

a physical feature.

3. Have the student repeat other students' responses.
4. Have the student give an example from his or her own experience that relates to the lesson.
5. Give the student "think time". Call on the student and say it will be his or her turn soon.
6. Use short, sequential instructions with back-up written instructions.
7. At the beginning of the lesson use concrete language. Abstract, higher level language can be used later.
8. Check for understanding by having students retell instructions or paraphrase information in their own words.
9. Check for oral reading ability in order to avoid embarrassing situations. Allow students with severe reading problems to do oral reading practice outside the classroom.
10. Include the student in small group discussions. Some verbal prompting may be needed by designated members of the group.
11. Use peers to drill key words and ideas in order to make the student accountable.

### ***SUGGESTIONS FOR STUDENTS WITHOUT VERBAL SKILLS:***

1. Assign students on a rotating basis to help others with seatwork.
2. Students who have difficulty writing notes from the board can be required to copy only main parts of the notes. The main ideas could be underlined so the student knows what to copy. The student could also be given a photocopy of another student's notes.
3. Non-readers could be provided with taped notes done by the teacher or another student. The notes would only include the essential points.
4. In oral spelling tests perhaps the student would only be responsible for beginning or ending sounds.