

### **Acquisition of Information**

Due to @his/her@ weakness in sustained attention @firstname@ may benefit from some of the following adaptations:

- Writing start and stop times on assigned tasks
- Incentive systems
- Breaking tasks into subtasks with short breaks between
- Setting a timer
- Self- monitoring
- Interest- specific content
- Reward at end of task
- Positive attention and praise when on task

Due to @his/her@ weakness in general knowledge and vocabulary @firstname@ may benefit from some of the following adaptations:

- Teach vocabulary explicitly- write pertinent vocabulary on board
- Provide glossaries or word banks for work and exams
- Check-ins to ensure understand after lecture
- Provide student with advance organizer or notes in cloze form for new information
- Work to expand student's vocabulary
- Semantic maps

### **Organization**

Due to @his/her@ weakness in organization @firstname@ may benefit from some of the following adaptations:

- Teach organizational schemes - cue for use and reinforcement for using them (i.e. Daily Planner, Folder System, Template for desk organization)
- Provide supervision with plan for reduced monitoring
- Provide lists of tasks to be accomplished
- Clear schedules with prompts
- Use time limits and reminders for how much time is left
- Cueing devices for time limits
- Building a sense of time urgency
- Self-monitoring of estimated versus actual completion time required for tasks

### **Planning and Sequencing:**

Due to @his/her@ weakness in planning, @firstname@ may benefit from some of the following adaptations:

- Provide a schedule
- Use scoring rubrics for assignments
- Break down long projects into sub-assignments with deadlines
- Involve the student in setting goals
- Make goals as real and as visible as possible
- Frequent feedback about goal progress

Due to @his/her@ weakness in sequencing, @firstname@ may benefit from some of the following adaptations:

- Clearly present rule or procedure and provide concrete examples and, if possible, with hands on opportunities
- Provide help and tools for sorting relevant from irrelevant information
- Make explicit connections between new material and previously learned material
- Teach new information in groups
- Provide routine or practiced sequence for approaching a difficult task
- Provide students with semantic maps
- Provide cheat sheets to facilitate memory and connections
- Tests requiring recognition versus recall
- Engage prior knowledge before teaching a new topic
- Teach use of mnemonic devices

### **Working Memory:**

Due to @his/her@ weakness in working memory, @firstname@ may benefit from some of the following adaptations:

- Use of storage device (i.e. agenda book, calendar, note book for to-do lists)
- Use of a cueing system or device (i.e. verbal reminders, alarms, visual cues)
- Placing cues in a prominent place and making them unusual or unexpected
- Self-monitoring of use of cues
- Opportunities for repeated practice
- Teach new material in a meaningful context to help with encoding
- Provide written supports to supplement oral instructions
- Break down instruction steps for student
- Provide visual supports
- Highlight important information
- Teach chunking strategies
- Ensure student's attention before giving instructions
- Check in with student after directions are given
- Provide cloze method for notes during an oral lecture
- Teach use of mnemonics
- When appropriate, focus on sight word vocabulary versus phonetic decoding

### **Visual Processing**

Due to @his/her@ weakness in visual processing, @firstname@ may benefit from some of the following accommodations:

- Focus on concepts such as word length or shape of word when teaching decoding
- Provide oral explanations for visual material
- Support teaching of spatial concepts through hands-on activities and manipulatives
- Use graph paper for math problems to assist with number alignment
- Increased opportunities for activities such as puzzles, mazes, and dot-to-dots
- Highlight important information in text
- Provide visual markers (i.e. arrows for completing a math problem)
- Provide a model for student to copy

### **Auditory Processing**

Due to @his/her@ weakness in auditory processing, @firstname@ may benefit from some of the following accommodations:

- Interventions that focus on phonemic awareness
- Emphasis on sight word vocabulary
- Self-monitoring of reading context (i.e. does this word make sense)
- Provide guided notes
- Supplement oral instructions with written instructions
- Employ clear articulations and preferential seating
- Provide demonstrations and concrete examples for concepts taught orally
- Pre-teach concepts that will be taught orally
- Emphasizing use of context clues
- Teaching root words
- Providing signal to student when instructions will be given
- Using books on tape to increase exposure to language and patterns
- Reduce extraneous noise

### **Processing Speed**

Due to @his/her@ weakness in processing speed, @firstname@ may benefit from some of the following accommodations:

- Repeated practice
- Extended time for assignments and tests
- Reduce quantity of work required
- Increase "wait" time after questions are asked
- Choral response reading
- Utilize cloze procedure for notes sheets during lectures
- Provide oral summaries of reading to supplement comprehension
- Speed drills with letters, numbers, math facts, or sight words
- Repetition to build speediness

### **Expression (Verbal/Nonverbal)**

Due to @his/her@ weakness in expression, @firstname@ may benefit from some of the following accommodations:

- Teach vocabulary explicitly – write pertinent vocabulary on board
- Provide glossaries or word banks for work and exams
- Check-ins to ensure understanding after lecture
- Provide student with advance organizer or notes in cloze form for new information
- Work to expand student's vocabulary
- Semantic maps

### **Transfer of Information**

Due to @his/her@ weakness in transfer of information, @firstname@ may benefit from some of the following accommodations:

- Provide wide lined paper with baseline and dotted middle line
- Provide grid or graph paper for math problems
- Provide some type of marker for student to put under line that is being copied (i.e. ruler, sticky note)
- Have student copy math problem in colored pencil then work problem in regular pencil
- Provide a magnified copy of the text for student to copy from
- Provide visual markers on a page to prompt student where to write and organize responses

### **Motor Control for Written Tasks**

Due to @his/her@ weakness in motor control for written tasks @firstname@ may benefit from some of the following accommodations:

- Provide wide lined paper with baseline and dotted middle line
- Provide grid or graph paper for math problems
- Provide some type of marker for student to put under line that is being copied (i.e. ruler, sticky note)
- Have student copy math problem in colored pencil then work problem in regular pencil
- Provide a magnified copy of the text for student to copy from
- Provide a stress ball for the student to manipulate for a few minutes before writing to warm up @his/her@ muscles
- Provide a pencil grip to facilitate appropriate holding of pencil
- Encourage student to use and maintain appropriate posture when writing
- Allow student to respond orally instead of in writing