

Rocky Mountain Conference
Education Department

CLASSROOM STRATEGIES FOR EVERY STUDENT



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Portions of this handbook/manual were taken from the REACH Resource Manual, which was published by the North American Division of Seventh-day Adventists and is available at <http://reach.adventisteducation.org>.

The APA (American Psychological Association) has recently addressed the use of gender-specific pronouns and the limitations those pronouns provide. Because of the diversity in the world today, the APA, as the leading guide of appropriate professional writing, has decided that the use of “they” and “their” should replace the use of “he,” “she,” “his,” and “her” in writing situations in which the gender is unknown. Therefore, in this document, we will follow that new guideline.

Under Federal Law, every student has the right to Special Education Services, whether or not they attend public school.

As private school educators trying to utilize these services, we have the responsibility of gathering the data required by the district to assess the student's needs.

Process

1. General instruction – Tier 1
2. Identify students below grade level – Tier 2
 - a. Communicate with parents
 - b. Begin documentation
3. If they are not making gains through Tier 2 interventions, then provide parents with form letter (see Appendix) to request assessment from the school district – Tier 3

Terms to Understand

ACCOMMODATION VS MODIFICATION

It is easy to think of these two terms as meaning the same thing, and it is easy to see accommodations and modifications as “not fair” or not asking the best of each student. Those thoughts do a disservice to your students!

ACCOMMODATION

In an accommodation, the expectation is the same as the original curriculum, but the way a student completes the work may not be the norm.

*If a teacher gives a 9 page written test, it is an accommodation for the student to complete the 9 pages of questions **orally**.*

An accommodation DOES NOT change the standard to which a student is held.

MODIFICATION

If a teacher gives a 9 page written test, it is a modification for the student to complete only 5 pages of questions.

A modification DOES change the standard to which a student is held.

You may want to think of education like running a race when you think about using accommodations and modifications. Accommodations level the playing field and modifications change the field you're playing on.

CBM

Curriculum based measurement

IEP-INDIVIDUALIZED EDUCATIONAL PLAN

An IEP is the formal plan from the Special Education Department in your county's local school, personalized for a specific student. This is a legal document and therefore, by law, accommodations and modifications in this document must be met and carried out. An IEP will follow a student from school to school across the country, and will require follow-up and meetings with the student's classroom teacher, IEP specialist, and parents.

NATIONALLY NORMED ASSESSMENT

This refers to a test that is nationally recognized with measurable, standardized norms. The DIBELS testing is nationally normed, whereas a classroom spelling test is not.

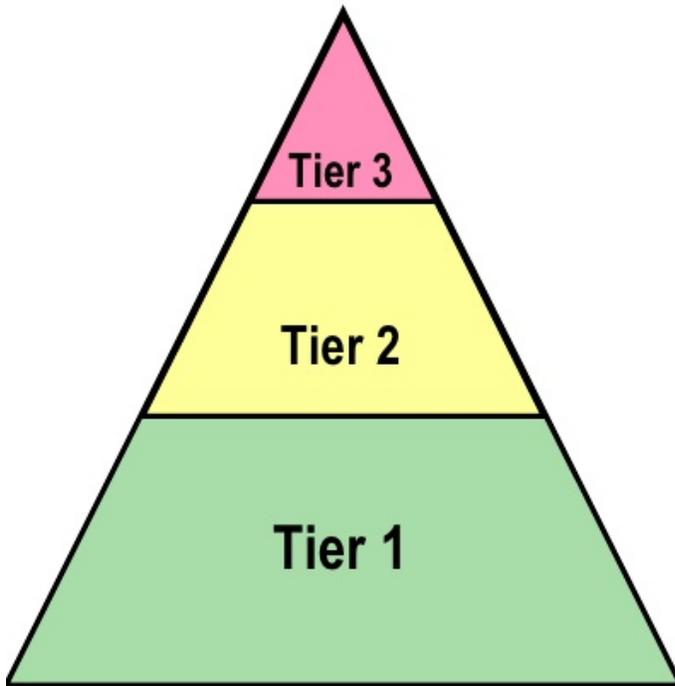
RTI - RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with general classroom instruction and universal screening of all children in the classroom.

SPED

SpEd refers to "Special Education"

RTI 'Pyramid of Interventions'



Tier 3: Intensive interventions. Students who are 'non-responders' to Tiers I & II may be eligible for special education services, intensive interventions.

Tier 2 Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Step I (Tier 1) - Assess every student's abilities through such nationally normed assessments as

- DIBELS
- IXL
- RazKids

Step II (Tier 2) - Identify students scoring low and provide accommodations to help them succeed

Step III (Tier 3) - IEP with school district

Key Points

- Before the public school district will begin their evaluation, **they will want to see at least 6 weeks of documented accommodations and 6 points of data.** In the state of Colorado, they will also ask to see the DIBELS results for your student.
- In order to be relevant data, the scores you provide must be from assessments that are nationally normed, such as curriculum based measurements. For example, DIBELS, IXL, RazKids (see Appendix for more resources)
- To qualify for an IEP, students must score at the 12th percentile or below.
- If your student does not qualify for an IEP through the state, but you feel they are not working at grade level, fill out a MAP - Modified Action Plan (see Appendix). Please put this in the student's file so that if they should attend another SDA school within our conference, there will be necessary academic/behavioral information to best meet their needs.

Inattention/Hyperactivity Characteristics

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Inattention	√
Struggles to give close attention to details	
Makes careless mistakes in schoolwork or other activities	
Has difficulty sustaining attention in tasks or play activities	
Has difficulty organizing tasks and activities	
Does not follow through on instructions and fails to finish schoolwork or chores	
Avoids, dislikes, or is reluctant engage in tasks that require sustained mental effort	
Loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools)	
Is forgetful in completing daily activities	
Rushes through assignments with not regard to accuracy or quality of work	
Begins assignments before receiving directions	
Is easily distracted by auditory and visual stimuli	
Does not turn in homework assignments	
Frequently does not complete in-class assignments	
Frequently unable to follow written/oral directions	
Has little or no interaction with others	
Requires eye contact in order to listen	
Frequently is disorganized	
Does not remain on task (daydreams)	
Has limited memory skills	
Often struggles to generalize knowledge	
Frequently fails tests or quizzes	
Hyperactivity/Impulsivity	
Consistently fidgets with hands or feet or squirms in seat	
Leaves seat in classroom or in other situations in which seating is expected	
Runs about or climbs excessively in situations where it is inappropriate	
Has difficulty playing or engaging in leisure activities quietly	
Frequently "on the go" or acts as if "driven by a motor"	
Talks excessively	
Blurts out answers before questions have been completed	

Has difficulty awaiting turn	
Makes unnecessary physical contact	
Interrupts or intrudes on others (e.g. in conversation or games)	
Appears to be socially immature	
Bothers other students who are trying to work, listen, etc.	
Makes inappropriate comments or unnecessary noises in the classroom	
Tends to overreact to situations	
Frequently does not work independently	
Often not accepted by others	
Frequently has no concept of time	
Frequently does not keep track of assignments	
Does not respond appropriately to environmental/social cues	
Is easily angered, annoyed, or upset	
Has coordination difficulty – falls, trips, etc.	
Has difficulty retrieving information	
Often shifts from one activity to another	
Fidgets with hands or feet or squirms in seat	
Leaves seat in classroom or in other situations in which seating is expected	
Runs about or climbs excessively in situations where it is inappropriate	
Has difficulty playing or engaging in leisure activities quietly	
Frequently “on the go” or acts as if “driven by a motor”	
Talks excessively	
Blurts out answers before questions have been completed	
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Bothers other students who are trying to work, listen, etc.	
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Does not respond appropriately to environmental/social cues	
Is easily angered, annoyed, or upset	
Has coordination difficulty – falls, trips, etc.	
Has difficulty retrieving information	
Often shifts from one activity to another	

Attention Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Tier 1 Strategies</i>		
Allow student to have an object to manipulate		
Allow student to work in various positions - standing, sitting, kneeling, etc.		
Anticipate problems - be proactive		
Avoid excluding student from extracurricular activities		
Be animated, theatrical, and responsive		
Be aware of specific allergic reactions		
Be consistent with routine (structure) and consequences		
Break content into "teachable" segments		
Check lighting and noise levels		
Define expectations in advance		
Don't punish or exclude student from preferred activities		
Encourage goal setting and mastering challenges (daily, monthly, etc.)		
Encourage independence/self-management		
Frequently review class rules and routines		
Have a backup plan to relieve teacher stress		
Intersperse low with high interest tasks		
Keep directions simple and clear		
Never publicly call attention to the student's problems-keep their dignity		
Plan ahead. Teacher organization and preparation facilitate student success		
Post classroom rules		
Practice forgiveness		
Provide a structured but warm atmosphere		
Provide breaks and opportunities for controlled movement (sharpening pencils, running errands, etc.)		
Provide students with strategies for learning and organization		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
Provide transition times (with movement, if possible) between activities		
Reduce distractions		
Re-examine the notion of what is "fair." "Fair" doesn't mean that every student gets the same treatment, but that every child gets what he/she needs		
Refrain from punishing by removing recess or other opportunities for movement and exercise		
Stay calm		
Stay flexible		
Teach self-talk skills, i.e., "I will try" and "I can walk down the hall quietly"		
Teach students to visualize and describe appropriate behavior		
Use "hands on" materials and manipulatives		
Use background music to block out other noise		
Use clear, simple language, and repeat instructions frequently		
Use genuine praise and positive reinforcement - emphasize the positive		
Use small groups and cooperative learning		
<i>Tier 2 Accommodations</i>		
Ask student occasionally what time it is or what subject they have next		
Break assignments into time or productive segments. Rather than have the student work on an assignment for 30 minutes, have him/her work in six 5-minutes segments		
Establish eye contact, touch shoulder, use name and proximity when giving instructions		
Give parents a set of books for home use		
Have student retell instructions to ensure understanding		
Provide immediate and frequent feedback		
Remove unnecessary materials from student's desk		
Seat student next to supportive peers and away from distractions		
Send student on errand when you see they have reached frustration point		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
Stand by their desk as often as possible when talking to the class		
Teach student to self-evaluate target behavior using tally marks or checklists		
Underline key words and use colored paper for markers in reading		
Use rewards and contracts to teach and enforce on-task behavior		
Use self-monitoring checklists		
Use study carrels		
<i>Tier 3 Modifications</i>		
Allow cursive or printed handwriting		
Decrease workload to fit child's attention capacity		
Don't tell students of the big events (they will expend a lot of energy anticipating or dreading), but do warm of impending transitions, and prepare for change		
Give one part of a sequence of tasks at a time		
Give the most difficult students leadership roles		
Ignore minor behaviors and attend to positive behaviors		
Involve the student in intervention techniques		
Limit choices of materials and activities		
Position student out of classroom traffic flow		
Provide student with a written checklist of expectations-only essential concepts		
Remove time limits from the task		
Set up a "buddy system"		
Shorten assignments and time period		
Stay close to the student in large areas of confusing situations (e.g., fire drills, assemblies, etc.)		

Reading Characteristics

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Reading	√
<i>Kindergarten -</i>	
Prone to ear infections	
Unusually late or early in reaching developmental milestones	
Delayed speech; may stutter under stress	
Late in choosing dominant hand	
Right/left confusion; difficulty with special concepts; gets lost easily	
Struggles with gross motor activities, such as hopping, skipping, or jumping	
Struggles with fine motor activities, such as tying shoes	
Trouble memorizing (such as phone number, alphabet)	
Mixes up sounds or syllables in long words	
Difficulty differentiating between phonetic sounds	
Difficulty with time sequencing; mixes up the order of events	
Difficulty with directions that include more than one task	
Poorly shaped letters when writing	
Difficulty writing on a line or coloring within general lines	
May have difficulty reading consistently from left to right	
<i>Elementary -</i>	
Appears bright, highly intelligent, and articulate, but unable to read, write, spell on grade level	
Inconsistent performance; may have discrepancies in test scores	
Easily frustrated and emotional about academic work	
Sings or chants to recite alphabet in correct sequence	
Confuses similar letters and words (angel-angle, dream-drama)	
Often makes the following mistakes when reading/writing: <ul style="list-style-type: none"> • additions (baby - babey) • omissions (plan - pan) • substitutions (sin - sen) • inversions (mom - wow) • reversals (b-d, was - saw) • numbers (37-73, 96-69) • rotations (b-p, oil-710) • transpositions (girl - gril) • repetitions (rat - ratt) 	
Struggles to demonstrate proficient word attack skills; difficulty with phonics	

May use mirror writing	
Auditory discrimination problems (difficulty hearing differences in similar sounds: b-p, o-u)	
Difficulty recognizing rhyming words	
Difficulty comprehending written material; may lose place when reading	
Difficulty sequencing (such as events in stories)	
Shows some directional confusion	
Difficulty telling time, managing time, being practical	
Fails to complete reading/writing assignments	
Difficulty with recalling previous lessons	
Difficulty segmenting syllables in a word	
Poor spelling, phonetic but inconsistent (ex: book-bok-buk-boock)	
Difficulty copying quickly and accurately (from board to notebook or book to notebook)	
Difficulty reading printed music	
Difficulty with organization OR compulsively orderly	
Seems to forget often (homework, assignments, supplies)	
Difficulty remembering and following multi-step directions	
Difficulty with independent activities that include reading and writing	
Short attention span for reading/writing tasks	
Seems to zone out or daydream often	
Poor study skills	
Poor work on timed or essay tests	
Poor self-esteem	
Hides or covers weaknesses with creative compensation techniques	
Complains of dizziness, headaches, stomachache while reading/writing	
Falls asleep or shows signs of exhaustion while reading/writing	
May seem to have difficulty seeing, yet eye exams don't reveal a problem	
Thinks primarily with images and feelings, not sounds and words	
Mistakes and symptoms increase with confusion, pressure, stress, or poor health	
Difficulty restraining talking	
<i>High School/Adult</i>	
Symptoms listed above	
Discrepancy between verbal communication and written expression	
Difficulty writing thoughts orderly and clearly	
Slow reader; may have to read and reread in order to comprehend	
Understands auditory material more readily than written material	
Difficulty with directions	
Still confuses letters - such as b and d - especially when tired, stressed, or ill	
Difficulty with foreign languages	

Poor grades	
High frustration with schooling	
Failure to complete assignments on time	
May develop compensatory strategies on their own, if given a clear understanding of the problem	

Reading Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Tier 1 Strategies</i>		
All assignments should be recorded daily in special notebook		
Allow legitimate and non-disruptive movement		
Assign questions at the end of the chapter before reading the text		
Break presentations into segments; allow short breaks between tasks		
Emphasize high-level abstract thinking, creativity, and a problem-solving approach		
Focus on development of their interests and gifts		
Give pre-reading experiences (ex. Stories, visitations, interviews, photos, videos)		
Model acceptance and demand respect for individual differences; celebrate diversity; provide a nurturing environment		
Offer different options for communicating ideas, such as Power Point presentations, models, speeches, mime, murals, rap, video productions, creative movement		
Promote independence and self-directed learning; teach self-monitoring techniques		
Provide a study guide; orally review key points		
Provide students with a purpose to read		
Provide tests that do not require rote memory recall; instead, test for conceptual understanding; use fill in the blanks (with a word bank), multiple choice, short answer, true and false (explain why it's false), matching, etc. Vary the formats		
Repetition of step by step directions; check for understanding		
Teach and assist with organizational skills; use visual reminders for upcoming deadlines and test dates		
Teach students to outline/map stories		
Teach students to understand that they read		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
differently for different purposes (to locate information, for pleasure, etc.)		
Teach through hands-on experiences, demonstrations, experiments, observations, discussion, and visual aids		
Utilize audio books		
<i>Tier 2 Accommodations</i>		
Do not call for a child to read aloud to the class unless they have had time to practice the passage		
Do not focus on making the curriculum less challenging; rather, provide alternative ways to assimilate the information		
Have an extra set of books at home		
Provide peer tutoring		
Provide student with a “reader” or an audio copy of the text		
Read tests to students; provide an audio recording of the test on cassette; allow students to give oral answers		
<i>Tier 3 Modifications</i>		
Alter size of assignment to challenge yet facilitate success (ex. Do even questions, instead of the entire page)		
Find a suitable paraphrase or condensed version of the book (ex. Shakespeare Made Easy)		
Give assignments in terms of time rather than required number of pages; set clear time limits (using a timer, watch, or other visible device)		
Give open book/ open notes tests		
Give preferential seating (easy access to board, teacher, and positive role model)		
Have a “reader” work with student to mark key passages in student’s text		
Provide a copy of class notes or a “transcriber” to copy notes		
Provide for individual pacing - unlimited time for tests, etc.		
Use a behavioral management system with immediate feedback; provide structured routine		
Written assignments should be graded according to content, rather than spelling and mechanics		

Math/Dyscalculia Characteristics

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Math-Dyscalculia	√
Has difficulty recognizing numbers	
Struggles to solve addition problems	
Struggles to solve subtraction problems	
Struggles to solve multiplication problems	
Struggles to solve division problems	
Does not remember math facts	
Has difficulty solving story problems	
Works math problems from left to right	
Struggles to demonstrate knowledge of place value	
Struggles to change from one math operation to another	
Struggles to do regrouping	
Struggles to keep numbers in columns	
Has difficulty with skip counting	
Confuses operational signs	
Has difficulty with money concepts	
Has difficulty with measurements	
Has number reversals/transposing	
Has difficulty telling time	
Has difficulty with schedules and sequences of events	
Has difficulty with a number line	

Math Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Tier 1 Strategies</i>		
Begin with the easiest problems, and add the harder problems in a progressive order on worksheets		
Provide visual clues for problem-solving tasks. Use concrete manipulative		
Use color code, rhythm, signs, jump rope, etc. for drills		
Use real money in situations that the student can relate to		
<i>Tier 2 Accommodations</i>		
Drill aloud to teacher or study buddy (use flashcards)		
Fold or divide math paper into fourths, sixths, eighths, etc. Place one problem in each box		
Let the student work on the white board (use large motor skills)		
Use large graph paper. One numeral can be written in each square. Gradually make transition to regular paper		
<i>Tier 3 Modifications</i>		
Allow student to use a calculator		
Check the whole problems not just the answer. They may know how and why but write down the wrong answer		
Determine if student is developmentally ready for specific concepts		
Give immediate feedback (Ideally, self-check and correct within class time)		
Provide basic math facts		
Reduce quantity of material assigned (odds or evens)		

Writing/Dysgraphia Characteristics

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Writing - Dysgraphia	√
Frequently fails to form letters correctly	
Frequently has sloppy writing, illegible	
Frequently fails to punctuate properly	
Frequently has spelling problems - omits, adds, or substitutes letters	
Frequently demonstrates letter reversals	
Frequently has trouble copying (close-up/distant)	
Frequently fails to capitalize properly	
Frequently struggles to write within a given space	
Frequently grips pencil, crayons, or scissors awkwardly	
Frequently shows difficulty with fine motor skills (e.g., nuts and bolts, screwdrivers, puzzle pieces, buttoning, zipping, tying)	
Frequently shows inconsistencies in printing upper and lower case, printing and cursive	
Frequently does not complete written assignments	
Frequently has inconsistent spaces between words and letters	
Frequently is unsure of right or left handedness	
Tires quickly when writing	
Says words out loud while writing	
Difficulty organizing thoughts on paper	
Large gap between written ideas and understanding demonstrated through speech	
Exhibits poor use of punctuation	
Engages in slow, tedious, incomplete note-taking	
Has poor handwriting, poorly-shaped letters, and irregular spacing	
Often does not use complete sentences when writing or speaking	
Is clumsy, uncoordinated, poor at ball or team sports, and prone to motion sickness	
May use either hand for fine motor tasks; confusion with right/left dominance	
Has difficulty writing thoughts in an orderly and clear fashion	

Writing Strategies, Accommodations, and Modifications

Student: _____ Grade: _____

Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Spelling</i>		
<i>Tier 1 Strategies</i>		
Assist the students in creating a personal spelling dictionary		
Display word walls		
Teach phonics skills through a repetitious, multi-sensory, hands-on approach, i.e., Orton-Gillingham		
Teach students to spell with sign language or body movements		
Use online websites for spelling practice, such as www.spellingcity.com		
<i>Writing/Processing</i>		
<i>Tier 1 Strategies</i>		
Encourage students to include the wording of the question in their sentence answer (complete sentence response)		
Explicitly teach different kinds of writing		
Give students a checklist for editing work – spelling, neatness, grammar, syntax, clear progression of ideas, etc.		
Have student complete tasks in small steps		
Have students proofread work after a delay – it’s easier to see mistakes after a break		
Offer different options for communicating ideas, such as Power Point presentations, models, speeches, mime, murals, rap, video productions, creative movement, etc.		
Use graphic organizers		
<i>Tier 2 Accommodations</i>		
Allow students to dictate written assignments and tests		
Encourage practice through low-stress opportunities for writing, i.e., letters, diaries, making household lists, or keeping track of a team		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
Group students together to write a "round robin" story		
<i>Tier 3 Modifications</i>		
Allow student to create illustrations in lieu of writing		
Alter/shorten written assignments		
Grade written assignments according to content, rather than spelling and mechanics		
Share class notes, either from another student or the teacher		
Use "cut and paste" to create research projects		
<i>Fine Motor/Handwriting</i>		
<i>Tier 1 Strategies</i>		
Encourage proper grip, posture, and paper positioning for writing		
Practice writing letters and numbers in the air		
Teach or reinforce penmanship using resources such as www.downhillpublishing.com		
Use multi-sensory techniques for learning letters, shapes, and numbers (e.g., speaking through motor sequence)		
Use pencil grips		
<i>Tier 2 Accommodations</i>		
Use large graph paper for math calculations to keep columns and rows organized		
<i>Tier 3 Modifications</i>		
Allow use of print or cursive		
Provide a rubber stamp with the student's name		
Provide paper with raised lines as a sensory guide to stay within the lines		

Gifted and Talented Characteristics

Student: _____ Grade: _____
 Teacher: _____ Date: _____

These characteristics must occur on a consistent basis

Gifted and Talented	√
Has an extensive and detailed memory, particularly in an area of interest	
Is reflective about learning	
Has communication skills advanced for age and is able to express ideas and feelings	
Has vocabulary advanced for age - precocious language	
Asks intelligent questions	
Is able to identify the important characteristics of new concepts and problems	
Learns information quickly	
Uses logic arriving at common sense answers	
Has a broad base of knowledge - a large quantity of information	
Understands abstract ideas and complex concepts	
Uses analogical thinking, problem solving, or reasoning	
Observes relationships and sees connections	
Finds and solves difficult and unusual problems	
Understands principles, forms generalizations, and uses them in new situations	
Wants to learn and is curious	
Works conscientiously and has a high degree of concentration in areas of interest	
Understands and uses various symbol systems	
Seems bored	
Has preferred ways of learning, particularly in reading and math	
Cannot sit still unless absorbed in something highly interesting	
Typically performs at grade level, but well below potential	
Has intellectual capacity equal to that of an adult	
Underachieves - which is often attributed to lack of motivation, laziness, carelessness, immaturity, or behavioral problems	
Is excellent at conceptual reasoning, abstract thinking, problem solving, and vocabulary but deficient in rote memorization, sequencing, and scanning	
Has a tendency to jump to the end, overlooking the steps in the middle	
Is frustrated by own inconsistencies and is defensive; feels misunderstood, different	
Has keen curiosity, is extremely observant	
May be distractible, off-task	

Loves justice, truth, equity; questions rules, customs, and traditions	
Is insightful, imaginative, intense, articulate	
Has unreasonable self-expectations, is a perfectionist; is highly sensitive to criticism	
Readily sees patterns and relationships; generalizes easily	
Is talented in art, drama, design, music, sports, story-telling, business, engineering, or sales	
Participates in creative and technical hobbies requiring unusual skill	
Understands figurative language, analogies, satire	
Has highly developed sense of humor and sophisticated grasp of complex systems	
Writes slowly and tediously	
Struggles to complete assignments on time	
May develop compensatory strategies on their own, if given a clear understanding of the problem	

Gifted Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Tier 1 Strategies</i>		
Build upon student interest		
Don't assume students are organized; teach organizational skills		
Emphasize high-level abstract thinking, creativity, and problem-solving approach		
Have great expectations		
Let students establish learning goals and self-assessment strategies		
Offer a variety of options for communication of ideas – Power Point presentations, video, etc.		
Offer options that enable students to use strengths		
Promote active inquiry		
Promote self-direction		
Use project-based learning whenever possible		
Use technology when possible – www.aleks.com , www.khanacademy.org , for example		
<i>Tier 2 Accommodations</i>		
Provide for flexible pacing		
Use strategies that allow students to share what they know – brainstorming, KWL charts, etc.		
<i>Tier 3 Modifications</i>		
Give credit for what students already know; keep them challenges; don't require them to work on material they already know		
Provide challenging activities at an advanced level		

Instructional Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Structure/Organization</i>		
<i>Tier 1 Strategies</i>		
Encourage students to have a specified time and space for homework		
Establish a daily routine - be as consistent as possible		
Establish a home/ school communication system		
Help students organize notebooks - one folder for each subjects		
Maintain a master list of assignments for students to check periodically (post or keep in file folder)		
Require students to keep a monthly calendar		
Teach and assist with organizational skills; use visual reminder for upcoming deadlines and test dates		
Teach students to keep a daily assignment sheet/book		
<i>Tier 2 Accommodations</i>		
Arrange regular conference times with student to check progress and set goals		
Have students verbalize steps of tasks to you		
Supply materials for home use (duplicate textbooks)		
<i>Tier 3 Modifications</i>		
Have individual contracts		
Have student turn in work as soon as completed		
If using workbooks, give students one page at a time, not the whole book		
Provide necessary materials (pencils, paper, highlighters, etc.)		
Use a behavior management system with immediate feedback, and provide a structured routine		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Presentation/delivery of instruction</i>		
<i>Tier 1 Strategies</i>		
Allow legitimate and non-disruptive movement		
Avoid busy work; focus on essential concepts		
Break presentations into segments; allow short breaks between tasks		
Circulate around the room		
Continue to reinforce past skills for mastery		
Double-space any typed handouts		
Emphasize important points by color-coding, underlining, changing pitch of voice, and mnemonic devices to aid learning		
Encourage active participation rather than memorization of facts		
Encourage students to focus on anything written on the board		
Give options for assignments - oral or written reports, displays, charts, etc.		
Give summary of key points in each lesson		
Give warning before changing activities		
In response to questions, have them repeat the questions as part of the answer		
Keep directions on the immediate page that a student is working on		
Minimize abstract, workbook-driven activities		
Provide activities that are short in duration		
Provide an example		
Redirect off-task behavior		
Repeat instructions in different words		
Schedule the most difficult subjects in the morning		
Show sample papers and projects		
State objectives at the start of each lesson		
Teach self-monitoring strategies that track progress		
Teach though the students' interests and experiences		
Use consistent format; predictable, repeated patterns		
Use learning games		
Use technology as learning aids - smart boards,		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
calculators, computers, audio players		
Use visual aids in giving instruction		
Vary teaching techniques - role-playing, demonstrations, etc.		
<i>Tier 2 Accommodations</i>		
Avoid writing on the board and speaking at the same time		
Be aware of student's preferred learning style and provide appropriate instruction or materials		
Break down assignment into small sequential steps and set separate due dates for each step		
Give extra "think" time after asking a question		
Have the student repeat instructions, exercises, or objectives		
Read the directions aloud while students highlight the written directions		
<i>Tier 3 Modifications</i>		
Always face the student when speaking - maintain eye contact		
Extend time for completion		
Get and keep student's attention before teaching (e.g., say their name)		
Give immediate feedback and reinforcement		
Give only one direction at a time		
Provide directions in oral and written form		
Provide frequent feedback		
Require students work a specified amount of time rather than completing a specified number of pages or problems		
Seat student intentionally with easy access to the board, teacher, and a positive role model		
Shorten assignments		
Supply a copy of class notes		
Teach to skill rather than grade level		
Use short, one-concept sentences and questions		
Write the text page number on all assignments as a reference for questions		
<i>Study skills</i>		
<i>Tier 1 Strategies</i>		
Advise student to do most difficult subject first		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
Teach students to paraphrase - restate information in their own words		
Underline key words in instructions		
Use associations and clustering		
Use memory aids (acronyms, acrostics, etc.)		
<i>Tier 2 Accommodations</i>		
Have student study for shorter periods of time		
<i>Tier 3 Modifications</i>		
Use a buddy system		
Use peer building		
<i>Teacher approach/attitude</i>		
<i>Tier 1 Strategies</i>		
Accommodate uniqueness in students' learning styles		
Affirm progress		
Be firm and consistent but with empathy		
Be patient and positive, and encourage practice		
Celebrate student strengths		
Communicate teacher support		
Focus on development of their interests and gifts		
Model acceptance and demand respect for individual differences; celebrate diversity; provide a nurturing environment		
Recognize quality and competence, celebrate excellence, and confront complacency		
Teach students how to set their own goals and design their own learning plans		
<i>Tier 2 Accommodations</i>		
<i>Tier 3 Modifications</i>		
Accept homework dictated by student and written by parent		
Establish specific learning outcomes		
Insist that the student complete the task, making certain that it is on their ability level and they understand the directions. Don't let the student wiggle their way out of finishing		
Provide struggling student with supportive peer to assist with work		

Classroom Testing Strategies, Accommodations, and Modifications

Student: _____ Grade: _____
 Teacher: _____ Date: _____

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
<i>Tier 1 Strategies</i>		
Double-space and type handouts and tests		
Give several smaller assessments rather than one large test		
If student panics during test taking, encourage them to stop for a moment, rest, and take a few deep breaths		
List definitions on the left, and the shorter names and terms on the right		
Program worksheets, quizzes, and major test information into study websites such as www.quizlet.com or www.superteachertools.com/jeopardy		
Teach student not to change answers on tests unless they are <i>positive</i> that they are wrong		
Tests that include 20-30 matching questions can have items grouped in sets of five or ten		
Use alternative methods of assessment - demonstration or projects		
With multiple-choice questions, use capital letters (ABCD) for answer choices to avoid confusion with "b" and "d"		
<i>Tier 2 Accommodations</i>		
Allow for alternate testing - oral, dictated and recorded by another person		
For essay questions, ask students to list the main points and then let them explain their answers privately to the teacher		
Have the student take their test in a quiet, undisturbed room		
<i>Tier 3 Modifications</i>		
If handwriting, spelling, or syntax of the answer is unclear, have the student read their answers privately to the teacher		
In an open book test, write the text page number		

Strategy/ Accommodation/Modification	Tried/ Duration	Remarks
as a reference by the questions		
Provide a list of words to use for “Fill in the Blank” sections		
Provide extended time		
Reduce the number of questions they are held responsible for so that they may finish at the same time as their classmates		

COMMUNICATING WITH PARENTS

- Create a partnership with parents. They can provide a vast amount of useful information
- Learn to communicate opinions without stepping on toes; avoid blaming
- Do not assume that the parents expect you to do the whole job or to make things easier for them
- Help parents realize their role as a positive advocate for their child
- Be sincere and available. Go out of your way to find conference times when *both* parents can be involved
- Be honest and frank with yourself and the parents when setting goals. Do not predict or promise unrealistic goals, but give assurance of progress
- Admit when you don't have the answers. Encourage parents to help work on solutions
- Lay out student's problem in categories: problem areas, strengths, need improvement
- Keep detailed records. Report not only academic information, but social, behavioral, and spiritual growth, focusing on the whole child
- Set realistic goals in consultation with the parents/guardians
- Review goals and strategies at least quarterly
- Keep conferences and phone calls to specific concerns and a limited time frame
- Hold conferences in the school (teacher's territory)
- Parent/teacher conference guidelines:
 - Be specific, honest, and compassionate
 - Have a clearly identified purpose
 - State the problems clearly
 - Explain what would be needed to achieve success
 - Keep conversation focused on the desired subject
 - Keep to a specific time limit. Give parents the final 5-10 minutes to discuss any additional concerns

WAYS PARENTS CAN HELP

- Learn to build on student's strengths, while understanding and compensating for weaknesses
- Remind your child that their disability/ difference provides unique opportunities
- Look for and celebrate incremental successes. Grades are not the best or only measure of success.
- Minimize competition
- Model good behavior
- Have realistic, individualized expectations
- Learn about your child's disability
- Work with the teacher. Stay in close contact
- Show affection. Let your child know that you love him/her. Give lots of hugs and affirmation
- Listen to your child's frustrations and validate their feelings ("You're really upset." "That must make you angry.") Help them develop their own problem-solving skills
- Discuss changes or problems that are affecting your child, such as relocation, blended families, unemployment, or peer put-downs
- Use humor and empathy, rather than orders, anger, or sarcasm
- Grant permission whenever possible. When necessary to say "no," communicate positively
- Be calm but firm. Give limited number of directions
- Exercise regularly and get adequate rest

CHARACTERISTICS OF LEARNING STYLES

Three of the five senses are primarily used in learning, storing, remembering, and recalling information. The eyes, ears, and sense of touch play essential roles in the way one communicates, perceives reality, and relates to others. Because one learns from and communicates most easily with someone sharing their dominant modality, it is a great advantage for teachers to know the characteristics of visual, auditory, and kinesthetic learning styles and be able to identify them in others.

Visual	Auditory	Kinesthetic
Mind sometimes strays during verbal activities	Easily distracted by noises	Fidgets, taps pencil or foot while studying
Writes things down, takes notes	Learns through verbal instruction	Solves problems by physically working through them
Observes rather than talks or acts	Enjoys listening activities but can't wait to talk	Will try new things, touches, feels, manipulates
Likes to read, likes descriptions - visualizes in detail	Likes to be read to	Reading is not a priority - would rather be "doing"
Usually a good speller - recognizes words by sight	Uses a phonic approach to spelling	Poor speller; writes words to determine if they feel right
Memorizes by seeing graphics and pictures	Memorizes by auditory repetition	Memorizes by handling objects
Finds verbal instructions difficult; needs a visual	Whispers to self while reading; enjoys dialogue	Learns best by demonstrations
Remembers faces, forgets names	Remembers names, forgets faces	Likes to touch people when talking - remembers by association
Uses advanced planning, makes lists	Talks problems out	Expresses emotions physically
Doodles, stares, finds something to watch	Hums or sings	Uses hands while talking
Meticulous, neat in appearance	Matching clothes not important	Dresses for comfort
Enjoys movies, dramas, arts, and other visual demonstrations	Enjoys music more than art	Responds to music by physical movement
Uses words such as "see" and "look"	Uses words such as "listen" and "hear"	Uses words such as "get" and "take"

Suggested Aids for Learning Modalities

Use the strategies below to sharpen the student's dominant learning modality or to strengthen a weaker one. Those who use several modalities are more flexible learners; therefore, plan to use a variety of learning modalities in daily lessons.

Visual	Auditory	Kinesthetic
Form pictures in your mind	Use CDs/audio books	Pace/walk as you study
Take notes	Watch TV	Physically "do it"
See parts of words	Listen to music	Practice be repeated motion
Use "cue" words	Speak/listen to speakers	Breathe slowly
Use notebooks	Make up rhymes/poems	Role play
Use study cards	Read aloud	Exercise
Use photographic illustrations/pictures	Repeat things orally	Write on surfaces with finger
Watch TV/movies on academic subject	Use rhythmic sounds	Associate feelings with concept/information
Use written directions	Have discussions	Write and say lists repeatedly
Use charts, graphs, and maps	Use oral directions	Stretch/move in chair
Demonstrate and use drawings and exhibits	Use theater	Watch lips move in front of a mirror
Use association to recall	Use mnemonics (word links, rhymes, poems, lyrics, etc.)	Use mnemonics (word links, rhymes, poems, lyrics, etc.)
Break listening time into compartments	Say spelling words aloud to learn	Be comfortable
Focus by visualizing	Break study time into smaller segments	Manipulate stress ball while studying
Make lists	Repeat instructions orally	Write and say instructions
Use a calendar	Keep an assignment book	
Visualize spelling words		
Use doodling to stay focused		

APPENDIX

MAP (Modified Action Plan)

Student Responsibilities

Parent/Guardian Responsibilities

This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools

SIGNATURES:

Parent: _____ Date: _____

Student: _____ Date: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

SAMPLE - MAP (Modified Action Plan)

Student: <u>Sally Hill</u> Review Date: <u>June 3</u>	
Subject/Teacher	Interventions/Instructional Strategies
Reading/Ima Teacher	Reduce reading assignments
	Continue using Orton-Gillingham-based phonics instruction
	Read tests and directions orally
	Prepare student in advance for public reading
	Use graphic organizers
	Use high interest-low readability books
	Use audio recordings of textbooks
	Extended time
	Read questions before reading material
	Teach vocabulary words prior to reading material
Spelling	Teach phonic rule to go with word
	Show and teach correct spelling first
	Reduce spelling list and use level of tested ability
	Allow spell check for written assignments
	Create own spelling dictionary of common words
	Use word wall
Notes and Reflections:	

SAMPLE - MAP (Modified Action Plan)

Student Responsibilities

Keep an assignment notebook with assignments and projects listed.

Take home weekly spelling list and practice each night – orally and written. Read orally and silently each evening for ½ hour on reading level for pleasure. Check backpack for all necessary textbooks and assignments

Parent/Guardian Responsibilities

Check and sign assignment notebook when homework is completed.

Review and practice spelling words daily. Listen to her oral reading each evening for 15 minutes

This document will become part of the student’s cumulative folder to help teachers better support the student in subsequent grades or schools

SIGNATURES:

Parent: _____ Date: _____

Student: _____ Date: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Sample letter for "request for assessment"
(Replace underlined text with your/your student's information)

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number

Date

Name of Special Education Director of Your Student's Program Specialist
Name of District
District Address
District City, State, Zip Code

Regarding: Your Student's Name

I am writing to request assessment for my child, (your student's name), to determine if they are eligible for special education services. They are (age) years old and attends (name of school).

I am requesting assessments in the areas of (speech, occupational therapy, academics, behavior) for the following reason(s): (Be as specific as possible, such as "they are not clear when speaking and no one else can understand"; "their handwriting is very poor for her age"; "he/she cannot copy a line that I draw as an example"; "he/she becomes angry easily and sometimes lashes out physically".)

I understand that all areas of difficulty should be assessed for whatever services might be available to accommodate (student's name) disability. (If your child has a diagnosis, include it here. "My child has been diagnosed by her pediatrician with autism).

Following the assessment and team review of the results, should my child be found to have a disability but not qualify for special education services under IDEA, I also request that accommodations be made for (him/her) under Section 504 of the Rehabilitation Act of 1973. For this reason, I also request that the Section 504 Coordinator for (your district) be present at the initial IEP meeting to discuss recommendations for accommodations.

I look forward to meeting with the assessment team as soon as the assessments are completed so that we can discuss the results and plan for my child's education. Finally, I would like copies of the assessments report(s) at least one week prior to the IEP meeting so I may review them in order to be better prepared for the meeting.

Sincerely,

(Your Name)

Letter of Permission

Date

Parent/Guardian

Address

City, State, Zip Code

Dear Parent/Guardian:

Every classroom has students with a wide range of interests, skills, and learning styles. It is my goal to meet the needs of your child to the best of my ability. In order for me to determine Child's name specific interests and abilities, I would like to schedule additional testing through Child Find.

Child's Name is struggling in the following areas:

To begin the process, I would like to schedule a conference so we can work together to develop a learning plan that will fit the needs and abilities of your child.

Please let me know if you have questions. My phone number is XXX-XXX-XXXX.

Sincerely,

Teacher's Name

I give my permission for _____ to be tested in the
(Student's Name)
above areas.

Signature of Parent/Guardian

Date

Resources

- <http://www.livebinders.com/play/play?id=2226352>
- <https://www.cde.state.co.us/cdesped/sped-dir> - Colorado Department of Education – directory of special education offices
- These are nationally normed; the information gathered from these resources will apply to the six points of data needed for assessment.
 - <https://dibels.org/dibelsnext.html>
 - <https://app.easycbm.com/>
 - <https://www.raz-kids.com/>
 - <http://www.interventioncentral.org/>
 - <https://readingroad.net/>
 - <https://www.tenmarks.com/> - correlates with Go Math!
 - <http://www.dreambox.com/> - some lessons in Spanish
 - <https://www.mathlearningcenter.org/>
 - <https://www.ixl.com/>
 - <http://www.adaptedmind.com/index.php>