APPENDIX D: Instructional Strategies
### Figure 44

#### STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Students learn best by:</th>
<th>Planning questions for teachers</th>
<th>Learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Verbalizing, hearing, and seeing words</td>
<td>How can I use the spoken or written word?</td>
<td>Creative writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formal speech</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Humor or telling jokes</td>
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<td></td>
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<td></td>
<td>Impromptu speaking</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Journal or diary keeping</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Oral debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poetry</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Storytelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Words—used in reading, writing, speaking</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td>Conceptualizing it, quantifying it, thinking critically about it</td>
<td>How can I bring in numbers, calculations, logic, classifications, or critical-thinking skills?</td>
<td>Abstract symbols, formulas</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Calculation</td>
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<td></td>
<td></td>
<td></td>
<td>Counting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Deciphering codes</td>
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<td></td>
<td></td>
<td></td>
<td>Finding patterns</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Forcing relationships</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Graphic organizers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Number sequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outlining</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Syllogisms</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>Drawing it, sketching it, visualizing it</td>
<td>How can I use visual aids, visualization, color, art, or metaphor?</td>
<td>Active imagination</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Color schemes</td>
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<td></td>
<td></td>
<td></td>
<td>Designs and patterns</td>
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<td></td>
<td></td>
<td></td>
<td>Drawing guided imagery</td>
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<td></td>
<td></td>
<td></td>
<td>Mind mapping</td>
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<td></td>
<td></td>
<td></td>
<td>Painting pictures</td>
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<td></td>
<td></td>
<td></td>
<td>Pretending</td>
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<td></td>
<td></td>
<td></td>
<td>Sculpture/models</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>Dancing it, building a model of it, doing a hands-on activity related to it</td>
<td>How can I involve the whole body or use hands-on experience?</td>
<td>Body language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dancing—folk or creative</td>
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<tr>
<td></td>
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<td></td>
<td>Drama/acting</td>
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<td></td>
<td></td>
<td></td>
<td>Inventing</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Martial arts</td>
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<td></td>
<td></td>
<td></td>
<td>Mime</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical gestures</td>
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<td></td>
<td></td>
<td></td>
<td>Physical exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Playing sports and games</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Role-playing</td>
</tr>
</tbody>
</table>

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
### STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Students learn best by:</th>
<th>Planning questions for teachers</th>
<th>Learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Musical</strong></td>
<td>Singing it, chanting it, finding music that illustrates it, putting on background music while learning it</td>
<td>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</td>
<td>Creating music&lt;br&gt;Environment sounds&lt;br&gt;Humming&lt;br&gt;Listening to music&lt;br&gt;Music performance&lt;br&gt;Music composition, creation&lt;br&gt;Percussion vibrations&lt;br&gt;Rhythmic patterns&lt;br&gt;Singing&lt;br&gt;Tonal patterns&lt;br&gt;Vocal sounds and tones</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Working on it with another person or group of people</td>
<td>How can I engage students in peer-sharing, cooperative learning, or large-group simulation?</td>
<td>Collaboration skills&lt;br&gt;Cooperating&lt;br&gt;Cooperative learning&lt;br&gt;Empathy practices&lt;br&gt;Giving Feedback&lt;br&gt;Group projects&lt;br&gt;Intuiting others’ feelings&lt;br&gt;Listening&lt;br&gt;Person-to-person communication&lt;br&gt;Receiving feedback&lt;br&gt;Sensing others’ motives&lt;br&gt;Talking to others&lt;br&gt;Teamwork/division of labor</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Relating it to a personal feeling or inner experience</td>
<td>How can I evoke personal feelings or memories, or give students choices?</td>
<td>Being alone&lt;br&gt;Complex guided imagery&lt;br&gt;“Centering” practices&lt;br&gt;Emotional processing&lt;br&gt;Focusing/concentration skills&lt;br&gt;Higher-order reasoning&lt;br&gt;“Know thyself” practices&lt;br&gt;Metacognition techniques&lt;br&gt;Mindfulness practices&lt;br&gt;Silent reflection methods&lt;br&gt;Telling about feelings&lt;br&gt;Telling about thinking&lt;br&gt;Thinking strategies</td>
</tr>
<tr>
<td><strong>Naturalist-Physical World</strong></td>
<td>Observing it, classifying it, appreciating it</td>
<td>How can I relate the student’s learning to the physical world?</td>
<td>Discovering, uncovering&lt;br&gt;Observing, watching&lt;br&gt;Forecasting, predicting&lt;br&gt;Planting&lt;br&gt;Comparing&lt;br&gt;Displaying&lt;br&gt;Sorting and classifying&lt;br&gt;Photographing&lt;br&gt;Building environments</td>
</tr>
</tbody>
</table>

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
### Figure 45

**STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS**

Multiple Intelligences Grid of Ideas

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Logical</th>
<th>Spatial</th>
<th>Bodily</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographies</td>
<td>Graphic arts</td>
<td>Greek architecture</td>
<td>Fitness</td>
<td>National songs</td>
<td>Teamwork</td>
<td>Individual achievement</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Writing about heroes</td>
<td>Biochemistry</td>
<td>Pottery</td>
<td>Sports</td>
<td>Raps</td>
<td>Cooperation</td>
<td>Pride</td>
<td>Health</td>
</tr>
<tr>
<td>Historical fiction</td>
<td>Laws of physics</td>
<td>Painting</td>
<td>Practice</td>
<td>Practicing music</td>
<td>Competition</td>
<td>Sense of accomplishment</td>
<td>Wellness</td>
</tr>
<tr>
<td>Myths</td>
<td>Statistics</td>
<td>Posters</td>
<td>Routines</td>
<td>Relaxation music</td>
<td>Sportsmanship</td>
<td>Logs</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Literature</td>
<td>Percentages</td>
<td>Photos</td>
<td>Regimens</td>
<td>Meditation</td>
<td>Coaching</td>
<td>Journals</td>
<td>Climate</td>
</tr>
<tr>
<td>News reporting</td>
<td>Logical thinking</td>
<td>Graphic organizers</td>
<td>Physical therapy</td>
<td>Composing</td>
<td>Mentoring</td>
<td>Psychology of peak performance</td>
<td>Culture</td>
</tr>
<tr>
<td>Expository writing</td>
<td>Sequences</td>
<td>Graphs</td>
<td>Conditioning</td>
<td>Performing</td>
<td>Global relationships</td>
<td>Biofeedback</td>
<td></td>
</tr>
<tr>
<td>Features</td>
<td>Cause/effect</td>
<td>Visualization techniques</td>
<td>Experiences</td>
<td>Selecting appropriate music</td>
<td>Conflict management</td>
<td>Endurance</td>
<td>Attitudes</td>
</tr>
</tbody>
</table>

Multiple Intelligences Grid of Life (Fogarty, 1997)
Figure 46

STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS
Planning Model Using Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of thinking. The six levels roughly form a two-tiered arrangement that represents levels of complexity in thinking. Knowledge and comprehension are the lower or more concrete levels of thinking. Analysis, evaluation, and synthesis represent higher or more complex levels of thinking. The application level, which falls between the lower and higher levels, can be very complex depending on the task.

A variety of instructional strategies and products may be categorized for each level of thinking. Teachers who design a variety of learning activities that require different levels of thinking will provide appropriate opportunity for the diverse number of students whose thinking levels range throughout the spectrum.

Figure 46 provides a model for instructional planning based on Bloom's taxonomy of thinking. Also see Figure 47, World Languages and Bloom's Taxonomy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Instructional Strategies</th>
<th>Activities, Tasks, &amp; Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Students recall information, recite, or write</td>
<td>• ask • define • describe • discover • indentify • label • list • listen • locate • match • memorize • name • observe • recite • recognize • remember • research • select • state • tell</td>
<td>• books • diagrams • events • exams • facts in isolation • films • film strips • magazine articles • models • newspapers • people • plays • quiz • radio • recordings/records • tapes • text reading • vocabulary • workbook pages</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Students restate the information in their own words</td>
<td>• ask • change • compare • convert • defend • discover • distinguish • edit • explain • express • extend • generalize • give example • identify • illustrate • infer • interpret • listen • locate • match • observe • paraphrase • predict • relate • research • restate • rewrite • show symbol • summarize • transform • translate</td>
<td>• casual relationship • comparison of like/Unlike items • conclusion/implication based on data • diagrams • films • filmstrips • graph • magazines • models • newspapers • outline • own statement • people • photograph • radio • response to questions • revisions • skit • speech • story • summary • tape recording • television</td>
</tr>
</tbody>
</table>

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
### Figure 46 (continued)

**STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS**

Planning Model Using Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
<th>Instructional Strategies</th>
<th>Activities, Tasks, &amp; Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher, more complex, more abstract levels</td>
<td>Students create and/or gather pieces of information to form a novel thought, idea, product, or perspective.</td>
<td>• appraise • choose • compare • consider • criticize • critique • debate • decide • discuss • editorialize • evaluate • give opinion, viewpoint • judge • prioritize • recommend • relate • summarize • support • weigh</td>
<td>• conclusion • court trial • critique • debate • decision • defense/verdict • discussion • editorial • evaluation • group discussion • group • letter • news item • panel • rating/grades • recommendation • self-evaluation • standard compared • standard established • survey • valuing</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Students judge what they have analyzed and support their opinions.</td>
<td>• combine • compose • construct • create • design • estimate • forecast • hypothesize • imagine • infer • invent • predict • produce • rearrange parts • role-play • write</td>
<td>• advertisement • article • book • cartoon • experiment • formation of a hypothesis or question • game • invention • lesson plan • machine • magazine • new game • new product • new color, smell, taste • news article • pantomime • play • poem • puppet show • radio show • recipe • report • set of rules, principles, or standards • song • speculate on or plan alternative courses of action • story • structure • television show</td>
</tr>
<tr>
<td>Analysis</td>
<td>Students understand component parts to be able to compare and contrast or categorize information.</td>
<td>• advertise • analyze • categorize • classify • compare • contrast • differentiate • dissect • distinguish • infer • investigate • point out • select • separate • solve • subdivide • survey</td>
<td>• argument broken down • chart • commercial • conclusion • checked • diagram • graph • parts of propaganda statement identified • plan • prospectus • questionnaire • report survey • report • solution • survey • syllogism broken down • word defined</td>
</tr>
<tr>
<td>Application</td>
<td>Students apply the information on one or more contexts.</td>
<td>• apply • build • change • choose • classify • construct • cook • demonstrate • discover • dramatize • experiment • interview • list • manipulate • modify • paint • prepare • produce • record • report • show • sketch • solve • stimulate • teach • use guides, charts, maps</td>
<td>• artwork • collection • crafts • demonstration • diagram • diorama • diary • drama • forecast • illustration • list • map • meeting • mobile • model • paint • photographs • project • puzzle • question • recipe • scrapbook • sculpture • shifting smoothly from one gear into another • solution • stichery</td>
</tr>
</tbody>
</table>

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
### Figure 47

**STRATEGIES FOR STUDENTS WITH DIVERSE TALENTS**

**World Languages and Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>Knowledge/Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students will do:</td>
<td>What students will do:</td>
<td>What students will do:</td>
<td>What students will do:</td>
<td>What students will do:</td>
</tr>
<tr>
<td>Write telegrams</td>
<td>Dub cartoons, TV shows</td>
<td>Identify elements of a particular literary form</td>
<td>Write an alternative ending to a story</td>
<td>Prioritize solutions to cultural dilemmas</td>
</tr>
<tr>
<td>Arrange lines of dialogues</td>
<td>Command others step-by-step to prepare a typical cultural dish</td>
<td>Analyze the lyrics of popular songs to compare both cultures’ perspectives</td>
<td>Predict consequences if other historical events would have resulted differently</td>
<td></td>
</tr>
<tr>
<td>Fill out authentic forms for the target country</td>
<td>Produce questions with correct pronunciation</td>
<td>Compare points of view found in two editorials</td>
<td>Write titles for a play, story, or article</td>
<td></td>
</tr>
<tr>
<td>Explain proverbs, slang</td>
<td>Apply a cultural custom to a real-life situation in the target country</td>
<td>Analyze a story, poem, and other authentic materials</td>
<td>Write headlines in newspaper style on current issues in the target country</td>
<td></td>
</tr>
<tr>
<td>Listen for sequence</td>
<td>Interview classmates on their daily activities</td>
<td>Analyze a scene in the target culture</td>
<td>Write a diary of an imaginary trip</td>
<td></td>
</tr>
<tr>
<td>Give description of scenes from a video presentation</td>
<td>Make shopping lists for various cultural, social events</td>
<td>Compare students’ customs with the target culture’s</td>
<td>Hypothesize the reaction to different situations based on the cultural beliefs</td>
<td></td>
</tr>
<tr>
<td>Describe pictures from the target country</td>
<td>Apply rules of correct cultural protocol while dining in the target country</td>
<td>Conduct a survey and analyze the results</td>
<td>Compose a poem, skit, role-play, advertisement</td>
<td></td>
</tr>
<tr>
<td>Define words</td>
<td>Classify words, poems, authentic materials, genre</td>
<td>Analyze the typical foods of the target country for nutritional value</td>
<td>Create hypothetical real-world situations found in the target culture</td>
<td></td>
</tr>
<tr>
<td>Listen and paraphrase in English a conversation heard in the target language</td>
<td>Apply gestures learned to an authentic situation</td>
<td>Identify the best route to a historic site in the target country</td>
<td>Create an infomercial</td>
<td></td>
</tr>
<tr>
<td>Draw picture from verbal information of a target culture’s scene or object</td>
<td>Apply reading strategies to understand authentic texts</td>
<td>Play the role of a tourist who bargains for merchandise in the target country</td>
<td>Justify decisions of sites to visit in the target culture</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
To ensure success with exceptionally able students...

- allow for choice within assignments and projects.
- use compacting.
- allow students to make independent plans for independent learning.
- provide mentoring or apprenticeship with professionals.
- teach entrepreneurship.
- use theory of multiple intelligences.
- use tiered assignments which are more complex or abstract.
- use Socratic questioning.
- use critical and creative questioning strategies.
- use open-ended questioning strategies.
- use interdisciplinary units.
- allow in-depth enrichment learning.
- allow time with like-intellectual peers.
- use accelerated pace of instruction.
- allow dual enrollment or early admission opportunities.
- remove time and space restrictions to allow for a long-term integrated plan of study.
- provide more difficult or abstract resources.
- allow for concrete or real-life investigations and explorations.
- teach coping skills.
- allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.
- clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
Figure 49

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success with speaking...
- give sentence starters.
- use graphic organizers to organize ideas and relationships.
- use visuals.
- allow extra response time for processing.
- use cues and prompts to help the student know when to speak.
- use partners.
- phrase questions with choices embedded in them.
- use choral reading or speaking.
- use rhythm or music.
- allow practice opportunities for speaking.
- practice role-playing activities.

To ensure success with assessment...
- use a variety of authentic assessments.
- establish criteria and expectations prior to instruction.
- teach test-taking strategies.
- teach the format of an upcoming test.
- allow adequate time for test taking.
- allow paper-and-pencil tests to be taken in a different space.
- allow a variety of ways to respond, e.g., orally, pictorially, tape recordings.
- give choices.
- assess learning continuously over time, not just at the end of a unit of study.
- use rubrics.
- use self-assessment tools.

To ensure success when working in groups...
- teach group rules and expectations.
- teach skills of independence; e.g., bridging phrases, disagreeing agreeably, voice level.
- teach manageable strategies for moving in and out of groups within the classroom setting.
- post rules and expectations.
- give adequate time but not "fooling around" time.
- be in close proximity to groups as they work.
- teach students to self-monitor group progress.
- assign student roles or responsibilities in the group.
- teach a signal for getting attention of all groups.
- practice and assess students' behaviors in small-group settings.
- use cooperative learning strategies.
- use a wide variety of groupings; e.g., flexible, cluster, skill.

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS
Considerations for Meeting Specific Learning Needs
in Skill and Instructional Areas

The following suggestions are grouped to address specific kinds of learning needs, but the strategies also
may be beneficial to other students in the same classroom.

To ensure success with reading...
- use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- use before, during, and after reading strategies; e.g., before—preview questions; during—pausing to reflect; after—self-evaluation, summary.
- provide advanced organizers when showing videos.
- use peer tutoring.
- provide audiotaped materials (text or study guides).
- teach self-questioning.
- paraphrase key points and/or have students paraphrase key points.
- summarize key points and/or have students summarize key points.
- label main ideas.
- allow highlighting of texts, passages, key words, or concepts.
- use visual imagery.
- explain idioms that appear in reading passages.
- allow silent pre-reading.
- allow partner reading.
- use computer programs or games.
- allow students to quietly read aloud (subvocalization).
- use graphic organizers.
- use preparatory set, i.e., talk through what a reading passage is about using new vocabulary and concepts.

To ensure success with writing...
- shorten writing assignments.
- require lists instead of sentences.
- dictate ideas to peers.
- provide note takers.
- allow students to use a tape recorder to dictate writing.
- allow visual representation of ideas.
- provide a fill-in-the-blank form for note taking.
- allow students to use a computer for outlining, word-processing, spelling, and grammar check.
- provide a structure for the writing.
- allow collaborative writing.
- provide a model of the writing.
- allow use of different writing utensils and paper.
- use a flow chart for writing ideas before the student writes.
- brainstorm a word bank of possible words that would be needed prior to the writing activity.
- narrow the choice of topics
- grade on the basis of content; do not penalize for errors in mechanics and grammar.
- allow choices of manuscript, cursive, keyboarding.
- allow different positions of writing paper and/or surfaces.

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success with visually-impaired learners...
- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- give student an individual copy of visual information presented to the group.
- use black-and-white printed hand outs.
- use audiotaped books.
- use tactual materials to represent concepts—contact a vision consultant to assist with the design.
- be aware of lighting requirements.
- stand away from window glare when talking to the student.
- allow extra time to complete a task.

To ensure success with hearing-impaired learners...
- provide preferential seating.
- use visual cues (overheads, drawings maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points; don’t overload with information.
- repeat or rephrase what other students say—hearing what other students say is often difficult for hearing-impaired students.
- highlight text and study guides.
- provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos or visuals before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use preprinted outline of materials.

To ensure success with retaining and retrieving information...
- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- use color coding to show concepts and relationships.
- use peer tutors.
- highlight important information.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists
- use matrix to organize information; allow students to construct some of their own.
- use pictographs

Adapted from the Nebraska K-12 Foreign Language Frameworks, 1996
APPENDIX D: INSTRUCTIONAL STRATEGIES

Figure 49 (continued)

STRATEGIES FOR STUDENTS WITH SPECIFIC LEARNING NEEDS
Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

To ensure success with understanding new concepts...

- pre-teach new concepts.
- identify priority learning from less important material.
- provide adequate time.
- provide meaningful practice, review, repetition
- use flow charts.
- connect previous learning to new information.
- use multiple means of learning, the same material (visual, auditory, tactile).
- have student set personal goals.
- use peer tutors.
- use multiple intelligences information to deliver material in a variety of ways.
- use cooperative learning and small groups.
- provide cues.

To ensure success with attention deficit learners...

- surround students with peers who are good role models. Encourage peer tutoring and cooperative, collaborative learning.
- maintain eye contact with students during verbal instruction.
- make directions clear and concise. Be consistent with daily instructions.
- simplify complex directions. Avoid multiple commands.
- make sure that students comprehend before beginning the task.
- repeat in a calm, positive manner, if needed.
- help students to feel more comfortable seeking assistance. (Most ADD students won’t ask for help.)
- assign only one task at a time.
- monitor frequently. Use a supportive attitude.
- modify assignments as needed. Special education personnel can identify specific strengths and weaknesses of students.
- make sure you test knowledge and not attention span.
- give extra time for certain tasks. Students with ADD may work more slowly. Don’t penalize for needed extra time.
- require a daily assignment notebook if necessary. Make sure students write down all assignments each day. Parents and teachers may sign the notebook on a daily basis and use this as an additional form of communication with one another.

Adapted from the list compiled by members of CH.A.D.D. (Children with Attention Deficit Disorders) in Meeting The Special Needs of Students. Glencoe/McGraw-Hill 1997, p. 10.