



If Student has Difficulty....

Then Try This!

Area of Difficulty:	Suggestions:
Becoming Interested	<ul style="list-style-type: none"> • Tell stories which relate to people's lives • Establish relevancy or purpose • Provide concrete experiences • Read aloud story or article to stimulate • Seat student close to teacher
Getting Started- Give Cue to Begin Work	<ul style="list-style-type: none"> • Give work in smaller amounts • Provide immediate feedback/check on progress • Sequence work • Provide time suggestions • Peer or peer tutor
Paying Attention to Spoken Word	<ul style="list-style-type: none"> • Give explanations in small distinct steps • Provide written back-up to oral directions • Use prearranged signal to gain attention • Make sure student is facing you when speaking • Have student repeat directions • Use buddies, tape recorder • Shorten listening time • Alternate spoken with written manipulative tasks • Look directly at student, place hand on shoulder
Following Directions	<ul style="list-style-type: none"> • Use fewer words • Provide examples • Repeat • Have student repeat • Provide checklist • Use auditory and visual directions
Keeping Track of Materials or Assignments	<ul style="list-style-type: none"> • Use notebook • Use large envelope for each subject • Keep extra supplies on hand • Provide assignment sheets to resource/CM teacher and parents • Have students carry a mail bag • Write assignment on board • Give rewards for bringing assignments
Turning in Work or Assignments	<ul style="list-style-type: none"> • Place visual reminder of process on student's desk in his/her locker, or in front of content/subject notebook • Use daily planner for dates and assignments • Set up parent reminder system with student • Be consistent with where work is to be placed • Use "check-off" system for student accountability

Paying Attention to Printed Word	<ul style="list-style-type: none"> • Select a text, highlight • Underline, number • Use highlighting tape • Keep desk clear of extras • Face desk to wall or use study carrel • Overhead transparency
Reading Textbooks	<ul style="list-style-type: none"> • Use lower level or adapted text (if available) • Tape text • Shorten amount of reading material by highlighting key points, concepts and information (reduce readability) • Have students read sections or segments of material aloud in small groups and report out to whole group • Allow extra time for reading • Omit reading assignments • Pair or peer share reading aloud • Place main idea, key concepts and information on index cards • Oral tests, quizzes • Cooperative group work • Pre-teach vocabulary with context of developing concept • Give take home tests • Use larger type
Completing Tasks on Time	<ul style="list-style-type: none"> • Reduce amount to be completed • Teach student to maintain a calendar of assignments • Use time to define work times • Have student keep a journal or log of timelines • Allow more time • Write schedules • Provide checklists-individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where • Provide periodic closure of key information
Expressing him/herself Verbally	<ul style="list-style-type: none"> • Accept alternative forms of information (e.g. written work, art work, exhibit, chart/graph, bulletin board, photos, etc.) • Ask questions requiring short answers • Provide prompts • Give rules for class discussions • Teach student to ask questions in class • Question at the teaching level • Break him/her in gradually “by speaking” in smaller groups • Allowed taped reports
Staying on Task	<ul style="list-style-type: none"> • Reduce distractions, use timer to set short periods of work • Increase reinforcements • Provide checklist • Reduce amount of work • Give time-out and provide quiet alternatives for a short time

Taking Meaningful Notes	<ul style="list-style-type: none"> • Provide graphic organizers for pulling essential information together in a purposeful manner (study guide) • Verbally cue important information that student will be using in another setting (on test, in a project, with a group, etc.) • Allow student to leave space for interpreting the notes given by dividing the page into 2/3rds for note-taking and 1/3rd for identifying the main ideas and supporting details of information given • Have students share notes taken with another students (who takes really good notes) and then fill-in any missing bits of information that the student failed to get down in his/her notes
Expressing Self in a Group or Participating in Class	<ul style="list-style-type: none"> • In class use a combination of group signaling (hand signals) and response cards (lap boards or 5x8 cards) to increase participation and a check for understanding • Set standards and processes for group participation including frequency and duration (may use a rubrics for group participation) • Provide a manipulative and/or alternate forms of communication to facilitate student input in group • Provide a group leader to encourage participation from all group members, defining questions that facilitate participation and productivity
Responding to Behavioral Redirections	<ul style="list-style-type: none"> • Establish eye contact • State what the student is doing, and the replacement behavior requested. ("You are talking right now, please be quiet." "You are drawing, please return to you assignment.") • Have student repeat requested behavioral change • Wait for behavioral compliance, then reinforce desired results • Establish a class signal for students as an indication that students need to self-correct group behavior ("1-2-3 lights, Mascot name. etc.) • Set up behavioral contracts with students, who have chronic behavioral concerns who fail to respond to redirections, including identifiable antecedents, behaviors, and both negative and positive consequences
Self-Discipline, or Corrects Own Behavior	<ul style="list-style-type: none"> • Identify most common behavioral responses desired such as "How to Work in a Group", "How to Follow Directions", etc. • List steps of specific observable behaviors that define the behavioral skill or response • Teach these responses and skills explicitly to all students, and have students practice the skills with each other • Reinforce the skills used in daily operation of the classroom in a variety of ways (individual and group responses) • Periodically discuss the skills and responses, and the positive effect on the class and individual productivity • Encourage students to create own skills or behaviors • Teach to replacement behaviors consistently

Learning by Listening	<ul style="list-style-type: none"> • Use file, flash, or vocabulary cards • Use visuals (graphic organizers, mind mapping, etc.) • Have student close his/her eyes and visualize the information • Spell by visualizing the whole word • Teach the use of acronyms • Give explanations in small distinct steps • Remove extra words (highlighting) • Provide study guides
Working in Groups- Staying Focused	<ul style="list-style-type: none"> • Provide a partner • Provide a student with responsibility or position of leadership • Provide more structure by defining task and listening steps • Increase opportunities for participation
Working Independently	<ul style="list-style-type: none"> • Assign task at appropriate level (student readiness) • Be certain the student can see an end to the task • Give precise directions • Reinforce often • Provide a variety of type of work within the assignment
Understanding What is Read	<ul style="list-style-type: none"> • Reduce the language level (readability) • Become more concrete (more examples) • Reduce amount of new ideas • Provide examples and non-examples • Provide experience for a frame of reference • Provide study guide • Give organizational help • Provide alternate media • Remove extra words • Use “fill-in-the-blank” techniques
Write Legibly	<ul style="list-style-type: none"> • Use formats that are low on writing (e.g. multiple choice, fill in, programmed) • Use manipulatives • Have student type, use word processor • Allow use of tape recorder • Use graph paper • Save papers for two weeks and then have student read what he/she wrote • Teach writing directly
Spelling	<ul style="list-style-type: none"> • Dictate word, ask student to repeat it • Teach short easy words in context • Have students make flash/index cards • Teach words by spelling patterns • Avoid penalizing for spelling errors • Post words during study time for constant visual cues • Provide a tactile aid to spelling

Understanding Cause/Effect-Anticipating Consequences	<ul style="list-style-type: none"> • Use concrete examples • Use real life situations • Teach cause/effect directly (e.g. brainstorming, role playing, etc.) • Have student s use their imaginations
Seeing Relationships	<ul style="list-style-type: none"> • Directly point out relationships • Draw arrows on worksheets or tests to show that ideas are related • Class discussion • Directly teach relations of function, category, opposition, sequence, etc. • Provide direct practice • Provide headings or a partially filled in chart-example • Use a banner with symbols for ideas/events
Expressing Him/Herself in Writing	<ul style="list-style-type: none"> • Accept alternate forms of reporting (e.g. oral report, tape recorded report, tape an interview, maps, photographic essay, panel discussion) • Have someone dictate work to someone else • Have student prepare only notes or outline in subject • Shorten amount required • Provide practice with story starters, or open-ended stories
Drawing Conclusions and Making Inferences	<ul style="list-style-type: none"> • Teach thinking skills directly • Draw a parallel to a situation that the student might have experienced in problem solving
Remembering	<ul style="list-style-type: none"> • Provide a checklist • Provide cues • Have student make note to self • Teach memory skills • Teach use of acronyms and other mnemonic devices
Prepared for class (supplies)	<ul style="list-style-type: none"> • Create visual reminder for needed supplies on 5x8 cards that can be placed at student's desk in notebook, in locker, shared with parent, etc. • Use visual reminder as antecedent for behavioral change • Help organize student's area for consistent use of supplies
Prepare for class (homework)	<ul style="list-style-type: none"> • Use day/date planner as antecedent, what's due when? • Use highlighters or symbols in planner for work due • Set up parent/student reminder system, using planner • Frequently check student is actually using planner, give bonus points for successful use (reinforce) • Set up a buddy system as a reminder or fail safe system

Taken from: <http://stetsonassociates.com/wp-content/uploads/2011/11/Area-of-Difficulty-Sugg.pdf>

For more information, please contact:
 exceptional children's assistance center
 1-800-962-6817
www.ecac-parentcenter.org

