



# SKILLED INTERVENTIONS THAT REPRESENT SPECIALLY DESIGNED INSTRUCTION FOR THE SLP



## SCHEDULE/ENVIRONMENTAL ACCOMODATIONS

- Adapt lunch setting to reduce sensory stressors
- Adapt recess with adult lead activities to increase peer interactions
- Give additional opportunities for practice
- Have someone read a test to them
- Identify and limit distractions
- Issue early dismissal from class to get to locker and to next class
- Keep days and activities structured
- Offer preferential seating away from distractions, windows, doors, speakers, and air vents...
- Offer preferential seating for hearing/audio
- Offer preferential seating-sitting near the front (or in their area of preference, such as left or right visual field)
- Provide "hot pass" or cool off card which is a card the student gets and they can leave class, flash the hot pass to the teacher, and go to office, guidance counselor, nurse (designated ahead of time) to cool off, if they feel a negative behavior coming on
- Provide a quiet area to complete the work or take a test
- Provide access to resource room or learning support room
- Provide extra time to finish the work/reading given
- Provide high contrast materials, limited visual clutter
- Provide peer tutors
- Provide recess and group activities to be designed with IEP goals in mind
- Provide small group instruction
- Structure seating arrangements

## ACCOMODATIONS FOR TRANSITIONS

- Give advance notice of transitions
- Have visual cues in hallways to guide child to next classroom or cafeteria
- Offer personal time outs to regroup and prepare for transition
- Provide a variety of picture schedules
- Provide time warnings and increased transition time

## TOOLS, EQUIPMENT, AND ACCOMODATIONS

- Allow use of preferred writing implement
- Develop a sensory diet
- Offer stress-reduction objections (squishy balls)
- Place written schedules on locker, lunch box
- Practice yoga, meditation, relaxation techniques
- Provide a study guide
- Provide adaptive equipment-pens, pencils, calculators, large print books, audio, etc.
- Provide an extra set of text books-1 set for home, 1 for school
- Provide audio recordings
- Provide choice cards
- Provide graphic organizers
- Provide notes, outlines or organizers with key concepts or terms highlighted
- Provide special seating-seat pads, sit-on exercise balls, etc.
- Provide video/audio recordings
- Provide visual charts
- Provide visual cues in locker, lunch box, on desk
- Provide visual schedules
- Remind student to wear glasses/hearing aid (teacher check chart)
- Use a scribe or oral testing to open ended or essay formats
- Use spelling dictionary, spell checker
- Use FM headsets to either have blocking out music, or FM transmission of teacher speaking, use over-the-ear headphones that block out outside noise
- Utilize a voice recognition software
- Utilize ear plugs or headphones
- Utilize emotions cards
- Utilize mnemonics
- Utilize pencil grips, slant boards
- Utilize rewards charts

## LANGAUGE BASED ACCOMODATIONS

- Allow 5 or 10 second (whatever child needs) processing time when a request is made
- Chunk down verbal instructions
- Do not use sarcasm or inferences when communicating with student
- Explain metaphors and double meanings
- Have someone read the material to them
- Limit oral questions to a manageable number
- Minimize the use of open ended questions
- Provide activity based learning
- Provide direct feedback in appropriate settings
- Speak slower
- Use clear, concise instructions at the child's ability
- Use literal language
- Use of first\_\_\_\_, then\_\_\_\_\_.
- Use only 1 question or instruction task at a time if child cannot do 2-3 part questions
- Utilize concise, direct prompts

## PEOPLE AND PEER BASED ACCOMMODATIONS

- Create a buddy system for unstructured times
- Create a special sign or signal between teacher and student to notify student of something
- Encourage but do not force eye contact
- Establish education sessions for peers to help them understand disability
- Establish facilitated socialization at recess & breaks
- Pair with student prior to learning a new task
- Provide role playing-both with successful and undesired outcomes (ie-troubleshooting)
- Set up opportunities for child to self-advocate
- Use cooperative games rather than win/lose
- Use role play
- Utilize peer modeling-appropriate play, interaction
- Utilize peer to peer tutoring as appropriate
- Utilize social stories
- Utilize structured social skills groups
- Watch or create their own videos of social stories/interactions and ask to explain



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## SENSORY ACCOMODATIONS

- Bring awareness to sensory issues—smells, sounds, lighting; adjust as appropriate
- Give sensory breaks—have child carry down attendance sheets or just a few envelopes down to office to allow for movement
- Provide timed bathroom breaks (every 60, 90 120 minutes)
- Schedule sensory breaks/use of a timer

## BEHAVIOR ACCOMMODATIONS

- Intersperse preferred and non-preferred tasks
- Provide brief outside (run around) time
- Provide frequent reinforcement for desired/positive behaviors
- Provide intangible reward system (high-five, verbal praise...)
- Reward time spent with preferred staff person
- Sit on personal carpet square (designated space)
- Utilize agenda check list for check-ins with preferred staff member
- Utilize task strip with preferred activity at the end
- Utilize token board/economy

## TESTING AND ASSIGNMENT ACCOMMODATIONS

- Break down tests into segments
- Establish permission to hand in all assignments late, as pre-determined
- Have child write down verbal questions to aide in processing
- Have homework assignments chunked down by teacher to define each task
- Have longer assignments broken down and scheduled out in pictures or words
- Intersperse easy and difficult demands on a 80/20 basis (and work to increase)
- Mask test items so only single questions are visible
- Modify assignments to only include essential content
- Provide alternatives for completing assignments (typed instead of written, or verbal)
- Provide facilitated experiences
- Provide frequent test breaks with opportunities to move
- Provide pre-teaching information, then post-teaching afterwards
- Provide testing in a study carrel
- Provide testing in the morning only
- Schedule monthly, weekly or bi-weekly phone or in person conferences with parents (progress monitoring)
- Use of a timer to complete assignments

## ADDITIONAL INTERVENTIONS

- Create and utilize a journal
- Guide student through real life situations, when appropriate and will not cause a distraction
- Have AM/PM check in with preferred staff person
- Have test format to tap "recognition memory" such as matching or multiple choice rather than fill in blank without a word bank
- Incorporate child's personal interests into activities whenever possible
- Provide with calming strategies
- Show example of completed projects
- Use prompt hierarchy
- Utilize alarms as reminders—phone, wristwatch, etc.
- Utilize to-do lists
- Utilized a picture calendar or schedule

## REFERENCES-

Adapted from: <https://adayinourshoes.com/printable-list-of-strategies-sdis-for-your-iep-meeting/>