

**ELEMENTARY CURRICULUM ACCOMMODATIONS
GENERAL EDUCATION
REFERENCE GUIDE**

Behavior

Listed below are successful teaching strategies to address issues of behavior.

<p><i>Attention:</i></p> <ul style="list-style-type: none">• Shortened length of listening activities• Reduced visual distractions in the room• Provided pictures and/or other visual cues• Wrote key vocabulary on the board• Provided opportunities for periodic rehearsal of information presented orally• Provided a scribe for classroom notes• Allowed student to copy notes from a peer• Used graphic organizers• Broke longer presentations into shorter units• Touched or cued student when attention waned• Re-directed student when attention waned• Changed student's seat to decrease distractions• Modified/shortened the tasks and amount of material• Used material on the student's instructional/independent level• Provided individual/small group instruction <p><i>Work Completion:</i></p> <ul style="list-style-type: none">• Used student checklists• Used a study carrel• Used a timer• Used a headset to block extraneous noise• Used a reinforcement system, such as stickers or tokens• Used work assignment lists• Broke lengthy, long-term assignment into smaller parts• Reduced/modified assignment• Simplified worksheets/tasks	<ul style="list-style-type: none">• Used preferential seating• Allowed per periodic breaks <p><i>Transitions:</i></p> <ul style="list-style-type: none">• Kept routines structured• Posted expected rules & behavior• Marked student's space & materials• Posted the schedule for the day• Cued student prior to transitions• Allowed the student opportunities for movement, periodically through the day• Practiced transition routines <p><i>Positive group participation skills:</i></p> <ul style="list-style-type: none">• Gave specific feedback to student when student was successful• Used role-playing to teach appropriate behaviors• Allowed rehearsal opportunities• Provided a "cool down" space• Used time out procedure for acting out or aggressive behaviors• Used a written behavior contract with student• Used regular feedback system between home & school• Provided choices for student• Problem solved with the student• Other strategies, including consultations with other specialists:
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Reading

Phonological Awareness:

- Oral rhyming activities
- Segmenting spoken sentences into words
- Segmenting spoken words into syllables
- Identifying and practicing onset and rhyme sounds
- Identifying spoken words w/same initial sounds
- Identifying spoken words w/same end sounds
- Blending orally presented phonemes into words
- Segmenting orally presented words into phonemes

Decoding Skills:

- Checked vision
- Presented phonemic awareness activities
- Used rhyming activities
- Used multi-sensory or VAKT (visual, auditory, kinesthetic, tactile) instruction
- Matched letter letters/sounds (initial and final letters)
- Used blending sounds to read real and nonsense words
- Used cues for sound blending
- Used finger/markers for tracking left-to-right
- Presented and practiced syllabication rules
- Synthesized words (part of whole)
- Segmented words (whole to part)
- Used word families
- Provided opportunities for daily reading
- Repeated phonic rules verbally (auditory cues)
- Presented phonic rules on a chart (visual cues)
- Used log of misread words for practice
- Provided instruction in small groups
- Sent home word list for home practice sessions
- Set up a home reading system w/parents
- Used read alouds: charts, stories, CVC, CVCe, blends, word families, diphthongs, etc.
- Paired students for practice reading aloud

Word Recognition Skills:

- Provided flash cards for drill/practice
- Used configuration cues
- Sent home word lists for home practice
- Used language experience/concrete meaning
- Used a word wall

Comprehension Skills:

- Provide opportunities to pre-read text

- Re-read favorite stories and independent-levelled text
- Read stories w/predictable text
- Taught self-monitoring
- Taught use of graphic/semantic organizers
- Taught use of questions to guide reading
- Taught ways to generate questions
- Taught story structures
- Taught summarization
- Taught elaboration (prediction, prior knowledge, etc.)
- Discussed pictures before reading text (visual cues)
- Had student answer questions orally
- Had student illustrate sentences or stories
- Review key concepts in text
- Had student write sentences for or illustrate reading vocabulary words
- Had student list details of story
- Used sequence pictures then retold story
- Had student to complete cloze sentences and/or paragraphs
- Had students finish incomplete stories
- Used texts at instructional and independent reading levels
- Used supplemental materials/resources (list):

Fluency:

- Modeled fluent reading
- Multiple readings of texts
- Choral reading
- Echo reading
- Shared reading

Vocabulary Acquisition:

- Sorted words into basic categories
- Described common objects
- Classified categories of words
- Taught common synonyms and antonyms
- Used known word in compound word
- Taught homophones/homographs
- Used dictionary/thesaurus to locate words meanings
- Taught strategy of using knowledge of word origins, synonyms, etc. to derive meaning
- Other strategies, including consultations with other specialists:

Writing

Spelling:

- Use multi-sensory approach
- Use picture or color cues or word shapes
- Taught sight words in a meaningful phrase or sentence
- Taught specific spelling rules
- Used same words for reading, spelling, and writing tasks
- Reduced number of expected words
- Tested student orally
- Sent home spelling words for practice
- Made individualized word lists to learn

Handwriting:

- Provided hand strengthen activities (e.g. clay, squeeze ball)
- Provided special paper (e.g. wider spaced lines, graph paper)
- Used pencil grip
- Used various writing tools
- Provided alphabet and number strips at seat
- Used multi-sensory activities
- Used cues (e.g. finger spaces) for spacing between words
- Reduced copying from book or board
- Seated copying from book or board
- Seated student near board for copying

Written expression:

- Allowed student verbalize thoughts before writing
- Used word processor for written tasks/assignments
- Helped student get started on written tasks
- Used graphic organizers
- Allowed un-timed written assessments
- Used story starters or prompts
- Used rubric as a guide for written assignments
- Used checklist(s) for proofing written work

- Broke up long written assignments into smaller parts
- Allowed student to vocalize while writing
- Read back pieces to student to see if written work make sense
- Taught revision skills
- Gave student choices about topic
- Other strategies, including consultations with other specialists: