

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
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 new information & 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). (Quick video on importance of graphic organizers and the importance of using them Click Here)
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. (For a video with more information click here)
Use Explicit Instruction	Use the I do, We do, You do approach to introduce new information, support concepts. etc.	Teachers first model expectations or complete 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. (For a video with more information click here)
Scaffold Instruction	Provide temporary support 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 chart, 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. use accessibility features in Chrome-Book such as enlarge print, text to speech, Highlight text, speech to text, text to speech, select language, etc. For a list & information on these features please [click here](#).

Teach Sentence Comprehension/Writing

Schedule the time to explicitly teach students to **write well constructed sentences** (so that students can effectively respond to text in writing) according to a scope and sequence (i.e. simple sentences, compound sentences, complex sentences)

Teachers select sentences from the text students are utilizing to teach students how words function in a sentence (e.g. syntax). Teachers begin with simple sentences, then move to compound sentences, then to complex sentences, and finally to compound complex-sentences.

With simple sentences the teacher is conveying the concept of the subject and predicate, or in the words of William Van Cleave the do and the doer. The subject of the sentence is the doer; the predicate/verb is what the subject does. Incorporate simple activities in which the student must explicitly identify the subject and the predicate. During this time the teacher also emphasizes the role that pronouns play in sentences. Teachers should also demonstrate how to make a simple sentence more descriptive by adding adjectives that provoke vivid pictures in the mind and demonstrating

what the role/function of the adjective is. Likewise, add adverbs to simple sentences, pointing out the role/function the adverb plays, and add prepositional phrases, similarly teaching the role/function of these words. When initially asking students to write sentences independently, incorporate the use of sentence starters, sentence frames, and sentence manipulation (teacher breaks a sentence up into parts and students have to complete the sentence with chosen words). These scaffolds are gradually removed when students no longer need them.

Show students from the grade level texts examples of compound sentences, being sure to build on previous knowledge. A compound sentence is the joining of two simple sentences