

GENERAL ACCOMMODATIONS

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Observable Behaviors and Strategies

A. ORIENTATION AND ATTENTION TO ACTIVITY

Observable Behavior:

- Confused with time (day, date), place (classroom, bathroom), and personal information (birth date, address, phone, schedule)
- Seems “in a fog” or confused
- Stares blankly
- Appears sleepy or to fatigue easily
- Fails to finish things started
- Can’t concentrate or pay attention
- Daydreams or gets lost in thoughts
- Inattentive, easily distracted

Strategies:

- Provide an uncluttered, quiet environment.
- Provide printed or pictorial charts, schedules, or classroom maps that describe routines and rules of expected behaviors. Review these before each session and as needed throughout the day. These may be kept in a notebook that travels with the student.
- Maintain consistent staff, room arrangement, and materials.
- Label significant objects and areas; provide name tags for staff.
- Redirect undesirable behavior by focusing student’s attention on tasks that are sufficiently interesting to break the pattern of disruptive or preservative responses. (Note: Do not use this technique if the student’s behavior is attention seeking. Consultation with a behavior psychologist may be indicated.)
- Teach student to look for permanent landmarks and name the landmarks when they come to them.
- Have student verbalize how to go to a specific place before starting or while moving.
- Use a buddy system.
- Remove unnecessary distractions, such as pencils and books. Limit background noise at first and gradually increase it to more normal levels.
- Provide visual cues to attend (e.g., have a sign on student’s desk with the work or pictured symbol for behaviors, such as LOOK or LISTEN. Point to the sign when student is off task).
- Limit the amount of information on a page.
- Adjust assignments to the length of student’s attention span so that they can complete tasks successfully.
- Focus student’s attention on specific information: “I’m going to read a story and ask WHO is in the story.”
- Demonstrate a new task, repeat instructions and ask the student to repeat instructions. If this is unsuccessful, vary the activities so that less similar activities follow each other.
- Distractibility resulting from the noise and confusion of large numbers of students changing classes may not allow the student to find the class until the halls are clear. Allow the student to leave a few minutes early from each class to beat the rush.
- Redirect the student’s attention as soon as his/her attention drifts away from the assignment. Gradually lengthen time of on-task behavior by strengthening the intervals of time that a student could receive reinforcement (either social praise or tangibles).
- Use clearly defined objectives that are meaningful for the student.
- Use short and concise instructions and assignments.
- Reward on-task behavior; avoid punishing behavior that results from extreme distractibility.
- Use novel, unusual, relevant, or stimulating activities.
- Provide well-placed rest periods or breaks to minimize the effects of mental fatigue or stamina problems.
- Closely monitor time of day, medications and fatigue factors; confer with physicians to determine the feasibility of adjusting medication times so as not to conflict with instructional time.
- Be alert for attentional drifts and redirect the student to task when necessary.
- Explore a variety of cuing systems, e.g., verbal cues, gestural cues or signs at the study site that remind the student to stay on task.
- Use verbal medication strategies, such as inserting questions within a lesson, directing attention to the task and topic.
- Use tasks specifically designed to help the student focus his/her attention; e.g., simple maze learning tasks or letter/number cancellation tasks, emphasizing speed, accuracy, and the self-instructions that might promote heightened attention to task; help the student to transfer this improved, self-directed attending skill into the classroom environment.

B. STARTING, CHANGING, AND MAINTAINING ACTIVITIES

Observable Behavior:

- Confused or requires prompts about where, how, or when to begin assignment
- Doesn't know how to initiate or maintain (walks away, etc.) conversation
- Confused or agitated when moving from one activity, place, or group to another
- Stop midtask (math problem, worksheets, story, or conversation)
- Unable to stop (perseverates on) inappropriate strategies, topics, or behaviors
- Gives up quickly on challenging tasks

Strategies:

- Begin the day by reviewing the schedule and highlighting any changes in the activities.
- Help prepare the student for transitions throughout the day by reminding him or her of the next activity several minutes in advance.
- "Walk through" transitions with the student: return the reading text to the desk, take out the math book, and move to the appropriate area for the math lesson.
- Encourage the student to refer to printed or pictorial schedules with changes of activities, materials, or lesson locations.
- Teach the student to model peer behavior to know what to do next.
- Explain the purpose of the lesson; relate following directions to functional, everyday situations, such as assembling a model car or reading a recipe.
- Review printed or pictorial description of how to do a task to relieve tensions that result from the student's not knowing what is expected.
- Talk through several examples to help individuals get started.
- Review pictorial or printed rules of behavior before each lesson: "Look, listen, raise your hand."
- Praise students once they have begun a task and remind them that they are capable of completing the activity.
- Role-play or tell students what to say when they are initiating social contacts with peers.
- Emphasize closure of activities by giving students jobs such as collecting papers, cleaning up materials, or writing in their log books.
- Encourage students to observe the behavior of others as tasks end.
- List steps to the task and check them off when completed; emphasize where they are in relation to the final step.
- List end-of-session behaviors: "Put papers in blue box, return to desk."

C. TAKING IN AND RETAINING INFORMATION

Observable Behavior:

- Forgets things that happened, even the same day
- Problems learning new concepts, facts, or information
- Can't remember simple instructions or rules
- Forgets classroom materials, assignments, and deadlines
- Forgets information learned from day to day (does well on quizzes, but fails tests covering several weeks of learning)

Strategies:

- Provide time at the end of a session for students to tell personal stories or jokes.
- Include pictures or visual cues with oral information, since this multisensory input strengthens the information and provides various ways to recall it.
- Try to make the material to be learned significant and relevant to the student.
- Give meaning to rote data to enhance comprehension and learning.
- Regularly summarize information as it is being taught.
- Have the student overlearn material.
- Couple the new information with previously learned information.
- Teach the student to use one or more of the following techniques: visual imagery, "chunking" techniques (organizing information into easily retrieved segments), association techniques, mnemonic devices, such as acronyms, repetition and rehearsal techniques.
- Use verbal rehearsal. After the visual or auditory information is presented, have the student "practice" it (repeat it) and listen to themselves as they act on it.
- Limit the amount of information presented so that student can retain and retrieve it.
- Provide a matrix for the student to refer to if he or she has difficulty recalling information.
- Have the student take notes or record information on tape.
- Underline key words in a passage for emphasis.
- Provide a log book to record assignments or daily events.
- Provide a printed or pictured schedule of daily activities, locations, and materials needed.
- Role-play or pantomime stories to be remembered, such as who, what, when.
- Have student gestures or role-play. He or she may be able to act out a situation that has occurred but not have adequate verbal language to describe it.
- Provide visual or auditory cues: "Is it _____ or _____?" or give the beginning sound of a word.
- Include written multiple choice cues or pictures in worksheets.
- Teach students to compensate for work-finding problems by describing the function, size, or other attributes of times to be recalled.

NOTE: Many of the strategies listed under memory and attending can be used also to improve language comprehension.

D. LANGUAGE COMPREHENSION AND EXPRESSION

Observable Behavior:

- Confused with idioms (“climbing the walls”) or slang
- Unable to recall word meaning or altered meaning (homonym or homographs)
- Unable to comprehend or breakdown instructions and requests
- Difficulty understanding “Wh” questions: Who, what, where, when, and why
- Difficulty understanding complex or lengthy discussions
- Processes information at a slow pace
- Difficulty finding specific words (may describe but not label)
- Difficulty with clear articulation (slurs words)
- Difficulty fluently expressing ideas (speech disjointed, stops midsentence)

Strategies:

- Limit amount of information presented- perhaps one or two sentences.
- Use more concrete language.
- Teach the student to ask for clarification or repetitions or for information to be given at a slower rate.
- Use pictures or written words to cue students: use a picture of a chair and the written words sit if you want the student to exhibit that behavior.
- Pair manual signs, gestures, or pictures with verbal information.
- Act out directions: if the student is to collect papers and put them in a designated spot, demonstrate how this should be done.
- Use cognitive mapping (Gold, 1984): diagram ideas in order of importance or sequence to clarify content graphically. This also helps students to see part-whole relationships.
- Many of the strategies listed under memory and attending can also be used to improve language comprehension.
- Limit the amount of information presented; give the student instructions or other verbal information in appropriately small units.
- Present verbal information at a relatively slow pace, with appropriate pauses for processing time and with repetition if necessary.
- Limit the amount of extraneous or background noise when listening and understanding is critical.
- State information in concrete terms; use pictures or visual symbols if necessary.
- Have the student sit close to the teacher, with an unobstructed view.
- Teach the student to ask questions about the instructions or materials presented, to insure comprehension.
- Teach the student to request slower or repeated presentations if the material is presented too rapidly.

E. VISUAL-PERCEPTUAL PROCESSING

Observable Behavior:

- Cannot track when reading, skips problems, or neglects a portion of a page of written material
- Orients body or materials in unusual positions when reading or writing
- Gets lost in halls and cannot follow maps or graphs
- Shows left-right confusion

Strategies:

- Describe the visual instructional material in concrete terms.
- Provide longer viewing times or repeat viewings when using visual instructional materials.
- Facilitate a systematic approach to reading by covering parts of the page.
- Place arrows or cue words left to right, on the page to orient the student to space; teach the student to use the cues systematically to scan left to right.
- Provide large print books or use books on tape.
- Move the student closer to visual materials or have the materials enlarged.
- Place materials within the student’s best visual field; consult with an ophthalmologist or occupational therapist about possible visual-perceptual problems.

F. VISUAL-MOTOR SKILLS

Observable Behavior:

- Difficulty copying information from the board
- Difficulty with note taking
- Difficulty with letter formation or spacing
- Slow, inefficient motor output
- Poor motor dexterity (cutting, drawing)

Strategies:

- Use large paper.
- Use raised lined paper.
- Use paper with black lines on white, rather than dittoed or newsprint paper.
- Provide visual clues for beginning and end of lines. Place a green dot in the left margin and a red dot in the right margin.
- If not able to do handwriting worksheets with peers, the disabled child can practice letter or shape formation using materials appropriate for their muscle endurance. For example, writing with fingers can be done with finger paint, crazy foam, shaving cream, or sand trays. More resistance is offered by writing with a pencil in a clay tray.
- Cursive handwriting may be inappropriate for students with limited endurance and stability (cursive requires a sustained, fluid motion, while manuscript allows for frequent breaks and repositioning). Such children should be taught to read cursive but be allowed to continue to write in manuscript.
- Sometimes all that is needed is to provide the student with extra time to complete written tests and assignments.
- Be certain that the activity you have assigned must be in written form before denying the child the opportunity to participate in other class activities or assigning completion for homework.
- Alter length of written responses. Permit students to write shorter compositions than classmates.
- Let student underline answers on worksheets rather than copying them onto a blank space.
- Let student answer questions in one or two words rather than a complete sentence.
- Because positioning may be influenced by head movements, far-point copying may not be appropriate for some students. Provide a near-point model at the student's desk.
- A vertical paper holder may be useful to hold the model in front of the student.
- Some students are not able to copy the same amount as peers. If copying can be limited, do so. If not, allow the student to copy what he/she can and have another student copy an extra set of notes for him with carbon paper.
- Older students are responsible for note taking as a means of extending textbook information. This may present more difficulty to the student with a disability than mere copying. As mentioned earlier, a near-point model can be supplied, often a Xerox copy of the teacher's notes.
- When handwriting modifications such as those listed above have not been successful, alternative means of written communication may need to be considered. Among these are typewriters, computers, and calculators. Familiarity with these keyboards should be encouraged at an early age. Commercial typing programs are available for those purposes.
- Depending on the severity of the disabling condition, adaptive equipment may be needed to facilitate use of the keyboard. Such equipment may include key guards, which fit over the keyboard and prevent the student from striking more than one key at a time; dowels, which the child grasps to use instead of fingers to hit keys; and head sticks, which are pointing sticks strapped to the head for students who are unable to use their hands.
- Electric typewriters offer features that provide students with the most independence of operation and require less adaptation, such as automatic paper feeding, automatic line return, and self-correcting features. Easy access off and on switches also are important. Non-portable typewriters are preferable due to their weight, which prevents movement on the desk.
- Computers with printers are available in all schools and can be utilized by students with disabilities for written assignments, as well as communication. If a student cannot use the traditional computer keyboard with typewriter adaptations, expanded keyboards and visual scanners are available.
- Remember that while these alternatives to writing will improve legibility and accuracy, they will not necessarily increase speed. It may still be necessary to provide the student with more time to complete written assignments.
- Allow student to write or highlight in textbooks.
- Provide student with extra set of textbooks to keep at home rather than having to carry books back and forth to school.

Accommodations for students with Traumatic Brain Injuries

G. SEQUENTIAL PROCESSING

Observable Behavior:

- Difficulty with sequential steps of task (getting out materials, turning to page, starting an assignment)
- Confuses the sequence of events or other time-related concepts

Strategies:

- Limit the number of steps in a task.
- Present part of a sequence and have students finish it.
- Show or discuss one step of the sequence (lesson) at a time.
- Give general cues with each step: "What should you do first? What should you do second?"
- Have students repeat multistep directions and listen to themselves before attempting a task.
- Provide pictures or a written sequence of steps to remember: Tape a cue card to the desk with words or pictures of materials needed for a lesson, then expand original written directions. For example, if the direction was "Underline the words in each sentence in which ou or ow stands for the vowel sound; change this to (1) "read the sentence"; (2) "underline ou and ow words"; (3) "read the underlined words"; (4) "find the two words that have the same vowel sounds"; (5) "write these two words on the lines below the sentence."
- Tell students how many steps are in a task: "I'm going to tell you three things to do." (Hold up three fingers)
- Act out a sequences of events to clarify information.
- Provide sample items describing how to proceed through parts of a workshop.
- Number the steps in written directions and have the students cross off each step as it is completed.
- Teach students to refer to directions if they are unsure of the task.

H. PROBLEM-SOLVING, REASONING, AND GENERALIZATION

Observable Behavior:

- Fails to consider alternatives when first attempt fails
- Does not use compensatory strategies (outlining or underlining)
- Problems understanding abstract concepts (color, emotions, math, and science)
- Confusion with cause-effect relationships
- Unable to categorize (size, species)
- Problems making inferences or drawing
- Can stat facts, but cannot integrate or synthesize information
- Difficulty applying what they know in different or new situations

Strategies:

- Teach the structure or format of a task (e.g., how to complete a worksheet or mathematics problem)
- Maintain a known format and change the content of a task to help students see a relationship: Two pictures are presented and students must say if they are in the same category, or have the same initial sound; a worksheet format requires filling in blanks with words or numbers.
- Change the format of the task: Have student solve mathematics facts of a worksheet as well as on flash cards.
- Have completed sample worksheets in a notebook serve as models indicating how to proceed.
- Demonstrate how skills can be used throughout the day: Discuss how students rely on the clock or a schedule to get up in the morning, or catch a bus, begin school.
- Role-play in situations that simulate those which students may encounter, emphasizing the generalization of specific skills taught: completing school assignments and going to the store may involve the same strategies (making a list or asking for help).
- Develop a problem-solving guide to help students through the stages of problem solving (e.g., identify the problem; acquire relevant information for solving the problem; generate several possible solutions; list pros and cons for each solution; identify the best solution; create a plan of action; evaluate the effectiveness of the plan).
- Raise questions about alternatives and consequences.
- Allow the student to bring up relevant real-life problems that are appropriate for group discussion; promote brainstorming about alternative solutions and their usefulness.
- Introduce roadblocks and complications to enhance "detouring" skills and to encourage flexibility.
- Provide ongoing, non-judgmental feedback.
- Provide concrete dialogue.
- Be certain expectations are clear and understood.
- Ask the student to explain his/her understanding of what he/she has just heard or understands regarding a situation.
- Rephrase oral communication if student does not understand.

I. ORGANIZATION AND PLANNING SKILLS

Observable Behavior:

- Difficulty breaking down complex tasks (term papers, projects)
- Problems organizing materials
- Problems distinguishing between important and unimportant information
- Difficulty making plans and setting goals
- Difficulty following through with and monitoring plans
- Sets unrealistic goals

Strategies:

- Attempt to limit impulsive responses by encouraging the students to take “thinking time” before they answer.
- Have students organize information by using categories, such as who, what, when, where. This strategy can be used in an expanded form to write a story.
- Teach students a sequence of steps to aid and in verbal organization: have the students use cue cards with written pictures steps when formulating an answer.
- Focus on one type of information at a time.
- Decrease rambling by having students express a thought “in one sentence”.
- Limit the number of steps in a task.
- Provide part of a sequence and have the student finish it.
- Give cues, such as “Good, now what would you do?”
- Structure thinking processes graphically, e.g., with time lines, outlines, flow charts, graphs.
- Use categories to focus on one topic at a time.
- Identify the main idea and supporting details; categorize the details (e.g., using who, what, when, where, and why questions); teach the student to do the same when reading or listening to lecture material.

J. IMPULSE OR SELF-CONTROL

Observable Behavior:

- Blurts out in class
- Makes unrelated statements or responses
- Acts without thinking (leaves class, throws things, sets off alarms)
- Displays dangerous behavior (runs into street, plays with fire, drives unsafely)
- Disturbs other pupils
- Makes inappropriate offensive remarks
- Shows compulsive habits (nail-biting, tapping)
- Hyperactive, out-of-seat behavior

Strategies:

- Place unnecessary materials out of sight or out of reach.
- Discuss rules and their importance at the beginning of the lesson.
- Explain how student impulsive acts (e.g., calling out) disturb others.
- Role-play appropriate responses (e.g., raising hand). Place a sign on the student’s desk with a picture of a hand and point to this when the student interrupts.
- Employ “stop-action” technique: Immediately stop individuals from disrupting an activity, encourage them to verbalize an alternative behavior, and have them follow through appropriately.
- Provide time at the end of the session for student to tell personal stories or jokes.
- Assure the student that he or she has sufficient time to complete tasks and need not “hurry through” them. If needed, break a large task down into smaller tasks.
- Recognize that the student will have difficulty “taking turns and sharing”. Try to alleviate those situations when possible. If that is not possible, attempt to reduce the stress with a remark such as, “We have plenty of time before we have to get started, so take your time sharpening your pencils.”

K. SOCIAL ADJUSTMENT AND AWARENESS

Observable Behavior:

- Acts immature for age
- Too dependent on adults
- Too bossy or submissive with peers
- Peculiar manners and mannerisms (stands too close, interrupts, unusually loud, poor hygiene)
- Fails to understand social humor
- Fails to correctly interpret nonverbal social cues
- Difficulty understanding the feelings and perspective of others
- Doesn't understand strengths, weaknesses, and self presentation
- Doesn't know when help is required or how to get assistance
- Denies any problems or changes resulting from injury

Strategies:

- Make students aware of what they can and cannot do: Expand tasks that are done successfully by adding one step that will be "harder".
- Make asking for help a student goal and reinforce this heavily.
- Attach cue cards to desk: "Raise your hand for help."
- Decrease daydreaming that results from an inability to proceed by asking direct questions or by providing cue cards: "Are you stuck?" "Is that clear?"
- Model desired behavior; role-play situations.
- Review directions or sample items.
- Provide a written sequence to follow and thus circumvent memory problems and anxiety.
- Assure them that they can complete the task.
- Select only a portion of the task or short assignments to be completed independently.
- Point to a sign "Return to work" when students stop working.
- Use a timer intermittently, and reward students who are working when it rings.
- Provide additional time for students who work slowly to complete tasks.

L. EMOTIONAL ADJUSTMENT

Observable Behavior:

- Easily frustrated by tasks or if demands not immediately met
- Becomes argumentative, aggressive, or destructive with little provocation
- Cries or laughs too easily
- Feels worthless or inferior
- Withdrawn, doesn't get involved with others
- Becomes angry or defensive when confronted with changes resulting from injury
- Apathetic and disinterested in friends or activities
- Make constant inappropriate sexual comments and gestures
- Unhappy or depressed affect
- Nervous, self-conscious, or anxious behavior

Strategies:

- Emphasize what the individuals can do and point out progress that they have made: Compare recent, past and present work.
- Chart achievement of goals to build self-confidence.
- Limit perseverative behavior by using verbal directions ("Erase only once") or by focusing attention on less threatening or more socially appropriate tasks.

M. SENSORIMOTOR SKILLS

Observable Behavior:

- Identified problems with smell, taste, touch, hearing, or vision
- Problems with visual acuity, blurring, or tracking
- Problems with tactile sensitivity (e.g., can't type or play an instrument without watching hands)
- Identified problems with our motor (e.g., swallowing), fine motor, or gross motor skills
- Poor sense of body in space (loses balance, negotiating obstacles)
- Motor paralysis or weakness of one or both sides
- Motor rigidity (limited range of motion), spasticity (contractions), and ataxia (erratic movements)
- Difficulty with skilled motor activities (dressing, eating)

Strategies:

- Building site should include ramps or level spaces to allow the student in a wheelchair easy access to entering/exiting the building. A fire/emergency exit plan should be established with necessary modifications.
- Ramps should have a slope of one foot length per inch of rise.
- Walkways should allow safe mobility in a wheelchair from bus to building.
- Students should open doors independently if possible. A physical therapist can provide consultation or teach the child this skill if possible.
- Restrooms should be accessible- this may require the use of toilet rails, wider stalls, raised toilet seats, and more space for maneuverability.
- A student in a wheelchair should be able to reach the paper towel dispenser, trash can, soap dispenser, and sink. Pipes under the sink should be insulated if a student in a wheelchair is using the sink.
- A water fountain or sink with cup should be accessible in the area of the student's class.
- A public telephone should be accessible if it is available for other students.
- Lockers should be accessible to students in wheelchairs. Height of the locker depends on the student's size, balance, and flexibility. It is helpful to have a locker so they are as much as possible in the same area of the building. Locks with keys may be better than combination locks for some students.
- Consult the building principal and physical therapist if assistance is needed to make modifications.
- A lift bus should be used for students in wheelchair or those who cannot climb steps and who sit in a chair on the lift only.
- Seat belts, car seats, harnesses should be provided on a special education bus.
- Bus driver may discharge/pick up student at a location which provides maximum independence for the student. A curb or stationary step may be used to assist students who have difficulty climbing steps.
- Independence getting off/on the bus along with safety should be stressed.
- If the student needs a seat belt or harness and can otherwise ride a regular bus, the transportation department can equip the bus to be used with a seat belt or harness.
- If the student needs a lift bus, encourage the other students to ride with him. If all the students cannot fit on the lift bus but could fit in a regular bus, the special education department can be contacted by the Director of Elementary or Secondary Education and asked to cover the cost of the lift bus. Other students should ride the bus with the student with a disability.
- The student may need an adult as an aide on the field trip. This may be the parent, a volunteer, or an aide from the school. The special education department may be contacted if these individuals are not available.
- The site being visited on a field trip should be studied prior to the trip to determine any possible problems (e.g., accessibility of bathrooms, walking terrain, distance).
- If a student will be unable to walk the entire distance included on a trip and he/she does not have a wheelchair or other mode of mobility, the physical therapist can assist in securing a wheelchair for the day.
- Classroom should be set up so the student can easily move to his/her desk, teacher's desk, and work stations.
- Secondary classes should be scheduled with as little distance between classes as possible.
- The student may need to leave class early to get to his/her next class and avoid crowded halls.
- A basket may be added to the side of a student's wheelchair or to his/her walker to carry his/her books. A backpack is helpful for some ambulatory students or a buddy may need to carry his/her books.
- A student who may need to take his/her computer or typewriter from class to class may be able to do so independently if it is on a rolling table.
- Use a table of the correct height, where forearms comfortably rest flat on the table when sitting erect.

Accommodations for students with Traumatic Brain Injuries

- Use on the necessary amount of side and back support.
- Use a belt around the pelvis which doesn't impair breathing, if a belt is necessary
- Support the child's feet so that the hips and knees are at 90 degree angles.
- Prevent incorrect positioning, such as knees crossed.
- The trunk and head should be as straight as possible.
- If a child has an unusual pencil grasp, do not immediately try to change his/her grip. This grip may be a reflection of unstable positioning. Children will often use a tight pencil grip as a means of gaining postural stability.
- Pencil Grips may be useful with some students to provide pencil stability. Commercial grips can be purchased. They can also be made from clay, plaster of paris, masking tape, or rubber bands.
- The writing utensil affects the quality of written work equally as much as the skill in executing the various handwriting strokes. When selecting a writing instrument, keep in mind that a pencil or crayon requires the more physical strength because it provides the most resistance. If you see that a student is having difficulty using these instruments, try having him/her write with a flair or ball-point pen, which provides less resistance.
- Tape or secure paper to desk.

COMPENSATORY STRATEGIES

ORIENTATION:

The Student

- Uses a map or written schedule to show him/her where to go
- Describes how to get to a location before going
- Leaves class early to avoid confusion of hall traffic
- Uses an alarm watch or timer set for regular intervals
- Uses assignment books

ATTENTION/CONCENTRATION:

The Student

- Uses color cuing or underlining to focus attention
- Requests that teacher repeat instructions slowly
- Recognizes and communicates when he/she is presented with too much information at one time

VISUAL/PERCEPTUAL PROCES:

The Student

- Uses a marker to omit the amount of written information on a page
- Uses an index card to assist scanning and maintaining his/her place

ORGANIZATION:

The Student

- Uses a notebook to organize schedules, maps, homework, strategies
- Uses graphic organizers such as charts, graphs, flow charts, timelines, arrows
- Highlights and makes notations in long passages
- Uses task organization checklists with sequenced steps

MEMORY:

The Student

- Use notes, lists, schedules
- Uses a tape recorder
- Repeats information over and over silently to place it in memory

PROBLEM SOLVING:

The Student

- Uses a checklist to identify alternatives, weigh consequences, and select course of action

SELF-MONITORING

The Student

- Uses "self-talk" (e.g., Is the task complete? Was I successful? What do I need for this task?)

Following are examples of instructional modifications to address cognitive problems.
This list is not exhaustive and not all examples are relevant for a student.

INSTRUCTIONAL MODIFICATIONS

ORIENTATION:

- Provide cues to help with transitions “In five minutes, we will be going to lunch.”
- Cue the student to observe peers

ATTENTION/CONCENTRATION:

- Provide cues to the student to look or listen for certain information
- Use short and concise instructions
- Provide verbal, visual, or physical redirection
- Present verbal information at a relatively slow pace, with appropriate pauses for processing time and with repetition if necessary

VISUAL/PERCEPTUAL PROCESSES:

- Provide longer viewing times and repeat viewing
- Provide arrows or cue words on a page to orient the student
- Use color or underlining to focus attention
- Use verbal cues

ORGANIZATION:

- Condense lengthy directions into steps
- Provide a list of key words and concepts for lessons being taught
- Organize thoughts by teaching from the concrete to the abstract

MEMORY:

- Summarize information as it is being taught
- Couple new information with previously learned information
- Reinforce information presented with pictures or other visual images
- Emphasize information to be remembered

PROBLEM SOLVING:

- Teach the student steps involved in problem solving
- Use events that occur in the class to help him/her practice problem solving
- Use modeling, rehearsing, and role-playing

SELF-MONITORING

- Provide cues to the student to begin tasks