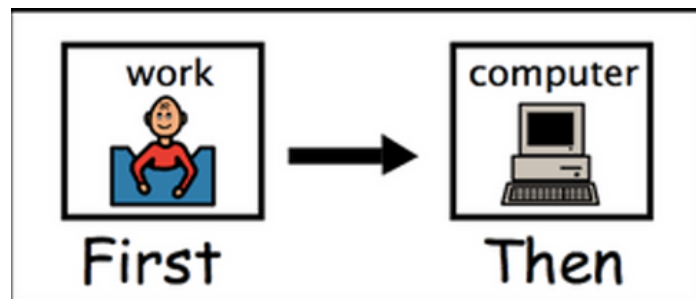




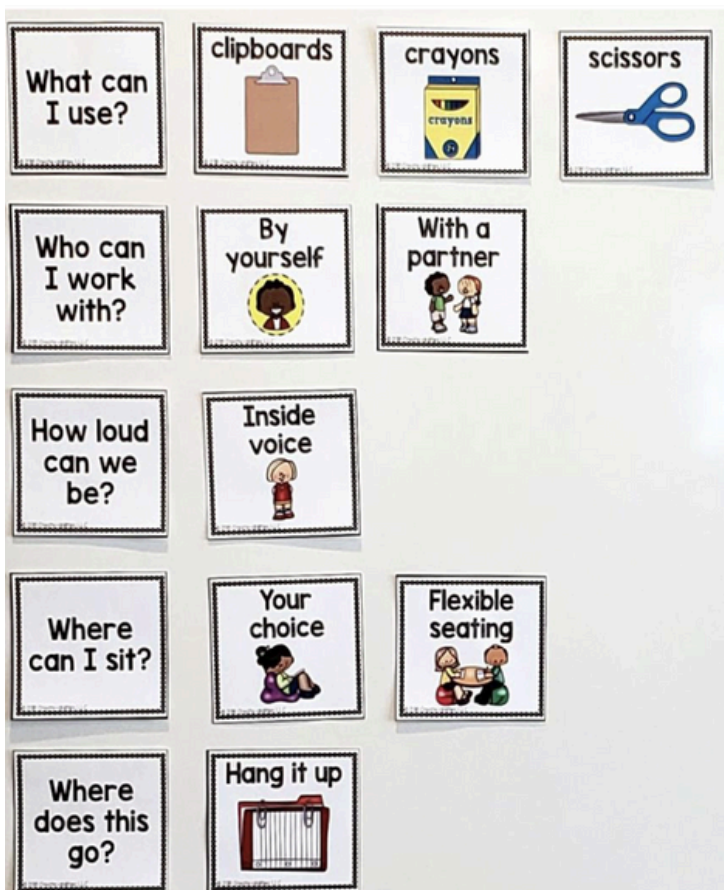
# Practical Modifications in the Classroom

## STRATEGIES TO UTILIZE

Prompting  
Modeling  
Reinforcement  
Offering choices  
Incorporating preferred interests/activities  
Manipulate the environment  
Modify instruction/activities



## HOW TO IMPLEMENT STRATEGIES IN THE CLASSROOM



Prompting- A great way to provide reminders (prompts) to our students to use the skills we have taught BEFORE they are expected to use those skills. We can use prompting for any skill (academic, behavior, social, emotions/reactions or daily living). Visual supports are a great way to provide visual prompts.

Modeling- An effective way to show our students what we want them to do. We can model any skill (academic, behavior, social, emotions/reactions or daily living)

Reinforcement- We must pair with every skill we teach to increase success. Reinforcing approximations to the goal is important, don't wait until they have completed the skill!

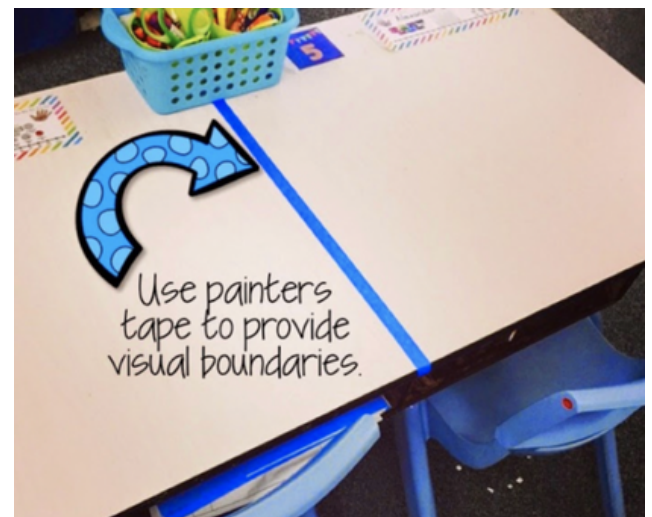
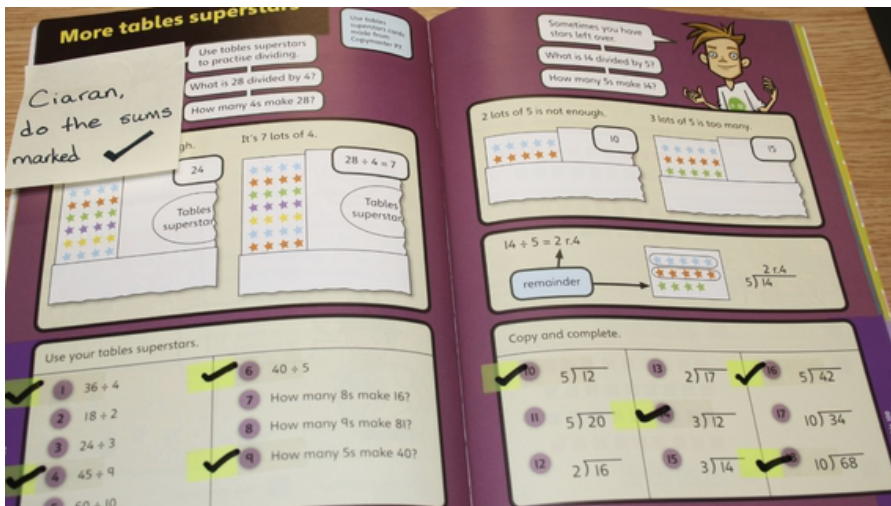
Choices-Anytime we can offer students choices we increase student motivation. It can be as simple as, "do you want to work at the table or with a clipboard on the carpet" or "we have two worksheets to complete, which do you want to do first". We can offer choices for almost any activity.

# HOW TO IMPLEMENT STRATEGIES IN THE CLASSROOM CONT.

Student Interests- Our learners often have specific interests/preferences. Anytime we can incorporate those into student learning activities or reinforcement choices the more our students will be engaged.

Change the environment- We can set up individual learning spaces to increase student success. Those spaces can be quiet, distraction free, provide learning tools (head phones, dividers, writing tool options, visual supports) to meet student needs. Visual timers are a great tool to help students understand how much time is left to work.

Modify instruction- Sometimes our students need frequent breaks, reduced number of problems/length of assignment or visual instruction to be successful. We want to make sure we are always being discrete when providing modifications in the classroom setting in front of peers.



## REMINDER

Modifications are not just for the special education teacher. Any teacher (regular education, specials teachers, paraprofessionals and special education) can utilize these strategies. Working as a team to decide what works best for students, helps allow students to be more successful and generalize learned skills.

## ADDITIONAL RESOURCES



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