

# **Teacher Accommodations Intervention Strategies and Modifications**

- **Teacher Checklist – Listening Comprehension**
- **Listening Comprehension – Suggested Teacher Accommodations**
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- **Intervention Strategies/Modifications Checklist**

Figure 10. TEACHER CHECKLIST - LISTENING COMPREHENSION

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

YES	NO	SOMETIMES	THE STUDENT:
_____	_____	_____	1. Enjoys having stories read aloud
_____	_____	_____	2. Has an attention span for verbal presentation adequate for age level
_____	_____	_____	3. Attends to all of what is said rather than "tuning out" portions
_____	_____	_____	4. Is able to ignore auditory distractions
_____	_____	_____	5. Faces source of sound directly; does not tilt one ear toward teacher or other source
_____	_____	_____	6. Responds after first presentation; does not often ask for things to be repeated
_____	_____	_____	7. Understands materials presented through the auditory channel (lecture) as easily as those presented through the visual channel (written/drawn)
_____	_____	_____	8. Responds to questions within expected time period
_____	_____	_____	9. Follows two- or three-step directions
_____	_____	_____	10. Demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation
_____	_____	_____	11. Comprehends who, what, when, where, why, and how questions appropriate for age level
_____	_____	_____	12. Demonstrates understanding of vocabulary appropriate for age level
_____	_____	_____	13. Discriminates likenesses and differences in words (toad-told) and sounds (t-d)
_____	_____	_____	14. Demonstrates understanding of temporal (before/after), position (above/below), and quantitative (more/several) concepts
_____	_____	_____	15. Understands subtleties in word or sentence meaning (idioms, figurative language)
_____	_____	_____	16. Interprets meaning from vocal intonation
_____	_____	_____	17. Understands a variety of sentence structures (cause-effect passive voice: The ball was bounced by the girl.) and clauses (clause that modifies the subject: The dog that chased the cat was hit.)

Developed by the Ohio Statewide Language Task Force, 1990

Figure 11. LISTENING COMPREHENSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1, 2, 3, 5, 6, 7, 10, 13	Do I speak loudly enough? Do I get the student's attention? Do I reinforce good attending skills? Am I aware of the student's knowledge of what is expected by attending? Do I speak too quickly? Do I read orally with enthusiasm? Do I stay on the topic?	Have the student's hearing checked first in all cases. Reinforce attending behavior. Provide units on listening (e.g., listening ears and listening activities). Modify vocal intonation patterns and rate to emphasize key ideas and concepts. Be aware of abrupt changes in topic and of meandering lectures.
8, 10	Do I restate the question? Is the question short and clear? Do I allow sufficient processing time? Do I provide adaptations?	Practice simple (noncomplex) sentences. Use visual cues so the student can point to answers and then tell answers. Teach the student that "I don't know" is an acceptable answer, if appropriate. Provide listening guides during lectures; provide questions prior to lecture.
11, 16	Do I establish a frame of reference for "who," "what," and "where"? Do I introduce the choices in answering "who-what-where" questions? Do I give examples of how voice is used to show emotion?	Establish a frame of reference, using puppets, stories, flannel board, etc.; use visual cues to ascertain answers. Introduce choices with visual cues. Simplify "who-what-when-where" questions to underlying semantic form (i.e., where = what place).
2, 3, 9	Do I use familiar vocabulary? Are my directions clear and simple? Do I know if the student is physically able to complete the task? Do I probe to get at the student's specific trouble spots?	Make two-step commands pertinent to the environment. Practice appropriate responses (e.g., sharpening pencils, stacking books, putting papers in folders, stacking blocks, etc.). Use manipulatives, and practice in small increments. Provide written/pictograph cues. Probe with "What word or part of the direction didn't you understand?"
10, 12	Do I teach the vocabulary? Do I ask the student to rephrase new vocabulary? Do I establish a frame of reference?	Use visual clues whenever possible. Have the student state the definition (e.g., "bare feet" as opposed to "bear feet"). Teach the vocabulary, using techniques such as semantic mapping/webbing. Play with words.
8, 10	Do I give the student the opportunity to respond to orally presented material? Do I teach the concept of "main idea"?	Ask the questions "What is most important?" "Why are we doing this?" "What details support the main idea?" Expand the main idea through criteria thinking (e.g., distinguish between fact and opinion).

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Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
11, 16	<p>Do I establish a frame of reference for "who," "what," "when," and "where"?</p> <p>Do I introduce the choices in answering "who-what-when-where" questions?</p> <p>Do I indicate to whom the question is being addressed?</p> <p>Do I give examples of how voice is used to show emotion?</p>	<p>Use calendar work to establish time.</p> <p>Use visual cues to establish a frame of reference for answers.</p> <p>Introduce choices with visual cues.</p> <p>Practice simple questions and answers.</p> <p>Use visual cues paired with intonation.</p> <p>Practice questions with increasing detail and complexity.</p>
12, 14	<p>Do I teach the vocabulary?</p> <p>Do I provide examples?</p> <p>Are my directions in simple one- or two-step commands?</p>	<p>Use manipulatives to demonstrate the concepts.</p> <p>Practice concepts in everyday activities (e.g., lining up, storing materials, delivering materials or messages, etc.).</p> <p>Form brainstorming groups to facilitate peer interaction; ask and answer questions in subject areas.</p>
15, 17	<p>Do I introduce the vocabulary and give examples of the subtleties in language (e.g., homonyms, multiple meanings, idioms, etc.)?</p>	<p>Introduce figurative language through pictures, role playing, stories, etc.</p> <p>Introduce words with multiple meanings in brainstorming games.</p> <p>Give examples of causal effect, passive voice, and clauses; check for comprehension.</p>
13	<p>Do I use rhyming activities?</p> <p>Do I speak slowly?</p> <p>Do I teach the concepts of "same" and "different"?</p> <p>Do I use visual cues to facilitate correct sound formation?</p>	<p>Conduct rhyming activities (e.g., records, poetry, Dr. Seuss books, etc.).</p> <p>Model and demonstrate correct production of individual sounds, and incorporate into words.</p> <p>Provide games and activities to reinforce individual sounds (e.g., Dr. Seuss' <i>The Cat in the Hat</i>).</p>
14	<p>Do I teach the vocabulary?</p> <p>Do I provide examples?</p> <p>Are my directions in simple one- or two-step commands?</p> <p>Do I reinforce concepts in the framework of the classroom?</p>	<p>Use manipulatives to demonstrate the concept.</p> <p>Practice concepts in everyday activities (e.g., lining up, storing materials, delivering materials or messages, etc.).</p>
1, 2, 3, 4, 5, 6, 7, 10, 13	<p>Do I actively teach the importance of listening skills?</p> <p>Am I aware of the student's listening burnout?</p> <p>Is my presentation organized?</p> <p>Do I ask questions to determine if the student is attending?</p>	<p>Have the student's hearing checked first.</p> <p>Teach the student to listen for comprehension, discernment, enjoyment, empathy, and personal growth.</p> <p>See that the student demonstrates listening skills by taking notes and responding appropriately.</p>
8, 10, 11	<p>Do I give the student the opportunity to respond to orally presented material?</p> <p>Do I teach the concept of "main idea"?</p> <p>Do I establish a frame of reference for "who," "what," "when," and "where"?</p> <p>Do I indicate to whom the question is being addressed?</p> <p>Do I give examples of how voice is used to show emotion?</p> <p>Do I teach the student to recognize the speaker's organizational patterns that signal the main idea?</p>	<p>Learn to recognize the main idea as well as the inherent purpose of the verbal presentation.</p> <p>Teach the student to listen for methods the speaker uses to signal the main idea (e.g., listening for transitional elements, such as "first," "second," "another point I want to make," and "in addition").</p> <p>Teach the student visual cues to zero in on important words.</p>

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Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
12, 15, 16, 17	<p>Do I teach the student to predict, draw conclusions, make comparisons, evaluate, judge validity, determine relevancy, etc.?</p> <p>Do I teach the student to recognize ambiguities and sarcasm?</p>	<p>Teach multiple outcomes, using open-ended, real-life situations in conversational settings. Use television and radio commercials to determine ambiguities, comparisons, validity, and relevancy of information.</p>
11, 12	<p>Do I establish a frame of reference for "who," "what," "when," and "where"?</p> <p>Do I introduce the choices in answering "who-what-when-where" questions?</p> <p>Do I indicate to whom the question is being addressed?</p> <p>Do I give examples of how voice is used to show emotion?</p> <p>Do I teach the vocabulary?</p> <p>Do I provide examples?</p> <p>Are my directions in simple one- or two-step commands?</p>	<p>Use calendar work to establish time.</p> <p>Use visual cues to establish a frame of reference for answers.</p> <p>Introduce choices with visual cues.</p> <p>Practice simple questions and answers.</p> <p>Use visual cues paired with intonation.</p> <p>Practice questions with increasing detail and complexity.</p> <p>Use manipulatives to demonstrate the concept.</p> <p>Practice concepts in everyday activities (e.g., lining up, storing materials, delivering materials or messages, etc.).</p> <p>Form brainstorming groups to facilitate peer interaction; ask and answer questions in subject area.</p>
14, 15, 16, 17	<p>Do I introduce the vocabulary and give examples of the subtleties in language (e.g., homonyms, multiple meanings, idioms, etc.)?</p>	<p>Introduce figurative language through pictures, role playing, stories, etc.</p> <p>Introduce words with multiple meanings in brainstorming games.</p> <p>Give examples of causal effect and passive voice; check for comprehension.</p> <p>Introduce humor (e.g., plays, play on words, jokes, etc.).</p>

**Figure 12. TEACHER CHECKLIST - ORAL EXPRESSION**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

YES	NO	SOMETIMES	THE STUDENT:
_____	_____	_____	1. States identifying information: name ( ), age ( ), birthday ( ), phone number ( ), and family information ( )
_____	_____	_____	2. Uses correct grammatical structure for variety of purposes a. formulates sentences correctly b. uses subject/verb appropriately c. uses verb tenses appropriately d. asks questions correctly: yes/no ( ) and "wh" questions ( ) e. answers questions correctly: yes/no ( ) and "wh" questions ( ) f. uses negation correctly g. uses pronouns correctly: personal ( ), demonstrative [this/that] ( ), reflexive [herself, myself] ( ) h. formulates plurals correctly: regular ( ) and irregular ( )
_____	_____	_____	3. Labels common objects correctly
_____	_____	_____	4. Uses age appropriate vocabulary
_____	_____	_____	5. Uses appropriate location ( ), temporal ( ), and quantitative ( ) expressions for age level (e.g., above/below, before/after, more/several)
_____	_____	_____	6. Makes eye contact when speaking
_____	_____	_____	7. Carries on a conversation with appropriate voice level
_____	_____	_____	8. Knows how to begin, maintain, and end a conversation
_____	_____	_____	9. Restates thoughts in alternative form
_____	_____	_____	10. Tells stories or relates information in the proper sequence with beginning, middle, and/or end
_____	_____	_____	11. Uses speech rather than gestures to express self
_____	_____	_____	12. Speaks easily without seeming to be frustrated
_____	_____	_____	13. Accounts for listener's shared background when formulating expression (e.g., uses pronouns and articles only with clear referents; gives enough information about the topic)
_____	_____	_____	14. Responds correctly to humor ( ), sarcasm ( ), and figures of speech ( )
_____	_____	_____	15. Recognizes when to match voice level and intonation to a variety of situations a. place (playground, classroom, assembly) b. intent (question/answer in class, show emotions, give reports)

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Figure 13. ORAL EXPRESSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1	Do I introduce the family unit? Do I show pictures of the student's family? Do I have the student's hearing checked? Do I know the family situation? Do I determine if the student knows his or her birthday and phone number?	Use manipulatives (e.g., calendar, telephone, etc.). Give the student the opportunity to talk about family and identifying information. Use the student's own family unit. Role play with puppets, paper dolls, dress up, etc.
2	Do I give adequate time for the student to talk and share? Do I model correctly all the grammar structures in appropriate, meaningful context?	During instructional time, model correct grammatical structures. Give the student time to socialize and share experiences while teacher actively listens for incorrect structures; restate correctly any incorrect structures that are noted.
3, 4	Do I introduce the vocabulary? Do I use objects common to the environment to teach vocabulary? Do I provide opportunities to expand vocabulary in new situations?	Provide common objects for manipulation. Help the student interact meaningfully with objects and know their function. Provide choral repetition of finger plays and songs. Work from concrete to abstract (objects to pictures). Use word categories.
5	Do I introduce the basic concepts?	Use manipulatives to teach basic concepts. (Refer to "Boehm Test of Basic Concepts.")
6, 7	Am I within the student's range and level of vision? Do I make eye contact with the student? Do I use the appropriate voice? Do I give the student the opportunity to use different voices? Do I provide the opportunity for conversation (e.g., turn-taking, topic initiation, etc.)?	Produce puppet shows and demonstrate manipulation, using different voices. Teach and use gestural cues. Use story-telling with "tell back." Provide the opportunity for visual tracking. Provide time for sharing and show-and-tell. Play guessing games and riddles. Play telephone.
10, 11, 14	Do I teach and expand vocabulary? Do I provide "what-if" situations? Do I teach humor, sarcasm, and puns?	Teach retrieval skills (e.g., word association, visualization rehearsing, etc.). Use open-ended stories for student completion. Develop progression stories. Let the student create and explain jokes and puns. Draw examples of literal interpretations of idioms.
8, 12, 13	Do I give the student the opportunity to initiate conversations? Do I teach the student how to organize and clarify thoughts and ideas? Do I teach the student to begin, maintain, and end a conversation (prerequisite for writing skills)?	Use story starters, plays, and conversations (language development); incorporate into different subject areas. Have the student create and publish by discussion and then write original plays in different subject areas.
9	Do I teach the concept of restating? Do I give the student the opportunity to restate? Do I restate my direction in simpler grammatical form?	Teach alternative vocabulary through brainstorming games; take story as written and use alternative words (synonyms). Allow the student to restate simplest directions in every subject area. Encourage the student to practice restating directions by expanding and deleting.

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11	<p>Do I know the student's vocabulary needs?</p> <p>Do I allow and encourage the student to express his or her needs?</p> <p>Do I respond to gestures or nonverbal communication?</p>	<p>Model phrases for the student to repeat.</p> <p>Set up situations so the student's needs must be expressed.</p> <p>Contact parents to determine the student's vocabulary needs.</p> <p>Reinforce correct response; ignore inappropriate response.</p>
12, 15	<p>Do I give the student the opportunity to talk?</p> <p>Do I model the correct vocabulary to speak?</p> <p>Do I provide a stimulating environment for speaking?</p> <p>Do I actively listen to what is being said?</p> <p>Do I know the language environment at home (e.g., bilingual, dialect, realistic expectations, abusive parents, etc.)?</p> <p>Do I teach the student to match voice level to appropriate situations?</p>	<p>Provide conversation time.</p> <p>Provide topics that are familiar and within vocabulary range.</p> <p>Have the student act out plays.</p> <p>Give positive reinforcement for expressive attempts.</p> <p>Provide adequate response time.</p> <p>Model proper voice level and intonation.</p> <p>Reward appropriate voice level and tone.</p>
2, 4, 5	<p>Do I teach the vocabulary?</p> <p>Do I actively listen and reinforce correct grammatical structures?</p>	<p>During instructional time, model correct grammatical structures.</p> <p>Give the student time to socialize and share experiences while teacher actively listens for incorrect structures; restate correctly any incorrect structures that are noted.</p> <p>Provide common objects for classroom manipulation.</p> <p>Help the student interact meaningfully with objects and know their function.</p> <p>Use choral repetition of finger plays and songs.</p> <p>Work from concrete to abstract (objects to pictures).</p> <p>Use word categories.</p> <p>Use manipulatives to teach basic concepts.</p> <p>Reinforce the continued correct use of learned grammatical skills, and reinforce self-correction.</p>
6, 7, 8, 9, 10, 13, 14, 15	<p>Do voice, eye contact, and gestures fit the meaning, mood, purpose, and audience?</p> <p>Do I teach the elements comprising good conversational skills?</p>	<p>Give the student practice in the skill of talking to various audiences (e.g., peer group, teacher, adults, and entire class).</p>
2	<p>Do I teach the more complex structures (possessives, adverbs, compound subjects and predicates, conjunctions, transitive and intransitive verbs, and active and passive voice) appropriate to age levels?</p>	<p>Give the student the opportunity to speak while the teacher and peers actively listen; provide correction both orally and in writing.</p> <p>Have the student observe and critique outside speakers (television, radio, morning announcements, clubs and organizations, banquets, assemblies, etc.) and then summarize and share observations with classmates.</p>
4	<p>Do I teach appropriate vocabulary for the academic subject?</p> <p>Do I conscientiously expand the student's vocabulary?</p>	<p>Encourage community members to carry over academic learning (e.g., history museum, center of science and industry, art museum, etc.).</p> <p>Teach alternative vocabulary words (synonyms) for the academic subject areas.</p> <p>Teach the student to use the thesaurus.</p>
6, 7, 8, 9, 10, 13, 14, 15	<p>Do I reinforce listening and learning body language?</p> <p>Do I give the student the opportunity to participate in large- and small-group discussion?</p> <p>Do I teach the elements comprising good conversational skills?</p> <p>Do my voice, eye contact, and gestures fit the meaning, mood, purpose, and audience?</p>	<p>Read orally and recite, using body language appropriate to the reading; provide oral interpretation.</p> <p>Allow more interaction between the teacher and the student to enhance social communication skills.</p> <p>Give the student the opportunity for cooperative learning (e.g., hear diverse points of view, offer and accept criticisms, and recognize nonverbal communication).</p> <p>Teach outlining for order in any oral discourse.</p>



Figure 14. TEACHER CHECKLIST - READING COMPREHENSION

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

YES	NO	SOMETIMES	THE STUDENT:
_____	_____	_____	1. Orients book in proper position and turns pages left to right
_____	_____	_____	2. Attempts to read, using retelling and remembering text
_____	_____	_____	3. Recognizes common words in stories
_____	_____	_____	4. Begins to use phonetic cueing system
_____	_____	_____	5. Uses decoding skills
			a. uses common vowels and consonant sounds and patterns
			b. applies rules of syllabication
			c. demonstrates knowledge of prefixes, suffixes, and compound words
			d. uses context clues
_____	_____	_____	6. Recognizes previously taught vocabulary in print (sight and reading vocabulary)
_____	_____	_____	7. Comprehends simple sentence structure
_____	_____	_____	8. Comprehends complex sentence structure
			a. understands passive voice (Mice were eaten by the cat.)
			b. understands relative clauses (the cake that Mac ate)
			c. understands direct and indirect quotes within a passage
			d. understands pronoun reference (he = Billy)
_____	_____	_____	9. Recognizes different uses of words, depending on context
			a. recognizes meanings of antonyms and synonyms
			b. recognizes multiple meanings (fly: a fly, to fly)
			c. understands figurative language (hold your horses)
			d. differentiates homonyms (rode-road)
_____	_____	_____	10. Comprehends age- and/or grade-appropriate passages
			a. summarizes a story or passage
			b. identifies the main idea of a selection
			c. identifies supporting details
			d. compares and contrasts stories, characters, events, etc.
_____	_____	_____	11. Uses printed materials for a variety of purposes
			a. makes and confirms predictions
			b. understands author's purpose
			c. locates details and facts to answer questions and draw conclusions
			d. uses printed material to gather information (for reports, personal interest, etc.)
			e. evaluates quality of material to meet a given purpose
			f. reads for pleasure
_____	_____	_____	12. Comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials)
_____	_____	_____	13. Follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model)

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Figure 15. READING COMPREHENSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1	Do I have the student's vision and eye-hand coordination checked? Do I teach left-to-right progression?	In all cases, have the student's vision checked first. Model proper position and orientation for young children. (Use "Big Books" — those that are large in size and have large print and pictures — or storybooks.) Teach left-to-right progression.
2	Do I often read to the class? Do I ask questions while I read to the class? Do I draw the student's attention to illustration? Do I allow the student to retell stories and make predictions of story endings? Do I ask the student to orally summarize stories read to him/her?	Read to the class often, especially using "Big Books" for young children. Discuss texts and illustrations. Have the class write their own stories and create "Big Books." Use predictable stories. Use "Directed Reading Thinking Approach," an approach used to teach whole language; consult with the speech/language pathologist about this method.
3	Do I teach sight vocabulary? Do I preteach vocabulary necessary for the story? Do I provide adequate practice of new words? Do I integrate new words into other subject areas?	Assess the student's knowledge (level) of sight or common words. Introduce new or unfamiliar words. Provide varied practice for using common words by reading writing, listening to tapes, using words in sentences (oral and written), and locating and framing words.
4	Do I have the student's hearing checked? Do I assess auditory discrimination? Do I teach sound-symbol association?	Have the student's hearing checked first. Test for auditory discrimination skills. Teach individual consonant sounds. Teach individual short and long vowel sounds.
5	Do I assess the student's methods of decoding? Do I evaluate the student's reading ability, using miscue analysis? Do I teach common vowel-consonant patterns? Do I teach rules of syllabication and their application to vowel and consonant sounds? Do I teach the meaning and function of prefixes, suffixes, and compounds? Do I ask the student to read the entire sentence before decoding a new or unfamiliar word? Do I ask the student if the word makes sense in the sentence, especially with context clues?	Use informal reading inventory. Use a variety of methods to teach decoding skills (e.g., games, puzzles, matching, fill-in-the-blank, etc.). Extend vocabulary by teaching word families and common phonograms. Teach the student to isolate or identify base word, as well as prefix or suffix. Have the student read the entire sentence or sentences before trying to decode unknown word; have the student reread sentence with a different word to see if the sentence makes sense. Use "cloze" activities, i.e., activities or exercises that allow the student to complete the sentence. Teach the use of illustrations, and use background knowledge as cues.
6	Do I periodically review previously taught vocabulary? Do I use the vocabulary in daily oral context? Do I give the student the opportunity to use learned vocabulary in a variety of ways (e.g., reading, writing, and speaking)?	Have the student create word banks. Use learned vocabulary in reading, spelling games, creative writing, message writing, etc.

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7	<p>Do I use known vocabulary in simple sentences?</p> <p>Do I teach simple sentence patterns?</p> <p>Do I model simple sentence structures?</p> <p>Do I require the student to speak in complete sentences?</p>	<p>Check that the student can recognize and comprehend the words in the sentence.</p> <p>Teach parts of simple sentence (subject and predicate).</p> <p>Teach adjectives and adverbs.</p> <p>Practice simple (wh-) questions and answers.</p> <p>Use action-oriented sentences in games, such as "Simon Says," treasure hunts, etc.</p>
8	<p>Do I teach complex sentence structures?</p> <p>Do I teach punctuation as an aid to comprehension?</p> <p>Do I ask the student to restate sentences?</p>	<p>Compare simple and complex sentences.</p> <p>Teach the student to identify and analyze sentence parts.</p> <p>Teach the student to use punctuation as an aid to comprehension.</p> <p>Ask the student to follow directions (oral and written), using complex sentences.</p> <p>Have the student identify dialogue and narrative in text.</p> <p>Have the student rewrite plays as stories with dialogue.</p> <p>Use "cloze" activities to teach the student the proper use of pronouns.</p> <p>Have the student identify pronouns and their references in text.</p>
9	<p>Do I use and discuss a variety of words?</p> <p>Do I use good models of a variety of words when I speak?</p> <p>Do I ask the student to provide synonyms and antonyms for known vocabulary?</p>	<p>Use varied methods, including games, to teach synonyms, antonyms, and homonyms.</p> <p>Teach the use of context to find word meaning.</p> <p>Teach the student to use context to check if his or her interpretation of the word makes sense (multiple meaning).</p> <p>Provide matching activities.</p> <p>Use picture clues, especially for figurative vs. literal meaning.</p> <p>Use cartoons to teach inferences, subtitles of meaning, and figurative language.</p>
10	<p>Do I choose appropriate text for the student's skill level?</p> <p>Do I assess oral vs. silent reading skills?</p> <p>Do I ask the student to retell and summarize stories? Do I teach main idea and supportive detail?</p>	<p>Allow the student to read orally.</p> <p>Limit amount to be read at one time; break up the text.</p> <p>Use webbing or story mapping to teach the student to compare and contrast.</p> <p>Use semantic mapping to help the student understand the connections between concepts in a story.</p> <p>Have the student write parallel stories.</p> <p>Ask the student to create titles for articles, chapters, passages, etc.</p> <p>Ask the student to locate portions of text that support given conclusions.</p>
11, 12	<p>Do I model reading for various purposes?</p> <p>Do I supplement basal materials with other materials?</p> <p>Do my assignments require a variety of reading materials to complete?</p> <p>Are my assignments functional and purposeful?</p>	<p>Give the student time to read for pleasure.</p> <p>Use alternative reading material (e.g., trade books, Weekly Reader, newspapers, etc.).</p> <p>Give assignments that require use of telephone book, newspapers, cookbooks, reference books, etc.</p> <p>Teach the student to analyze whether the intent of material is to inform or persuade.</p> <p>Ask the student to identify appropriate sources (e.g., cookbook, dictionary, atlas, etc.) used to find information.</p> <p>Teach library and study skills.</p>
13	<p>Do I require the student to follow sequenced, written directions?</p> <p>Do I determine if vocabulary and sentence structure used in giving directions are appropriate to the student?</p>	<p>Provide many opportunities for the student to follow written directions.</p> <p>Have the student write directions to complete a task; have the student perform the task according to those directions and revise directions as needed.</p>

**Figure 16. TEACHER CHECKLIST - WRITTEN EXPRESSION**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

YES	NO	SOMETIMES	THE STUDENT:
_____	_____	_____	1. Follows left-to-right orientation
_____	_____	_____	2. Copies materials correctly from board and desk
_____	_____	_____	3. Uses correct spacing for letters ( ) and words ( )
_____	_____	_____	4. Writes fluently; is not slow and labored
_____	_____	_____	5. Uses a variety of sentence structures
_____	_____	_____	6. Recognizes own letter/numeral reversals
_____	_____	_____	7. Uses correct spelling in daily work
_____	_____	_____	8. Uses correct capitalization and punctuation in daily work
_____	_____	_____	9. Uses correct grammar in written work <ul style="list-style-type: none"> <li>a. uses plurals correctly: regular ( ) and irregular ( )</li> <li>b. uses subject and verb appropriately</li> <li>c. expresses questions correctly: yes/no ( ) and "wh-" questions ( )</li> <li>d. uses negation correctly</li> <li>e. uses pronouns correctly: personal ( ), demonstrative ( ), and reflexive ( )</li> </ul>
_____	_____	_____	10. Uses writing to communicate information <ul style="list-style-type: none"> <li>a. provides reader with appropriate amount of information (detail, background, context)</li> <li>b. uses appropriate degree of familiarity (e.g., business vs. friendly letter)</li> <li>c. approaches written tasks in prescribed format, using appropriate conventions (e.g., fiction, informational, requesting, personal)</li> </ul>
_____	_____	_____	11. Uses content skills appropriately <ul style="list-style-type: none"> <li>a. writes about a single event, experience, or point of view</li> <li>b. adds descriptive detail</li> <li>c. expresses original ideas, humor, and imagination</li> </ul>
_____	_____	_____	12. Evidences overall organizational pattern in written composition <ul style="list-style-type: none"> <li>a. sequences events or points logically within paragraphs and/or composition</li> <li>b. reports a clear beginning, middle, and end</li> <li>c. uses topic statements and maintains topic</li> <li>d. uses age-appropriate vocabulary</li> <li>e. avoids fragments and run-on sentences</li> <li>f. presents details and facts to develop and support the main idea</li> </ul>
_____	_____	_____	13. Uses effective writing process <ul style="list-style-type: none"> <li>a. pre-writing activities (e.g., topic choice)</li> <li>b. demonstrates use of drafting</li> <li>c. uses proofing skills (e.g., precise phrasing)</li> <li>d. uses editing/self-correction skills</li> <li>e. shares written work (e.g., peer editing)</li> </ul>

Developed by the Ohio Statewide Language Task Force, 1990

Figure 17. WRITTEN EXPRESSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1	Do I have the student's vision and eye-hand coordination checked? Do I allow the student to use either the left or right hand? Do I note the dominance areas (e.g., eye, hand, foot, etc.)? Do I observe writing, directed activities, and free play?	Allow the student to establish his or her own dominance. Provide activities that will allow the student to establish dominance.
1, 6	Do I observe in directed activities that the student follows movement (left to right, top to bottom)?	Direct the student's eye movement from left to right and from top to bottom while reading to the class and during directed activities.
1	Do I note the student's preference to be consistent?	Once established, reinforce the student's dominant hand.
1, 4	Do I note whether the student holds pencil or crayon correctly? Do I note whether the student positions the paper correctly for each hand?	Help the student hold pencil as noted in writing manual. Help the student position paper. (For right-handedness, the paper should be straight with the left hand holding the paper, feet flat on floor, and erect posture. See writing manual for positions for left-handedness.)
2, 3, 4, 6	Do I provide the information through directed activities? Do I check for possible visual perception problems?	Use multiple media (e.g., stencils, fingerprint, sand, chalkboard, form boards, glue, glitter, etc.) Give individual intervention in specific medias. Help the student trace shapes, use follow-the-dot, etc.
2, 3	Do I follow the correct progression of large to small?	Start with chalkboard, then newsprint, then kindergarten-lined paper.
1, 3	Do I teach how to use space properly? Do I stress direction and eye-hand coordination?	Allow daily practice for direction of space appropriateness.
1, 2, 3, 4	Do I have the student's vision and eye-hand coordination checked? Do I teach the writing skills (e.g., letter formation, spacing, writing strokes, etc.)? Do I give correct materials (lined paper) and ample time for practice?	Help the student increase fluency of motion by writing on the chalkboard, in the air, on wide-ruled paper, and then on narrow-ruled paper. Have the student practice forward and backward circles and strokes. Use dot-to-dot to teach spacing. Use finger, pencil, paper, etc., to teach spacing between words.
2	Do I make sure that the student sees the chalkboard? Do I elevate the paper or slant the board to facilitate adjustment?	Use an overhead projector to help adjustment from the chalkboard to paper. (Start big and then make smaller.) In going from overhead projector to paper, have the student go over written word on the screen or wall first for kinesthetic feel and then write the word on paper. Use easel to bring work closer to the student. Use wire mesh or sandpaper under paper for kinesthetic feel. Isolate section to be copied to prevent overstimulation. Use colored cellophane over original to stabilize paper being copied.

(continued on next page)

<b>Teacher Checklist Item #</b>	<b>Teacher Analysis Questions</b>	<b>Suggested Teacher Accommodations</b>
6	Do I note if the student has reversals or is memorizing?	Use wire mesh or sandpaper for kinesthetic feel. Evaluate the student to determine perceptual problems.
5, 7, 8, 9	Do I teach the meaning and pronunciation of the words? Do I put the words into sentences? Do I teach the irregular spelling of words? Do I note generalization to other phases of academic work?	Say the word, spell it, and use it in a sentence as a group. Have the student look up definition of word and use the word in an original sentence. Teach the student to use the glossary. Teach the student "invented spelling" (phonetic spelling) and "scribble writing."
8	Do I emphasize correct punctuation and capitalization? Do I reinforce punctuation through reading?	Read orally, stressing voice change at the end of sentences (e.g., statements, questions, exclamations, etc.). Use color coding to stress differences in punctuation.
9, 12	Do I model correct grammatical structures? Do I observe the student using correct oral grammar? Do I note errors and correct them?	Give the student the opportunity to write what he or she says. Give the student the opportunity to correct his or her own work. Reinforce the student's ability to self-correct and to continue proper use of grammatical skills.
10, 11, 12, 13	Do I teach the structure of a paragraph? Do I present a concept in a meaningful way so the student has a purpose for writing the paragraph?	Teach the use of organizers (e.g., outlining and webbing). Develop peer collaboration. Teach the use of taping orally and then transcribing taped material. Allow the student to use word processor to develop and edit manuscripts.
10, 11, 12, 13	Do I teach the five steps of the writing process (i.e., prewriting, drafting, revising, proofreading, and publishing)? Do I give the student ample opportunity to develop competency in writing?	Develop prewriting skills, skills through brainstorming, clustering, keeping journals, participating in sustained silent writing, discussing, responding to literature, sharing ideas, writing samples, etc. Help the student write drafts and allow peers, as well as the teacher, to evaluate what is written. Develop revision skills to improve clarity, sequences, word choice, and content. Teach the student to proofread and edit for publishing inside and outside the school environment.

# Intervention Strategies/Modifications Checklist

Student's Name \_\_\_\_\_ School \_\_\_\_\_  
Classroom Teacher \_\_\_\_\_  
Class Period \_\_\_\_\_ Initial Date \_\_\_\_\_

## I. ENVIRONMENT

- ☐ Select classroom with best acoustics, lighting.
- ☐ Minimize distractions (*light, noise, etc.*).
- ☐ Reduce light distractions (*glare, etc.*) by having teacher stand in different part of room.
- ☐ Seat student away from the distraction (*window, heater, street noise, etc.*).
- ☐ Provide assigned seating for:
  - ☐ bus
  - ☐ classroom
  - ☐ lunchroom
  - ☐ auditorium
- ☐ Place student close to teacher to permit:
  - ☐ immediate help when needed
  - ☐ use of touch for gaining attention
- ☐ Determine peers student will sit by:
  - ☐ separate from most distracting students
  - ☐ place next to a student who can help when needed
  - ☐ let student choose area of room where he/she can concentrate best
- ☐ Permit student to do work in quiet area of the room:
  - ☐ corner of room
  - ☐ study carrel
- ☐ Alter physical room arrangement.
- ☐ Define areas of room concretely for proper use:
  - ☐ label room areas
  - ☐ tape areas on floor
- ☐ Instructional grouping in which student is most successful:
  - ☐ large group
  - ☐ small group
  - ☐ one-on-one
  - ☐ other
- ☐ Other \_\_\_\_\_

## II. TEACHER INSTRUCTION

### A. Instructional interventions

- ☐ Teach to the student's learning style. Emphasize use of:
  - ☐ visual modality
  - ☐ tactile (hands-on) modality
  - ☐ auditory modality
  - ☐ multi-modality

- ☐ Use the student's most successful teaching format:
    - ☐ discussion
    - ☐ lecture
    - ☐ worksheets/textbook
    - ☐ experiential/hands-on activities
  - ☐ Use modeling as a teaching technique:
    - ☐ model a task (*writing process, storytelling, etc.*)
    - ☐ role play a situation demonstrating use of a strategy
    - ☐ model the thinking process needed to complete a task using self-talk.
  - ☐ Provide note-taking assistance:
    - ☐ carbonless or photocopy of notes from a regular student
    - ☐ study guides, lecture notes, etc., from the teacher
  - ☐ Utilize manipulatives
  - ☐ Use hands-on activities to demonstrate abstract concepts (*gravity: drop objects*)
  - ☐ Other \_\_\_\_\_
- 

#### B. Auditory emphasis

- ☐ Give verbal as well as written directions.
  - ☐ Tape important reading material for student to listen to while reading a passage. Keep it short. (Teacher or another student might do the taping.)
  - ☐ Put assignment directions on tape so student can replay them when needed.
  - ☐ Give student oral rather than written assignments. Allow student to do homework orally.
  - ☐ Have student drill on essential information by reciting it into a tape recorder and playing it back.
  - ☐ Use published audiotapes with student (*read-along books*).
  - ☐ Use prerecorded texts for visually impaired.
  - ☐ Have student drill aloud to him/herself or another student.
  - ☐ Have another student or adult read aloud important information.
  - ☐ Have student read important information aloud to him/herself or another student.
  - ☐ Have student re-auditorize:
    - ☐ silently
    - ☐ aloud
  - ☐ Other \_\_\_\_\_
- 

#### C. Visual emphasis

- ☐ Have student use visualization strategy.
  - ☐ Provide large-print materials.
  - ☐ Provide copies of tests and worksheets that are:
    - ☐ easy to read
    - ☐ well-organized
    - ☐ typed rather than handwritten
  - ☐ Provide visuals to enhance explanation of new or old material, especially with abstract concepts.
  - ☐ Give written directions or visual clues on chalkboard for all verbal directions.
  - ☐ Highlight key words.
  - ☐ Use flash cards printed in bold, bright colors.
  - ☐ Eliminate copying from chalkboard.
  - ☐ Use colored overlays on written material. Experiment to determine most helpful color.
  - ☐ Use visual sequencing of activities or scripts. (Present activity in sequenced pictures.)
  - ☐ Provide visual daily schedule.
  - ☐ Provide a copy of reading material with main ideas underlined or highlighted.
  - ☐ Other \_\_\_\_\_
-



#### D. Direction giving/Presentation of material

- ☐ Give direct requests, stating exactly what you want the student to do.
- ☐ Quietly repeat directions to the student after they have been given to the rest of the class.
- ☐ Place general methods of operation and expectations on charts displayed around the room and/or on sheets included in the student's notebook.
- ☐ Obtain student's attention before giving a direction (*for example, state student's name and say, "Look at me," or give a gentle touch*).
- ☐ State directions simply and in sequential order. Restate.
- ☐ Allow student to repeat instructions to a peer/teacher to check comprehension.
- ☐ Rephrase and/or restate directions/assignments/instructions.
- ☐ Provide positive directions. Tell student what to do rather than what not to do.
- ☐ Introduce topic as a whole, elaborate individual points, summarize and restate topic as a whole.
- ☐ Present related information together (*chunking*).
- ☐ Determine how much a student knows about a topic before introducing it. Ask open-ended questions such as, "Tell me about (topic)."
- ☐ Relate new information to student's life/experiences.
- ☐ Emphasize key points (*intonation, restating, changing loudness level, writing on board, etc.*).
- ☐ Use key phrases to cue student before presenting important information (*for example, "Listen up" or "Remember this"*).
- ☐ Respond, when student inquires whether an answer is correct or incorrect, by asking, "What do you think?" or "Why did you give that answer?"
- ☐ Other \_\_\_\_\_

#### E. Scripts/Routines/Transitions

- ☐ Restate classroom routines, scripts and directions with the following frequency:
  - ☐ daily
  - ☐ weekly
  - ☐ as transition to lunch
  - ☐ other \_\_\_\_\_
- ☐ Clearly cue transitions through distinct verbal, auditory or visual signs (*statements, ringing bell, turning lights on/off*).
- ☐ Allow additional time for transitioning.
- ☐ Assist in transitioning by telling student he/she will need to complete an activity in a specified amount of time.
- ☐ Give advance warning of the transition and the expectations (*"and you will need to..."*).
- ☐ Check student's awareness of transitions by asking, "What will happen next?"
- ☐ Provide and review daily schedule at the beginning of the day.
- ☐ Display lists of materials needed until student understands the routine.
- ☐ Provide visual cue or pictured sequence of transitions.
- ☐ Other \_\_\_\_\_

### III. STUDENT COMMUNICATION

#### A. Comprehension facilitation

- ☐ Allow increased response time (\_\_\_\_ seconds).
- ☐ Check student completion of first few items to determine comprehension of the task.
- ☐ Have student complete a task and simultaneously verbalize the thinking process used.
- ☐ Have student follow a teacher-/student-developed thinking map that provides a step-by-step process for completing a task.

- ☐ Have student paraphrase or summarize information presented.
- ☐ Allow student to confirm understanding by checking with a buddy.
- ☐ Teach student to use self-talk (*mentally rehearse what to say or do*).
- ☐ Have student give example from his/her experiences.
- ☐ Assist student in giving correct response by:
  - ☐ accepting student's response and expanding
  - ☐ giving student opportunity to explain response
- ☐ Allow specific time of day for student to ask clarification questions (*questions about classroom procedures, directions, assistance needed, etc.*).
- ☐ Explain meaning of nonverbal cues used by the classroom teacher and/or other students. Model and have student practice interpreting cues in a safe setting.
- ☐ Provide student with breaks when fatigued (especially student with auditory/visual impairment).
- ☐ Extend the time requirements for task completion.
- ☐ Omit timed tests/tasks.
- ☐ Vary the activity often (every \_\_\_\_ minutes).
- ☐ Vary the activities from high to low interest.
- ☐ Alternate quiet and active times.
- ☐ Other \_\_\_\_\_

#### B. Questions

- ☐ Student comprehends the following types of questions:
   
\_\_\_\_\_
   
\_\_\_\_\_
- ☐ Student has difficulty with the following types of questions:
   
\_\_\_\_\_
   
\_\_\_\_\_
- ☐ Restate/rephrase the following question forms:
   
\_\_\_\_\_
   
\_\_\_\_\_
- ☐ Simplify question forms by:
  - ☐ asking basic questions, one question at a time
  - ☐ asking questions in which the interrogative word replaces the answer (*for example, "The girl went where?" or "The boy will be going home when?"*).
  - ☐ asking factual questions (*who, what, when, where*) as opposed to questions requiring higher cognitive skills (*how, why, what if, where...from, what might*).
  - ☐ assisting student in answering higher level questions (*how, why, what if, where...from, what might*) by asking follow-up factual questions (*Teacher: "Where does milk come from?" Student: "The store." Teacher: "Where did the store get the milk?"*).
- ☐ Provide in advance the questions that will be asked during the lesson by:
  - ☐ writing the questions on chalkboard/index cards
  - ☐ stating the questions
  - ☐ having student read the questions from the textbook
- ☐ Other \_\_\_\_\_

### C. Problem solving

- ☐ Assist student with problem solving by:
  - ☐ visually sequencing the solving of a recurring problem
  - ☐ verbally guiding the student's thinking process by presenting steps and providing choices
- ☐ Other \_\_\_\_\_

### D. Figurative language

- ☐ Student comprehends in a literal manner. Figurative language (*metaphors, idioms, similes, slang expressions*) needs to be:
  - ☐ explained
  - ☐ demonstrated in functional settings
  - ☐ practiced in functional settings
- ☐ Other \_\_\_\_\_

### E. Organizational/Study skills

- ☐ Provide student with daily list of materials needed.
- ☐ Provide student with assignment sheets or plan book:
  - ☐ daily
  - ☐ weekly
  - ☐ monthly
- ☐ Assist student in developing/using a system for organizing:
  - ☐ homework assignments
  - ☐ oral and written reports
  - ☐ daily schedules
  - ☐ long-term projects
  - ☐ materials needed for class
- ☐ Assist student in developing study skills by:
  - ☐ picking out key points
  - ☐ remembering only key points when studying
- ☐ Assist student in:
  - ☐ taking notes
  - ☐ outlining
  - ☐ visually organizing key points through graphic organizers (*webbing, clustering, etc.*)
  - ☐ visually or verbally organizing key points and discussing their relationship
  - ☐ enhancing memory techniques (*mnemonic devices, visual imagery, oral rehearsal, repetitions, etc.*)
  - ☐ organizing desk and locker (frequency: \_\_\_\_\_)
  - ☐ cleaning desk top so only those items needed to complete current task are present
- ☐ Other \_\_\_\_\_

## III. CURRICULUM

### A. Textbook/Worksheet format

- ☐ Assist student in determining what will be learned by previewing titles, chapter headings, pictures, etc., before reading the textbook.
- ☐ Have student read chapter summary before reading the chapter.
- ☐ Have student preview questions throughout the chapter to learn what is important to remember.
- ☐ Assist student in tapping prior knowledge about the topic.

- ☐ Explain textbook/workbook formats to student (frequency: \_\_\_\_\_).
- ☐ Assist student with the following formats:  
\_\_\_\_\_  
\_\_\_\_\_

- ☐ Explain and demonstrate strategies for completing worksheets/assignments (*for example, cross out words used in word bank*).
- ☐ Other \_\_\_\_\_

#### B. Assignments

- ☐ Allow student to preview assignments by:
  - ☐ providing student with texts/materials over school breaks/summer
  - ☐ providing student with texts/materials before topic is presented
- ☐ Reduce difficulty level.
- ☐ Give shorter assignments.
- ☐ Reduce paper-and-pencil tasks.
- ☐ Provide alternate assignments when class demands conflict with student capabilities.
- ☐ Reduce assignments into manageable sections with specific due dates.
- ☐ Make frequent checks for work/assignment completion.
- ☐ List or post steps required to complete each assignment.
- ☐ Do not penalize for:
  - ☐ spelling errors
  - ☐ handwriting
  - ☐ messy paper
  - ☐ other \_\_\_\_\_
- ☐ Allow student to:
  - ☐ record assignment on audio or video tape
  - ☐ type assignment
  - ☐ use cursive
  - ☐ use manuscript
  - ☐ provide oral responses
- ☐ Other \_\_\_\_\_

#### C. Testing

- ☐ Allow student to:
  - ☐ take test orally
  - ☐ type test
  - ☐ have test administered by resource person
  - ☐ have someone read test to student
  - ☐ have someone record responses for student
- ☐ Allow student more time to take test.
- ☐ Allow student to take types of tests resulting in greatest success:
  - ☐ multiple choice
  - ☐ short answers
  - ☐ essay
  - ☐ fill in the blank with word bank
  - ☐ fill in the blank with no word bank
  - ☐ open book
- ☐ Allow student to take shortened test.