

Tier I

All students will participate in grade level determined pre-instructional assessments.

They may include, but are not limited to: End of unit tests; Assessments on specific skills; End of course assessments, etc. These assessments will be determined by school based teams to identify students meeting and students not meeting grade level expectations.

Students meeting grade level expectations will continue with Core grade level instruction, including differentiated instruction of strategies, content, processes, and skills based on grade level standards.

Students not meeting grade level expectations using these assessments will be offered differentiated instruction within the classroom setting focusing on deficit areas including strategies, content, processes, and skills based on universal screening instruments.

Students exceeding grade level expectations will also be offered differentiated instruction including an advanced core delivered at an accelerated pace, which may include above grade level standards aligned to the student's needs and abilities.

Post testing of all students will determine their progress or lack of progress within the area(s) of deficiency and/or grade level expectations. After post testing, **if a student meets grade level expectations**, the student will continue with the Core grade level instruction including differentiated instruction of strategies, content, processes, and skills at a level that meets the needs of the student. **If the student does not meet grade level expectations**, advance to Tier II accommodations and documentation as defined below.

Tier II

Tier II is reflected in additional scaffolded instruction using research-based instruction beyond the Core curriculum and the duration, intensity, and frequency of instruction are increased based on progress monitoring for a **minimum of 6-8 weeks**. The duration should be based on specific intervention requirements and RTI teams make data-driven decisions regarding student movement within Tiers I, II, and III.

Progress monitoring of student progress or lack of progress is KEY.

K-2 mClass, Reading Running Records, LLI assessments;

3-5 Reading Running Records, Acuity Custom records.

Post assessments are given frequently to measure student learning.

Tier II instruction—dedicated 30 minute intervention groups (outside the Core instructional time) provided to students either working above or below grade level expectations. **Students working above grade level expectations** will be provided further challenges that are differentiated for pace, content, and complexity. Students working below grade level expectations and showing NO PROGRESS toward grade level standards will move to Tier III instruction—*refer to Fountas and Pinnell benchmarks for reading expectations.*

Tier II students are not placed in a special education program at any time, but they do include consultations from the special education teacher(s) in the building or outside consultation from a School Psychologist or other appropriate consultant.

Tier II requires data and a plan. First of all, complete the RTI Referral form. The required data must be completed and once finished develop a plan. Refer to Elementary and MS/HS Intervention Plans

One of the most important steps to providing intensive accommodations and instruction is to immediately involve the parents. The Parent Letter (click) will assist you in ensuring the required parental participation at the beginning stage and if done so this notification will increase the possibility that the parents will be partners in the effort of helping the child to achieve grade level expectations.

All of these documents will be stored as a Google Document (Google Docs) and the complete running record of all students within the RTI system must also be updated. MCAS Response to Intervention Log *Kym: The RTI Log is copied on the Stick drive.*

****At no time is it appropriate or acceptable for the teacher or Guidance Counselor to call the parent and request that they initiate a referral.**

Tier III

Tier III involves research-based, intensive, targeted interventions for students with needs that are not addressed in Tiers I and II. Replacement or alternative programming may be utilized (Read 180). Tier III programming could include alternate Core items, but must remain aligned to the grade level standards. Read 180 is a 90 minute program. Students should have an additional 46-60 minutes of English/Language Arts instruction for Balanced Literacy Instruction. Tier III interventions are an addition of 30 minutes beyond the additional 30 minutes for Tier II. The features of Tier III include:

- Continued progress monitoring on a more frequent basis is necessary;

- If data indicates that the student DOES NOT meet grade level expectations, Tier III instruction would continue. The timeframe must be documented in the Intervention Plan.
- If a related disability is suspected, a referral for an educational evaluation would be appropriate.

Tier 1:

Accommodating for All Students

Embedded within Tier I is an invitation to all general education teachers to understand diverse students and accommodate for all students.

It should be understood that the word **accommodation is used preferentially instead of modifications or interventions. The author understands and appreciates that some professionals find a difference between these words and to assist in limiting confusion, accommodation will be used to mean assistance for all learners, whether it means modifying the environment or assignments or intervening for the benefit of a given student either not mastering the proficiencies or a student whose skills are beyond what is being taught in the age-appropriate curriculum. Accommodating a student's unique needs is the foundation of our work.*

Each teacher realizes that a student not learning is a student who will require accommodations. Tier 1 does not assume a “bell-curve” mentality where some will succeed, some will have problems, and some will fail (A, C, F mentality). Tier 1 requires a mentality that all students can, will, and must learn and if it does not happen, it is up to the teacher to figure how to teach a particular cluster of skills to their students. This Tier supposes that teachers recognize that their teaching style may not work for all, and they are willing, able, and committed to seek answers to problems presented in their class. This will be considered “Thinking outside *their* box.” Extensive efforts to assist students, including making environmental modifications for physically, hearing, and visually impaired individuals, etc., seeking help from peers, conducting searches (Google), calling university colleagues for help, documenting all efforts, and professional development are required for this tier to be successful.

The general education teacher sees all students as unique human beings and has the attitude “*If it's to be, it's up to me.*” This teacher does not allow any child to leave the classroom for special services and insists that all support staff come into his/her room for services, including Title I, all therapies (if possible), and other specialized special education services, (i.e. LD resource, speech therapy, etc.). They talk regularly to these people and modify what they do personally to reinforce what is being taught within their general education classroom. This individual does not allow questions to go

unanswered and will go to colleagues for help. If there is a formalized procedure to discuss concerns in their building with assistance teams, such as Teacher Assistance Teams (TAT), Student Assistant Programs (SAP), General Education Intervention (GEI) they make good use of help. This teacher also regularly conducts “searches” on specific techniques that might be helpful for a given child. They might even make contact with a former college/university professor to discuss ideas. They encourage brainstorming with like-minded colleagues so that they can ensure the growth of the students under his/her care. They simply do not give up on any child and make it their charge to find the right “key” to unlock a child’s potential. This teacher has enlisted a strong partnership with the parents and has a well-organized room with a strict routine and is well planned according to standards. He/she uses as a standard mode of operation evidence-based practices.

The work of Uncommon Schools led by Doug Lemov (2010) in his book titled Teach Like a Champion: 49 Techniques That Put Students On A Path to College (*Kym: see c*) shows great promise, especially for teachers that wish to be Tier I teachers that accommodate for all students. This work has been successful in failing urban schools where high poverty, low performing schools are celebrating tremendous gains in student performance.

Capitalizing on Teach like a Champion, research is plentiful with evidence of success if the teacher:

They set high expectations for every student; (link the following)

- Plan to ensure academic achievement by aligning lessons with state standards and data available for each child;
- Organize a strong daily routine and structures and plans for a strong delivery of lessons;
- Engage students in meaningful material;
- Create a strong academic classroom structure of tolerance and acceptance for individuality that includes building character and trust;
- Set and maintains high behavioral expectations;
- Create a positive rhythm in their classroom;
- Challenge all students to think critically.

They start with No Opt-Out and Cold Call

1. No Opt Out-- One of the first things kids learn is that "I don't know" often gets them off the hook. Effective teachers don't permit a child to opt out. The teacher cues the child, or the teacher helps the child gain the information that he or she needs by eliciting it from other children. And the teacher attempts to get the child to answer the question several times.
22. Cold Call-- Cold calling in business means making a sales call to someone who does not expect you, perhaps even someone who doesn't even know you. It's tough, and makes or breaks you. In the classroom, cold calling means calling on students whether they have their hands up or not.

They set a routine with Entry Routine, Tight Transitions, and Threshold:

28. Entry Routine-- Making expectations for entering a classroom explicit helps get students into their seats and prepared to begin instruction quickly and effectively. One example is to write on the board "Do Now the following..."
30. Tight Transitions-- are the time between different academic settings and activities. Transitions in high schools and middle schools will be different because many transitions occur between classes (and out of a teacher's control.) Still, keeping transitions tight, and controlled, will both create more time and avoid the kind of fooling around or downright low down harassment that can occur in some classrooms, especially inner city classrooms. As a teacher, you need to invest time early in the year in being sure that the procedure for transitions is clearly understood and crisply executed. Map out the path for your students. "Those in the first row, line up first. Those in the second row, line up second, across the front of the room," etc.
41. Threshold-- The threshold in this technique is the one at the door. It's the place where a class starts and expectations are set. In an earlier technique, we saw a teacher drill her students in what she wanted to see in the hallway before they were admitted. Meeting the students at the door helps set the standard, start everyone off on the right foot, and establish a warm, friendly environment.

They plan: Begin with the End and Double Plan

6. Begin with the end-- With technique 6, the teacher is thinking, "What do I want the students to know about *King Lear* at the end of the class?" The teaching objective will drive toward that goal. So, what do skills do you want the students to gain from *King Lear*? It might be a great time to talk about the difference between comedy and tragedy. It might also be an opportunity to talk about character development. By knowing the end

result, the methods and strategies the teacher chooses will drive toward those goals.

10. Double Plan-- To succeed at this technique, Lemov recommends that you make a T chart for your plans. At the top you put the objective for the lesson. On the left you write what you, as the teacher, do. On the right side you write what the students do for each activity you put on the left. Do they fill in a graphic organizer? Do they make a list of important facts? Do they brainstorm with a partner? Do they create flash cards? There are all kinds of ways to support and reinforce a lesson. Be sure that you have plans and materials to support your objective and collect information about their success.

They:

- Use of state standards, extensively to design curriculum and instruction, assess student work, and evaluate teachers.
- Increase instructional time in reading and math in order to help students meet standards.
- Devote a larger proportion of funds to support professional development focused on changing instructional practice.
- Implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as needed.
- Focus their efforts to involve parents in helping students meet standards.
- Have state or district accountability systems in place that have real consequences for adults in the schools.

Lyman, L. & Villani, C. (2004). Best Leadership Practices for High-Poverty Schools

Some students will present medical issues in the classroom, such as diabetes, asthma, epilepsy, severe allergies, etc. that will require the assistance of a school health professional. A doctor's report (not a prescription) will resolve whether or not the student has a physical impairment as suggested in Section 504 and the ADA. More.. If there is, indeed, a physical impairment there should be consideration of Section 504 edibility to protect the student's rights, especially when the medical condition can be life-threatening. Some schools have initiated the Section 504 eligibility process for any student presenting a medical disorder, including administration of medication, but this is not necessary. The purpose of considering Section 504 with regard to medical conditions is to ensure there is a clear and communicated plan should the student experience a medical emergency of any kind. Clearly, a medical plan of some type with steps to assist a child and personnel development can be of help for a student whose condition could in any way be life threatening. A student, for example with seizure

disorder (epilepsy) with a history of experiencing Grand Mal seizures could find themselves in a critical situation if they fall outside on the sidewalk. Further, this student could be mishandled if staff and peers try to intervene and get hurt in the process. Steps for management of this disorder and the proper staff and student development will prevent potential harm if a specialized plan is enacted. The issue with any Section 504 plan is to ensure the safety of the affected student and to ensure the parents are active participants in the plan's development. This is ensured if the parents are provided a copy of the Section 504 Procedural Safeguards/Rights and Options.

There may be students who have had a history of a disorder and if they are experiencing great difficulty in the general education realm it may be assumed that accommodations will help, but if they do not, advance to Tier II as you would for any other student. A Tier I teacher would never regard a student as having a disability and hold this student to a higher behavioral standard. Tier I assumes that all students are unique and that accommodating for a student's individuality is what this teacher routinely does.

There will, no doubt be students in a classroom that are reading and performing mathematics at a faster and more advanced rate than others. The teacher recognizes this and provides more challenging academic rigor for this student. For example, if the second grade class is working as a group and some students are finished early and exhibiting signs of boredom or needing to be kept busy instead of pairing the higher functioning student with a lower functioning student, the teacher should place the student in more challenging work at their readability level, perhaps the fourth grade. This is only a start, but to sacrifice a student who can accept and learn more advanced rigor to keep them with the group only limits what they will be able to gain in the future. Let the ponies gallop!

General Accommodations That Serve All Students

Accommodations should be kept simple. Some may require the added support of special education teachers or gifted coordinators to enhance the lesson. Many can encourage the direction for further team or individual staff development. Selecting and using some of these approaches on occasion can add variety to your teaching and assist learners toward mastering the concepts of a lesson. (*Link the colored below*)

Effective teachers:

- Provide preferential Seating to maximize auditory and visual distractions; auditory input for hearing difficulties; visual input for visual difficulties; to focus and for academic participation

- Modify the environment to accommodate individuals with physical and visual limitations
- Remove distractions from the classroom, if needed and necessary
- Relate class to personal real life skills and experiences.
- Limit expectations to two or three concepts per unit.
- Evaluate projects rather than doing traditional testing.
- Concentrate on student strengths and bring those strengths into the lesson.
- Use concise written and oral directions (spoken, written, and oral).
- Use short answers rather than long essay.
- Create small group activities
- Provide lecture outlines. Pre-teach concept vocabulary, draw pictures, use concept mapping, webbing, organizers, and simplify vocabulary.
- Be aware of academic levels so that reading, vocabulary, and problems can be addressed.
- Model assignment expectations; show an example of the product.
- Use multiple intelligences approaches to teaching the same lesson. Make your instructions brief and clear, and teach one step at a time.
- Be sure to make behavioral expectations clear.
- Carefully monitor work, especially when students move from one activity to another.
- Make frequent eye contact. Interestingly, students in the second row are more focused than those in the first.
- Adjust work time so it matches attention spans. Provide frequent breaks as necessary.
- Provide a quiet work area where students can move for better concentration.
- Establish and use a secret signal to let students know when they are off task or misbehaving.
- Use physical contact (a hand on the shoulder) to focus attention.
- Combine both visual and auditory information when giving directions.
- Ease transitions by providing cues and warnings.
- Teach relaxation techniques for longer work periods or tests.
- Each day ensure students have one task they can complete successfully.
- Limit the amount of homework.
- Whenever possible, break an assignment into manageable segments.
- Give tests orally and have students respond orally (students can tape record their responses). The special education teacher or paraprofessional can often assist in this activity.)
- Allow time extensions on tests and projects.
- For projects, help students divide the project into steps and develop a timeline for completing each step.
- Have students use a picture or sequence of pictures to demonstrate understanding of a concept or process.
- Have students develop a skit or pantomime and present it to the class.
- Use word processing programs and spell checkers.

- Shorten auditory/verbal instruction
- Provide visual aids (pictures, flash cards, maps, charts, photos, etc.)
- Provide auditory aids (cues, tapes, etc.)
- Provide an opportunity for student to write the instructions
- Provide an opportunity for student to verbalize the steps needed to complete task
- Provide adequate 'wait time' (extra time for oral response)
- Allow extra time for written response
- Provide modified reading level assignments
- Simplify vocabulary
- Use manipulatives
- Emphasize critical information
- Allow peer tutoring/paired working arrangements
- Allow oral exams, open book exams, open note exams, exams of reduced length

Ideas for Presenting Information and Demonstrating Learning in Multiple Ways

Information Link the following colored section

- Demonstrate the process or strategy.
- Lecture, writing key points so that they are visible to students as you talk.
- Lecture, stopping at natural breaks so that students, working in pairs, can discuss what they see as the major ideas.
- Use a graphic organizer or map to show the relationships among the ideas you are presenting.
- Use a video or movie that presents the key points.
- Have students listen to audio-recorded books.
- Have students conduct experiments to test hypotheses or discover relationships.
- Use pantomimes and skits to explain concepts.
- Have students role-play.
- Use computer simulations.
- Use manipulatives to demonstrate and then have the students use manipulatives.
- Use analogies, metaphors and examples to further explain concepts.
- Have students use visualization and imagery to see ideas and their relationships.

Understanding cause/effect or anticipating consequences Link

- Use concrete examples
- Use real life situations
- Use brainstorming, role playing, simulation

Drawing conclusions and making inferences Link

- Teach thinking skills

- Draw a parallel to a situation that the student might have experienced in problem solving

Seeing relationships Link

- Directly point out relationships
- Draw arrows on worksheets or test to
- Show that the ideas are related class discussion
- Teach directly, relations of: function, category, opposition, sequence
- Provide headings or a partially filled in chart for an example

Understanding new concepts Link

- Pre-teach new concepts.
- Identify priority learning.
- Provide adequate time.
- Provide meaningful practice, review, and repetition.
- Use multiple means of learning the same material (visual, auditory, tactile).
- Have students set personal goals.
- Use flow charts.
- Use multiple intelligences.
- Use peer tutors.
- Use cooperative learning.
- Provide cues.

Math Link

- Allow for time extensions. For students who have difficulties aligning numbers, use graph paper.
- Have students draw a visual representation of the story problem and then complete the math computation. Give partial credit for correct visual representation, even if math computation is incorrect.
- Allow students who do not know their math facts to use math fact matrixes or calculators.
- Allow for time extensions.

Reading Link

- Reduce reading level
- Become more concrete
- Reduce number of new ideas
- Provide experiences for a frame of reference

- Provide study guide (guided reading)
- Provide organizational help
- Provide alternate media (i.e., books on tape)
- Allow partner reading.
- Use peer tutoring.
- Use taped materials (text or study guides).
- Use videos with advanced organizer.
- Use computer games, e.g., Oregon Trail, Carmen San Diego.
- Allow students to quietly read aloud (sub-vocalization).
- Teach self-questioning.
- Paraphrase key points and have students paraphrase.
- Summarize key points and have students summarize.
- Use graphic organizers.
- Sequence key points.
- Identify main ideas.
- Identify 5 W's—who, what, when, where, why.
- Allow highlighting of texts, passages, key words, or concepts.
- Preview units, chapters, etc.
- Use preparatory set—talk about the reading passage using new vocabulary/concepts.
- Use visual imagery.
- Use pre-reading and post reading activities to pre-teach or reinforce main ideas.
- Explain idioms that appear in reading passages.
- Allow silent pre-reading

Phonological Awareness Link

- Blending phonemes (e.g., blending sounds to make words such as /m/, /a/, /n/).
- Segmenting phonemes (e.g., this is the opposite of blending and requires identifying the sounds separately in a word; teacher says “not” and students says, /n/, /o/, /t/).
- Integrating phonemic awareness with letters and print (e.g., as students are blending phonemes and segmenting phonemes, point to the letter, move the letters as tiles or blocks, or ask students to write, point to, or move the letters).

Phonics Link

- Letter-sound correspondence, letter combinations, affixes, and roots (e.g., examine a core reading program with a strong phonics strand and identify the key phonics elements taught at each grade level, determining which ones the student knows and doesn't know).

- Blending regular words (e.g., fin, trump, sunshine, and sailor).
- Structural analysis to decode words (e.g., use prefixes such as “pre” and “un,” suffixes such as “ly” and “ed,” and key words to detect compound words).
- Strategies for decoding multisyllabic words (e.g., recognize the letter combinations that trigger multiple syllable words such as the “double letter” in simmer and endings such as “ly” and “ing”).
- Reading irregular words with extensive review (e.g., high frequency irregular words such as “said,” “the,” “from,” “was”).
- Integrating phonics instructions with text reading and spelling (e.g., asking students to read words in context for which they know the phonics rules and asking students to use spelling to reinforce phonics rules).

Fluency Link

- Models of fluent reading (e.g., tapes of adult readers, older students, or better readers serving as models for reading the passages).
- Strategies for chunking text (e.g., phrasing and organizing text to read fluently).
- Rereading text with feedback (e.g., listening to students read and providing feedback about phrasing, prosody, and accuracy).

Vocabulary Link

- Oral discussions of new words and meanings (e.g., ask students to build word meanings through discussion).
- Instructions in specific word meanings for words used frequently in print (e.g., identifies key words in text and pre-teach meanings as using student-friendly descriptions).
- Practice making connections between related words (e.g., gallop describes how someone or something moves, what other words describe movement?).
- Repeated exposure to new vocabulary in a variety of contexts (e.g., words read in reading and language arts are encountered in other contexts).
- Strategies for determining word meanings independently (e.g., using context to understand word meaning).

Comprehension Link

- Generating questions (e.g., teach students to develop questions about what they read).
- Understanding features of text formats (e.g., story structure).
- Summarizing and generating main ideas (e.g., model and then practice main ideas and summarize of different text types).

Paying attention to printed word Link

RtI-A Fast Track Procedures

- Highlight
- Underline
- Number
- Keep desk clear of extraneous materials
- Face desk to wall or use a carrel
- Use overhead projector

Reading textbooks [Link](#)

- Use lower level or adapted text
- Use books on tape
- Shorten amount of required reading
- Have students read aloud in small groups
- Allow extra time for reading
- Omit some/all reading requirements
- Put main ideas on index cards
- Administer oral tests
- Use a buddy or allow group work
- Pre-teach vocabulary
- Give take-home tests
- Use larger print

Exemption from reading aloud in front of peers [Link](#)

- Lower difficulty level
- Task analysis of assignments
- List steps in process or activity so students know exactly what he is to do
- Emphasis on major points
- Opportunity to respond orally or dictate answers (to teacher, peer, tape recorder)
- Special projects in lieu of assignments.
- Shortened assignments provide necessary practice while allowing the student to complete work in a reasonable time period without undue pressure and frustration.
- Identify terminology, concepts, and skills that are most important and require that these items be completed first.
- Reduce the number of items to be done at one time. Shorter assignments made more frequently provide the same amount of practice.
- Cut a long worksheet (or test) into smaller segments and give the student one segment at a time. When one strip is completed, hand out the next.

Word connotations [Link](#)

- Decide which words to teach:
- List key concepts

- Pick out the most crucial terms
- Find out which words are known
- Teach words that will lead to the learning of additional words
- Teach meaning
- Avoid unrelated exercises
- Teach strategies for learning new words
- Use new words repeatedly in conversation
- Teach ways to figure out new words
- Context clues
- Phonic analysis
- Structural analysis combination

Writing Link

- Dictate ideas to peers.
- Shorten writing assignments.
- Require lists instead of sentences.
- Use Post-It notes for organization.
- Provide note takers.
- Allow student to use a tape recorder to dictate writing.
- Allow computer for outlining, word-processing, spelling and grammar check.
- Provide fill-in-the-blank form for note taking.
- Allow visual representation of ideas.
- Allow collaborative writing.
- Provide a structure for the writing.
- Provide model of writing.
- Allow use of flow chart for writing ideas before the student writes.
- Narrow the choice of topics.
- Grade on the basis of content, do not penalize for errors in mechanics and grammar.
- Use of different writing utensils and paper.
- Allow choices of manuscript, cursive, keyboarding.
- Allow different position of writing paper and/or surface.

Writing legibly Link

- Use formats low on writing (multiple choice, fill in the blank, matching, programmed)
- Use graph paper
- Allow use of tape recorder
- Save papers for 2 weeks and have student
- Read what he wrote

- Teach handwriting/penmanship

Expressing him/herself in writing Link

- Accept alternate forms of reporting oral reports, taped reports, maps, photo essay, and panel discussion
- Have student dictate work to someone else
- Have student prepare only notes or outline
- Shorten amount/length required

Speaking Link

- Give sentence starters.
- Use visuals.
- Use graphic organizers to organize ideas and relationships.
- Allow extra response time for processing.
- Say student's name, then state question.
- Use cues and prompts to help student know when to speak.
- Use partners.
- Phrase questions with choices embedded in them.
- Use choral reading or speaking.
- Use rhythm or music.
- Allow practice opportunities for speaking.
- Reduce assignment length.

Expressing him/herself verbally: Link

- Ask questions requiring short answers
- Provide prompts/cues
- Give rules for class discussion
- Allow taped (audio/video) reports
- Accept alternate forms of information; written report, bulletin board, art work, exhibit, chart/graph, photos

Hearing Link

- Provide preferential seating.
- Use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).

- Face student directly when speaking.
- Emphasize key points (don't "information overload").
- Repeat or rephrase what other students say (often hearing what other students say is difficult for Hearing impaired students).
- Highlight texts/study guides.
- Provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- Use peer tutoring.
- Use study sheets to organize information.
- Pre-teach vocabulary.
- Use captioned videos, films, etc.
- Show videos, etc. before presenting information to provide a knowledge base for students.
- Use alternative testing methods.
- Minimize background noise.
- Simplify vocabulary.
- Use pre-printed outlines of material.

Learning by listening [Link](#)

- Provide visual displays (flowcharts, pictorials, wheels), pre-read questions/terms at end of chapter; assigned reading; keyword note-taking system to expand memory jogs during daily review; advance note-taking organizers from subtitles in textbook.
- Provide visuals (maps, photos, flash cards)
- Have student close eyes and visualize info
- Spell by visualizing the whole word
- Teach the use of acronyms
- Give explanations in small, distinct steps
- Remove extra words
- Provide study guide (note taking assistance)

Paying attention to the spoken word [Link](#)

- Give explanations in small, distinct steps
- Provide written backup to oral directions
- Have student repeat directions
- Use buddies, tape recorder
- Shorten the listening time
- Alternate spoken with written tasks
- Look directly at student
- Place hand on student's shoulder

Seeing Link

- Describe what you are doing.
- Provide preferential seating.
- Provide material in large or Braille print.
- Use “books on tape.”
- Be aware of lighting requirements.
- Use black on white printed handouts.
- Use tactual materials (contact a vision consultant for assistance with designing those) to represent concepts.
- Stand away from window glare when talking to the student.
- Give student an individual copy of visual information presented to the group.
- Allow extra time to complete tasks.

Tips for working with high ability learners Link

- Give choices.
- Use compacting.
- Allow making independent plans for independent learning.
- Use theory of Multiple Intelligences.
- Use mentoring or Apprenticeship with Professionals.
- Teach entrepreneurship.
- Teach scientific method.
- Allow tutoring/peer coach.
- Use Socratic questioning.