

**Student 1:** LD, quiet area near role model, high degree of structure and consistent routines, extra time, stand if needed, provide chapters to read prior to class, **preteach vocabulary** and new information, books on tape, **highlighters to color code specific type of information for easy review**, graphic organizers

**Student 2:** MID, present information concretely/multisensory, high degree of repetition and guided practice, adjust pacing to allow for mastery, chunk tasks to small segments, check for understanding, **use visuals including pictures**, explain/break down oral language explaining meaning, recall to higher level of recall-to **comprehension-application**, more white space, **color coding**, decoding strategies, **think alouds**, **positive reinforcement**, **preview vocabulary**

**Student 3:** LD, gain attention, increase white space, preferred seating, photocopy notes from board or overhead (fill in blanks or write summaries), simplify, check for understanding, graphic organizers, clear expectations, **model think alouds**, technology, structured class, template for answer sheets, **visuals**, allow time for processing, provide outline/overview of lesson, shorten assignments, respond verbally, **preteach vocabulary**, provide study guides, word bank, teach organization strategies, **color code**, **teach active reading strategies**, text-reading software, point sheet, social skills instruction, timer to prompt student working, attention cues, **positive reinforcement**

**Student 4:** OHI-ADHD, supports for inconsistent attention, monitor organizational strategies, coach to identify strategies that work, reinforce use of strategies, private way to signal for attention, has difficulty making connections with abstract, nonverbal concepts, provide verbal explanations, **talking through when working with visual representations (outline instead of graphic)**, multisensory instruction, question to determine understanding, allow extra time for responses, **preview vocabulary**, direct **instruction in comprehension strategies**, monitor progress and comprehension on independent tasks, **self-monitor strategies**

**Student 5:** LD, direction instruction in phonetic decoding, monitor decoding strategies, **read content information as needed**, modify writing demands, provide word banks, monitor performance closely, direct instruction in writing, breaking writing tasks down incrementally, instruction in using graphic organizers to guide the writing process, **think alouds**, **color code steps**

**Student 6:** LD, supports for inconsistent attention-tech and monitor organization strategies and coach him to identify strategies and use them, private way to signal for attention, “press and release” – press with a period of direct instruction, followed by release –time to work on task, discuss topic, move to group – press again, positive reinforcement, communicate expectations, read in short segments – read one or two paragraphs and **stop and think about what read**, and then continue, monitor writing demands, reinforcement reading comprehension strategies, **preteach vocabulary**, **self-monitor**

**Student 7:** LD, extra time, modified assignments, small group instruction when possible, **frequent practice of vocabulary**, preview/review materials, graphic organizers, **visuals**, read tests, repeat and paraphrase directions, study guides, **pre-teach/review specific comprehension strategies**, outlines,

graphic organizers, break down problems into specific steps, provide samples of how to finish a paper, **think alouds**

**Student 8:** EBD, provide high level of structure and consistent routines, behavior management plan, teach and monitor organizational strategies/graphic organizers, provide breaks, use nonverbal reminders and redirection to get and stay on task, teach memory devices, **positive reinforcement, self-monitor**

**Specialized Instruction in common for the majority of the group (student 4, use talk through process instead): Color coding, visuals, graphic organizers, positive reinforcement, reading comprehension strategies, pre-teach vocabulary, think alouds**

**Individualized Specialized Instruction:**

For **students 1, 2, 3, 5** – have them color code the major events on the graphic organizer

For **students 4, 8** - have them use a motivaider for time on task

For **students 4, 6**- have a self- monitoring sheet

For **student 8** – have a point sheet

For **student 5** – during reading activity – remind to use decoding strategies

All students – positive reinforcement (more often for students 2, 3, 8)