

Special Education	ELA			MATH			
	K-2	3-5	6-8	K-2	3-5	6-8	K-2
CONTENT/MATERIAL							
Access to accurate notes			X			X	
Provide copy of class notes		X	X			X	
Additional time to complete tasks/long-term projects with adjusted due dates		X	X		X	X	
Adjust number of items student is expected to complete	X	X	X	X	X	X	
Limit number of items student is expected to learn at one time	X	X	X	X	X	X	X
Allow extra time for task completion	X	X	X	X	X	X	X
Allow verbal rather than written responses	X	X	X				X
Modify curriculum content based on student's ability level	X	X	X	X	X	X	X
Reduce readability level of materials		X	X				X
Allow typed rather than handwritten responses		X	X				
Use of calculator				X	X	X	
Use of a math grid				X	X	X	X
Access to electronic text (e.g. Downloaded books)	X	X	X		X	X	
Provide books on tape, CD or read aloud computer software	X	X	X				
Modified homework assignments (modify content, modify amount, as appropriate)	X	X	X	X	X	X	
ORGANIZATION							
Assistance with organization of planner/schedule	X	X	X	X	X	X	X
Assistance with organization of materials/notebooks	X	X	X	X	X	X	X
Use a consistent daily routine	X	X	X	X	X	X	X
Assist student in setting short-term goals		X	X		X	X	
Break down tasks into manageable units	X	X	X	X	X	X	X

Provide benchmarks for long-term assignments and/or projects		X	X		X	X	
Use of checklists	X	X	X	X	X	X	X
Use of an assignment notebook or planner		X	X		X	X	
Check homework on a daily basis	X	X	X	X	X	X	X
Provide timelines for work completion		X	X		X	X	
Develop monthly calendars with assignment due dates marked		X	X		X	X	
Provide organizational support through teacher websites	X	X	X	X	X	X	X
Enlarge work space areas	X	X		X	X		X
Provide organizers/study guides	X	X	X	X	X	X	X
Require classroom notebooks and/or folders	X	X	X	X	X	X	X
INSTRUCTION							
Frequently check for understanding	X	X	X	X	X	X	X
Color code important information	X	X	X	X	X	X	X
Simplify task directions	X	X	X	X	X	X	X
Provide hands-on learning activities	X	X	X	X	X	X	X
Provide modeling	X	X	X	X	X	X	X
Provide guided instruction	X	X	X	X	X	X	X
Modify pace of instruction to allow additional processing time	X	X	X	X	X	X	X
Provide small group instruction	X	X	X	X	X	X	X
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	X	X	X	X	X	X	X
Provide outline in advance of lecture		X	X		X	X	
Demonstrate directions and provide a model or example of completed task	X	X	X	X	X	X	X
Emphasize multi-sensory presentation of data	X	X	X	X	X	X	X
Encourage use of mnemonic devices	X	X	X	X	X	X	X

Provide oral as well as written instructions/directions	X	X	X	X	X	X	X
Allow for repetition and/or clarification of directions, as needed	X	X	X	X	X	X	X
Reinforce visual directions with verbal cues	X	X	X	X	X	X	X
Give direct and uncomplicated directions	X	X	X	X	X	X	X
Orient to task and provide support to complete task	X	X	X	X	X	X	X
Provide easier tasks first	X	X	X	X	X	X	X
Help to develop metacognitive skills (self-talk and self-correction)	X	X	X	X	X	X	X
Directions repeated, clarified or reworded	X	X	X	X	X	X	X
Have student demonstrate understanding of instructions/task before beginning assignment	X	X	X	X	X	X	X
Allow wait time for processing before calling on student for response	X	X	X	X	X	X	X
Read directions aloud	X	X	X	X	X	X	X
Administer work in small segments	X	X	X	X	X	X	X
Provide visual models of completed tasks	X	X	X	X	X	X	X
Give verbal as well as written directions	X	X	X	X	X	X	X
Use interests to increase motivation	X	X	X	X	X	X	X
Use marker (e.g. index card, ruler) for visual tracking	X	X	X	X	X	X	X
Enlarge print	X	X	X	X	X	X	X
ASSESSMENT							
Modified grading	X	X	X	X	X	X	X
Additional time to complete classroom tests/quizzes	X	X	X	X	X	X	X
Announce test with adequate prep time	X	X	X	X	X	X	X
Small group administration of classroom tests/quizzes	X	X	X	X	X	X	X
Provide larger white work space on quizzes and tests, particularly in math	X	X	X	X	X	X	X
Modified tests/quizzes	X	X	X	X	X	X	X
Modify the number of choices on tests/quizzes	X	X	X	X	X	X	X

Modify length of test	X	X	X	X	X	X	X
Modify the content of tests/quizzes	X	X	X	X	X	X	X
Adjust test format to student's ability level	X	X	X	X	X	X	X
Provide manipulative examples	X	X	X	X	X	X	X
Develop charts, visual outlines, diagrams, etc.	X	X	X	X	X	X	X
Verbally guide student through task steps	X	X	X	X	X	X	X
Allow for oral rather than written responses on tests	X	X	X	X	X	X	X
Allow for oral follow-up for student to expand on written response	X	X	X	X	X	X	X
Allow use of a computer	X	X	X	X	X	X	X
Provide a word bank for fill-in-the blank tests	X	X	X	X	X	X	X
Allow dictated responses in lieu of written responses	X	X	X	X	X	X	X
Do not penalize for spelling errors	X	X	X	X	X	X	X
Allow typed rather than handwritten responses	X	X	X		X	X	X
Provide word banks for recall tests	X	X	X	X	X	X	X
Read test aloud	X	X	X	X	X	X	X
Allow student to make test corrections for credit		X	X		X	X	
Mark answers in test booklet	X	X	X	X	X	X	X
Point to response	X	X	X	X	X	X	X
Alternate test-taking site	X	X	X	X	X	X	X
ATTENTION/FOCUS							
Seat student near front of room	X	X	X	X	X	X	X
Preferential seating	X	X	X	X	X	X	X
Monitor on-task performance	X	X	X	X	X	X	X
Arrange private signal to cue student to off-task behavior	X	X	X	X	X	X	X
Establish and maintain eye contact when giving oral directions	X	X	X	X	X	X	X
Stand in proximity to student to focus attention	X	X	X	X	X	X	X
Provide short breaks when refocusing is needed	X	X	X	X	X	X	X
Use study carrel	X	X	X	X	X	X	X

Arrange physical layout to limit distractions	X	X	X	X	X	X	X
Frequently ask questions to engage student	X	X	X	X	X	X	X
Refocusing and redirection	X	X	X	X	X	X	X
Behavior/time management system	X	X	X	X	X	X	X
WRITTEN LANGUAGE							
Include brainstorming as a pre-writing activity	X	X	X	X	X	X	X
Edit written work with teacher guidance	X	X	X	X	X	X	X
Allow use of word processor	X	X	X	X	X	X	X
Use graphic organizers	X	X	X	X	X	X	X
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	X	X	X	X	X	X	X
Provide opportunities for peer interactions	X	X	X	X	X	X	X
Utilize student in development of tasks/goals	X	X	X	X	X	X	X
Encourage student to self-advocate	X	X	X	X	X	X	X
Minimize negative behavior	X	X	X	X	X	X	X
Present alternatives to negative behavior	X	X	X	X	X	X	X
Establish positive scripts	X	X	X	X	X	X	X
Desensitize student to anxiety causing events	X	X	X	X	X	X	X
Monitor for overload, excess stimuli	X	X	X	X	X	X	X
Identify triggers	X	X	X	X	X	X	X
Help student manage antecedents	X	X	X	X	X	X	X
Develop signal for when break is needed	X	X	X	X	X	X	X
Give student choices to allow control	X	X	X	X	X	X	X
Provide positive reinforcement	X	X	X	X	X	X	X
Provide consistent praise to elevate self-esteem	X	X	X	X	X	X	X
Model and role play problem solving	X	X	X	X	X	X	X
Provide counseling	X	X	X	X	X	X	X
Use social skills group to teach skills and provide feedback	X	X	X	X	X	X	X

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