Specialized Instructional Strategies

Created by
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Exceptional Children’s Services
and
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### Processing Deficits, Specialized Instruction, and Accommodations

<table>
<thead>
<tr>
<th>PSYCHOLOGICAL PROCESSING DEFICITS</th>
<th>OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS</th>
<th>SPECIALIZED INSTRUCTIONAL STRATEGIES TO CONSIDER</th>
<th>ACCOMMODATIONS TO CONSIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustained Attention</strong></td>
<td>• Fails to complete work or chores on time</td>
<td>• Teach the use of self-monitoring strategies</td>
<td>• Write start and stop times on assigned tasks</td>
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<td></td>
<td>• Stops before work is finished</td>
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<td>• Use incentive systems</td>
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<td></td>
<td>• Switches frequently between activities,</td>
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<td>• Break tasks into subtasks</td>
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<td></td>
<td>including play activities</td>
<td></td>
<td>• Give students short breaks</td>
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<td></td>
<td>• Has difficulty listening to stories read</td>
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<td>• Set a timer to complete a task</td>
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<td></td>
<td>aloud</td>
<td></td>
<td>• Use a self-monitoring tape for students to check their own progress</td>
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<td>• Is distracted by things happening around</td>
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<td>• Make tasks interesting using various instructional modalities</td>
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<td></td>
<td>him/her when doing seatwork, homework</td>
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<td>• Provide praise when student is on task</td>
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<td><strong>Task Initiation</strong></td>
<td>• Needs reminders to get started on class</td>
<td>• Instruct and model through early portions</td>
<td>• Provide verbal cues to get started</td>
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<td></td>
<td>work or homework</td>
<td>of tasks</td>
<td>• Arrange for a visual cue to prompt start</td>
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<td>• When one task is completed, slow to start</td>
<td></td>
<td>• Note start and stop times when tasks are completed</td>
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<tr>
<td></td>
<td>another one</td>
<td></td>
<td>• Use timer</td>
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<td></td>
<td>• Waits for someone else to begin in group</td>
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<tr>
<td></td>
<td>activities</td>
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<td></td>
<td>• Needs cues to begin over-learned routines</td>
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</table>
| Goal Directed Persistence | • Doesn’t stick with challenging tasks  
  • Can’t sustain attention well to tasks that aren’t intrinsically interesting | • Teach student to backward plan and break tasks into parts | • Provide student with realistic and concrete goals for lessons and chapters  
  • Include goals in your lessons and remind students of their progress toward these goals  
  • Employ many of the same time management strategies listed previously |
| Flexibility | • Easily upset by changes in plans, disruptions in routines  
  • Struggles with open-ended tasks  
  • Doesn’t try multiple approaches to solving problems  
  • Excessively ‘rule-bound’ | • Teach coping techniques | • Reduce novelty by advance familiarization with places, schedules, activities  
  • Pre-teach material  
  • Provide cues for transitions  
  • Decrease the speed, volume or complexity of information presented  
  • Break tasks into component parts  
  • Adapt open-ended tasks to make them more closed  
  • Provide students with templates and/or rubrics  
  • Increase the level of support around a task by offering reassurance, step-by-step assistance, close contact during transitions, or cueing coping strategies |
### Processing Deficits, Specialized Instruction, and Accommodations

#### Auditory Sequencing

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<tbody>
<tr>
<td>Auditory Sequencing</td>
<td>Difficulty remembering or reconstructing the order of items in a list or the order of sounds in a word or syllables</td>
<td>Use manipulatives to represent phonemes, syllables, items</td>
<td>Pair visual and auditory cues</td>
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<tr>
<td></td>
<td>May not appear to pay attention to lecture</td>
<td>Use multisensory approaches to teach decoding, spelling</td>
<td>Use visuals, graphic organizers, outlines, cloze notes with lecture</td>
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<tr>
<td></td>
<td>Difficulty following multi-step oral directions</td>
<td>Model use of graphic organizers</td>
<td>Minimize distractions</td>
</tr>
<tr>
<td></td>
<td>Spelling difficulties</td>
<td>Model highlighting of key concepts</td>
<td>Provide preferential seating where distractions are minimal (not necessarily near teacher)</td>
</tr>
</tbody>
</table>

- 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
- 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

**PSYCHOLOGICAL PROCESSING DEFICITS**

Visual-Motor Integration/ Spatial Ability

- 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

**OBSERVABLE BEHAVIORS ASSOCIATED WITH DEFICITS**

- 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

**SPECIALIZED INSTRUCTIONAL STRATEGIES 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

### 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”

### 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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| **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 | • 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 | • 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 |
# Specialized Instruction Chart for Academics

<table>
<thead>
<tr>
<th>GOAL AREA</th>
<th>SKILL SET</th>
<th>INSTRUCTION, STRATEGIES</th>
<th>METHODOLOGY</th>
<th>TIER 4 DETERMINATION</th>
</tr>
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<tr>
<td>READING</td>
<td>Vocabulary</td>
<td>• Receptive –understanding that which is presented orally or in text • Expressive – vocabulary used in writing or speaking</td>
<td>• Direct instruction in specific vocabulary • Metacognitive modeling of specific strategies such as using context clues • Graphic organizers for visualization (semantic maps, word webs, multiple meaning maps, word sorts)</td>
<td>• READ 180 • Kansas Strategies: LINCS • Nebraska Strategies • Components of Language! • Read Well • REWARDS • SRA-Specific Skills Series • Word Stem program (gen ed)</td>
</tr>
<tr>
<td>READING</td>
<td>Comprehension</td>
<td>• The reader’s understanding of what is read • Literal: information that is stated explicitly and can be found in the text • Inferential: information that is implied and/or must be understood, analyzed, etc.</td>
<td>• Direct instruction, drill &amp; practice in the processes of finding the main idea and details, inferring facts, highlighting text, visualization, identifying signal words • Teacher questioning techniques that are specific &amp; formulated to activate thinking • Direct instruction &amp; metacognitive modeling of summarization, retelling, paraphrasing</td>
<td>• SRA Specific Skills Series • STARS with CARS components • Components of Language! and Read Well • Making Connections Interventions • Making Reading Connections</td>
</tr>
<tr>
<td>READING</td>
<td>Fluency</td>
<td>• The ability to read with automatic, accurate word recognition and expressive interpretation of text • Not automaticity</td>
<td>• Repeated readings • Choral reading • Paired reading • Guided reading • Frequent modeling of correct reading that includes rate and prosody • Reader’s theater • Use of assessment with timed readings, students monitor progress with graphs, charts</td>
<td>• Marie Carbo Power Packs • Read Naturally • Jamestown Timed Reading Plus • READ 180 • Components of REWARDS and Language!</td>
</tr>
</tbody>
</table>
Specialized Instruction Chart for Academics

**GOAL AREA**

**WRITING**
- Conventions
  - Grammar and usage
  - Capitalization
  - Punctuation
  - Sentence structure/variety in sentence type

**MATH**
- Numbers and Operations
  - Understand place value
  - Manipulate basic facts
  - Estimate sum and difference by rounding
  - Compute using commutative, associative, and distributive properties
  - Understand, identify, label, compare and solve problems involving fractions, percentage, and decimals
  - Factors/Multiples
  - Absolute Value
  - Integers
  - Square Root

**SKILL SET**

**WRITING**
- Conventions
  - Direct instruction in rules of grammar, spelling, mechanics
  - Opportunities to practice and conference with teacher individually for editing and proofreading
  - Metacognitive modeling of proofreading techniques
  - Direct instruction in and modeling of use of checklists and mnemonic devices to self-monitor writing for errors
  - Use of mentor text to teach specific conventions issues in mini-lesson format

**MATH**
- Numbers and Operations
  - Direct instruction in and modeling of use of checklists and mnemonic devices to self-monitor writing for errors
  - Use of mentor text to teach specific conventions issues in mini-lesson format

**INSTRUCTION, STRATEGIES**

**WRITING**
- Direct instruction in rules of grammar, spelling, mechanics
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**MATH**
- Direct instruction in rules of grammar, spelling, mechanics
- Opportunities to practice and conference with teacher individually for editing and proofreading
- Metacognitive modeling of proofreading techniques
- Direct instruction in and modeling of use of checklists and mnemonic devices to self-monitor writing for errors
- Use of mentor text to teach specific conventions issues in mini-lesson format

**METHODOLOGY**

**WRITING**
- REWARDS Writing
- Components of Language! (Step 6)
- Writing Destinations

**MATH**
- REWARDS Writing
- Components of Language! (Step 6)
- Writing Destinations

**TIER 4 DETERMINATION**

**WRITING**
- ECS Conventions Rubric on the ECS site

**MATH**
- GRASP Math Fluency
- GRASP Standard-Based Assessments
- ECS Sample Math
- Benchmarks
### Specialized Instruction Chart for Academics

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</thead>
<tbody>
<tr>
<td>MATH</td>
<td><strong>Geometry</strong></td>
<td><strong>Graphic Organizers</strong></td>
<td>• Math Elevations</td>
<td>• GRASP Standard-Based Assessments</td>
</tr>
<tr>
<td></td>
<td>• Describe and classify two and three dimensional figures</td>
<td>• Procedure checklist</td>
<td>• Progress Coach books</td>
<td>• ECS Sample Math Benmarks</td>
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<tr>
<td></td>
<td>• Compare and contrast geometric figures</td>
<td>• Example, non-example</td>
<td>(CRCT preparation)</td>
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<td></td>
<td>• Locate and name points in the first quadrant</td>
<td>• Charts to organize categories</td>
<td>iSucceedMath</td>
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<td></td>
<td>• Graph ordered pairs</td>
<td>• Venn diagrams</td>
<td>Georgia Active Learning</td>
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<td></td>
<td>• Understand congruence of geometric figures</td>
<td>• T-chart</td>
<td>Algebra Rescue</td>
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<td></td>
<td>• Compute area and volume of three-dimensional figures</td>
<td>• Compare, contrast</td>
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<td></td>
<td>• Line and rotational symmetry</td>
<td><strong>Visualization</strong></td>
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<td>• Scale drawing</td>
<td>• Color coding</td>
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<td></td>
<td>• Draw 3-D figures formed by translations and rotations in space</td>
<td>• Vocabulary strategies (i.e. LINCS) or anything that has a graphic image</td>
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<td></td>
<td>• Understand the properties of parallel and perpendicular lines</td>
<td>associated with the vocabulary word</td>
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<td></td>
<td>• Pythagorean Theorem</td>
<td><strong>Metacognitive Modeling</strong></td>
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<td></td>
<td></td>
<td>• Procedural checklist</td>
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<td></td>
<td>• Thinking step process aloud</td>
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<td></td>
<td><strong>Preview</strong></td>
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<td></td>
<td></td>
<td>• Re-teach pre-requisite skills as needed</td>
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<td></td>
<td></td>
<td>based on formative or summative past assessments</td>
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**GRASP Site:** [http://grasp1.wgretc.org/login.php](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](https://sites.google.com/a/mail.fcboe.org/ecs-department/tier-4-documentation)
### Specialized Instruction Chart for Functional Skills

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<tr>
<td>Personal Care Skills</td>
<td>• Dressing&lt;br&gt;• Toileting&lt;br&gt;• Basic hygiene, such as hand-washing and nose blowing&lt;br&gt;• Grooming: teeth brushing, hair combing, etc.&lt;br&gt;• Maintenance of appearance&lt;br&gt;• Demonstrating knowledge of common illness prevention and treatment&lt;br&gt;• Vocabulary</td>
<td><strong>Previewing</strong>&lt;br&gt;• Preview vocabulary before activities, reading, writing&lt;br&gt;• Preview pictures, table of contents, covers of books, etc.&lt;br&gt;• Preview day’s activities with visual schedule&lt;br&gt;• 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)&lt;br&gt;• PowerPoint presentations about specific learning tasks, community outings, school happenings such as fire drills, etc. are used to preview the actual lesson or event&lt;br&gt;<strong>Scaffolding</strong>&lt;br&gt;• Prompting with fading of visual aid or prompts</td>
<td>• TEACCH (work system schedule)&lt;br&gt;• Life Centered Career Education (LCCE)&lt;br&gt;• Discrete Trial Training (DTT)&lt;br&gt;• Community-Based Instruction&lt;br&gt;</td>
<td>• Pre-testing&lt;br&gt;• Post-testing&lt;br&gt;• Discrete Trial Training&lt;br&gt;• Data collection</td>
</tr>
<tr>
<td>Cooking, Meal Preparation</td>
<td>• Planning and preparing simple snacks and meals&lt;br&gt;• Use of basic cooking appliances and tools&lt;br&gt;• Storing food appropriately&lt;br&gt;• Following simple recipes&lt;br&gt;• Choosing food that is nutritious&lt;br&gt;• Cleaning foods and food prep surfaces and appliances&lt;br&gt;• Vocabulary</td>
<td><strong>Graphic Organizer</strong>&lt;br&gt;• Visual schedule&lt;br&gt;• Behavior charts&lt;br&gt;• Mood-O-Meters&lt;br&gt;<strong>Visualization</strong>&lt;br&gt;• Pair visual cues with auditory cues&lt;br&gt;• Visual imagery for stress reduction; use of happy, sad books&lt;br&gt;<strong>Metacognitive Modeling</strong>&lt;br&gt;• Think alouds&lt;br&gt;• Role play of appropriate social skills&lt;br&gt;<strong>Previewing</strong>&lt;br&gt;• 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&lt;br&gt;<strong>Scaffolding</strong>&lt;br&gt;• Prompting with fading of visual aid or prompts&lt;br&gt;• Differential Reinforcement&lt;br&gt;• Token economy system&lt;br&gt;</td>
<td>• ABA (Applied Behavior Analysis)&lt;br&gt;• Circle of Friends, Circle of Intimacy (Social skills programs and visual cues designed to teach appropriate levels of affection for differing Groups)&lt;br&gt;• Teaching Interactions (Comprehensive plan designed to target a specific social skill deficit area)&lt;br&gt;</td>
<td>• Pre-testing&lt;br&gt;• Post-testing&lt;br&gt;• Discrete Trial Training&lt;br&gt;• Data collection</td>
</tr>
<tr>
<td>FUNCTIONAL SKILLS Behavior Skills</td>
<td>• Recognition of moods&lt;br&gt;• Use of devices to self-monitor appropriate behavior&lt;br&gt;• Use of stress management techniques</td>
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## Specialized Instruction Chart for Learning, Behavior, and Social Skills

### Skill Set
- **Responds Appropriately**
  - Be on time to class
  - Respond to changes without outbursts
  - Attempt new tasks
  - Complete individual and/or group tasks
  - Bring required materials for assignments to class
- **Responds With Self-Control**
  - Responds appropriately when angry
  - Accept verbal cues for removal from a situation
  - Work or play without disrupting others
  - Maintain self-control when faced with disappointment
  - Use coping strategies or calming techniques
- **Personally Manage Stress/Anxiety**
  - Recognize triggers
  - Use coping strategy or calming technique
  - React with appropriate emotional response
- **Interact Appropriately With Others**
  - Seek adult attention appropriately
  - Conform to and participate in group decisions
  - Recognize and describe individuals' differences
  - Accept criticism from an adult
- **Engage in Learning Tasks and Activities**
  - Attempt assigned individualized tasks
  - Accept and seek adult assistance
  - Respond appropriately to begin and complete tasks
  - Participate appropriately in group tasks
  - Complete and turn in assignments when due
- **Engage in Dialog to Resolve Issues, Develop Skill and Build Self-Worth**
  - Express negative feelings to an adult
  - Follow through with directions to modify behavior
  - Verbalize consequences of own behavior and feelings
  - Initiate problem solving or compromise for self
  - Initiate goal setting for self

### Instruction, Strategies
- **Graphic Organizer**
  - Behavior charts
  - 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.
- **Visual Schedule**
  - Stress management techniques (deep breaths, count, etc.)
  - Visual imagery
  - Self-recording chart
  - Checklists, to-do lists
  - Look like, sounds like t-chart
  - Any type of graphic organizer used to teach academic concept can be adapted to teach appropriate social, behavioral skills
  - Use a variety of ways to teach the expectations of specific activities
  - Identify procedures for teaching and practicing expected behaviors
- **Visualization**
  - Model how the student should think through a problem situation, using a strategy.
  - Teach the words students will use and the visual that may help the student remember what to do.
  - Use role play to practice appropriate behavior
  - Thermometers
  - Visual schedules, daily to-do lists, behavior charts
  - Color coding, highlighting
  - Picture examples
  - Visual imagery for stress reduction
  - Visual cues for practice of procedures
  - Identify procedures for teaching and practicing expected behaviors
  - Teach children the expectations associated with transitions
  - Use a variety of ways to teach the expectations of specific activities
  - Re-teach expectations

### Methodology
- **TIER 4 DETERMINATION**
  - FBA/BIP Manual
  - Cool Kids Program
  - Social Skills Resource Guide
  - ECS Behavior/Self-Management Data Collection Forms
  - Behavior Charts
  - Self monitoring Charts
  - Contracts, etc.
  - Graph Results

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**Specialized Instruction Chart for Learning, Behavior, and Social Skills**
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<th>GOAL AREA</th>
<th>SKILL SET</th>
<th>INSTRUCTION, STRATEGIES</th>
<th>METHODOLOGY</th>
<th>TIER 4 DETERMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL/INTERPERSONAL</td>
<td>• Identify and define different emotions and feelings</td>
<td>Graphic Organizer</td>
<td>• ECS Social Skills Data sheets</td>
<td>• FBA/BIP Manual</td>
</tr>
<tr>
<td>SKILLS</td>
<td>• Identify and understand your own emotions and feelings</td>
<td>• Checklists</td>
<td>• Behavior charts</td>
<td>• Cool Kids Program</td>
</tr>
<tr>
<td>Emotions</td>
<td>• Identify and understand emotions and feelings of others</td>
<td>• Stress, mood thermometers, meters</td>
<td>• Self monitoring charts</td>
<td>• Social Skills Resource Guide</td>
</tr>
<tr>
<td></td>
<td>• Understand and express empathy and respect for others</td>
<td>• Social autopsies</td>
<td>• Contracts, etc.</td>
<td></td>
</tr>
<tr>
<td>Language and</td>
<td>• Express emotions appropriately verbally and in writing</td>
<td>• The incredible 5-point scale</td>
<td>• Graph results</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>• Initiate and maintain meaningful conversation</td>
<td>• SODA Strategy (stop, observe, deliberate, act)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Use words to establish and/or maintain social relationships</td>
<td>Visualization</td>
<td></td>
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<tr>
<td></td>
<td>• Understand the meaning of different non-verbal cues</td>
<td>• Stress management techniques (ex.</td>
<td></td>
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<tr>
<td>Peer Relationships</td>
<td>• Demonstrate good play and friendship skills</td>
<td>• creating your safe, calming, happy place)</td>
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<td></td>
<td>• Use manner and politeness when interacting with others</td>
<td>• Comic strip conversation</td>
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<tr>
<td></td>
<td>• Show respect for each others’ ideas, opinions, personal space, and property</td>
<td>• Metacognitive Modeling</td>
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<tr>
<td></td>
<td>• Deal appropriately with peer pressure and bullying</td>
<td>• What do I do when I don’t know what to do?</td>
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<tr>
<td>Problem Solving</td>
<td>• Learn and use a conflict resolution strategy</td>
<td>• Stress management techniques (ex.</td>
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<td></td>
<td>• Appropriately handle interpersonal conflicts</td>
<td>• progressive muscle relaxation – PMR</td>
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<td></td>
<td>• Develop a goal to achieve task and assignment challenges</td>
<td>• Social autopsies</td>
<td>• Graphic Organizer</td>
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<td></td>
<td>• Having a respectful attitude</td>
<td>• Comic strip conversations</td>
<td>• Self monitoring charts</td>
<td>• Cool Kids Program</td>
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<tr>
<td></td>
<td>• Adjusting to a substitute</td>
<td>• Role play</td>
<td>• Contracts, etc.</td>
<td>• Social Skills Resource Guide</td>
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<tr>
<td></td>
<td>• Understanding your teacher’s mood</td>
<td>• Video modeling</td>
<td>• Graph results</td>
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<td></td>
<td>• Recognizing the need for rules and consequences</td>
<td>• Active listening</td>
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<tr>
<td>Survival Skills</td>
<td>• Working with all school staff</td>
<td>Previewing</td>
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<td></td>
<td>• Ignoring when you have to</td>
<td>• SODA strategy</td>
<td>• ECS Social Skills Data sheets</td>
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<td></td>
<td>• Accepting “No” as an answer</td>
<td>• Vocabulary strategies for emotion words</td>
<td>• Behavior charts</td>
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<td></td>
<td>• Having good hygiene</td>
<td>• Social stories</td>
<td>• Self monitoring charts</td>
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<td></td>
<td>• Developing employment skills</td>
<td>• Using literature to teach social skills</td>
<td>• Contracts, etc.</td>
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<tr>
<td></td>
<td>• Making safe choices</td>
<td>1. present the story</td>
<td>• Graph results</td>
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<tr>
<td></td>
<td>• Motivating self</td>
<td>2. clarify the story concepts</td>
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<td>3. clarify the skills</td>
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<td>4. enact the skills</td>
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<td>5. practice the skills</td>
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<td>6. maintain the skills</td>
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</tbody>
</table>
## Specialized Instruction Chart for Speech and Language

<table>
<thead>
<tr>
<th>GOAL AREA</th>
<th>SKILL SET</th>
<th>INSTRUCTION, STRATEGIES</th>
<th>METHODOLOGY</th>
<th>TIER 4 DETERMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEECH/LANGUAGE</td>
<td>• Formulate and verbalize an oral message, response</td>
<td>• Read aloud, dialogic reading, guided reading</td>
<td>• Visualizing Verbalizing</td>
<td>• Data Sheets</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>• Share personal stories</td>
<td>• Drill and practice</td>
<td>• LINCS</td>
<td></td>
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<tr>
<td></td>
<td>• Make predictions</td>
<td>• Association activities: connecting newly learned ideas or concepts to personal life experiences</td>
<td>• Cycles Phonology Approach</td>
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<td></td>
<td>• Express opinion</td>
<td>• Auditory bombardment</td>
<td>• Kaufman Apraxia Program</td>
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<tr>
<td></td>
<td>• State main idea, themes from stories or text</td>
<td>• Model, recasting: build vocabulary, grammar skills, and articulation</td>
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<tr>
<td></td>
<td>• Friendly communication with peers</td>
<td>• Metacognitive modeling</td>
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<td></td>
<td>• Asking questions</td>
<td>• Language expansion</td>
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<td></td>
<td>• Summarize</td>
<td>• Story retelling tasks: can use graphic organizers in conjunction (story maps, icons, color coding for story components, picture walks, etc.)</td>
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<td></td>
<td>• Describe</td>
<td>• Story sequencing</td>
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<td></td>
<td>• Compare, contrast</td>
<td>• 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</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Categorize, classify</td>
<td>• 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</td>
<td></td>
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<tr>
<td></td>
<td>• Infer</td>
<td>• Active listening techniques, strategies: for students “missing” non-verbal communication due to attention deficits or misunderstanding verbal communication due to listening comprehension deficits</td>
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<tr>
<td></td>
<td>• Verbal problem solving</td>
<td>• 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</td>
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<td></td>
<td>• Usage of appropriate grammatical structure</td>
<td>• Role play</td>
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<td></td>
<td>• Word retrieval</td>
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<td></td>
<td>• Producing speech sounds accurately</td>
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<td></td>
<td>• Fluency, rhythm in production of speech sounds</td>
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<tr>
<td>PRAGMATICS</td>
<td>• Social language</td>
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<tr>
<td></td>
<td>• Use language for a variety of purposes, including greetings and requesting to have needs met</td>
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<td></td>
<td>• Changing language to meet needs of audience or specific situation</td>
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<td></td>
<td>• 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</td>
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<td>• 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</td>
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<td></td>
<td>• Role play</td>
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www.coastalglrs.org/sdi
for
Instructional Strategies