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General Modifications For All Levels

1. Make arrangements for homework assignments, with clear, concise directions, to reach home (i.e., homework check sheet).
2. Mark student's correct and acceptable work, not his mistakes.
3. Allow student to copy or be given Xerox copy of another student's class notes.
4. Provide time-out or study area for students to use as a quiet place (not for disciplinary action).
5. Establish a signal for refocusing the student's attention.
6. After directions have been given to the class, have one or two students repeat them to you.
7. Compliment the student in front of his classmates.
8. Present complex directions as a series of one or two step tasks, and have the student repeat each set of directions.
9. Use memory cues and devices on test and worksheets.
10. Answer test questions into a tape recorder.
11. Limit amount of writing and reading assignments for students with perceptual problems.
12. Encourage the student to use "self talk" to work through the steps of math problems or other work.
13. Help the student budget time and prioritize casework and assignments.
14. Emphasize important information. " You really need to know this. It will be on your test."

Elementary Language Arts

Reading Modification Suggestions:

1. Print vocabulary words on 5 x 8 sandpaper cards. Student and teacher pronounce the words five or six times. Student traces the word with finger. Review cards daily.
2. Print vocabulary words on a tray with moist sand. Say word syllable by syllable while printing.
3. Make a “word bank” for developing sight vocabulary. Emphasis should be placed on over learning sight words.
4. Teach functional words as a whole instead of phonetically.
5. Make a notebook containing the student’s own stories that he/she could use for practice in oral reading skills.
6. Let the student do picture reading, gradually substituting words for pictures.
7. Use a linguistic approach, “word family” method. For developing vocabulary.
8. Use cut-out letters (wooden, plastic) so student can learn the shape of the letter by touch.
9. Highlight with magic marker main idea in textbooks and directional words on handouts.
10. Give some assignments that do not require reading (I.e., models, posters, etc.).
11. Allow some use of compensatory devices (I.e., thesaurus, dictionary).
12. Code paragraphs to story questions or inform students where answers can be found by giving the page number.
13. Use large print books.
14. Reduce assignment so that it does not overwhelm the student.
15. Breakdown assignments into manageable segments (i.e., one or two pages followed by comprehension questions).
16. Use alternative reading books for special assignments.
17. Use tape recorder with earphones for student to use when repetition is necessary.
18. Recognize and give credit for student’s oral participation in class.
19. Allow use of typewriter or computer for writing assignments.
20. Increase time on some assignments.

21. Allow tests and quizzes to be read orally to students.
22. Allow students to respond to test questions orally.
23. Use computer programs for reading and spelling.

ELEMENTARY ENGLISH

Modification Suggestions:

1. Use pictures to illustrate parts of speech, punctuation, capitalization, etc.
2. Post-visual definitions of parts of speech, punctuation, etc., for student reference.
3. Use pictures out of magazines to make a visual presentation of a sentence.
4. Provide sentences in which the nouns have been highlighted. Students can divide paper into columns for people, places, things, or for one and more than one.
5. Use picture cards with the nouns written for each picture or have students label the pictures as a person, place or thing. The same can be done for singular or plural. Later eliminate the pictures.
6. Highlight the verb in each sentence, so student can identify the action taking place.
7. Provide a picture of nouns and verbs and ask students to identify which pictures Show action and which do not.
8. Provide a picture of a noun and have students tell or write a complete sentence using an appropriate verb.
9. To distinguish between past & present, provide students with a list of common cue words to look or listen for in sentence (now, yesterday, last week, today, etc.). Read a sentence and have the student give the cue word, which tells present or past tense.
10. Use concrete examples to introduce adjectives. (Pictures that emphasize size, shape, color, number, etc.).
11. Provide a list of nouns that state we do not know anything about the noun. Place an adjective in front of each noun and help the student realize they know something about the noun now.
12. Provide two outlines of noun shapes or students can draw two pictures to show what they know about the noun. (A hat---a blue hat).
13. Use every concrete sentences when a student must identify the adjective in a sentence. You may need to highlight the noun.
14. Highlight ending on adverbs that are being emphasized. (I.e., ly, ful, less, etc.).

Elementary English (cont'd)

15. Provide students with a list of adverbs. Students can divide paper in columns for How, When, and Where.
16. Highlight the verb in each sentence, so that students can identify the adverb that tells more about the verb.
17. Write words to be alphabetized on index cards, so students can manipulate the words to establish the correct order.
18. Use laminated alphabet list, so students can visualize correct sequence. Students can locate and underline the first and subsequent letters in the alphabet list to help them alphabetize the words correctly.
19. Provide sentences with only three words out of order. Then work with longer sentences in which four words are out of order. Highlight those words then have the students rearrange those words until sentence makes sense.
20. A transparency, with answers highlighted, can be placed over the worksheet or book to show students what to capitalize.
21. Let the students dictate, use a word processor, or draw pictures for a story.
22. Provide a prepared grid showing the indented first line and basic shape of a paragraph.
23. Provide letterforms, with a color coding, to help students learn correct form for writing letters (i.e., address, greeting, etc.)
24. Use very short stories for book reports. Help students trace the plot by taking the story paragraph by paragraph. Provide prepared questions for students to answer, organized into a book report form. Use the paragraph grid to help students remember to indent.
25. Provide work from books, which have been copied incorrectly. Help students focus on spelling, missing words and capitalization. Encourage students to read aloud while proofreading. Pointing can help focus their attention.
26. Provide two one-inch squares, one red and one green. Place the green card at the beginning of the student's sentence and the red card at the end. Help students proofread one sentence at a time, concentrating on spelling, missing words and capitalization.
27. Set up a buddy system for proofreading assignments.

ELEMENTARY SPELLING

Modification Suggestions:

1. Reduce the number of spelling words. (Use words the child can read—maybe those from the reading book.)
2. Use the cover and write method—have the student:
 - a. look at word; say it
 - b. write word two times while looking at it
 - c. cover and write word one time
 - d. check word
 - e. write word two times while looking
 - f. cover and write word one time
 - g. check word
 - h. write word three times while looking
 - i. cover and write word one time
 - j. check word
3. Encourage the student to write spelling words in a sentence format. (In the beginning allow child to use his reader.) Let him look up the spelling word in the index, turn to page, find word on page and write sentence. If unable to do this, allow him to copy a sentence with the word from the reader.
4. Use buddy cards. (Prepare 9 x 3 ½ cards in advance and place in file. Print spelling words on each card. Allow children to work in teams. Have one child take turns calling the word while “buddy: writes.”)
5. Allow the student to use a dictionary or thesaurus to check spelling accuracy.
6. Grade the student on knowledge of content rather than the spelling in the subject areas such as science, social studies, etc.
7. Use alternative methods to the “word sentence-word” approach in testing. Allow child to find correct word in a multiple choice of four words. (i.e., quiet, quite, quet, quit OR allow child to fill in omitted letters—c_t OR use word searches OR unscrambling techniques.)
8. Give extra credit for points for finding spelling words in outside sources.
9. Reversals and transpositions of letters should be marked for editing purposes, but not graded as errors for some students.

ELEMENTARY MATH

Modification Suggestions:

1. Use a variety of manipulatives for counting, sorting, one-to-one correspondence, etc.
2. Use graph paper to align problem for place value.
3. Break assignments into smaller segments (i.e., group 5 problems) at a time.
4. Use a window to isolate problems.
5. Give written examples to place in front of student to be referred to when working problems.
6. Allow student to use computation aids (i.e., counters, fact sheets, abacuses, calculators).
7. Let student illustrate story problems.
8. Allow information to be written on index cards for reference.
9. Have the student do fewer problems or questions. The student may do only the problems in which the teacher has starred, only the odd (even) numbered problems or do only a specific number of problems starting at the beginning of the list. Homework and review should concentrate on the child learning the process, rather than a lengthy computation which would not be used in a real life situation.
10. Lower percentage correct. The student is still required to complete the same assignment as the rest of the class. However, he is graded on a different scale; he needs fewer correct responses to achieve a grade.
11. Allow student to have additional time to work. Provide him with the opportunity to take the assignment home or to study hall.
12. Space the problems far apart on the page. The student is not as distracted and is less likely to lose his place. This allows for more accurate problem solving and rapid completion of the assignment. Student is also less likely to be overwhelmed by many problems on a page. The success with which he completes fewer problems motivates him to do more.
13. Write clearly. The student who is having difficulty in math should not be distracted by having to decipher the symbols on the page. Ditto sheets should be dark and easy to read.

Elementary Math (cont'd)

14. Show examples. On an arithmetic sheet, give an example of the problems. This eliminates the possible confusion over what he is expected to do.
15. Group similar problems. When a worksheet or test has several kinds of problems on the same sheet, group problems of the same process together.
16. Fold worksheet in half, so student sees only half of the problems at a time.
17. Present skills in many different ways. Kits such as Math Their Way provide a variety of opportunities for practicing a skill.
18. Cut test or worksheet into sections of similar problems. The teacher shows the student an example at the board and then gives him that particular section on which to work, repeating procedure for each section. Good technique for students that show high degree of distract ability.
19. Color code the important words or symbols such as the minus or the plus signs or the words in a story problem which gives clues as to the process used.
20. Reword the story problems so that the poor reader is graded on his ability to do the process rather than his inability to read.
21. Underline important words. Similar to color coding in that the student becomes visually aware that something is important.
22. Write out hints or reminder on the student's list or worksheet (i.e., "watch your signs").
23. Score a test according to the number correct out of the number attempted in order to give the slower-working student credit for his accuracy and effort (i.e., number correct number tried).
24. Use multiple choice so that the student can pick the correct response from the selection provided.
25. Use fill in questions that have a space provided for each letter in the required word (i.e., a figure with four equal sides and four equal angles in called an ---. The first letter of the missing word may be provided as an added clue.
26. Whenever possible, include pictures and diagrams to help the student visualize the problem (i.e., find the area of the triangle.)

27. Have the student work on graph paper to keep the lines and columns of his problem straight. This prevents error when columns and numbers are titled and student adds numbers in the tens column in the units column.

ELEMENTARY SCIENCE AND HEALTH

Modification Suggestions:

1. Highlight the main ideas, topics, and supporting details for each chapter in the textbook.
2. Utilize programmed textbooks, which control the amount of work and give immediate reinforcement.
3. Present reading assignments on cassette.
4. Recognize and give credit for oral participation in class.
5. Give fewer or different types of questions on daily work and on unit tasks. For example, multiple choice, no discussion or a limited number of total recall.
6. Allow student to draw answers or diagrams as often as feasible.
7. Scale out-of-class projects to the student's level.
8. Adjust evaluations to student's ability level.
9. Substitute for written report things as posters, charts, models or illustrations.

ELEMENTARY SOCIAL STUDIES

Modification Suggestions:

1. Make arrangements for the tests to be read to the student.
2. Allow student to respond orally to some tests.
3. Tape the chapter so the student can listen to it.
4. Appoint someone to write student's answers on tests.
5. Shorten homework assignments for student.
6. Divide long-term assignments into parts. Have student list or outline steps necessary to complete the assignment. Have deadlines for certain steps so the student can learn to budget work over time.
7. Require student to write down assignment in a specific section of his notebook and you initial before the student leaves your class.
8. Substitute projects for written assignments or reports.
9. Pair a good and a poor reader for projects. The better reader does the researching while the poorer reader contributes with a project.
10. Use maps with the following teaching techniques in mind:
 - Avoid overly detailed maps or add details gradually
 - Enlarge maps using overhead
 - Use Xeroxed maps/dark lines
11. Pre-teach vocabulary.
12. Give credit for newspaper articles about the topic, for watching television programs on an area being studied.
13. Allow the student to learn in short segments when memorization is required (i.e., 5 states and capitols at a time instead of 10 or 20).
14. Reduce reading assignments when necessary.
15. Present study guides or outlines before the unit is taught.
16. Use mnemonic devices to help with memorization (use of raps, visualizations, acronyms, etc.)

MIDDLE AND HIGH SCHOOL LANGUAGE ARTS

Reading and English Modification Suggestions:

1. Limit amount of oral reading.
2. Prepare student for oral reading. (I.e., pre-teach vocabulary, practice paragraph before reading it aloud in class.)
3. Have stories tape recorded for student use.
4. Provide a copy of classroom discussion questions in advance.
5. Provide additional time for tests or to complete assignments. (Possibly contract with student for time limit.)
6. Tests and quizzes may be read to the student by the teacher, resource teacher or peer.
7. Students may respond orally to test questions.
8. Student should be allowed to write in his/her best manner (cursive or manuscript).
9. Allow student to use typewriter or computer for written assignments.
10. Encourage use of compensatory devices (i.e., thesaurus, dictionary).
11. Accompany oral directions with written directions to which the student may refer.
12. Allow student to study abbreviated forms of literary works (Cliff Notes, Scholastic Scope) or provide tapes.
13. Require student to write down assignment in a specific section of his notebook, and have the teacher initial the assignment before the leaves the class.
14. Increase the amount of time for completing class assignments, tests, etc. Possibly contract with student to set time limit.
15. Test format may need to be modified. (Student with perceptual problems may have difficulty with matching tests. Students with problems in written expression may need to dictate answers to discussion questions. (Test may be administered in Resource room.)

Middle and High School Language Arts (cont'd)

16. Limit the number of spelling/vocabulary words required or give a copy of the exact words to be used on a test.
17. Provide the student with study questions for reading or listening assignment to help with organization of material.
18. Give student a study sheet preceding each test and quiz.
19. Reversals and transpositions of letters should be marked for editing purposes, not graded as errors.
20. Allow student to complete alternative assignments.
21. Let student make projects to demonstrate a mastery of certain material.
22. Plan frequent one-to-one conferences with student.
23. Accompany oral directions with written directions to which the student may refer.

MIDDLE AND HIGH SCHOOL MATH

Modifications Suggestions:

1. Allow student to use alternate materials.
2. Allow student to use math facts, tables, charts or calculators.
3. Allow student to do reduced number of problems.
4. Allow student to do selected problems on basic level.
5. Have written instructions read to him/her.
6. Have word problems read to him/her.
7. Use concrete materials (checkbooks, tax forms, applications, etc.) as much as possible.
8. Utilize geometric figures/forms and other manipulatives often.
9. Allow formulas to be written on index cards for reference.
10. Allow math projects (i.e., graphs, charts, geometric forms, etc.) for credit.
11. Require use of everyday items/situations for examples in estimating, charting, tables, graphs, etc.
12. Use computer for drill practice in basic operations.
13. Use regular “spelling-vocabulary” techniques in teaching the vocabulary necessary for Algebra.
14. Use written examples of translation or word problems to numeric expressions.
15. Furnish formulas and theorems for algebra and geometry exercises; let student use to solve problems.
16. For definitions, use matching format rather than recall recitation.
17. Allow student to redo problems to correct reversals, inversion, miscopying and other similar errors.
18. Give credit for using correct process, or partial credit for parts of problems done correctly.

19. Provide list of steps to use to solve multi-stepped problem.
20. Tests may be broken into small segments.
21. Use individual assignment with fewer problems to alleviate distraction and confusion (i.e., 10 instead of 20).
22. Allow student to practice skills on board before starting seatwork.

MIDDLE AND HIGH SCHOOL SCIENCE

Modification Suggestions:

1. Allow student to draw answers or diagrams of phenomena rather than write an explanation.
2. Scale out-of-class projects to the students level.
3. Give opportunities for oral evaluations outside of regular class time.
4. Adjust evaluations to student's ability level.
5. Allow student to take tests orally.
6. Allow student to utilize a tape recorder during lectures, class discussions, etc.
7. Allow student to use role playing activities to explain concepts.
8. Allow students the opportunity to do special projects.
9. Modify tests for these students.
10. Provide opportunities for oral recitation(s) (i.e., choral responses).
11. Provide the student with the opportunity to utilize his/her assets (i.e., art skills etc.)
12. Substitute current events, journals, posters charts, etc., for written reports.
13. Reduce amount of questions on worksheets and tests.
14. Use a variety of questions on worksheets and tests—not just discussion or multiple choice.
15. Allow students to participate as often as possible in hands-on activities.
16. Give several small tests instead of one large one.
17. Underline important words in the directions on tests, and worksheets.
18. Allow extended time for completion of tests, class work, etc.
19. Give open-book and/or open-note tests. (These tests may be taken in Resource room.)

MIDDLE AND HIGH SCHOOL SOCIAL STUDIES

Modification Suggestions:

1. Allow testing modifications (oral and/or open book tests).
2. Present reading assignments on tape when possible.
3. Allow more time for class assignments.
4. Allow student to dictate answers of assignments on tape or to another student when applicable.
5. Decrease the length of written assignments.
6. Decrease the length of tests.
7. Allow students to type work or use a computer.
8. Mark student's correct and applicable work, not mistakes.
9. Allow student to have a study partner.
10. Pre-teach vocabulary.
11. Make arrangements with homework assignments with clear, concise directions to be recorded. (I.e., Require student to write down assignment in a specific section of his notebook and initial before the student leaves the class.
12. Give the student credit for clipping articles from newspapers that pertain to the topic studied.
13. Use a variety of classroom assignments (i.e., posters, drawings, cartoon strips, models, etc.)
14. Divide long-term assignments into parts. Have the student list or outline the steps necessary to complete the assignment. Have deadlines for different steps so that student can learn to budget his work on time.
15. Pair a good and a poor reader for projects. The better reader does the researching while the poorer reader contributes with a project.
16. Reduce reading assignments when applicable.
17. Present study guides or outlines before the unit is taught.

MIDDLE AND HIGH SCHOOL WORLD STUDIES AND GEOGRAPHY

Modification Suggestions:

1. Give student credit for clipping articles from newspaper that pertain to the geographic are studied.
2. Give credit for collecting travel brochures from travel agencies regarding countries studied.
3. Give credit for viewing appropriate educational television programs.
4. Provide the student with study questions for his reading or listening assignments to help him organize the material.
5. Devise contracts with the student in which he agrees to have specified tasks done on given dates.
6. Give student a study sheet preceding each test and quiz.
7. Allow student to make projects to demonstrate a mastery of certain material.
8. Increase amount of time for completing assignments, tests, etc.
9. Tests and quizzes should be given orally when possible (Resource teacher can help).
10. Grade written work for content rather than spelling/grammar.
11. Recognize and give credit for student's oral participation in class.

PHYSICAL EDUCATION

All Levels

Modification Suggestions:

1. Shorten courses for running events.
2. Lengthen time allotted to achieve goals.
3. Reduce number of activities (exercise, etc.) needed to achieve goal.
4. Modify game rules to accommodate students.
5. Utilize a behavior checklist with reward (free play, etc.) for compliance with class rules.
6. Utilize peer helpers.
7. After giving directions to class have one or two students repeat them to you.
8. Modify role or position in games to accommodate student (add scorekeeper, etc.)
9. Utilize visual cues along with verbal cues (i.e., post rules) for game or event.
10. Demonstrate activity in step-by-step sequence.
11. Use videotapes of proper techniques.
12. Give prompts to students who have left/right directionality problems.
13. If memorization is required, allow the student to modify the amount.
14. Substitute for written report: poster, charts, models, and illustrations.
15. Use fewer questions on tests and homework.
16. Use a variety of questions (multiple choice, no discussion, limited number of total recall).