

Department of Exceptional Student Education



"To instruct someone... is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. *Knowing is a process not a product*"

(Bruner, 1966: 72)

Palm Beach County School District

2010 -2011

Teaching Strategies for Students with Disabilities

This booklet we will address four overarching approaches to meet the academic and social emotional needs of students with disabilities:

- I. Lesson Design.....pages 2-5
 - a) I.N.C.L.U.D.E Model
 - b) Instruction/Lesson Design
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I.N.C.L.U.D. E Model

In her book, *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Marilyn Friend suggests a seven step approach to considering instructional strategies, accommodations, and/or modifications to meet students with disabilities learning needs. The steps are:

1. **I**dentify classroom environmental, curricular, and instructional demands.
2. **N**ote student strengths and needs.
3. **C**heck for potential areas of student success.
4. **L**ook for potential problem areas.
5. **U**se information gathered to brainstorm instructional adaptations.
6. **D**ecide which adaptations to implement.
7. **E**valuate student progress

The Essential Nine (Instructional Strategies)

The following Essential Nine have identified as instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels:

1. Identifying Similarities and Differences
2. Summarizing and Note Taking.
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advance Organizers

(Adapted from the book, *Classroom Instruction that Work*, by Robert Marzano, Debra Pickering, and Jane Pollock. Retrieved from <http://classroom.leanderisd.org/webs/marzano/home.htm>)

Instruction/Lesson Design

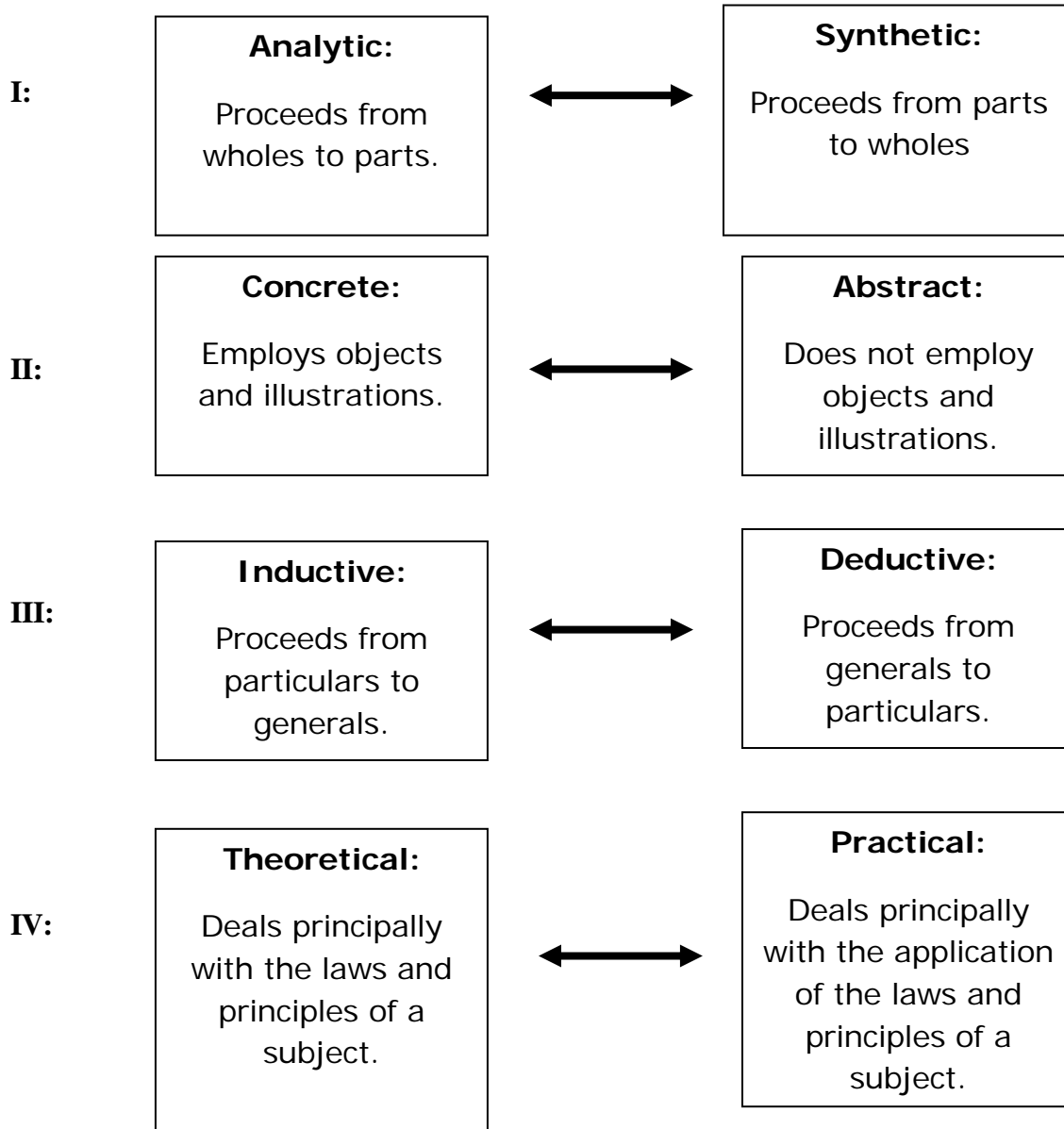
- Introduction
- Presentation (I do)
- Practice (We do)
- Application (You do)
- Assessment
- Reflection

Tips for Teaching Strategies

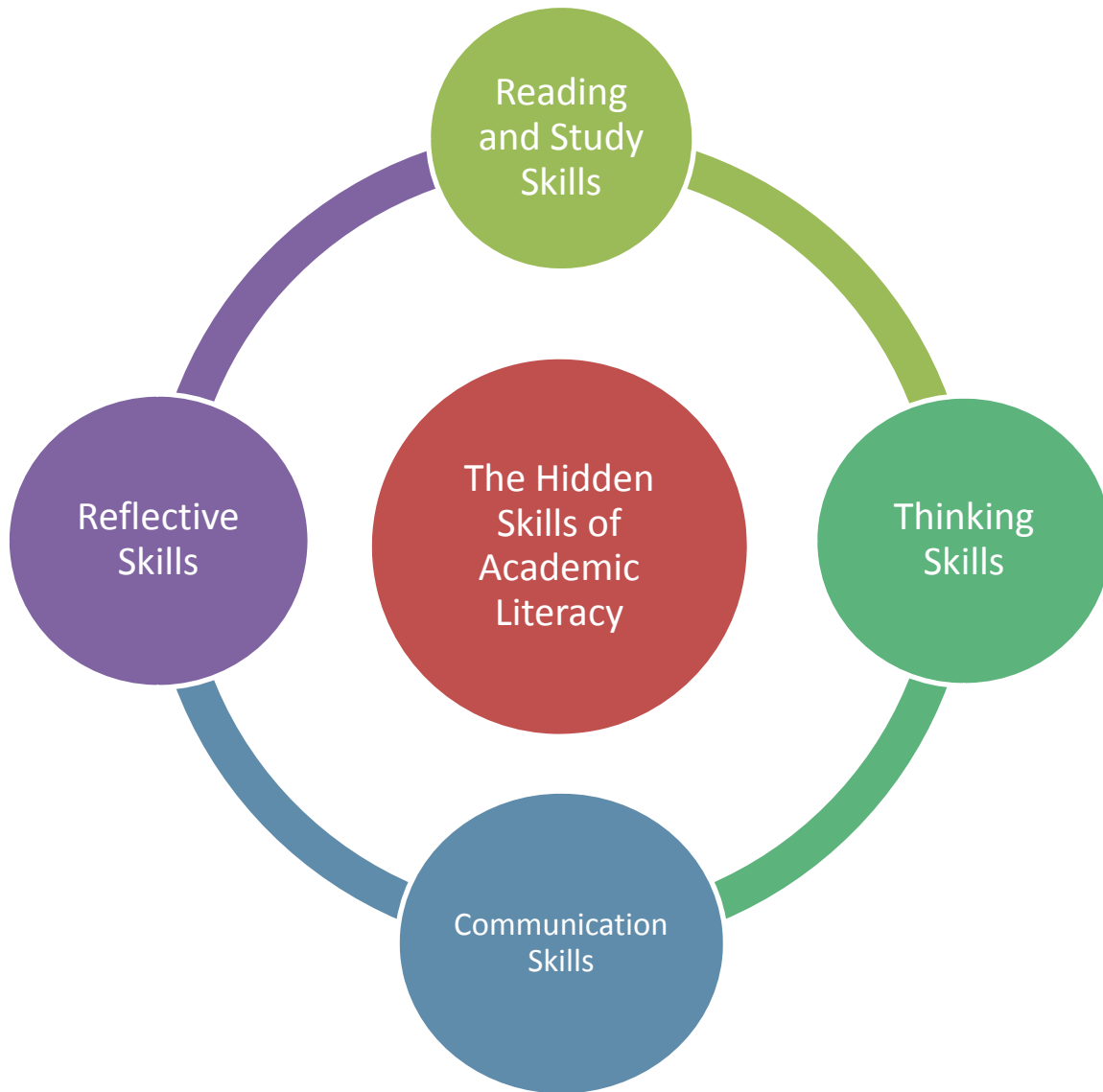
- Only one or two strategies should be introduced at a time.
- Students can learn strategies through instruction/modeling approach of more directed instructional experiences. (Pressley & Harris, 1990).
- All modeling, practice, and application of the strategies should be as interactive and collaborative as possible.
- Gradually, the teacher should scaffold instruction by reducing the teacher modeling and increasing the student modeling and use of the strategy.
- Practice and application of the strategies should take place within the context of real reading and writing.
- Students should be encouraged to use the strategy in other curricular areas.

Forms of Instruction

The Forms of Instruction are the various ways in which teachers may deliver instruction and develop knowledge of their diverse students including students with disabilities:



The Hidden Skills of Academic Literacy



Adapted from the book *The Strategic Teacher*, by Harvey F. Silver, Richard W. Strong, Matthew J. Perini (see Figure E, p. 10).

II: Accommodations and/or Modifications

General Classroom Tips:

The following are common accommodations that are designed access to the general curriculum /modifications. They are general classroom tips that sustain and improve the learning and organizational skills of students with disabilities. First and foremost, teachers must be mindful that a student with disability is a person first, so they must allow the student the same confidentiality as other students and not share the alternative instruction accommodations/modifications that the student might be using to access the curriculum.

- Provide handouts and visual aids.
- When appropriate, assign a peer reader with a non-reading student during in-class assignments.
- Use more than one way to demonstrate or explain information.
- When appropriate, break information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically).
- Provide study guides or review sheets for exams.
- Provide alternative ways for the students to do tasks, such as oral presentations or other performance based presentations.
- Establish opportunities for individual conferences to support students to monitor their progress and understanding of the assignments and of the course content.
- Use colored highlighting pens to emphasize key information and get attentions and to assist in homework assignments.
- Gradually reduce the amount of assistance, but keep in mind that students with disabilities will need more help for a longer period of time than students without a disability.

(Please see below for further resources)

[Accommodations: Assisting Students with Disabilities \(2010\)](#) (PDF, 716KB)

II: Instructional Strategies for Students with Disabilities

Strategy	Description	Web Resources
Differentiating Instruction	<p>Differentiating Instruction: A teacher’s response to student needs. Teachers can differentiate content, process and product based on the student’s readiness, interest, and learning profile Following are some strategies:</p> <ol style="list-style-type: none"> 1. Knowing the Learner (Interest Inventory) 2. Multiple Intelligence 3. Choice Boards 4. Response Cards 5. Questioning & Thinking Skills 6. Learning Centers/Station Teaching 	<p>http://daretodifferentiate.wikispaces.com/</p> <p>http://www.lth3.k12.il.us/rhampton/mi/lessonplanideas.htm</p> <p>http://www.doe.in.gov/exceptional/gt/tieredcurriculum/welcome.html</p>
<p>Reading Strategies</p> <ol style="list-style-type: none"> 1. Guided Reading: 2. Peer Assisted Learning Strategy (PALS) 3. Question Answer Relationship (QAR) 4. Visual Print (Pictures, etc.) 	<ol style="list-style-type: none"> 1. Guided Reading: is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Can be used with all grade levels as needed. 2. Peer Assisted Learning Strategy (PALS): Class wide peer tutoring program. Teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students. Pairs change over time. PALS can be used across content areas 3. QAR: is the basis for three comprehension strategies, including (1) locating information, (2) determining text structures and how these structures may convey information, and (3) determining when an inference would be required or invited. 4. Visual Print: Support understanding for student with . significant cognitive disabilities. This will also support enhance expressive communication. 	<p>http://reading.ecb.org/</p> <p>Using Guided Reading with Students with Autism Spectrum Disorders</p> <p>http://kc.vanderbilt.edu/pals/</p>

Teaching Strategies for Students with Disabilities

<p>Comprehension Strategies</p> <ol style="list-style-type: none"> 1. SQ3R: Survey, Question, Read, Recite, and Review 2. Reciprocal Teaching 	<ul style="list-style-type: none"> • Context Clues • Word Structure • Word Mapping • Visual Mapping • Cloze Activities • Organizational Maps <ol style="list-style-type: none"> 1. SQ3R: A comprehension strategy that helps students think about the text they are reading while they're reading. Can also be used as a study strategy. 2. Reciprocal Teaching: Students make sense of text while monitoring comprehension throughout the reading process. Students will be able to determine what is important in the text they read by asking questions. 	<p>http://www.technology.com/web_tools/graphic_org/sq3r/</p> <p>http://pers.dadeschools.net/prodev/reciprocal_teaching.htm</p> <p>http://www.readingquest.org/strat/rt.html</p>
<p>Strategies for Constructing Meaning</p>	<ul style="list-style-type: none"> • Inferencing • Monitoring • Summarizing • Question Generating 	
<p>Vocabulary Strategies</p>	<ul style="list-style-type: none"> • Encourage independent reading while supporting vocabulary and word learning skills. • Explicit instruction which includes the use of word's context and definition. • Prefixes & Suffixes 	
<p>Math Strategies</p> <ol style="list-style-type: none"> 1. Think Aloud Strategy 2. Manipulative/s 3. STAR Strategy 	<ol style="list-style-type: none"> 1. Think Aloud Strategy. 2. Manipulative/s 3. STAR Strategy 	
<p>Study Strategies/ Test Taking Strategies/ Organizational Strategies</p>	<ol style="list-style-type: none"> 1. Color Coding and Homework Organizers 2. Note Taking Devices (ex. Cornell Method graphic organizer) 	<p>http://freeology.com/graphicorgs/</p>
<p>Flexible Grouping (Rotational Model)</p>	<p>Cooperative Learning :</p> <ol style="list-style-type: none"> 1. Think Pair Share 2. Jigsaw Reading 3. Flexible Grouping (Rotational Model) 	

Teaching Strategies for Students with Disabilities

Graphic Organizers

(The graphic organizers can be adapted for students with significant cognitive disabilities)

Graphic Organizer	When Best Used/Any Content Area	Web Resource
Anticipation Guide KWL Frayer Model	Before Reading	http://www.adlit.org/strategy_library http://freeology.com/graphicorgs/
	During Reading	
Concept Maps Jigsaw Story Maps Inquiry Charts T Charts Power Notes Predicting Consequence		http://www.adlit.org/strategy_library http://freeology.com/graphicorgs/
	After Reading	
Frame Routines Exit Cards		http://www.adlit.org/strategy_library http://freeology.com/graphicorgs/

IV: Technology (Low and high tech tools)

Technology	Web Resource
iTunes	Browse the entire collection at: http://itunes.usf.edu or check out the <i>Lit2Go iTunes U Spotlight</i> at: http://www.apple.com/itunesnews/itunesu
Learning Tools	http://www.palmbeachschools.org/Learning_Tools/Teachers/index.asp
Assistive Technology	http://www.palmbeachschools.org/ease/AccessC.asp

Additional Resources

Flashlight Readers Club/A Club for Kids who Love Books

- ☉ http://teacher.scholastic.com/activities/flashlightreaders/T_landingPage.asp

Graphic Organizers

- ☉ <http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm>

Instructional Strategies Online

- ☉ <http://olc.spsd.sk.ca/de/pd/instr/strats/cattain/index.html>

Compare and Contrast

- ☉ <http://www.readwritethink.org/files/resources/interactives/comcontrast/>

Online tool to create Venn diagrams:

- ☉ <http://www.readwritethink.org/files/resources/interactives/venn/index.html>