

Instructional Strategies

Adjust Pace

Adjust the overall lesson pace so that it is slow and deliberate. Give students more time to respond.

Advance Organizers (Visual/Graphic)

Use a meta-cognitive technique that enables students to access prior knowledge and understand the basic organization of the material to be learned prior to actually learning the materials. Examples include semantic maps, thinking maps, and story charts.

Use these organizers to provide a visual tool to help students acquire new vocabulary and concepts. Examples include:

Attribute web: List and organize attributes that go with a concept to help the student learn the vocabulary.

Venn diagram: A Venn diagram is made of intersecting circles that have separate as well as overlapping sections and demonstrates similarities and differences between two concepts or events.

Sequence map: A sequence map is filled in with sentences or pictures that represent the sequence of events in learning a concept.

Spider map: Place the overall topic in the center. Underlying concepts radiate from the overall topic in the center.

Alternative Response Mode

Change response mode to simplify the task. For example, the response can be a change from an expressive to a receptive task by requiring the student to demonstrate understanding rather than expression of a word or concept. Simplify a task by asking students to express thoughts while speaking rather than by writing them on paper.

Assistive Technology (AT)

Use any assistive devices that may help a student learn and function more effectively (e.g., hearing aids, individual or classroom amplification devices, glare reduction screens, voice recognition software, tape recorders, or PCs and other computer software).

Auditory Cues

Provide auditory cues such as key words, brief oral descriptions, or verbal directions to help students recall information to support information they receive visually. Examples include:

Associated word cue: Provide a word connected by meaning. For example: fork and ____; old and ____.

Beginning sound: Provide a written or verbal presentation of the beginning sound or syllable of the target words.

Category: Provide the group or subgroup membership for the target word.

Context: Provide a common usage in a phrase or sentence with the target word omitted.

Description: Provide information describing the attributes of the target words, such as parts, color, or size.

Different meaning: Provide information using the target word in another context.

Function: Provide information concerning the purpose or use of the target word.

Rhyming or similar-sound words: Provide a word that sounds like or rhymes with the target word.