

**COASTAL GEORGIA LEARNING RESOURCES SYSTEM**

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Dr. Charity Roberts, Director

# Specialized Instructional Strategies

*Created by*

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*and*

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**GLRS**  
GEORGIA LEARNING RESOURCES SYSTEM



# Processing Deficits, Specialized Instruction, and Accommodations

PSYCHOLOGICAL PROCESSING DEFICITS	OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS	SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER	ACCOMMODATIONS TO CONSIDER
<u>Sustained Attention</u> 	<ul style="list-style-type: none"><li>• Fails to complete work or chores on time</li><li>• Stops before work is finished</li><li>• Switches frequently between activities, including play activities</li><li>• Has difficulty listening to stories read aloud</li><li>• Is distracted by things happening around him/her when doing seatwork, homework</li></ul>	<ul style="list-style-type: none"><li>• Teach the use of self-monitoring strategies</li></ul>	<ul style="list-style-type: none"><li>• Write start and stop times on assigned tasks</li><li>• Use incentive systems</li><li>• Break tasks into subtasks</li><li>• Give students short breaks</li><li>• Set a timer to complete a task</li><li>• Use a self-monitoring tape for students to check their own progress</li><li>• Make tasks interesting using various instructional modalities</li><li>• Provide praise when student is on task</li></ul>
<u>Task Initiation</u> 	<ul style="list-style-type: none"><li>• Needs reminders to get started on class work or homework</li><li>• When one task is completed, slow to start another one</li><li>• Waits for someone else to begin in group activities</li><li>• Needs cues to begin over-learned routines</li></ul>	<ul style="list-style-type: none"><li>• Instruct and model through early portions of tasks</li></ul>	<ul style="list-style-type: none"><li>• Provide verbal cues to get started</li><li>• Arrange for a visual cue to prompt start</li><li>• Note start and stop times when tasks are completed</li><li>• Use timer</li></ul>

## Processing Deficits, Specialized Instruction, and Accommodations

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PSYCHOLOGICAL PROCESSING DEFICITS	OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS	SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER	ACCOMMODATIONS TO CONSIDER
<u>Goal Directed Persistence</u> →	<ul style="list-style-type: none"><li>• Doesn't stick with challenging tasks</li><li>• Can't sustain attention well to tasks that aren't intrinsically interesting</li></ul>	<ul style="list-style-type: none"><li>• Teach student to backward plan and break tasks into parts</li></ul>	<ul style="list-style-type: none"><li>• Provide student with realistic and concrete goals for lessons and chapters</li><li>• Include goals in your lessons and remind students of their progress toward these goals</li><li>• Employ many of the same time management strategies listed previously</li></ul>
<u>Flexibility</u> →	<ul style="list-style-type: none"><li>• Easily upset by changes in plans, disruptions in routines</li><li>• Struggles with open-ended tasks</li><li>• Doesn't try multiple approaches to solving problems</li><li>• Excessively 'rule-bound'</li></ul>	<ul style="list-style-type: none"><li>• Teach coping techniques</li></ul>	<ul style="list-style-type: none"><li>• Reduce novelty by advance familiarization with places, schedules, activities</li><li>• Pre-teach material</li><li>• Provide cues for transitions</li><li>• Decrease the speed, volume or complexity of information presented</li><li>• Break tasks into component parts</li><li>• Adapt open-ended tasks to make them more closed</li><li>• Provide students with templates and/or rubrics</li><li>• Increase the level of support around a task by offering reassurance, step-by-step assistance, close contact during transitions, or cueing coping strategies</li></ul>

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## PSYCHOLOGICAL PROCESSING DEFICITS

### Auditory Sequencing

## OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS

- Difficulty remembering or reconstructing the order of items in a list or the order of sounds in a word or syllables
- May not appear to pay attention to lecture
- Difficulty following multi-step oral directions
- Spelling difficulties

## SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER

- Use manipulatives to represent phonemes, syllables, items
- Use multisensory approaches to teach decoding, spelling
- Model use of graphic organizers
- Model highlighting of key concepts
- Teach the use of self-monitoring checklists
- Teach student to use strategies and assistive technology devices for spelling, note taking
- Teach student to backward plan, break tasks into parts
- Teach memory strategies
- Use mnemonic aids and teach students to use them

## ACCOMMODATIONS TO CONSIDER

- Pair visual and auditory cues
- Use visuals, graphic organizers, outlines, cloze notes with lecture
- Minimize distractions
- Provide preferential seating where distractions are minimal (not necessarily near teacher)
- Provide note taking assistance or notes
- Simplify oral directions
- Break tasks into sequential steps
- Reduce penalty for spelling on in-class assignments
- Speak clearly without over exaggerating; adjust rate as needed
- Emphasize critical information
- Monitor student's attending skills; provide breaks if necessary
- Reduce language level or reading level of assignments, as appropriate
- Allow manipulatives

Processing Deficits, Specialized Instruction, and Accommodations

# Processing Deficits, Specialized Instruction, and Accommodations

## PSYCHOLOGICAL PROCESSING DEFICITS

### Visual-Motor Integration/ Spatial Ability

## OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS

- Problems coordinating and relaying information from visual input to involved sensory motor areas
- Impaired ability to orient body in space, especially in relation to other people and objects
- Problems with directionality, which can impair ability to track when reading and following math equations
- Appears clumsy
- Illegible handwriting
- Inaccurate copying
- Difficulty organizing information on paper, including aligning problems and spacing correctly
- Trouble transitioning between two sources of information (keyboard & worksheet)
- Eye-hand coordination problems
- Poor pencil grip
- Difficulties keeping up with materials
- Difficulties with geometry concepts

## SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER

- Use highlighters, bumped lines to create stronger visual of line location
- Use of special paper to accentuate location of letters, letter parts on line (house paper, Theo Bear paper, etc.)
- Model use of graphic organizers and methods of taking ideas from graphic organizers and translating them into organized text, sentences
- Teach, model, and practice color coding text for organization

## ACCOMMODATIONS TO CONSIDER

- Provide organizational assistance
- Allow, recommend use of word processor, assistive technology
- Suggest use of graph paper or paper with vertical lines for alignment of problems
- Provide note taking assistance
- Allow recorder for lectures
- Incorporate the use of graphic organizers, visual schedules, timelines
- Provide extended time for writing assignments and tests
- Provide auditory prompts
- Incorporate the use of color overlays
- Allow desk copy for near point copying

Processing Deficits, Specialized Instruction, and Accommodations

# Processing

## PSYCHOLOGICAL PROCESSING DEFICITS

### Short Term Memory

- Visual
- Auditory



## OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS

- Difficulty remembering information just heard or seen
- Trouble taking accurate notes
- Difficulty following multi-step oral and written directions
- Poor spelling
- Poor test taking skills
- Appearing to “tune out”

# Deficits, Specialized Instruction, and Accom-

## SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER

- Summarize information in multiple modalities
- Teach summarization strategies
- Use mnemonic aid; teach student to use mnemonic aids
- Teach students how to use graphic organizers
- Teach linking strategies
- Teach color coding techniques
- Teach the use of drawings to aid memory
- Model/think-aloud procedural steps
- Teach students to break large tasks into steps – backward plan
- Teach note-taking strategies

## ACCOMMODATIONS TO CONSIDER

- Provide note-taking assistance
- Reduce spelling penalty on in-class assignments
- Use of summarizing strategies
- Use of tape recorder for lectures
- Break down tasks into manageable parts
- Allow use of checklist for step processes
- Allow color coding

### Concentration/Attention



- Difficulty remaining on task
- Difficulty focusing attention in distracting situations
- Disruptive behaviors
- Difficulty organizing materials

- Teach the use of:
  - Procedural checklists
  - To-do lists
  - Schedules, calendars
  - Charts
  - Various graphic organizers to teach concepts
  - Rubrics
  - Visual study aids
  - Self-monitoring charts
  - Self-talk strategies
- Teach students to break large tasks into steps – backward plan
- Teach note-taking strategies
- Maintain a structured classroom with defined procedures

- Allow preferential seating or defined space(s) in classroom
- Provide note-taking assistance
- Create a structured classroom
- Provide sequential instruction
- Redirect as needed
- Use repetition and check for understanding
- Break tasks into manageable parts
- Allow use of formula cards, checklists, lists of steps, graphic organizers, visual study aids, self-monitoring charts, schedules
- Provide study guides
- Use visual timer

# Processing Deficits, Specialized Instruction, and Accommodations

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## PSYCHOLOGICAL PROCESSING DEFICITS

### Abstract Reasoning

- Has difficulty generalizing and drawing inferences
- Has difficulty solving unique problems
- Has difficulty categorizing, comparing, and contrasting
- Is verbally expressive and does well with concrete thinking
- Can repeat but not follow directions
- Has good decoding skills but poor comprehension

## OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS

## SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER

- Use concrete examples
- Provide lists of steps for problem solving
- Use manipulatives to develop concepts
- Activate prior knowledge
- Pre-teach or preview vocabulary
- Teach reading comprehension strategies
- Use visualization strategies
- Use metacognitive modeling

## ACCOMMODATIONS TO CONSIDER

- Check for understanding of abstract concepts individually before pairing with another
- Preview vocabulary

### Social Skills

- Perceives and interprets social situations inaccurately
- Is ineffective at recognizing faces, interpreting gestures, deciphering postural cues and “reading” facial expressions
- Is unable to perceive proximity and distance
- Is unable to notice or distinguish between changes in tones and/or pitch of voice and/or emphasis of delivery
- May withdraw in novel situations
- Naively trusts others

- Directly teach social skills
- Use role play, social autopsies, social stories
- Teach the use of procedural checklists for social situations, self-monitoring strategies/ checklists
- Fade from verbal to visual cues in social situations

- Allow the use of procedural checklists, self-monitoring checklists
- Provide verbal, visual cues

# Processing Deficits, Specialized Instruction, and Accommodations

# Specialized Instruction Chart for Academics

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<b>READING</b> <u>Vocabulary</u> →	<ul style="list-style-type: none"> <li>• Receptive – understanding that which is presented orally or in text</li> <li>• Expressive – vocabulary used in writing or speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction in specific vocabulary</li> <li>• Metacognitive modeling of specific strategies such as using context clues</li> <li>• Graphic organizers for visualization (semantic maps, word webs, multiple meaning maps, word sorts)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>READ 180</i></li> <li>• Kansas Strategies: <i>LINCS</i></li> <li>• Nebraska Strategies</li> <li>• Components of <i>Language!</i></li> <li>• <i>Read Well</i></li> <li>• <i>REWARDS</i></li> <li>• <i>SRA-Specific Skills Series</i></li> <li>• Word Stem program (gen ed)</li> </ul>	<ul style="list-style-type: none"> <li>• Work samples of grade level and instructional level vocabulary activities</li> </ul>
<b>READING</b> <u>Comprehension</u> →	<ul style="list-style-type: none"> <li>• The reader’s understanding of what is read</li> <li>• Literal: information that is stated explicitly and can be found in the text</li> <li>• Inferential: information that is implied and/or must be understood, analyzed, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction, drill &amp; practice in the processes of finding the main idea and details, inferring facts, highlighting text, visualization, identifying signal words</li> <li>• Teacher questioning techniques that are specific &amp; formulated to activate thinking</li> <li>• Direct instruction &amp; metacognitive modeling of summarization, retelling, paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SRA Specific Skills Series</i></li> <li>• <i>STARS</i> with <i>CARS</i> components</li> <li>• Components of <i>Language!</i> and <i>Read Well</i></li> <li>• <i>Making Connections Interventions</i></li> <li>• <i>Making Reading Connections</i></li> </ul>	<ul style="list-style-type: none"> <li>• GRASP Maze</li> <li>• Work samples of grade level and instructional level reading comprehension activities</li> <li>• Jamestown Timed Readings plus work samples</li> </ul>
<b>READING</b> <u>Fluency</u> →	<ul style="list-style-type: none"> <li>• The ability to read with automatic, accurate word recognition and expressive interpretation of text</li> <li>• Not automaticity</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated readings</li> <li>• Choral reading</li> <li>• Paired reading</li> <li>• Guided reading</li> <li>• Frequent modeling of correct reading that includes rate and prosody</li> <li>• Reader’s theater</li> <li>• Use of assessment with timed readings, students monitor progress with graphs, charts</li> </ul>	<ul style="list-style-type: none"> <li>• Marie Carbo <i>Power Packs</i></li> <li>• <i>Read Naturally</i></li> <li>• <i>Jamestown Timed Reading Plus</i></li> <li>• <i>READ 180</i></li> <li>• Components of <i>REWARDS</i> and <i>Language!</i></li> </ul>	<ul style="list-style-type: none"> <li>• GRASP Oral Reading</li> </ul>

# Specialized Instruction Chart for Academics



# Specialized Instruction Chart for Academics

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<p><b>WRITING</b> <u>Conventions</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Grammar and usage</li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Sentence structure/variety in sentence type</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction in rules of grammar, spelling, mechanics</li> <li>• Opportunities to practice and conference with teacher individually for editing and proofreading</li> <li>• Metacognitive modeling of proofreading techniques</li> <li>• Direct instruction in and modeling of use of checklists and mnemonic devices to self-monitor writing for errors</li> <li>• Use of mentor text to teach specific conventions issues in mini-lesson format</li> </ul>	<ul style="list-style-type: none"> <li>• REWARDS Writing</li> <li>• Components of Language! (Step 6)</li> <li>• Writing Destinations</li> <li>• Kansas Strategies: Fundamentals in The Sentence Writing Strategy, Proficiency in The Sentence Writing Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• ECS Conventions Rubric on the ECS site</li> </ul>
<p><b>MATH</b> <u>Numbers and Operations</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Understand place value</li> <li>• Manipulate basic facts</li> <li>• Estimate sum and difference by rounding</li> <li>• Compute using commutative, associative, and distributive properties</li> <li>• Understand, identify, label, compare and solve problems involving fractions, percentage, and decimals</li> <li>• Factors/Multiples</li> <li>• Absolute Value</li> <li>• Integers</li> <li>• Square Root</li> </ul>	<p><b>Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• Procedural checklist</li> <li>• Example/Non-Example</li> <li>• Charts to organize categories</li> <li>• Venn Diagrams</li> <li>• Mnemonics</li> <li>• Acronym</li> </ul> <p><b>Visualization</b></p> <ul style="list-style-type: none"> <li>• Area model to solve multiplication</li> <li>• Color coding</li> <li>• Concrete - Representational - Abstract CRA Method</li> </ul> <p><b>Metacognitive Modeling</b></p> <ul style="list-style-type: none"> <li>• Procedural checklist</li> <li>• Thinking step process aloud</li> </ul> <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>• Re-teach pre-requisite skills as needed based on formative or past summative assessments</li> <li>• Drill and Practice</li> <li>• Cover-Copy-Compare</li> </ul>	<ul style="list-style-type: none"> <li>• Big Math for Little Kids</li> <li>• Touch Math</li> <li>• Math Elevations</li> <li>• Progress Coach books (CRCT preparation)</li> <li>• iSucceedMath</li> </ul>	<ul style="list-style-type: none"> <li>• GRASP Math Fluency</li> <li>• GRASP Standard-Based Assessments</li> <li>• ECS Sample Math</li> <li>• Benchmarks</li> </ul>

# Specialized Instruction Chart for Academics

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GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<p><b>MATH</b> <b><u>Geometry</u></b></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Describe and classify two and three dimensional figures</li> <li>• Compare and contrast geometric figures</li> <li>• Locate and name points in the first quadrant</li> <li>• Graph ordered pairs</li> <li>• Understand congruence of geometric figures</li> <li>• Compute area and volume of three-dimensional figures</li> <li>• Line and rotational symmetry</li> <li>• Scale drawing</li> <li>• Draw 3-D figures formed by translations and rotations in space</li> <li>• Understand the properties of parallel and perpendicular lines</li> <li>• Pythagorean Theorem</li> </ul>	<p><b>Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• Procedural checklist</li> <li>• Example, non-example</li> <li>• Charts to organize categories</li> <li>• Venn diagrams</li> <li>• T-chart</li> <li>• Compare, contrast</li> </ul> <p><b>Visualization</b></p> <ul style="list-style-type: none"> <li>• Color coding</li> <li>• Vocabulary strategies ( i.e. LINCS) or anything that has a graphic image associated with the vocabulary word</li> </ul> <p><b>Metacognitive Modeling</b></p> <ul style="list-style-type: none"> <li>• Procedural checklist</li> <li>• Thinking step process aloud</li> </ul> <p><b>Preview</b></p> <ul style="list-style-type: none"> <li>• Re-teach pre-requisite skills as needed based on formative or summative past assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Math Elevations</li> <li>• Progress Coach books (CRCT preparation)</li> <li>• iSucceedMath</li> <li>• Georgia Active Learning</li> <li>• Algebra Rescue</li> </ul>	<ul style="list-style-type: none"> <li>• GRASP Standard-Based Assessments</li> <li>• ECS Sample Math Benchmarks</li> </ul>

GRASP Site: <http://grasp1.wgretc.org/login.php>  
 ECS Department Site, Tier IV Documentation: <https://sites.google.com/a/mail.fcboe.org/ecs-department/tier-4-documentation>

## Specialized Instruction Chart for Academics

# Specialized Instruction Chart for Academics

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<p><u>Personal Care Skills</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Dressing</li> <li>• Toileting</li> <li>• Basic hygiene, such as hand-washing and nose blowing</li> <li>• Grooming: teeth brushing, hair combing, etc.</li> <li>• Maintenance of appearance</li> <li>• Demonstrating knowledge of common illness prevention and treatment</li> <li>• Vocabulary</li> </ul>	<p><b>Previewing</b></p> <ul style="list-style-type: none"> <li>• Preview vocabulary before activities, reading, writing</li> <li>• Preview pictures, table of contents, covers of books, etc.</li> <li>• Preview day's activities with visual schedule</li> <li>• Provide students with a pictorial worksheet prior to teaching the skill (ex – Teacher is going to teach the life cycle of a frog. Hands out a graphic organizer with the life cycle depicted on it as she reads, explains the process)</li> </ul>	<ul style="list-style-type: none"> <li>• TEACCH (work system schedule)</li> <li>• Life Centered Career Education (LCCE)</li> <li>• Discreet Trial Training (DTT)</li> <li>• Community-Based Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-testing</li> <li>• Post-testing</li> <li>• Discrete Trial Training</li> <li>• Data collection</li> </ul>
<p><u>Cooking, Meal Preparation</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Planning and preparing simple snacks and meals</li> <li>• Use of basic cooking appliances and tools</li> <li>• Storing food appropriately</li> <li>• Following simple recipes</li> <li>• Choosing food that is nutritious</li> <li>• Cleaning foods and food prep surfaces and appliances</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentations about specific learning tasks, community outings, school happenings such as fire drills, etc. are used to preview the actual lesson or event</li> </ul> <p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Prompting with fading of visual aid or prompts</li> </ul>		
<p><b>FUNCTIONAL SKILLS</b></p> <p><u>Behavior Skills</u></p> <p><u>reduce stereotypic or aberrant behaviors</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Recognition of moods</li> <li>• Use of devices to self-monitor appropriate behavior</li> <li>• Use of stress management techniques</li> </ul>	<p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• Visual schedule</li> <li>• Behavior charts</li> <li>• Mood-O-Meters</li> </ul> <p><b>Visualization</b></p> <ul style="list-style-type: none"> <li>• Pair visual cues with auditory cues</li> <li>• Visual imagery for stress reduction; use of happy, sad books</li> </ul> <p><b>Metacognitive Modeling</b></p> <ul style="list-style-type: none"> <li>• Think alouds</li> <li>• Role play of appropriate social skills</li> </ul> <p><b>Previewing</b></p> <ul style="list-style-type: none"> <li>• Social Stories: preview a social interaction or situation and give the students strategies to handle the situation. Incorporate the idea that the student will receive positive reinforcement for displaying the appropriate behavior</li> </ul> <p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Prompting with fading of visual aid or prompts</li> <li>• Differential Reinforcement</li> <li>• Token economy system</li> </ul>	<ul style="list-style-type: none"> <li>• ABA (Applied Behavior Analysis)</li> <li>• Circle of Friends, Circle of Intimacy (Social skills programs and visual cues designed to teach appropriate levels of affection for differing Groups)</li> <li>• Teaching Interactions (Comprehensive plan designed to target a specific social skill deficit area)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-testing</li> <li>• Post-testing</li> <li>• Discrete Trial Training</li> <li>• Data collection</li> </ul>

# Specialized Instruction Chart for Functional Skills

# Specialized Instruction Chart for Learning, Behavior, and Social Skills

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<b>BEHAVIOR/SELF MANAGEMENT SKILLS</b> <u>Responds Appropriately</u>	<ul style="list-style-type: none"> <li>• Be on time to class</li> <li>• Respond to changes without outbursts</li> <li>• Attempt new tasks</li> <li>• Complete individual and/or group tasks</li> <li>• Bring required materials for assignments to class</li> </ul>	<b>Graphic Organizer</b> <ul style="list-style-type: none"> <li>• Behavior charts</li> <li>• Visual charts created to assist students with the identification of their own emotional levels through the recognition of the physical signs of emotions and stress.</li> </ul>	<ul style="list-style-type: none"> <li>• FBA/BIP Manual</li> <li>• Cool Kids Program</li> <li>• Social Skills Resource Guide</li> </ul>	<ul style="list-style-type: none"> <li>• ECS Behavior/ Self-Management Data Collection Forms</li> <li>• Behavior Charts</li> <li>• Self monitoring Charts</li> <li>• Contracts, etc.</li> <li>• Graph Results</li> </ul>
<u>Responds With Self-Control</u>	<ul style="list-style-type: none"> <li>• Responds appropriately when angry</li> <li>• Accept verbal cues for removal from a situation</li> <li>• Work or play without disrupting others</li> <li>• Maintain self-control when faced with disappointment</li> <li>• Use coping strategies or calming techniques</li> </ul>	<b>Visual Schedule</b> <ul style="list-style-type: none"> <li>• Stress management techniques (deep breaths, count, etc.)</li> <li>• Visual imagery</li> <li>• Self-recording chart</li> <li>• Checklists, to-do lists</li> <li>• Look like, sounds like t-chart</li> <li>• Any type of graphic organizer used to teach academic concept can be adapted to teach appropriate social, behavioral skills</li> <li>• Use a variety of ways to teach the expectations of specific activities</li> <li>• Identify procedures for teaching and practicing expected behaviors</li> </ul>		
<u>Personally Manage Stress/Anxiety</u>	<ul style="list-style-type: none"> <li>• Recognize triggers</li> <li>• Use coping strategy or calming technique</li> <li>• React with appropriate emotional response</li> </ul>	<b>Visualization</b> <ul style="list-style-type: none"> <li>• Model how the student should think through a problem situation, using a strategy.</li> <li>• Teach the words students will use and the visual that may help the student remember what to do.</li> <li>• Use role play to practice appropriate behavior</li> <li>• Thermometers</li> <li>• Visual schedules, daily to-do lists, behavior charts</li> <li>• Color coding, highlighting</li> <li>• Picture examples</li> <li>• Visual imagery for stress reduction</li> <li>• Visual cues for practice of procedures</li> <li>• Identify procedures for teaching and practicing expected behaviors</li> <li>• Teach children the expectations associated with transitions</li> <li>• Use a variety of ways to teach the expectations of specific activities</li> <li>• Re-teach expectations</li> </ul>		
<u>Interact Appropriately With Others</u>	<ul style="list-style-type: none"> <li>• Seek adult attention appropriately</li> <li>• Conform to and participate in group decisions</li> <li>• Recognize and describe individuals' differences</li> <li>• Accept criticism from an adult</li> </ul>			
<u>Engage in Learning Tasks and Activities</u>	<ul style="list-style-type: none"> <li>• Attempt assigned individualized tasks</li> <li>• Accept and seek adult assistance</li> <li>• Respond appropriately to begin and complete tasks</li> <li>• Participate appropriately in group tasks</li> <li>• Complete and turn in assignments when due</li> </ul>			
<u>Engage in Dialog to Resolve Issues, Develop Skill and Build Self-Worth</u>	<ul style="list-style-type: none"> <li>• Express negative feelings to an adult</li> <li>• Follow through with directions to modify behavior</li> <li>• Verbalize consequences of own behavior and feelings</li> <li>• Initiate problem solving or compromise for self</li> <li>• Initiate goal setting for self</li> </ul>			

# Specialized Instruction Chart for Learning, Behavior, and Social Skills

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<b>SOCIAL/INTERPERSONAL SKILLS</b> <u>Emotions</u>	<ul style="list-style-type: none"> <li>Identify and define different emotions and feelings</li> <li>Identify and understand your own emotions and feelings</li> <li>Identify and understand emotions and feelings of others</li> <li>Understand and express empathy and respect for others</li> </ul>	<b>Graphic Organizer</b> <ul style="list-style-type: none"> <li>Checklists</li> <li>Stress, mood thermometers, meters</li> <li>Social autopsies</li> <li>The incredible 5-point scale</li> <li>SODA Strategy (stop, observe, deliberate, act)</li> </ul>	<ul style="list-style-type: none"> <li>FBA/BIP Manual</li> <li>Cool Kids Program</li> <li>Social Skills Resource Guide</li> </ul>	<ul style="list-style-type: none"> <li>ECS Social Skills Data sheets</li> <li>Behavior charts</li> <li>Self monitoring charts</li> <li>Contracts, etc.</li> <li>Graph results</li> </ul>
<u>Language and Communication</u>	<ul style="list-style-type: none"> <li>Express emotions appropriately verbally and in writing</li> <li>Initiate and maintain meaningful conversation</li> <li>Use words to establish and/or maintain social relationships</li> <li>Understand the meaning of different non-verbal cues</li> </ul>	<b>Visualization</b> <ul style="list-style-type: none"> <li>Stress management techniques (ex. creating your safe, calming, happy place)</li> <li>Comic strip conversation</li> </ul> <b>Metacognitive Modeling</b> <ul style="list-style-type: none"> <li>What do I do when I don't know what to do?</li> <li>Stress management techniques (ex. progressive muscle relaxation – PMR)</li> </ul>		
<u>Peer Relationships</u>	<ul style="list-style-type: none"> <li>Demonstrate good play and friendship skills</li> <li>Use manner and politeness when interacting with others</li> <li>Show respect for each others' ideas, opinions, personal space, and property</li> <li>Deal appropriately with peer pressure and bullying</li> </ul>	<ul style="list-style-type: none"> <li>Social autopsies</li> <li>Comic strip conversations</li> <li>Role play</li> <li>Video modeling</li> <li>Active listening</li> </ul>		
<u>Problem Solving</u>	<ul style="list-style-type: none"> <li>Learn and use a conflict resolution strategy</li> <li>Appropriately handle interpersonal conflicts</li> <li>Develop a goal to achieve task and assignment challenges</li> <li>Having a respectful attitude</li> <li>Adjusting to a substitute</li> <li>Understanding your teacher's mood</li> <li>Recognizing the need for rules and consequences</li> </ul>	<b>Previewing</b> <ul style="list-style-type: none"> <li>SODA strategy</li> <li>Vocabulary strategies for emotion words</li> <li>Social stories</li> <li>Using literature to teach social skills               <ol style="list-style-type: none"> <li>present the story</li> <li>clarify the story concepts</li> <li>clarify the skills</li> <li>enact the skills</li> <li>practice the skills</li> <li>maintain the skills</li> </ol> </li> </ul>		
<u>Survival Skills</u>	<ul style="list-style-type: none"> <li>Working with all school staff</li> <li>Ignoring when you have to</li> <li>Accepting "No" as an answer</li> <li>Having good hygiene</li> <li>Developing employment skills</li> <li>Making safe choices</li> <li>Motivating self</li> </ul>			

# Specialized Instruction Chart for Speech and Language

GOAL AREA	SKILL SET	INSTRUCTION, STRATEGIES	METHODOLOGY	TIER 4 DETERMINATION
<p><b>SPEECH/LANGUAGE</b> <u>Oral Expression</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Formulate and verbalize an oral message, response</li> <li>• Share personal stories</li> <li>• Make predictions</li> <li>• Express opinion</li> <li>• State main idea, themes from stories or text</li> <li>• Friendly communication with peers</li> <li>• Asking questions</li> <li>• Summarize</li> <li>• Describe</li> <li>• Compare, contrast</li> <li>• Categorize, classify</li> <li>• Infer</li> <li>• Verbal problem solving</li> <li>• Usage of appropriate grammatical structure</li> <li>• Word retrieval</li> <li>• Usage of words</li> <li>• Producing speech sounds accurately</li> <li>• Fluency, rhythm in production of speech sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud, dialogic reading, guided reading</li> <li>• Drill and practice</li> <li>• Association activities: connecting newly learned ideas or concepts to personal life experiences</li> <li>• Auditory bombardment</li> <li>• Model, recasting: build vocabulary, grammar skills, and articulation</li> <li>• Metacognitive modeling</li> <li>• Language expansion</li> <li>• Story retelling tasks: can use graphic organizers in conjunction (story maps, icons, color coding for story components, picture walks, etc.)</li> <li>• Story sequencing</li> <li>• Direct instruction: determining important ideas, compare, contrast, summarizing, retelling, paraphrasing, description, WH questions, problem solving, sequencing, making inferences; determining relevant information to express, word finding, vocabulary building</li> </ul>	<ul style="list-style-type: none"> <li>• Visualizing Verbalizing</li> <li>• LINC'S</li> <li>• Cycles Phonology Approach</li> <li>• Kaufman Apraxia Program</li> </ul>	<ul style="list-style-type: none"> <li>• Data Sheets</li> </ul>
<p><b>SPEECH/LANGUAGE</b> <u>Pragmatics</u></p> <p>→</p>	<ul style="list-style-type: none"> <li>• Social language</li> <li>• Use language for a variety of purposes, including greetings and requesting to have needs met</li> <li>• Changing language to meet needs of audience or specific situation</li> <li>• Following rules of conversation such as waiting for time to talk, staying on topic, understanding verbal and nonverbal signals and body language, and using appropriate proximity when communicating with others</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognitive modeling: use these “think-louds” to help model how to read and interpret non-verbal communication as well as how to select communication styles appropriate to the situation</li> <li>• Active listening techniques, strategies: for students “missing” non-verbal communication due to attention deficits or misunderstanding verbal communication due to listening comprehension deficits</li> <li>• Direct instruction in conversational turn taking, nonverbal communication, conversational rules and styles, problem solving, etc: direct teaching of skills necessary to “autopsy” a communicative situation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Data sheets</li> </ul>

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