

IDEAS FOR CLASSROOM MODIFICATIONS

GENERAL IDEAS

- Shorten assignments to focus on mastery of key concepts.
- Change the percentage required for a passing grade on a test or assignment.
- Modify expectations based on student needs (e.g., "When you have read this chapter, you should be able to list three reasons for the Civil War).

CLASSROOM ENVIRONMENT

- Develop individualized rules for the student (more structured, more flexible, firmer limits etc.)
- Be aware of behavior changes that relate to medication or the length of the school day; modify accordingly

TIME/TRANSITIONS

- Shorten or reduce assignments or homework to ensure completion during designated time period. Additional time to complete a specific task can be provided. However, this should not be done on a regular basis AND students should NOT be required to finish incomplete work during recess or as extra homework. A learning disability is not a punishable crime!!!
- Provide assistance when moving about the building.

GRADING

While all of these practices are considered modifications, if they are instituted for the entire class, then they become a general accepted practice and therefore, all students can benefit from your creative and fair grading practices ☺

- Use daily or frequent grading averaged into a grade for the quarter.
- Weight daily work higher than tests for a student who performs poorly on tests.
- Mark the correct answers rather than the incorrect ones
- Permit a student to rework missed problems and then either average the grades out when assignments are reworked, or provide points for corrected work.
- Permit the student to retake a test until it is passed.
- If a portion of the grade is based on class participation, modify participation expectations.

TESTING

- Use a series of fill-in questions to create the illusion of a short essay.
- Use recognition tests such as true/false, multiple choice, or matching, fill in the blank (provide possible answers)
- Provide a vocabulary list with definitions to aid in completing short answer or essay questions.
- Permit as much time as needed to finish tests.

READING

- Provide alternative books with similar concepts but at an appropriate reading level.
- Use highlighting tape or post its to highlight important textbook sections or record major themes.
- Provide page numbers to help the student find answers.

SPELLING AND WRITING

- Shorten spelling tests to focus on mastering the most functional words
- Provide a spelling grade based on correct individual letters, patterns etc. (e.g. this spelling of where, “*wher*” would receive 4 points for the 4 correct letters. This spelling of receive, “*receiv*” could be given partial credit because it is the underlined pattern “*ei*” that was the main concept being taught and tested)
- Give alternatives to long written reports (e.g., write several short reports, write a short review, give an oral report).
- Use pictures, graphics, organizers, and flow chart

MATH

- Shorter assignments – and not just arbitrary odds or evens. When assignments are shortened, remaining problems should be carefully and thoughtfully chosen for variety and/or specific to student needs and abilities.
- Provide a table of math facts, a number line etc. for reference.
- Require fewer problems to attain passing grades.
- Group similar problems together (e.g. all addition in one section).