School District 8
Kootenay Lake

Classroom Adaptation Strategies for Teachers

Behavioral Strategies

- Allow for Physical Movement
- Develop and maintain a regular homeschool communication system
- Use Visual records – ie: contracts, desk charts, progress charts
- Provide clear goals and expectations – support with visual cues
- Use both verbal and non-verbal cues
- Involve the student in goal setting
- Provide structure and consistency/routines
- Use tangible incentives
- Send positive notes home
- Reinforce appropriate participation
- Ignore inappropriate behavior

Organizational Strategies

- Help student use an assignment sheet/notebook
- Allow additional time to complete tasks/take tests
- Help student organize notebook, provide folder to organize work
- Help student set time limits for assignment completion, structure is important
- Question student to help focus on important information
- Help highlight the main concepts in text
- Ask student to repeat directions given
- Ask parents to structure study time. Give them information about long term assignments.
- Use colour coding
- Provide key visuals

Curriculum Strategies

- Adapt materials (enlarge print, condense information, etc.)
- Provide supplementary materials at student's reading level
- Adjust expectations of output "quality versus quantity"

- Use reciprocal teaching – student has an opportunity to teach a concept/information to others
- Highlight main concepts in student's notebook
- Provide partial outlines of chapters, study guides and testing outlines
- Provide copies of notes
- Provide task cards with written instructions
- Allow for use of calculator
- Allow for use of computer
- Provide extra assignments/test time
- Provide alternative assignments that don't always require writing
- Individualize
- Help organize work in a particular binder
- Allow for a text at home
- Provide framework for written activities
- Adjust conceptual level
- Explain purpose and expectations of lesson
- Review structure and format of text

Assessment Strategies

- Develop Criteria for evaluation of student performance
- Take an adapted test in the classroom (reduce readability, shorten, revise format, etc.)
- Take tests in the Learning Support Centre
- Allow test questions/instructions to be read to a student
- Use alternatives to testing; oral reports, making bulletin board poster, audiotape, demonstration, all notes on chapter, etc.
- Vary types of test – verbal/written/demonstration
- Vary level of recognition – recall with cues, independent recall
- Allow for sample/practice test
- Use short direct questions
- Arrange items from easy to difficult

Instructional Strategies

- Accommodate students' learning styles
- Use multi-sensory approach for presenting assignments and activities (auditory, visual, tactile, kinesthetic)
- Use concrete objects or manipulatives to demonstrate concepts
- Provide visual referents to accompany oral instruction (ie: Key visuals, webs, Frameworks, etc.)
- Teach/reinforce use of memory strategies (verbal, rehearsal, chunking information, visual imagery, mnemonics, etc.)
- Teach students how to organize work
- Make instructions brief and simple
- Ask student to restate directions or information
- Use verbal and physical cues for important ideas and to help student organize notes
- Allow for fine motor difficulties when evaluating written assignments
- Provide a copy of the notes/information
- Read content material to student
- Consider students reading ability carefully when requesting oral reading
- Allow student to dictate to a peer, buddy, teacher assistant, teacher, or tape recorder
- Provide cues (physical, verbal, visual) for sequencing of operations, directions, etc.
- Provide immediate feedback
- Allow additional time for responding
- Use taped books
- Provide access to computers for word processing

Physical Environment

- Seat student according to needs
- Seat student near a buddy
- Assign a peer tutor
- Build rapport with student, schedule regular times to talk or check in
- Reduce distractions (visual, auditory)
- Provide for quiet working area
- Vary grouping – large/small/individual