

Accommodations and Modifications: For each child list their strengths and weaknesses (3 of each- 6 total). Then write two accommodations and two modifications for each child that you can do in the classroom.

A. Jerry is a student in your 10th grade class who has a learning disability in reading. He is good at math but cannot read well or do any math story problems. He thinks stories are dumb and would much rather play on the computer. He is not able to figure out new words he does not know or show interest in memorizing sight words. But he likes sports a lot and is a big Carolina Panthers fan. He is somewhat disruptive during class since he is off task. What can you do to get him to read?

B. Henry is a tall lanky boy who has just been included into your 11th grade History class. He has spent years in resource rooms and his reading level is several years below your other students. He is also painfully shy in public and will barely speak when spoken to in class. Henry can write, but it is slow and laborious - and it is hard to read. Henry does seem to be interested in class discussions but it is hard to tell what he is learning since he never speaks up and seldom hands in his homework. You want him to be successful but you are afraid he is just falling through the cracks. On his tests he can pull off a D, but you sense he could perform better than that. He has made friends with a few guys in the class and you see him interacting with others before and after class. He will also talk to you when no one is around, but when you talk to him and others are in the room, he clams up. What can you do to reach him?

C. Boris is a large student in the back of your 9th grade math class who spends most of the class time muttering under his breath how stupid you are and what a waste of time your lesson is. He makes wise remarks that only the back two rows can hear and he spends the whole time whispering around to his classmates or reading a comic book hidden in his notebook rather than taking notes or doing class work. Several days a month he does not even show up- and when he does return he is even more disruptive for the first few days. The other students do not like his disruptions but they do not stop him or discourage his antics. You do not think he can pass your class and you are beginning to look forward to the days when he does not arrive. But since the thought of anyone dropping out make you feel like a failure you decide to figure out what to reach him. Boris will talk to you, but usually in a defensive or sarcastic tone. What can you do with Boris to make him into a passing student?