

Designing Lessons for Diverse Learners by Natalie Olinghouse 2008

Who deserves accommodations? **Everyone!** Instructional accommodations are not just for students who are struggling. When accommodations are made, all students benefit.

Accommodations do not fundamentally alter or lower expectations or standards in instructional level (conceptual difficulty), content, or performance criteria. Instead, changes are made in the instructional delivery method, assessment method, or both to enable the student to have access to the same learning and equal opportunity to demonstrate learning.

Accommodations fall under four major categories:

Content: What the student needs to learn. The instructional concepts should be broad based, and all students should be given access to the same core content. However, the content's complexity should be adapted to students' learner profiles. Teachers can vary the presentation of content, (e.g., textbooks, lecture, demonstrations, taped texts) to best meet students' needs.

Process: Activities in which the student engages to make sense of or master the content. Examples of differentiating process activities include scaffolding, flexible grouping, interest centers, manipulatives, varying the length of time for a student to master content, and encouraging an advanced learner to pursue a topic in greater depth.

Products: The culminating projects that ask students to apply and extend what they have learned. Products should provide students with different ways to demonstrate their knowledge as well as various levels of difficulty, group or individual work, and various means of scoring.

Learning Environment: The way the classroom works and feels. The differentiated classroom should include areas in which students can work quietly as well as collaborate with others, materials that reflect diverse cultures, and routines that allow students to get help when the teacher isn't available (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Use the following steps to providing accommodations: (cec.sped.org)

Step 1. Create a Plan for Adapting Materials

Effective adaptations require sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. In some cases, it is important to involve your administrator and curriculum or program coordinator from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. As much as possible, involve students, parents, paraprofessionals, and others. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

Step 2. Identify and Evaluate the Demands that Students Are Not Meeting

The purpose of this step is to define the problem to be addressed by the adaptation. Observe students' performance when they use typical instructional materials. They may have difficulty acquiring or getting the important information from written materials, storing or remembering the information presented in the materials, or expressing the information or demonstrating competence on written tests. If students have difficulty with a given task, different solutions may be required depending on the level of difficulty and the student's individual needs.

Step 3. Develop Goals for Teaching Strategies and Making Adaptations

Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, teachers may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work. All adaptations lead students to become dependent on the person who makes them. Before an adaptation is made for an individual student, educators must carefully consider the best approach to addressing the student's difficulty and promoting success. *Adaptations should be approached as short-term solutions within a long-term plan for teaching skills and strategies that will promote the student's independence as a learner and ultimately reduce the need for adaptations.*

Step 4. Determine Whether Content or Format Adaptations Are Needed

Content adaptations may be made only when the student's Individualized Educational Program (IEP) notes that the general curriculum is inappropriate for this student. Content adaptations must also meet local and state education standards. In some cases, the IEP may address the degree to which the requirements associated with meeting state standards and taking assessments may be modified. The teacher must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content.

When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content. Again, the teacher must identify the critical elements of course content that students must learn: First, identify the critical course ideas or concepts. Then identify the information that must be mastered in each unit to ensure that

the critical course ideas are mastered. Finally, determine how students will demonstrate their mastery at the end of each unit and at the end of the course. Format adaptations are made to compensate for mismatches between the presentation or design of the materials and the skills and strategies of the student. In format adaptations, the content is not altered.

Step 5. Identify the Features of the Materials that Need To Be Adapted

The design of materials can present many different types of problems for students who struggle. Teachers adapting materials should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information. It may not be relevant to students or it may be boring. Further, it may call for skills or strategies or background information that the student does not possess. It may present activities that do not lead to mastery, or it may fail to give students cues about how to think about or study the information. Materials also may not provide a variety of flexible options through which students can demonstrate competence. Guidelines for identifying these and other problems in the design of instructional materials may be found in resources like those listed at the end of this article.

Step 6. Determine the Type of Adaptation That Will Enable the Student To Meet the Demand

Once the materials have been evaluated and possible problem areas identified, the type of format adaptation must be selected. Format adaptations can be made by

- *Altering existing materials*-Rewrite, reorganize, add to, or recast the information so that the student can access the regular curriculum material independently, e.g., prepare a study guide and audiotape.
- *Mediating existing materials*-provide additional instructional support, guidance, and direction to the student in the use of the materials. Alter your instruction to mediate the barriers presented by the materials so that you directly lead the student to interact with the materials in different ways. For example, have students survey the reading material, collaboratively preview the text, and create an outline of the material to use as a study guide.
- *Selecting alternate materials*-Select new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer program that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

Step 7. Inform Students and Parents About the Adaptation

Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation. As students progress, they should be taught how to recognize the need for and request materials adaptations.

Step 8. Implement, Evaluate, and Adjust the Adaptation

As the adaptation is implemented, the teacher should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the student in its use. Adaptations should significantly reduce failure and learning difficulties.

Step 9. Fade the Adaptation When Possible

Adaptations usually are short-term solutions to allow classroom learning and participation until the needed skills and strategies can be taught. Once the adaptation is in place, the teacher should begin to plan with other teachers how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaptation should be faded. The adaptation should not be removed until the student possesses the skills and strategies to learn and complete tasks independently. For some students, an adaptation may be required for several months, while for others; it may be maintained for years.

The remaining part of this article presents suggestions for adaptations and accommodations for students, along with suggestions for instruction. Each section is organized around specific learning problems that students may exhibit. For each learning problem, a series of questions are listed that teachers can ask to learn more specifics about the student who is struggling. Adaptations and accommodations should be matched to specific skill deficits within each learning problem. For example, there are several causes of word reading difficulties. A student who has deficits in phonological awareness will need different adaptations and accommodations than a student who is able to read single syllable words but struggles with multisyllabic words. Additionally, these students require different instruction to remediate their skill deficits (see the Suggestions for Instruction column).

It is important to note that teachers should pair instruction along with the use of adaptations or accommodations in two areas. First, sometimes students need instruction in how to use and apply the adaptation or accommodation to their learning. The teacher should not assume that the student will be able to benefit from the adaptation or accommodation without this instruction. Second, as mentioned previously, adaptations or accommodations increase dependence in the student. Instruction in the learning deficit ensures that the student builds his or her abilities while being supported, and then the support is reduced or removed as the student's skills improve. While the specific instruction will vary depending on individual student needs, all instruction for struggling students should be explicit (directly taught), systematic (sequenced so that skills build on one another, not left to incidental learning), scaffolded (supported instruction that is gradually withdrawn as students become more proficient) and modeled (teacher models both the task/skill and the thought processes to complete the task/skill).

In many cases, students will require adaptations or accommodations in several areas. The teacher should determine the most effective and efficient package of adaptations or accommodations for the student. Other students in the class also may benefit from these adaptations or accommodations.

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students have difficulty reading the words</i>	<ul style="list-style-type: none"> ▪ Does the student have difficulty in perceiving or producing complex sounds? ▪ Does the student have a deficiency in awareness of sounds (phonological awareness)? ▪ Does the student have difficulty reading one/two/multisyllabic words? ▪ Does the student have difficulty reading words with affixes? 	<ul style="list-style-type: none"> ▪ Provide tape-recorded versions of material ▪ Use videotape or movie that presents the same information ▪ Use assistive technology to transfer printed words to speech ▪ Have a reading buddy read aloud textbooks or other printed material ▪ Provide opportunities for several re-readings of the same text ▪ Reduce the amount of required reading ▪ Reduce the complexity of the required reading ▪ Provide a glossary of content-related terms ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Teach phonemic awareness skills ▪ Teach word reading strategies (e.g., letter-sound relationships, reading by analogy, variable vowels sounds, affixes) ▪ Use flexible grouping strategies so that students can work on key skills in small groups
<i>Students have difficulty finding the main idea or identifying important information in the text (either listening or reading comprehension)</i>	<ul style="list-style-type: none"> ▪ Does the student have difficulty reading the words (see Word reading difficulties)? ▪ Does the student have appropriate reading fluency (see Fluency difficulties)? ▪ Does the student have the relevant background knowledge? 	<ul style="list-style-type: none"> ▪ Highlight important ideas and have the student read those first ▪ Provide a study guide for the student to follow when reading independently ▪ Let the student use books written slightly below their reading level ▪ Provide visual/audio support for ideas in text 	<ul style="list-style-type: none"> ▪ Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purpose for reading) ▪ Teach vocabulary strategies (e.g., how to determine meaning of unfamiliar words,) ▪ Teach comprehension strategies (e.g., summarization, prediction, clarification, inferences, questioning)

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Continued</i> Students have difficulty finding the main idea or identifying important information in the text (either listening or reading comprehension)</p>	<ul style="list-style-type: none"> ▪ Can the student make connections between prior knowledge and new information? ▪ Can the student identify inconsistencies between prior knowledge and new information? ▪ Does the student know the essential vocabulary? ▪ Can the student formulate appropriate/relevant questions about the text? ▪ Can the student make inferential connections? ▪ Can the student identify and differentiate several types of text structures? ▪ Does the student have familiarity with text features (e.g., table of contents, headings, glossary)? ▪ Can the student paraphrase or summarize what he or she has just read? ▪ Is the student aware when he or she is experiencing difficulties understanding the text? 	<ul style="list-style-type: none"> ▪ Provide relevant background knowledge through multiple avenues ▪ Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised ▪ Use pre-designed graphic organizers to document prior and new knowledge ▪ Revisit predictions ▪ Use alternative forms of expression (e.g., story boards, pictures) ▪ Pre-teach vocabulary ▪ Provide advanced/graphic organizers based on text structure (may need to fill in information for some students) ▪ Provide the student with generic question prompts to use while reading (e.g., what did the character just do? How does this new information fit with what I already know?) ▪ Reduce the amount of information presented at one time 	<ul style="list-style-type: none"> ▪ Teach note taking skills ▪ Provide examples and teach names of different text structures ▪ Compare/contrast different text structures ▪ Teach students how to identify main ideas ▪ Teach visual imagery of ideas in text ▪ Teach self-monitoring of comprehension ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Continued</i> Students have difficulty finding the main idea or identifying important information in the text (either listening or reading comprehension)</p>		<ul style="list-style-type: none"> ▪ Allow the student to reread material or practice skills/strategies on previously read text rather than on new text ▪ Allow the student to take notes, highlight, or write in the text, or provide a copy of the text so that the student can mark directly on the text ▪ Have students draw images from text ▪ Provide self-monitoring checklists for comprehension ▪ Use simple written instructions, or provide visuals ▪ Provide study guides that feature the most important content ▪ Block out extraneous stimuli (cover all text except section being read) ▪ Use consumable materials so that students can highlight or mark on text ▪ Reduce the complexity of the reading material ▪ Provide a glossary of content-related terms 	

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students have poor reading fluency</i>	<ul style="list-style-type: none"> ▪ Does the student have difficulty reading the words (see Word reading difficulties)? ▪ Does the student have difficulty understanding what he or she reads (see Reading comprehension difficulties)? ▪ Does the student read with prosody (inflection)? ▪ Does the student have adequate reading speed? 	<ul style="list-style-type: none"> ▪ Reread the same text multiple times ▪ Pair good and poor readers for activities ▪ Let the student use books written slightly below their reading level ▪ See supports for poor word reading or reading comprehension, if appropriate ▪ Reduce the amount of required reading ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Model appropriate reading speed and prosody ▪ Provide multiple interactions with the same text ▪ Encourage repeated readings using motivating and interesting activities ▪ Use flexible grouping strategies so that students can work on key skills in small groups
<i>Students have difficulty understanding what they should learn from a lecture or discussion.</i>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? ▪ Does the student have problems with listening comprehension (see Reading comprehension difficulties)? 	<ul style="list-style-type: none"> ▪ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts ▪ Provide an overview of the content at the beginning of the lesson ▪ Introduce new vocabulary and concepts before the lesson ▪ Provide a summary of important information from the lecture with a list of questions to be answered ▪ Provide study guides that feature the most important content ▪ Review previously learned content prior to the activity ▪ Provide a glossary of content-related terms 	<ul style="list-style-type: none"> ▪ Teach note taking skills and strategies ▪ Teach students how to identify main ideas and important information; teach summarization skills ▪ Teach students how to ask clarification questions ▪ Teach self-regulation strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Students have difficulty following the ideas during the lecture or discussion.</i></p>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? ▪ Does the student have problems with listening comprehension (see Reading comprehension difficulties)? 	<ul style="list-style-type: none"> ▪ Keep students involved by encouraging them to ask questions or by breaking up the lecture with small group activities or discussions ▪ Identify the main steps or key components of the information ▪ Write important ideas down on the board/chart. Use colored chalk or markers for emphasis ▪ Give students copies of lecture notes ▪ Let students use a tape recorder to record lectures and class discussions ▪ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion ▪ Provide study guides that feature the most important content ▪ Provide help for note taking, such as giving a copy of overheads, an outline of a lecture, or a diagram ▪ Introduce new vocabulary and concepts before the lesson 	<ul style="list-style-type: none"> ▪ Teach note taking skills and strategies ▪ Teach students how to identify main ideas and important information; teach summarization skills ▪ Teach students how to ask clarification questions ▪ Teach self-regulation strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Continued</i> Students have difficulty following the ideas during the lecture or discussion.</p>		<ul style="list-style-type: none"> ▪ Use pictures, written words, charts, or diagrams to reinforce what is presented orally ▪ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts ▪ Provide an overview of the content at the beginning of the lesson ▪ Provide a summary of important information from the lecture with a list of questions to be answered 	
<p>Students have difficulty taking notes and remembering the ideas.</p>	<ul style="list-style-type: none"> ▪ Does the student use shorter and less complex sentences for their age (see Writing suggestions)? ▪ Does the student have difficulty understanding what should be written? ▪ Does the student have difficulty understanding sentences that express relationships? ▪ Does the student frequently use the same sentence structures (see Writing suggestions)? 	<ul style="list-style-type: none"> ▪ Identify the main steps or key components of the information ▪ Write important ideas down on the board/chart. Use colored chalk or markers for emphasis ▪ Provide study guides that feature the most important content ▪ Give the student copies of lecture notes ▪ Let the student use a tape recorder to record lectures and class discussions ▪ Introduce new vocabulary and concepts before the lesson 	<ul style="list-style-type: none"> ▪ Teach note taking skills and strategies ▪ Teach students how to identify main ideas and important information; teach summarization skills ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Continued</i> Students have difficulty taking notes and remembering the ideas.</p>	<ul style="list-style-type: none"> ▪ Does the student have difficulty with handwriting or spelling (see Fine Motor control or Spelling suggestions) 	<ul style="list-style-type: none"> ▪ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion ▪ Provide help for note taking, such as giving a copy of overheads, an outline of a lecture, or a diagram ▪ Use pictures, written words, charts, or diagrams to reinforce what is presented orally ▪ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts ▪ Provide an overview of the content at the beginning of the lesson ▪ Provide a summary of important information from the lecture with a list of questions to be answered ▪ Provide a pre-designed graphic organizer that the student can fill in throughout the lesson 	

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Students have trouble with fine motor control and handwriting.</i></p>	<ul style="list-style-type: none"> ▪ Does the student have large handwriting that doesn't stay within the lines? ▪ Does the student have small, cramped handwriting? ▪ Is the student's handwriting legible? ▪ Does the student have difficulty with cursive handwriting? ▪ Is the student's handwriting slow and labored? 	<ul style="list-style-type: none"> ▪ Let the student write directly in the workbook or on a copy of the workbook page ▪ Provide an outline where students have less to write ▪ Reduce the amount of written work ▪ Grade content and mechanics separately in written assignments. ▪ Let students use a word processor ▪ Let students dictate their work to a teaching assistant or classmate who will write the ideas down ▪ Let students tape record their ideas before writing them down ▪ Allow the student to respond orally ▪ Let the student use adaptive devices: pencil grips or special pen or pencil holders, erasable pens, small papers with raised or color coded lines ▪ Allow the student to write in either print or cursive when writing for an extended time ▪ Reduce the amount of copying ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Consider a referral for Occupational Therapy services ▪ Teach handwriting skills to improve legibility, fluency, or letter retrieval ▪ Teach handwriting skills both separately and within writing assignments ▪ Teach word processing skills ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students have difficulty with spelling.</i>	<ul style="list-style-type: none"> ▪ Does the student have difficulty spelling predictable spelling patterns? ▪ Does the student have difficulty spelling irregular or multisyllabic words? ▪ Does the student have difficulty spelling words while writing? 	<ul style="list-style-type: none"> ▪ Let the student use a word processor ▪ Let the student use a spelling dictionary or electronic spelling aid ▪ Grade content and mechanics separately in written assignments. ▪ Give the student a chance to correct spelling errors ▪ Provide a glossary of content-related terms ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Teach specific spelling skills to improve word spelling, fluency, and retrieval ▪ Use flexible grouping strategies so that students can work on key skills in small groups ▪ Teach word processing skills (keyboarding, use of spell check*)
<i>Students have difficulty expressing their ideas in writing.</i>	<ul style="list-style-type: none"> ▪ Does the student write only a few sentences? ▪ Does the student complain of not knowing what to write? ▪ Does the student have difficulty with handwriting (see Handwriting suggestions)? ▪ Does the student have difficulty with spelling (see Spelling suggestions)? ▪ Does the student frequently write on the same topic? ▪ Does the student's writing lack detail? 	<ul style="list-style-type: none"> ▪ Let the student use a thesaurus to find words to write or say ▪ Provide brainstorming activities before writing ▪ Provide graphic organizers that prompt the student in specific areas before writing ▪ Let the student tape record their ideas before writing them down ▪ Provide a glossary of content-related terms ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Teach brainstorming or prewriting skills and strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students have poor written vocabulary</i>	<ul style="list-style-type: none"> ▪ Does the student frequently use the same words when writing? ▪ Does the student have difficulty with handwriting (see Handwriting suggestions)? ▪ Does the student have difficulty with spelling (see Spelling suggestions)? 	<ul style="list-style-type: none"> ▪ Provide brainstorming activities before writing ▪ Use graphic organizers to brainstorm vocabulary and ideas before writing ▪ Provide a glossary of content-related terms Let students tape record their ideas before writing them down ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Teach new vocabulary appropriate to the writing situation ▪ Teach brainstorming or prewriting skills and strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups
<p><i>Learning problem: Students have trouble remembering what to do.</i></p> <p><i>Students have difficulty understanding the directions.</i></p>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? 	<ul style="list-style-type: none"> ▪ Have the student say or show the directions in his/her own words ▪ Provide an assignment notebook or a personal planner. The student may need to have the teacher fill it in at the beginning ▪ Give step-by-step instructions. Outline the steps in writing or use pictures. ▪ Rewrite the directions (simplify) ▪ Model sample problems or tasks ▪ Combine spoken directions with pictures, words, or diagrams 	<ul style="list-style-type: none"> ▪ Teach how to use assignment notebooks or personal planners ▪ Teach how to ask clarification questions ▪ Teach self-regulation strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Students have difficulty keeping track of their assignments.</i></p>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? ▪ Does the student frequently lose assignments and belongings (see appropriate area)? ▪ Is the student's desk frequently disorganized? 	<ul style="list-style-type: none"> ▪ Provide a specific, consistent location for each subject's assignments ▪ Use predictable, consistent routines for assignment submission and return ▪ Use color-coding to help the student identify different kinds of tasks or materials ▪ Let the student use a special folder or binder to keep subjects organized and use a different color for each unit or subject. ▪ Break a long assignment into parts. Set a separate due date for each part. ▪ Reduce or eliminate redundant work ▪ Have the student mark assignments in an assignment notebook or personal planner ▪ Reduce the total amount of work. Be sure to select the tasks or items that are needed to accomplish all of the learning objectives. ▪ Give partial credit for late assignments or incomplete work until students are able to complete work on time. ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Provide time each week for students to organize desk and materials ▪ Teach students organizational skills ▪ Teach students to monitor their behavior ▪ Teach self-regulation strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students work slower than classmates.</i>	<ul style="list-style-type: none"> ▪ Is the problem due to difficulties in word reading, comprehension, handwriting, spelling, or writing skills (see appropriate area for suggestions)? ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? 	<ul style="list-style-type: none"> ▪ Present a smaller amount of work at one time ▪ Reduce or eliminate redundant work ▪ Give partial credit for late assignments or incomplete work until students are able to complete work on time. ▪ Let students use resources and instructional materials outside of class ▪ Allow for extra time 	<ul style="list-style-type: none"> ▪ Use flexible grouping strategies so that students can work on key skills in small groups ▪ Teach students to monitor their behavior ▪ Teach self-regulation strategies

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<p><i>Students are confused by complex instructions and materials.</i></p>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? ▪ Does the student have difficulty following multiple step directions? ▪ Does the student understand the material? ▪ Is the problem due to difficulties in word reading, comprehension, handwriting, spelling, or writing skills (see appropriate area for suggestions)? 	<ul style="list-style-type: none"> ▪ Use color-coding to help the student identify different kinds of tasks or materials ▪ Use uncluttered materials. Arrange problems or work so that it is easy to know where to start and how to proceed. ▪ Let the student use a special folder or binder to keep subjects organized and use a different color for each unit or subject. ▪ Underline or highlight important directions in the assignment ▪ Avoid cluttered or crowded worksheets or materials ▪ Give students a checklist for common instructional routines ▪ Reduce the complexity of the material or present one at a time ▪ Write down or illustrate multiple step directions ▪ Present multiple step directions one at a time 	<ul style="list-style-type: none"> ▪ Teach students how to organize and approach complex assignments ▪ Teach self-regulation strategies ▪ Use flexible grouping strategies so that students can work on key skills in small groups

Learning Problem: Reading (Assignments and Assessments)	Questions:	Accommodations:	Suggestions for Instruction (Explicit, systematic, scaffolded, and modeled)
<i>Students have difficulty keeping materials and belongings organized.</i>	<ul style="list-style-type: none"> ▪ Does the student have a short attention span? ▪ Is the student frequently off-task? ▪ Does the student frequently lose materials? 	<ul style="list-style-type: none"> ▪ Provide a specific, consistent location for each subject's assignments ▪ Use predictable, consistent routines for assignment submission and return ▪ Use color-coding to help the student identify different kinds of tasks or materials ▪ Let students use a special folder or binder to keep subjects organized and use a different color for each unit or subject. ▪ Give students a checklist of materials needed for each class. Provide a consistent place to keep the checklist. 	<ul style="list-style-type: none"> ▪ Develop consistent and predictable routines in your classroom for managing materials and belongings ▪ Keep the classroom organized so that students always know where to find materials. Do not rearrange the room frequently. If the room has been rearranged, take time to reorient students. ▪ Provide time each week for students to organize desk and materials ▪ Teach students organizational skills ▪ Use flexible grouping strategies so that students can work on key skills in small groups ▪ Teach self-regulation strategies ▪ Teach students to monitor their behavior