



Bridging the Gap



Strategies and interventions to help students with learning disabilities, AD/HD and emotional disorders meet the Standards in regular ed classrooms

This site has been created by Special Education teacher Anne Sepe
with a mini-grant from the Rural Education Advisory Committee

Classroom Management:

This section focuses on creating an emotionally safe classroom environment where LD, AD/HD and ED students are more willing to engage in the learning process

- Students respond to teachers who care, listen and encourage
- In all your student interactions, be positive and supportive. Be careful to avoid negative comments, body language and facial expressions. Model and teach courteous conduct at all times.
- Build self-esteem. Let students know it's okay to make mistakes.
- When student behaves unacceptably, be careful to focus on behavior, not innate self-worth.
- Discourage excuses. Teach students that responsibility for both success and failure belongs to them.
- Be flexible, willing to structure workload and adjust expectations to fit student need so student can succeed. Grade work according to student's knowledge and abilities, don't give penalties for disabilities (*Grade for content knowledge, don't take off points for handwriting or spelling. Use word banks or matching questions, avoid fill-in-the-blanks which require generating specific, isolated language*).
- Teach the steps to success (*Be on time, be prepared, listen to instruction, do class assignments and homework, ask for help when needed, study for tests, do your best*).
- Give students acceptable choices to encourage success and active involvement in learning (*You have 15 minutes of study time before the bell rings. Do you want to work on your math homework or your social studies reading?*)
- Establish and maintain consistent classroom routines and procedures. Post classroom rules and expectations, daily schedule, homework assignments and other needed

information at eye level in front of room. When change is necessary, give students advance warning.

- Provide mini-opportunities for movement (*water the plants, get a drink, deliver a note*). For students who need to move often, consider providing two desks, with mobility options between the two.
- Use preferential seating. Seat distractible students near the teacher, surrounded with well-behaved peers, near the door (unobtrusive exit if needed).
- Provide a quiet study carrel option for students who are distracted by noise or activity.
- When questioning verbally, allow enough time for language-impaired students to process the question, access the information and formulate an answer. Do the same with written questioning
- Monitor student work and behavior. Maintain visibility and provide frequent feedback to high-need students. Stay “on your feet, patrolling your beat” during independent work time.
- Students with LD, AD/HD, ED may communicate with behavior rather than words. Consider unusual behavior a form of communication and look for underlying reasons for inappropriate behavior. Ask questions (*who, what, where, when, why, how*) before giving consequences.
- Communicate often with parents. If needed, establish daily communication through an assignment notebook. Be honest, but keep the tone of the communication positive.

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