

**WORKSHEET FOR GENERAL-EDUCATION CLASSROOM MODIFICATIONS FOR GIFTED STUDENTS WITH DISABILITIES (some of these are on the IEP form, limit to no more than 10, and must be communicated to all of the student's teachers.)**

The following modifications may be necessary in order for \_\_\_\_\_ (student's name) to be successful in his/her general-education and gifted-education classes.

**I. MODIFICATIONS THAT REQUIRE DIRECT ASSISTANCE FROM THE SPECIAL EDUCATION PROGRAM OR TEACHER.**

- Allow students to work with special education personnel to type papers, assignments, reports
- Provide student with assistance in proofreading papers, assignments, reports
- Assist in the monitoring of homework assignments
- Assist in monitoring of disciplinary problems
- Provide student with assistance in developing planning strategies for projects, assignments, reports, etc.
- Provide student with assistance in developing strategies to study/prepare for tests
- Allow student to take regular classroom tests within the special education classroom setting
- Other \_\_\_\_\_

**II. MODIFICATIONS RELATED TO NON-STANDARDIZED TEST TAKING**

- Change the number of required tests to \_\_\_\_\_
- Replace the test with alternative assignment(s)
- Reduce the length of the test
- Divide the test into smaller sections which then are administered separately
- Use more objective test items (fewer essay responses)
- Reduce the reading level of the test (paraphrase, etc.)
- Provide written "reminders" that appear on the test itself (e.g., "Watch our math sign")
- Read test items (especially math work problems) to student
- Clearly present test directions to student and privately check to see if they are understood
- Allow student to take the test alone
- Allow student to take the test in the special education classroom
- Allow student to take the test as a "take home" test in order to provide extended test taking time
- Allow student to have more time in class to complete the test
- Allow student to refer to class notes and textbooks while taking the test
- Allow student to dictate or tape record responses to test items rather than write them down
- Allow student to use the following "technology" device while taking the tests:  
\_\_\_\_\_ Computer \_\_\_\_\_ Typewriter \_\_\_\_\_ Calculator \_\_\_\_\_ Spell-checker Other \_\_\_\_\_
- Other \_\_\_\_\_

**III. MODIFICATIONS RELATED TO GRADING AND ASSESSMENT**

- Student will function under same grading system as other students
- Student will function under same grading system as other students with the following exceptions: \_\_\_\_\_
- Student will function on a pass fail system

- Student will function on an “attendance only” pass/fail system
- Student will receive credit (Cr.) if his/her work demonstrates effort
- Assignment and tests will be graded with reference to “correct/acceptable” portions rather than by numbers or portions “wrong”
- Assignments and test will be graded on percentage correct, to give the student credit for accuracy and effort
- Reversals and transpositions of letters and numbers will not be marked wrong; rather, they will be pointed out for correction
- Student will not be penalized for spelling errors, except for specific “spelling assignments”
- Student will not be penalized for handwriting problems, except for specific “penmanship assignments”
- Student will receive credit for oral participation in class
- Student will be graded only for the specific skill being taught (e.g., If the grade is for social studies, the student will not be graded on his/her ability to read the textbook; rather, he/she will be graded on knowledge of social studies content)
- Other \_\_\_\_\_

#### **IV. MODIFICATIONS TO HOMEWORK AND IN-CLASS ASSIGNMENTS**

- Reduce student’s amount of homework (especially lengthy reading assignments)
- Insure that student has a written copy of all homework assignments at the end of each day
- Avoid having student recopy handwritten work; the paper of ten in not improved and the student’s frustration is increased
- Allow student to dictate homework answers to parents with parents writing the dictated responses
- Avoid placing student in competitive academic situations
- Brief student on key points before starting assignment and make sure he/she understands the assignment
- Work with student to create contracts for assignments
- Allow student more time to complete pencil/paper assignments
- Allow student choices for some assignments
- Break down student’s assignments so that he/she is not overwhelmed and can achieve a sense of completions as each section is finished
- Allow student to use cursive writing for assignments when printing is a problem area
- Change the format of the assignment (e.g., fewer paragraphs and problems)
- Present reading assignments on cassette tapes
- Physically divide or cut-apart assignments (particularly math) into sections so student does not feel overwhelmed by the amount of work required
- Space problems farther apart on the page so student is less distracted and less likely to lose his/her place on the page
- Allow student to tape record assignments
- Allow student to type assignments or use a computer
- Allow student to write partial-sentence answers rather than write complete sentences
- Allow student to use alternate (non-traditional) ways o present knowledge and research (e.g., demonstrations, role-play, drawings, and models)
- Allow student to give reports orally from notes rather than having to write detailed reports
- Other \_\_\_\_\_

## **V. MODIFICATIONS IN THE WAY INFORMATION IS PRESENTED IN CLASS**

- Repeat instructions and directions
- Provide more detailed directions
- Quietly and individually repeat directions to student; then have student repeat and explain directions
- Accompany oral directions with written directions (either on the blackboard or on paper) to which student can later refer
- Provide student with an overview of each day's lesson/activities, preferably using a graphic organizer
- Present student with an outline of the instruction before the actual instruction begins
- Focus instruction around the student's interest area(s)
- Allow student to do independent research projects
- Provide instruction that allows the student to make choices (e.g., via learning center materials)
- Utilize peer tutoring
- Speak more slowly
- Use handouts, transparencies, maps and charts to emphasize major instructional points
- Provide visual input of information (e.g., films, diagrams, video, illustrations, posed assignments, speakers)
- Provide auditory input of information (e.g., tape recordings, music, oral presentation of directions)
- Provide tactile/kinesthetic input of information; for example use manipulatives, models, computers, hand-on experiments and projects, dramas, field trips and/or allow student to Silly Putty, Koosh balls, chewing gum for tactile stimulation while working
- Other \_\_\_\_\_

## **VI. MODIFICATIONS IN THE WAY STUDENT OBTAINS CLASS INFORMATION**

- Provide student with referred seating
- Utilize cross-age tutoring
- Provide opportunities for student to work with another student to avoid problems with reading the material, doing computation, or writing information
- Allow student to record lectures
- Allow student to copy class notes from another student who does not have academic difficulties
- Allow another student take class notes using carbon paper and share the copy with student
- Provide student with copies of teacher's notes/overheads
- Present advanced organizers to student before lecturing/teaching
- Put an outline of teaching lesson on the board and referring to while teaching
- Other \_\_\_\_\_

## **VII. MODIFICATIONS TO TEXTBOOKS AND WORKSHEETS**

- Allow student more time to complete worksheets
- Provide student with tape recording of written materials.
- Breakdown the worksheets so student is not overwhelmed by the amount of material that must be read and accomplished
- Provide outlines to textbook material or have the student develop outlines
- Underline or color-code key words or concepts in textbooks

- Provide hints or reminders on student's worksheets (e.g., "Watch your signs"). This can be more abstract than color-cueing thus serving as a transition away from such cueing
- Reword math story problems so student can demonstrate his/her ability to use math processes rather than his/her reading ability
- Physically divide or cut-apart math worksheets into sections so that student is not overwhelmed by the amount of work required
- Space problems farther apart on the page so student is less likely to lose his/her place
- Other \_\_\_\_\_

### **VIII. MODIFICATIONS INVOLVING THE USE OF "COMPENSATORY" TECHNIQUES**

- Allow student to use typewriter
- Allow student to use calculator
- Allow student to use computer with spell-check and grammar-check programs
- Allow student to use hand-held spell checker
- Allow student to use tape recorder (preferably a "variable speed" recorder)
- Allow student to use "books on Tape: from the National Recording for the Blind Program or other sources
- Allow student to use "Books on Tape" from the National Recordings for the Blind Program or other sources
- Allow student to use pencil grip or writing frame to improve handwriting
- Allow student to use graph paper to help organize writing and math work
- Allow Student to use colored plastic film over reading material to improve reading ability
- Other \_\_\_\_\_

### **IX. MODIFICATIONS IN DISCIPLINARY INTERVENTIONS**

- Ignore inappropriate behavior that is not drastically outside classroom limits
- Provide a quiet, neutral area in the room (not a corner or closet) where student can go to "cool-off"
- Implement and adhere to an effective behavior modification program
- Arrange a regular time to talk privately with student regarding his/her behavior
- Recognize and record the student's on-task behavior
- Provide student with acceptable ways to show his/her creativity without disrupting the class
- Avoid placing student under time pressures
- Avoid placing student under the pressure of competition
- Other \_\_\_\_\_