

| Presentation of Materials | | | | | | | |
|---|------------------------------|--------------|----------------|---------------|--------------|---|--|
| Strategy | Learning Style/Strategy Type | Disabilities | Accommodation? | Modification? | AT Required? | If So, What Type? | |
| Tape Recorded Lectures | Visual, Auditory | AU, EBD, LD | Yes | No | Yes | Tape Recorder | |
| Mnemonic Devices | Visual, Auditory | EBD, LD | No | No | No | N/A | |
| Provide an Outline of Materials | Visual | AU, EBD, LD | Yes | No | No | N/A | |
| Use of Manipulative Items | Visual, Tactile | AU, EBD, LD | Yes | No | No | N/A | |
| Highlight Materials | Visual | AU, EBD, LD | Yes | No | No | N/A | |
| Use of a Word Processor | Visual, Tactile | AU, EBD, LD | Yes | No | Yes | Computer/Word Processor | |
| Use of Illustrations in Note-Taking | Visual, Tactile | AU, EBD, LD | No | No | No | N/A | |
| Use Note cards to Organize Information | Visual, Tactile, Kinesthetic | AU, EBD, LD | No | No | No | N/A | |
| Use of a Dry Erase Board for Writing | Visual, Tactile | AU, EBD, LD | Yes | No | No | N/A | |
| Use of Alternative Writing Utensil | Visual, Tactile | AU, EBD, LD | Yes | No | Yes | Colored Pencils, Pens, Etc. | |
| Use the Overhead to Display an Outline/Map, etc. | Visual | AU, EBD, LD | Yes | No | Yes | Computer or Opaque Projector | |
| Use an Assignment Notebook | Visual, Tactile | AU, EBD, LD | Yes | No | No | N/A | |
| Color-Code Books, Materials, Assignments, etc. | Visual | AU, EBD, LD | Yes | No | No | N/A | |
| Fill-in-the-blank Note-taking | Visual, Tactile | AU, EBD, LD | Yes | No | No | N/A | |
| Use of Visualization | Visual | EBD, LD | No | No | No | N/A | |
| Draw Lines around the Configuration of Printed Material | Visual, Tactile | AU, EBD, LD | No | No | No | N/A | |
| Use of Graphic Organizers | Visual | AU, EBD, LD | No | No | No | N/A | |
| Give Verbal Directions; Have Student Relay them Back | Auditory | LD | No | No | No | N/A | |
| Give Directions Verbally and in Writing | Visual, Auditory | LD, AU, EBD | Yes | No | No | N/A | |
| Read Material to the Student | Auditory | LD, AU, EBD | Yes | No | No | A text reader could be used (Kurzweil 3000) | |
| Provide a Scribe for Written Assignments/Tests | Tactile | LD, AU, EBD | Yes | No | No | N/A | |
| Provide Additional Time to Process/Write Assignments | Tactile | LD, AU, EBD | Yes | No | No | N/A | |
| Reduce the Number of Items per Line/Page | Visual | LD, AU, EBD | Yes | No | No | N/A | |
| Allow Verbal Responses | N/A | LD, AU, EBD | Yes | No | No | N/A | |
| Allow for Frequent Breaks | Kinesthetic | LD, AU, EBD | Yes | No | No | N/A | |
| Allow Extended Time | N/A | LD, AU, EBD | Yes | No | No | N/A | |
| Administer the Test in Small Group Settings | N/A | LD, AU, EBD | Yes | No | No | N/A | |
| Provide Focus Prompts ("Ready?") | Auditory | LD, AU, EBD | Yes | No | No | N/A | |
| Peer Note Taker | Tactile | LD, AU, EBD | Yes | No | No | N/A | |
| Alter Printed Material (colored type, large text, etc.) | Visual | LD, AU, EBD | Yes | No | No | N/A | |
| Allow the use of Graph or Wide Ruled Paper | Visual, Tactile | LD, AU, EBD | Yes | No | No | N/A | |
| Allow Tape/Video Recorded Assignments | Tactile, Kinesthetic | LD, AU, EBD | Yes | No | No | N/A | |
| Use a Study Carrel | N/A | EBD, LD | No | No | No | N/A | |
| Use of Role Play to Teach Appropriate Skills/Behaviors | Visual, Kinesthetic | EBD, LD, AU | No | No | No | N/A | |
| Allow Student to Visit the "calm-down corner" | N/A | EBD, LD, AU | Yes | No | No | N/A | |
| Use and/or Encourage Relaxation Techniques Between Assignments | N/A | EBD, LD, AU | Yes | No | No | N/A | |
| Provide Free-Time or other Reinforcement for Compliance | N/A | EBD, LD, AU | Yes | No | No | N/A | |
| Create a Behavior Contract w/ the Student to Outline Expectations | N/A | EBD, LD, AU | Yes | No | No | N/A | |
| Use Planned Ignoring | N/A | EBD, AU | No | No | No | N/A | |
| Use Planned Signals | Visual, Kinesthetic | EBD, AU | No | No | No | N/A | |
| Use of Peer Tutors | Visual | EBD, AU, LD | Yes | No | No | N/A | |
| Use Visual Reminders/Visual Schedule | Visual | EBD, AU | Yes | No | No | N/A | |
| Token-Economy Behavior System | N/A | EBD, AU, LD | No | No | No | N/A | |
| Teacher/Student Mentor | Visual, Kinesthetic | EBD | No | No | No | N/A | |
| Monitor and Avoid Situations that could Evoke Inappropriate Behaviors | N/A | EBD, AU | Yes | No | No | N/A | |
| Give Frequent Feedback for both Positive and Negative Behaviors | N/A | EBD | Yes | No | No | N/A | |
| Teach/Encourage Self-Talk | N/A | EBD, AU | No | No | No | N/A | |
| Use of PECS | Visual | AU | Yes | Yes | Yes | Visual Pictures using Boardmaker, etc. | |
| Social Stories/Comic Strip Conversations | Visual | AU | No | No | No | N/A | |
| Pre-teach / pre-tell about concepts/activities/events | N/A | AU | Yes | No | No | N/A | |
| Allow Student to Illustrate Concepts | Visual, Tactile | AU, LD | Yes | No | No | N/A | |
| Use of Primary Reinforcement (food items, etc.) as rewards | N/A | AU | No | No | No | N/A | |
| Label Classroom Objects | Visual | AU | Yes | No | No | N/A | |
| Provide Opportunities for Choice (math or science?) | N/A | AU | Yes | No | No | N/A | |
| Use "First, Then" statements | N/A | AU | No | No | No | N/A | |
| Breakdown directions to one step at a time | Auditory | AU | Yes | No | No | N/A | |
| Highlight Each Step of Directions/Assignments in different colors | Visual | AU, LD | Yes | No | No | N/A | |
| Break Tasks into independent steps (task analysis) | N/A | AU, LD | Yes | Yes | No | N/A | |
| Use Discrete Trials | Visual | AU | Yes | Yes | No | N/A | |
| Provide a Customized Visual Schedule | Visual | AU | Yes | No | No | N/A | |
| Reduce Sensory Distractions: dim lights, provide ear plugs, etc. | N/A | AU | Yes | No | No | N/A | |
| Directly Instruct Social Skills | Visual | AU | No | No | No | N/A | |