

# Reading:

When vision appears to be intact

Establish/ Restore	Modify Task	Modify Context	Create
<p>Reduce the impairment</p> <p>Teach decoding skills.</p> <p>Teach comprehension skills.</p> <p>Teach vocabulary skills.</p> <p>Teach speed skills.</p>	<p>Change the task or task expectations</p> <p>Allow extra time to complete necessary reading.</p> <p>Provide shorter assignments.</p> <p>Have learner use larger typeface when word processing.</p> <p>Provide materials with less text on each page, for example: double space outlines and provide only key words or phrases.</p>	<p>Use assistive technology</p> <p>Tape materials/ allow reading along while listening to tape or using taped instead of written materials.</p> <p>Provide a talking calculator.</p> <p>Provide speech synthesis for</p> <p>Provide information on disk so that the student can access it on his or her personal computer.</p>	<p>Design to benefit all learners</p> <p>Limit in-class reading.</p> <p>Build in extra time to complete tests.</p> <p>Produce all handouts with dark clear print, sufficient white space, and distinct sections.</p>
	<p>different colors or backgrounds on other copied materials.</p> <p>Encourage learner to use typoscope, index card, blank paper, or ruler when reading to limit the print environment.</p> <p>Provide reader.</p> <p>Allow another student to read material to learner before he or she reads it.</p>		
		<p>Change the environment</p> <p>Allow learner to seek out different types and intensities of reading light.</p>	

# Accessing Information with Low Vision

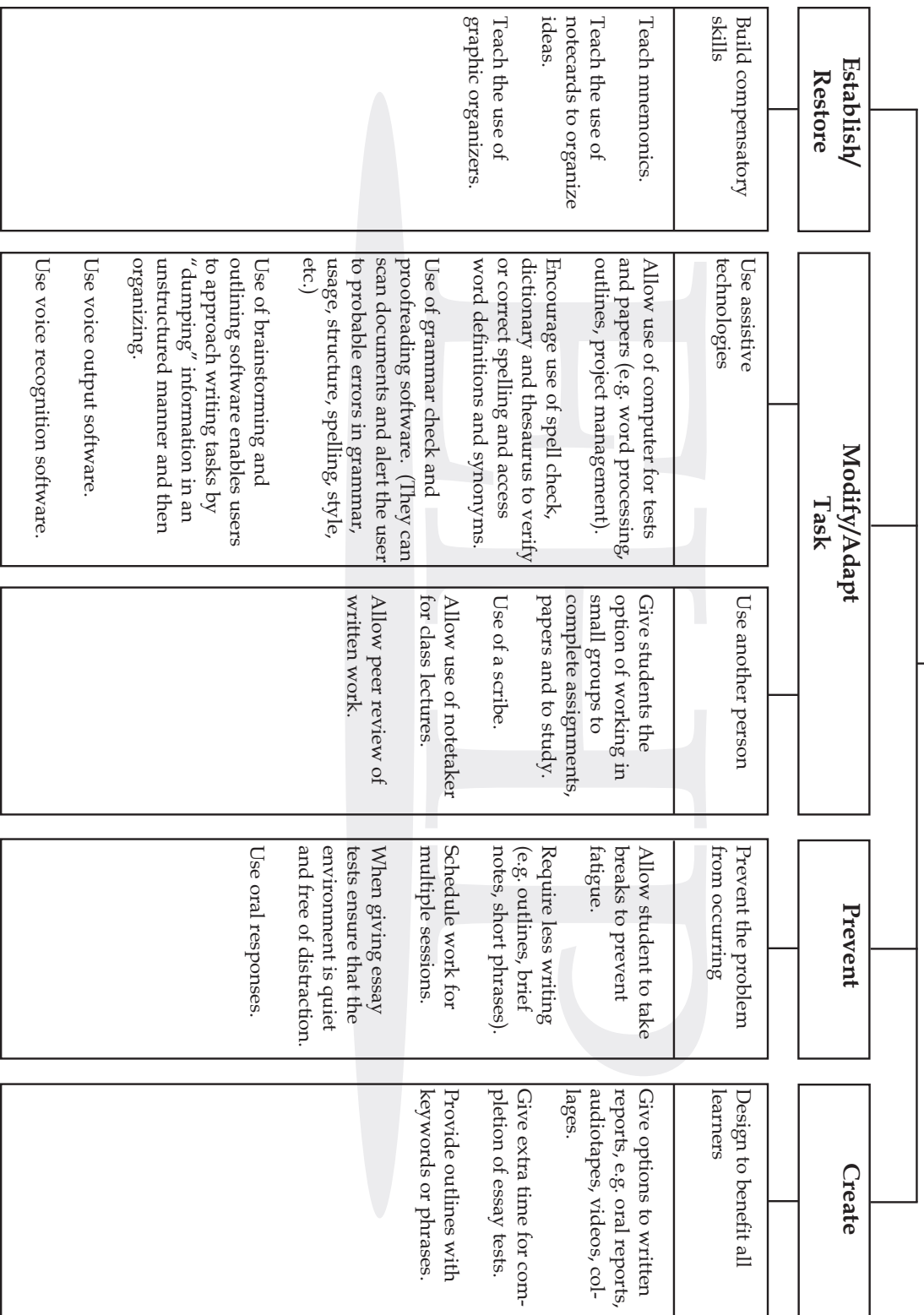
Establish/Restore		Modify Task		Modify Context		Alter		Prevent		Create	
Reduce the impairment	Build compensatory skills	Change the task or task expectations	Use assistive technology	Change the environment	Move to another environment	Prevent the problem from occurring	Design to benefit all learners	Prevent the problem from occurring	Design to benefit all learners	Prevent the problem from occurring	Design to benefit all learners
Refer for low vision treatment (including visual efficiency training).	Teach individual to use an appropriate magnification device. Teach use of an adapted computer program (such as ZoomText).	Provide class materials in large, bold type print. Provide large print textbooks. Require copying from near point rather than from board. Provide yellow filters. Provide typoscope or other means to control text environment.	Provide yellow acetate overlays (to enhance contrast of print). Provide learner with a tape player and materials on cassette. Provide computers with screen enlargers or software for changing font size and color. Provide CCTV	Allow learner to sit close to materials or individuals that must be viewed. Color code keys on keyboard or calculator. Provide an adjustable reading lamp.	Learner is allowed to read print materials in a room with better natural or artificial lighting. Learner is allowed to read at home where needed equipment is available.	Allow learner to take magnifier home each evening to complete homework. Allow learner to wear a cap with a brim if bothered by glare. Allow frequent breaks. Allow learner to wear yellow filter sunglasses to enhance contrast of print and/or other materials in the room	Provide all handouts in large print with sufficient white space and without unnecessary graphics.	Allow learner to take magnifier home each evening to complete homework. Allow learner to wear a cap with a brim if bothered by glare. Allow frequent breaks. Allow learner to wear yellow filter sunglasses to enhance contrast of print and/or other materials in the room	Provide all handouts in large print with sufficient white space and without unnecessary graphics.	Allow learner to take magnifier home each evening to complete homework. Allow learner to wear a cap with a brim if bothered by glare. Allow frequent breaks. Allow learner to wear yellow filter sunglasses to enhance contrast of print and/or other materials in the room	Provide all handouts in large print with sufficient white space and without unnecessary graphics.



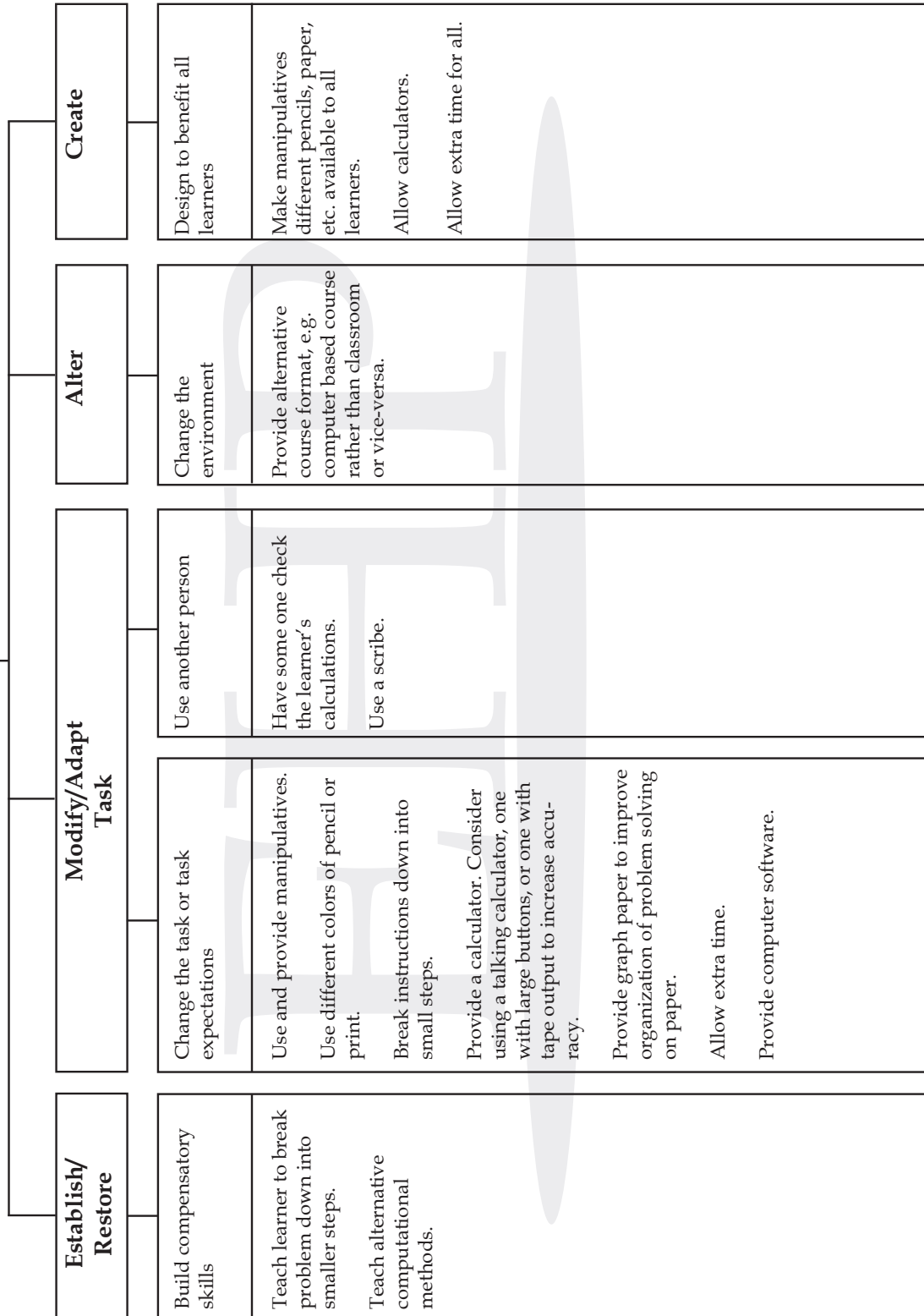
# Handwriting

Establish/Restore		Modify Task			Prevent	Create
Reduce the impairment	Build compensatory skills	Use assistive technologies	Change the task or task expectations	Use another person	Prevent decreased legibility over time	Design to benefit all learners
Make referral for treatment to increase coordination or build strength.	Teach alternate methods of grasping the writing utensil: for example, a two-handed technique with the opposite hand stabilizing the writing hand.	Use adaptive writing devices such as different pencil grips, rulers, guides, paper with raised lines, or a universal cuff. Provide a paper stabilizing device. Allow learner to use computer (possibly a lap top) in or outside of class, modified in one of the following ways: <ul style="list-style-type: none"> <li>• Add keyguard to prevent learner from hitting more than one key.</li> <li>• Use voice input program</li> <li>• Use abbreviation expansion software (allowing learner to create own abbreviations)</li> <li>• Use word prediction software.</li> </ul>	Allow learner to experiment with other types of writing implements (felt tip pen, pen, pencil, oversized pencil). Allow learner to try a different writing surface (put sand paper under paper, different types of paper, multiple layers of paper). Allow use of graph paper or wide-lined paper, or unlined paper. Allow more time; avoid setting time limits.	Have learner work in groups where different learners have different strengths and this learner would not have to write. Have someone (a scribe) write for the person, including recording test answers.	Instruct student to take a break every 10 minutes to rest his or her hands to prevent cramping and fatigue. Set a timer as a reminder to rest every 10 minutes. Require less writing (e.g. outlines, brief notes, short phrases) Schedule work for multiple sessions	Give all students options to written reports, e.g. oral reports, audiotapes, videos, collages. Give all students extra time for completion of essay tests. Provide outlines for all with keywords or phrases. Allow learners to use different kinds of paper and writing instruments.

# Expressing Self in Writing



# Solving Math Problems



# Paying Attention to Oral Directions/Spoken Words

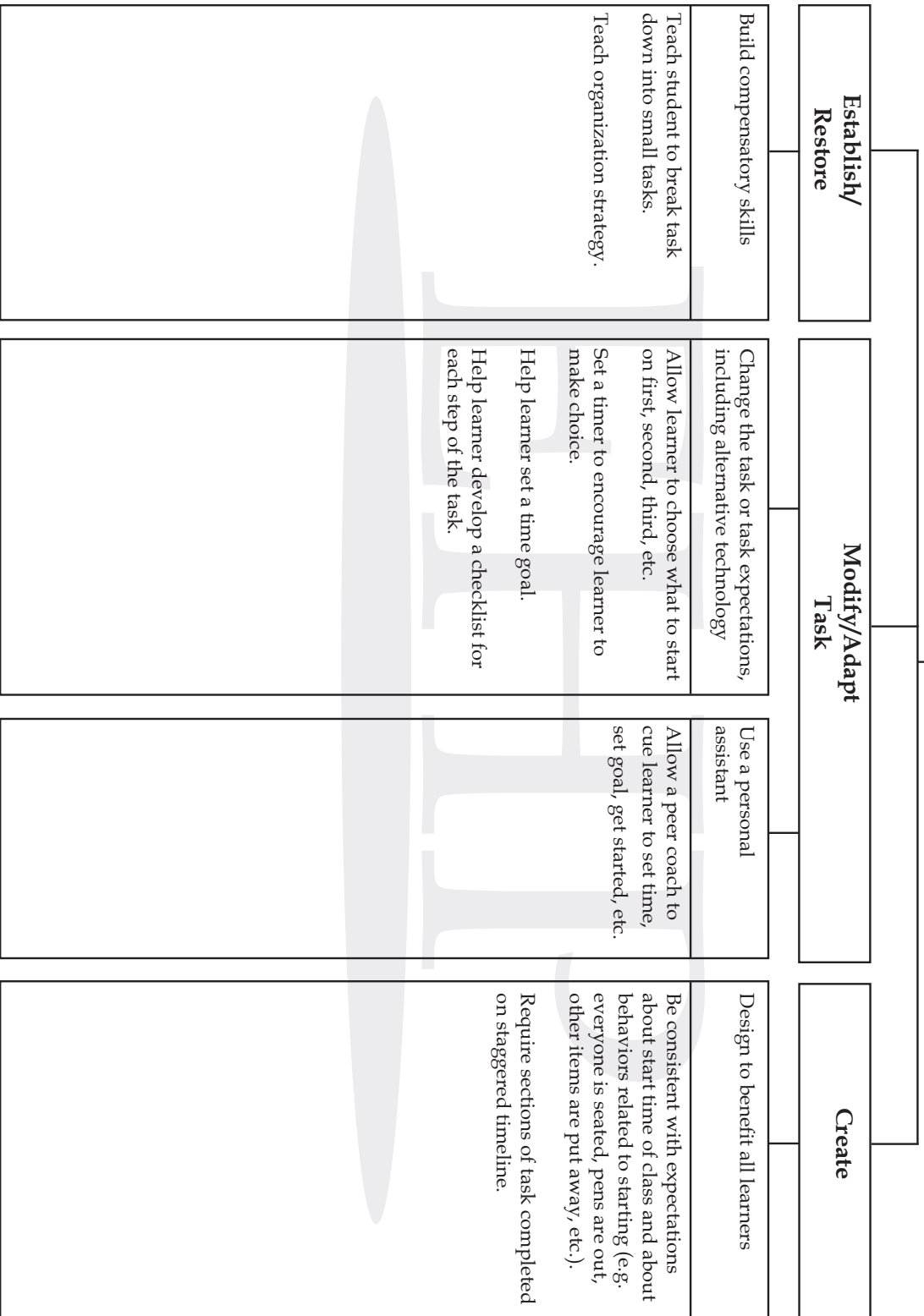
<p><b>Establish/Restore</b></p>	<p><b>Modify/Adapt Task</b></p>	<p><b>Modify Context</b></p>	<p><b>Alter</b></p>	<p><b>Create</b></p>
<p>Reduce the impairment</p>	<p>Change task or task expectations</p>	<p>Change the context in which learner performs task</p>	<p>Change the environment</p>	<p>Design to benefit all learners</p>
<p>Refer for screening of hearing problems (if this has not been ruled out).  Teach learner to repeat orally the information given.</p>	<p>Break oral directions down into small steps. Provide written directions to be used in conjunction with or instead of oral directions. Provide visual cues on board or overhead. Provide a study partner to cue learner, take notes, or provide repetition if necessary. Establish eye contact before speaking.</p>	<p>Have learner sit in front of classroom and away from any distracting noises.</p>	<p>Use e-mail to communicate with the learner</p>	<p>Routinely put all assignments in writing on board or have in handout form.  Routinely provide handouts/outlines to assist in following lectures.</p>
	<p>Stand directly in front of learner (as feasible) when speaking. Encourage learner to take own notes if this is not too distracting for him or her. Touch listener on shoulder or call his or her name before providing information. Demonstrate as oral directions are being given. Speak clearly and avoid jargon. Teach use of micro-cassette recorder and player.</p>			

# Attention to Task

Modify/Adapt Task	Modify Context	Alter	Prevent	Create
<p>Change the task or task expectations</p> <p>Allow extra time to complete assignments.</p> <p>Specify time frame for task completion.</p> <p>Use a typoscope when reading.</p>	<p>Change the classroom arrangement and/or atmosphere</p> <p>Provide appropriate storage space for materials not in use (to lessen distractions in the room).</p> <p>Have learner identify least distracting place in classroom and reserve that space for him or her.</p>	<p>Change the context in which the learner performs the task</p> <p>Have learner sit in study carrel.</p>	<p>Prevent the problem from occurring</p> <p>Have learner take a break every half hour and encourage him or her to leave the classroom.</p> <p>Encourage learner to get some physical exercise during breaks.</p> <p>Have learner work with a partner who will cue him or her to stay on task.</p> <p>Eliminate pacing when lecturing.</p>	<p>Design to benefit all learners</p> <p>Remove unnecessary graphics, noises, etc. from overheads.</p> <p>Remove unnecessary clutter and other visual distractions from the room.</p> <p>Remove unnecessary auditory distractions, if possible, or mask with "white noise."</p> <p>Build in breaks for all students.</p> <p>Use a variety of modalities when teaching.</p>



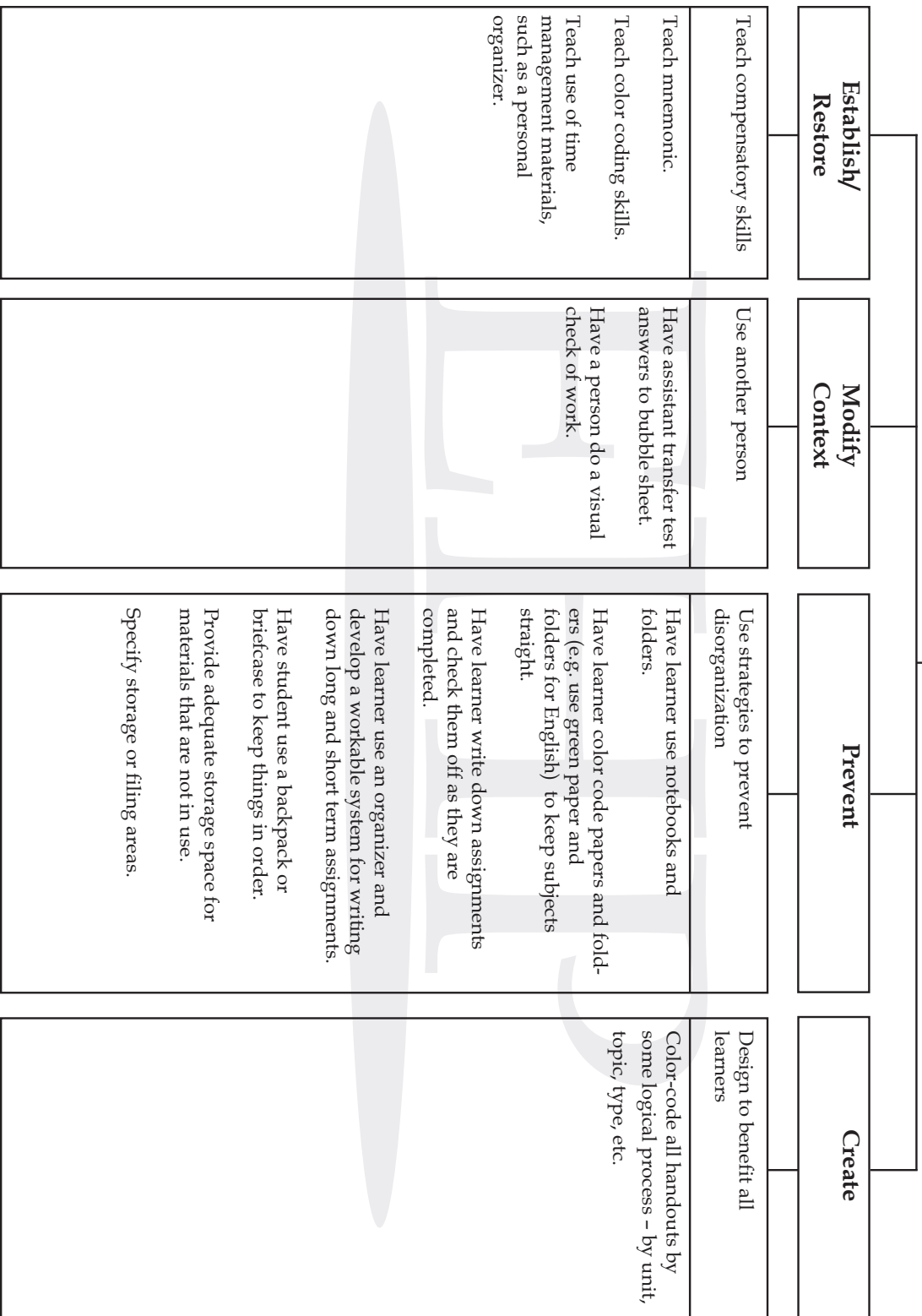
# Getting Started



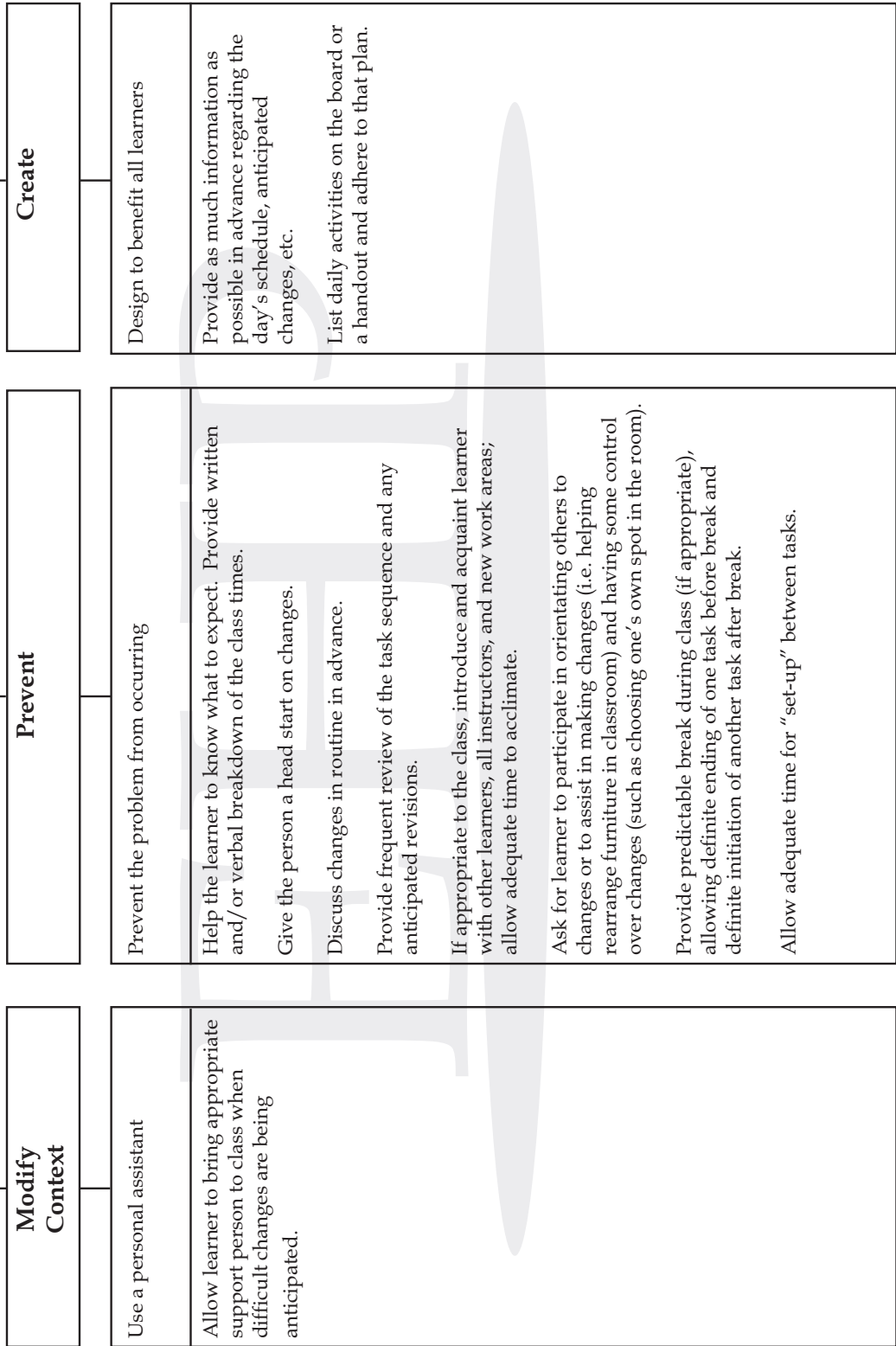
# Staying on Track

Modify Task	Modify Context	Alter	Create
<p>Change task or task expectations</p> <p>Encourage use of a typoscope if learner is distractible when reading.</p> <p>Provide highlighters in various colors.</p>	<p>Change the environment</p> <p>Give a specified time frame for task completion.</p> <p>Allow learner to use earphones (if listening to music decreases distractibility to activity in classroom).</p> <p>Allow learner to use earplugs.</p> <p>Provide checklists for assignments.</p> <p>Use white noise to reduce auditory distractions.</p>	<p>Use another person</p> <p>Have another student or other assistant transfer test answers to bubble sheet.</p> <p>Change the environment to support learner's performance</p> <p>Provide a study carrel.</p> <p>Work in a one-to-one setting.</p>	<p>Design to benefit all learners</p> <p>Provide students time to change from one classroom activity to another.</p> <p>Use visual/graphic devices to organize content and reorient learner to task.</p> <p>Avoid pacing while lecturing.</p>

# Staying Organized



# Dealing with Changes



# Remembering

<p><b>Establish/ Restore</b></p>	<p><b>Modify/Adapt Task</b></p>	<p><b>Alter</b></p>	<p><b>Prevent</b></p>	<p><b>Create</b></p>
<p>Build compensatory skills</p> <p>Refer for training (or provide training) in use of compensatory skills (e.g. making cue cards, taking notes, making checklists, summarizing)</p>	<p>Change the task or task expectations including alternative technology</p> <p>Have the learner repeat directions verbally after listening or reading.</p> <p>Provide an audiotape of directions (or have learner make tape).</p> <p>Provide verbal clues with written instructions.</p> <p>Provide demonstration of tasks to be completed, providing only small chunks at a time.</p> <p>Have learner make cue cards to place on desk.</p> <p>Have learner write all assignments in assignment book.</p> <p>Have learner stop and summarize what has been read immediately after reading.</p> <p>Have learner write a step-by-step checklist of tasks to be completed and break them into component parts.</p> <p>Allow additional time on tests.</p>	<p>Change the environment</p> <p>Use e-mail in communicating with learner.</p> <p>Make available different test formats.</p>	<p>Prevent the problem from occurring</p> <p>Have instructions with assignments listed on a blackboard.</p> <p>Alert students in advance that you may be calling on them.</p> <p>Ask a question, then give students time to prepare an answer before soliciting an answer.</p>	<p>Design to benefit all learners</p> <p>Routinely list assignments and other important information on the board or in a handout and allow time for all learners to copy or tape information.</p> <p>Use as many modalities as possible while teaching (e.g. visual, auditory, tactile)</p>

# Dealing with Frustration

Establish/ Restore	Modify Context	Alter	Prevent	Create
<p>Reduce the impairment</p> <p>Make referral for stress management.</p> <p>Make referral for relaxation techniques.</p>	<p>Change the classroom arrangement and/or atmosphere</p> <p>Have a rocking chair in the classroom for a calming effect on learner.</p> <p>Have learner sit by the door so that he or she may leave if difficulty controlling behavior is an issue.</p> <p>Use soft, relaxing music if learner does not find it distracting.</p>	<p>Change the context in which the learner performs the task</p> <p>Employ study carrel to decrease outside distractions.</p>	<p>Prevent the problem from occurring</p> <p>Set up regular break times, with possibility of engaging in light exercise (e.g. walking during breaks)</p> <p>Allow learner to set up own schedule.</p> <p>Set up a signal system with the learner to signal the instructor when her or he is beginning to get frustrated.</p> <p>Encourage student to use positive self-talk before, during, and after tests and other frustrating situations.</p>	<p>Design to benefit all learners</p> <p>Set up regular break times for all students (especially if class is longer or more intense than most).</p>

# Accessing Information with Impaired Hearing

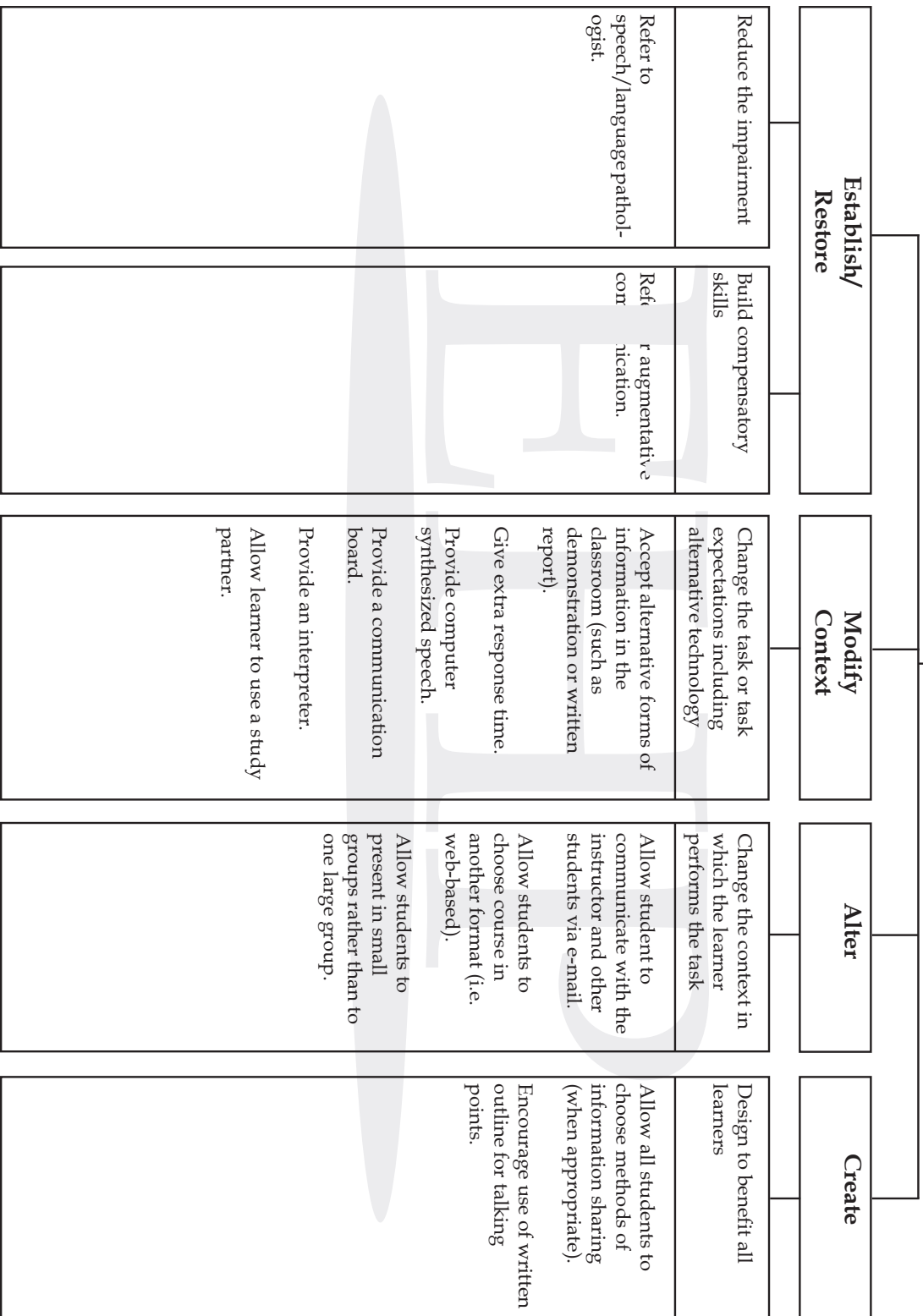
Modify Task	Modify Context	Alter	Prevent	Create
<p>Change the task or task expectations including alternate technology</p> <p>Provide written rather than oral instructions.</p> <p>Use a microphone/ amplifier (instructor wears a microphone and the learner wears an amplifier).</p> <p>Provide visual clues (such as flashing lights) in place of auditory cues (such as timers or bells for timed tasks).</p>	<p>Arrange room to support learner</p> <p>Stand directly in front of the learner when speaking.</p> <p>Repeat any question or comment made by another student (if relevant to the discussion).</p>	<p>Change the context in which the learner performs the task</p> <p>Allow students to ask questions or make comments via e-mail.</p> <p>Allow student to enroll in a course that provides alternative format, e.g. correspondence or internet.</p>	<p>Prevent problems from occurring</p> <p>Eliminate possible sources of background noise. Strategies may include closing windows and doors, using a carpeted room or providing mats under desks, chairs and feet.</p>	<p>Design to benefit all learners</p> <p>Tie visual teaching strategies to oral ones.</p> <p>Be certain that all students heard questions/ comments relevant to the discussions.</p>

# Accessing Information with No Hearing

Establish/ Restore	Modify Task	Modify Context	Alter
<p>Build compensatory skills</p> <p>Refer for sign language and/or lip reading instruction.</p>	<p>Change the task or task expectations including alternative technology</p> <p>Provide written rather than oral instructions.</p> <p>Provide visual clues (such as flashing lights) in addition to auditory clues (such as timers or bells for timed tasks).</p>	<p>Use a personal assistant</p> <p>Provide an interpreter, who is positioned in such a way that the learner can observe the instructor and the interpreter simultaneously.</p> <p>Provide Computer Aided Real Time captioning (CART).</p>	<p>Change context in which learner performs task</p> <p>Allow learner to enroll in course whose format provides best match to learner's needs (i.e. web-based).</p>
		<p>Arrange room to support learner</p> <p>Stand directly in front of the learner who is lip reading.</p> <p>If group discussion are held, place learner in a semi-circle so that the learner who is deaf can see the instructor, can observe others while they speak, and will not have others behind who cannot be observed by the learner.</p>	



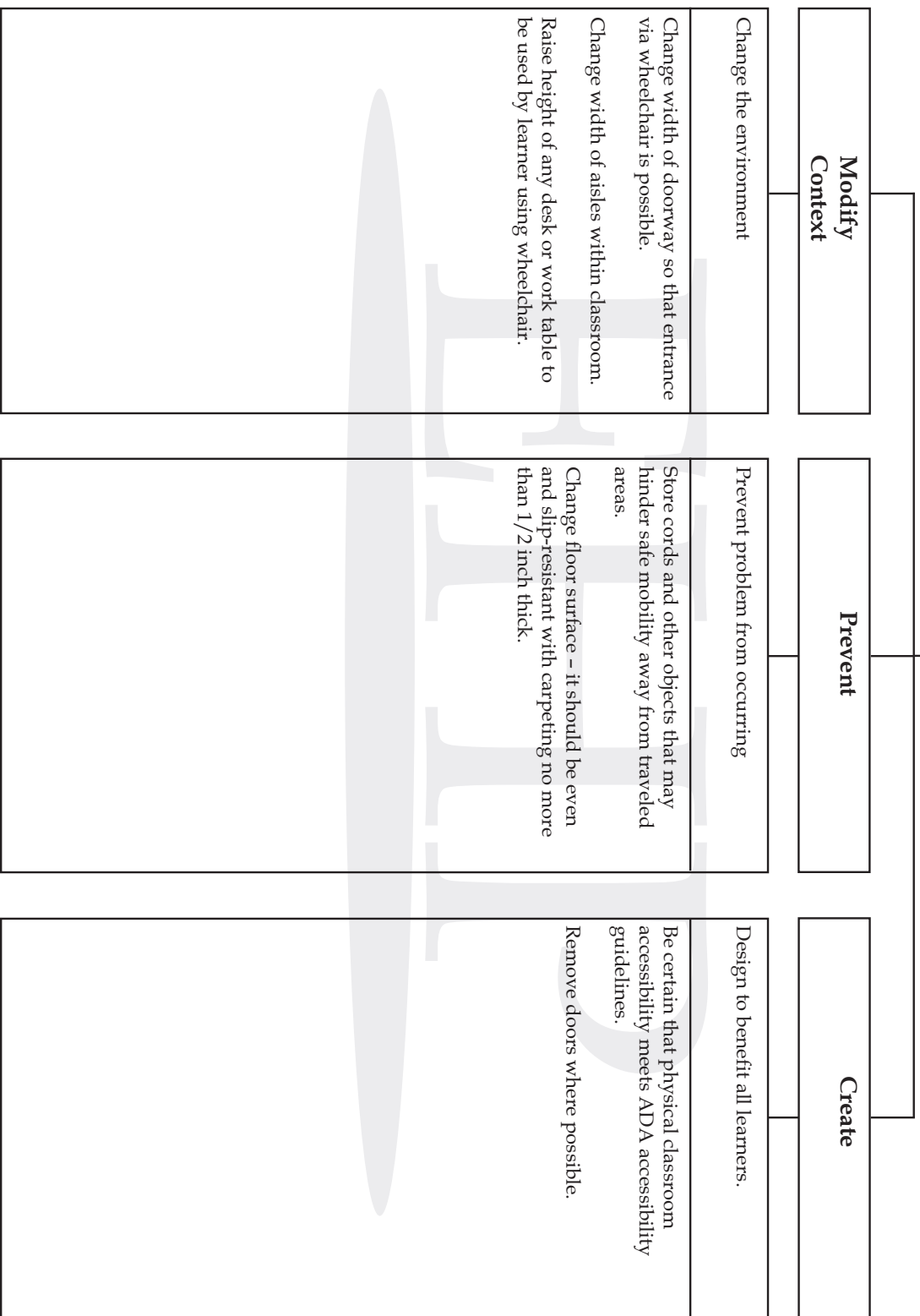
# Expressing Self Verbally



# Accessing Facilities with Low or No Vision

Establish/ Restore	Modify Context	Prevent	Create
<p>Build compensatory skills</p> <p>Teach learner without vision the layout of the classroom and any other areas of facility that will need to be accessed.</p>	<p>Change the environment</p> <p>Enhance visibility of objects that may be difficult to locate (such as computer mouse, door knob, or tape recorder buttons) by adding brightly colored tape.</p> <p>Enhance ease of locating objects tactually by adding raised dots, lines or other symbols.</p> <p>If appropriate, allow learner to make modification in the classroom to facilitate access.</p>	<p>Change the environment</p> <p>Keep room arrangement constant (for access by learners with impaired vision) unless a change is necessary for improved access.</p> <p>Store cords and other objects that may hinder safe mobility away from traveled areas.</p> <p>Enhance contrast of desk edges and other protruding objects with colored tape.</p>	<p>Design to benefit all learners</p> <p>Be certain that classroom accessibility meets ADA accessibility guidelines.</p> <p>Maintain barrier-free environment.</p> <p>Keep hallways clear.</p>

# Physically Accessing Facilities



# Sitting Tolerance:

Sitting for long periods causes pain or fatigue

Establish/Restore		Modify Task		Alter		Prevent		Create	
Reduce the impairment	Make referral for treatment to increase sitting tolerance.	Change the task or task expectations	Allow extra time to complete assignments.	Use assistive technologies	Use lumbar support in chair. Use footstool.	Allow learner to work at home	Prevent fatigue and pain	Design to benefit all learners	Build in break time for all learners.
Build compensatory skills	Teach learner to monitor the need to stand up or lie down whenever necessary.					If it is not possible for learner to maintain a comfortable position in the classroom, allow him or her to work at home checking in by telephone, e-mail or weekly or bi-weekly visits with the instructor.	Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue		

# Manipulating Objects

