Tool 2: Sample Academic and Instructional Supports for Students with Disabilities

Name _____   Date _____

Completed by _____

Reading Difficulties	Written Expression Difficulties	Fine and Gross Motor Difficulties

❑ Use less difficult/ alternative reading material
❑ Identify/define words prior to reading
❑ Reduce amount of reading required
❑ Allow alternative methods of data collection (dictation, interviews, fact sheets)
❑ Enlarge text of worksheets, reading material and tests
❑ Limit words on a page
❑ Extend time to complete assignments
❑ Read directions several times at start of assignments
❑ Emphasize important terms and clarify meanings
❑ Provide additional repetition and guided practice of directions, skills and concepts
❑ Use assistive technology; e.g., text-to-speech software
	❑ Reduce volume or requirements for written work; e.g., by accepting an outline or point-form notes
	❑ Break long-term assignments into manageable tasks with a schedule for completing tasks
	❑ Extend time lines for completing assignments
	❑ Offer alternative assignments
	❑ Allow student to work on homework at school
	❑ Encourage use of word processor
	❑ Waive spelling, punctuation and paragraphing requirements
	❑ Use assistive technology; e.g., word processor, spell check device, grammar check device, text-to-speech software
		❑ Use assistive and adaptive devices (slant boards/desktop easels) to display written material
		  – pencil or pen adapted in size or grip diameter
		  – alternative keyboard
		  – portable word processor
		❑ Set realistic and mutually agreed-upon expectations for neatness and organization
		❑ Reduce or eliminate the need to copy from a text or board
		  – provide copies of notes
		  – permit student to photocopy a peer's notes
		  – provide carbon/NCR paper to a peer to allow a duplicate copy of notes to be made
		❑ Extend time to complete assignments
		❑ Alter the size, shape or location of the space provided for answers
		❑ Accept keyword responses instead of complete sentences
		❑ Allow student to type answers or to answer orally instead of in writing

141

This tool adapted from Calgary Learning Centre (Calgary, Alberta, 2002). Used with permission of the Calgary Learning Centre.

Tool 2: Sample Academic and Instructional Supports for Students with Disabilities (continued)

Attention Difficulties	Memory Difficulties

❑ Provide alternative seating
  – near teacher
  – facing teacher
  – at front of class, between well-focused students, away from distractions
❑ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels)
❑ Permit movement during class activities and testing sessions
❑ Provide directions in written form
  – on board
  – on worksheets
  – copied in assignment book by student
❑ Set time limits for specific task completion
❑ Extend time to complete tests and assignments
❑ Use multiple testing sessions for longer tests
❑ Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or focus attention
❑ Provide cues; e.g., arrows and stop signs on worksheets and tests
❑ Provide a quiet, distraction-free area for completing assignments and tests
❑ Allow student to wear noise buffer device such as headphones to screen out distracting sounds
❑ Provide checklists for long, detailed assignments
	❑ Provide a written outline
	❑ Provide directions in written form
	❑ Provide a specific process for turning in completed assignments
	❑ Provide checklists for long, detailed assignments
	❑ Read and discuss standard directions several times at start of exam
	❑ Provide cues; e.g., arrows and stop signs on worksheets and tests
	❑ Allow student to use reference aids such as dictionaries, word processors or vocabulary cue cards

142