

Table 6.2. Common activities and supports

When the students are asked to . . .	Consider providing . . .
Sit and listen	Visuals Movement breaks A frequency modulation (FM) system that amplifies the teacher's voice A rug or mat to help students determine where to be An object to signify who is speaking (e.g., a talking stick) A ball to sit on Choice about where to sit A focus object for students to hold or manipulate A signal to start listening The book that is being read A topic bag (i.e., filled with objects that relate to the content) A job to do (e.g., help another student, write ideas on the board)
Present orally	Choice about the supports necessary Note cards Visuals A handout A voice recorder A video A microphone Slides (e.g., PowerPoint, Google) Preprogrammed communication device
Take a test	A review of test strategies A review of the information A practice test A double-spaced test Easy questions first A reader for the test A reduced number of choices by eliminating one or two choices In matching, divide a long column into smaller sections A computer As much time as needed A flexible schedule (e.g., half one day and half the next) An oral exam A performance-based test The option of drawing or labeling Simplified language
Complete worksheets	A word bank Clear directions Sticker labels with answers Highlighted directions Fewer problems or questions Choice about type of writing instrument
Discuss	A talking object Note cards with students' ideas written on them Peer support A preprogrammed communication device with a question on it A piece of paper to draw ideas or concepts Choice about how to participate in the discussion The text the students are discussing A highlighted section of the text—have the student read and others discuss

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