

## Academic Management Needs

The following is a list of possible academic management strategies. These are accommodations to the student that facilitate the development of academic and social emotional performance skills.

- The use of graphic organizers as a first step for all written assignments.
- Study guides given before all quizzes and exams.
- Vocabulary sheets at the beginning of every unit of study.
- Time and a half given on written assignments and projects.\*
- Overhead notes and questions pre-printed for the student (to avoid having to copy).
- Develop language charts with vocabulary words and hang in classroom.
- Modify projects and assessments for length, time, etc.
- Provide student with a reading buddy.
- Provide books on tape.
- Provide student with underlined/highlighted copy of the reading.
- Provide outlines of chapters, study guides, and/or testing material.
- Allow the use of a calculator at all times.\*
- Provide worksheets with one to four problems on each page, rather than worksheets with numerous problems.
- Provide student with ready made tables, graphs, etc.
- Give student a dictionary and/or a thesaurus.
- Provide multi instructional styles.
- Frequently review previously taught concepts.
- Allow partial credit for work attempted.
- Provide additional assessment tools which do not require a great deal of writing.
- Allow student to turn in drafts for feedback and correction.
- Provide directions on a sheet for student (to reinforce verbal directions).
- Preplan a seating arrangement providing for the student's personality, or social capability (grouping, pairs, or individual).
- Sit student near teacher.
- Sit student near front of the room.
- Sit student near a model student.
- Accommodate student with frequent, short breaks.
- Administer long exams in several short sessions.
- Delete spelling, punctuation, and/or paragraphing requirements.
- Read directions to the student.\*
- Simplify language in directions.
- Tasks broken down into small steps.
- Use of auditory device (with headphones) during class and testing to enhance focus and reduce distraction.
- Send home regular progress reports.
- Use of a daily assignment notebook to support organization skills.
- Assistance organizing their notebook or folders.

### **Visual Perception Problems**

Use larger print

Try different color contrasts

Close seating

Visual cues/signals

Oral directions

Highlight text

Color coding

Tape materials

Reading partner

Summarize orally

Study guide

### **Auditory Perception Problems**

Cue directions

Get attention before speaking

Short sentences

One direction at a time

Try different voice tones/pitches

Proximity

Reduce distractions

Check comprehension frequently

Reduce extraneous noise

Work with a partner

listening practice/techniques

Use visual cues

Summary sheets

Study guide

### **Expressive Language Problems**

Allow longer response time

Give verbal cues (Do you want...)

Allow to tape record verbal tasks

Teach relaxation techniques

Allow alternatives to verbal responses

Hand signs

Practice conversations

### **Organization Problems**

Praise/reinforce small steps

Daily Schedule

Ask student what needs are

Assignment book/sheet

Organization partner

Reduce extraneous clutter

Adult check AM and PM

Allow time to organize

Color coding

A lot of summary

Frequent reviews

Study guides

Allow structured choices

Check for comprehension frequently

Give directions one at a time

Short directions

Use written formulas

Identify steps in writing

Sequence activities

Simplify worksheets/a lot of white space

Class folders/notebooks

Visual and verbal cues

Check organization frequently

Use routine procedures

- May also be a testing accommodation for a student who participates in standardized assessment (see testing accommodation guidelines at <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>)