

Strategy Matrix for Students with Mild Intellectual Disability Organization of Needs with Useful Interventions

Disability: Developmental delay

Student Strengths: Highly motivated, adaptable to change, high functioning speech, great sense of humor

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
Academic (reading, writing, math, science, social studies)	
Problem-solving	Response Cards- This strategy can help her by using write-on response cards. She can write out or draw her response and is able to erase if her answer is incorrect. By using this method, she can participate in each question along with all of her peers. By being able to participate and answer every question, she will be able to have a better understanding of how to solve various problems in mathematics while getting a bunch of practice for better understanding.
	PALS- This strategy can help her by partnering her with a peer in class to work on problem solving. The partner can start as the tutor read the problem and assist her in solving. They can do this for a set number of problems and then the two can switch places and she can act as the tutor and observe her peer solve the problem. If she has any questions on how to solve a specific problem she can ask her peer for help.
Learning and applying spelling and punctuation	Guided Notes- This strategy can help her by following along with the teacher's notes and filling in the blank by writing the words that she has trouble spelling along with the correct punctuation at the end of each sentence.
	LINCS- This strategy can help her by learning the meaning of each word and remembering the meaning in order to apply it in future work. By using LINCS, she will have her target word, she will come up with a reminding word, then a story with the reminding word to link to the target word. She will then draw a picture and write the definition of the target word. By using this strategy, she can improve her learning and applying of spelling.
Social / School Skills	
Withdraws from social activities	Cooperative Learning Roles- She can benefit from the strategy by being placed into a group with other peers. I think she could benefit from formal cooperative learning as she will be placed in the same small group over a period of time, increasing her comfort levels with other peers. It gives her time to adjust into her group and to complete her assigned task. By using small groups, she can learn and adjust to social activities and can look to her group for support.
	Positive Self Talk- By using positive self-talk, she can build her confidence and help her to work through challenges such as engaging in social activities. She will gain a better attitude towards engaging with others by using positive self-talk.
Difficulty perceiving non-verbal cues	Drama Based Pedagogy- This strategy can help her by acting out examples or stories as they are being read to her. By doing this she will be able to learn and process gestures or non-verbal cues as they align with what is being read to her. She will be able to understand the story or word, know the meaning and be able to relay it back. By using drama based pedagogy she can better understand the proper feelings and emotions behind non-verbal gestures.
	Behavior Specific Praise- By using behavior specific praise, she will be able to understand that she is doing a good job on her work or classroom behavior. By the teacher verbally giving praise she will not be confused as to if she is behaving appropriately in class.
Behavior / Organization	
Exhibits Obsessive-Compulsive behaviors	Precorrection- This strategy can help her by understanding what is expected before starting the task at hand. By giving subtle reminders before going to lunch or recess or before the class starts for the day, she will be able to know what will be expected of her and her behavior.
	Art & Illustration- By using art and illustration she will be able to express her thoughts into art. This can help her by lowering her stress and be able to express herself any way she wants on the paper. She can freely draw what comes to her mind and how she likes it without a specific example to follow.
Has difficulty paying attention	Good Behavior Game- This strategy can help her by reinforcing good behavior in class to earn points for her team. Using the good behavior game will motivate her to pay attention in class as the more she pays attention the more points she can earn. She will also be told that if

she displays negative behavior or does not pay attention then her points can be taken away. If she meets a specific goal each week and/or month then prizes can be awarded.

Academic Games- This strategy can help her by keeping her engaged in the game being played. Instead of providing heavy lectures and notes, incorporating games will catch her attention and draw her into the lesson being taught. Incorporating academic games into lessons will stimulate her brain and catch her attention.