

Assignments

- ☐ Give extra time to complete tasks.
- ☐ Simplify complex directions.
- ☐ Lower the reading level of assignments.
- ☐ Provide text-reading technology for reading assignments.
- ☐ Provide word-prediction and other software for written assignments.
- ☐ Require fewer correct responses to achieve completion (quality vs. quantity).
- ☐ Provide study skills training and personalized learning strategies.
- ☐ Shorten assignments, breaking the work into smaller segments.
- ☐ Allow computer-printed assignments prepared by the student or dictated by the student.
- ☐ Use self-monitoring checklists, charts, cue cards, etc.
- ☐ Allow printing instead of cursive handwriting on assignments.
- ☐ Monitor student's self-paced assignments (daily, weekly, bi-weekly).
- ☐ Arrange for homework tasks to make it home with clear concise directions.
- ☐ Recognize and give credit for oral participation in class.

Physical Arrangements

- ☐ Seat student near the teacher.
- ☐ Seat student near a positive role model.
- ☐ Stand near the student when giving directions or presenting lessons.
- ☐ Avoid distracting stimuli (e.g. air conditioner, high traffic areas).
- ☐ Arrange different work areas in the room.

Behaviours

- ☐ Keep rules simple, clear and available for reference.
- ☐ Use timers to facilitate task completion.
- ☐ Structure transitional/unstructured times (e.g. recess, hallways, lunchroom).
- ☐ Praise specific behaviours.
- ☐ Teach self-monitoring strategies.
- ☐ Give special privileges/positive reinforcements, and increase their immediacy.
- ☐ Make prudent use of negative consequences.
- ☐ Allow for short breaks between assignments.
- ☐ Use non-verbal signals to cue students to stay on task.
- ☐ Mark students' correct answers, not their mistakes.
- ☐ Implement a behaviour-management system.
- ☐ Allow legitimate movement and student time-out-of-seat activities.
- ☐ Ignore inappropriate behaviours that are not drastically outside classroom limits.
- ☐ Contract with the student.
- ☐ Implement reasonable time-out procedures.

Test Taking

- ☐ Allow open book exams.
- ☐ Give exams orally.
- ☐ Give take-home tests.
- ☐ Allow student to give recorded test answers.
- ☐ Provide text-reading technology for reading assignments.
- ☐ Give frequent short quizzes, not long exams.
- ☐ Allow extra time for exams.
- ☐ Provide text-reading technology for exams
- ☐ Provide word-prediction and other software to assist with writing.
- ☐ Avoid placing student under pressure of time or for completion.

Organization

- ☐ Provide peer assistance with organizational skills.
- ☐ Set up one-binder system for notes and assignments.
- ☐ Assign a volunteer homework buddy.
- ☐ Allow student to have an extra set of books at home.
- ☐ Prepare advance study/assignment schedules with students.
- ☐ Send daily/weekly progress reports home.
- ☐ Develop a reward system for in-school work and homework completion.
- ☐ Provide student with a homework assignment book or develop a homework website.

Lesson Presentation

- ☐ Provide peer tutoring.
- ☐ Write key points on board.
- ☐ Provide visual aids such as large print, films, charts, graphics, advanced organizers or notes.
- ☐ Use text-reading technology to provide access to written work.
- ☐ Teach through multisensory modes: visual, kinesthetic, auditory.
- ☐ Repeat directions to the student after they are given to the class, then have him or her re-state and explain the directions to the teacher.
- ☐ Provide written outlines of lessons, with main ideas.
- ☐ Allow student to record lessons to review later.
- ☐ Have student review key points orally.
- ☐ Accompany oral directions with written directions to refer to later.
- ☐ Provide and post a work sample, and refer to it often.
- ☐ Use underlining or highlighting to help student find main ideas and details in text.
- ☐ Break longer presentations into shorter segments.
- ☐ Use technology to augment presentations and provide opportunities for interaction (e.g. SMART board).