hears to reinforce self;

Talkative;

Enjoys group interaction because he/she hears new ideas;

Recalls detail of conversations easily;

Associates learning with listening, yet may seem preoccupied; and

Needs to talk out solutions before deciding on a plan.

Teaching Activities for the Auditory Learner

Use of lecture and discussion should be emphasized.

Provide reinforcing experiences such as tapes, records, and the radio.

Use the phonics approach to reading (recommended).

Allow opportunities for small group discussions.

Allow opportunities for auditory repetition of information.

Provide opportunities for discussion of art and music.

Provide specific labels for items and tasks to allow for better opportunities for memory recall.

Use of mnemonics and rhymes for remembering.

Encourage show-and-tell activities which allow the auditory learner opportunities for self-expression.

Be tolerant of interruptions - these learners often need to verbalize new concepts and play with words.

Auditory Perception Problems

Has trouble distinguishing fine differences between sounds and words (e.g., d-t and pin-pen).

Loses interest or concentration during lectures.

Has difficulty following a series of oral directions.

Cannot accurately record notes from oral presentations.

Displays poor receptive vocabulary.

Repeats what is told before acting or responding.

Often repeats the same question.

Asks questions about oral directions and facts previously given.

May watch the speaker's face intently or lean forward toward the speaker.

Does not enjoy listening to records or rhythmic activities.

Becomes irritated by extraneous noise.

Has difficulty learning and applying phonetic rules.

May have difficulty remembering what is heard.

Students with Auditory Perception Problems

Accommodations for All Subject Areas:

1. Seat students in a location where sound is clear; avoid seating near distracting sounds or noises.
2. Keep oral directions short and simple. Give one-step directions at first. Gradually increase to two-step directions, etc.
3. Accompany oral directions with written directions. List them sequentially using vocabulary appropriate for the students.
4. Ask students to paraphrase your oral directions. Call upon different group members to do this.
5. Alert the students when you are giving directions by setting the stage (e.g., “This is important. I’ll give you the directions now.”). Additional help can be provided by alerting an individual student through eye contact, positioning toward student, or a gentle touch.
6. Be conscious of your rate of speech. Talk slower if students indicate they are having difficulty staying with you.
7. Assist students to “stay with you” during instruction by using gestures and changes in the tone and pitch of your voice.
8. Allow the students to move to a quiet place in the classroom to do their independent work.
9. Write key points on the board for students to copy for studying during a lecture or oral presentation.
10. Allow a classmate to use carbon paper to take notes for a student with learning disabilities during a lecture. This allows the student to concentrate on listening. After the lecture, the student can add to the notes his classmate took for him.
11. Summarize the key points of your lesson with a visual prop. For instance, after a lesson, use the overhead projector to do a simple worksheet together. This worksheet may utilize a fill in the blank, true/false, or multiple choice format. Individual ditto worksheets may or may not accompany the overhead.
12. Try to use visual support (pictures, photographs, charts, maps, films, filmstrips, overheads) with auditory presentations. Many audiovisual materials are available upon request from the school media center.
13. Circulate about the room, inconspicuously repeating directions to those that need them. Assign a buddy to repeat directions.
14. Take notes yourself or assign a student to take notes on the board, chart paper, overhead, or ditto master during class discussions. This frees the students with learning disabilities to concentrate on listening. Allow the class to copy the notes at the end of the period, or run copies from the ditto master for student who need them.
15. Teach students how to listen. Emphasize the importance of correct listening posture, eye contact with the speaker, removal of distracters, and the intent to remember.

Reading/Literature:

1. Prepare students for listening by giving them an outline to follow and fill in during class presentations. The outline can be presented on the board, overhead, or as an individual handout.
2. Set up an audiovisual center with headsets to reinforce listening skills through high interest visual materials, for example, cassette-book or filmstrip-cassette kits. Stories with repetitious words or phrases may be used.
3. Break up oral presentations with visual or motor activities. It is difficult for a student with auditory problems to sit passively listening for an entire period.

Math:

1. When reading word problems aloud to students, give them a visual clue. Chart or graph the problem on the board, rewrite it simply, use manipulatives, or allow them to draw a picture.
2. Show an example of how the problems are to be solved at the top of worksheets. Another option is to complete the first problem or two with the students before they complete the page independently.
3. Make a basic problem-solving sequence chart to post in the room.
For example
 1. Read the problem
 2. Identify key words
 3. Identify the operation
 4. Write the number sentence
 5. Solve the problem

Social Studies/Science:

1. Provide ample “wait time” for students having difficulty answering questions. Give a partial sentence, gesture, or visual aid as a clue, if necessary.
2. Give students worksheets to follow along with a filmstrip or film. Stop the film at appropriate points to allow students to fill in the worksheet. This will break up the listening activity into shorter segments. Summarize the film at its conclusion so that students do not lose sense of the whole.
3. Use a film or filmstrip to provide an overview when introducing new material. It can be shown again at the end of the unit to summarize.

The Kinesthetic/Tactual Learner

Student tries things out, touches, feels, manipulates;

Expresses things physically - they jump for joy, push, tug, stomp, pound;

Gestures when speaking, is a poor listener, stands very close when speaking or listening, and quickly loses interest in long verbal discourse;

Starts the day looking neat and tidy, but soon becomes disheveled through physical activity;

Seems impulsive;

Prefers to attack problems physically - seeks the solutions which involve the greatest activity;

Handwriting which appears good initially, tends to deteriorate as they run out of space on the paper and the student exerts more and more pressure on the writing instrument;

Prefers stories with lots of action especially in the beginning - rarely an avid reader;

Fidgets a lot while handling books; and

Prefers to write words to see if they look correct (often poor spellers).

Teaching Activities for the Kinesthetic/Tactual Learner

Provide opportunities for direct, concrete physical involvement in activities.

Allow for opportunities for materials manipulation.

Allow opportunities for writing on paper and the chalkboard, drawing, hands-on activities with real objects that can be touched.

Use hand signals, small group discussions, activities that involve emotions and feelings or enable students to move around.

Play music as a good method of involving movement; sculpture and clay molding are preferable to paintings.

Plan field trips that enable them to dance or play percussion instruments, or to touch items.

Try activities which allow for gross motor movement reinforced through visual stimulation.

Avoid verbal lectures and sedentary classroom activities as much as possible.

Use sign language to teach sight words.

Fine Motor Problems

Displays poor handwriting and has difficulty forming letters and numbers.

Has difficulty in activities requiring cutting or pasting.

Finds it hard to trace or color within given borders.

Has trouble with speed and neatness in taking notes.

Shows fatigue and restlessness during writing or drawing tasks.

Performs handwritten work which often appears sloppy and disorganized.

Has difficulty manipulating or using small objects and tools.

Usually works slowly in completing written work.

Has trouble making straight lines to connect points, matching answers, or labeling maps.

Displays poor copying skills.

Students with Fine Motor Problems

Accommodations for All Subject Areas:

1. Strive to set a good handwriting example. A teacher's own handwriting serves as a model for students' writing.
2. Place the paper to be copied directly at the top of the students' papers rather than to one side or the other when copying is necessary.
3. Teach students how to erase and make corrections without beginning over each time. This is a minor matter that can make a big difference in the appearance of students' papers. Students may be able to eliminate unclear, distracting erasures by using erasable pens.
4. Minimize copying activities by providing the information or activities on worksheets or handouts. Introduce copying exercises slowly, gradually lengthening the amount of material to be copied.
5. Assign follow-up activities that reduce the students' writing requirement. Paired talking activities, cooperative small group assignments, short answer activity sheets, and instructional games all provide students with opportunities to review skills and knowledge without requiring lengthy written answers.
6. Allow a peer with good note-taking skills to use carbon paper to make an extra set of notes for students with learning disabilities.
7. Encourage students to acquire typing skills and to type homework assignments.
8. Some instances breaking crayons or pencils forces the child to grip the writing utensil in a more controlled and appropriate manner.

Reading/Literature:

1. Establish a routine for having students enter new vocabulary into a "word bank" on index cards. Cards can be color coded for different subjects. Give students opportunities to use these cards to complete skills activities (e.g., ask students to use the cards for classifying activities, matching antonyms or synonyms, or identifying parts of speech).
2. Occasionally allow students to use manipulatives for composing words or sentences. You may use letter puzzle pieces or cubes from commercial materials.

Spelling/Writing:

1. Help students understand the importance of good handwriting. Show examples of how correct answers may be marked incorrect because of poor letter formation. Help students understand that good handwriting is a communication skill that allows others to understand their written ideas and thoughts.

Math:

1. Begin with the easiest problems and add the harder problems in a progressive order on worksheets.
2. Fold or divide math paper into fourths, sixths, eighths, etc. Place one problem per box.

Social Studies/Science:

1. Give students study guide questions or other advanced organizers for reading assignments.
2. Teach students how to use the divided page method of note-taking. To begin, students divide a sheet of dated notebook paper lengthwise into thirds by folding. On the left-hand side of the paper, students write key concepts in a word or short phrase. The center section is used to record important subpoints or supporting detail relating to each key concept. The right-hand side is used to write a brief summary of the notes on the page. When studying, students refold the paper on the fold line so that their notes are on the outside. The student reads the key point and then tries to recall the important supporting data. To check himself, he turns to the other side of his notes.
3. Help the students to understand that their notes should serve as a study guide. It is important that they write the key points down, not that they write every word said in a lecture.
4. Teach students to use abbreviations for note-taking. It may be helpful to post abbreviations for specific subject matter vocabulary.
5. Ask students to preview the text pages pertinent to your next lecture the night before. The preview may be accomplished by the SQ3R method or simply by skimming the material. This way the student will be ready for the lecture and more apt to recognize important points when mentioned.
6. Give students plenty of opportunity to recall new information. Learning is promoted when students spend more time rereading.

Written/Motor Expression Problems

Student has difficulty writing answers on paper but may be able to give correct answers orally;

Written vocabulary is much weaker than spoken vocabulary;

Handwritten work may appear sloppy and disorganized;

Written ideas and concepts are usually stronger than writing mechanics, e.g., spelling, syntax, and vocabulary level;

Has trouble writing a sentence with a complete thought;

Demonstrates poor spelling skills;

Tests better on objective tests than on tests which require writing, e.g., essays and definitions; and

Frequently does not complete written assignments.

Accommodations for All Students with Written Expression Problems

1. Allow the students more time to complete written assignments.
2. Allow the students to give all short answers to questions (single word or phrase).
3. Allow the students to complete an assignment that calls for written sentences by doing half in sentences and half in short phrases. Gradually the students can move toward writing sentences for each question.
4. Stress accuracy, not speed. Emphasize importance of content and legibility.
5. Give students some class time to work on written reports. This will enable the teacher to lend needed assistance.
6. Be specific in your comments about written work. For example, instead of writing “poor grammar,” write “use doesn’t instead of don’t.” Whenever possible, give individual feedback, as well as in writing.
7. Avoid the use of comments which reflect value judgments on your part. Examples: Instead of “messy,” write “erase mistakes fully before rewriting.”
8. Allow students to check and correct their own worksheets against a model (individually or in a group). This gives the students accurate and complete written information needed for improvement.
9. Permit students to use pictures, drawings, and diagrams as part of their written products.
10. Post a proofreading checklist in class for students.
11. Ask students to skip every other line on a rough draft.
12. Allow students to do taped or “live” oral reports instead of written reports. An outline or short written summary may still be required.
13. Allow the students to answer fewer questions or problems on worksheets requiring written statements, for example, every other problem or asterisked questions.
14. Consider making worksheets which reduce writing requirements, for example, multiple choice, short answer, matching, or fill-in-the-blank.
15. Allow students to check math problems on calculators after working a set number of problems, rather than having all problems completed before checking. This reduces writing fatigue while providing more immediate feedback.
16. Permit students to work independently in an area free of distractions (away from windows, doors, or traffic areas). Intense concentration is often necessary for students with learning disabilities to write their best.
17. Try assigning a different type of task or a modification of the original task as an alternative to asking students to do a poorly completed assignment over again. For example, instead of insisting that sentences be written within the lines, provide wide-lined paper or a typewriter.
18. Encourage students to revise, edit, and proofread drafts before making final copies of their reports. Feedback given by you will help students write better final copies. It also provides students the chance to do their own proofing.

19. Use journals and diaries as an informal means for encouraging interest and fluency in writing.
20. Try using all-student response cards in small group settings. All students would have the same set of index cards, each card with a specific answer. In response to a question posed by the teacher, each student finds that card with the answer he/she believes is correct and holds up the card to the teacher. The teacher gives the correct answer and explanation to the group if anyone has responded incorrectly. This type of activity could be used for math drills (cards would have numbers on them) or a homonym lesson (cards would have words on them such as pare, pair, pear). Another use of response cards is for multiple choice questions. Different color response cards can represent answer choices, e.g., blue = A, orange = B.
21. Allow students to tape answers or work with peers, tutors, or volunteers who perform the writing tasks.
22. Teach students word processing skills on the computer.

Reading/Literature:

1. Provide students with study guides for novels and units.
2. Teach students to outline.
3. Provide students with a purpose for reading. It is helpful for students to understand that we read differently for different purposes (to answer a specific question, to locate information, or for pleasure).

Spelling/Writing:

1. Provide a picture(s), title, topic sentence, or another prewriting activity to help students begin a creative story. Give students the opportunity to talk about their ideas and jot down key words before writing.
2. Cut comic strips to help students organize ideas for writing. Students may be given the strips to sequence in the proper story order. These can serve as guides for writing.
3. Give students guides for structuring creative writing stories by providing an organizational format.
4. Give older students story starters (first part of a story) to read before they are asked to write the story conclusion.
5. Group students together to write round robin stories. Each student is responsible for an assigned portion of the whole story. One student may act as the recorder.
6. Guide students' writing by giving them specification or criteria sheets for the content and mechanics of written assignments. These would be valuable proofreading tools for students.
7. Emphasize the importance of developing a topic sentence and then sentences of supporting detail when writing paragraphs.
8. Provide a structure for writing reports or research papers by giving the class an outline of headings and subheadings to guide their paragraph development.
9. Ask students to initially include the wording of the question that their sentence answers.
Sample question: Why did Mrs. Smith lie to the police?
Sample answer: Mrs. Smith lied to the police because she thought her brother was guilty.
10. Ask older students to use the beginning margin line printed on notebook filler paper as a guide. If necessary, ask them to draw their own ending margin line on the right-hand side of the paper. Younger elementary students may need to draw, or have drawn for them, similar margin lines on both sides of the paper.
11. Have students prenumber their answer sheets to assure accurate matching of answers to questions' numbers.

Math:

1. Turn lined paper vertically to help students organize math problems. This will help keep the ones, tens, and hundreds places lined up correctly.
2. Use large graph paper if turning the paper vertically does not correct the problem. One numeral can be written in each square. Gradually make the transition to regular paper.

Social Studies/Science:

1. Modify instructional materials that involve fine motor skills (e.g., filling in charts, maps, diagrams) by:
 1. Using sharp, colored pencils instead of crayons or wide magic markers
 2. Providing more space for color labeling
 3. Allowing extra time for completion
 4. Using blocking technique to facilitate neatness by setting an index card at borders to prevent going out of bounds

Verbal Expression Problems

Student does not enjoy discussions, oral presentations, or reading aloud;

Has difficulty explaining self clearly and coherently;

Displays poor speech, e.g., articulation, fluency, and expressiveness;

Is unable to vocalize thoughts rapidly;

Uses slang or colloquial terms instead of more precise words;

Uses spoken vocabulary that is much weaker than written vocabulary;

Is reluctant to volunteer ideas or respond verbally to questions;

Makes remarks which are often irrelevant, confusing, or inaccurate;

Appears to be uncomfortable speaking in a group;

Has difficulty recalling a word he/she wants to use; and

Uses grammatically incorrect sentences.

Accommodations for Students with Verbal Expression Problems

1. Give students a little extra time to respond. Many students have to struggle inwardly before being able to complete their thoughts verbally.
2. Give students a hint to help them along if they are having difficulty.
3. Urge students to use outlines or notes when presenting oral reports.
4. Encourage students to use visual aids or handouts in conjunction with oral reports.
5. Give students the opportunity to read silently before asking them to read orally.
6. Structure opportunities for student verbal expression on a one-on-one basis and in small groups. Avoid calling on students to answer aloud in a group as punishment for inattentiveness during discussions.
7. Limit the length of oral presentations by students. Gradually the length can be increased as students feel more comfortable in front of peers.
8. Actively involve your students in listening during other students' presentations. This can be accomplished by deciding, as a group, on the important points of oral presentations. A rating sheet can be made. Students can then rate each other. This method also serves to guide students as they do their own presentations and may avoid misunderstandings about grades.
9. Permit students to sometimes use all-student response cards in small groups instead of giving verbal responses (See No. 20 in Written Response Section).
10. Ask specific, structured questions. This will permit the students to utilize the elements of the question to organize their answers; e.g., "Can you tell me one way that comets and meteors are alike?" instead of "Compare comets and meteors."
11. Arrange small discussion groups and paired talking activities that permit students to practice verbal skills in a smaller, more comfortable setting.
12. Permit students to tape their oral presentations instead of doing them "live" in class.
13. Allow students to do projects in lieu of oral reports occasionally, e.g., demonstrations or displays that demonstrate their understanding of new skill or knowledge.
14. Encourage use of notes, letters, messages, and journals as an alternative to verbal expression.
15. Pass the "mike" to each reader so all could hear.

Worksheet Modifications

Construction:

1. Limit amount of material placed on each page.
2. Focus on only one concept at a time.
3. Provide large, readable print or type.
4. Make sure the worksheet teaches what you intend for it to teach.
5. Do not use worksheets for busy work or punishment.
6. Keep directions simple.
7. Do not hand out numerous worksheets at one time.
8. When a student finishes one worksheet be careful not to hand out another.
9. Print worksheet on gray or contrasting paper. (Helen Irlen)

Implementation:

1. Provide short, clear directions.
2. Present all directions orally and visually.
3. Be sure students clearly understand directions.
4. Have students color-code or highlight directions.
5. Present only one worksheet at a time.
6. Allow students to work with a buddy when completing the worksheet.
7. Allow students to complete part of the worksheet or odd/even sections.
8. Use 3x5 cards for activities instead of a worksheet. These become flash cards.

Evaluation:

1. Provide self-correcting worksheets. Answer cards may be used for checking answers or a completed worksheet may be posted.
2. Permit students to correct their own worksheets.
3. If worksheets are turned in, be sure they are graded and returned.



Alternatives to Writing Book Reports

1. Book jacket or bookmark: Illustrate a cover for the book or design a bookmark with characters or setting from the book.
2. News report: Summarize the book by writing a news report as if the events in the story actually took place. Pretend to be a TV anchorperson and give the report.
3. Ending rewrite: Give the book a new ending. Pursue different ways the story could have ended.
4. Advertisement: Dress and act as a character from the book and “sell” the book to the class.
5. Write the author: All authors can be written to in care of the publisher. Students should make comments about books read.
6. Poetry: Summarize a book by retelling in poetry form.
7. Character journal: Write a journal portraying a character from the book. The journal should be written in first person and describe the character’s thoughts, feeling, and ideas.
8. Plays: Rewrite the book in play form. For longer stories, take a chapter or chapters and just write an “act” or “scene” of the play.
9. Models: Make a model of the setting or characters from the book.
10. Bulletin board: Use classroom bulletin board to describe and display setting, characters, and theme of the book.
11. Map: Draw map of story setting to show story action. Use map as a prop when discussing the book.
12. Life-size posters: Make life-size characters to use as props when presenting oral book report.
13. Letter: Write a letter telling a friend about the book. Describe setting, characters, and plot.
14. Comic book: Summarize the book in the form of a comic book. This would be a good idea for unmotivated readers who are very interested in drawing and art.
15. Oral or taped presentation: This is an easy alternative to written reports. With taped reports, sound effects can be added to interest the audience.
16. Condensed book: Write and illustrate a short synopsis of the book. This would be similar to what certain magazines do to advertise a book.
17. Illustrations: Draw main characters, setting, or climactic scene from book.
18. Panel discussion: For those reporting on the same book, form a panel and have a question and answer period.
19. Demonstration: For “how-to” books, student could demonstrate what was learned. Ex., cake decorating - bring in a cake and show steps in decorating.
20. Time line: Draw a time line of events as they happened in the story. Illustrations may be added to explain events in the story.
21. Have students write and perform (record) rap songs on the book. (Teacher In-service)
22. Have the students make “shoe box filmstrips.” They need to illustrate and summarize the books and put them in the shoe box (works like a filmstrip). These filmstrips are kept in the class and other students look at the filmstrip and decide whether to read the book. (Teacher In-service)
23. Let students tape their short stories. You will be surprised at how much they know which can be expressed orally and not in a written format. (Teacher In-service)

24. Soundtrack Book Reports

Choose 4-5 events from the novel. Assign a song from the radio or your CDs that you feel represents that event. Write a paragraph to explain why you feel that a song goes with the event. Tape all songs in order of events on an audio tape. (Aimee Kennis)

25. Read books aloud during the year. Provide several activities with each book. For example, copy pictures from the classics, allow students to color, laminate, put in a notebook and pass around while the story is being read.

105 Ways to Use Index Cards and Sticky Notes in the Classroom

by
Carolyn Tomlin, M.Ed.
and
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Introduction

Today, almost every child has seen or played with sticky notes and index cards. Because children are familiar with them, sticky notes and index cards are useful classroom tools to facilitate learning while making it fun. The ideas presented are just some of the ways to use these tools; students and teachers will generate new ideas as they use them with their studies.

The book begins with suggestions for elementary grades and moves to the secondary level. Both sections are divided into core-curriculum areas. Teacher helpers and miscellaneous ideas follow. The final suggestions focus on building children's self-esteem. Although the ideas are divided by subject areas, each can be used across the curriculum.

To ensure an adequate supply, request these items be added to the student supply list for the year. Parent-teacher groups and room parents may also provide these supplies.

Elementary Level

Math

1. **Math Cards.** Laminate, or cover with self-adhesive plastic, each index card. Using a grease pencil, write the word on the front of an index card and the numeral or geometric shape on the back. Use for numerous operations.
Remove with a paper towel and use again.
2. **Number String.** Hang a cord or heavy string in the room. Write numbers 1-100 (or use numbers appropriate for the grade level) on index cards. Using clothes pins, place the cards in numerical order on the cord, or place in an incorrect order and have the student correct.
3. **Telephone Numbers.** On the front of an index card, print each student's name. On the back, write their telephone number in bold numbers. Use as flashcards to help young students identify their name and telephone numbers.
4. **Number Concept.** Use sticky notes as counters when students are beginning to use numbers. Save for reuse. Move to paper and pencil once the concept is learned.
5. **Money Concepts.** Place pennies, nickels, dimes and quarters (from play money) in pint-size, plastic, resealable bags. Number the bags. Students write the bag number and the total on a sticky note and pass the bag to the next person. An answer sheet allows students to check their own work in a math learning center.
6. **Shower-Curtain Game.** Using a felt-tip pen, mark off a grid on a new shower curtain. Write each student's name on the left-hand side. Use sticky notes to complete a graph.
7. **Flyswatter Math.** Purchase two plastic flyswatters. Write the answer to addition, subtraction, multiplication or division problems on index cards which are placed on the floor. As you call out the problem, the student must locate the answer. The first student to hit the correct card scores a point. Good for kinesthetic learners.
8. **What Comes Next?** Draw patterns on index cards using squares, rectangles, triangles and circles. Make four of each in the same color. Allow time for each student to set up a pattern and reproduce the design.
9. **Hopscotch.** Write numbers one to ten on sticky notes. Place in a hopscotch design on the floor. The students must hop on one foot where there is one sticky note and on both feet where there are two. Each sticky note is identified as they jump on the number.
10. **One-Minute Math Game.** Laminate cards. Write the math problem on one side. Students use a grease pencil to answer the math problem. Place in a learning center where students can monitor a one-minute time. The game teaches students to concentrate and become successful for timed tests. Use for a variety of subjects.
11. **Math Footprints.** Cut footprints from large index cards and laminate. Write multiplication or

division facts on each card. Place in a line. The student must give the correct answer as he or she walks the footprint path. If an incorrect answer is given, they must start over.

12. **Geometric Quilt Pattern.** Reinforce geometric shapes by cutting colored index cards into patterns. Attach to a sheet of poster board to make a quilt design.
13. **Sequence.** Use sticky notes to write the sequence to solving a math problem. The student must arrange the sticky notes in the correct order.
14. **Algebraic Equation.** Laminate index cards and write an algebraic equation on one side and the answer on the back.

Language Arts

15. **Beginning and Ending.** Mark the beginning and ending place with a sticky note when reading is assigned from another book.
16. **Book Report.** Teach students to write “tightly” by using large index cards for book reports instead of manuscript paper.
17. **News Reporter.** Have students read a newspaper report and on a large index card answer the questions all good reporters use: who, what, when, where and why.
18. **Story Summary.** Teach summarization by using index cards for each story in literature. They're easy to store in a file for future reference.
19. **Parts of a Story.** Use sticky notes to identify the beginning, middle and end of a story.
20. **Quotations.** Teachers may keep a list of favorite quotations on index cards in a file. Students can select a card and expand on it by writing sentences, paragraphs or essays, either as an individual project or group project. Some students may select to discuss their quotes with their partner and record their discussion, especially if a student has difficulty with written, expressive language. This assignment can be used for extra credit.
21. **Plot, Characters, Setting.** Have students use index cards to write the plot, characters and setting for a story they have read. This skill helps students gain confidence in their own writing.
22. **Outline Practice.** Index cards become useful for outlining a story. Students who learn to outline before they begin writing will develop greater skills in this type of communication.
23. **Critique a Poem.** Index cards are helpful supplies when students critique or evaluate a poem. Suggest they keep the cards together for quick review.
24. **Vocabulary Bank.** When students experience a new word, written or spoken, they write one word to a card. Look up the definition and write a sentence using the word. Store the cards in self-closing, plastic bags. Label bags for easy identification. For strong vocabulary cards, use sports- card holders. Hole punch and put into folders or notebooks. The cost is approximately \$3.99 for 25 sheets. The 3x5 cards will have to be cut to the size of baseball cards.
25. **Adapting Vocabulary.** When adapting vocabulary, print the word on an index card. Ask the student to look at the card. Work on only five words at a time.

Social Studies

26. **Research.** Hand out information on an index card that suggests where material may be found when students are learning to conduct research.
27. **State Information.** Use index cards to teach basic information about each state. Write the name of the state on the front. On the back, write the state bird, song, nickname, animal, wildflower, tree and so on.

Science

28. **Labeling the Body.** Use sticky notes to identify major body parts when studying anatomy.
29. **Parts of a Plant.** Identify the basic parts of plants (roots, stem, leaves, flower or seed) with sticky notes.
30. **Weather Forecast.** Encourage students to forecast the weather in various states and regions for five days by using the internet or checking the national weather station on television. Draw the symbols for each forecast (sun, clouds, rain, storms) on five index cards. Line each student's assignment on a bulletin board. Ask students to monitor and check the number of days their prediction was correct.
31. **Temperature.** Expand on the weather forecast (activity listed above) by using sticky notes to record the high and low temperature of each state or region.
32. **Food Pyramid.** Use sticky notes to list the five food groups and the number of recommended servings for each day. Use as a display on a poster during your study of nutrition.

Spelling

33. **Alphabet Game.** Cut small index cards in half. Write a letter of the alphabet on each card. Use to spell simple words. You may want to make several sets. Place in a self-closing, plastic bag in the spelling center with the week's vocabulary words included.
34. **Vocabulary.** Use index cards to write the spelling word on one side and the word meaning and its use in a sentence on the back.
35. **Practice Cards.** Ask students to write their spelling words on sticky notes. Take home and review with family.
36. **Labeling.** Label items in a classroom with sticky notes. This helps lower-functioning students by visual representation of the object and the spelling together.
37. **Word Pattern.** Write a spelling word in the center of an index card. Cut around the shape. Use the shape as a visual reminder of how the word is spelled.

Secondary Level

Language Arts

38. **Literature Concentration Game.** Write the authors and names of popular books on sticky notes. Turn over and try to find a matched set. Non-readers can identify a book by a simple picture.
39. **Person, Place or Thing.** When teaching nouns in English grammar, make a selection of nouns that are either a person, place or thing. Write each noun on a separate index cards. Students may use this in a learning center to review nouns.
40. **What's My Line?** Play a learning game by writing a brief description of a famous author on one side of the card. Use the back for the answer. Group in alphabetical or chronological order.
41. **Grammar Puzzle.** Cut a 3 x 5 index card into two puzzle shapes. On one side, write a part of speech. On the other side, write the definition. (Example: adjective—modifies a noun or pronoun.)
42. **Sentence Strips.** Write one word of a sentence on each index card. The student must place the cards in the proper sequence to make the sentence. If you have a selection of words, the student may choose to make an original sentence.
43. **“Speech-Bee.”** Recreate an “old-fashion spelling bee” by using parts of speech, such as a noun, verb, adjective and so on. Students stand in a line as the teacher or another student holds up a sentence strip with the word to be defined underlined. The student states the part of speech that is underlined. If the definition is correct, the student remains standing. If incorrect, the student must sit down. The one remaining is the winner.
44. **Foreign Language.** Write an English word on one side of an index card and the foreign language word on the back. Encourage students to keep a card in their pocket at all times. Even a few minutes of review will improve vocabulary. Helps in verb conjugation, also.
45. **Vocabulary Cards.** In preparing vocabulary cards, write the word on the blank side of the index card and the definition and a sentence using the word in context on the lined side.
46. **Create a Story.** On index cards, create a story using vocabulary words and sentences.

Social Studies

47. **Map Sites.** Identify rivers and mountain ranges on large wall maps with small sticky notes.
48. **States and Capitals.** Identify states and their capitals on wall maps with small sticky notes.
49. **Globes.** Use sticky notes to identify continents and oceans.
50. **History Trivia.** Learn history facts with a trivia game. Write the question on one side of an index card and the answer on the back. Place in a learning center for small-group review.

51. **Flags.** Use index cards to draw the flag for each country. Display on a bulletin board with the flags' correct country of origin.
52. **Person Behind the Name.** Teach historical figures by writing a brief sketch on an index card of the person's life using their birth name. On the back, give the name or nickname the person used (example: Ehrich Weiss became known as Harry Houdini).
53. **Jeopardy.** Modeled after the popular game show, Jeopardy uses social studies and index cards to create an exciting game with students. (Example: He invented the cotton gin, which could clean 50 times as much cotton as an employee working by hand, in 1792. Answer: Who was Eli Whitney?) Make this a class project, where the social studies chapter is written in this manner. Great for review!
54. **Time Line.** Supply index cards to write a time line of important events, such as the Civil War, World War I and World War II. Place in sequential order.
55. **Questions and Answers.** Students use index cards and work in pairs. One student writes a question and another supplies the answer on the back of the card. Good for group interaction and unit review.
56. **Who Am I?** Use sticky notes to help students socialize and learn information. For example, if you are studying geography, write a state on a sticky note and place it on a student's back. Write the state's capital city on another sticky note and place this on another student's back. The person with the capital on his or her back must find the correct match. Set a timer. If they do not find their match, they must remove the sticky note and look up the answer in the text. Use this for a variety of subjects and topics.
57. **Summarizing Material.** Use an index card to write a summary of the material to be read.
58. **Introducing Major Points.** Use index cards to introduce students to the major points of the assignment.

Fine Arts

59. **Personal Card.** Index cards serve as a personal card for young students. Use these for special occasions or when a friend is absent from class.
60. **Color Wheel.** Paint a color wheel on index cards. Use felt-tip markers, crayons or water colors. Primary colors are red, blue and yellow. Secondary colors are purple, green and orange.
61. **Mixing Colors.** Ask students to select two primary colors and mix the paints. Cover the index card with the two colors. What new color did they make?
62. **Works of Art.** Give a biographical sketch of a well-known artist and list his or her works on an index card.
63. **Art Terms.** List art terms from a text on an index card. Review these for a test.
64. **Art in Miniature.** Use large index cards and felt-tip markers for art students to design miniatures. Display in the art center with the artist's name.

65. **Art Display.** Small index cards serve to identify both the artist and the title of the sculpture or ceramic work. Place the index card near the object.
66. **Clue Cards.** Use numbered index cards as “clue cards” during a drama practice.
67. **Sticky Notes for Location.** During theater rehearsal, use sticky notes on the stage floor for the location of each character. Color-coded cards make it easier.
68. **Music Tags.** Place a sticky note on the music selection during band practice or a performance—makes finding the right piece of music easy.
69. **Program Selection.** Write the titles and the order in which they will be played during a concert on index cards.

Miscellaneous and Teacher Helpers

70. **Bus Numbers.** For kindergarten and first grade, write the bus number and child’s name on a sticky note and place in a visible spot for the bus driver.
71. **Name Tags.** On the first day of school, sticky notes used as name tags help students become known; also helpful when a new student is placed in your room later in the year.
72. **Biographical Information.** On the first day of school, give each student an index card. Have students write their name, address, Social Security Number, allergies, emergency and home telephone number, and parent’s place of employment. Punch a hole in the upper, left-hand corner and place the class cards on a ring. Alphabetical tabs make quick access.
73. **Identification of Items.** Use sticky notes to identify each teacher’s classroom equipment when furniture must be moved or stored. A sticky note quickly marks students’ and teachers’ desks, chairs, filing cabinets, charts and so on.
74. **Footprints.** Cut footprints from large index cards and laminate. Tape a line of footprints to various places in the room with captions such as “follow me to the reading center.”
75. **Absentee Work.** Each day the student is absent, write the subject and pages the student is to cover on a sticky note and place on the student’s desk. When they return, all information for make-up work is readily available. Let parents know your system at the beginning of the year.
76. **VCR Counter.** Indicate the correct place on a tape or note the counter number by using a sticky note. This makes returning to a location easy and saves time for busy teachers.
77. **Bookmarks.** Students design their personal bookmark on an index card. This marks the place for the day’s assignment. Use in library books instead of turning down pages.
78. **Following Directions.** Teach students to follow directions by placing sticky notes in the classroom as in a treasure hunt. After they read direction number one, they must follow the directions to number two until they locate the “treasure.” This can move from simple to complex depending on the development level of the students. This is especially good for students with

disabilities.

79. **Positive Reinforcement.** A quiet way to offer positive reinforcement during class is to write a simple message such as “Good Work!” or “I’m proud of you!” Walk around the room with your sticky-note pad and when you see a student staying on task, place the sticky note on their desk. Watch for smiles!
80. **Leader of the Day.** Use sticky notes to identify the “Leader of the Day.” Post on the bulletin board each morning.
81. **Daily Classroom Duties.** Students like to be “helpers.” Use sticky notes to identify room chores or daily responsibilities.
82. **“To-Do” List.** Keep yourself on track. Use an index card to list your daily schedule. Feel the sense of accomplishment when each is crossed off your list. Begin with those activities that have top priority. Those you don’t achieve, put them near the top the following day.
83. **Meetings.** Keep a sticky note pad on your desk. When a faculty or committee meeting is scheduled, write yourself a reminder.
84. **Messages.** When it’s necessary to send a message to another teacher as a reminder or quick correspondence, hand a sticky note to a student and your message is on its way.
85. **Room Design.** Students tire of the same old room arrangement week after week. Use large index cards to help you decide a new arrangement—much easier than moving heavy furniture.
86. **Organization.** Organize videos, movies, filmstrips and speaker organizer on index cards and place in a box. Indicate the title, length, purpose, background information, points to watch, responses to points, summary and discussion.
87. **Transparency Content.** Use an index card to describe each transparency content and/or activities used.

Building Self-Esteem

88. **Support for Routine.** Children with mild disabilities need support for routine in the classroom. Write the daily schedule on an index card and place it on the student’s desk. Indicate any changes expected. Advanced preparation for the change in the routine can prevent anxiety. This eliminates class and teacher disruption.
89. **Collect Personal Information on a Card for Students with Disabilities.** Ask each of them to write or tell you his or her greatest accomplishment or a hobby he or she enjoys. This gives you entry into a child’s life.
90. **Reviewing Procedures.** Provide a checklist for steps on procedures to be reviewed.
91. **Identifying Subjects.** Color code index cards or sticky notes for each subject.
92. **Assignments.** On index cards, provide written directions for assignments in addition to reading them orally.

93. **Providing Checklists.** If an assignment requires several steps or stages (i.e. projects), use a card to provide a checklist for the students.
94. **Increasing Readability.** Write one word on a sticky note or index card to increase readability. Use large print or lettering with adequate spacing.
95. **Sentence Modification.** To increase readability, rewrite complex sentences that contain excess punctuation. Use index cards for modification.
96. **Social Skills.** Use an index card to assist students with school-related social skills. For example, write these questions for students before they ask for assistance: Have you clearly thought through the problem? How will you make the request? How will you indicate to another that you need assistance?
97. **Home Assistance Needs.** To improve organization and study skills, use an index card to make a list of times students would need assistance at home. For example: when doing homework, when doing chores, when they do not understand a request.
98. **Home Resources.** Use an index card for each student to list persons at home from whom they may ask assistance. For example: mother, father, brother, sister, grandparents, child-care provider or others.
99. **Responsibility Rule.** Ask students to write a rule on an index card which would help them be more responsible in the classroom.
100. **Weekly Responsibilities.** On index cards, have students list their responsibilities for the week. Keep their card handy for a reminder.
101. **People Who Have Overcome Disabilities.** Collect information about people with disabilities who have overcome their disability. Keep an index-card file, focusing on:
- | | |
|--|---|
| 1) the nature and cause of the disability; | 2) how the disability affected the person's life; |
| 3) the person's accomplishments; | 4) and emotions felt by the person and his or her family. |
102. **Understanding Feelings.** Help students understand their feelings by completing the following sentences on an index card:
- a. Sometimes I feel _____ .
- b. I wish that _____ .
- c. I'm afraid of _____ .
103. **Voice Opinion.** Encourage students to voice their opinion by writing this sentence on an index card. Give 2 or 3 supporting statements for the opinion. "Zero tolerance laws are (fair) or (unfair) to students." Make sentences of your own to use.

104. **Strengths and Weaknesses.** Help students recognize the strengths and weaknesses of their personality. Write them on an index card.

a. One thing about my personality I would like to change:

_____ .

b. If I could change my appearance, I would want to look like:

_____ .

c. Most people don't know that I:

_____ .

d. I have a dream of becoming:

_____ .

105. **Focus on Future Career Plans.** Help students focus on future career plans by completing the following on an index card:

a. What kind of employment would I prepare for if money were not a factor?

b. Will my career be one of helping others have a better life?

c. Three people I can talk to about my career choice are:

_____ .

Steps for Adapting Assignments

1. Be sure that student has the correct information on the assignment (page numbers, date due, etc.).
2. Review the assignment and check for questions.
3. The assignment should be geared for the level of each student.
4. Structure each assignment so all students can experience success.
5. Provide immediate feedback on all assignments.
6. If the assignment requires students to look up answers to questions, use an asterisk to distinguish implied fact from literal questions requiring a stated fact.
7. If the assignment is lengthy, provide class time to partially complete it or divide assignment time into two or more days.
8. Identify an “assignment buddy” for each student. The buddy may be another student within the class, in another class, or a friend or parent outside of class. This provides a support system for the student who may not know how to complete the assignment.
9. Assignments may be given to two or more students. It is suggested that class time be given for shared assignments, and that split grading be used.
10. Teach students the concept of grade averaging with and without zeros. Many students do not realize the difficulty of trying to raise an average after just one zero on an assignment.
11. Allow students the option of dropping one or more low assignment grades per grading period.
12. Establish assignment passes earned for good work and “cashed in” when a assignment is forgotten or a low grade is received.
13. Be consistent in placing the assignment for class and/or homework in the same place each day.
14. Provide written and oral directions for assignments.
15. If an assignment requires several steps or stages (i.e., projects), provide a checklist for the students.
16. Be sure that all assignment information is included in the assignment (points to be given, due date, format, components, etc.).
17. If the assignment is to be copied from the board, provide a carbon copy for the student who may have difficulty copying.
18. If the assignment is to be copied from the text, allow the student who has difficulty copying or who copies slowly, to copy only the answers.

19. Be careful in the use of worksheets. Worksheets should be clear and uncluttered. Watch the over-use of worksheets. Sometimes the reward for completing one worksheet is another worksheet. Also, giving a stack of worksheets can be overwhelming.
20. Put books needed to take home in the locker with spine to back of lockers and on the right side of locker. At the end of the day, the student reaches into the locker and retrieves all spine back books to take home.
21. Require a method of recording assignments for the student in the class.
22. Make copies of the assignments for a week and give the student and the resource teacher a copy.
23. After the class assignment is completed, tell the student where to put the assignment and what to do next.
24. Do not punish the student by making him/her finish assignments during free time, recess or after school.
25. For in-class assignments, give a warning when it is close to time to turn in the assignment.
26. Orient students to the major points of the assignment.
27. Begin all assignments with a planned opening and a purpose.
28. Practice for assignments should be distributed instead of mass.
29. Relate all activities within an assignment directly to the objective of the assignment.
30. Assess the assignment for the appropriate instruction level.
31. Use feedback from the previously completed assignments to indicate the quality of the next assignment.
32. To assist students with organizing assignments, have every content area on a different color paper. Each assignment will get placed in the appropriate section.
33. At the end of each class let students have fifteen minutes to start on their homework. Circulate around the class to see who needs help. Just before the bell rings, ask each student to circle the LAST problem they completed. Assign everyone to do FIVE more problems for homework. This allows for differences in the number of problems students can complete in a given period of time. Everyone doesn't have to do one through 30, but everyone gets independent practice.
34. Do you have trouble with students "not being responsible" for homework? Try giving students a clipboard with the assignment sheet and all homework sheets attached. Must be returned the next day and signed by a parent.
35. To make sure that students clearly understand assignments in-class or out-of-class, have each student to turn to a buddy and repeat what they "think the assignments is" and "how they are to respond."
36. Allow students to do auditory homework.
37. Let students turn in homework early, grade homework early, return to student for correction before final grading.
38. Have one night during the school week for "no homework" night (K-12). This gives families a break or provides a "catch-up" time for students. (Julie Duff)

39. For all major tests, projects, spelling tests, book reports, etc. have due on Wednesday. This gives the week-end for "catch-up."

40. Start spelling units on Wednesday and test on the unit on the following Wednesday. This really helps the child and parent. Week-ends can be utilized for studying.

41. Each Monday provide a assignment grid with all assignments/tests indicated. Place on bulletin board. This helps organize study time.

| | Mon. | Tues. | Wed. | Thurs. | Fri. |
|----------------|------|-------|------|--------|------|
| Social Studies | | | | | |
| Science | | | | | |
| Reading | | | | | |
| Spelling | | | | | |
| Math | | | | | |

42. Assign projects (Science, etc.) to be completed at school. Teacher may provide display boards, materials, help, etc.. This avoids parents doing projects. Children have equal opportunity regarding socio-economic level. This also avoids "parent project participation" stress.

43. Avoid cluttered, crowded worksheets.

44. Give students pages from their workbooks one at a time, instead of giving them the entire workbook.

45. Write the text page number as a reference for questions, with stated answers at the beginning or end of the question.

46. Help students to make choices by gradually increasing opportunities for options. For example, offer a limited choice between two options before expecting students to decide among multiple choices.

47. Block, cut, or fold worksheets for students with visual problems. Likewise, color coding, highlighting, underlining, and boxing techniques may help students focus their attention on the task.

48. Enlarge copies with just a few questions or problems on the page.

49. Xerox math book pages to avoid copying problems.

50. Substitute projects for written assignments or reports. In this way the student can demonstrate his knowledge of the subject without demonstrating his reading difficulties. Projects may include:

- Posters
- Charts
- Drawings or illustrations
- Flannel board designs
- Shoebox panoramas
- Construction such as models of forts, cities, or animal dwelling
- Collection of animals, rocks, leaves
- Tape recordings of a mock battle, a radio show, or historical speech

51. Record an assignment that had reading; this may be done by another student. The student can then listen to the material for independent study, for future discussion, or for implementation of experiments.

52. Provide alternatives to worksheets.

53. Write only answers, not questions.

54. Some students do not have the analysis or synthesis abilities that more capable students possess; the teacher can provide the student who has difficulty with questions that are more direct, such as questions which ask "list," "match," or "compare."

Homework Tips

1. As an assignment, have students set up a special place at home to do homework. If the parents "sign off" on the special place or sends a picture, extra credit is given. For students who have no significant person at home, develop a workable strategy for that student.
2. Let students discuss how they like to study and what style fits them best. Do they like a quiet space? Do they like soft music? Do they like to snack?
3. Make sure that every student has at home as well as in their notebooks the phone numbers of students in their class who they could call regarding homework.
4. When sending "handouts" home, have the student show the handouts as an "exit pass." (Linda Wakefield)
5. Develop a "red line" system. When students reach their frustration point or "burn out frame," while doing their homework, parents can "red line" and sign the assignment. This helps the teacher get a better idea on the students' abilities. (Linda Wakefield)
6. Provide homework passes.

Provide each student with 3 late slips. These can be attached to any homework assignment that cannot be turned in on time. Any unused cards may be turned in at the end of the marking period for extra credit.

7. Homework should be checked for process and answers.
8. Assign homework at the beginning of class.
9. Use overhead projector to check homework.
10. Be sure students can complete homework independently.
11. Relate homework to student's environment.
12. Give credit for passing in homework even if not correct.
13. Number assignments in order of completion.
14. Be sure easier assignments are completed first.
15. Provide 3 late slips for assignments...not forgiven...but can be turned in late.
16. Provide a script for parents. (Karen Fleisch)
17. Preview new material.
18. On parent sign off sheet, ask if they would like a copy of notes, etc. (Sue Unger)
19. Alternate home assignments...book one day, worksheets the next, etc. (Jane Shike & Ann Toal)
20. Consider no grades on minor homework.

Uses and Adaptations of the Overhead Projector

1. To orient students before your lecture, prepare a lecture outline on the overhead projector.
2. Make visuals of main points.
3. Write directions on a transparency and repeat the directions orally for reinforcement.
4. Permit students to use the overhead for their presentations. This will help them to organize their thoughts and ideas.
5. If using a typewriter to print information on a transparency, be sure the lettering is one-fourth of an inch high (if it is handwritten as well). (Brown, Lewis, & Harclerod, 1977).
6. Lay a sheet of paper across the transparency and gradually move it downward to reveal covered material. Onionskin paper can cast a shadow to conceal material even though material on the transparency can be seen through it.
7. For math, problems can be placed on the overhead. Problems can be computed step-by-step to involve student participation. Students can write the answers on the transparency or on the chalk board (if the teacher uses the chalkboard as the screen).
8. For science presentation, use leaves, insect body parts or real objects that reveal opaque or translucent structures which can be examined in detail.
9. Encourage class discussions or stimulate interest by viewing objects, e.g., flowers, designs, etc.
10. Use geometric shapes, transparent gauges, scales, and meter dials that can be enlarged on the overhead projector to allow everyone in class to observe the manipulation at the same time.
11. Use a variety of color to generate interest and emphasize or differentiate areas, content, and certain categories.
12. Use colored lines to enclose areas for discussion or to highlight different aspects of a diagram. Colored numbers or letters will help guide students during discussions or to identify areas referred to in test questions.
13. Use only a few points or items per transparency. Too much information on a transparency lessens its impact.
14. Prepare for students handouts that provide information on materials shown on the overhead.
15. Change commercially produced transparencies to adapt to your students' needs. If the vocabulary is too technical, it can be changed to simpler words. Also, you may add underlines, circles, or other guidelines on the base transparency. You could cut the master or make two transparencies from one master, or eliminate parts not relevant to your purpose.

In Wood, J.W. (1992). Adapting Instruction for Mainstreamed and At-Risk Students. (2nd ed.). Columbus, OH: Merrill. With permission.

Brown, J., Lewis, R., & Harclerod, F. (1977). Technology, Media and Methods (5th ed.). New York: MacMillan. With permission.

Fuhrmann, B.S. & Grasha, A.F. (1983). A Practical Handbook for College Teachers. Boston: Little, Brown, 1983. With permission.

Ideas for the Overhead Projector

Art Evaluation

1. Use cut-out designs to demonstrate shapes or the basic principles of formal and informal balance.
2. Cut headlines from newspapers, and catalogues to demonstrate the difference in Roman, Gothic and text lettering styles.
3. Create a color-lift transparency of a face. By using overlays and water-soluble pens, facial structures can be discussed.

English

1. Use transparency to demonstrate the usage of library card catalogues, or excerpts from an example of reader's guide to explain research guidelines.
2. Use transparencies to construct different paragraphs to explain structure, grammar, spelling and clarity. (Students could write paragraphs as well.)
3. Transparencies can be used to demonstrate the conjugation of verbs, sentence structure, speech and the relationship of words.
4. Different styles of letters could be demonstrated on the transparency.
5. Run a transparency on good excerpt of papers you have collected to demonstrate the techniques of good writing.

Math

1. Use geometric shapes to teach fractions.
2. Make a transparency of a graph grid. If the overhead is being projected on the chalkboard use chalk to plot the lines on the graph.
3. Use newspaper clippings to present math word problems or exercises in probability.

Social Studies

1. To discuss the function of our voting system, make transparencies as sample ballots. Use to discuss candidates, issues in policy and amendments.
2. Outlines of maps can be used to teach the concepts of latitude and longitude. Maps can be used to teach recognition of states.

Science

1. Before conducting experiments, the teacher can prepare transparencies that list the materials to be used.
2. List the steps of an experiment on a transparency. Demonstrate each step.

Vocational Education

1. Use drawings to help students identify tools and their functions.
2. Use the overhead to visualize the correct technique for sharpening tools.
3. Use transparencies and overlays to explain parts and functions of a machine and machine safety devices.

Adapted from:
Green, Lee. (1982). 501 Ways to Use the Overhead Projector.
Colorado: Libraries Unlimited, Inc.

Teaching with Transparencies

Getting Ready to Teach

1. Use fine-tipped felt pens or waxed pencils for lettering.
2. Be sure that the lettering is large, typed or printed.
3. Each character should be one-fourth of an inch high. (Brown, Lewis, & Harcleroad; 1977)
4. Frame each transparency with a cardboard border for easier handling.
5. Prepare transparencies so each step of a discussion has a visual.
6. Be sure that the transparencies are in the correct order prior to class.
7. Develop masks for transparencies which need certain sections covered to reduce distractions.
8. Use pale colored transparencies. Some students have trouble reading the black on white ones.

During the Teaching Process

1. Develop your first transparency with a listing of the major topics for discussion.
2. Instruct the students to copy down each point and leave a space for note taking.
3. Divide the frame of the transparency into four sections. In the top margin write an introduction to the transparency, in the left margin list important information to be included in class discussions, in the right margin list activities or additional references, and on the bottom margin write information which provides closure for the discussion or introduces the next transparency.
4. If you are using one transparency several times, place a clear transparency on top of the original before marking with the felt-tipped pen. (Brown, Lewis, & Harcleroad; 1977)
5. Use onionskin paper to conceal parts of the transparency. (Brown, Lewis, & Harcleroad; 1977)
6. Use colored pens to highlight major concepts or ideas.
7. Use overlays when presenting detailed information. This helps with information overload.
8. If the transparency has a lot of detail, provide a copy of the transparency for each student.
9. When not referring to the transparency, turn the overhead projector off.
10. When the class discussion is completed, return to the first transparency of major points for a class review and class closure.

After Teaching

1. Return the transparencies to the correct order and file.
2. File and label each class set by subject heading, title or lesson topic. (Brown, Lewis, & Harcleroad; 1977)
3. Use an index card to describe the transparency content and/or activities used.

In Wood, J.W. (1992) *Adapting Instruction for Mainstreamed and At-Risk Students*. (2nd ed.). Columbus, OH: Merrill.

With permission.

Chalkboard Design

| <u>Day's Schedule</u> | Notes for Today | Tomorrow's Assignment |
|---|-----------------|-------------------------|
| 1. Check homework 2. Turn in homework 3. Class discussion Topics: _____ _____ _____ 4. Class activity 5. Independent practice 6. Lesson review 7. Tomorrow's assignment | | Projects / Tests |

Use colored chalk; vis-a-vis pens and dry erase markers, alternating colors every line to help students find their place on boards and screens

Washable tempera paint can be used on chalkboard to organize it rather than constantly redrawing lines with chalk.

(Stephanie J. Stephens)

Planning Bulletin Boards

1. Decide early on a theme or key idea to be expressed by the bulletin board. Seek a new, fresh approach to content. Think of putting the title in an eye-catching location: consider the expected size and location of the audience, plan for lettering and arrangement that can be seen at the normal viewing distance.
2. Start early to determine exactly what the display is to communicate and have students participate. Determine specific student goals which may include the following: give at least eight students responsibility for planning and making a bulletin board display; provide the opportunity for the development of headings, captions and other written materials.
3. Plan the display on paper well ahead of time.
4. Keep in mind persons who will see the bulletin board or display.
5. Consider where the bulletin board could best be exhibited to achieve instructional purposes. Placing it in the classroom is not always necessary. It might best be seen in a corridor, in a special display or other location.
6. Think of attention-getting devices. Use lift-cards, pushbuttons, strings to be pulled; items to be touched or any techniques to invite viewers to react to or to study the display. Give the viewers choices: ask them to make decisions; challenge them to avoid making mistakes in responding.
7. Use color. Tastefully used color can contribute to attractiveness. Color can make important content stand out.
8. Incorporate audiovisual devices. Many slide projectors have an automatic slide-changing feature. Have students develop photographic or hand-drawn slides or titles.

Greer, J. G., Friedman, I., & Laycock, V. (1978). Instructional games.
In R. M. Anderson, J. G. Greer and S. Odle (Eds.), Individualizing Educational
Materials for Special Children in the Mainstream (pp. 267-293).
Baltimore: University Park Press.

Types of Bulletin Boards

Language Involvement Bulletin Board

A bulletin board designed with round, rotating disks that are used interchangeably for any subject-content.

- Materials needed:
1. large posterboard
 2. 6-ply cardboard for disks
 3. adhesive letters
 4. template lettering set
 5. two #4 one-inch brass paper fasteners
 6. scissors

The Slide-Study Bulletin Board

This type of bulletin board can be used for any subject area. Slides are taken on the desired subject matter and stored in compartments attached to the bulletin boards.

- Materials needed:
1. posterboard
 2. adhesive letters
 3. colored pens
 4. small boxes for storing slides
 5. slide viewer
 6. small slide projector
 7. staples
 8. stapler

Auditory-Action Bulletin Board

The auditory-action bulletin board contains an activity mounted beneath the display on the bulletin board. A cassette is prepared by the teacher which guides the students through the required lessons.

- Materials needed:
1. posterboards
 2. adhesive letters
 3. colored pens
 4. brown envelopes
 5. ditto materials
 6. cassette (s)
 7. a cassette player with earphones
 8. staples
 9. stapler

Lift Panel Bulletin Boards

Lift panel bulletin boards are made with pieces of construction paper folded in half. The inner flap of the panel is secured to the bulletin board. The outer flap contains a question, or idea. The inner flap contains the answer or solution.

- Materials needed:
1. construction paper, usually bright colors
 2. stapler
 3. staples

Sentence Strips Bulletin Board

Strips are attached to the bulletin board and may convey printed relevant information or questions. They may be changed frequently to maintain interest.

- Materials needed:
1. construction paper cut into strips
 2. adhesive letters
 3. magic markers
 4. staples
 5. stapler

Suggestions for Adapting Test Directions

1. Keep the directions short.
2. Keep directions simple; avoid unnecessary words.
3. Type directions.
4. If directions are not typed, print neatly.
5. Place all directions at the beginning of each separate test section.
6. When giving more than one direction, list vertically.
7. List only one direction in each sentence.
8. Underline the word "Directions" to focus the student's attention.
9. Avoid using words such as never, not, always, except. If you must use these, underline and capitalize them.
10. Define any unfamiliar or abstract words.
11. Color code directions.
12. Avoid oral directions as the only means of making the purpose of the test known to students. Read directions orally as well as clearly writing them on the test.
13. Tell students the reason or purpose of the test.
14. Go over each direction before the test. Be sure that the student understands what is to be done.
15. Remember that the student who does not clearly understand the directions will be the last to raise his/her hand and ask for clarification.
16. While the test is in progress, walk around the room and check to see that students are following directions.
17. Teach students that if points are to be lost, lose them for not knowing items on the test not for not following or understanding the test directions.
18. Teach students how to approach tests in a systematic manner. Look over total test. Check value system, etc.
19. Read directions to class at least twice.

Test Construction Modifications

(Test Items)

| Test Items | Modification |
|-----------------------|---|
| Multiple Choice Items | <ol style="list-style-type: none">1. State question and answer choices clearly.2. Avoid using unnecessary words.3. Use grammatically consistent choices.4. Let student circle the correct answer.5. Arrange answer and incorrect responses vertically on the page.6. Avoid frequent use of “fillers” such as: either — or, all of the above, none of the above, etc.7. Allow students to mark out the choices they know are incorrect answers and credit. This is an alternative for multiple choice items which involve thought. Perhaps they cannot determine correct, but they can process what's not possible. Both require knowledge of the question.8. Mark out 1 or 2 (of 4 choices) with a black marker prior to handing out the test. Usually the one eliminated is very close to the correct answer and omitting prevents confusion. |
| Matching Items | <ol style="list-style-type: none">1. Place all matching items and choice selections on the same page.2. Leave extra space between items in columns to be matched.3. Use homogeneous material for each matching exercise.4. Use small groups of matching questions. Avoid long matching lists.5. Have one extra response in one of the columns. For example, if you have 10 responses in column A place 11 choices in column B. This statistically puts the question in the student's favor.6. Have only one correct answer for each item. |

Test Construction Modifications

(Test Items)

| Test Items | Modification |
|------------------------|--|
| Matching Items (cont.) | <ol style="list-style-type: none"> 7. Avoid having students draw lines to the correct answer. This may be visually confusing (unless student is working with pictures). 8. Keep all matching items brief. The student who has comprehension and reading problems may not be able to process long, wordy items. 9. Place the responses such as names of explorers on a 3x5 card. These become a manipulative. Students can match answers to the correct answer by placing the card next to the item (Janice Mael) 10. Place the list of more lengthy items in the left column. This makes for less reading and will assist the slow reader. 11. Make a "mini letter bank" under the blank to reduce the number of choices. 12. Place the blank after the response in column A. 13. Teach students who take tests which do not have the columns reversed to begin the test working from column B to column A. 14. Teach students to answer questions in reverse. 15. Place the blank before the number in column B. 16. Put responses to matching test items in ABC order on the left-hand side to facilitate location of the answer. 17. Color code "matching tests" to reduce the number of items in the list. For example, if there are 15 items, color five questions & answers pink. These are to be matched. Proceed with the next five questions & answers in yellow, etc. |
| True/False Items | <ol style="list-style-type: none"> 1. Avoid stating questions negatively. 2. Avoid long wordy sentences. 3. Avoid trivial statements or ones that do not assess student knowledge. 4. Allow students to circle the correct answer. 5. Avoid using too many true-false questions at one time. No more than ten per test is suggested. |

Test Construction Modifications

(Test Items)

| Test Items | Modification |
|------------------------------------|---|
| True/False Items (cont.) | <ol style="list-style-type: none">Avoid using “never,” “not,” “always,” and “except.” If you must use them, underline and capitalize them.Avoid having students change the false statements to true statements unless you have taught this skill.If you must have student change “true to false,” use the underline method: A <u>metallurgist</u> is a person who studies weather. A <u>meteorologist</u> is a person who studies weather.Place the words true and false at the end of the sentence. |
| Completion/Fill-in-the-Blank Items | <ol style="list-style-type: none">Write simple and clear test items.Avoid the use of statements taken directly from the textbook. Taken out of context, these are frequently too general and ambiguous to be used as questions.Provide large blanks for students with poor handwriting or motor control problems.Be sure that the blank size matches the response. If the blank is too long or too short, students may think that their response is incorrect.Provide a “mini-word bank” immediately under the response bank. This reduces memory load and can be implemented on a test which is already constructed.Allow students to circle the correct choice in the mini-word bank.Place the blank at the end of the sentence.Provide word banks for the test.Tell students prior to the test if they will or will not have a word bank on the test.Use a “floating word bank,” The student can move the bank up and down the right side of the page to check for the correct word. This puts the word close to the blank. |

Test Construction Modifications

(Test Items)

Test Items

Modification

11. Have another teacher read your test to see if he/she clearly understands each item.
12. Place one extra word in the word bank. This works just like the matching item. Statistically the test will be in the student's favor.
13. If a word in the bank will be used more than once, place the word twice within the bank.
14. Break test section into parts. Five questions and a six-word word bank. Repeat for each section.

Fill-in-the-blank using word bank where words are in columns and columns are numbered. Place number of column where word comes from in front of sentence.

Example:

| | | |
|------|-------|-------|
| (1) | (2) | (3) |
| jump | stomp | throw |
| run | stop | catch |
| hop | | |

- (3) 1. Johnny will _____ the ball to Jim.
- (1) 2. After Jim hits the ball he will _____ from base to base.
(Judy Tinnsom)

Essay/Short Answer Items

1. Use items that can be answered briefly.
2. Be sure that students know the meaning of clue words (e.g., discuss, describe, list, etc.).
3. Underline clue words.
4. Select questions that correspond to the domain level of the student. For example, define is on the knowledge level, predict is on the application level.
5. Allow students to outline answers or provide an outline for them.
6. Use structured organizers to organize answers.

Test Construction Modifications

(Test Items)

| Test Items | Modification |
|----------------------------------|---|
| Essay/Short Answer Items (cont.) | <ol style="list-style-type: none">7. Make sure that the question is written on the student's independent reading level.8. Define any unclear items.9. Word questions so that the student's task is clearly stated.10. Use a limited number of essay questions on the test.11. Always provide the point value of each question.12. Provide space immediately under the question for response.13. Allow the student to record the answers rather than write them.14. Allow extra time to write answers. Remember that some students do not write as quickly as others.15. Always allow the student to omit one or two essay questions. This reduces anxiety.16. Provide lines for student to use for essay.17. Provide an answer check sheet that lists the components repeated in the response.18. Indicate on the test if you are looking in the response for factual information, inferences, and/or applications.19. Always provide study questions for the essay items on the test study guide.20. Allow students to omit 1 or 2 of the questions.21. Review notes and have students start where the essay question will be taken.22. Provide sample essay questions and give page numbers in the text where question is taken. |

Suggestions for Test Design

1. Use test items that reflect the technique used to teach (e.g., if the students were taught only to recall facts, avoid essay questions).
2. Type or print legibly. Use large print when available. If you prepare the test in longhand, be sure to list items clearly, concisely, and neatly.
3. Prepare a study guide for the test that matches the design of the actual test.
4. Adjust readability level of the test to meet the student's needs.
5. Prepare the test in short sections that you can administer individually if necessary.
6. Place one type of question per page (e.g., one page for multiple-choice questions and one for essays).
7. After consulting student privately about personal testing needs, adapt the test to meet those needs.
8. If you use the chalkboard for a test, clear other material from the board. Then print or write in large, legible letters. Avoid lengthy tests for students with copying difficulties.
9. Avoid using only oral tests and quizzes.
10. Plan to allow students with disabilities to take tests in the special classroom if time, reading ability, or embarrassment are problems.
11. Clearly duplicate using black ink if available. Avoid using faded purple dittos for any students, but especially for students with visual acuity and visual perception difficulties.
12. Use a large sheet of dark construction paper under the test to act a border. Provide a sheet of paper with a "window frame" cut in it to help in reading the test. This helps those students with visual acuity and visual perception problems.
13. If the student has difficulty finishing on time, administer an adapted, shortened version of the test. Another option is "split-halves" testing, where one section of the test is administered one day and other section the next day.
14. If a modified test is necessary for an at-risk student, design it to resemble the regular test to avoid embarrassing the student.
15. Arrange tests so that questions that count the most come first. Some students generally work in order and may not finish the test.
16. Use canary yellow paper with black print for test.
17. Place the point value for each section on the test.

18. Leave space between test items.
19. Draw a line between math problem rows to help a student finish each row and not get mixed up while moving through the problems.
20. Place a heading for each test section with directions if the directions have changed.
21. Handwriting should be neat and legible.
22. If typing is not possible, print the test.
23. All pages of the test should be numbered (Dave Meadows).
24. Use a magic marker to divide sections of the test so that the student knows when to move to another set of directions.
25. Watch complexity of sentences so that the test becomes a language test and content is lost. (Jean Goemoat)
26. For reading sections put the reading selection on one page and the questions over section on a second page. The student can then place reading section and questions may be side-by-side. (Nancy Pioikowski)

Test Administration Modifications

| Problem | Adaptations |
|-----------------------|---|
| A. Poor Comprehension | <ol style="list-style-type: none">1. Give test directions orally and in written form. Make sure all students clearly understand.2. Avoid long talks before test.3. Allow students to tape record responses to essay questions or entire test.4. Allow students to take the test in an alternate test site, usually the resource classroom.5. Correct for content only and not for spelling or grammar.6. Provide an example of the expected correct response.7. Remind students to check tests for unanswered questions.8. When dealing with problem-solving skills, allow use of multiplication tables and/or calculators during math tests.9. Read test aloud for students who have difficulty reading.10. Give a written outline for essay questions.11. Tape instructions and questions for a test on an audio cassette.12. Use objective rather than essay tests.13. Use computer for tests. |

Test Administration Modifications

| Problem | Adaptations |
|-----------------------------|---|
| B. Poor Auditory Perception | <ol style="list-style-type: none">1. For spelling tests, go slowly, enunciating each syllable/sound distinctly.2. Avoid oral tests.3. Seat student in a quiet place for testing.4. Allow students to take tests in an alternate test site such as resource classroom.5. Place "TESTING: DO NOT DISTURB" sign on classroom door to discourage interruptions.6. Watch for dialect differences. |
| C. Poor Visual Perception | <ol style="list-style-type: none">1. Give directions orally as well as in written form.2. Check student(s) discreetly to see if he/she is "on track."3. Give exam orally or tape on audio cassette.4. Allow student to take entire test orally in class or resource room.5. Seat student away from distractions (e.g., windows, door). Use a carrel or put desk facing wall.6. Avoid having other students turn in papers during test.7. Give tests on computers. |

Test Administration Modifications

| Problem | Adaptations |
|--|--|
| Poor Visual Perception (Continued) | <ol style="list-style-type: none">8. Meet visitors at door and talk in hallway.9. Hang “DO NOT DISTURB - TESTING” sign.10. Use alternate test site if student requests it. |
| D. Student Works Poorly with Time Constraints | <ol style="list-style-type: none">1. Allow enough time for student to complete the test. Some students may require longer periods of time to complete tests.2. Provide breaks during lengthy tests.3. Allow “split halves” testing. Give half of the test one day and the remaining half the second day.4. Allow student to take the test in the resource room if necessary.5. Allow students to only complete the odd or even questions. Circle the odd or even questions for the student. He/she may not understand the concept of odd/even.6. Use untimed tests.7. Give oral or tape recorded tests. Students with slow writing skills can answer orally to the teacher or on tape.8. Provide extended time.9. Allow frequent breaks during testing.10. Alternate testing times. |

Test Administration Modifications

| Problem | Adaptations |
|--------------------------|---|
| E. Anxiety/Embarrassment | <ol style="list-style-type: none"><li data-bbox="764 489 1333 632">1. Avoid additional pressure to test setting by admonishing students to “Hurry and finish” or “Do your best as this counts for 1/2 of your six-week’s grade.”<li data-bbox="764 667 1360 737">2. Avoid threatening to give a test as result of students’ poor behavior.<li data-bbox="764 772 1062 806">3. Give a practice test.<li data-bbox="764 842 1114 875">4. Give a re-test if needed.<li data-bbox="764 911 1378 945">5. Don’t threaten dire consequences for failure.<li data-bbox="764 980 1289 1014">6. Grade on percent of items completed.<li data-bbox="764 1050 1373 1119">7. Take regular test with class and adapted test in resource room.<li data-bbox="764 1155 1373 1268">8. Have modified test closely resemble regular test to avoid embarrassing the self-conscious student.<li data-bbox="764 1304 1390 1373">9. Avoid calling attention to student as you help him/her.<li data-bbox="764 1409 1341 1478">10. Confer with student privately to work out accommodations for testing.<li data-bbox="764 1514 1122 1547">11. Provide frequent breaks.<li data-bbox="764 1583 1406 1617">12. Allow student to take test in a different setting.<li data-bbox="764 1652 1385 1722">13. Become aware of parent pressure for passing tests. |