

- Use both oral and printed directions.
- Give directions in small steps, and in as few words as possible. Leave pauses between each step so student can carry out process in his/her mind.
- Provide immediate feedback.
- Allow for shorter assignments. (Quality vs. Quantity)
- Provide a designated note-taker or copy of other student or teacher notes.
- Teach the use of acronyms to help visualize lists.
- Have the student repeat directions.
- Provide highlighted or color-coded materials.
- Allow the use of a tape recorder, word processor, calculator and computer.
- Provide a checklist of work to be completed or steps to following completing an assignment.
- Use graph paper to help space letters and numbers.
- Use computer software for reinforcement.
- Seat the student close to the teacher; distance affects interest.
- Use a study carrel (provide extra so student is not singled out).
- Alternate spoken tasks with written and manipulative tasks.
- Show a model of the end product.
- Provide written backup to oral directions and lectures; use visuals via whiteboard, overhead, video, etc.
- Give cues to begin work.
- Provide all necessary materials.
- Introduce assignments carefully so student knows what is expected.
- Provide time suggestions for each task.
- Check on progress often in the first few minutes of work.
- Provide advance organizers.
- Deliver a predetermined signal (e.g., clapping hands, turning lights off, etc.) before giving verbal instructions.
- Call the student by name prior to delivering oral questions and directions.
- Follow a less desirable task with a highly desirable task, making the completion of the first task necessary to perform the second one.
- Make certain that eye contact is being made when delivering oral questions and directions.
- Provide the student with more than one exposure to visual information prior to requiring him/her to remember it.
- When a student is required to recall information, provide him/her with visual cues to help him/her remember the information previously presented (e.g., using key words printed on the chalkboard, exposing part or all of a picture).
- Teach the student to learn sequences and lists of information in segments (e.g., telephone numbers are learned as 520, then 442, then 7906, etc.).