

**Special Education  
Guide  
for  
Mainstream Teachers**

# Instructional Modifications & Intervention Strategies Checklist

## Instructional Methods

- teach and provide visual organizers in content areas
- restructure assignments by coloring, circling, underlining
- teach good test-taking skills
- write assignments on the board
- teach organizational skills: notebook, calendar
- break longer tasks into parts
- break skills into smaller steps
- provide for extra practice
- adapt number of instructional goals student is expected to learn
- adapt the outcome expectations
- lower the level of reading or math assignments
- have a buddy note taker
- use flexible grouping
- increase amount of personal assistance

## Child Involvement

- ask student to explain the directions
- teach students to highlight text
- encourage verbal participation in lieu of writing
- when possible, provide alternatives to sitting
- determine students preferences on working in groups, alone, etc.
- use student as buddy to a younger student

## Input/Output Responses

- write or state standards of acceptable work
- give fewer/shorter homework assignments
- allow several shorter tasks in same time frame
- teach student to continue working while waiting for help
- tape prompt cards on desk, on assignment folders, etc.
- use fewer words in explaining tasks
- provide many ways for student to respond - written, orally, artistically
- allow alternate response modes
- allow projects as an option
- allow individual work to be completed with partners
- use graph or specially lined paper for math or handwriting
- use flexible time line for work completion

## **Classroom Structure**

- \_\_\_ model and practice classroom rules/routines
- \_\_\_ encourage routines for daily activities
- \_\_\_ cue student about upcoming difficult times
- \_\_\_ teach organization of possessions
- \_\_\_ allow group projects
- \_\_\_ allow student to sit closer to teacher
- \_\_\_ change seating

## **Consequences**

- \_\_\_ model and teach desired behavior
- \_\_\_ give verbal/visual compliments
- \_\_\_ praise student's effort
- \_\_\_ display good samples of work
- \_\_\_ make positive contacts (4:1) with student
- \_\_\_ use daily/weekly contract or behavior plan

## **Home Support**

- \_\_\_ conference with student/parent
- \_\_\_ make telephone contacts
- \_\_\_ provide homework support
- \_\_\_ work with the home in partnership, when possible

## **Building Support**

- \_\_\_ provide a peer tutor
- \_\_\_ provide a cross-age tutor
- \_\_\_ consult with other teachers/support staff

# Special Education Terms and “Acronyms”

## **Accommodations - Instructional**

Techniques, strategies and materials that allow individuals with learning disabilities to complete school or work tasks with greater ease and effectiveness.

## **Accommodations - Testing**

Testing accommodations are specific changes in setting, presentation, timing, scheduling, and responding as listed by PPS or ODE. Accommodations are available for ALL students. Refer to the most recent administration manual for a current list.

## **BSC (Building Screening Committee)**

A designated group of school and support staff members who meet regularly to review the needs of children. Teachers and/or parents may request evaluation - testing, assessment, and/or observation - which will determine the child’s educational needs and what services the child requires.

## **CSC (Child Service Center)**

531 SE 14th, Portland: a building where many district special education services and personnel are located.

## **Disability Categories**

The Oregon Administrative Rules recognizes eleven special education disability categories: communication disorder, specific learning disability, mental retardation, emotional disturbance, orthopedic impairment, other health impairment, autism, hearing impairment, vision impairment, deaf/blindness, and traumatic brain injury.

## **Direct Instruction**

An instructional approach that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

## **Guided Practice**

An instructional strategy where both the teacher and students do the activity or task simultaneously. The teacher serves as the model and guides the students through the task.

## **IDEA (Individuals with Disabilities Education Act)**

A federal law mandating FAPE (free appropriate public education) for all children with disabilities. It ensures special education and related services in the least restrictive environment and ensures the effectiveness of efforts to educate them.

## **IEP (Individualized Education Program)**

An individualized education program is written for a specified student with a disability. The IEP indicates goals, objectives and instructional modifications in the areas of student needs. All teachers are expected to participate in assisting special education students to reach their IEP goals.

## **IEP Team (Interdisciplinary Education Plan Team)**

The Interdisciplinary Education Plan Team includes the parents, a regular education teacher, a special education teacher, a district representative, and when appropriate, the student. When the student is eligible for services, this group develops the individual education plan.

**Inclusion**

A method used by a general education teacher and a special education teacher to jointly plan program integration of learning activities for special education students so that they can be more successful in the general education classroom.

**Mainstreaming**

Opportunities mandated by the Individuals with Disabilities Education Act (IDEA) for all students to participate in the general education curriculum, either academically or socially.

**Modifications - Instructional**

See Accommodations - Instructional

**Modifications - Testing**

Modifications are provided to Special Education, Section 504 and ESL students. A modified administration is one that may change what the test is trying to measure. Refer to the most recent administration manual for suggested modifications.

**Multisensory Learning**

An instructional approach that may combine auditory, visual, and tactile elements into a learning task.

**RC (Resource Center)**

A special education program for children who are eligible under IDEA and are determined to need additional support. Children spend a specified period of time in the RC working with the special education teacher on specially designed instruction.

**SLC-A (Structured Learning Center - Academic)**

A self-contained special education classroom for children with severe academic delays who require specialized instruction in the basic academic and vocational areas.

**SLC-B (Structured Learning Center - Behavior)**

A self-contained special education classroom for children with severe emotional and behavioral problems.

**SLC-IL (Structured Learning Center/Intensive Learning)**

A self-contained special education classroom for children with average cognition and a serious disability in the area of reading.

**SLC-K1 (Structured Learning Center K-1)**

A special education program for children 5 to 7 years of age that meet IDEA eligibility in the areas of language, learning and socialization.

**Teacher Support Center**

The Teacher Support Center is located in the Child Services Center building. It is open from

8:00 am. to 4:30 pm. on school days, except Wednesdays. The center has both student instructional materials and teacher resources available for check out by all teachers.

# Websites for Accommodations and Modifications

1. [www.ldonline.org/ld/indepth/classroom](http://www.ldonline.org/ld/indepth/classroom)  
Accommodations in instruction, testing, grading, homework, physical arrangement and communication. A great starting point for information on Learning Disabilities.
2. <http://pursuit.rehab.uiuc.edu>  
This site is a great source to review various disabilities and review accommodations for each of them
3. [www.oneaddplace.com](http://www.oneaddplace.com)  
Accommodations for meeting the needs of the ADD student. Accommodations are grouped according to the following areas of concern: inattention, impulsiveness, motor activity, moodiness, academic skills, organization, compliance and socialization.
4. [www.wcresa.k12.mi.us/assistive/accommoda.htm](http://www.wcresa.k12.mi.us/assistive/accommoda.htm)  
A great site that lists accommodations for specific subject areas. View lists for language arts, science and math.
5. [www.denver.digitalcity.com/can/modificatins.htm](http://www.denver.digitalcity.com/can/modificatins.htm)  
The Colorado Advisory Network provides a broad list of modifications for any classroom.
6. [www.isdd.indiana.edu/~cipyc/curradpt.html](http://www.isdd.indiana.edu/~cipyc/curradpt.html)  
Curriculum adaptations geared to early elementary children. This site also sells several books relating to curriculum adaptations.