**Tier I Suggestions: Classroom Strategies for Students with Language Difficulties**

General Suggestions:

Environment:

* Preferential seating (consider whether the student may be helped by sitting where he or she can view and get cues from others)
* Eliminate unnecessary distractions

Instruction:

* Reduce complexity and amount of work
* Provide additional instruction/repeat or reword instructions
* Give assignments and instruction orally with visual supplements
* Provide outlines/written material

Organization:

* Use notebook or folder to organize work
* Use and monitor assignment notebook
* Allow additional time/use a timer as needed

Motivation:

* Keep graphs/charts for progress
* Use immediate reinforcement for correct responses/good work

Specific Suggestions for Language Support

Instruction:

* Have student repeat directions out loud
* Provide multiple choices for answers, limit number of choices as needed, make correct choice obvious at times to ensure success
* Wait for formulation of responses and provide cues to foster success
* Provide a word-bank for vocabulary activities
* Provide directions in short steps, rather than longer complex directions, for both verbal and written directions. Write directions in short, numbered steps on the board.
* Use hand gestures/drawings/objects to help clarify what you are saying
* Give written/drawn samples as you give instruction/directions
* Show examples of correctly completed tasks/work
* State samples of answers that might be incorrect and explain why
* Clarify and reword directions/instructions to make them simpler
* Ask questions of the other students, such as “What did I mean by that?” “Can you explain what I just said?” “Tell me what steps you would take to complete this task?” so that the struggling student will not be singled out constantly (and he or she will hear the instructions/procedures spoken in different words
* Call on other students to show how they would do a task, or state how they came to find the right answer
* Speak more slowly, pause more frequently
* Pair students to work together in pairs, placing the struggling student with one who would not have difficulty
* If the student responds with a poor answer, say, “Are you trying to say…..?” and clarify the answer with correct information
* Provide audio in addition to visual text when reading
* If a student has trouble retrieving words, give initial sound clues, a lead-in sentence, or show/draw picture.
* Provide distinct memory strategies whenever possible…such as recalling that the “mode” is the number in a set of numbers that occurs the “most” (with “mo” at the beginning of each word). Or, the “median” is the number that is in the middle of the range, both words having “d” in the middle. Or, the “mean” is “mean” because you have to do so much work to give the answer.
* Give the student an idea or a preview of what is coming, what you are going to do, so the student can get in the right frame of mind.
* Provide vocabulary or terms ahead of time that you might use in your instruction
* Review, review, review…from task to task, as well as from day to day