

### **MILD INTELLECTUAL DISABILITY**

Intellectual disabilities refers to significantly sub-average general intellectual functioning which exists concurrently with deficits in adaptive that adversely affect educational performance and is manifested during the developmental period. A student with mild intellectual disabilities exhibits intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55 and deficits in adaptive behavior.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none"> <li>• Prepare the child with several reminders before calling on him/her.</li> <li>• Give directions in a mode other than solely auditory.</li> <li>• Demonstrate/model/act out instructions.</li> <li>• Break lessons into smaller segments; use hands on activities and concrete learning to supplement discussion.</li> </ul>
Independent Worksheets	<ul style="list-style-type: none"> <li>• Rewrite directions at a more appropriate reading level.</li> <li>• Limit the number of problems on a page.</li> <li>• Worksheets should be visually simple, without lots of extra drawings or crowded problems.</li> <li>• Cover sections of worksheets or cut sheets and give students only one section at a time.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Collaborate with special educators to rewrite the tests for students (shorter sentences, simpler vocabulary, easier to read format).</li> <li>• Suggestions: Avoid handwritten tests, give word banks, &amp; enlarge print.</li> <li>• Provide choice in the method students will use to demonstrate their knowledge of the concepts.</li> <li>• Alter the time limits for tests; if necessary break the testing into segments, testing over many days.</li> </ul>
Centers	<ul style="list-style-type: none"> <li>• Tape-records directions or have peers deliver directions.</li> <li>• Have in place a clear road map for the child to follow. Sequence of steps precisely given to him.</li> <li>• Change steps w/in the center, eliminating multi-level tasks when needed.</li> <li>• Place self-checking and self-rewarding activities after each step to motivate the student.</li> </ul>
Projects	<ul style="list-style-type: none"> <li>• Provide a sample of the finished product before beginning an activity.</li> <li>• Give written and/or picture instructions of the steps to be followed to complete the task.</li> <li>• Have a list of items to complete on the desk.</li> <li>• Have students come in early to go over the day plan for the project in a quiet, uninterrupted setting.</li> </ul>
Reports	<ul style="list-style-type: none"> <li>• Develop a print outline of the main points the child should cover in the report, with blanks to be filled in as he finds the information in the reference materials.</li> <li>• Allow students to dictate responses.</li> <li>• Provide a scribe.</li> <li>• Encourage the child to use assistive technology to work on his report.</li> </ul>

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Instructional Method / Delivery	Accommodations
Reading	<ul style="list-style-type: none"> <li>• Use “pre-reading activities”-- verbally giving the child an overview of the story; linking to other experiences.</li> <li>• Get high interest/low vocabulary books that parallel the topics discussed and texts used in the class.</li> <li>• Other methods: cloze, mirror, and VAKT reading; graphic organizers, webs, Venn, storyboards.</li> <li>• Vary amount/type of assistance: peer buddies, peer and crossage tutors, computers.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Permit different types of writing output- plays, picture stories with captions, and filmstrips.</li> <li>• Make lists and charts of vocabulary, parts of speech, acceptable works, and display for reference.</li> <li>• Use pre-writing activities while reviewing papers containing: introduction, body, and conclusion.</li> <li>• Give “jump starts”-titles for work with corresponding word banks; also use computer applications.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• See computers for computer aided drawing applications.</li> <li>• Useful aids: chalk holders, pencil grippers, FAT markers, pencils, crayons, and stamps/ stamp pads.</li> <li>• Allow tracing of desired objects using a much more simplified picture.</li> <li>• Offer praise for effort as these efforts reach a closer approximation to the desired output.</li> </ul>
Groups	<ul style="list-style-type: none"> <li>• Smaller groups, simplify task directions, stand nearby, and use a variety of levels of materials for the group.</li> <li>• Adapt the extent the learner is actively involved in the group-i.e., geography-student could hold the globe while the others are pointing out locations for the student.</li> <li>• Find one or two daily items the included child can do without support (room jobs, choosing whose turn it is, etc.) so he can be a member of the group without relying on teacher support.</li> </ul>

## **EMOTIONAL AND BEHAVIOR DISORDER**

An emotional disability characterized by one or more of the following: Displayed pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displayed tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain interpersonal relationships with peers and/or teachers.

Instructional Method / Delivery	Accommodations
Note-taking	<ul style="list-style-type: none"><li>• Allow use of tape recorders or assistive technology devices (see computers).</li><li>• Give to student greatly-simplified, teacher-generated written notes and outlines, having the student highlight important concepts.</li><li>• Team student with another student to “spot check” child’s notes for gaps in information; to help clarify confusing relationships between facts; and to get rid of unnecessary, unimportant information.</li><li>• Give child plenty of verbal cues ahead of time to help teach the child that this is information to write down.</li></ul>
Presentation	<ul style="list-style-type: none"><li>• Have students repeat instructions given by the teacher back to the teacher before beginning the task.</li><li>• Speak slower and avoid giving directions or speaking when not directly facing the class.</li><li>• Simplify task direction: write major points or content outline on the board, for child put sticky notes on desk.</li><li>• Teach using multi-sensory techniques; repeat key material; tie in with previous experience; monitor frequently.</li></ul>
Computers	<ul style="list-style-type: none"><li>• Writing-use word prediction software (for students with problems with word recall or spelling).</li><li>• Writing-edit child’s work with word processor, making corrections on their disk. Use portable keyboards.</li><li>• Note-taking- Have notes read by a voice synthesizer; use OCR (optical character recognition) using a scanner.</li><li>• Drawing-Use computer-generated clip art, graphic images (i.e. photos), etc. to supplement student’s work.</li></ul>
* If the accommodations do not seem appropriate for the student, remember to check other disability areas.	