|  |  |  |
| --- | --- | --- |
| **Strategies that Support Second Language Learners** | **Strategies that Support Children with Learning Disabilities** | **Strategies that Support Both Groups** |
| Provide modifications for worksheets, tests, and other class materials.  Help students make connections across languages in both content (e.g., by activating prior knowledge) and in vocabulary (e.g., through cognates).  Engage students in authentic, high-interest reading material and in writing tasks that draw on their background experiences.  Provide students with visual support for oral presentations.  Paraphrase and keep oral instructions at student’s level of language proficiency.  Provide opportunities for oral expression, particularly in pairs or small groups.  Encourage students to ask for help and explanations.  Provide reading material in the student’s native language so that he/she can continue learning and developing literacy skills in that language. | Recognize and use students’ multiple intelligences.  Use a multi-sensory approach (e.g., have students talk, write, draw, move).  Allow for alternative responses for tests and classroom tasks (e.g., oral responses instead of writing)  Teach memory strategies (e.g., chunking of information, making visual images, constructing mnemonics).  Use manipulatives to help children transfer from concrete to abstract levels of thinking.  Teach metacognitive skills (e.g., have students evaluate and monitor their own work).  Use behavior charts.  Provide visual calendars or a plan of the day.  Provide organizational supports, such as daily planners, homework checklists, etc. | Provide extra time for task completion.  Use instructional strategies such as cooperative learning and hands-on learning.  Use performance-based assessment to determine mastery of a concept or skill.  Minimize distractions in the environment (e.g., organize materials, use predictable routines)  Present new information in context.  Use graphic organizers.  Teach pre-reading strategies.  Allow extra time for processing and thinking.  Provide instruction in small groups for greater individual attention.  Inform students of learning objectives both orally and in writing. |

<http://www.cal.org/twi/toolkit/ci/QA/special_a2.htm>