

## Examples of Accommodations and Explicit Instruction for Cognitive Processing/General Intellectual Ability

| <b>Strength-/Interest-Based Accommodations</b>   | <b>Accommodations to Access Learning</b>  |
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| <ul style="list-style-type: none"> <li>• Provide fast-paced instruction and provisions for progress through curricula at students' personal learning rates.</li> <li>• Place emphasis on higher-level abstract thinking and problem-solving.</li> <li>• Utilize pre-testing to identify what students know and eliminate unnecessary drill.</li> <li>• Use instructional planning that anticipates diverse learning needs and characteristics of individual students.</li> <li>• Use inter-disciplinary instruction and application of learning content to aid students in making connections.</li> <li>• Place emphasis on students' interests, learning styles, and strengths.</li> <li>• Provide opportunities for independent and small-group projects and investigations.</li> <li>• Create a conceptual framework or overview of new material for conceptual/holistic processing.</li> <li>• Employ concept-based thematic instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• Extend time for students with slow processing and fluency issues.</li> <li>• Allow audio-taped or verbal responses instead of written response.</li> <li>• Use technology to increase productivity.</li> <li>• Provide preferential seating away from distracting noises (radiators, projectors).</li> <li>• Chunk new learning into manageable subtasks.</li> <li>• Use FM system for a student with auditory processing or hearing problems.</li> <li>• Create visual graphs/charts to support learning and demonstrate relationships.</li> <li>• Incorporate organizational activities into classroom activities.</li> <li>• Make sure students understand the homework by having them retell what they are to do.</li> <li>• Team disorganized student with a well-organized student for collaborative project, making sure each student can contribute from a strength area.</li> </ul> |
| <b>Explicit Instruction: Compensatory Strategies</b>   | <b>Explicit Instruction: Intervention/Remediation</b>   |
| <ul style="list-style-type: none"> <li>• Teach students to create flow charts, graphic organizers, and cognitive webs.</li> <li>• Train students how to identify important facts or concepts and to create outlines or webs.</li> <li>• Use self-talk to accompany visual input.</li> <li>• Coach students in the use of mnemonics to enhance memory.</li> <li>• Teach metacognitive/mental scripts that emphasize self-regulation.</li> <li>• Demonstrate and teach task-analysis and prioritization strategies.</li> <li>• Teach strategies to maintain attention, like sitting up straight and leaning upper body toward speaker.</li> <li>• Highlight and color-code to organize and prioritize new information.</li> <li>• Provide instruction in self-directed learning skills with emphasis on study skills, time-management skills, organizational skills, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Coach students in setting realistic long-term and short-term goals.</li> <li>• Teach students to chunk or break down project into steps and talk through steps.</li> <li>• Instruct in systematic multi-sensory approaches.</li> <li>• Teach students how to rephrase key ideas and link to key words.</li> <li>• Teach strategies to group and categorize information.</li> <li>• Provide direct instruction in organization, time management, and study skills.</li> <li>• Provide explicit instruction in phonological awareness, phonics, and decoding.</li> <li>• Teach verbal mnemonics and rhyming to increase automaticity.</li> <li>• Use games to encourage fact memorization and continued practice using dice rolls, spinners, and game cards.</li> </ul>  |

## Examples of Accommodations and Explicit Instruction for Specific Academics

| Strength-/Interest-Based Accommodations   | Accommodations to Access Learning   |
|---|---|
| <ul style="list-style-type: none"> <li>• Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (cluster groups, cross-age groups, interest groups, etc.).</li> <li>• Provide content learning that requires gifted and talented students to be engaged in higher-level thinking, abstract thinking, and problem-solving.</li> <li>• Use challenging reading program/materials (<i>Jr. Great Books</i> or <i>William &amp; Mary Curriculum</i>).</li> <li>• Provide high-level materials, activity, and product options that include analytical and critical thinking skills.</li> <li>• Accelerate vocabulary development through a variety of strategies and materials.</li> <li>• Encourage participation in creative writing opportunities, debate, or advanced literacy activities.</li> <li>• Pre-test in math to identify material already mastered and replace with enriched and accelerated material.</li> <li>• Use high-level problem-solving approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide books on tape for students who struggle with reading and high-level discussions.</li> <li>• Use advance organizers or provide outlines.</li> <li>• Utilize computer spell-check, thesaurus, grammar checker, and calculator.</li> <li>• Display fact charts or have fact charts available for student use.</li> <li>• Reduce number of problems required or increase amount of time for assignment.</li> <li>• Provide adequate space for students to work out solutions.</li> <li>• Cut the worksheet in half or in fourths, and require the completion of one section at a time.</li> <li>• Use matrix paper as a physical guide to keep the numbers aligned.</li> <li>• Provide copies of notes and overheads.</li> <li>• Shorten directions and make them clear and concise.</li> <li>• Encourage neatness rather than penalize for sloppiness.</li> <li>• Clearly segment instruction and plan 20-minute instructional segments.</li> </ul> |
| Explicit Instruction: Compensatory Strategies   | Explicit Instruction: Intervention/Remediation  |
| <ul style="list-style-type: none"> <li>• Teach <i>Inspiration</i> software to aid students in organizing information, writing, and projects.</li> <li>• Instruct students in how to break new learning into manageable subtasks.</li> <li>• Teach students how to keep an idea journal.</li> <li>• Instruct students in the use of highlighters to note key information.</li> <li>• Highlight the mathematical sign for operation to be performed.</li> <li>• Use manipulatives and arrays to help students understand mathematical processes.</li> <li>• Provide instruction for a wide range of technology to increase productivity.</li> <li>• Estimate amount of time an activity will take and determine how long it actually took.</li> <li>• Use software programs.</li> <li>• Teach research strategies and skills essential for in-depth study and advanced learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use systematic multi-sensory approaches to teach decoding/encoding.</li> <li>• Provide instruction in organization/strategies for written language, computation, problem-solving.</li> <li>• Utilize choral reading to increase fluency.</li> <li>• Teach typing and word processing.</li> <li>• Use activities to increase rate and fluency (flash cards, computer games, etc.).</li> <li>• Teach students to prioritize homework.</li> <li>• Encourage three-finger tracking.</li> <li>• Provide direct instruction in comprehension strategies, connecting, inferencing, predicting, etc.</li> <li>• Teach and model webbing, storyboarding, and flowcharting.</li> <li>• Teach students to use checklists, keep logs, or mark their progress on a chart.</li> </ul>  |

## Examples of Accommodations and Explicit Instruction for Creativity

| Strength-/Interest-Based Accommodations   | Accommodations to Access Learning  |
|---|--|
| <ul style="list-style-type: none"> <li>• Provide opportunities for “real world” investigations and experiences (in-depth study of real problems, career exploration, etc.).</li> <li>• Encourage fluency, flexibility, originality, and elaboration through open-ended classroom activities and products.</li> <li>• Provide opportunities for creative problem-solving and divergent thinking techniques.</li> <li>• Utilize biographies of creative/talented individuals to promote success and to provide awareness of characteristics.</li> <li>• Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across the discipline.</li> <li>• Utilize “think, pair, share” strategies.</li> <li>• Integrate creative thinking skills and problem-solving strategies with solid learning content.</li> <li>• Emphasize mastery of concepts and minimize home practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide creative choices when students process information or develop products.</li> <li>• Provide opportunities for creative and critical thinking.</li> <li>• Assess specific content in spelling, writing skills.</li> <li>• Allow multiple ways for students to demonstrate knowledge.</li> <li>• Provide a stimulating educational environment where there are opportunities for critical and creative thinking and problem-solving.</li> <li>• Emphasize time-management in the classroom and give notice for deadlines, tests, etc.</li> <li>• Allow time at the end of the day for students to get organized before they leave school.</li> <li>• Encourage students to learn compensation strategies to bypass their disabilities.</li> <li>• Celebrate effort, completion of homework, and attainment of goals.</li> </ul>  |
| Explicit Instruction: Compensatory Strategies   | Explicit Instruction: Intervention/Remediation   |
| <ul style="list-style-type: none"> <li>• Instruct students in the multiple steps of creative problem-solving: to identify problem, explore data, generate ideas, develop solutions, and build acceptance.</li> <li>• Coach students in SCAMPER technique to substitute, combine, adapt, modify, put to other use, eliminate, and rearrange.</li> <li>• Teach technique of brainstorming so students can generate numerous and innovative ideas or alternatives in a safe environment where judgment is withheld.</li> <li>• Coach students in generating ideas or alternatives with fluency, flexibility, originality, and elaboration.</li> <li>• Encourage students to start a homework session by planning what will be accomplished during the session.</li> <li>• Ask students to jot down how long they think an assignment will take and ask them to record how long it actually took.</li> </ul>  | <ul style="list-style-type: none"> <li>• Teach idea-generation and brainstorming.</li> <li>• Instruct students in paraphrasing.</li> <li>• Coach students in how to break down and chunk projects into multiple steps with realistic short-term goals.</li> <li>• Promote success as the ability to achieve realistic short-term goals.</li> <li>• Provide opportunities for students to explore career and college opportunities.</li> <li>• Teach students how to solve problems using creative problem-solving steps.</li> <li>• Encourage students to talk through the steps they will use when completing assignments and projects.</li> <li>• Help them break down tasks into manageable segments and use a calendar to plan steps needed to complete project.</li> <li>• Provide specific instruction on organization.</li> <li>• Teach students how to study, prepare for tests, and organize reports and projects.</li> </ul> |

## Examples of Accommodations and Explicit Instruction for Visual, Spatial, and Performing Arts

| Strength-/Interest-Based Accommodations   | Accommodations to Access Learning  |
|---|--|
| <ul style="list-style-type: none"> <li>• Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields.</li> <li>• Embed multiple intelligence strength areas into instruction.</li> <li>• Create story boards.</li> <li>• Learn and use visual-spatial strategies in the content areas.</li> <li>• Use visual-spatial activities/products to improve performance in weaker academic area(s).</li> <li>• Help students transfer abstract thinking into a variety of forms of expression.</li> <li>• Use graphic organizers to help students organize and process information in content areas.</li> <li>• Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge.</li> </ul>   | <ul style="list-style-type: none"> <li>• Offer options for acquiring information and communicating what is learned using multiple intelligences and learning styles.</li> <li>• Provide connections to real world and build on students' intrinsic motivation.</li> <li>• Allow students to vary assignments.</li> <li>• Provide adaptive physical education.</li> <li>• Allow students to vary assignments and use alternative ways to demonstrate knowledge, such as oral presentation, tape-recorded or video response, creation of a poster or book jacket, etc.</li> <li>• Accept oral responses in lieu of written.</li> <li>• Match teaching style to students' learning styles.</li> <li>• Provide opportunities for students to demonstrate achievement and excellence through competitions, exhibitions, performances, presentations, etc.</li> <li>• Provide environmental modifications to allow for movement, flexibility of workspace, etc.</li> </ul> |
| Explicit Instruction: Compensatory Strategies   | Explicit Instruction: Intervention/Remediation   |
| <ul style="list-style-type: none"> <li>• Use musical chants, raps, rhymes, melody, and rhythm to help students learn.</li> <li>• Teach students to use visual imagery.</li> <li>• Create visual graphs/charts to support new learning and demonstrate interrelationships.</li> <li>• Teach grouping and categorizing strategies.</li> <li>• Teach and model creating flow charts, graphic organizers, and cognitive webs.</li> <li>• Anticipate/predict when and where difficulties may occur.</li> <li>• Draw the solution to a problem to capitalize on visual strengths.</li> <li>• Make everything as visual as possible. Use graphic organizers, charts, graphs, timelines, maps, pictures, or videos.</li> <li>• Teach problem-solving strategies.</li> <li>• Encourage struggling readers to listen to books on tape so they can participate in class discussion.</li> <li>• Teach visual approach to spelling.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide direct instruction in use of <i>Inspiration</i> software.</li> <li>• Teach how to use visual imagery.</li> <li>• Guide students through long-term projects designed to demonstrate good planning and time allocation.</li> <li>• Teach students to use nonverbal cues and environmental cues.</li> <li>• Educate students in organizational techniques and study skills.</li> <li>• Teach a variety of strategies to plan, organize, and manage daily routines and meet personal goals.</li> <li>• Teach self-monitoring strategies.</li> <li>• Teach students to use metacognitive strategies to monitor their thinking in the learning process.</li> <li>• Teach the meaning of prefixes, suffixes, and root words in order to teach new words.</li> <li>• Provide explicit instruction in phonological awareness, phonics, and decoding.</li> </ul>  |

## Examples of Accommodations and Explicit Instruction for Physical/Psychomotor/Athletics

| <b>Strength-/Interest-Based Accommodations</b>  | <b>Accommodations to Access Learning</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Pre-test and compact the curriculum when students have mastered concepts to eliminate unnecessary drill and practice.</li> <li>• Provide hands-on experiential learning opportunities so students can enhance learning by making mind/body connections.</li> <li>• Use “most difficult first” strategy (see page 28) and pre-testing to allow students to demonstrate mastery of concepts and eliminate unnecessary drill.</li> <li>• Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences.</li> <li>• Incorporate high-interest topics or activities to enhance the likelihood students will initiate and sustain work on assignments.</li> <li>• Create opportunities for students to build a model or a 3D display.</li> <li>• Encourage students to pursue writing in their area of interest and share with appropriate audiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide opportunities for movement with a purpose such as sharpening a pencil or running an errand.</li> <li>• Allow use of manipulatives (Silly Putty, balls, clay, etc.) to help sustain attention.</li> <li>• Eliminate excessive copying from the board or book to paper.</li> <li>• Provide preferential seating away from distractions.</li> <li>• Provide adaptive physical education.</li> <li>• Provide clear, concise directions, expectations.</li> <li>• Grade papers for ideas, not handwriting.</li> <li>• Provide grading rubric and/or show an example of what is expected.</li> <li>• Record homework on voicemail or web site so student can access assignments from home.</li> <li>• Give positive feedback and re-direction when attention wanders.</li> <li>• Build lots of movement into learning tasks for those students who learn better when they are moving.</li> </ul>                                 |
| <b>Explicit Instruction: Compensatory Strategies</b>  | <b>Explicit Instruction: Intervention/Remediation</b>   |
| <ul style="list-style-type: none"> <li>• Classroom teacher collaborates with special educators.</li> <li>• Teach keyboarding skills.</li> <li>• Teach students how to create and give a multi-media presentation.</li> <li>• Use audiotape instead of hand-writing notes.</li> <li>• Learn to use oral input software.</li> <li>• Teach strategies for dealing with change.</li> <li>• Introduce creative writing activities where the student can have fun while practicing correct letter formation.</li> <li>• Break down writing into smaller tasks whenever possible.</li> <li>• Teach visual approach to spelling.</li> <li>• Brainstorm ideas prior to writing.</li> <li>• Alert students when important information is being shared.</li> <li>• Provide clear, concise directions, expectations, and rules that are limited in number.</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage students to think about training to study and do schoolwork the same way they train for a sport.</li> <li>• Provide instruction in proper sequencing of hand-writing specific letters.</li> <li>• Provide practice to improve visual motor control with activities where students coordinate what they do with what they use (e.g., use of easels, chalkboards, playing jacks, pick-up sticks).</li> <li>• Teach students to create a “To Do List” and prioritize homework.</li> <li>• Teach reading and writing strategies like outlining, mapping, and editing.</li> <li>• Teach students self-management skills like strategies for staying on-task, skills for thinking and waiting before acting, and skills for sustaining attention.</li> <li>• Provide practice tracing shapes and letters, especially similar letters such as l, j, t, etc.</li> <li>• Teach keyboarding and word processing skills.</li> </ul> |

## Examples of Accommodations and Explicit Instruction for Interpersonal/Leadership

| <b>Strength-/Interest-Based Accommodations</b>  | <b>Accommodations to Access Learning</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Provide opportunities in the classroom for students to develop their leadership skills.</li> <li>• Encourage a social climate within the classroom that fosters acceptance and appreciation for the strengths of all students.</li> <li>• Read, analyze, and discuss biographies of famous leaders.</li> <li>• Ask students to develop a list of qualities of a leader of their choice and then have students compare or contrast their own qualities with those of the leader.</li> <li>• Provide learning opportunities for students to work cooperatively with peers of like ability and interests.</li> <li>• Use hypothetical situations, bibliotherapy, and moral dilemmas to foster an accepting environment for all students.</li> <li>• Search for strengths of students and build on those strengths.</li> </ul> | <ul style="list-style-type: none"> <li>• Constantly search for opportunities to promote and encourage appropriate social interactions for socially challenged students.</li> <li>• Provide preferential grouping or pre-select teams of students — don't permit students to choose and reject others.</li> <li>• Set clear expectations for behaviors.</li> <li>• Do not tolerate intolerance.</li> <li>• Provide preferential seating.</li> <li>• Encourage students to develop interpersonal and leadership skills.</li> <li>• Clearly state and consistently implement expectations and consequences.</li> <li>• Develop behavior plans to address problem situations.</li> <li>• Avoid power struggles, pick your battles, and maintain a calm, neutral response.</li> <li>• Communicate with peers or experts online.</li> </ul>   |
| <b>Explicit Instruction: Compensatory Strategies</b>  | <b>Explicit Instruction: Intervention/Remediation</b>   |
| <ul style="list-style-type: none"> <li>• Teach skills needed to participate successfully in group work.</li> <li>• Provide groups with checklists of social skills needed for group work and have students evaluate their group.</li> <li>• Teach empathy.</li> <li>• Provide positive reinforcement when students use the skills they were taught.</li> <li>• Teach leadership skills and provide in-school leadership opportunities.</li> <li>• Encourage and teach students how to become self-advocates.</li> <li>• Help students learn to value diversity.</li> <li>• Provide opportunities for structured group work.</li> <li>• Develop high-level effective communication, collaboration, and self-advocacy skills.</li> <li>• Support a positive environment where students respect and compliment others.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Provide friendship groups where students can learn and practice interpersonal skills.</li> <li>• Assist students in learning social skills and appropriate interactions.</li> <li>• Provide opportunities for students to practice self-advocacy and have students role-play to develop advocacy skills.</li> <li>• Teach students how to develop and maintain friendships.</li> <li>• Help students learn how to resolve issues that occur as friendships grow.</li> <li>• Encourage the development of effective skills to interact with peers.</li> <li>• Provide support services for students with trained counselors or social workers.</li> <li>• Teach students to work as part of a team.</li> <li>• Teach skills for resolving conflicts.</li> <li>• Coach students in understanding body language and reading social cues.</li> </ul> |

## Examples of Accommodations and Explicit Instruction for Intrapersonal and Social/Emotional

| <b>Strength-/Interest-Based Accommodations</b>  | <b>Accommodations to Access Learning</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Provide a nurturing environment that values and respects individual differences.</li> <li>• Include activities that will help the student explore his/her attitudes, opinions, and self-awareness.</li> <li>• Teach knowledge of self, including learning abilities, learning styles, interests, nature of giftedness, etc.</li> <li>• Help students view mistakes as a valued part of the learning process.</li> <li>• Seek opportunities to compliment students on effort rather than ability.</li> <li>• Encourage students to equate effort with success.</li> <li>• Provide students with frequent opportunities to work cooperatively in a group.</li> <li>• Teach awareness and expression of different feelings.</li> <li>• Teach metacognition and sensitivity to others.</li> <li>• Provide access to scholars, expert practitioners, and gifted role models.</li> </ul> | <ul style="list-style-type: none"> <li>• Allow breaks for physical activity to reduce mental fatigue.</li> <li>• Maximize success and minimize failures.</li> <li>• Offer counseling and guidance strategies specifically designed around the unique affective needs of GT students (feelings of being different, effects of uneven development, motivation, coping with learning barriers).</li> <li>• Provide career exploration and career counseling programs including future education planning, counseling, and guidance.</li> <li>• Focus attention on the development of strengths, interests, and intellectual capabilities rather than disabilities.</li> <li>• Encourage the development of strength areas by allowing time and resources to explore interests.</li> <li>• Ask students to become resident experts for the class in their areas of strength or interest.</li> </ul> |
| <b>Explicit Instruction: Compensatory Strategies</b>  | <b>Explicit Instruction: Intervention/Remediation</b>   |
| <ul style="list-style-type: none"> <li>• Teach students to use self-talk/metacognitive cues to accompany processing.</li> <li>• Help students understand that mistakes are a part of the learning process.</li> <li>• Work with students to develop a grading rubric before a project begins.</li> <li>• Teach students how to evaluate their own work.</li> <li>• Help students learn to set realistic goals, develop a plan to achieve those goals, and evaluate their progress.</li> <li>• Teach knowledge and skills necessary to manage potential difficulties in learning such as perfectionism, risk-taking, stress, heightened sensitivities, pressure to perform, and high expectations of self and others.</li> <li>• Help students deal with fear of failure, fear of success, procrastination, and paralyzing anxiety.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide support services with counselors, school psychologist, or social worker.</li> <li>• Teach mental scripts that emphasize self-regulation.</li> <li>• Teach strategies to manage anger.</li> <li>• Promote and teach positive coping strategies.</li> <li>• Work at building resiliency.</li> <li>• Help students to use positive self-talk about studying and to develop positive self-monitoring strategies.</li> <li>• Teach how to identify and manage feelings.</li> <li>• Develop personal behavior management skills.</li> <li>• Teach students to label, control, and express their emotions appropriately.</li> <li>• Assist students in developing positive coping strategies such as seeking support, positive reappraisal, and accepting responsibility.</li> </ul>  |