

Aligned Standards of Learning Resources Instructional Strategies for Students

INSTRUCTIONAL AND ENVIRONMENTAL STRATEGIES:

- Use manipulatives to support active learning
- Use hands-on learning experiences that incorporate a multisensory approach and rely on information available through touch, smell, and movement, and provide extra time for exploration and play with manipulatives before requiring student to complete tasks
- Teach the meaning of key vocabulary words with object and picture models
- Provide an example of a correctly solved problem at the beginning of the lesson
- Increase the amount of wait time for a student to process information and respond (e.g. ask a question then wait for a response for 10-30 seconds without rephrasing the question)
- Arrange the classroom so that mobility is encouraged and ensure that the child knows where materials, centers, and peers are located
- Optimize use of additional support staff to assist the child in accessing classroom information and concept development
- Consult with specialists to determine what type of assistive technology might be useful in maximizing a student's residual hearing and vision (e.g., hearing aids, amplification systems, glasses, magnification devices, etc.)
- Adjust allotted time for assignments
- Provide students with a visual or written schedule of classroom routines and timelines
- Use songs, rhymes, or rhythms to help students remember information
- Re-teach items (content, skills, lessons) as often as possible, varying the approach a little each time, until the skill is mastered

- Introduce only one new concept at a time
- Scaffold instruction to support new learning
- Provide many practice opportunities and include problem solving, reasoning, and real-life application to help with transfer of information
- Vary reinforcement styles to provide positive recognition for completing the correct steps regardless of the outcome
- Look for the same or similar content in another medium to reinforce instruction (e.g., movie, filmstrip, audio tape, video tape, sticker book, photo album, field trip, etc.)
- Use digital visual timer to help pace student while working
- Use adaptive equipment for posture and positioning (e.g., booster seats, arm rests, etc)
- Use computers with touch-screen capabilities
- Vary group sizes for instruction
- Utilize computer speech-enhanced text and lessons
- Provide voice output communication aids (VOCA) for students with little or no verbal communication system
- Provide an alternate keyboard and/or mouse for computers (e.g., switch-adapted mouse, one-hand keyboard)
- Use supplemental overlays using “go to” features or linking (e.g., Dynamyte) or levels (e.g., Voice-in-a-Box)
- Create overlays with phrases and/or words to answer comprehension questions, ask questions, or for peer test review sessions
- Be certain lighting is adequate

VISUAL SUPPORTS:

- Use many visual aids (e.g., drawings, symbols, lunch counts, class lists, posters, models, videos, slides, pictures, bulletin boards, notebooks, etc.)
- Provide optimal lighting conditions to capitalize on the student's residual vision. Adjust lighting as needed—consider natural and incandescent as opposed to fluorescent lighting
- Minimize distracting and/or overwhelming visual stimuli (e.g., close curtains or partially close blinds, remove all non-related materials from desk, create room dividers, etc.)
- Position student and materials based on type of vision impairment. For example, a child who has a field loss on the left side will need materials presented on the right side
- Arrange seating according to the requirements of the assignment and students needs (e.g., close proximity to the teacher and activity/materials may be desirable)
- Adapt materials to match learner's needs: large print, Braille
- Reduce visual clutter on worksheets and all printed materials
- Use a line or a place-marker
- Use colored highlighters, removable highlighting tape, or colored sticky notes to direct attention to key information or to clarify important information
- Have students work each step of a problem in different colors
- Improve visual contrast of materials and print (e.g., white print on black background)
- Determine if student would benefit from a Closed Circuit Television (CCTV), light box, or other devices to magnify print
- Utilize tactile cues (e.g., vinyl, sandpaper)

AUDITORY SUPPORTS:

- Minimize distracting/overwhelming auditory stimuli by positioning student away from noises, closing the classroom door, using rubber bottoms or cutting tennis balls on chair/desk legs, etc.
- Ensure that students can communicate with signs in the learning environment who can effectively provide vocabulary to label objects but also to provide a language model for expressing concepts and ideas
- Use overhead projectors or PowerPoint lessons, as the teacher does not need to turn their back to the students. This is important for students who are relying on speechreading, signing, cuing, and/or use of residual hearing
- When using visuals, allow time for students to view the board, overhead, or objects, then to watch instruction given by the teacher or interpreter
- Ensure that all involved are consistent in the sign language used. Use conceptually based signs and avoid inventing new signs for new vocabulary
- Explore amplification devices such as an FM system to determine be appropriateness in boosting the students' residual hearing
- Make sure student's hearing aids or other amplification devices are turned on and functioning properly

BALANCE AND MOVEMENT SUPPORTS:

- Provide naturally available active resistance activities (e.g., carrying heavy books, moving chairs/furniture, cleaning chalkboard, dusting, sweeping, push ups, sit ups, jumping jacks, wheelbarrow walk, tug of war, chin up bar)
- Provide active resistance activities prior to structured instructional activity (e.g., chair push ups, Theraband stretches, hand gripper exercises, rolling up into a blanket to make a hot dog or burrito, rolling a large ball over a child to make a pizza, etc.)
- Provide a weighted vest or lap pad
- Provide finger fidgets (e.g., rubber band stretches, fidget balls, thera-putty, etc.)
- Provide seating options that incorporate movement, and allow frequent changes (e.g., T-stools, ball chairs/therapy balls, inflatable cushions, beaded seat, and rocking chairs, etc.)

FINE MOTOR SUPPORTS:

- Provide adapted and alternative writing tools (e.g., grippers, markers, pens, chalk, vibratory pens, etc.)
- Provide adapted paper (e.g. bold line, raised line, enlarged spacing, etc.)
- Use grids and graph paper for writing
- Provide alternative writing surfaces (e.g., textured paper, slant boards, etc.)
- Provide a paper stabilizer (e.g., clipboard, Dycem, rubber matting, non-slip shelf paper, etc.)
- Have stable pencil rest to keep pencils from falling and readily available
- Create a masking tape outline for paper placement/orientation
- Allow additional time or a peer with carbon paper for note taking, or provide copies of notes
- Administer tests orally rather than requiring written answers

- Provide page-fluffers, page-turners
- Teach the student to use word processors, word prediction software, and tape recorders for written work production
- Use stamps or stickers for labeling
- Prompt right/left discrimination with colors, stickers, stamps, etc.

SENSORY SUPPORTS:

- Minimize and eliminate (if possible) aromas in the classroom (e.g., perfume, food smells, cleaning solutions, etc.)
- Provide deep pressure prior to tactile activities (e.g., weighted vest, backpack, lap pad, etc.)
- Provide active resistance activities prior to tactile activities (see list above)
- Provide finger fidgets and/or resistive hand activities (e.g., cutting, erasing, hand grippers)
- Establish a routine that provides these activities before classes and throughout the day
- Approach this student from the front and warn him/her before touching
- Avoid touching sensitive areas, i.e., face, hair, neck, and abdomen
- Use firm touch when touch is necessary
- Experiment with and expose children to a variety of tactile media, but NEVER force child to do more than they are willing to do (e.g., glue stick, white glue or paste, paintbrush paints, finger paints, sandpaper, shaving cream, jello, etc.)