

Teaching Strategies for
Students with or without
Exceptionalities

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Teaching Strategies for Autistic Children

1. Create an environment that is not over stimulating to the child (no loud music).
2. Create a structured environment with predictable routines.
3. Provide visual cues.
4. Create checklists.
5. Give fewer choices.
6. Select repetitive motions when working on projects.
7. Eliminate stress.
8. Keep voice low and clear.
9. Promote one-to-one interactions with other students to promote social skills.
10. Promote parent involvement.
11. Limit physical contact.
12. When changes to predictable routines are eminent (such as an assembly), advise the student of the upcoming changes, and try to accompany/ assist them through the events.
13. For visual learners, use signs and pictures as modes of communication.
14. Allow student to stand instead of sit around a table for a class demonstration.

Teaching Strategies for Students with Attention Deficit Hyperactivity Disorder

1. Provide a structured learning environment.
2. Repeat and simplify instructions on in-class and homework assignments.
3. Supplement verbal instructions with visual or step-by-step instructions.
4. Use behavioral management techniques (time-out).
5. Use tape recorders.
6. Teach organization and study skills.
7. Post daily schedules and assignments.
8. Allow student to take one break per period to sharpen a pencil or get a drink of water.
9. Allow student to have an opportunity to get up and move around the room or go to the bathroom, or even help to pass out classroom materials (i.e. papers) to the other students.
10. Give student the choice of either working alone or working in groups.
11. Call nurse to check and see if the student has taken his/ her medication if the student has a tendency to “forget” to take his/ her medication- specifically after lunchtime.
12. If supplying class either food or beverages, do not allow the student to consume any food or beverage that contains caffeine, such as Coke, Dr. Pepper, or chocolate.
13. Have the student sit close to the teacher, and away from windows (visual distractions) and doorway (visual and sound distractions).
14. Setup quiet areas where students can study or take tests.
15. Reward positive “on-task” behavior with reward system.

Teaching Strategies for Students with Emotional Disabilities

1. Structure schedules, which communicates expectations about the use of time.
2. Structure expectations that link behavior and reward.
3. Define relationship between unacceptable behavior and sanctions.
4. Establish classroom procedures and routines (rules of the classroom).
5. Discuss with students the meaning/ values of what is to be learned. Solicit and respect a student perspective.
6. Communicate regularly with students- conversations, notes, and journals.
7. Verbally praise a student who is behaving appropriately.
8. Verbally encourage appropriate behavior.
9. Accommodate individual instructional needs by grouping.
10. Remind students of expectations and rules being violated.
11. Supervise time-out at special place in classroom.
12. Conduct group meeting focused on problem behavior that has just occurred.
13. Use gesture or signal alert.
14. Give grades and other recognition for achievement.
15. Give manageable choices to students.

Teaching Strategies for Students with Learning Disabilities

1. Provide the student with simplified handouts and a slower method of instruction.
2. Pair the LD student with a regular student for reading aloud and “follow along” technique.
3. Provide more basic textbooks.
4. Utilize books on tape.
5. Repeat all directions orally.
6. Provide student with key vocabulary- “cut and paste” supply of words and pictures.
7. Create a file of picto-cards for the student.
8. Provide step-by-step written instructions.
9. Allow the student to type out exams and assignments instead of handwriting them.
10. Allow the student to dictate into audio recorder.
11. Provide a structured learning environment.
12. Teach organization and study skills.
13. Post daily schedules and assignments.
14. Utilize demonstrations.
15. Teacher will discretely notify the student ahead of time that s/ he will be called on.

Teaching Strategies for Students with Communication Disorders

1. Gain the student's attention before speaking to make sure that he/ she is listening.
2. Get down on the child's eye level to talk whenever possible. Stay within three feet and face the
the
child to provide clear visual and auditory information.
3. Speak clearly and repeat important words but use a natural speaking intonation.
4. Reduce distractions by using moveable barriers to create small areas in a classroom where
small group and one-to-one interactions can take place.
5. Check with the student to see if directions and new information are understood.
6. Elaborate on what the student says by adding words to the student's utterances.
7. Use visual supports to help student understand what s/ he is hearing. For young students:
point to objects, pictures, or people and gesture when talking. For older students, provide
written as well as verbal instructions.
8. Turn off record players, radios, recorders, and television(s) playing in the background.
9. Repair noisy appliances that make it hard to hear speech clearly.
10. Close doors and windows if there is noise that makes it hard to hear.
11. Model desired language by encouraging the student to describe ongoing activities.
12. Respond immediately and consistently to a student's communication attempts.
13. Read frequently with the students, labeling and describing pictures and referring to his/ her
own experiences.
14. Pause to give the student time to talk.
15. Play word and listening games in which children listen to familiar patterns and fill-in words.

Teaching Strategies for Students with Physical Disabilities or other Health Impairments

1. Allow speaking instead of writing, for students who have difficulty with written expression.
2. Use a speech synthesizer.
3. Allow writing instead of speaking, for those students who have difficulty with oral expression.
4. Allow computer-print output.
5. Give handouts.
6. Adapt writing tools.
7. Explore assistive and adaptive technology.
8. Allow students more time to complete assignments.
9. Arrange peer tutors.
10. Abbreviate assignments.
11. Change seating arrangements.
12. Encourage those students to inventory their abilities and strengths.
13. Discuss incidents that may happen or have occurred at school (an epileptic seizure, an insulin reaction), and ask students to decide how they could help or how they should behave during such an incident.
14. Create more workspace by providing physically disabled students larger desks/ tables.
15. Use E-mail for help sessions, and videotape or audiotape lessons.

Teaching Strategies for Students with Visual Impairments/ Blindness

1. Organize Braille worksheets or large print worksheets in advance so they can be handed out with those for the other students.
2. If Braille worksheets are going home for homework, staple a print copy on top for the parents.
3. Utilize a Braille printer for all comments, worksheets, tests, etc.
4. Provide descriptions to aide the student in finding an item instead of getting it for him/ her.
5. Use names when calling on children rather than visual cues.
6. Provide precise verbal descriptions in place of vague statements when modeling an action.
7. Verbalize what you write on the board or on an overhead, spell out words where appropriate.
8. Let the blind student ask for help, do not force it on the individual.
9. Introduce everyone in the room (including pets) when a blind person enters.
10. Do not avoid using the word see, it is ok to use phrases like “see you soon.”
11. Show the blind individual each new environment by telling details about the location of rooms and items.
12. Speak directly to the individual in a normal tone of voice; do not ask someone else to speak for the student with visual impairments.
13. Provide enlarged text for students with visual impairments (such as on computer monitors and on sheets).
14. Eliminate unnecessary noise: do not speak too loudly, for it tends to increase classroom volume level.
15. Place the student with visual impairments/ blindness desk close to the teacher’s desk, the blackboard, and the classroom door.

Teaching Strategies for Students with Hearing Impairments

1. Face the student when speaking and be sure that the student is looking at you.
2. Provide the student written instructions and summaries of the lesson outlines, key vocabulary words, and assignments in handouts or on the board to assist the student.
3. Provide favorable seating- near the teacher and away from background noise.
4. Speak clearly but naturally, and rephrase and restate instructions and directions.
5. Keep mouth visible- do not turn away or cover one's mouth.
6. Use gestures, body language, and facial expressions to support communication.
7. Insist on one speaker at a time and reduce general noise in the classroom.
8. Use open ended questions that invite interactions and wait for student response.
9. Get the student's attention with a soft touch or visual sign and keep eye contact.
10. Check comprehension of instructions or content of lessons. Ask the student how they plan to complete an assignment instead of asking them if they understand.
11. Use a note taker where possible to record information. This allows the student to fully attend to the conversation.
12. Allow interpreters (oral and signing) to assist in group situations and provide them a little extra time to finish transferring the speaker's message.
13. Repeat answers given by students seated behind the hearing impaired student.
14. Invite full participation from the student who is hard of hearing and ensure that turn-taking occurs.
15. Allow the hearing impaired student to participate in the lesson by pairing him/ her with a buddy.

Teaching Strategies for Students with Mental Retardation

1. Break every task down into individual steps. Go slowly and repeat the step to ensure that student learns one step completely before adding the next step.
2. Repeat short exposure to the same material instead of teaching a simple, lengthy lesson.
3. Ask student to explain in their own words the subject of a lesson or discussion before proceeding to the next step.
4. Use a consistent routine in class.
5. Incorporate the student's community to teach a lesson whenever possible, so that s/ he can connect the material to real life.
6. Modify abstract concepts into concrete situations. Avoid using generalizations.
7. Practice with the students ways in which they can be more careful, efficient, or effective.
8. Include life skills as much as possible when teaching academic lessons. Teach through using everyday machines and everyday interactions.
9. Avoid audio and verbal distractions by placing student away from windows and doors.
10. Pair student with a regular student when doing class assignments.
11. Simplify questions so they are more understandable and easier to answer.
12. Reduce number of questions/ problems to answer, and vocabulary/ spelling words to memorize.
13. Use passive observation/ modeling instructional techniques.
14. Allow student to compute math problems using manipulatives.
15. Prepare the child to think about numbers in sets and to match numbers and objects.

Teaching Strategies that work with Students with or without Exceptionalities

1. Make sure teacher has student's attention before conducting lesson.
2. Provide students step-by-step instructions, and create checklists.
3. Simplify instructions on in-class and homework assignments.
4. Promote one-to-one interactions with other students to promote social skills.
5. Place students in a classroom away from audio or visual distractions.
6. Create a structured environment with predictable routines.
7. Eliminate unnecessary noise: do not speak too loudly, for it tends to increase classroom volume level.
8. Post daily schedules and assignments.
9. Teach organization and study skills.
10. Structure schedules, which communicates expectations about the use of time.
11. Communicate regularly with students- conversations, notes, and journals.
12. Reward positive "on-task" behavior with reward system.
13. Allow the student to type out exams and assignments instead of handwriting them.
14. Check with the student to see if directions and new information are understood.
15. Encourage students to inventory their abilities and strengths.