Common Accommodations in the Classroom

Accommodations:	Learning Differences that benefit from the Accommodation:
Additional Time for Assignments and Tests: Students with learning differences often lose sight of the task when pressured to perform in an amount of time. Being able to take their time allows them to focus on each question without feeling anxiety.	**-**Autism -ADHD -Learning Disabilities -Dysgraphia -Dyslexia -Anxiety Disorders -Auditory or Visual Processing disorders
Using Cover sheet to present one problem at a time: Using a cover sheet takes the focus off the number of problems or questions and encourages students to focus on one problem at a time .	-Autism -ADHD -Learning Disabilities -Anxiety Disorders -Auditory or Visual Processing disorders
Additional Time to Answer (In class discussion): Sometimes students need peer examples as well as time to create or form their own answer before they answer a question that is thrown out quickly.	**-**Autism -Learning Disabilities -Auditory Processing Disorders
Concrete and Visual Examples: These examples help students get a full grasp of the content. Many students with learning disabilities have a hard time grasping abstract ideas and visual cues, so these real life examples help students better understand and relate to the material.	**-**Autism -ADHD -Learning Disabilities -Auditory Processing
Visual Cues For Focus: Hand signals, visual schedules, a timer, and checklists are just a few visual cues that help students maintain focus.	**-**Autism -ADHD -Auditory or Visual Processing
Teacher provided notes -Hard copy or on an electronic device; Students can take picture of notes on board.	**-**Autism -ADHD -Learning Disabled -Dysgraphia -Dyslexia
Assistance organizing and maintaining a clean work space- The student may need to have time to clean out and reorganize notebooks each week.	**-**Autism -ADHD -Learning Disabilities

Extra visual and verbal prompts- A tap on the shoulder to redirect the student, repeating directions orally, etc.	**-**Autism -ADHD -Auditory Processing
Recording class discussions/ lectures and audiobooks- Students cannot bring audiobooks to class, but can listen to them outside of class. Students can bring recording devices to class and listen to the lecture again after class is over.	**-**ADHD -Autism -Auditory Processing -Dyslexia -Dysgraphia
Color Coding Notes & Assignments/ written out schedule- These tools assist the students in being organized, allows them able to read and process material more quickly, and decreases anxiety levels.	**-**ADHD -Autism -Learning Disabilities -Dysgraphia -Auditory Processing
Alternate quiet and active time: Take a few classes and use the Focused Study time to regroup and process the first class or classes and set up for last class or classes.	-ADHD -Autism -Auditory Processing -Learning Disabilities
Work in Progress Checks- Take a larger assignment and break it down into smaller assignments.	-Autism -ADHD -Learning Disabilities -Dysgraphia -Auditory Processing -Dyslexia

Resources for Learning Differences

Every student/ learner is different, so what works for one family is not a guarantee that it will work for another family. It is important to study and be aware of your child's learning style to assist you in identifying the best resources for educating your child with their learning needs.

Curriculum Suggestions

Curriculum is a personal choice for subjects taught at home but co-op members must use a curriculum chosen by the UHC staff and teachers. Although UHC has set curriculum for each class, you may supplement the curriculum at home to provide additional resources to help them with learning and understanding the material. Below, we are sharing in a chart some of the curriculum that has worked best for our learners, based on their learning differences.

Grammar/Spelling:

Curriculum	Type of learning need
Easy Grammar	-High functioning Autism

	-Learning Disabilities -Dyslexia
All about Spelling	-Various

Writing:

Curriculum	Learner Type it Worked for
IEW	-High functioning Autism - Learning Disabilities -Gifted Child -ADHD
WriteShop	-Struggling writers -Learning disabilities

Reading/Literature:

Curriculum	Learner Type it Worked for
Logic of English	-Struggling readers
All about Reading	-Struggling Readers -Dyslexia -Learning Disabilities
ABeCeDarian Reading Program	-Dyslexia
Barton Reading Program	-Dyslexia
Primary Arts of Language (IEW)	-Struggling readers -Dyslexia
Rod and Staff	-Dyslexia

Math:

Some of these suggestions are better for supplemental resources versus actual curriculum.

Curriculum	Specifics	Learner Type
Saxon Math	-Spiral curriculum, easy steps to build on -supplemental resource to help someone who is behind developmentally catch up.	-High functioning Autism -Math Learning Disability
Teaching Textbooks	-Only shows one problem at a time -Each lesson is focused on the question.	-Math Learning Disability

Life of Fred High School Classes (Algebra, etc)	-This is a story that focuses on helping students learn through funny anecdotal stories. However, it teaches harder math in common sense steps.	-High functioning Autism -Math learning disability
Math U See	-Mastery curriculum and has easy steps to build on	-Math learning disabilities -Auditory processing disorder -Those with math delays

Science:

Curriculum	Specifics	Learner Type
Apologia	It provides digital, audio, and visual texts, so students with all different learning styles can process material according to their needs.	-Auditory Processing -Learning disabilities

History:

Curriculum	Specifics	Learner Type
Our Father's World	Literature based curriculum, excellent for teaching multiple ages	-Dyslexia -Learning disabilities
Switched On Schoolhouse	Computerized program that has a text to speech function that reads the text to the student. Great program to transition from a laid back elementary teaching style to a more structured middle and high school level courses.	-Dyslexia -Learning disabilities - Auditory Processing disorder
Beautiful Feet	Literature based curriculum, can use for teaching multiple ages	-Dyslexia -Learning disabilities

Typing:

Curriculum	Specifics	Learner Type
Mavis Beacon teaches typing	You can purchase online or in store.	Various
Dance Mat Typing	Dance Mat Typing	Various

Typing Class for Ipad	Download from the App store	Various

Apps for IPad/Android and Assistive Technology

Many times a simple app on an electronic device or another type of assistive technology is the one key that unlocks the world for students. It can be anything from a flash card app to help with vocabulary, to a pen that records while you take notes and will read the lecture back to you. Check out some of our favorites here!

Best iPad Apps for Students with Special Needs

Apps for Learning Disabilities

Apps for Dyslexia and Learning Disabilities

Kids Apps for Learning Disabilities

iPad Apps for Reading Disabilities

Websites and resources

ADHD

Book share

Dyscalculia

Language based learning disabilities

Podcasts-
Dyslexia
Dysgraphia

ADHD

Local resources for families

Pearl Center for Learning- 864-675-9200
-NILD Educational therapy - Grade 2-12
-Group Educational therapy- Various ages
-Homeschool classes

Hopkins Eye Center

Strategies for Different Learning Styles

Every student has a unique learning style. One of the best ways to discover your student's learning style is with a learning style quiz, or through observations of how they learn best. This helps you know the best way to teach them. Here is an article on learning styles, specifically written for homeschooling

Here are some online quizzes:
Elementary Learning Styles
Middle School Learning Styles

Learning Style	Teaching Strategies
Visual: Learns best with pictures	-graphic organizers -color coding ideas, subjects -use common kitchen items to edit for punctuation (macaroni for commas) -create clay models or illustrate main characters and settings -Use manipulatives and pictures to solve problems -create models - create maps
Auditory: Learns through sound and listening	-play music while student works - listen to audio books -watch movies on subject matter -read aloud to the child -read the notes orally
Kinesthetic: Learns through Movement	-ball toss review -memory game for vocabulary -creating a dance, or signs to review material -sitting on a wobble chair -being allowed to move or stand while learning -building or creating things to represent what is learned -take exercise breaks: or do exercises to remind yourself of specific information (multiples while doing jumping jacks) -act out key ideas
Linguistic: Learns through speech and writing	-Allow your child to talk about their day -Between lessons do a "brain dump" where your child writes or tells you everything new they learned. -Make a long distance call to a grandparent or someone outside for them to share ideas -Let your child be the teacher on just learned items. -Create YouTube videos of learned materials
Logical: Learns through patterns and systems	-Organize information -Diagram sentences - Look for and seek out patterns in subjects

Solitary: Learns best on own, even teaches self	-give students choices on activities and quizzes -allow for reflection journals -Giving Quiet time and a chance to self evaluate
Social: Learns with others, needs peers to work with	-Allow for study groups or peer tutoring if allowed -Build on activities as a family -Do a conversation journal with ideas

How to Be a Successful Team

The term 'team' means that everyone is working together for a common goal. This requires a balance in the team between the co-op teacher (expert in the subject), the parent/ home teacher (expert on the child), and the student. Everyone in this group has to work together for success. If any one leg falls down, the other is unable to compensate no matter how much effort is put forward.

1) Classroom Teacher: The co-op teacher can only accommodate in the classroom. She/He cannot work with the student at home, or be there for the student 5 days a week. However, as the expert on the subject, she/he can give suggestions to help make work at home be a little easier.
2) Parent Teacher: The role of the parent teacher is to actively engage their child in their school work, help them stay accountable for any work that is due, do any modifications that may be helpful at home, and communicate with the co-op teacher with any questions or concerns.
3) Student: The student needs to be responsible to complete assignments in a timely manner. The student also needs to feel that they can communicate with their parent and co-op teachers to share their own concerns or questions.

Now that roles have been established, here are things everyone on the team can do to keep it successful:
1. DO believe that everyone is on the same side.
2. DO be respectful of time by waiting patiently, only sending necessary correspondence, and keeping up with expectations.
3. DO encourage and expect growth.
4. DO pray for each other.