

Modifications for the Special Education Student in the Regular Classroom

Student Name: _____ School: _____ School Year: _____

The following modifications were developed by the IEP Committee and are to be used in the Regular Classroom(s). Other modifications may need to be developed by classroom teachers to meet their needs in particular subject areas.

Circle the number of each modification to be used. A copy of these pages must be given to each regular classroom teacher.

Attention/Lack of Organization

forgets directions
can't sit still
desk/assignment/book bag is messy
does assignments but does not turn them in
loses things

1. determine the student's tolerance level for remaining on task and allow brief breaks
2. provide specific instruction in how to organize an assignment
3. provide specific instruction in how to study for tests
4. provide a verbal or visual cue to the student when giving information which should be written down
5. reduce the assignment (i.e. 10 math problems instead of 20)
6. reduce the number of items required on a test (i.e. require a written response on only those items of greatest importance)
7. when giving directions: teacher states-teacher repeats-student repeats-teacher restates
8. divide pages or block out portions so the student is dealing with only part of a page at a time

Auditory Deficits

mishears words
does not comprehend verbal directions
poor receptive and/or expressive language skills

1. when giving directions: teacher states-teacher repeats-student repeats-teacher restates
2. pair auditory input with visual input
3. give multi-step oral directions to supplement oral directions
4. make eye contact with the student when giving oral directions
5. provide written directions to supplement oral directions
6. provide instruction in note-taking skills
7. deliver oral directions individually
8. provide a visual cue before delivering oral directions

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Classroom Modifications

Behavior

1. use positive statements
2. list classroom rules in positive terms and praise students for following the rules
3. break work down into shorter tasks
4. break teacher directions down into fewer steps
5. seat the student close to the teacher
6. use classroom routines and praise for adherence to them
7. develop a contract with the student

Reading Problems

reads below grade level
poor sight vocabulary
low comprehension

1. provide a vocabulary list for study in content areas
2. drill the student in essential vocabulary
3. provide lower level reading material which covers topics of study (use the school and/or public library)
4. use supplemental materials (books, magazines, newspapers) to reinforce content areas
5. do not require the student to read orally
6. provide chapter study guides
7. tape the student's text

Tests

1. give oral tests
2. use more white space between test items
3. reduce vocabulary level of the test items
4. give a take-home test
5. allow extended time for tests
6. administer a practice test
7. announce remaining time for timed tests at regular intervals
8. ask questions requiring short answers
9. teach test-taking skills

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Visual Motor Deficits

- poor handwriting
- many misspellings
- cannot copy from board or overhead
- slow laborious writing
- loses place when writing or copying

1. allow extra time to complete written assignments
2. provide the student with a copy of material on the board or overhead rather than requiring the student to copy it.
3. administer classroom tests orally
4. allow student to tape test answers on a tape recorder
5. use posters, oral reports or other projects in place of lengthy written projects or reports
6. pair the student with another student for assignments/projects requiring much writing
7. allow student to dictate assignments to a "helper" or into a tape recorder
8. divide page or block out portions so the student is dealing with only part of a page at a time

Other Modifications Developed by the IEP Committee

Regular Education Class

Teacher Signature
