

LD Classroom Adaptation Toolbox

I. Tools to address attention and concentration issues

TOOLBOX ITEM	REASON FOR USE
A. Disposable foam ear plugs or noise blocking headphones	To cancel out distracting noises.
B. A timer or a stopwatch to monitor periods of concentration (cell phones and computer “timer” apps could also be used)	To pace student work, indicate time remaining, or set milestones for segmented work.
C. A “scheduled tasks” personal sized white board	To keep attention focused on activity schedule and to compensate for memory problems.
D. A selection of colored highlighters	To draw attention to specific marked items.
E. A selection of colored overlay transparencies	To establish a more comfortable balance between print and background.
F. Polarized or tinted glasses	To reduce glare from paper or harsh lighting.
G. A ball cap with a brim or visor to block glare from florescent lights	To reduce glare from lights or sunshine.
H. A reading light with special full spectrum bulb	To better illuminate student work and provide a natural light spectrum.
I. A cardboard divider to block visual distractions and make a private study area (a foam board “science experiment board” work nicely)	To eliminate visual distractions by person sitting on either side of the student. To maintain focus on work at hand. To establish an “office” for the student to work in.
J. Access to “energy snacks” (provides nutrition as well as a “break”)	To compensate for nutritional “lows” and provide a source of energy.
K. Instructional templates dealing with assignments, to-do lists, calendars, etc.	To focus or sequence student attention. To provide reminders or a visual structure for organizing work. To provide “organizers” to help student remember and/or sequence tasks.
L. Small Post-um note that can be placed on page edges with arrows, notes (i.e. “start here,” “read pp. 4-6” etc.)	To provide written memory or organizational aids. To provide physical markers to facilitate locating information. To provide a movable “help note” that can be moved from text to assignment sheets, etc.
M. Index cards onto which you write daily work	To provide flexible practice and drill activities. To

assignments.	provide material for “flash cards” or “reminder notes”
--------------	--

II. Tools to address memory issues

TOOLBOX ITEM	REASON FOR USE
A. Pocket note pad for writing down assignments, things to do, etc.	To provide a written reference that can be consulted in order to refresh memory.
B. "Avoid verbal orders" (carbonless copies of job assignments) pad	To provide a written reference that would refresh the student about assignments, tasks, etc.
C. Index cards of various sizes and colors that flash cards can be made from	To provide a written reference that would be easily transportable and sorted if necessary.
D. Metal rings for organizing punched flash cards into groups. Rubber bands for grouping cards by topic	To provide the capacity to combine index cards into flash card decks or groups of reference cards.
E. "To Do" pads of various sizes and types	To provide a written reference of pending projects and their degree of completion.
F. A deck of cards for memory practice	An easily carried and enjoyable device for engaging in a variety of games to build memory skills.
G. A directory of memory practice web sites or the same sites saved on the computer as a “favorites” directory	A central reference sheet where students could find games, “brain builder” and other references. Combine with screen reading capacity for poor readers.
H. Pocket tape or digital voice recorder	A portable way of recording any spoken message, directions, lecture, etc. Compensates for weak note taking skills.
I. An electronic pen that takes notes	A portable way of recording any spoken message but does not require any additional devices other than the recording pen.
J. Instructional templates dealing with memory	A written reference guide for students who may have difficulty remembering directions or steps needed to complete an assignment. (Teacher made)
K. Inexpensive memory game booklets for use during spare time (see “brain teasers” section in book store)	Small pocket size word games, crossword puzzles, brain teasers, for use at home or during breaks.
L. Math facts, state capitals, famous people flash	Pre-printed flash cards of math facts, states, etc. See web

cards for memorization practice.	sites of prepared flash cards referenced in Adapted Instruction.
----------------------------------	--

III. Tools to address comprehension issues

TOOLBOX ITEM	REASON FOR USE
A. Various templates to teach outlining and organizing skills	A written reference guide for students who may have difficulty remembering directions or steps needed to complete an assignment. (Teacher made)
B. Inspiration software for concept and vocabulary mapping or other “graphic organizers”	A relatively inexpensive but quite powerful tool for developing various types of mind maps.
C. "Story line" paper	A roll of paper that the student to can use to write stories horizontally in order to emphasize the temporal sequence of events being written. The paper is unrolled from left to right to show passing time.
D. Books on tape or teacher read material on CD, cassette or MP3	Free at a local library the tapes can be played on a computer or inexpensive CD player. Provides a wealth of opportunities for listening to quality vocabulary, and developing auditory comprehension skills.
E. Video tape library designed to teach essential elements of history, science, and geography	Can be played on any VCR DVD player or web based video sites, “educational” materials from the PDS, History Channel or many colleges and universities can be played to build a base of information in long term memory.
F. Clear transparency sheets with "vis a vis" write on felt tip erasable pens	Provides an temporary and easily erasable base for completing workbooks, drill sheets, or reading materials that are not expendable. For example, a memory game can be completed and then erased leaving the puzzle to be used by another student.
G. Books on idioms or vocabulary that are heavily illustrated	Builds recall of common phrases while building a base of knowledge of phrases, saying, clichés, etc.
H. Magazines of easy readability covering varied topics	Free from friends and neighbors, the photos can be cut out and pasted onto index cards for memory drill. Contains the raw material for developing long tem recall

	of people, places and things.
I. Templates dealing with analysis and organization of information	A written reference guide for students who may have difficulty remembering directions or steps needed to complete an assignment. (Teacher made)
J. A Franklin talking dictionary	An electronic device that students can look up words, find meanings and hear the word spoken.
K. Vocabulary flashcards and vocabulary builder templates	Decks of cards that can be build for any topic. Extensive Internet sites can be found that provide templates for flash cards.
L. Inexpensive pocket camera, some ideally linked voice capacity	Students can build personalized photo decks containing photos of their house, neighborhood, friends, work, etc. which can be used for vocabulary practice and language drills.

IV. Tools to address severe reading difficulties

TOOLBOX ITEM	REASON FOR USE
A. Books on tape to be used with personal cassette, CD or MP3 player	Free at a local library the tapes can be played on a computer or inexpensive CD player. Provides a wealth of opportunities for listening to quality vocabulary, hearing sophisticated vocabulary and developing auditory comprehension skills.
B. Kindle, Sony Reader, etc.	An electronic reader with high motivation value that can be set to read stories aloud to students (check that a specific machine has this capacity) Exposes students to any printed book.
C. Teacher or other student recorded texts and worksheets. Inexpensive recorder needed	Provides the capability for students to hear any materials that may be required “reading” in class. Provides opportunities for multiple exposures to the same material.
D. Small tape or digital voice recorder (for reading text to with students and given to them for practice reading)	Allows a student to record their own reading for later listening or for taking “samples” of their skill development over a period of time. With teacher recorded material, repeated listening can build familiarity

	and reading fluency.
E. Text to speech software on a computer that is available to the student	Allows student to listen to any text that is viewable on the screen. Many “free” versions are available and more sophisticated software is available for purchase.
F. Electronic flashcards with audio tracks	Allows a student to hear the “correct” information contained on an electronic flash card. Can be made with generic software such as MS PowerPoint.
G. Drill and practice booklets that are phonetically controlled	Available as practice materials to accompany several phonemic reading systems, the books expose students to controlled reading content that avoid exposure to phonetic “rules” being learned.
H. Phonetic sound-symbol regulated flash cards	Flash cards that can contain any of a variety of phonetic marking systems to provide students with visual clues as to the correct pronunciation. (Teacher Made)
I. Low level vocabulary and phonetically regulated readers	Teacher or student made and printed short “books” that students can use for repeated readings. Easily made with any word processing or document development software.
J. A cardboard or plastic guide to help students to keep their place	Provides a guide to help students visually keep their place on a page.
K. Scanned picture dictionary with audio pronunciation	Provides pictures of vocabulary words. Can be cut from any Internet site or from a “clip art collection.” Allows a student to practice independently. Student can modify pictures with titles written in their native language.

V. Tools to address organization and planning issues

TOOLBOX ITEM	REASON FOR USE
A. Daily and weekly calendar, day-timer, organizer	Provides graphic reminders of important events, assignments, duties or announcements. Can be large for group use or small for individual use.
B. Pocket calendar with area for daily assignments	Provides an easy carry general memory reference. Can also become a central repository of information much as professionals use a “day timer”.
C. Large classroom "write on" calendar	Good for giving students a “view of the future” so that

	they have notice of upcoming events and/or do long range planning.
D. Post-um notes of various types, sizes and colors	Provides easy to use movable “reminders” that can convey notes, directions, definitions, etc. Can be used for multiple purposes by moving them to a different place, for example, put inside a story for vocabulary reference and placed together on a single piece of paper and used for vocabulary drill. Colors can convey meanings such as urgency, area of study, etc.
E. Various "org chart" templates showing part to whole relationships	Provides graphic frameworks for organization of materials.
F. Various "timeline" templates showing sequence or temporal relationships	Provides graphic framework for items involving time sequence or steps in a process.
G. Colored pens and markers	Provides opportunity to color code information. May be more motivational than regular pencil.
H. Adhesive start here, sign here, read this, organizational aids	Provides obvious visual references to tasks that should be done. Small Post-um Notes can also be used for this purpose.
I. Laminated “steps to take to” guides that students can use when solving common problems	Provides a reusable visual guide or checklist of steps in a process.
J. Access to several types and sized “to do” lists	Provides a written record of tasks to be completed. Good for a variety of purposes.

VI. Tools to address writing difficulties

TOOLBOX ITEM	REASON FOR USE
A. Electronic pocket recorder for dictation of stories	Use for students who have difficulty with writing to record test answers and stories. Clearly illustrates that writing is simply oral language in a written code.
B. Speech to text software that is accessible	Use with students who have writing difficulty. After “learning” the student’s voice, the software can translate their speech into text.
C. Note taking electronic pens	Use for students who have writing difficulty. Can take an auditory recording of lectures and/or notes.

D. Special computer mice, track pads, keyboards and touch screens	Use for students with coordination difficulties. Enables alternative movements to control electronic devices.
E. Special paper with embossed or bold lines of various thicknesses	Provides physical feedback to the student when their writing crosses above or below the desired line.
F. A cardboard or plastic guide to assist students to write within given boundaries	Provides a physical barrier below or above which the student cannot move their pen or pencil. Aids in handwriting and printing.
G. A spiral sketchpad for students to draw mind maps and conceptual diagrams	Provides an opportunity for students to respond in the form of graphics or visual diagrams rather than in written words. Allows expression of concepts while reducing need to write and spell.
H. A keyboard specially adapted with larger keys	Use for students with coordination difficulties. Enables alternative movements to control electronic devices.
I. A digital camera with sound and video capacities	Students can build personalized photo decks containing photos of their house, neighborhood, friends, work, etc. which can be used for vocabulary practice and language drills.

VII. Tools to address visual difficulties

TOOLBOX ITEM	REASON FOR USE
A. A page enlarger or magnifying glass.	Enlarges any printed material and allows for better visual discrimination.
B. Reading glasses of various strengths	Enlarges text so that students with mild visual problems can read it. Can be used for visual screening of visual acuity problems.
C. A computer to display enlarged text or increase text/background contrast	Allows for the enlargement of materials on the computer screen. Ability to change background and text color can help students with figure-ground difficulties.
D. A copier that can enlarge text	Provides for the enlargement of print materials that aids students with mild visual acuity problems.
E. A computer projector for display on a wall or screen	Provides opportunities for class discussion of visual material. Aids motivation and ability of student to physically interact with materials.

F. A black magic marker and white cardboard stock paper	Provides a high contrast visual that draws attention. Use of cardboard makes the materials more permanent. Can be used for word lists or creation of manipulative aids, for example making fractional units.
G. Graph paper with various sized grids	Provides visual markers that help students to keep their writing in a straight line, horizontally or vertically. Aides in handwriting neatness. Provides a printed background that aids organization.
H. Various colored papers and pens for “high contrast” text	Provides for type/writing color and color background contrast.

VIII. Tools to address mathl difficulties

TOOLBOX ITEM	REASON FOR USE
A. A speaking calculator	Provides auditory feedback as keys are pressed.
B. A simple calculator with large keys and display	For use with students with poor visual acuity or poor fine motor control.
C. A measuring tape and/or ruler that shows fractions in written form	Provides clearly stated fractional units rather than lines that need to be translated.
D. A variety of clearly marked measuring devices	Provides opportunities for actual hands-on measurement.
E. A Fraction to decimal conversion table	Provides a quick reference to the most common fraction to decimal conversions.
F. Addition, subtraction, multiplication and division matrices on card stock and laminated.	Provides sturdy reference sheets for students who have difficulty memorizing basic math facts.
G. Transparent calculator for use with overhead projector	Provides a large visual for use in teaching calculator use.
H. A box of plastic or foam geometric shapes	Provides physical representations of common geometric shapes.
I. Various games that require various basic math skills	Provides an enjoyable way for students to practice basic math facts in a real-life setting.
J. Personal white board with fine tip dry mark pens	Provides a high-contrast personal work area that is easily highlighted, or erased. Is motivational.
k. Preprinted and laminated “formula” reference sheets	Provides a durable reference point for the most common formulas.

Adaptive Resource Vendors

<http://www.makoa.org/computers.htm>

<http://www.specialneedscomputers.ca/>

<http://www.microsoft.com/enable/>

http://www.chestercreek.com/?gclid=CP_o6fOq6YCFY9x5QodXUwFmw

http://www.equalitytechnology.org/adaptive_devices.htm#Where%20can%20I%20shop%20for%20assistive%20or%20adaptive%20t

General References

<http://www.region10.org/dyslexia/Dyslexia-AccommModif.html>

<http://www.dyslexia-college.com/accommodations.html>

<http://www.washington.edu/doit/Brochures/Academics/psych.html>