Examples of Specialized Instruction

Specialized instruction is based on the individual strengths and needs of specific students who have been identified as disabled and needing special education. These services include accommodations, modifications, and adaptations in instructional methods, materials, techniques, assistive technology, physical setting, or environment.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Instructional Methods and Strategies</th>
<th>Assistive Technology</th>
<th>Collaboration</th>
<th>Environment</th>
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<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>Multi-Sensory Approach</strong></td>
<td>SmartBoard presentations</td>
<td>Generalization and practice in (list</td>
<td>appropriate sized furniture</td>
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<td>Manipulatives:</td>
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<td>that are interactive</td>
<td>needs)</td>
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<td>base ten blocks</td>
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<td>unifix cubes</td>
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<td>abacus</td>
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<td>numberline</td>
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<td>counters</td>
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<td>money cubes</td>
<td>pattern blocks</td>
<td>Reading manipulatives:</td>
<td>Sentence starters</td>
<td>Block outs and cut outs</td>
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<td>*letter and word cards</td>
<td>*sentence builders</td>
<td>*syllabication cards</td>
<td>*word walls</td>
<td>*student made dictionaries and word lists</td>
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<td>segmentation</td>
<td>mirrors</td>
<td>feelies</td>
<td>charts</td>
<td>cloze sentences</td>
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<td>Writing</td>
<td>Cloze activities</td>
<td>pencil grips</td>
<td>Consult with the general education teacher to review progress and make recommendations for instructional adaptations and changes.</td>
<td>auditory sensory</td>
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<td>manipulatives:</td>
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<td>*sentence strips</td>
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<td>*color diagramming</td>
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<td>*color cues</td>
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<td>*sentence builders</td>
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<td>*word banks</td>
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<td>*student made thesaurus</td>
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<td>*indention objects</td>
<td>Student white boards</td>
<td>Etch-a-sketch boards</td>
<td>Provide direction to the teacher assistant on the specific modifications and accommodations needed for instructional materials and activities to be used in the general education meeting.</td>
<td>lighting modifications</td>
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<td>Student white boards</td>
<td>Etch-a-sketch boards</td>
<td>Provide assistance to general education teacher implementing current behavior plan in general education classroom.</td>
<td>Safe place</td>
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<td></td>
<td>*development of memory of skills, such as use of rhythm, movement, touch and pictures</td>
<td>different size pencils</td>
<td>Provide assistance to general education teacher in planned student work area</td>
<td>planned student work area</td>
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<td></td>
<td>* teaching student chants or mnemonic devices to ease memorization of key facts or procedures</td>
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<td>Implementation of specialized strategies.</td>
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<td>Appropriately paced instruction</td>
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<td>Assess areas of need in the general education classroom through observations/teacher input.</td>
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<td>Small groups</td>
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<td>Identify strategies to increase skill acquisition.</td>
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<td>Repetition</td>
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<td>Assess obstacles to student learning and provide strategies to general education teacher.</td>
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<td>Reading materials in Braille</td>
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<td>Multiple means of presentation (visual, auditory, kinesthetic)</td>
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<td>Review student’s daily work schedule.</td>
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<td>Large print, or audio recordings</td>
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<td>Multiple means of large print, or audio recordings</td>
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<td><strong>engagement (visual, verbal, physical prompt)</strong></td>
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<td>Provide student with a &quot;concept map&quot; (graphic organizer)</td>
<td>Provide student with a &quot;concept map&quot; (graphic organizer)</td>
<td>Text and/or pictures on paper, posters, models, projection screens, or computers</td>
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<td>timer</td>
<td><strong>Have the student use a timer to clarify time for tasks and to signal transitions</strong></td>
<td>augmentative picture communication cards or devices</td>
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<td>historical timeline to offer a context for learning</td>
<td>Give immediate and specific feedback</td>
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<td>Text and/or pictures on paper, posters, models, projection screens, or computers</td>
<td>repeat instructions and check for understanding</td>
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<td>Use of color for</td>
<td>activate prior knowledge</td>
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<td>highlighting, organizing information, or imagery</td>
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<td><strong>Color over-lays</strong></td>
<td>offering a motivational context to pique student interest or curiosity in the subject at hand</td>
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<td>Film, video, multi-image media</td>
<td><strong>task analysis</strong></td>
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<td>showing student an example of the desired outcome (samples, rubric, non-examples) before they complete the task</td>
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<td>modeling the thought process for student through &quot;think aloud&quot; talk</td>
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<td>teaching key vocabulary terms before reading</td>
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<td>Guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action</td>
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<td>Asking questions while reading to encourage deeper investigation of concepts</td>
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<td>Use of color for highlighting, organizing information, or imagery</td>
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<td>Outlining passages</td>
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<td>Multiple means of expression (model, visual, oral, written, use of AT device or media)</td>
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<td>finger spelling</td>
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<td>sign language</td>
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