

 **MODIFYING THE PRESENTATION OF MATERIAL**

Break assignment into segments of shorter tasks.	
Use concrete examples of concepts before teaching the abstract.	
Relate information to the student's experiential base.	
Reduce the number of concepts presented at one time.	
Provide an overview of the lesson before beginning.	
Monitor the student's comprehension of language used during instruction.	
Schedule frequent, short conferences with the student to check for comprehension.	
Provide consistent review of any lesson before introducing new information.	
Allow student to obtain and report information utilizing: cassette recorders, dictation, typewriters/computers, interviews, calculators, fact sheets.	
Highlight important concepts to be learned in text of material.	
Monitor the rate at which material is presented.	
Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.	
Make sure the appropriate books and materials are open to the correct pages.	
Introduce the assignment in sequential steps.	
Check for student understanding of instructions.	
Check on progress often in the first few minutes of work.	
Provide time suggestions for each task.	
Provide a checklist for long, detailed tasks.	

 **DEALING WITH INAPPROPRIATE BEHAVIOR**

Provide clear and concise classroom expectations and consequences.	
Consistently enforce rules.	
Avoid the use of confrontational techniques.	
Provide student with alternatives.	
Designate a "cooling off" location within the classroom.	
Assign activities which require some movement.	
Use praise generously.	
Avoid power struggles.	
Ignore attention-getting behavior for a short time.	
Avoid criticizing the student.	
Communicate frequently with parents.	
Monitor levels of tolerance and be mindful of signs of frustration.	
Speak privately, without the audience of peers, to student about inappropriate behavior.	