

## **ACCOMMODATIONS AND MODIFICATIONS FOR ACADEMIC AREAS**

The following recommendations are made as suggestions for the student's parents and teachers to consider. As their contact has been more constant and direct, they are better able to judge how effective these recommendations might be.

### **TASK COMPLETION:**

- \* Arrange a learning setting to accommodate a small group, yet still provide the target student with as much one-to-one instruction as possible.
- \* Be sure that the task is at his ability level. Establish and discuss Student's expectancy for the task. Provide positive, immediate feedback.
- \* Teach him to cue or talk to himself and monitor his own work.

### **BASIC READING SKILLS**

- \* Use of context cues, when unknown words are found in sentences should be encouraged.
- \* Student should spend 30 minutes reading and/or being read to at home sometime every day.

### **READING COMPREHENSION**

- \* Student needs to learn how to pick reading material at an appropriate level for . This can be accomplished by having Student pick a passage of about 100 words and read it. If he misses more than 2 or 3 words the material is likely above level and will likely cause difficulty in comprehending.
- \* The use of a study skills technique would be effective with Student. The SQ3R technique is recommended.
  1. **SURVEY** - In order to get a general idea or overview of the material to be learned, read the chapter title, section headings, words in italics, and first sentences in paragraphs.
  2. **QUESTION** - From the survey, ask yourself questions and write them down (i.e., What does this word mean? Who was so-and-so? etc.). You will also be able to form questions from class lecture and discussion.
  3. **READ** - Read the material with the goal of answering the questions you have asked. Write answers down for use as a study guide. Underline or note important points in the book.
  4. **RECITE** - after reading, try to answer the questions aloud without looking at answers. Compare oral and written answers. If incorrect, re-read answers and relevant part of text.
  5. **REVIEW** - Review text and written answers frequently.
- \* To increase reading comprehension, emphasis could be placed on the following:
  - a. identifying of who, what, when, where, and why by reading for specific details
  - b. predicting a concrete actions which may occur with story characters
  - c. sequencing of story facts
  - d. identifying cause/effect relationships
  - e. differentiating literal questions from those requiring interpretation skills or drawing conclusions
  - f. understanding the use of prefixes and suffixes

- g. identifying central themes or main ideas in a story.
- h. paraphrasing facts and/or ideas from the story
- i. summarizing information from the story

\* In the classroom, the student may benefit from reading a passage for comprehension twice. First it should be read for the general theme and to decode unknown words. Next it should be read for facts and ideas. The student could mark direct answers to comprehension questions with a high-light pen. If a specific answer cannot be underlined, it requires the formulation of an answer in the student's own words.

### **READING FLUENCY**

\* To improve reading fluency, Student should practice for a short period nightly on increasing reading speed. Here are two methods:

Repeated Reading Technique, whereby a student reads a passage (at an appropriate reading level) over and over until a particular rate of words per minutes is achieved. The idea is that repeated reading speeds up fluency, and fluency contributes to comprehension. The Repeated Reading method is one of the very few techniques used in the past for fluency improvement.

### **MATH CALCULATION:**

\* Work with flash cards would be beneficial. When using flash cards, practice with the answer side visible first. Then turn the cards showing only the problem which will require this student to use his memory. This process will reduce guessing and enhance practicing the correct answer. Also, 80% of the cards used should be mastered by Student.

\* As a good review of math facts and math processes is needed, Student may benefit from being a peer tutor to a younger student, especially if flash cards of addition and subtraction facts are used. The younger student should verbalize the entire problem. This would be a non-threatening way of drilling both students on the basic facts.

\* Make sure that Student understands the process before assigning practice. Research shows that, in general, drill reinforces and makes more efficient that which a child actually practices. In other words, if a child counts on fingers to find a sum, drill will only tend to help count on his fingers more efficiently. Drill for mastery should come when the actual process being practiced is an efficient process.

### **MATH REASONING:**

Encourage use of math in real life situations such as shopping and cooking. Ask Student questions such as how much an item should cost if it is on sale and how much change should he get back.

\* In the book "Correcting Error Patterns in Computation" Robert Ashlock suggests the following when working with children who have difficulty learning to compute.

1. Encourage Self-Appraisal - From the beginning, involve in the evaluation process. Let help set the goals of instruction.
2. Gear instruction to underlying concepts and procedures the child knows - Corrective instruction should build on Student's strengths.
3. Make sure has the goals of instruction clearly in mind. Student needs to know where is headed eventually, and Immediately.

4. Structure instruction in a sequence of small steps.
5. Choose instructional procedures that differ from the way has previously been taught.
6. Use a great variety of instructional procedures and activities.