

Area of Need	Strategies and Accommodations
<p>The student has difficulty arriving at an overview of a complex situation (poor attention to detail, forgetting or skipping words, and writing shorter sentences).</p>	<ul style="list-style-type: none"> • Reduce elements that can interfere with working memory; • Repeat information and make connections to other concepts; • Present concepts in a variety of different ways, using visual aids that allow encoding.
<p>The student has difficulty independently starting or completing a task.</p>	<ul style="list-style-type: none"> • Break the information into smaller instructional units; reduce the volume of work (quality vs quantity); • Provide memory aids and visual supports, including graphic organizers; • Monitor the student’s work to head off delays; • Reduce the number of exercises; focus on the most important ones.
<p>Struggles to retain new words and remembering new vocab</p>	<ul style="list-style-type: none"> • frequent reviews of previous knowledge • visual and auditory memory games; • Present words and content in a variety of forms • Allow the student to use reference tools (posters, dictionaries, lists of procedures).
<p>The student has difficulty making inferences.</p>	<ul style="list-style-type: none"> • Activate the student’s previous knowledge; • Present concepts in a variety of forms, using visual aids conducive to coding and correlating.
<p>The student has difficulty following</p>	<ul style="list-style-type: none"> • Reword instructions, using short sentences;

Table from <https://www.ldatschool.ca/>

<p>a sequence of steps or multi step task</p>	<ul style="list-style-type: none"> • Ask the student to reflect back what s/he has just heard; fill in any blanks; • Allow periods of time for review; • Provide memory aids and visual supports (posters, dictionaries, lists of procedures); • Present concepts in a variety of ways; • Break tasks into smaller instructional units.
<p>The student has difficulty representing a problem visually; s/he has weak reasoning skills.</p>	<ul style="list-style-type: none"> • Play visual and auditory memory games; • Present concepts in a variety of ways, using visual supports; • Reduce the volume of work; • Provide memory aids and visual supports (posters, graphic organizers, lists of procedures).
<p>The student has difficulty remembering factual knowledge and procedural knowledge (new vocabulary words, spelling, verb declensions, and mathematical procedures).</p>	<ul style="list-style-type: none"> • Personalize reference tools, memory aids, and routines; • Repeat information in a variety of ways, making connections to other concepts and visual supports; • Do frequent reviews; • Ask the student to reflect the steps in the task back to you; • Incorporate relevant subject matter using meaningful examples; • Keep new information brief and direct; repeat it concisely.
<p>The student has difficulty transferring the concepts he/she has learned to other situations.</p>	<ul style="list-style-type: none"> • Activate previous knowledge, making connections to other concepts; • Break instruction down into several steps; be explicit; • Provide opportunities for the student to repeat the task, adding details;

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	<ul style="list-style-type: none"> • Provide information in a variety of ways (in writing, with visual supports, using modelling).
<p>The student has difficulty remembering what s/he has just read, heard, wants to say, or was told to do.</p>	<ul style="list-style-type: none"> • Present concepts in a variety of ways, with visual or auditory supports; • Do frequent reviews; • Break down instructions and steps; • Provide written instructions, posters, graphic organizers, etc. as reference tools; • Provide oral clues for problem-solving, writing out key words; • Repeat information in a variety of ways (visual, verbal, figure, checklist).
<p>The student loses or forgets his/her personal belongings.</p>	<ul style="list-style-type: none"> • Develop specific routines and procedures for daily activities.