

Modifications for the Twice Exceptional Student



Student _____ Grade _____ Date _____

Environmental Strategies

- ☐ preferential seating
- ☐ pay attention to students' social and emotional well being
- ☐ be aware of possible frustrating situations
- ☐ distraction free area for work time and study
- ☐ use a pencil grip
- ☐ provide a quiet, neutral area for cool down as needed
- ☐ ignore inappropriate behaviors
- ☐ use nonverbal communication to reinforce appropriate behavior
- ☐ immediately reinforce appropriate behaviors
- ☐ meet regularly with special education staff
- ☐ meet often with student
- ☐ provide acceptable ways for students to express their creativity
- ☐ encourage development and sharing of special interests
- ☐ avoid the pressure of time constraints
- ☐ allow provisions for movement - have the student hand out papers, run errands etc.

Organizational Strategies

- ☐ develop and maintain a regular school home communication system
- ☐ check student assignment notebook daily-before and after school
- ☐ help student organize notebook or provide a folder to organize work
- ☐ help student set time limits for assignment completion, structure is important
- ☐ help set up time lines for completion of long assignments
- ☐ question student to help focus on important information
- ☐ help highlight main concepts in book/worksheets/and other info
- ☐ give parents extra information and updates on long-term assignments
- ☐ check to see that daily assignments are completed

Presentation Strategies

- ☐ communicate visually and orally, and repeat as needed
- ☐ provide photocopies of teacher and student notes
- ☐ use peer tutors
- ☐ make activity and assignment directions clear and concise
- ☐ repeat instructions
- ☐ provide instruction in short units
- ☐ use verbal clues
- ☐ cue student regularly by asking questions, and calling their name
- ☐ give extra think time
- ☐ use memory devices to help student remember facts and concepts
- ☐ let the student use manipulatives

Curriculum Strategies

- ☐ provide opportunity for extra drill before tests
- ☐ provide study guides and/or test outlines in advance
- ☐ encourage good quality of work, and not speed
- ☐ make sure assignments are started correctly
- ☐ use contracts
- ☐ use graphic organizers
- ☐ tasks broken into components
- ☐ extended time
- ☐ reduce amount of homework, especially reading assignments
- ☐ reading assignments on audio / video
- ☐ student can dictate rather than write assignments
- ☐ allow choice between alternate assignments
- ☐ underline or highlight words / concepts
- ☐ increase space on paper for figuring math problems; use of graph paper
- ☐ allow for print or cursive
- ☐ use of color film or points when reading
- ☐ encourage student to ask for assistance when needed

Testing modifications

- ☐ take the test in the regular classroom or
- ☐ take the test in an alternative setting
- ☐ take a modified test if needed
- ☐ take an open book/note test
- ☐ allow alternate ways to demonstrate knowledge (oral, artwork, projects, role plays)
- ☐ assist student with reading directions and questions on the test
- ☐ change the number of assessments
- ☐ change the format of assessments
- ☐ change the length of assessments
- ☐ allow extended time
- ☐ allow student to use technology (calculator, computer, spell checker)

Grading Strategies

- ☐ pass / fail option
- ☐ same as other students except for...
- ☐ grade on a percentage of work correct
- ☐ no penalty for spelling or grammatical errors
- ☐ grade only on the specific skill being learned
- ☐ credit for oral participation in class