



Caulfield Racecourse



**Thinking & Learning  
Conference**

**2014**

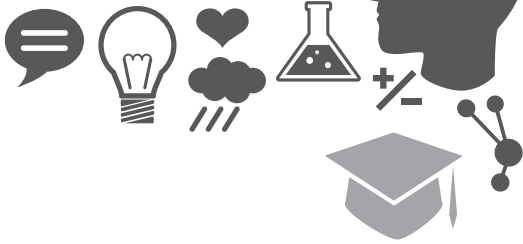
**23–26 May**

**MELBOURNE**

**Innovate!**

**Educate!**

**Inspire!**

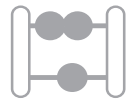
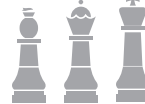


**Kathy Perez**

Monday 26 May

**Leading the Way for Inclusion**

*Session 2*



## KATHY PEREZ



Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

## A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 10th Annual Thinking & Learning Conference – Innovate, Educate, Inspire. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education  
P.O. Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Toll Free Ph: 1800 334 603 Fax: 1800 150 445  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

© 2014 Hawker Brownlow Education  
Printed in Australia

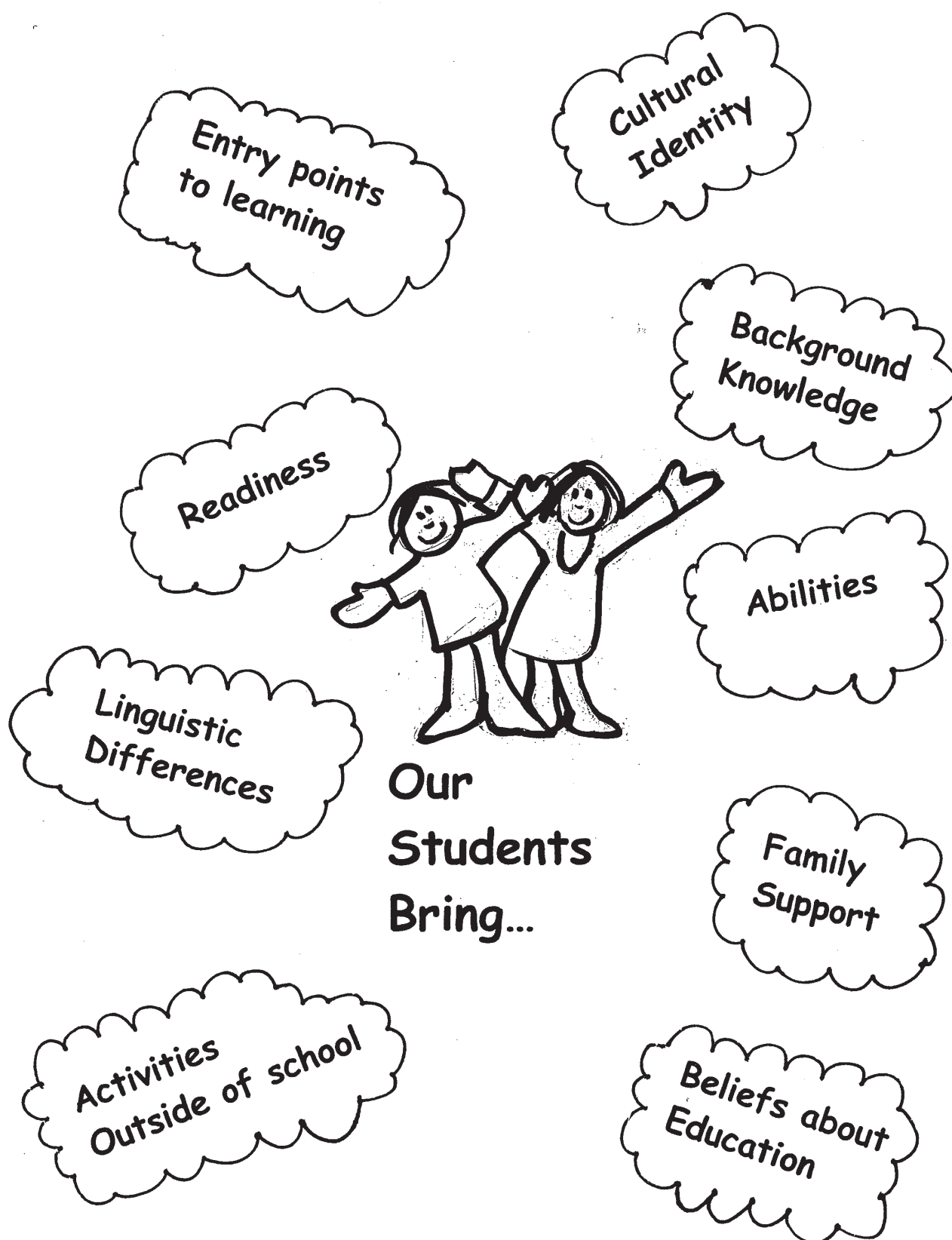
CODE: 11KP0402  
0514

# Leading the Way for Inclusion:

*Instructional Adaptations for Student Success!*



**Dr. Kathy Perez**  
**kperetz@stmarys-ca.edu**







# Deficit Thinking      Dynamic Thinking

He can't do it.	He can do it. He will do it.
That's good enough for her. That's all I expected.	She can do better. I expect and want her to do better.
He's not smart/gifted.	He doesn't know how to work. He needs to work on improving his effort and work ethic.
They are so lazy.	They've learned poor work habits.
She doesn't want to learn.	She has learned to dislike school. (reading, etc.) How can I motivate and interest her?
Why should I waste my time on him?	If I can't help him, I am wasting her life and time.
If she fails, that's her fault; that's her problem.	If she fails, it's our fault. How can we improve?
I can't make a difference for those students.	I will make a difference. That's what teaching is all about.

## 100 Common Classroom Cures

### *Instructional Adaptations*

1. ☐ Provide study carrels.
2. ☐ Use room dividers.
3. ☐ Provides headsets or earphones to muffle noise/
4. ☐ Seat student away from doors/windows.
5. ☐ Seat student near a model (student or teacher).
6. ☐ Provide time-out area.
7. ☐ Rearrange student groups (according to instructional needs, role models, etc).
8. ☐ Group for cooperative learning.
9. ☐ Vary working surface (i.e. floor, vertical surface such as white board, or standing work-station).
10. ☐ Simplify/shorten directions.
11. ☐ Give both oral and written directions.
12. ☐ Have student repeat directions.
13. ☐ Have student repeat lesson objective.
14. ☐ Ask frequent questions.
15. ☐ Change question level.
16. ☐ Change response format (i.e. from verbal to physical; from saying to pointing).
17. ☐ Provide sequential directions (label as first, second, etc.)
18. ☐ Use manipulatives.
19. ☐ Alter objective criterion level.
20. ☐ Provide functional tasks (relate to student's environment).
21. ☐ Reduce number of items on a task.
22. ☐ Highlight relevant materials/words/features.
23. ☐ Use rebus (picture) directions.
24. ☐ Provide guided practice.
25. ☐ Provide more practice trials.
26. ☐ Increase allocated time.
27. ☐ Use a strategy approach.
28. ☐ Change reinforcers.
29. ☐ Increase reinforcement frequency.
30. ☐ Delay reinforcement.
31. ☐ Increase wait time.
32. ☐ Use warm-up activities.



## 100 Common Classroom Cures

- 33. ☐ Use specific rather than general praise.
- 34. ☐ Have a peer tutor program.
- 35. ☐ Provide frequent feedback and review.
- 36. ☐ Have student summarize at end of lesson.
- 37. ☐ Use self-correcting materials.
- 38. ☐ Adapt test items for differing response modes.
- 39. ☐ Provide mnemonic devices.
- 40. ☐ Provide tangible reinforcers.
- 41. ☐ Use behavioral contracts.
- 42. ☐ Establish routines for handing work in, heading papers, etc.
- 43. ☐ Use timers to show allocated time.
- 44. ☐ Teach self-monitoring.
- 45. ☐ Provide visual cues (i.e. posters, desktop number lines, etc.).
- 46. ☐ Block out extraneous stimuli on written material.
- 47. ☐ Tape record directions.
- 48. ☐ Tape record student responses.
- 49. ☐ Use a study guide.
- 50. ☐ Provide critical vocabulary list for content material.
- 51. ☐ Provide essential fact list.
- 52. ☐ Use clock faces to show classroom routing items.
- 53. ☐ Use dotted lines to line up math problems or show margins.
- 54. ☐ Use cloze procedure to test comprehension.
- 55. ☐ Provide transition directions.
- 56. ☐ Assign only one task at a time.
- 57. ☐ Provide discussion questions before reading.
- 58. ☐ Use word markers to guide reading.
- 59. ☐ Alter sequence of presentation.
- 60. ☐ Enlarge or highlight key words on test items.
- 61. ☐ Provide daily and weekly assignment sheets.
- 62. ☐ Post daily/weekly schedule.
- 63. ☐ Use graph paper for place value or when adding/subtracting two digit numbers.
- 64. ☐ Provide anticipation cues.
- 65. ☐ Establish rules and review frequently.
- 66. ☐ Use graphic organizers.
- 67. ☐ Provide a written model of assignment expectation(s).
- 68. ☐ Provide several different assignment choices for long term projects.
- 69. ☐ Have students repeat multi-step directions orally.

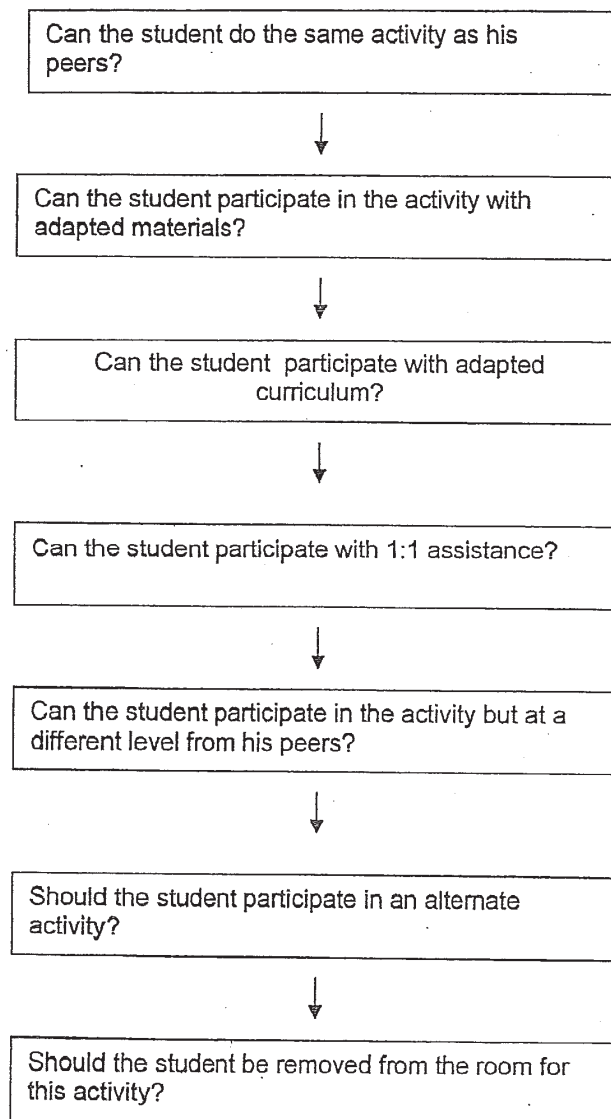
## 100 Common Classroom Cures

- 70. ☐ Shorten project assignments into daily tasks.
- 71. ☐ Segment directions.
- 72. ☐ Number (order) assignments to be completed.
- 73. ☐ Change far-point to near-point material for copying or review.
- 74. ☐ Put student desk close to whiteboard/blackboard.
- 75. ☐ Repeat major points.
- 76. ☐ Use physical cues while speaking (i.e. 1, 2, 3, etc.).
- 77. ☐ Pause during speaking or change tone to emphasize important points.
- 78. ☐ Use verbal cues (i.e. "This is important", "Don't write this down").
- 79. ☐ Provide written outline of important notes from class lecture.
- 80. ☐ Collect notebooks weekly/monthly to review student notes.
- 81. ☐ Reorganize test to go from easy to hard.
- 82. ☐ Color code place value tasks.
- 83. ☐ Use self-teaching materials.
- 84. ☐ Do only odd or even numbered items on a large task sheet.
- 85. ☐ Use a large font to create written material.
- 86. ☐ Teach varied reading rates (i.e. scanning, skimming, etc.).
- 87. ☐ Provide organizers for desk material (i.e. bins, boxes)
- 88. ☐ Provide content/lecture summaries.
- 89. ☐ Use peer-mediated strategies (i.e. buddy system)
- 90. ☐ Call student's name before asking a question.
- 91. ☐ Use extra spaces between lines of print.
- 92. ☐ Use computer or Alpha Smart for writing tasks.
- 93. ☐ Color code materials/directions.
- 94. ☐ Use raised-line paper.
- 95. ☐ Provide calculators.
- 96. ☐ Circle or highlight math computation sign.
- 97. ☐ Use hand signals to cue behavior (i.e. attention, responding)
- 98. ☐ Establish a rationale for learning.
- 99. ☐ Help students develop their own learning strategies.
- 100. ☐ Use peer partners to review completed work.





## Adapting Instruction A Decision-Making Approach



Reprinted with permission of the author.  
Stetson and Associates, Inc.  
[www.stetsonassociates.com](http://www.stetsonassociates.com)

## Nine Ways to Adapt Curriculum

*"Children that learn together, learn to live together"*

Size	Time	Level of Support
Adapt the number of items that the learner is expected to learn or complete.	Adapt the time allotted for learning, task completion or testing.	Increase amount of personal assistance with a specific learner
For Example: Reduce the number of social studies terms the student must learn for each unit. Use key terms only	For Example: Give extra time for class work and homework. Pace learning differently.	For Example: Assign Peer Buddies, teaching assistants, or cross-age tutors
Input	Difficulty	Output
Adapt the way instruction is delivered to the student.	Adapt the skill level, problem type or the rules on how the learner may approach the task.	Adapt how the student can respond to instruction
For example: Use a variety of visual aids, plan concrete examples, do hands-on activities, work in cooperative groups	For example: Allow the use of a calculator to do math problems, simplify tasks and directions, change rules to accommodate learner needs.	For Example: Instead of answering questions in writing, allow students to sing, draw, act, say, create what they have learned.
Participation	Alternate	Substitute Curriculum
Adapt the extent to which a learner is actively involved in the learning task	Adapt the Goals or outcome expectations while using the same materials.	Provide different instruction and materials to meet a student's individual goals.
For Example: Allow the student to move frequently by creating activities that involve movement	For Example: In Social Studies, expect a student to locate the state only, while other students may locate the capitals as well.	For example: During a language test, one student is learning computer skills in the computer lab

Adapted from "Curriculum and Instruction in the Inclusive Classroom: A Teacher's Desk



### CURRICULUM MODIFICATION PLANNING

What is everyone else doing?

\_\_\_\_\_

Can \_\_\_\_\_ participate just like everyone else?

If yes, go for it!

If no, what can we do to include \_\_\_\_\_?

Can we give \_\_\_\_\_ some help from friends?

From who \_\_\_\_\_?

Can an adult help \_\_\_\_\_? Who \_\_\_\_\_?

Can \_\_\_\_\_ use different materials? What materials?

\_\_\_\_\_

How will they be used? \_\_\_\_\_

\_\_\_\_\_

What else can \_\_\_\_\_ do that is related to what  
the class is doing? \_\_\_\_\_



Dr. Katherine D. Perez  
Saint Mary's College – School of Education

kpererez@stmarys-ca.edu

### Alternative Activities

READING	WRITTEN ANSWERS	MATH	WRITTEN REPORTS	ORAL REPORTS	PART IN CLASS DISCUSSIONS
<ul style="list-style-type: none"> <li>*Have a partner read to the student.</li> <li>*Cooperative learning reading</li> <li>*Listen to tapes</li> <li>*Use adapted reading curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Use word processor</li> <li>*Respond into tape recorder</li> <li>*Draw picture to demonstrate answer</li> <li>*Role-play</li> <li>*Give response cards with answers written</li> <li>*Communication books</li> <li>*Point/answer identification</li> <li>*Use textbook pictures as cues to answer.</li> </ul>	<ul style="list-style-type: none"> <li>*Timekeeper</li> <li>*Count out papers</li> <li>*Cooperative groups - give task child can do (add together numbers, ect.)</li> <li>*Give play money used as rewards to students on task, correct answers, ect.</li> </ul>	<ul style="list-style-type: none"> <li>*Dictate to peer helper</li> <li>*Student may trace</li> <li>*Computer</li> <li>*Augmentative Communicative device</li> <li>*Organize / sequence pictures to tell a story</li> <li>*Use stickers to tell a story or to illustrate story or report</li> </ul>	<ul style="list-style-type: none"> <li>*Do a video at home or school with parent or peer support</li> <li>*Use augmentative communication device</li> <li>*Prompt an oral report by asking the student questions rather than expect memorization of a presentation</li> <li>*Visual presentation of report</li> <li>*Parent or peer reads student words</li> </ul>	<ul style="list-style-type: none"> <li>*Draw a picture of your answer</li> <li>*Hold up cue cards</li> <li>*Be person responsible for selecting student to respond to question</li> <li>*Can be score-keeper during class games.</li> </ul>
SPELLING					
<ul style="list-style-type: none"> <li>*Have student spell first letter of word</li> <li>*Cut list to a few words</li> <li>*Student traces letters</li> <li>*Use stamps to print letters</li> </ul>					

**GENERAL ADJUSTMENTS TO THE CURRICULUM****TEXTBOOKS**

- ☐ Highlight text to be covered
- ☐ Provide text material on tape
- ☐ Shorten amount of required reading
- ☐ Allow extra time for reading
- ☐ Provide outline of reading
- ☐ Provide prediction questions
- ☐ Select a text with less on a page
- ☐ Mark, and/or number text, to show where student may find answers to questions
- ☐ Teach and encourage use of skimming/scanning techniques
- ☐ Paraphrase text material

**FORMAT**

- ☐ Divide worksheets/handouts into sections delineating specific types of problems
- ☐ Block off or highlight sections of work that must be completed
- ☐ Substitute projects for written assignments or reports
- ☐ Provide a list of student choices for completing a given long term assignment
- ☐ Use a game-like format

**LENGTH**

- ☐ Limit number of problems per page
- ☐ Have student complete assignments in small units or "chunks"
- ☐ Have student complete one-half of assignment before receiving second half
- ☐ Provide students with one worksheet/handout at a time

**LECTURES**

- ☐ Use visuals
- ☐ Provide outline or study guide of material to be covered
- ☐ Give explanations in small, distinct steps
- ☐ Frequently repeat important information and check for understanding
- ☐ Provide written backup to oral directions
- ☐ Alternate spoken instruction with written and manipulative tasks
- ☐ Pre-teach difficult vocabulary and concepts
- ☐ Remove extra words
- ☐ Interject humor

Dr. Katherine D. Perez  
Saint Mary's College – School of Education

kperetz@stmarys-ca.edu



## How To Meet Individual Needs

### If a student has difficulty becoming interested, then try this. . .

- ☐ Activate and build background knowledge on the topic – connect it to the child's life.
- ☐ Read a story that helps the child connect the topic to his/her life.
- ☐ Adjust the conceptual level of the information so child can understand the information where he/she is at the moment.
- ☐ Provide feedback throughout the lesson (comments about discussions and questions).
- ☐ Seat students closer to where you teach; distance affects interest.
- ☐ Make a positive, personal comment every time student shows evidence of interest.

### If a student has difficulty getting started, then try this. . .

- ☐ Give a cue to begin the work.
- ☐ Give work in smaller, more doable chunks.
- ☐ Provide feedback on small chunks of work when completed.
- ☐ Sequence work so that the easiest problems are first.
- ☐ Explain the assignment in a different way (draw it, write it out step by step).
- ☐ Provide time suggestions for each task.
- ☐ Check on progress often in first few minutes of work.
- ☐ Give a checklist for each step of the task (Ex: long division problem).
- ☐ Assign the student a peer tutor.
- ☐ Mark correct answers only. Use another color besides red.

### If a student has difficulty paying attention to the spoken word, then try this. . .

- ☐ Give explanations in small distinct steps.
- ☐ Provide directions in written form too.
- ☐ Have student repeat the directions.
- ☐ Give directions step by step (one direction, then they do it – repeat).
- ☐ Provide other sources of information: buddies, tape record, etc.
- ☐ Look directly at the student. Make sure the student has eye contact with you while explaining.



**If a student has difficulty paying attention to the printed word, then try this. . .**

- ☐ Select a text with less on a page.
- ☐ Highlight distinctive features.
- ☐ Mask, underline, point and number.
- ☐ Cut pages apart (after photocopying the text).
- ☐ Practice discriminating one part; have student identify main headings or unit titles.
- ☐ Require desk to be cleared of extraneous material.
- ☐ Project the written word on an overhead projector.
- ☐ Introduce the text with survey-question technique.
- ☐ Utilize noise-suppressing headsets/ear plugs to block out extraneous noise.

**If a student has difficulty working in small groups, then try this. . .**

- ☐ Provide direct instruction in group processes. Show a model of an efficient group and one that is not.
- ☐ Provide a partner versus a small group.
- ☐ Provide student with a responsibility or position of leadership.
- ☐ Prepare the group members to include and help the student.
- ☐ Utilize teacher aide or volunteer in classroom.
- ☐ Provide more structure by defining tasks and listing steps.
- ☐ Make sure group procedures are in place and practiced by all students.

**If a student has difficulty working independently, then try this. . .**

- ☐ Assign a task at an appropriate level (lower the level if needed).
- ☐ Be certain the student can see an end to the task.
- ☐ Give precise directions.
- ☐ Reduce the time required to finish.
- ☐ Reinforce often; praise for concentration.
- ☐ Motivate by providing a goal.
- ☐ Provide a variety of types of work within the assignment instead of all writing tasks (chart making, drawing, mind mapping, etc.).

**If a student has difficulty completing tasks on time, then try this. . .**

- ☐ Reduce the amount of work (EX: Cut math practice sheets horizontally – child completes one line at a time until mastery occurs. Cut math practice sheets vertically to increase the level of difficulty).
- ☐ Allow for more time.
- ☐ Provide time cues.
- ☐ Write out schedules.
- ☐ Ask for parent reinforcement – calendar at home.
- ☐ Provide checkoff sheets.
- ☐ Provide closures at points along the way.
- ☐ Use a Teach Timer to place over the overhead projector so all students can see how much time is remaining to complete an assignment.

11th Thinking and Learning Conference  
23-26 May 2014

**If a student has difficulty following directions, then try this. . .**

- ☐ Use fewer words.
- ☐ Provide examples.
- ☐ Have students repeat or explain out loud.
- ☐ Provide a peer tutor.
- ☐ Monitor closely as student begins.
- ☐ Present both auditory and visual directions.
- ☐ Provide graphic organizers to help child organize content (EX: Turn lined paper horizontally as a way to facilitate number placement during arithmetic operations. Use graph paper for division problems).
- ☐ Permit overactive students to stand when they are not working at their desks. Provide ample time for movement – helps them focus better.

**If a student has difficulty keeping track of materials or assignments, then try this. .**

- ☐ Require a notebook; use large envelopes for each subject.
- ☐ Have a system for checking the planner and notebook.
- ☐ Keep extra supplies on hand in class.
- ☐ Provide assignment sheets within the notebook.
- ☐ Write assignments on board for students to write them on their assignment sheets.
- ☐ Check and reinforce recording of the assignment.
- ☐ Provide special privileges for bringing supplies to class.
- ☐ Return corrected work promptly.
- ☐ Use tape to mark off a student's personal space around his/her desk – very helpful for students with dyssemia.

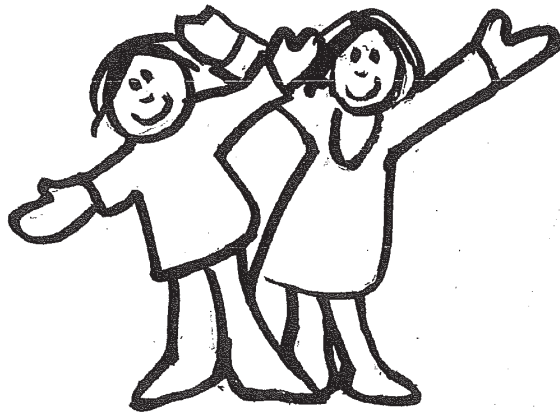
**If a student has difficulty reading a book, then try this. . .**

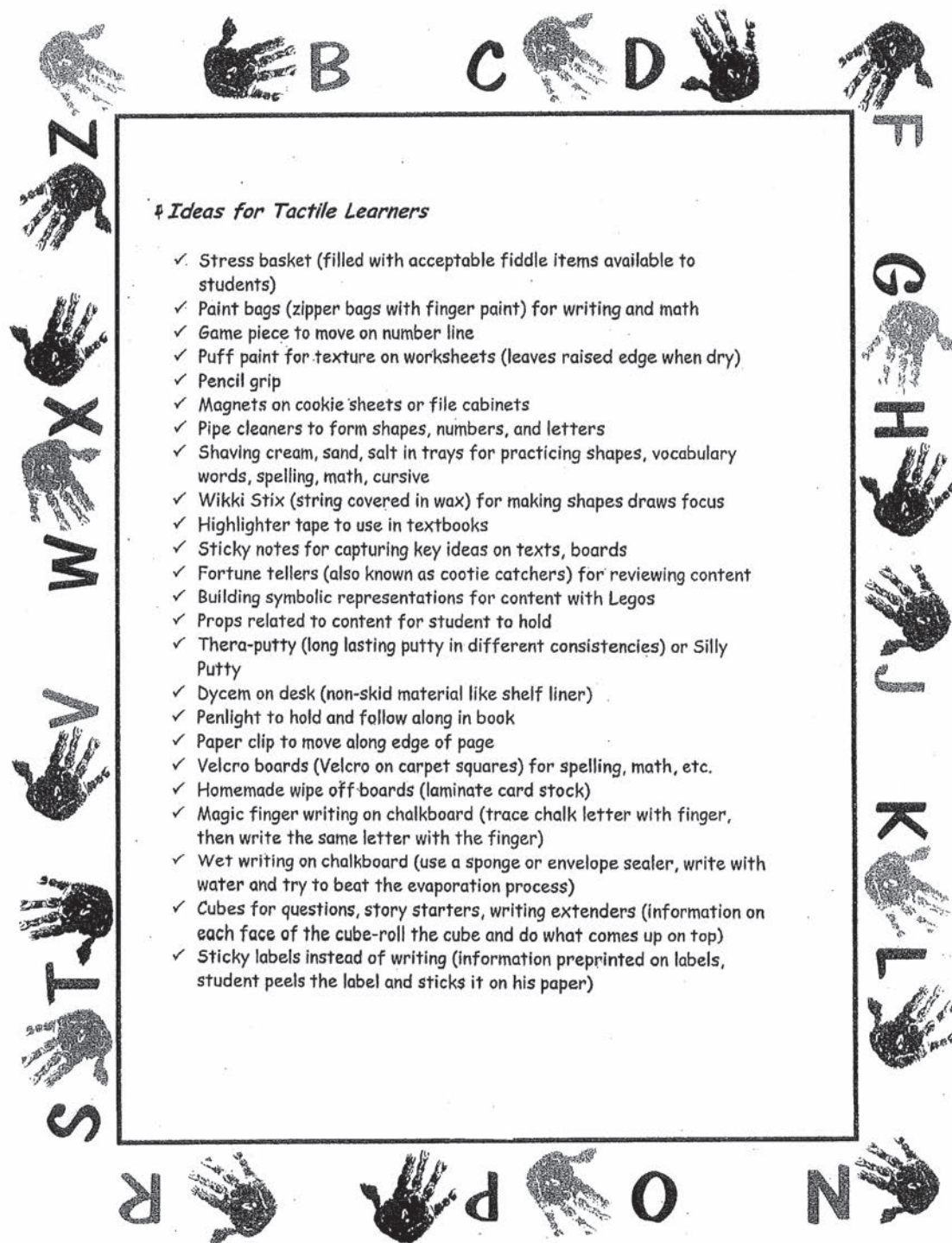
- ☐ Find a text written at a lower level – at the child's instructional level.
- ☐ Adapt the student's text by highlighting and reorganizing.
- ☐ Provide graphic organizers to help student organize the information while reading.
- ☐ Tape the student's text.
- ☐ Allow another student or parent to read text aloud to disabled students.
- ☐ Shorten the amount of required reading.
- ☐ Look for the same content in another medium (movie, tape, etc.).
- ☐ Allow for extra time for reading.
- ☐ Motivate and interest the students in the subject.
- ☐ Put main idea of text on index cards which can easily be organized in a file box, divided by chapters.
- ☐ Provide speculation and prediction questions; students then have an investment in the subject and read to discover how they did.
- ☐ Build the student's background knowledge on the topic by explaining concepts in a concrete way (pictures, models, similes, etc.).

- ☐ Teach students to mark their texts in a way that helps them interact with the text (EX: ? – I don't understand this; U – Unknown word – look up).
- ☐ Enlarge the text via photocopy machine.
- ☐ Use transparent, colored tape to highlight titles and subtitles.

If a student doesn't have the background knowledge on the topic at hand, then try this...

- ☐ Pre-teach difficult and/or new concepts for those students who need to be eased into learning new concepts (Pre-teach vocabulary before reading any content area texts).
- ☐ Bring in virtual museums via internet into your classroom.
- ☐ Prime the brain by pre-teaching a few concepts or facts about the unit a couple of weeks ahead of time.
- ☐ Show how the concepts of the unit connect to one another – show how the words or concepts relate by creating a web.
- ☐ Activate their prior knowledge before each lesson so that you know where the gaps are so that you can teach these missing concepts.
- ☐ Provide sustained silent reading time – reading across a variety of genres improves background knowledge.
- ☐ Make sure homework pertains to the missing pieces of one's background knowledge. Give special assignments before the lesson or unit.





#### 4 Ideas for Tactile Learners

- ✓ Stress basket (filled with acceptable fiddle items available to students)
- ✓ Paint bags (zipper bags with finger paint) for writing and math
- ✓ Game piece to move on number line
- ✓ Puff paint for texture on worksheets (leaves raised edge when dry)
- ✓ Pencil grip
- ✓ Magnets on cookie sheets or file cabinets
- ✓ Pipe cleaners to form shapes, numbers, and letters
- ✓ Shaving cream, sand, salt in trays for practicing shapes, vocabulary words, spelling, math, cursive
- ✓ Wikki Stix (string covered in wax) for making shapes draws focus
- ✓ Highlighter tape to use in textbooks
- ✓ Sticky notes for capturing key ideas on texts, boards
- ✓ Fortune tellers (also known as cootie catchers) for reviewing content
- ✓ Building symbolic representations for content with Legos
- ✓ Props related to content for student to hold
- ✓ Thera-putty (long lasting putty in different consistencies) or Silly Putty
- ✓ Dycem on desk (non-skid material like shelf liner)
- ✓ Penlight to hold and follow along in book
- ✓ Paper clip to move along edge of page
- ✓ Velcro boards (Velcro on carpet squares) for spelling, math, etc.
- ✓ Homemade wipe off boards (laminated card stock)
- ✓ Magic finger writing on chalkboard (trace chalk letter with finger, then write the same letter with the finger)
- ✓ Wet writing on chalkboard (use a sponge or envelope sealer, write with water and try to beat the evaporation process)
- ✓ Cubes for questions, story starters, writing extenders (information on each face of the cube-roll the cube and do what comes up on top)
- ✓ Sticky labels instead of writing (information preprinted on labels, student peels the label and sticks it on his paper)



### *‡ Ideas for Auditory Learners*

- ✓ Noisemakers to gain attention
- ✓ Different noise for different types of directions
- ✓ Have student phone home to own answering machine and leave messages (i.e. homework, required signatures, success stories)
- ✓ Audiotape directions for student to listen to later
- ✓ Music by personal headphones
- ✓ Read homework assignment onto a tape
- ✓ Headphones to block out noise
- ✓ Audio signal for self-monitoring (i.e. beeper or bell to cue student to check own behavior)
- ✓ Positive self-talk
- ✓ Verbal triple rehearse (group choral response)
- ✓ Tape record child reading and have him listen to self
- ✓ Make taped books at a slower reading pace
- ✓ Have student listen (instead of read) and be the reteller
- ✓ Use a variety of vocal tones to indicate transitions
- ✓ Develop a rap or song about the information
- ✓ Play a tune on keyboard for spelling words
- ✓ Drill facts out loud
- ✓ Allow student to sit in quiet corner, under table
- ✓ "Ask 3 before me" (if student asks for help, remind him to ask 3 peers before turning to the teacher for help)
- ✓ Avoid over verbalizing (keep directions simple, be succinct)
- ✓ Lecture
- ✓ Take turns talking with a peer-Think, Pair, Share



### *Ideas for Visual Learners*

- ✓ Mini-flashlights for reading along in texts
- ✓ Itty-bitty book light to focus students on printed material
- ✓ Colored acetate strips to cover text material
- ✓ Symbolic summaries (simple drawings to capture ideas)
- ✓ Colored index cards
- ✓ Transition wheel on board (pie sections: green for working, yellow for getting ready, red for stop)
- ✓ Highlighters and highlighter tape
- ✓ Graphic organizers
- ✓ Overhead projector
- ✓ Grabber for overhead
- ✓ Colored markers and pencils
- ✓ Black and white symbols around the room to mark location for materials
- ✓ Photograph of proper behavior posted on desk or bulletin board
- ✓ Success charts (record of student's successful behaviors)
- ✓ Frame student's best work
- ✓ Reminders on corner of desk
- ✓ Secret signal from teacher to cue student that he is about to be called on
- ✓ Pictorial behavior contract
- ✓ Personal office space with manila folder to block distractions
- ✓ Watch video of good behavior
- ✓ Mental TV visualization (talk student through visualization of appropriate behavior)
- ✓ Countdown clock on wall to inform student of remaining time
- ✓ Color-coding different subjects
- ✓ Color-coding with highlighters (i.e. red for vocab.)
- ✓ Child graphs own progress on bar or line graph



#### *\* Ideas for Kinesthetic Learners*

- ✓ Hope scotch (with chalk on sidewalk, use content instead of numbers)
- ✓ Standing work stations (places around the room where students are allowed to stand while they work)
- ✓ Vote with your feet (i.e. step to the left if you agree...)
- ✓ Sign up boards (if student needs help, he gets up and places name on list so that teacher will come to him when finished with others)
- ✓ Work on chart paper on wall
- ✓ Work on chalkboard or whiteboard
- ✓ Spinning several time per day (students stand and spin 2-3 times and return to work)
- ✓ Clear desk interior and place all work in a box a few feet away
- ✓ Animal toss (thro beanie baby from student to student, whoever catches must answer or participate)
- ✓ Sound ball (throw information around the room)
- ✓ Bungee cord or Theraband for physical outlet (attach to legs of desk)
- ✓ Beach ball seat (partially inflated beach ball as seat cushion allows movement without being out of seat)
- ✓ Inside outside circles (divide students into 2 groups, groups stand in circle facing peers, students rehearse content with peer, then one circle turns, so that each student is matched with new peer)
- ✓ Lay on floor while working.
- ✓ Sharpen pencils for teacher or class 3 times per day
- ✓ Turn transition wheel on wall (green, yellow and red sections to represent phases of work, transition, stop)
- ✓ Work with magnets on metal file cabinet
- ✓ Muscle tensing for self control and relaxation
- ✓ Daily stretch break (i.e. hands above head, stretch to one side)
- ✓ Walk in powder and trace letter/number/route with feet
- ✓ Stand to answer, "Yes"



## List of Citations

### ***“Classroom Cures: Instructional Adaptations for Student Success”***

Compiled by: Dr. Kathy Perez  
kperez@stmarys-ca.edu

- Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. *Remedial and Special Education*, 10, (2), 17-22.
- Beninghof, A.M. (2006). Engage ALL students through differentiation. Peterborough, NH: *Crystal Springs*. [www.crystalsprings.com](http://www.crystalsprings.com)
- Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(2), 1-12.
- Dieker, L. (2002). The co-teaching lesson plan book: Academic year version. *Knowledge by Design*: Whitefish Bay, WI.
- Fitzell, S. (2007). Special Needs in the General Classroom: Strategies that Make it Work! Manchester, NH: *Cogent Catalyst Publication*.
- Friend, M. (2008). Co-teach! A handbook for creating and sustaining successful classroom partnership in inclusive schools. Greensboro, NC: *MFI*.
- Friend, M., & Bursuck, W. (2009). Including students with special needs: A practical guide for classroom teachers (5<sup>th</sup> edition). Boston: *Allyn and Bacon*.
- Gately, S. & Gataely, F. (2001). Understanding co-teaching components. *Teaching Exceptional Children*, 33(4), 40-47.
- Kronberg, R. (2008). Co-Teaching Institute. *Joliet School District: self-Published*.
- Kryza, K. (2007). Practical Inclusion Strategies: Maximizing Student Success in the Inclusive Classroom (Grades 6-12). Bellevue, WA: *Bureau of Education and Research*.
- Murawski, W.W. (2004). Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12). Bellevue, WA: *Bureau of Education & Research*.
- Perez, K. (2008). More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction. Thousand Oaks, CA: *Corwin Press*.
- Perez, K. (2012). The Co-Teaching Book of Lists. San Francisco, CA: *Jossey-Bass Publishers*.

[illegible]

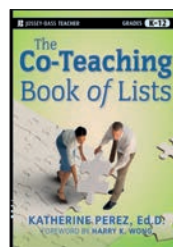


# RELATED RESOURCES

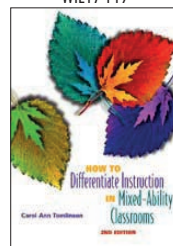


Available from Hawker Brownlow Education

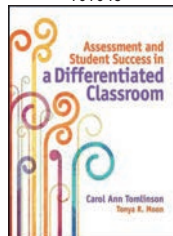
Qty	Code	Title	Price
	108028	Assessment And Student Success in a Differentiated Classroom	\$32.95
	101043	How to Differentiate Instruction in Mixed-Ability Classrooms	\$24.95
	108011	Leading and Managing a Differentiated Classroom	\$30.95
	WIL15516	Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners	\$37.95
	CO6309	More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction	\$37.95
	111021	Teaching 21st Century Skills: An ASCD Action Tool	\$69.00
	WIL17449	The Co-Teaching Book of Lists	\$37.95
	TCP2069	The New Inclusion: Differentiated Strategies to Engage ALL Students	\$32.95
Total (plus freight) \$			



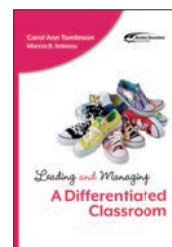
WIL17449



101043



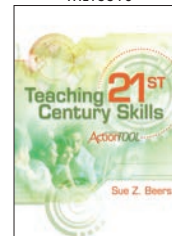
108028



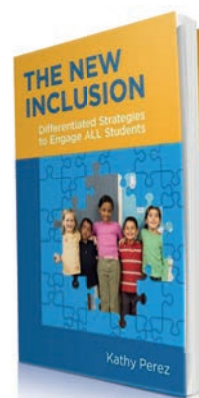
108011



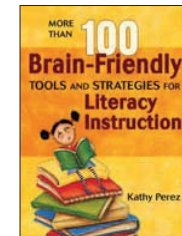
WIL15516



111021



TCP2069



CO6309

New! Available Now!

Attention ..... Order Number .....

Name of School .....

Address .....

..... State ..... P/Code .....

Country .....

Email: .....

☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

## Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call  
1800 334 603  
(03) 8558 2444

Fax  
1800 150 445  
(03) 8558 2400

Online  
www.hbe.com.au

Mail  
Hawker Brownlow Education  
PO Box 580,  
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at [www.hbe.com.au](http://www.hbe.com.au).

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.