

WORKING WITH STUDENTS – Modifications (CONTINUED)

**IF THE STUDENT HAS TROUBLE
USING A TEXTBOOK,
YOU CAN TRY...**

- reading the textbook aloud to the student
- using a peer as a "reading buddy"
- using computer programs with audio
- using visuals (films, videotapes, computer programs)
- providing summaries or outlines
- using a parallel textbook (same subject, lower reading level)
- providing preview questions
- going over important vocabulary
- finding out what the student already knows about the information (activating prior knowledge)
- developing study guides
- highlighting the textbook
- asking questions during and after reading (to check comprehension and reinforce information)
- teaching the student to use specific parts of the textbook (glossary, index, table of contents, diagrams, charts, etc.)

**IF THE STUDENT HAS TROUBLE
KEEPING AN ORGANIZED NOTEBOOK,
YOU CAN TRY...**

- checking the notebook often
- having the student number all pages
- checking the notebook daily
- requiring the student to keep one notebook for each subject, or using one large ringbinder with a divider for each subject
- color coding pages by subject area or by weeks, months etc.
- having the student immediately file pages following instruction or being given the sheets
- assigning a "notebook buddy" from the class (choose someone who has good notebook-keeping skills)

**IF THE STUDENT HAS TROUBLE
KEEPING TRACK OF MATERIALS OR ASSIGNMENTS,
YOU CAN TRY...**

- helping the student develop self-checking or self-monitoring skills for remembering classroom supplies and assignments
- writing assignments on board for the student to copy
- requiring envelopes for big projects or projects with separate parts
- asking the student what materials he/she will need
- keeping an extra set of materials in the classroom
- making sure all returned papers are immediately put in the notebook
- giving rewards for bringing materials and assignments each day or class period
- developing nonverbal cues to remind the student to self-check for materials
- keeping an assignment calendar, checklist, or diary
- using Post-It notes to mark assignments in textbooks
- writing assignment requirements on Post-It notes marking assignments

**IF THE STUDENT HAS TROUBLE
COMPLETING WORK ON TIME,
YOU CAN TRY...**

- reducing the amount of work or allowing more time for the work
- reminding the student of time periodically
- writing schedules and helping the student plan use of time
- helping the student keep a calendar
- breaking assignments up and having several "due dates" for the pieces
- developing checklists
- using a kitchen timer to define work times

Regular Classroom Modification Suggestions

Student _____

Date _____

Modifications needed to assure success for this student in regular, remedial, and supportive programs.

PACING

- Extend time requirements
- Allow breaks, vary activity often
- Omit assignments requiring copying in a timed situation
- Other: _____

ENVIRONMENT

- Assign preferential seating
- Alter physical arrangement of room
- Reduce/minimize distractions:
 - visual auditory both
- Special ed. teacher in regular class
- Special ed. aide in regular class
- Special ed. teacher consults with:
 - student reg. ed. teacher both
- Other: _____

PRESENTATION OF SUBJECT MATERIAL

- Emphasize teaching approach:
 - auditory visual tactile multi
- Use individual/small group instruction
- Use specialized curriculum
- Use parallel curriculum
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Other: _____

MATERIALS

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary material
- Give assistance in note taking: _____
- Type handwritten teacher material
- Provide special equipment: _____ format
- Use laminated materials
- Use adapted/modified textbooks
- Allow use of calculator/computer

GRADING

- Modify grading system: _____
- Modify weights of course components: _____
- Modify inappropriate course objectives/outcomes (See IEP)

ASSIGNMENTS

- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper-and-pencil tasks
- Read directions to student
- Give oral cues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Maintain assignment notebook
- Use school/home assignment sheet
- Use alternate assignment
- Other: _____

REINFORCEMENT AND FOLLOW THROUGH

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Provide language experience
- Give immediate feedback
- Request parent reinforcement
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize material
- Reinforce long-term assignment time lines
- Repeat review/drill
- Use behavioral contracts
- Other: _____

TESTING ADAPTATIONS

- Allow student to answer orally
- Use short-answer format
- Provide taped test Use multiple-choice
- Read test to student Write different test
- Modify format Shorten test length
- Other: _____

PROBLEMS RELATED TO INSTRUCTIONAL ASSISTANT PROXIMITY

- Interference with ownership and responsibility by general educators
- Separation from classmates
- Dependence on adults
- Impact on peer interactions
- Limitations on receiving competent instruction *Exceptional Children*
- Loss of personal control
- Loss of gender identity
- Interference with instruction of other students *Exceptional Children*

TEN STRATEGIES TO PROMOTE STUDENT-TO-STUDENT INTERACTIONS

1. Ensure that the student is in rich social environments.
2. Highlight similarities between the student and peers.
3. Re-direct student conversation to the student with a disability.
4. Directly teach and practice interaction skills in natural settings.
5. Use instructional strategies that promote interaction.
6. Teach others how to interact with the student with a disability.
7. Make rewards for behavior social in nature.
8. Give the student responsibilities that allow for interactions with peers.
9. Systematically fade direct support.
10. Make interdependence a goal for the students.

Causton-Theoharis, J. & Malmgren, K. (2005). *Building Bridges: Strategies to Help Paraprofessionals Promote Peer Interaction*, Teaching Exceptional Children, Vol. 37, No. 6, p. 20.

TEN BEHAVIORAL SUPPORTS THAT ARE SOCIAL

1. Shoot baskets with a peer.
2. Invite a friend to sit with you at lunch.
3. Go to the movies after school with other students from class.
4. Make bead necklaces with a friend during study hall.
5. Select two peers to have lunch with the teacher.
6. Play a math game with other students.
7. Play computer games with friends.
8. Pop popcorn with a peer and deliver it to the class.
9. Read with a selected friend in the library.
10. With a friend, play a game of Uno against the principal.

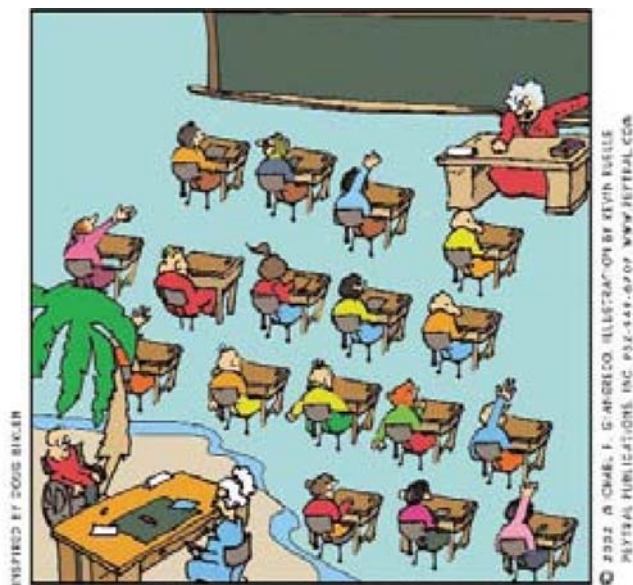
Causton-Theoharis, J. & Malmgren, K. (2005). *Building Bridges: Strategies to Help Paraprofessionals Promote Peer Interaction*, Teaching Exceptional Children, Vol. 37, No. 6, p. 23.

TEN INTERACTIVE STUDENT RESPONSIBILITIES

1. Return books to the library with a friend.
2. Recycle with a rotating buddy.
3. Straighten books in the library with a friend.
4. Stuff mailboxes in the office or the classroom with a friend.
5. Water plants with a friend.
6. Prepare snack with a buddy.
7. Pass out papers with a partner.
8. Collect homework, books, or music with a partner.
9. Buy supplies for home economics class with a friend.
10. Sharpen pencils with a partner.

Causton-Theoharis, J. & Malmgren, K. (2005). *Building Bridges: Strategies to Help Paraprofessionals Promote Peer Interaction*, Teaching Exceptional Children, Vol. 37, No. 6, p. 23.

<i>Category of Effect</i>	<i>Description</i>
Separation from Classmates	Student with a disability and paraprofessional are seated together in the back or side of the room, physically separated from the class.
Unnecessary Dependence	Student with a disability is hesitant to participate without paraprofessional direction, prompting, or cueing.
Interference with Peer Interactions	Paraprofessional can create physical or symbolic barriers that interfere with interactions between a student with disabilities and classmates.
Insular Relationships	Student with a disability and paraprofessional do most everything together, to the exclusion of others (i.e., teachers and peers).
Feeling Stigmatized	Student with a disability expresses embarrassment/discomfort about having a paraprofessional; makes him or her stand out in negative ways.
Limited Access to Competent Instruction	Paraprofessionals are not necessarily skilled in providing competent instruction; some do the work for the students they support.
Interference with Teacher Engagement	Teachers tend to be less involved when a student with a disability has a paraprofessional because individual attention is already available.
Loss of Personal Control	Paraprofessionals do so much for the students with disabilities that they do not exercise choices that are typical for other students.
Loss of Gender Identity	Student with a disability is treated as the gender of the paraprofessional (e.g., male student taken into the female bathroom).
May Provoke Problem Behaviors	Some students with disabilities express their dislike of paraprofessional support by displaying inappropriate behaviors.



ISLAND IN THE MAINSTREAM
 MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

Giangreco, M., Yuan, S., McKenzie, B., Cameron, P. & Fialka, J. (2005) *"Be Careful What You Wish for..." Five Reasons to Be Concerned About the Assignment of Individual Paraprofessionals*, Teaching Exceptional Children, Vol. 37, No. 5, pp. 28-34