

Appendix B

Classroom Modifications

Suggested Classroom Modifications

- Provide preferential seating close to the teacher and away from sources of noise.
- Establish attention prior to giving directions.
- Establish and maintain attention to task.
- Periodically monitor and re-establish attention during the lesson.
- Periodically monitor and re-establish attention to task.
- Frequently re-establish attention during lessons.
- State the topic at the beginning of the lesson.
- Provide visual cues to support auditory input.
- Repeat directions, when needed.
- Repeat directions, chunking key ideas, when needed.
- Repeat directions, chunking key ideas, and providing pauses between idea clusters, when needed.
- Chunk key ideas and provide pauses between idea clusters when presenting novel or complex auditory information.
- Chunk key ideas and provide pauses between idea clusters when presenting information auditorily.
- Summarize main points of lesson.
- Periodically summarize main ideas in the course of the discussion.
- Provide pictorial word banks of key terms as frequently as possible.
- Provide word banks of key terms to facilitate vocabulary development.
- Provide word banks of key terms to facilitate word retrieval as frequently as possible.
- Provide word banks of key terms to facilitate vocabulary development and word retrieval.
- Model (rather than correct) accurate structural and semantic forms and speech sound usage should errors occur.

SPEECH AND LANGUAGE PROCEDURAL GUIDE

- Model (rather than correct) accurate structural and semantic form usage should errors or dialectical variations occur.
- Model (rather than correct) accurate speech sound usage should errors occur.
- Model (rather than correct) accurate use of the ____ sound should errors occur.
- Model accurate and smooth production of multi-syllabic words using visual and motor cues to facilitate production.
- Model accurate semantic usage without disrupting meaningful conversational exchange should word retrieval errors occur.
- Model accurate semantic usage without disrupting meaningful conversational exchange.
- Allow additional time to formulate responses.
- Allow additional time to formulate responses providing assistance for word retrieval through presentation of initial sound cues and similar strategies.
- Allow additional time to formulate responses providing assistance through presentation of clausal connectors such as “which”, “that”, “because”, and the like.
- Positively reinforce appropriate use of eye contact to support communication.
- Provide guidance in tasks that require critical thinking and inference.
- Supply the target word if word retrieval strategies are unsuccessful and frustration is apparent.