

Strategies for Special Education Students

Strategies in this area can vary depending on the individualized needs identified in each student's IEP, and are aligned with the Special Education Instructional Framework. Please note that the Specially Designed Instruction (SDIs), accommodations and modifications noted in each students' IEP must be implemented per the students' IEP.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Explicitly Teach Letter Writing	Introduce letter formation guided by a scope and sequence. Prepare to teach all foundational writing skills and make lessons relatable to the importance of writing legibly, using letters to write names, words and communicate ideas and thoughts, etc.	Teachers will systematically and directly teach letter formation. Provide students with models, opportunities to practice and feedback until skills are mastered. (ex. Foundations .)
Visual Phonics for D/HH students	Phonemic awareness (RF. K.2)	PaTTAN Training/YouTube video review
Adapted literacy books in sign language	Units 5-8	Click Here For Link
Activate Prior Knowledge	Before you read to students or do an unfamiliar task, relate the topic to real life concepts, use images to support activation.	Make new information easier to remember and allow students to make connections and adjust old information to see links between subjects. Information is less daunting if you already know something about the topic
Graphic Organizers	Use sentence frames and/or partially completed charts, note catchers, diagrams, etc. to help students understand concepts. Use images when possible.	Use graphic organizers before, during and after lesson(s) to support student understanding of concept(s).
Teacher Conferencing	Set aside time to meet with students to provide corrective and positive feedback towards meeting the targeted goal(s).	Students will receive feedback on what is working and what they need to do to achieve desired behavior (ie. performance task). This can be implemented before an assignment to set the expectations, during the assignment to let the students know if they are completing the task correctly and after to let the student know

		what they are doing correctly & what needs to be corrected.
Flexible Grouping	Group students based on learning goals. Change grouping patterns depending on lesson goals and objectives; this may include (a) homogeneous and/or heterogeneous small groups, (b) pairs of students, (c) whole class, or (d) the need for individualized instruction as denoted by the IEP (ex. 1 group could focus on designated question from text)	Assign students to homogeneous and heterogeneous groups based on explicit learning goals. Monitor peer interactions, and provide positive and corrective feedback to support productive learning.
Use Explicit Instruction	Use the I do, We do, You do approach to introduce new information, support concepts. etc.	The teacher first models expectations or completes a task by thinking aloud. Then, the teacher guides students through a scaffolded application of the skill or concept and provides feedback. Students are provided opportunities for whole group practice and independent practice to ensure mastery. Students receive meaningful feedback at every step.
Scaffold Instruction	Provide temporary supports to students so they can successfully complete tasks that they cannot do independently.	Teachers will determine appropriate scaffolds- sentence frames, provide pre-filled notes, outlines, sequencing charts, define vocab. etc. to use with supporting students' instruction.
Use Assistive Technology and Instructional Technology	Use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. Assistive technology is any item, piece of equipment or product system, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.	Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities.(Ex. google worksheet, speech to text, electronic graphic organizers, audio books, etc.)