

Accommodations Involving Interactive Instruction

The task of gaining students' attention and engaging them for a period of time requires many teaching and managing skills. Teaching and interactions should provide successful learning experiences for each student. Some accommodations to enhance successful interactive instructional activities are:

- Use explicit teaching procedures. Many commercial materials do not cue teachers to use explicit teaching procedures; thus, the teacher often must adapt a material to include these procedures. Teachers can include explicit teaching steps within their lessons (i.e., present an advanced organizer, demonstrate the skill, provide guided practice, offer corrective feedback, set up independent practice, monitor practice, and review).
- Repeat directions. Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words. Simplify directions by presenting only one portion at a time and by writing each portion on the chalk board/white board as well as stating it orally. When using written directions, be sure that students are able to read and understand the words as well as comprehend the meaning of sentences.
- Maintain daily routines. Many students with learning problems need the structure of daily routines to know and do what is expected.
- Provide a copy of lesson notes. The teacher can give a copy of lesson notes to students who have difficulty taking notes during presentations.
- Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.
- Use step-by-step instruction. New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part-to-whole instruction.
- Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on an overhead or handout).
- Write key points or words on the chalkboard/whiteboard. Prior to a presentation, the teacher can write new vocabulary words and key points on the chalkboard/whiteboard.

- Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.
- Use mnemonic instruction. Mnemonic devices can be used to help students remember key information or steps in a learning strategy.
- Emphasize daily review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.
- Change response mode. Use a variety of response modes.
- Encourage use of graphic organizers. A graphic organizer involves organizing material into a visual format. To develop a graphic organizer, the student can list the topic on the first line, collect and divide information into major headings, list all information relating to major headings on index cards, organize information into major areas, place information under appropriate subheadings, and place information into the organizer format.
- Preferential Seating. Place students close to the teacher. Students with attention problems can be seated close to the teacher, chalkboard/whiteboard, or work area and away from distracting sounds, materials, or objects.
- Encourage use of assignment books or calendars. Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.
- Have students turn lined paper vertically for math. Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.
- Use cues to denote important items. Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.
- Design hierarchical worksheets. The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.

- Allow use of instructional aids and monitor how effective it is to the student's progress. Students can be provided with letter and number strips to help them write correctly. Number lines, counters, calculators, and other assistive technology can help students compute once they understand the mathematical operations.
- Display work samples. Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.
- Use flexible work times. Students who work slowly can be given additional time to complete written assignments.
- Provide additional practice. Students require different amounts of practice to master skills or content. Many students with learning problems need additional practice to learn at a fluency level.
- Use assignment substitutions or adjustments. Students can be allowed to complete projects instead of oral reports or vice versa. Also, tests can be given in oral or written format.
- Students with dyslexia should not be called upon to read aloud in class unless the student volunteers to read.
- Optional use of oral testing at the teacher discretion with evidence to support the student mastery of the subject content.
- Allow student to use technology in the classroom such as an Echo Pen or a Camera to take photos of items listed on the board.