

Taking Notes:

- Give the student a copy of the class notes
- Give the student a partial outline to complete when taking notes
- Have another student make a copy of the notes
- Use a tape recorder
- Provide additional instruction on note taking
- Give student a copy of the notes before the lecture and have the student highlight key areas while the lecture is taking place
- At the end of class, allow students to compare the notes they took during class to your notes
- Turn on Closed Captioning if students will need to remember and/or take notes from a TV or video segment.

Completing Classroom Assignments:

- Provide page numbers to locate answers
- Keep questions in the order of reading material
- Reduce the volume of the assignment
- Highlight or underline answers
- Provide a word bank
- Break material into smaller parts
- Allow students to work with a responsible partner
- Take turns - you do a problem, the student does a problem
- If you use vocabulary word finds, provide a word bank
- If you use crossword puzzles, provide a word bank
- Make assignment more visually organized
- Provide multiple choice answers

Test Taking:

- Write test date in a highly visual place, repeat often prior to test day
- Allow student more time to take test
- Repeat and rephrase directions
- Review notes, worksheets, text and study guides
- Provide study guide well in advance of test
- Read the test aloud
- Allow oral answers
- Allow use of textbook, notes or study guide while test taking

- Provide vocabulary list or word bank
- Allow student to dictate essay answers to teacher, paraprofessional, or tape recorder
- Allow student to write on test instead of or in addition to an answer sheet
- Provide a "second chance" grading option (fix answers for additional points)
- Add more white space to tests
- Use blanks to cue answers (number of blanks refers to number of correct answers)
- Break long lists of matching into more groups of short lists
- Delete irrelevant or repeated items
- Allow breaks during testing
- Administer tests in quiet places
- Shorten tests
- Reduce multiple choice answer options
- Narrow the depth of the curriculum (if appropriate) and only test key vocabulary and key concepts

Reading Material:

- Allow student to have a second copy of the textbook to keep at home
- Read the textbook aloud
- Allow reading with a partner
- Provide textbook on audiotape or videotape
- Decrease the amount of required reading-find information in other forms
- Allow extra time for reading
- Provide large print textbook or larger print copies or notes
- Use lots of visuals to reinforce reading material-films, videotapes, computer programs
- Provide summaries or outlines that identify key terms and ideas
- Use a parallel textbook (same material, lower reading level)
- Pre-teach vocabulary, provide written summary of vocabulary and definitions
- Assist student to organize main ideas by using and organizing index cards