

These Instructional Accommodations and Gizmos Integration Ideas are not all inclusive but offer a few suggestions to support students in the classroom. Refer to a student's Individual Education Plan (IEP) for specific information.

Type of Difficulty	Instructional Accommodation	Gizmos Integration Ideas
<p><b>Attention</b> <i>includes staying focused for long periods of time, impulse control and hyperactivity, etc.</i></p>	<ul style="list-style-type: none"> <li>Peer Tutoring</li> <li>Use multiple modes of instruction</li> <li>Chunk lesson into smaller activities</li> <li>Give directions one step at a time</li> <li>Develop engaging lessons</li> <li>Quality over quantity</li> <li>Draw borders around things you want to emphasize</li> <li>Provide brief checkpoints throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Break Gizmos Student Exploration Guides into several activities (Activity A, B, C) and use over time (See <a href="#">2020 Remote Learning Task Cards</a>)</li> <li>Create one-page or less documents by customizing the lesson materials (See From our Community: Task Card: <a href="#">Honey Bee Hive</a>)</li> <li>Provide direct links to the Gizmo for students</li> <li>Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>Create <a href="#">Teacher Presets</a> of Gizmos set-ups to minimize distractions</li> </ul>
<p><b>Auditory Processing</b> <i>includes synthesizing and interpreting information that is heard, etc.</i></p>	<ul style="list-style-type: none"> <li>Keep oral instruction brief and supplement with written instructions</li> <li>Speak slowly</li> <li>Rephrase information differently</li> <li>Pre-teach before starting a new activity</li> <li>Provide visual aids</li> </ul>	<ul style="list-style-type: none"> <li>Record yourself using the Gizmo and provide the video/transcript before the lesson</li> <li>Have students record their interaction with the simulation using a screen recording tool</li> <li>Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>Provide screenshots for the students to analyze</li> </ul>
<p><b>Fine Motor</b> <i>includes writing, typing, or grasping or manipulating small objects, etc.</i></p>	<ul style="list-style-type: none"> <li>Provide extra time to complete tasks</li> <li>Provide opportunities to respond orally or tape record thoughts</li> <li>Accept key word responses</li> <li>Provide note taking assistance</li> <li>Provide a touch screen device instead of using a mouse/keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Provide screenshots for the students to analyze, and encourage students to use a voice to text tool to answer questions instead of typing</li> <li>Provide direct links to the Gizmo for students</li> </ul>
<p><b>Memory</b> <i>includes memorizing, remembering basic info, keeping up with items, accurately writing tasks/assignments, etc.</i></p>	<ul style="list-style-type: none"> <li>Use graphic organizers, sentence stems, and chunk when providing information</li> <li>Have students draw pictures that represent the information</li> <li>Avoid presenting too much information; working memory fills up after about 20 min (or age of student). Include checkpoints that allow students to practice, rehearse, or review information before presenting new content</li> </ul>	<ul style="list-style-type: none"> <li>Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: <a href="#">Chemical Changes</a>)</li> <li>Use screenshots from the Gizmo as a checkpoint by having students discuss what they learned</li> <li>Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>Create <a href="#">Teacher Presets</a> of Gizmos set-ups to minimize distractions</li> </ul>
<p><b>Oral Communication</b> <i>includes following multi-step directions, making connections, complex sentences, etc.</i></p>	<ul style="list-style-type: none"> <li>Model appropriate speech</li> <li>Provide verbal, pictorial/icon, written, or advanced organizers</li> <li>Summarize/paraphrase information</li> <li>Pre-teach vocabulary prior to the lesson</li> <li>Provide wait/think time before allowing the student to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Provide screenshots, and encourage students to record answers instead of type</li> <li>Provide students with the Gizmo - Vocabulary Sheet prior to instruction; add additional images if needed</li> </ul>

<p><b>Organizational</b> <i>includes managing time, being neat, preparing for class, classifying/organizing information, recalling day to day info, recognizing patterns, etc.</i></p>	<ul style="list-style-type: none"> <li>● Provide a checklist with estimated times included</li> <li>● Color code different tasks, folders, assignments, etc...</li> <li>● Use graphic organizers to demonstrate and practice organizing information</li> <li>● Be predictable with class routines and schedules</li> </ul>	<ul style="list-style-type: none"> <li>● Create one-page or less documents by customizing the lesson materials (See From our Community – Task Cards: <a href="#">Pattern Finder</a> )</li> <li>● Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: <a href="#">Chemical Changes</a>)</li> <li>● Provide direct links to the Gizmo for students</li> <li>● Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>● Customize the Vocabulary Sheet to make a note-taking tool (ie. cornell, cloze, mapping, box/bullet)</li> </ul>
<p><b>Reasoning</b> <i>includes transferring knowledge, following and recognizing patterns, relationships, problem-solving, etc.</i></p>	<ul style="list-style-type: none"> <li>● Use manipulatives</li> <li>● Provide concrete examples before teaching abstract</li> <li>● Reduce the number of concepts presented to one at a time</li> <li>● Require written or verbal responses to monitor comprehension</li> <li>● Use thinking/questioning skills by providing student with question stems</li> <li>● Use cause/effect, action/consequences, or current events using a graphic organizer</li> <li>● Use ‘think-a-louds’ to model the thinking process</li> </ul>	<ul style="list-style-type: none"> <li>● Create one-page or less documents by customizing the lesson materials (See From our Community – Scripted Lesson: <a href="#">Density</a>)</li> <li>● Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: <a href="#">Chemical Changes</a>)</li> <li>● Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>● Have students answer the Assessment questions out loud explaining correct/incorrect answers prior to submitting with a partner</li> </ul>
<p><b>Visual Processing</b> <i>Includes spatial relationships, understanding symbols, synthesizing/interpreting info seen, interpreting graphs, charts, maps, etc.</i></p>	<ul style="list-style-type: none"> <li>● Simplify worksheets and printed materials</li> <li>● Enlarge print</li> <li>● Read aloud material that is written</li> <li>● Have student repeat instructions or explain information</li> <li>● Provide a card with a “window” cut-out to highlight small amounts of information</li> </ul>	<ul style="list-style-type: none"> <li>● Create one-page or less documents by customizing the lesson materials (See <a href="#">2020 Remote Learning Task Cards</a>)</li> <li>● Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: <a href="#">Chemical Changes</a>)</li> <li>● Use the arrows provided from the Tools menu in the Gizmo to point out information</li> <li>● Create <a href="#">Teacher Presets</a> of Gizmos set-ups to minimize distractions</li> </ul>
<p><b>Written Language</b> <i>includes adding details, composing sentences, writing fluency, monitoring progress, mechanics, word choice, etc.</i></p>	<ul style="list-style-type: none"> <li>● Discuss the purpose and rationale for each activity</li> <li>● Simplify language of writing prompts</li> <li>● Suggest a tape recorder/video to dictate what they want written, then play it back to write it down</li> <li>● Use brief, individual conferences to assess progress</li> <li>● Provide graphic organizers, writing frames, or copy of the notes</li> </ul>	<ul style="list-style-type: none"> <li>● Create one-page or less documents by customizing the lesson materials (See <a href="#">2020 Remote Learning Task Cards</a>)</li> <li>● Customize the lesson materials and create graphic organizers (See From our Community – Graphic Organizer: <a href="#">Chemical Changes</a>)</li> <li>● Have students record their interaction with the simulation using a screen recording tool</li> </ul>

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