

List 8.14 I Have a Student Who . . . : What to Do?

I Have a Student Who Has Problems Getting Started and Focusing on Work

- Have a peer buddy restate the directions to the student; then have the student paraphrase the directions and expectations in his or her own words
- Check in on the student's progress frequently at the start of a lesson
- Have the student use a small digital timer and chart his or her start time progress on a daily basis for reinforcement
- Give clear and concise directions, delineating one step at a time
- Relate the content to the student's background and life experience
- Use verbal and visual cues to get the student started
- Have the student ask clarifying questions before getting started
- Make sure worksheets are uncluttered and easy to read
- Give the student a checklist to verify that they have all needed materials for lesson
- Use proximity with the student and seat him or her near the front of the class
- Chunk the lesson into discernable segments

I Have a Student Who Has Trouble Getting His or Her Work Done

- Reduce the amount of work required if student can demonstrate competency regarding content
- Check in with the student regarding time left to complete assignment ("You have five more minutes before you need to turn in this assignment . . .")
- Help the student keep a planner with assignment due dates
- Use verbal and visual prompts for reinforcement
- Give the student two index cards to display on his or her desk—for example, green means go, and red indicates completion of assignment
- Set clear limits
- Allow student to respond into a tape player to be played back later
- Work with the parents for a collaborative arrangement and keep an extra set of texts at home
- Allow an extended time for completion (specified at onset of task)
- Replicate the questions to be answered on a worksheet so student only has to fill in the blanks, rather than rewriting the entire question
- Use a visual digital timer (not a buzzer) to keep student on task and focused
- Divide the workload, requiring only even or odd numbers to be completed
- Provide student with a checklist of procedures and routines to monitor his or her own progress
- Allow student to respond with a visual symbol or sketch instead of a written answer

Taken from *The Co-Teaching Book of Lists*, by Katherine Perez. Copyright © 2012 by John Wiley & Sons, Inc.

I Have a Student Who Has Trouble Taking Notes

- Allow the student to tape the lecture and listen to it later, playing it back at a slower speed and being able to pause it as needed
- Provide student with an advanced organizer that shows a framework of the key concepts to transcribe from the lesson
- If you take notes on the overhead or visualizer, provide student with a copy so they can fill in the gaps
- Preview key points of lecture and key vocabulary to increase comprehension
- Provide a copy of the teacher's notes so that the student can compare it to his or her own and highlight main ideas to remember
- Have a study buddy take notes for student on NCR paper (carbonless copy paper) to share
- Teach the student how to review by highlighting main ideas from the notes
- Have paraprofessional review student notes after lesson and see what else they might recall
- Teach common cue phrases and academic signal words that will help student organize his or her notes
- Teach common abbreviations that will make note taking much more efficient
- Help the student develop his or her own shorthand for taking notes
- Give student a partial outline of lecture to complete
- Allow student to actively listen to lesson and then summarize verbally with a learning partner before writing down key ideas

I Have a Student Who Has Trouble Taking Written Tests

- Provide hands-on approaches to showing what they know by providing sticky notes and allowing them to sequence their answers before responding
- Allow for an open-book test or let them use their notes
- Allow extended time
- Provide breaks during test time to increase student's focus and attention
- Restate the directions and have the student paraphrase them
- Provide some kind of place marker like an index card, so that student can keep their place on the test form
- Show student how to highlight certain key words on the test before starting to answer
- Break up long lists of questions into smaller chunks
- Allow student to write on the test instead of copying down all the questions
- Test in a small group or one-to-one situation
- Read the test out loud to the student
- Provide an opportunity to redo test to bring their grade up
- Allow student to dictate responses to essay questions on a tape recorder or to the paraprofessional and review them later
- Provide a word bank that will help students with responses
- Show the student models of exemplary tests from past students—what do they look like?

I Have a Student Who Has Trouble Staying on Task

- Set specific time limits to prepare students ("this assignment will be due in fifteen minutes...")
- Use proximity with student and move his or her seat to the front of the room
- Try to reduce distractions and clear student's work space
- Give frequent and positive feedback
- Help student become more independent and make his or her own checklists for task completion
- Use peer helpers or cross-age tutors
- Talk with student and agree on nonverbal cues or sign language as reminders for them to pay attention and stay focused
- Create every-pupil response cards to reply to questions and ensure engagement (such as Yes and No cards or cards numbered one through five for multiple-choice questions)
- Reduce the quantity of work provided
- Use a visual digital silent timer for target students to complete work
- Randomly call on students so that everyone needs to be attentive; write each student's name on Popsicle sticks or a deck of cards, then ask students to respond when their name comes up and allow them to pass if they do not know the answer
- Provide shortened tasks
- Vary activities often for greater engagement
- Allow student to move around as a "resource manager," to pass out papers, collect assignments, and so forth to keep them moving with a positive purpose
- For students who are highly distractible, use a study carrel (trifold cardboard carrels are available at office supply stores)

I Have a Student Who Has Trouble Expressing Himself in Writing

- Assist student in creating an outline for a written piece
- Help student brainstorm words related to topic
- Give specific steps and sequence for writing assignments
- Have students prepare a word bank of vocabulary they can use in the essay
- Have the student make a concept map of related ideas around a central theme before writing
- Request that student record his or her essay or story into a tape recorder to get ideas out and then convert the words to written expression later
- Create a framework or template of the structure of an essay and have the student fill in the blanks
- Have students write research facts on separate index cards, then arrange the ideas before they write the final report
- At the revision stage, help student by highlighting words or ideas that are similar in the same color, so that ideas may be grouped together in order for the final draft
- Keep a selection of pictures, photos, or postcards to use as writing prompts and to generate ideas

Taken from *The Co-Teaching Book of Lists*, by Katherine Perez. Copyright © 2012 by John Wiley & Sons, Inc.

- For primary students who have fine motor problems, provide special paper with raised lines for writing
- Allow student access to a word processor for writing drafts
- Have student select his or her own writing topic for journal that day
- Have students illustrate the key points of their paper and then write captions to support them
- Provide students with writing software that helps organize their ideas
- Teach mnemonics or acronyms to help them remember the components of a finished composition:
 - COPS (capitalization, organization, punctuation, spelling)
 - SPACE (spelling, punctuation, appearance, capitalization, error analysis)

I Have a Student Who Has Trouble Spelling

- Have your student create a word book that serves as their personal dictionary; this could also take the form of an index card file of new words learned
- Have student watch you write the words then trace over your writing with a highlighter
- Try "screen spelling": cut medium-mesh aluminum screen into nine-by-twelve-inch rectangles and trim them with masking tape; when student puts paper on top of screen, writes word with crayon, and traces it with a finger, the screen provides a raised surface and a multi-kinesthetic approach to spelling
- For primary students, use other materials that provide tactile feedback to your student, such as shaving cream, pudding, sand, or cornstarch
- Shorten the spelling list by modifying the number of required words
- Teach the student to use an electronic speller
- Highlight to help student: base word, prefixes, and suffixes
- Develop parent-school partnership by sending home the spelling words for the semester to the parents with suggestions and adaptations to help them practice and reinforce the spelling with their child
- Provide an audiotaped recording of the spelling list for the student to listen and respond to
- Develop an individual spelling contract with the student, gradually increasing mastery required for the spelling words
- Use the vocabulary-self-selection technique: student chooses specific words that are meaningful to him or her, in addition to those on the list
- Have the student spell the words verbally instead of in writing
- Help the student by giving the number of sounds or letters in a word when testing

I Have a Student Who Has Trouble Keeping Track of Assignments and Materials for Class

- Use sticky notes to mark the assignments in the text or workbook
- Have the student keep an assignment book with tasks to be done, due date, and approximate time needed to complete assignment

- Help the student develop his or her own self-monitoring techniques to help them remember supplies and assignments
- In his or her assignment book, have student write a list of materials to remember
- After you give directions, have student repeat and paraphrase the materials needed
- Have student call home and leave a message on the answering machine stating the homework assignment for that night; when they get home, they play the message and get to work
- Write each assignment due on a separate sticky note; when a student completes an assignment, that note is thrown away
- Have students place remaining sticky notes of outstanding assignments that are not completed in a special folder in their desk or notebook for the class
- Develop a set of nonverbal cues or hand signals to help the student remember to self-check for materials and assignments
- Display a master calendar of due dates and materials needed for all of the class to monitor and view
- Develop a checking system so that you can initial in their assignment book when a task has been completed
- Post assignments in the same place in the classroom daily for students to copy; consistency is the key
- Keep an extra supply of necessary materials in the classroom in case of emergencies
- Develop a system to help the student break up the assignment into smaller steps toward completion
- Contact the parents about your policies regarding assignment completion and share with them the main due dates that are pending
- Pair the student with a study buddy to check in with daily upon arriving and/or before leaving class to make sure needed materials and assignments are at hand

Taken from *The Co-Teaching Book of Lists*, by Katherine Perez. Copyright © 2012 by John Wiley & Sons, Inc.

