Handout # 7

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| **Specially Designed Instruction Classroom Summary** | | | | | |
| Student | John | Emily | Olivia | Bethany | Jose |
| Strengths | Auditory learner-excellent memory and oral comprehension | Auditory learner | Reads above grade level;  Strong verbal skills | Strong self-efficacy; persists with hard problems | Strong verbal skills;  Reads at grade level |
| Areas of Concern | Decoding deficits impacts ability to read grade level text | Struggles with comprehending grade level text | Hearing loss | Difficulty with multi-step directions (oral & written);  Math calculation | Attention issues-easily distracted;  Disorganized;  Disorganized writing |
| Content Adaptations | None | None | None | None | None |
| Environment | None | Seat near front of room | Seat close to teacher | None | Seat near front of room; frequent small group instruction. |
| Materials | Highlight key ideas | Highlight key ideas | Teacher use of amplification system | Provide multi- step problems in bulleted form. | Notes provided;  Use of graphic organizers |
| Assessment | Extended time up to double the time provided to other students | Tests and assignments  read aloud | Provide written directions | Chunk assignments and tests into smaller pieces.;  Use of calculator | Short breaks every 30 minutes;  Test in small group setting |
| Research-Based Instruction | Spelling (encoding) in daily work  -orthographic mapping  Specific focus on:  -vowel teams  -vowel -r  -multisyllabic | Phonemic manipulation  Phonics - 6 syllable types reinforced with decodable texts | Directions provided in written form;  Frequent checks for understanding | Direct instruction in how to break apart a word problem;  Frequent checks for understanding | Direct instruction on procedures and daily routines;  Visual cues when off task. |