

Student Characteristics

Use these questions to identify a student's characteristics as a learner which may indicate a need for an accommodation. Mark "yes" if the student has the characteristic. Follow the next steps for more information about potential types of accommodations that could be helpful for instruction. The provided list is certainly not exhaustive, but may be used as a guide when selecting accommodations as discussed in Step 3 of the Five Step Process.

Note: These Student Characteristics questions and Corresponding Tables have been incorporated into the state IEP system for guidance during the IEP Team considerations.

Student Characteristics	YES	Refer to Tables A-O for accommodations to consider
1. Does the student have blindness or low vision that requires an accommodation?	<input type="checkbox"/>	Go to Table A
2. Does the student have a hearing impairment that requires an accommodation?	<input type="checkbox"/>	Go to Table B
3. Does the student have some other physical condition that requires an accommodation?	<input type="checkbox"/>	Go to Table C and H
4. Does the student have difficulty with expressive or receptive communication?	<input type="checkbox"/>	Go to Table D
5. Has the student been identified as having a reading impairment or difficulty with decoding?	<input type="checkbox"/>	Go to Table E
6. Does the student have difficulty with writing composition, grammar or spelling?	<input type="checkbox"/>	Go to Table F
7. Does the student have weak manual dexterity, fine motor difficulty, have trouble typing or using a pencil?	<input type="checkbox"/>	Go to Table C, H and F
8. Does the student have mathematics-related impairment?	<input type="checkbox"/>	Go to Table G
9. Is the student easily distracted, have a short attention span or have difficulty tracking from one page or line to another and maintaining his or her place?	<input type="checkbox"/>	Go to Table I
10. Does the student need directions repeated frequently or have memory impairments?	<input type="checkbox"/>	Go to Table J and M
11. Does the student have a brain injury?	<input type="checkbox"/>	Go to Table M
12. Does the student have a developmental disability significantly affecting verbal and non-verbal communication and social interaction that adversely affects the child's educational performance?	<input type="checkbox"/>	Go to Table N
13. Does the child engage in repetitive activities and stereotyped movement, resist environmental change or change in daily routine, or have unusual responses to sensory stimuli?	<input type="checkbox"/>	Go to Table N
14. Does the student use visual supports/schedules to produce work?	<input type="checkbox"/>	Go to Table N

Characteristics Affecting Setting/Environmental Accommodations	YES	Next Steps
1. Do others easily distract the student or does that student have difficulty remaining on task?	<input type="checkbox"/>	Go to Table K and O
2. Does the student require any specialized equipment or other accommodations that may be distracting to others?	<input type="checkbox"/>	Go to Table K
3. Does the student have visual and/or auditory impairments that require special lighting and/or acoustics?	<input type="checkbox"/>	Go to Table K
4. Can the student focus on his or her own work in a large group setting?	<input type="checkbox"/>	Go to Table K or M
5. Does the student exhibit behaviors that may disrupt the attention of other students?	<input type="checkbox"/>	Go to Table K/O
6. Do any physical or environmental accommodations need to be made for the student in the classroom?	<input type="checkbox"/>	Go to Table K

Characteristics Affecting Timing and Scheduling	YES	Next Steps
1. Can the student work continuously for the length of time allocated for standard test administration?	<input type="checkbox"/>	Go to Table L
2. Does the student use an accommodation or adaptive equipment that requires more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	<input type="checkbox"/>	Go to Table L
3. Does the student tire easily due to health impairments?	<input type="checkbox"/>	Go to Table L and M
4. Does the student have a visual impairment that causes visual fatigue and requires frequent breaks?	<input type="checkbox"/>	Go to Table L
5. Does the student have a learning disability that affects the rate at which the student processes written information?	<input type="checkbox"/>	Go to Table L and M
6. Does the student have a motor disability that affects the rate at which the student writes responses?	<input type="checkbox"/>	Go to Table L
7. Does the student take any type of medication to facilitate optimal performance?	<input type="checkbox"/>	Go to Table L
8. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	<input type="checkbox"/>	Go to Table L and M

Table A: Vision

Table B: Hearing

Table C: Fine Motor

Table D: Communication

Table E: Reading

Table F: Writing

Table G: Mathematics

Table H: Physical/Motor

Table I: Attention Deficit

Table J: Auditory Processing

Table K: Setting / Environment

Table L: Timing and Scheduling

Table M: Traumatic Brain Injury

Table N: Autism Spectrum Disorder

Table O: Executive Function

Table P: Specific Learning Disability

Tables A-P Accommodations and Resources to Consider for Specific Disability Areas

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

For additional Assistive Technology Information, visit the StateWide Assistive Technology, Augmentative and Alternative Communication site: www.swaaac.com/index.html

Table A. Student Characteristic: Visual Impairment, Including Blindness

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for a visual impairment, visual processing disorder, or print disability*
<p>Presentation</p> <p>Resources: Colorado Center for the Blind www.cocenter.org</p> <p>American Council of the Blind of Colorado www.acbco.org</p> <p>National Federation of the Blind, Colorado Chapter www.nfbco.org</p>	<ul style="list-style-type: none"> • Large print; enlarge with photocopy machine to recommended font size ⌘ Hand held magnification devices ⌘ Braille notetaker ⌘ Refreshable Braille displays ⌘ Computer magnification ⌘ Black and white print; black or white on high contrast screen • Color contrasting • Increased white space • Use easy-to-read sans serif font such as Verdana, Arial, or Calibri • Abacus ⌘ Closed Circuit TV (CCTV)/video magnification • Braille • Read aloud/oral presentation ⌘ Recordings for the Blind and dyslexic ⌘ Recorded books, Mp3 players, other electronic reading devices; descriptive video

	<ul style="list-style-type: none"> ⌘ Screen reader programs <ul style="list-style-type: none"> • Large print or braille notes, outlines, and instructions • Masking or tracking tools for enlarged print ⌘ Talking materials (talking calculators, clocks etc.) <ul style="list-style-type: none"> • Real objects; tactile materials; tangible symbols • Tactile Graphics
<p>Response</p> <p>For additional information see</p> <p>CDE Vision Impairment including Blindness website: http://www.cde.state.co.us/cdesped/BLV.asp</p> <p>Deaf-blindness: http://www.cde.state.co.us/cdesped/sd-db</p>	<ul style="list-style-type: none"> ⌘ Express response to a scribe ⌘ Type on word processor ⌘ Speech to text programs ⌘ Type on Braille Notetaker ⌘ Speak into tape recorder, Mp3 devices or other recording devices ⌘ Use calculation devices (e.g., talking calculator with enlarged keys, abacus)

Table B. Student Characteristic: Hearing Impairment, Including Deafness

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness , auditory processing disorder, or developmental language delay*
<p>Presentation</p> <p>Resources: Hands & Voices organization for parents: http://www.handsandvoices.org/pdf/PARC_2011.pdf</p> <p>Tips for Working with Deaf or Hard of Hearing Students in the Classroom http://www.handsandvoices.org/pdf/mainst_cal.pdf</p> <p>Explain idioms/multiple meaning words: http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html</p> <p>Using Assistive Listening Devices: http://www.youtube.com/watch?v=M4lBkdRereE</p>	<ul style="list-style-type: none"> • Sign language (student’s preferred mode) • Face the student during all verbal instruction • Write on white board and the face class for instruction • Speak clearly with unexaggerated speech; rephrase rather than repeating • Develop a signal system for student to nonverbally inform the teacher when difficulties occur ⌘ Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system • Encourage student to advocate for own listening and understanding needs • Visual cues; picture supported text • Written notes, outlines, and instructions; peer notetaker • Advanced organizers and outlines of lectures • Use natural gestures (e.g., point to materials; acknowledge who is speaking) • Allow only one person to speak at a time • Repeat questions and responses from classmates; pass FM microphone to speaker • Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes ⌘ Use captioned versions of streamed video/film or provide printed script • Give oral/sign language interpreter instructional materials in advance • Pre-teach academic vocabulary • Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words • Use visual /picture/sign language online dictionaries, vocabulary flashcards, graphic organizers to build vocabulary • Show first; then explain • Frequently summarize main points and provide

	<p>an outline for guided note taking and vocabulary reinforcement</p> <ul style="list-style-type: none"> • Write page numbers, assignments and other important information on board prior to presentation ⌘ Access to telecommunication/text messaging/video relay • Provide content material in accessible text level format • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use • Use installed visual warning system for building emergencies; buddy check system • Model acceptance, respect and communication techniques • Provide access to daily school announcements, assemblies etc. • Access to computer audio by inputting FM transmitter into auxiliary access port
<p>Response</p> <p>For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/S-D-Hearing.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe or interpreter (sign to voice) ⌘ Use word processor or portable keyboards (text-to-voice programs) ⌘ Use of word processor with spelling and grammar software ⌘ Word prediction software • Use visual organizers • Use graphic organizers • Demonstrate reading comprehension through digital storytelling

Table C. Student Characteristic: Fine Motor

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

<p>Accommodation Category</p>	<p>Consider the following accommodations for use in instruction with students who have a physical disability, Autism Spectrum Disorder, orthopedic impairment, other health impaired, or Traumatic Brain Injury affecting fine motor control*</p>
<p>Presentation</p>	<ul style="list-style-type: none"> ⌘ Slant boards ⌘ Text reader program ⌘ Electronic books
<p>Response</p> <p>For additional information see CDE Orthopedic Impairment website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe • Use alternate pencil ⌘ Voice-activated computers ⌘ Type on word processor or portable keyboard ⌘ Speech-to-text programs ⌘ Speak into tape recorder, Mp3 player, or other recording device ⌘ Use thick pencil, pencil grip, or modified pencils • Use written/electronic notes, outlines • Make a choice utilizing any preferred method (e.g., eye gaze, switch, etc.)

Table D. Student Characteristic: Communication

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with receptive/expressive communication skills*
<p>Presentation</p> <p>Resource:</p> <p>Assistive Technology Resource Guide http://www.idahoat.org/Portals/0/Documents/Assistive%20Technology%20Guide.pdf</p>	<ul style="list-style-type: none"> • Sign/Picture/Symbol support • Sign Supported Speech • Repeat/rephrase directions • Simplified instructions ⌘ Text reader
<p>Response</p> <p>*For additional information see:</p> <p>CDE Speech or Language Impairment website: http://www.cde.state.co.us/cdesped/SD-SLI.asp</p> <p>Statewide Assistive Technology, Augmentative and Alternate Communication website http://www.swaaac.com/</p> <p>Writing with Alternative Pencils UNC School of Medicine Dept. of Allied Health Sciences – Center for Literacy and Disability Studies http://www.med.unc.edu/ahs/clds/products/available-for-purchase</p>	<ul style="list-style-type: none"> ⌘ Computer word prediction programs ⌘ Spell check programs ⌘ Augmentative Communication Devices • Alternate pencil

Table E. Student Characteristic: Reading

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with reading*
Presentation	<ul style="list-style-type: none"> • Read aloud/ oral presentation • Pair-Share reading/choral reading • Whisper reading • Repeated readings • Use adapted books for grade-level text • Picture supported text ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Screen reader programs; reading systems • Vocabulary games • Visual cues such as color coding phonemes, or word parts ⌘ Video tapes/DVD • Read out loud to self/ auditory feedback tube ⌘ Text reader programs (Text-to-Speech) ⌘ Masking or tracking tools, Reading Guides Concept mapping • Multi-sensory instruction • Cooperative learning techniques • Group Response methods • Peer assistance methods/teaching • Relationships between questions and answers;- explicit/implicit • Summarization strategies; • Grammar/Syntax instruction • Mnemonic devices • Coding the text • Sentence stems • Goal Setting • Self instruction (Self talk and self questioning), & self evaluation • Universal Design for Learning (UDL) • Teacher provided summary and vocabulary prior to reading • Read questions prior to reading • Extended time

	<ul style="list-style-type: none"> • Reading Assist programs (Font; speed; text size) • Reduce number of items per page/line
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none"> • ⌘ Word prediction programs • Spell checkers <ul style="list-style-type: none"> · Demonstrate comprehension through role play, illustration, graphic organizers, cloze notes procedures, etc. · Focus on decoding, vocabulary, and fluency to improve comprehension · Concept mapping · Speech recognition/ Speech-to-Text · Organizational managers/note-taking strategies · UDL · Extended time · Verbal responses · Dictate answers to a scribe only until fluent with speech-to-text software • Consult with Special Education and Assistive Technology professionals for the identification of appropriate assistive tools, technology and applications.

Table F. Student Characteristic: Writing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
<p>Response</p> <p>Resources:</p> <p>Fountas & Pinnell word study PLC Live Binder http://www.livebinders.com/play/play_or_edit?id=322117</p> <p>Dinah Zike’s Visual Kinesthetic Vocabulary www.dinah.com http://www.youtube.com/watch?v=xudikERmRc</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p> <p>*For additional information see CDE Orthopedic Impairment website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p>	<p>Consider the following accommodations for use in instruction with students who have difficulty with the writing process*</p> <p><u>Composition:</u></p> <ul style="list-style-type: none"> ⌘ Type on word processor or portable keyboard ⌘ Use Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Player or other recording device ⌘ Use spelling and grammar programs <ul style="list-style-type: none"> • Teach commonly occurring letter patterns • Pair spelling with fingerspelling for tactile reinforcement ⌘ Use Word prediction program ⌘ Appropriate online dictionary <ul style="list-style-type: none"> • Individual student dictionary • Use written notes, outlines, and instructions • Blank scratch paper ⌘ Use graphic organizers or software to create <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> ⌘ Use specially designed paper with raised/colored lines such as; “Handwriting Without Tears” or similar ruled paper Use of pencil grip to reduce fatigue <ul style="list-style-type: none"> • Use slant board/clip board/magnetic strips to hold paper to whiteboard/“MagnaDoodle” type slate • Consider teaching cursive rather than manuscript ⌘ Use computer/word processor/adaptive keyboard <ul style="list-style-type: none"> • Express response to a scribe (limit to need, not convenience) ⌘ Speech to Text software

Table G. Student Characteristic: Mathematics

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*
<p>Presentation</p>	<ul style="list-style-type: none"> • Graph paper to help line up numerals for computation • Number lines on desk/floor/wall • Turn lined notebook paper landscape for columns (e.g. division) • Mnemonic devices, rhymes, choral responses and songs to aid memory • "Finger Multiplication" / patterns to learn facts • Visual cues to steps in problem-solving • Manipulatives and hands-on experiences • Graphics and models • Role play story problems ⌘ Calculation devices (talking calculator; enlarged keys, abacus) • Fold paper/use mask sheet/electronic masking to reveal only one problem/answer response at a time • Reduce number of practice problems assigned • Provide sample problems for reference
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none"> ⌘ Calculation devices ⌘ Visual organizers ⌘ Graphic organizers Math tables and formulas • Manipulatives • Abacus • Lattices for multiplication • Individual dry erase boards

Table H. Student Characteristic: Physical/Motor Skill

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology


Accommodation Category	Consider the following accommodations for use in instruction with students having difficulty with motor skills*
<p>Presentation</p>	<ul style="list-style-type: none"> • Partner Assisted Scanning • Allow longer processing time • Books on tape • Uncluttered work area • Adjustable/tilt table to have equipment within reach • Prolonged sitting may cause chronic pain
<p>Response</p> <p>Resource:</p> <p>Color Coded Eye Gaze Frame- PPT http://s3.amazonaws.com/pbs.teacherline-prod/capstones%2Fportfolios%2F627%2F783%2F10517%2Fcolor-coded-eye-gaze-frame---secep-principals-meeting.pdf</p> <p>*For additional information see: CDE Significant Support Needs website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p> <p>*Statewide assistive technology, augmentative and alternate communication website http://www.swaac.com</p>	<ul style="list-style-type: none"> • Allow for longer response time • Express response to a scribe through speech, pointing, or by using an assistive communication device ⌘ Type on word processor or personal portable keyboard ⌘ Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Players or other recording devices ⌘ Use augmentative devices for single or multiple messages • Use written notes, outlines, and instructions ⌘ Scanning software

Table I. Student Characteristic: Attention Deficit

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting ⌘ Low Gain Amplification systems (if prescribed) • Capitalize on student interests
<p>Response</p> <p>Resource:</p> <p>For additional information see CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp</p> <p>Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practice http://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching.html</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet / graph paper ⌘ Use materials or devices used to solve or organize responses ⌘ Use visual organizers ⌘ Use graphic organizers • Use mnemonic devices to aid memory • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns ⌘ Time cue or countdown clock <p>Also see Table O: Executive Function</p>

Table J. Student Characteristic: Auditory Processing

 Symbol represents accommodations that can be considered as use of Assistive Technology




Accommodation Category	Consider the following accommodations for use in instruction for students who have difficulty with comprehension*
<p>Presentation</p> <p>*For additional information see CDE Hearing Impairment, Including Deafness website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp</p> <p>Resources: http://www.cde.state.co.us/cdesped/sd-hearing_resources</p> <p>CDE Services/Support Programs: http://www.cde.state.co.us/cdesped/sd-hearing_servicessupportprograms</p> <p>*Educational Audiology Services http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp</p>	<ul style="list-style-type: none"> • Gain attention before engaging student • Consider voice amplification for teacher or classroom sound field system • Repeat /limit directions or instructions • Enunciate clearly with measured pace • Utilize vocal inflection, intonation and volume changes to emphasize important information • Written/picture supported directions • Provide brief, to-the-point instruction • Model steps in directions • Restate or rephrase if student does not respond • Avoid dividing student’s attention between watching, listening and writing • Student takes notes during directions • Students retells directions  Amplification system  Text-to-speech  Low Gain Amplification Systems (if prescribed)

Table K. Student Characteristics Related to Setting / Environment Needs

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Setting/Environment</p> <p>*For additional information see: CDE Serious Emotional Disability website: http://www.cde.state.co.us/cdesped/Behavior.asp</p> <p>Occupational Therapy: http://www.cde.state.co.us/cdesped/RS-OT.asp</p> <p>Article: <i>Meeting the Sensory Needs of Young Children</i> (Thompson & Raiser) http://www.naeyc.org/yc/files/yc/file/201305/Meeting_Sensory_Needs_Thompson_0513.pdf</p>	<p>⌘ Use headphones, sound buffers, classroom sound field amplification or preferred acoustic seating for student</p> <ul style="list-style-type: none"> • For students who are Deaf/Hard of Hearing, arrange chairs in circle so student can know who is speaking and maintain sightline • Maintain “one speaker at a time” rule • Evaluate lighting to avoid glare • If using an interpreter, seat a student who is Deaf/Hard of Hearing slightly to the thumb side of the interpreter’s dominant hand and maintain the student’s sight line between the speaker and interpreter • To assist with speechreading, gain eye contact before speaking and maintain the same facial level as the student • Limit “visual clutter” to reduce distraction (e.g., dangling jewelry; strong pattern in clothing, background etc.) • Exercise balls or rocking chairs • Weighted vests • Fidget toys/ manipulatives • Thera-bands • Study carrel; alternate seating within room or resource room • Checkpoints for work completion • Clearly defined limits • Frequent reminders • Adaptive furniture/chairs

Table L. Student Characteristics Related to Timing and Scheduling

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	<ul style="list-style-type: none"> • Simplify directions, prompts or pace rate of instructional presentation • “Chunk” assignments into smaller more manageable steps • Provide checklists to monitor completion of tasks • Use visual timer • Give students time to read and process <u>before</u> you begin speaking • Do not ask students to read while someone is speaking • Allow for plenty of response time; some students need longer to formulate their response • Use familiar cultural contexts for content • Allow more time to complete work (e.g., language processing or more “wait time” after questions) • Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue • “Stop the clock” breaks for timed assignments or assessments • Change the time of day difficult instruction is given

Table M. Student Characteristic: Brain Injury, including Traumatic Brain Injury

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Student Characteristic	Consider the following accommodations for use in instruction*
Sensory & Motor	<ul style="list-style-type: none"> • Be sure that the student’s table and chair provide optimal support to reduce the amount of energy devoted to maintaining balance. • Preferential seating away from visual and auditory stimulation. • Limit visual clutter and auditory stimulation in the classroom-consider the impact of lights, noise, movement, etc. • Provide a quiet space/area for breaks or to allow the student to complete work. • Provide student with the opportunity for physical and cognitive rest breaks during the day (lunch and recess are not rest breaks for a student with a brain injury). • Monitor whether the student can handle the lunchroom or if a less stimulating area should be provided where they can eat with their friends. • Allow use of sunglasses and hats when outdoors for students with light sensitivity.
Attention & Concentration	<ul style="list-style-type: none"> • Schedule most important work during times when the child has displayed their greatest concentration abilities. • Seat nearest the location of instruction and away from distractions (e.g. doors, windows, high traffic areas, and other off-task children). • Seat next to positive peers with age appropriate attention abilities to help with redirection and understanding of instructions. • Clear desk and area of everything except what needed for task at hand. • Reduce background noise by experimenting with ear plugs, ear muffs/headphones, or introducing background sound such as, white noise or a music device with soft music. • Eliminate interruptions as much as possible.

	<p>Once students are focused on a task, it is very difficult to get them restarted if interrupted.</p> <ul style="list-style-type: none"> • Allow student to complete work or test in alternate settings where there are fewer distractions. • Make sure to get student’s attention when giving directions or cue them when information is really important. • Use verbal and visual cues to refocus student as well as frequent checks for understanding.
<p>Processing Speed</p>	<ul style="list-style-type: none"> • Give instructions one at a time and focus on the essential or most important parts. • Give time between parts of a direction for the child to process and provide a response. • If the child appears “blank” or is not doing what you have asked, repeat the main points. Do not elaborate or add details. • Provide written directions and combine verbal information with visuals. • Frequent checks for understanding. • Reduce other distractions, so student does not have to screen them out or share his/her focus with anything but your words. • Try not to pressure your student, urge them to “hurry up”, or get exasperated. • Allow extra time for processing and providing their responses as well as on assessments and assignments, including tests. • Limit the number of tasks the student is required to complete at one time. • Provide a copy of classroom notes or guided notes/outline. • Provide or teach the use of graphic organizers and checklists.
<p>Memory</p>	<ul style="list-style-type: none"> • Break instructions and assignments into manageable pieces-limit amount of information, give at one time. • Present information in several ways (verbal, written, visuals, modeling). • Use self-questioning, “wh” questions during reading and discussion (who, what, when,

	<p>where, why, how).</p> <ul style="list-style-type: none"> • When possible use thematic learning across content areas. • Teach the concept and then ask the student to teach you or others - having them teach others activates numerous areas of the brain. • Incorporate repetition/practice of new material - allow rest breaks between repetitions. • Provide copies of guided notes. • Allow use of notes and books during assessments. • Modify test format to multiple choice to reduce the need for total memory recall. Give recognition tests not recall tests. • Teach note taking techniques such as highlighting essential information. • Regularly summarize information and ask the student to paraphrase or repeat it back.
<p>Visual-Spatial</p>	<ul style="list-style-type: none"> · Provide directions and content verbally (verbal focus on learning). · Provide precise and clear verbal directions. · Frequent checks for understanding. · Highlight what visual information needs to be focused on. · Use simplified visual planners; some webs/diagrams may be too confusing. · Enlarge written materials. · Reduce the amount of written work. · Consider if visual presentation of worksheets needs to be modified. · Provide support in aligning math problems. · Provide support in organizing writing from left to right and organizing/expressing thoughts. · Teach verbal strategies to interpret visual information such as maps, charts and graphs. • Reduce clutter on student's desk.
<p>Language – Receptive, Expressive, Social Pragmatic</p>	<ul style="list-style-type: none"> • Give directions slowly and one at a time-use short simple sentences. • Have child repeat back instructions. • Reinforce verbal concepts with visual cues. • Identify targeted vocabulary and integrate throughout classroom lesson.

	<ul style="list-style-type: none"> · Reading to the child and discussing provides language models and exposes children to a variety of aspects of language. · Teach listening comprehension strategies to help expand understanding of social and academic language situations. · Ask open ended questions and ask for elaborations. · Model and encourage participation in natural conversations. · Teach the student to rehearse silently before replying. · Provide picture cues to support memory for details and sequencing information when telling or retelling a story or event. · Encourage expression through nonverbal means such as art and music. · Use pictures, photographs, visuals and modeling to teach recognition of emotions based on facial expressions, nonverbal cues, tone of voice, etc. · Take advantage of naturally occurring situations to practice and reinforce social skills (e.g. greetings at the beginning of a day, requesting materials to complete a project, starting and maintaining conversations with peers during free time, etc.). · Role play and model how to behave and communicate appropriately in common social situations. · Use social narratives to support learning appropriate and inappropriate verbal and nonverbal behaviors in different situations. ·
<p>New Learning</p>	<ul style="list-style-type: none"> • Teach outlining and highlighting of the most important concepts. • Provide copies of guided notes and outlines. • Extra time to complete tests and assignments. • Encourage student to review what has been learned daily. • Provide student/parents with upcoming topics, notes and materials so they can preview and reinforce concepts at home.

	<ul style="list-style-type: none"> • Use real world examples to make new learning meaningful-make connections between new learning and information student already knows. • Teach the concept and then ask the student to teach you or others--having them teach others activates numerous areas of the brain. • Use errorless learning to teach concepts- see projectlearn.net and brainline.org. Errorless learning does not encourage guessing so the student never has the chance to learn or remember the information incorrectly. • Provide multimodal learning opportunities (visual, verbal, modeling, hands on).
<p>Social/Emotional Competency</p> <p> </p> <p> </p> <p>Social/Emotional Competency</p>	<p>For younger students:</p> <ul style="list-style-type: none"> • Give clear and simple direction. • Avoid time outs (the student is not likely to independently regroup or calm down). • Label the emotion and direct the student to show the acceptable behavior. <p>For older students:</p> <ul style="list-style-type: none"> • Teach strategies and how to use them rather than offering assistance. • Discuss and practice age-appropriate behaviors in real life situations. • Create structured social activities (a school/community friendship group focused on the student, for example). • Assume limited ability to generalize from one setting to another
<p>Executive Function - Initiation</p>	<ul style="list-style-type: none"> • Provide assistance with getting started on school tasks - have the child then identify the first thing they are going to do. • Provide more frequent check-ins to ensure student is completing work and to provide "jumpstarts" as the task demands change. • Seat next to a positive peer to help them get started or if they get stuck as the task changes. • Provide a written routine with an outline of tasks and time frame. • Break large projects or tasks into smaller steps.

	<ul style="list-style-type: none"> • Help student develop planning skills. • Teach organization strategies: checklists, graphic organizer or a series of pictures indicating steps needed in task.
<p>Executive Function - Planning</p>	<ul style="list-style-type: none"> · Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and evaluating the plan of action. · Teach time management and prioritizing. · Teach how to develop short term and long term goals. · Support student in connecting new information with what they already know. · Develop and practice schedules and routines when possible. · Plan ahead and prepare student for changes in these routines. · May need written or picture schedule. Prepare the student ahead of time if schedule is changed and make the changes on their written or picture schedule. · If they are not planning social times with friends, they may need help with planning their social and free time. <p>(See also Organization and Reasoning strategies)</p>
<p>Executive Function – Mental Flexibility</p>	<ul style="list-style-type: none"> • Develop and practice schedules and routines when possible. <ul style="list-style-type: none"> ○ Plan ahead and prepare student for changes in these routines. ○ May need written or picture schedule-prepare student head of time if schedule is changed and make the changes on their written or picture schedule. ○ Rehearse or do a dry run of unfamiliar situations or schedules. • Prepare and give reminders of upcoming transitions. • Plan for situations that require mental flexibility. • Plan ahead and do not introduce too much novelty at once.

	<ul style="list-style-type: none"> • Teach student how to analyze directions, break down problems, self-check and self-correct. • Allow for previewing of class notes or materials. • Break tasks down into smaller steps. Make sure directions are clear and concrete.
<p>Executive Function - Reasoning</p>	<ul style="list-style-type: none"> • Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and evaluating the plan of action. • When considering solutions, review at least two different alternatives then let the student select one of the solutions. The goal is to eventually move them to developing their own possible alternative solutions. • Teach use of self-monitoring questions- "What else could I do?" • Present information in concrete and concise manner - avoid language using puns, sarcasm, and double meanings. • Check for understanding and the need for assistance. • Give consistent, neutral feedback. • Break tasks into smaller and shorter segments. • Use graphic organizers to show relationships.
<p>Executive Function – Organizational Skills</p>	<p>To help a student who does not have normal ability to organize information independently, parents and teachers must provide more structure for the student than is ordinarily necessary for a student their age. Increasing structure can include any of the following:</p> <ul style="list-style-type: none"> • Establish a daily routine as much as possible. Particularly for young students, the ability to predict what is going to be happening will help them to organize their behavior better. • Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and

*For additional information see CDE Traumatic Brain Injury website:
<http://www.cde.state.co.us/cdesped/SD-TBI.asp>

[Brain Injury in Children and Youth: A Manual for Educators](#)

evaluating the plan of action.


- Use picture schedules, planners, checklists, or electronic organizers to help them organize their day and prepare themselves for transitions.
- Use a “check-in/check-out” system to ensure that student has assignments and materials.
- Help the student break down long-term and larger projects. Start with the due date and then work backwards to determine when the smaller steps need to be completed. Have them mark those dates in their planner or on a calendar.

Table N. Student Characteristic: Autism Spectrum Disorder

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Provide consistency with routines • Simplify directions and/or break up into “chunks” or steps given one at a time • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies ⌘ “pix writer”, “Picture It” or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social narratives to directly teach age-appropriate interactions and routines (e.g., scripting, Social Stories™ Power Cards) • Give advance notice of routine changes or change of activity • Redirect repetitive movement ⌘ Use of iPads or Tablets
<p>Response</p> <p>*For additional information see CDE Autism website: http://www.cde.state.co.us/cdesped/SD-Autism.asp</p> <p>Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism, Elisa Gagnon (purchase)</p> <p>Social Stories: (Gray and Garand , 1993 / Reynhout & Carter, 2009 / Chan and O’Reilly, 2008 / Ali & Frederickson, 2006)</p>	<ul style="list-style-type: none"> • Allow for processing time for student to formulate response • Picture Exchange Communication system (PECS) • Sign supported speech ⌘ Keyboarding ⌘ Text-to-speech software ⌘ Use of iPads or Tablets • Work systems
<p>Setting/Environment</p>	<ul style="list-style-type: none"> • Reduce lighting • Change type of lighting

Table O. Student Characteristic: Executive Function Skills

 Symbol represents accommodations that can be considered as use of Assistive Technology

Student Characteristic	Consider the following accommodations for use in instruction*
Sensory & Motor	<ul style="list-style-type: none"> • Be sure that the student’s table and chair provide optimal support to reduce the amount of energy devoted to maintaining balance. • Preferential seating away from visual and auditory stimulation. • Limit visual clutter and auditory stimulation in the classroom-consider the impact of lights, noise, movement, etc. • Provide a quiet space/area for breaks or to allow the student to complete work. • Provide student with the opportunity for physical and cognitive rest breaks during the day (lunch and recess are not rest breaks for a student with a brain injury). • Monitor whether the student can handle the lunchroom or if a less stimulating area should be provided where they can eat with their friends. • Allow use of sunglasses and hats when outdoors for students with light sensitivity.
Attention & Concentration	<ul style="list-style-type: none"> • Schedule most important work during times when the child has displayed their greatest concentration abilities. • Seat nearest the location of instruction and away from distractions (e.g. doors, windows, high traffic areas, and other off-task children). • Seat next to positive peers with age appropriate attention abilities to help with redirection and understanding of instructions. • Clear desk and area of everything except what needed for task at hand. • Reduce background noise by experimenting with ear plugs, ear muffs/headphones, or introducing background sound such as, white noise or a music device with soft music. • Eliminate interruptions as much as possible. Once students are focused on a task, it is

	<p>very difficult to get them restarted if interrupted.</p> <ul style="list-style-type: none"> • Allow student to complete work or test in alternate settings where there are fewer distractions. • Make sure to get student’s attention when giving directions or cue them when information is really important. • Use verbal and visual cues to refocus student as well as frequent checks for understanding.
<p>Processing Speed</p>	<ul style="list-style-type: none"> • Give instructions one at a time and focus on the essential or most important parts. • Give time between parts of a direction for the child to process and provide a response. • If the child appears “blank” or is not doing what you have asked, repeat the main points. Do not elaborate or add details. • Provide written directions and combine verbal information with visuals. • Frequent checks for understanding. • Reduce other distractions, so student does not have to screen them out or share his/her focus with anything but your words. • Try not to pressure your student, urge them to “hurry up”, or get exasperated. • Allow extra time for processing and providing their responses as well as on assessments and assignments, including tests. • Limit the number of tasks the student is required to complete at one time. • Provide a copy of classroom notes or guided notes/outline. • Provide or teach the use of graphic organizers and checklists.
<p>Memory</p>	<ul style="list-style-type: none"> • Break instructions and assignments into manageable pieces-limit amount of information, give at one time. • Present information in several ways (verbal, written, visuals, modeling). • Use self-questioning, “wh” questions during reading and discussion (who, what, when, where, why, how).

	<ul style="list-style-type: none">• When possible use thematic learning across content areas.• Teach the concept and then ask the student to teach you or others - having them teach others activates numerous areas of the brain.• Incorporate repetition/practice of new material - allow rest breaks between repetitions.• Provide copies of guided notes.• Allow use of notes and books during assessments.• Modify test format to multiple choice to reduce the need for total memory recall. Give recognition tests not recall tests.• Teach note taking techniques such as highlighting essential information.• Regularly summarize information and ask the student to paraphrase or repeat it back.
Visual-Spatial	<ul style="list-style-type: none">• Provide directions and content verbally (verbal focus on learning).• Provide precise and clear verbal directions.• Frequent checks for understanding.• Highlight what visual information needs to be focused on.• Use simplified visual planners; some webs/diagrams may be too confusing.• Enlarge written materials.• Reduce the amount of written work.• Consider if visual presentation of worksheets needs to be modified.• Provide support in aligning math problems.• Provide support in organizing writing from left to right and organizing/expressing thoughts.• Teach verbal strategies to interpret visual information such as maps, charts and graphs.• Reduce clutter on student's desk.
Visual-Spatial	
Language – Receptive, Expressive, Social Pragmatic	<ul style="list-style-type: none">• Give directions slowly and one at a time-use short simple sentences.• Have child repeat back instructions.• Reinforce verbal concepts with visual cues.• Identify targeted vocabulary and integrate throughout classroom lesson.• Reading to the child and discussing provides

**Language – Receptive,
Expressive, Social Pragmatic**

- language models and exposes children to a variety of aspects of language.
- Teach listening comprehension strategies to help expand understanding of social and academic language situations.
- Ask open ended questions and ask for elaborations.
- Model and encourage participation in natural conversations.
- Teach the student to rehearse silently before replying.
- Provide picture cues to support memory for details and sequencing information when telling or retelling a story or event.
- Encourage expression through nonverbal means such as art and music.
- Use pictures, photographs, visuals and modeling to teach recognition of emotions based on facial expressions, nonverbal cues, tone of voice, etc.
- Take advantage of naturally occurring situations to practice and reinforce social skills (e.g. greetings at the beginning of a day, requesting materials to complete a project, starting and maintaining conversations with peers during free time, etc.).
- Role play and model how to behave and communicate appropriately in common social situations.
- Use social narratives to support learning
- Identify appropriate and inappropriate verbal and nonverbal behaviors in different situations.

New Learning

- Teach outlining and highlighting of the most important concepts.
- Provide copies of guided notes and outlines.
- Extra time to complete tests and assignments.
- Encourage student to review what has been learned daily.
- Provide student/parents with upcoming topics, notes and materials so they can

	<p>preview and reinforce concepts at home.</p> <ul style="list-style-type: none"> • Use real world examples to make new learning meaningful-make connections between new learning and information student already knows. • Teach the concept and then ask the student to teach you or others-having them teach others activates numerous areas of the brain. • Use errorless learning to teach concepts- see projectlearn.net.org and brainline.org. Errorless learning does not encourage guessing so the student never has the chance to learn or remember the information incorrectly. • Provide multimodal learning opportunities (visual, verbal, modeling, hands on).
<p>Executive Function – Initiation</p> <p>Executive Function - Initiation</p>	<ul style="list-style-type: none"> • Provide assistance with getting started on school tasks - have the child then identify the first thing they are going to do. • Provide more frequent check-ins to ensure student is completing work and to provide “jumpstarts” as the task demands change. • Seat next to a positive peer to help them get started or if they get stuck as the task changes. • Provide a written routine with an outline of tasks and time frame. • Break large projects or tasks into smaller steps. • Help student develop planning skills. • Teach organization strategies: checklists, graphic organizer or a series of pictures indicating steps needed in task.
<p>Executive Function - Planning</p>	<ul style="list-style-type: none"> • Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and evaluating the plan of action. • Teach time management and prioritizing. • Teach how to develop short term and long term goals. • Support student in connecting new information with what they already know. • Develop and practice schedules and routines when possible.

	<ul style="list-style-type: none"> • Plan ahead and prepare student for changes in these routines. • May need written or picture schedule. Prepare the student ahead of time if schedule is changed and make the changes on their written or picture schedule. • If they are not planning social times with friends, they may need help with planning their social and free time. <p>(See also Organization and Reasoning strategies)</p>
<p>Executive Function – Mental Flexibility</p> <p>Executive Function – Mental Flexibility</p>	<ul style="list-style-type: none"> • Develop and practice schedules and routines when possible. <ul style="list-style-type: none"> ○ Plan ahead and prepare student for changes in these routines. ○ May need written or picture schedule-prepare student head of time if schedule is changed and make the changes on their written or picture schedule. ○ Rehearse or do a dry run of unfamiliar situations or schedules. • Prepare and give reminders of upcoming transitions. • Plan for situations that require mental flexibility. • Plan ahead and do not introduce too much novelty at once. • Teach student how to analyze directions, break down problems, self-check and self-correct. • Allow for previewing of class notes or materials. • Break tasks down into smaller steps. Make sure directions are clear and concrete.
<p>Executive Function - Reasoning</p>	<ul style="list-style-type: none"> • Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and evaluating the plan of action. • When considering solutions, review at least two different alternatives then let the student select one of the solutions. The goal is to

	<p>eventually move them to developing their own possible alternative solutions.</p> <ul style="list-style-type: none"> • Teach use of self-monitoring questions- “What else could I do?” • Present information in concrete and concise manner - avoid language using puns, sarcasm, and double meanings. • Check for understanding and the need for assistance. • Give consistent, neutral feedback. • Break tasks into smaller and shorter segments. • Use graphic organizers to show relationships.
<p>Executive Function – Organizational Skills</p> <p>Executive Function – Organizational Skills</p> <p>*For additional information see CDE Traumatic Brain Injury website: http://www.cde.state.co.us/cdesped/SD-TBI.asp</p> <p>Brain Injury in Children and Youth: A Manual for Educators</p>	<p>To help a student who does not have normal ability to organize information independently, parents and teachers must provide more structure for the student than is ordinarily necessary for a student their age. Increasing structure can include any of the following:</p> <ul style="list-style-type: none"> • Establish a daily routine as much as possible. Particularly for young students, the ability to predict what is going to be happening will help them to organize their behavior better. • Teach the student how to develop a step-by-step guide for problem solving by identifying the problem, considering relevant information, listing and evaluating possible solutions, creating a plan of action, and evaluating the plan of action. • Use picture schedules, planners, checklists, or electronic organizers to help them organize their day and prepare themselves for transitions. • Use a “check-in/check-out” system to ensure that student has assignments and materials. • Help the student break down long-term and larger projects. Start with the due date and then work backwards to determine when the smaller steps need to be completed. Have them mark those dates in their planner or on a calendar.

Table P. Student Characteristic: Specific Learning Disability: Oral Expression and Listening Comprehension

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p> <p>⌘ Computer-based instruction</p>	<ul style="list-style-type: none"> • Read Aloud/Oral Presentation/ Accessible Educational Materials • Audio tape/CD/Digital Reader • Screen Reader • Video tape • Picture Supported Text • Visual cues • Phonological Awareness Activities: Such as rhyming games; identifying/sorting pictures that Rhyme • Phonemic Awareness Activities: Such as tapping out words in sentences, clapping the number of syllables, games to identify initial, medial and final sounds • Alphabet games • Letter/sound games or activities • Narrative Skill Development: such as sequencing activities (arranging picture cards to illustrate a story or series of events) • Model Summarization strategies; teach summarization • Cooperative learning structures • Rephrase with only important elements • Use story maps or graphic organizers for sequencing, retelling or summarizing • Story grammars • Visualization strategies with verbal description • Read-alouds using Pre-taught vocabulary; students draw, write, and/or orally respond • Questioning for comprehension and expression • Model making connections to prior knowledge and experience (e.g. picture walk, KWL chart) ⌘ Recorded books, Mp3 players, other electronic reading devices • Give short and simple directions with examples • Use nonverbal signals • Repeating directions • Restate directions • Text highlighting for oral response • Capitalize on student interests • Personal FM system

	<ul style="list-style-type: none"> • Clarify directions (rephrase, explain) • Clarify test questions (rephrase, ask the question in a different format instead of open-ended response choices) • Visual aids (provide written directions, graphics, diagrams, color coding, highlighting) • Provide captioned versions of videos • Provide guided notes • Provide note-taking assistance or app • Use hand-held microphone to pass around the class during class discussions • Repeat questions and answers from students • Provide graphic organizers • Break long assignments/projects into steps; provide a model of the finished project • Make eye contact with child before giving directions • Give short, simple directions; avoid verbal overload • Preview important vocabulary and key concepts prior to a lesson • Use advance organizers (Advance organizers used in reading may involve a preview of the objectives, topics and subtopics, questions, or the chapter summary.) • Provide study guides, review packets • Use demonstration and hands-on activities
<p>Response</p> <p>Resource: National Center on Accessible Educational Materials http://aem.cast.org/about#.VfyW0mznZyQ</p> <p>See CDE Specific Learning Disability webpage: http://www.cde.state.co.us/cdesped/sld-sld</p> <p>Also see Glossary of Instructional Accommodations</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet ⌘ Use materials or devices used to solve or organize responses ⌘ Use visual organizers ⌘ Use graphic organizers • Use mnemonic devices to aid memory • Retelling stories; paraphrasing • Allow for class presentations to be given individually to the teacher or to a small group • Allow child to record class presentation at home and provide teacher the video to assess • Allow child to use assistive communication device to respond • Add to the child’s response by extending it and expanding it. • Allow “processing time” for children to respond • Allow amplification such as hand held microphone for responses • Have script of child’s speech/ presentation on an overhead projector while student reads or delivers speech • Allow child to use note cards for class presentations to organize thoughts

	<ul style="list-style-type: none"> • Grammar checker/ spell checker • Allow non-verbal responses (pointing, gestures, pantomime, eye gaze responses) • Highlight key words in directions • Have student repeat and explain directions to check for understanding
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Table P. Student Characteristic: Specific Learning Disability: Mathematical Calculation and Problem Solving

 Symbol represents accommodations that can be *considered as use of Assistive Technology*

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Frame mathematical instruction in growth-mindset • Encourage positive self-talk • Set purpose for learning • Provide positive reinforcement • Create a safe-learning environment • Reduce emphasis on peer competition and perfection; use personal growth models and ongoing revision and learning as models of a differentiated, flexible, relaxed learning community • Repeat directions/instructions • Simplify directions/instructions • Read aloud text/problems, repeat, review • Reduce number of items on a page/practice items to improve focus • Use masking to reduce visual load or fold paper to limit amount of text visible • Reduce amount of work required; focus on quality of answer not quantity • Provide extra processing time for learning new procedures/concepts • Require verbal and written expression of thinking/problem solving steps/reasoning • Use multiple modalities for instruction (Auditory, Visual, Kinesthetic) • Make learning relevant/Connect examples to student's daily life • Sequence instruction from concrete, to representational,

	<p>to abstract; use concrete examples to teach abstract concepts</p> <ul style="list-style-type: none"> • Use tangible/concrete materials/ manipulatives to illustrate concepts • Use Collaborative Learning Structures • Use multi-sensory strategies • Use hands-on activities • Explicitly teach academic vocabulary • Use math word walls with visuals; teach key words with multiple application and teach how to use, model, and encourage student use to check work • Use and allow ongoing access to anchor charts with examples and non-examples; • Use Advance organizers • Provide outline of lesson materials, steps for problems, concept maps, prior to instruction • Explicitly model and draw attention to critical features and mathematical relationships • Explicitly teach purpose and application of mathematical models and tools; teach use of knowns and unknowns for strategy selection • Provide multiple strategies for skill instruction • Provide guided notes • Pre-teach important concepts and vocabulary before lesson; use visual reminders (e.g. concept maps, pictures, etc.) • Connect to prior learning and background knowledge, use culturally relevant and developmentally appropriate examples <ul style="list-style-type: none"> • Provide frequent opportunities for cumulative and distributed review of rules, facts, formulas, strategies, etc. • Provide immediate corrective feedback • Use written prompts and cue sheets to support independent sequencing and chunking (breaking tasks/assignments/problems into smaller segments) • Small group instruction • Ensure mastery prior to independent practice • Use checklists for solving word problems • Teach math “tricks”: mnemonics, stories, rhythm or music, and use visual cues to teach rules or facts • To encourage operation sense and reduce confusion use color-coding/different fonts for operation symbols • Record lesson for review; provide access to student
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- Break long assignments and lengthy sequences into shorter assignments and/or part/steps
- Provide study guides and review packets
- Highlight essential components in texts, worksheets, problems
- Teach self-monitoring (self-questioning, self-evaluation) and self-regulation strategies
- Connect learning to real-life examples
- Pre/teach and/or review pre-requisite skills/component skills prior to teaching new concepts with complex processes or multiple steps(e.g. order of operations for use in algorithm);
- Encourage use of models, drawings, etc., when solving problems
- Encourage reading aloud to self/sub-vocalization during problem solving
- Teach coding (using symbols, colors, underlining and/or highlighting) to determine and highlight critical components of problems
- Encourage note taking; allow use of note during assessments
- Provide cloze notes and/or teach note-taking procedures during direct instruction
- Teach and Use two-column notes strategies to assist with review of concepts/test-taking
- Allow use of computing devices for problem solving
- Provide desk and pocket size tools, e.g., multiplication and measurement tables; number lines, addition tables, bar models; fraction/decimal conversions
- Monitor progress frequently to ensure appropriate application and encourage student to set goals based on data
- Use flexible grouping(i.e., heterogeneous grouping for collaborative structures based on strengths to minimize barriers of disability; match groupings with instructional intent)
- Provide environmental accommodations: quiet space with minimal distractions for independent work; head phones, or earplugs, study carrels; Be consistent with classroom routines and procedures to help focus attention on mathematics
- Encourage use of calculator to check work
- Allow talking calculators
- Use technology: e.g Computer Algebra Systems, online

	<p>tools, digital manipulatives</p> <p>☞ Use tablets and apps for note-taking; procedural/conceptual review, frequent practice, and</p> <p>☞ Computer-assisted instruction for highly, structured systemic tutorials and independent practice with immediate feedback</p>
<p>Response</p> <p>Resource: http://www.cde.state.co.us/cdesped/SLD.asp</p>	<ul style="list-style-type: none"> • Collaborative Learning Structures • Allow choice in solving problem strategy • Allow for class presentations to be given as a group • Interactive notebooks • Cloze notes/ two-column notes other assisted note taking strategies • Calculation Devices • Manipulatives • Visual Organizers • Graphic Organizers • Mnemonics for Problem Solving • Math Tables and formula sheets • Guided notes (e.g., cloze/2-column, highlighted, etc.) • Extra time • Extra Space on worksheets/assessments for problem solving

