

**Directions/  
Instructions**

- Highlight important ideas and tell students to read them first.
  - Give students a study guide to follow when they must read by themselves.
  - Provide a study guide with key terms omitted for the student to complete.
  - Have a learning buddy read aloud.
  - Provide books and other instructional materials in Braille or embossed format.
  - Provide an optical enhancer or magnifier.
  - Provide an overview of the content at the beginning of the lesson.
  - Introduce new vocabulary before the lesson.
  - Give students a summary of important questions to be answered.
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**Assignments**

- Break long assignments into parts; use a checklist outlining separate due dates for each part.
  - Have students mark assignments and due dates on a calendar or agenda:
    - provide time during class for students to note assignments;
    - initial when assignments are written by students; and,
    - ask parents to initial when homework assignments are completed.
  - Strategically reduce the total amount of work; select tasks or items that are needed to accomplish all of the learning objectives.
  - Let students use resource and instructional materials outside of class.
  - Give partial credit for late assignments or incomplete work until students are able to complete the work.
  - Give assignments ahead of time.
  - Allow additional time for class work and tests; some students with a disability use specialized communication systems (ex. sign language, finger spelling, and lip reading).
  - Use a quiet location for testing.
  - Provide extended time for testing or allow breaks during tests
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