

Specific Strategies Chart

ADD & ADHD	
Difficulties	Strategies
<ul style="list-style-type: none"> • Following directions: multi-stepped or encompassing an extended period • Following open ended writing assignments without clear requirements • Group work; a lack of focus needed to carry-out a group task, and groupmates may resent that the student seems to not be "pulling their own weight" • Following an online course schedule, turning in assignments on the correct due date • Task completion due to issues with focus and time management. • Organization in general. • Determining which information from the content is the most important or relevant. • Tests and quizzes; in particular: not completing all questions or rushing through the 	<ul style="list-style-type: none"> • Provide/Encourage organizational strategies like smart-phone reminders or posting a print schedule near their workspace. • Provide reminders within your course of important dates such as assignment due dates or project requirements. • Provide graphic organizers for more complicated concepts. • If available, consider having a clock show the time left in timed quizzes or tests.
Autism Spectrum Disorder (ASD)	
Difficulties	Strategies
<ul style="list-style-type: none"> • Oral or written responses in class discussions or assessments. • Abstract concepts, figures of speech, idioms, metaphors, humor, or words that have more than one meaning or subtext. • Reluctance to work in a group or difficulty interacting in the group. • Changes in routine, instructions, or structure of the online class. • Maintaining proper digital citizenship or etiquette. • Elaborating on a theme or providing supporting details. • Moving from a task or assignment that the student is particularly interested in. 	<ul style="list-style-type: none"> • Clarify directions so that they are concise and clear about what the student is expected to do. • Allow sufficient time for student to process your question and respond. • Provide alternate resources (diagrams, videos etc.) in addition to the provided content when covering more complex concepts. • If the student is interested in a particular topic (such as baseball), consider incorporating that interest into an assignment. • Redirect the student back to the task or discussion if needed. • Remember that students with an Autism Spectrum Disorder may have difficulty communicating with instructors or peers when providing feedback. • If you find that a student is having difficulty with abstract or symbolic language or concepts, consider offering a resource such as a link to a website which explains common idioms such as this one: http://idiomsite.com/ • Make sure that the student understands the classroom rules and expectations and stick to them!

SLD: Dyscalculia

Difficulties

- Place value, number lines, the concepts of positive and negative numbers, fractions, and the concept of "borrowing" or "carrying".
- Comprehending and solving word problems.
- Determining time sequencing of events (First, next, last).
- Completing multi-step math problems.
- Determining change in money transactions.
- Recognition of obvious patterns in addition, subtraction, multiplication, and division.
- Verbalizing math processes or steps.
- Time oriented concepts such as how to follow a calendar or schedule with days, weeks, months, years, or seasons.
- Organization in general, and specifically with keeping numbers lined up spatially while completing a math problem.

Strategies

- Encourage student to use scratch paper and calculator as needed for math computation.
- Provide visual examples of how to complete necessary calculations via diagrams, videos, or even live demonstration in a synchronous session.
- Encourage the student to use colored pencils when completing different types of math problems or different steps in the same problem.
- Devise a color coding system for your course schedules to highlight the most important information such as due dates or tests that must be completed.
- Consider assigning the student extra practice with online math fact drills to strengthen math fact skills if needed.

SLD: Dysgraphia

Difficulties

- Omitting words or letters.
- Not completing words or sentences once started.
- Not following proper grammar and spelling conventions
- Copying written items or diagrams.
- Difficulty taking notes or thinking while writing.

Strategies

- Provide copies of instructional materials not included in the content
- Allow all assignments to be typed
- Allow the student to present projects, assignments, or assessments orally when it is possible.
- Allow the student to show mastery using other modes rather than written expression.

SLD: Dyslexia

Difficulties

- Slower than average reading speed.
- Decoding and may mix up letter sounds when reading or writing.
- Reading comprehension, but experiences no difficulty with listening comprehension based on the same passage.
- Spelling on assignments and assessments.
- Producing coherent written expression within a reasonable timeframe.
- Math computation in general, especially computation involving letters and numbers like Algebra.
- Recall of familiar words or phrases.
- Responding in public forums or discussion boards.

Strategies

- Allow students to send items for public discussions directly to the instructor for assessment rather than posting them in a public forum.
- Consider not penalizing for spelling mistakes on assignments so long as it does not change the integrity of the assignment, including foreign languages when they include accent marks
- Provide audio resources such as books on tape or video when possible.
- Provide copies of instructional materials not included in the content
- Allow alternative formats for projects such as creation of a video or audio recording

SLD: Processing Disorders

Difficulties

- Recalling language oriented sounds such as lecture, but has no difficulty recalling nonverbal sounds or music
- Slow to process ideas and may have difficulty explaining their thoughts aloud
- With verbal directions, figurative language, and similar sounding words
- With comprehending complex sentences or rapid speech.

Strategies

- Demonstrate rather than explain (live session demo, video)
- Use visual/graphic organizers
- Allow extra time for responses in live sessions
- Provide clear, concise written directions

SLD: Visual/Perceptual Processing Disorders

Difficulties

- Excessive difficulty navigating the online course.
- Formatting written assignments (spacing, alignment, font size consistency etc.)
- Copying material from one place to another or alternating between multiple tabs in a browser.
- Loses place frequently while reading, which can significantly slow progress in the content.

Strategies

- Avoid deducting points for visual formatting issues on assignments.
- Allow student to respond orally when possible.
- Allow alternatives for written assignments when possible.
- Provide auditory resources for text or content when available.

SLD: Language Processing Disorders

Difficulties

- Comprehending content from spoken language.
- With written expression and reading comprehension.
- Expressing thoughts verbally.
- May be able to describe an object or draw a picture of it, but can't think of the word for the object.
- Comprehending jokes and figurative language.

Strategies

- Use simple, clear, and slower verbal communication when speaking with the student
- Outlines or graphic organizers may be useful in organizing more difficult concepts
- Provide guiding questions for assignments requiring significant written expression
- Refer to a peer tutoring program if available
- Assist student in identifying the main concepts in the units of study

Emotional/Behavior Disorder (EBD)

Difficulties

- Adhering to acceptable rules of online etiquette, including use of offensive language, posting inappropriate images, material, or responses
- Effective communication (weak self-advocacy skills, ignoring/refusal to respond to communications from the instructor, or reluctance to ask for help)
- With understanding the ramifications of making an online threat when upset
- With presenting to an audience or in front of online classroom peers in a live session
- With sensitive issues or content in an online class
- With feelings of depression over low grades or feelings of being overwhelmed with work when viewing the schedule all at once.
- With relating to other students' personal experiences.

Strategies

- Structure: articulate what is expected and maintain procedures to provide reassurance and stability
- Communication: multiple ways, multiple times, in several places
- Avoid direct confrontations: rather, state the issue objectively and provide them with a choice or suggested course of action to correct it
- Address it, document it, and move on! Avoid repeatedly addressing the same issue. Address it with the student and appropriate stakeholders as needed; let the student choose whether to engage.
- Provide positive feedback! Objectively provide feedback on concrete ways they can improve *and* look for opportunities to praise them on something they have done well. Not all students like to be publicly praised, so check first.
- Restrict access to posting and have them send their postings directly to you via email instead when a student continues to use offensive language, post inappropriate images, or derails discussions

EL (English Learner)

Difficulties

- Limited English proficiency may lead to issues with reading skills, comprehension, and content mastery.
- Students may not understand humor, abstract concepts, or literary devices such as metaphor or idiom.
- Cultural differences in body language and social cues may be misinterpreted by the instructor as the student appearing rude or apathetic when that is not the case.
- Students may feel that they are too far behind to catch up or that they are not capable of learning the material due to the difficulties with language or the amount of material they have missed.
- Higher tendency to withdraw from classes and school altogether.
- Student may not have reliable internet access in the home and may not log in for periods of time or be able to communicate via the internet.
- Parents of students in ESL programs may not speak English well enough to convey their concerns or comprehend the instructor's concern via email or phone call updates.

Strategies

- Encourage student to use an online word to word dictionary to translate unfamiliar words.
- Ensure student understand specific accommodations (like extended time) and how to follow extension policies
- Use clear, concise language, screenshots, or a screencast when conveying instructions or feedback to the student,
- Embrace their diversity
- Do not correct grammar or spelling in public spaces such as online forums or discussion boards. Always gently correct in private when needed. Provide an example for clarity.
- Use visuals such as graphics, videos, or diagrams to help explain difficult concepts. Provide captions for pictures to strengthen word recognition.
- Assist student in developing a "backup plan" for internet and computer access in case they do not have reliable access at home.

Significant Health Issues

Difficulties

- Students with severe, debilitating, or life-threatening illnesses may not be physically capable of adhering to a rigid set of due dates.
- Students admitted to an inpatient mental health or substance abuse treatment facility may encounter limited or blocked internet access and sufficient computer equipment for adequate access.
- Students who are homebound for other issues such as Agoraphobia or Panic Disorder may be very reluctant to participate in any social component of the online class including live sessions or discussion boards

Strategies

- Flexibility with due dates and class requirements. A reduction in assignments may be necessary
- Communication! Make sure to keep in touch with the student and parent so that you are aware of any ongoing or upcoming difficulties and plan for them. One caveat: weekly failure notifications can be quite stressful to student and parent while dealing with extensive medical issues. Communicate periodically about a failing grade, but focus more on progress and encouraging the student to complete work as much as possible when they are able.

Other Health Impairment

Difficulties

- Frequent "absences" or gaps in login history due to illness or medical appointments.
- Some students may have a need for additional extended time if they have a "flare" in their condition or other complication.
- Students may get behind in their coursework and need a makeup work plan developed to address missing assignments.

Strategies

- Be flexible. If a student is unable to complete work due to their documented medical condition, they should be allowed reasonable time to recover and submit their work without penalty.
- Facilitate frequent, open communication with the student and parent so that you are aware of times in which the student may be having difficulty.
- Speak with the Special Needs Team at your school for further information if a student may not be able to complete assignments. They may be able to contact the student's medical professionals for further information on how the condition may affect their academic performance.
- Offer additional resource links such as websites or recordings of your live sessions within your online course.

Hearing Impairment

Difficulties

- Accessing sound based content and activities
- Videos in the course may not be transcribed for hearing impaired students
- Due to lack of context and differences in spoken language versus sign language, some students with hearing impairment may not fully comprehend more subtle meanings or content presented in only one way.
- With composing verbal responses or verbalizing responses at all.
- With idioms and homonyms.

Strategies

- Allow students with hearing impairment to communicate with you in a way that is comfortable for them
- Keep directions brief and clear. If you need to repeat the directions, repeat them exactly without paraphrasing as much as possible
- Provide written feedback rather than audio or video feedback.
- Follow-up live sessions and phone conversations with a written email summary of the main points
- When utilizing audio or video resources in your class, make sure that you provide a transcript of the audio/video clip or captioning when available and provide alternate resources
- Try using color to emphasize important information in your announcements or documents in class

Vision Impairment

Difficulties

- With picking up on information from the classroom environment given that as much as 80% of the information received daily is transmitted by visual cues.
- In relating to peers if the student was born with vision impairment and has no recollection of a visual memory.
- Students with vision impairment must also learn to accurately and appropriately interact with their environment, communicate, and perform daily basic functioning skills while not relying on the sense of vision in addition to learning the content of their online course(s).
- Locating resources to aid in independent learning, such as computer screen readers, that can accurately read all required text in content, assignments, and assessments in their online class.
- Significant issue with completing some elements of an online class such as reading maps, observing and conducting a science lab experiment, or graphing/plotting points on a math test.

Strategies

- Encourage independence as much as possible by offering students with vision impairment resources or technology that allow them to access the content on their own. Examples: Audio books or screen readers.
- Assist the student as needed by enlarging maps or other content items
- Identify a stakeholder, such as a parent or school employee, who is available to assist the student if needed.
- Consider recording audio directions or feedback for the vision impaired student.
- Try to present important information such as emails or announcements with a dark color text on a light-colored background such as black text on white background
- Assist student in locating closed captioning options on all videos in the course and suggest alternative resources