

Verbal Receptive

A student has difficulty understanding a lecture about a new concept.

The teacher uses visual aids and guided notes to supplement her lecture.

A student cannot remember the oral directions to an assignment.

The teacher writes the directions for the assignment on the board after giving them orally.

A student does not comprehend the explanation of tonight's homework.

The teacher checks for understanding and gives additional assistance to students who do not understand what to do for the homework.

Verbal Expressive

When paired with a student partner, the student has trouble discussing the topic.

The teacher makes some groups of more than two students so that a student who has difficulty with small group discussion can participate without having to talk 50% of the time.

The student has trouble telling the teacher that another student was bullying him.

The teacher checks regularly with all students and invites them to come talk to him. When a student appears distressed he will make a point to ask him or her about what is happening.*

A student cannot explain what he wants to do for his project.

The teacher gives students choices for three different types of projects with specific directions.

A student cannot give an oral book report without panicking.

Students are given the option to give oral presentations on tape or podcast. Sometimes, students are allowed to present to a small group rather than the whole group.

Nonverbal Receptive

The student does not comprehend why the teacher is shaking her head at certain students.

The teacher pairs up non verbal corrections with an explanation at the end of class.

The student is very uncomfortable when his teacher touches his shoulder.

The teacher avoids touching a student who is obviously uncomfortable with it and gets his attention by saying his name.

The student does not know why her teacher is standing nearby during group work.

The teacher explains she is standing near groups to hear what they are working on and monitoring participation.

The student is confused why the teacher is smiling when reprimanding students.

The teacher explains that although she is disappointed in the students' behavior, she is still encouraged by their learning.

Nonverbal Expressive

The student stands too close to other students when speaking with them.

The teacher notices the students close proximity to other students and encourages her in private to increase her distance. They roleplay appropriate distances.*

A student is unable to make eye contact when the teacher calls on her.

The teacher does not publicly mention the lack of eye contact, but privately asks the student about it. They practice ways to have eye contact without looking in someone's eyes.*

A student covers her mouth and mumbles when she speaks.

The teacher may ask to have the student repeat herself in public, but in private discuss how her hands are blocking her voice.

They can practice answering questions.*

A student slouches in his chair in school and is confused why his teacher thinks he does not care.

The teacher discusses the student's posture with him in private so he understands how it appears to a onlooker.

Written Receptive (Reading)

The student is confused by the written directions to an assignment.

The teacher provides an explanation of the written assignment along with an example.

The student is overwhelmed by all of the information in chapter for tomorrow's quiz.

The teacher supplies a study guide with an explanation to go along with each chapter.

Written Expressive

A student cannot write up his report in a legible or organized fashion.

The student is given an outline of the parts of the report and can use a computer to word process it. Programs like Inspiration may be used.

A student fails every essay exam question

Students with significant writing deficits are given alternative testing formats such as multiple choice or oral exams.