Group Report of Instructional Strategies for Students with Different abilities

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| Visual Impairment | Asst with student; aide typed in large font on computer |
| Albinism; visual impair | Extra large font for written assignments, tests |
| Hearing impairment | Teacher wore voice amplifier and student had special hearing device |
| Blind | Peer student read aloud and said what was on the board |
| Asperbergs/Emotional Needs | Movement break (10 minute timeout) |
| Talented and Gifted | 4th/5th math teachers co-taught and ALL students moved between two classes depending on needs within a topic allowed remediation and acceleration |
| Visual Impairment | Braile instruction |
| Bilingual | Tutors worked with students in small groups during class |
| Autism | Teacher set very clear expectations for behavior; motivational strategies; assistant |
| ADD/ADHD | Shortened activities; physical interaction; stress balls; modified furniture |
| Aspergers | Relate curriculum to student interests |
| Emotional Disorder | Separate space; freedom of movement |
| Downs Syndrome | Peer buddies |
| Dyslexia | Asst read the material to the student |
| Mental retardation | Special classroom to teach life skills |
| Emotional Disorder | Physical Contact |
| Physical Disability | Modified testing; dictation; extended time |
| Speech impairment | Interventions with specialists |
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