

The Student Success Team
(S.S.T.) Handbook



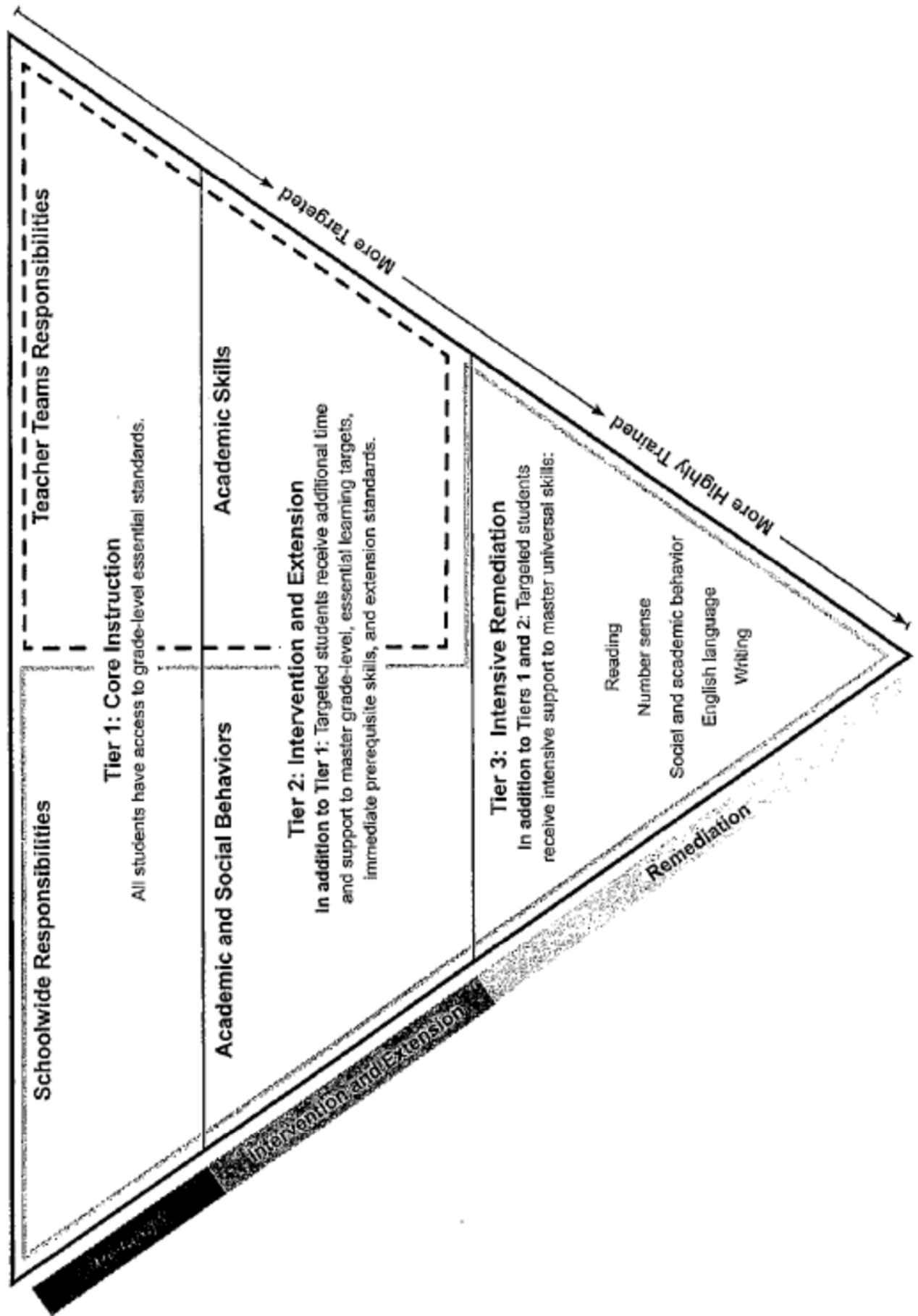
Sweet Home School District

Sweet Home School District Student Success Team (SST) Handbook

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The RTI at Work Multitiered System of Support Pyramid



INTRODUCTION

SHSD's Student Support System

- Professional Learning Communities (PLCs): Grade level or vertical collaborations which allow teachers to build capacity and engage in problem solving with their grade level team. Each team should spend a portion of their PLC meeting as a problem solving team for struggling students. A teacher may bring a student forward to the PLC for discussion during this time.

- Grade Level Intervention Opportunity: Students who require re-teaching of essential standards (Tier I) and are below grade level are supported by teacher teams with research based interventions to help increase academic growth and promote academic success.

- Student Success Team (SST): A problem solving and coordinating structure that assists students and teachers to seek positive solutions for maximizing student's potential. The SST focuses in-depth on one student at a time.

The SHSD Student Support System

The support system is a way to meet every student's needs, ensuring high levels of learning for all.

STUDENT SUCCESS TEAM (S.S.T.)

The Student Success Team (S.S.T.) is a problem solving and coordinating system that assists students and school staff to develop positive solutions for maximizing the potential of students. SST provides a collaborative environment for the discussion of a student's concerns, development of an action plan, and monitoring of results.

The Function of the Student Success Team:

- The function of the Student Success Team is to support the referring teacher, caregiver, and student by looking at the strengths and concerns from each team member's unique viewpoint.

Goal of the Student Success Team:

- The **goal** of the Student Success Team process is to provide the referring parties with NEW interventions that address the concerns and taps into student strengths.

The Purpose of the Student Success Team:

- Provide a forum for school personnel to discuss student needs
- Assist teachers to solve problems with students using the collective expertise of other appropriate professionals
- Enhance communication between staff members and between the school and home
- Provide effective educational alternatives within the instructional environment
- Identify instructional needs through systematic measurement of student progress
- Document student progress and adjusts instructional approaches
- Document that lack of student progress is not due primarily to health, environmental, cultural or economic factors.

SST ensures that all students learn at high levels.

SST is a school site team.

SST is not gateway to Special Education Services.

SST is not a way to stall Special Education Services.

SST prevents inappropriate and disproportionate referrals and placement to Special Education.

SST Team Members, Roles & Responsibilities

Student Success Team (SST) Members Include:

Referring Teacher/Staff
Counselor
Title 1 Specialist
Administrator

Additional SST Participants May Include:

Other General Education Teachers, Special Education Teacher, Behavior Specialist, Homeless Children and Families Liaison, School Psychologist, Speech and Language Pathologist, English Language Development Specialist, District Nurse

It is recommended that someone be assigned at each site to perform the following roles.

Suggested members are in parenthesis.

1. Scheduler (office staff, Student Support Center staff, referring staff, school counselor)
 - Manage the case file through the SST process: log relevant dates, schedule meetings
 - Support the referring teacher through the process: follow-up within first week to ensure all members are invited and have responded.
2. Facilitator (administrator, counselor, Student Support Center staff, teacher)
 - Call meeting to order
 - Introduce team members
 - Review purpose of meeting
 - Summarize problem areas reported by referring teacher
 - Lead group in problem-solving effort
 - Allot specified amount of time per agenda item
 - Monitor team progress
 - Re-direct discussion as necessary
3. Referring Teacher/Staff
 - Contact child's parent prior to seeking SST assistance
 - Complete referral packet
 - State concerns in observable and measurable terms
 - Be prepared to state expected behavior – academic, attendance and/or social
 - Attend scheduled meetings
 - Agree to share responsibility in implementation of the action plan
 - Collaborate with team to problem-solve solutions
4. Recorder (any SST member)
 - Record problem-solving process
 - Note contributions made by all members
5. Time Keeper (Any SST member)
 - Be aware of SST steps and use of time
 - Be prepared to remind team of use of time
6. File Keeper
 - Keeper of hard-copy student file
 - Makes copy of SST file for cumulative file if student moves

Each SST team member will attend meeting and accepts responsibility in assisting the student through their ideas, strategies, and/or hands-on support.

THE INITIAL S.S.T. REFERRAL

The Expectation Is That Teachers and Other Referring Staff Have Attempted a Variety of Interventions Prior to An SST Referral

- ◆ Students can be referred directly by a staff member or by the parent/guardian of the student.
- ◆ A student should be considered for referral to the SST ONLY after supports by teacher and PLCs have been **exhausted** and the student continues to demonstrate inadequate progress in the areas of academics, behavior, and/or mental health.

n Initial SST Referral

1. Complete SST referral form and return to the Principal or Designee.
2. Principal or Designee will schedule date and time for SST Meeting.
3. Classroom Teacher will inform parent/s of SST referral.

TEACHER PREPARATION CHECKLIST FOR SST MEETING

Be prepared to present specific background information about the student, including:

- Strengths (to develop interventions)
 - Academics- good with problem solving, likes to read, enjoys art and music, works well on the computer
 - Social/emotional – wants to please adults, chosen by classmates as friend
 - Multiple intelligences—linguistics, logical-mathematical, bodily- kinesthetic, spatial, musical, interpersonal, intrapersonal
- Interests including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in: reading fluency/recognition/comprehension, oral language, written language and math
- Amount/quality of classwork and homework

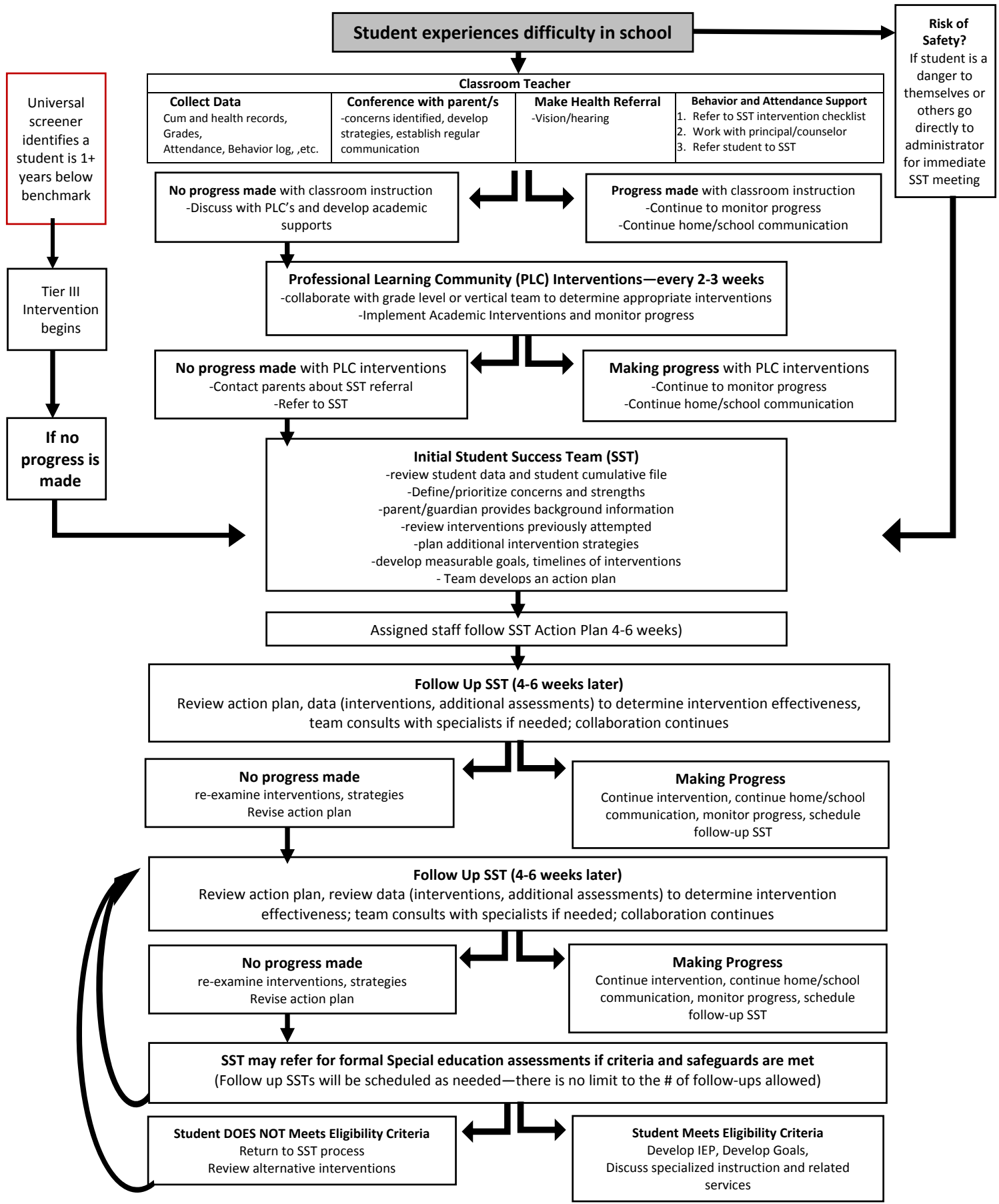
Be prepared to:

- Discuss efforts to work with the family to resolve your concerns
- Identify/discuss the area of greatest concern
- Discuss strategies and modification you have already tried
- Discuss strategies and modification you and your PLC team have tried
- State your desired outcome in measurable/observable terms
- Collaborate with the SST to generate interventions
- Implement agreed upon classroom interventions
- Regularly monitor student

Bring to the SST Meeting:

- Data from each intervention that has been used
- Pertinent Communication
- Recent work samples that reflect both strengths and areas of concern
- In-Class assessments which show academic levels
- Cumulative file
- Other: _____

**Sweet Home School District
Student Success Team (SST) Flow Chart**



This flow chart is a guiding document. One size does not fit all.



Sweet Home SST Referral Form

2018-2019

Student Name:		
Parent Name(s):		Phone #:
Classroom teacher has conferenced with parent(s)?		
Parent(s) has/have been contacted regarding SST referral?		
Classroom Teacher:		Grade:
Birthdate:	Age:	Gender:
<p>Is the student currently identified as, or receiving any of the following (<i>check all that apply</i>)</p> <p> <input type="checkbox"/> Homeless <input type="checkbox"/> Foster Youth <input type="checkbox"/> ELD <input type="checkbox"/> Counseling <input type="checkbox"/> Special Ed </p> <p>Please check all of the people that you would like to have in attendance for the meeting:</p> <p> <input type="checkbox"/> Psychologist <input type="checkbox"/> Nurse <input type="checkbox"/> Speech <input type="checkbox"/> Other _____ </p>		
Areas of Strength:		
<input type="checkbox"/> Academic Skills <input type="checkbox"/> Artistic <input type="checkbox"/> Compassionate <input type="checkbox"/> Courteous <input type="checkbox"/> Confident <input type="checkbox"/> Cooperative <input type="checkbox"/> Creative <input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Hard Worker <input type="checkbox"/> Highly articulate <input type="checkbox"/> Leadership Skills <input type="checkbox"/> Likes School <input type="checkbox"/> Listens Effectively <input type="checkbox"/> Optimistic <input type="checkbox"/> Patience <input type="checkbox"/> Physical Strength	<input type="checkbox"/> Positive Social Skills <input type="checkbox"/> Sense of Humor <input type="checkbox"/> Tries/attempts Tasks <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
Area(s) of Concern:		
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing	<input type="checkbox"/> Attendance <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Other _____	
What is the Primary Concern?		

Intervention Checklist (*please check all interventions that apply to the situation and have been used*):

Behavior Management	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> Clarification of rules		___	___
<input type="checkbox"/> Awards/rewards		___	___
<input type="checkbox"/> Increase choices offered to student		___	___
<input type="checkbox"/> Sensory breaks		___	___
<input type="checkbox"/> Behavior incentive contract		___	___
<input type="checkbox"/> Other _____		___	___

Intervention Checklist Continued (please check all interventions that apply to the situation and have been used):

Instruction	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> PLC-designed fluid grouping		___	___
<input type="checkbox"/> Small group instruction		___	___
<input type="checkbox"/> Break down tasks to smaller steps		___	___
<input type="checkbox"/> Individualized instruction		___	___
<input type="checkbox"/> Modify curriculum		___	___
<input type="checkbox"/> Change grouping		___	___
<input type="checkbox"/> Modify or shorten assignments		___	___
<input type="checkbox"/> Simplify directions		___	___
<input type="checkbox"/> After-school tutoring		___	___
<input type="checkbox"/> Other _____		___	___

Reinforcers	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> Praise		___	___
<input type="checkbox"/> Daily effort report		___	___
<input type="checkbox"/> Positive notes/calls home		___	___
<input type="checkbox"/> Reinforce correct responses promptly		___	___
<input type="checkbox"/> Concrete rewards for starting, continuing, or completing work		___	___
<input type="checkbox"/> Social reinforcement		___	___
<input type="checkbox"/> Modeling desired behavior		___	___
<input type="checkbox"/> Contracts		___	___
<input type="checkbox"/> Principal time/job/reward		___	___
<input type="checkbox"/> Counselor time/job/reward		___	___
<input type="checkbox"/> Other _____		___	___

Building Resources	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> Building/cross age tutor		___	___
<input type="checkbox"/> Volunteer(s)		___	___
<input type="checkbox"/> Principal assistance/support		___	___
<input type="checkbox"/> Counselor assistance/support		___	___
<input type="checkbox"/> Reading specialist services		___	___
<input type="checkbox"/> Other _____		___	___

Parental Communication	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> Notes home		___	___
<input type="checkbox"/> Parent telephone contact		___	___
<input type="checkbox"/> Parent email contact		___	___
<input type="checkbox"/> Parent/teacher conference		___	___
<input type="checkbox"/> Parent/teacher/student conference		___	___
<input type="checkbox"/> Parent notification of reward		___	___
<input type="checkbox"/> Other _____		___	___

Attendance	Date Range	Effective?	
		Yes	No
<input type="checkbox"/> Parental contact regarding attendance		___	___
<input type="checkbox"/> Counselor alerted to attendance		___	___
<input type="checkbox"/> Principal alerted to attendance		___	___
<input type="checkbox"/> Reward/acknowledgement for attendance		___	___
<input type="checkbox"/> Other _____		___	___



Sweet Home School District
SST Intervention/Action Plan

Initial SST Meeting

Follow up Meeting

Today's Date: _____

Student: _____

School: _____

Teacher: _____

Grade: _____

Targeted Area of Concern: _____

Goal 1:

Current Data to Support this Goal:

Goal 1 Measurable Intervention/s and actionable goal/s:

Start Date:	Monitoring Tool:	Responsible Party:
-------------	------------------	--------------------

Goal 2:

Current Data to Support this Goal:

Goal 2 Measurable Intervention/s and actionable goal/s:

Start Date:	Monitoring Tool:	Responsible Party:
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Schedule follow up meeting date for:



FOLLOW-UP MEETING INTERVENTION SUMMARY

SST Goal 1 Met? Yes No Partial: _____

What Worked?

What Didn't Work?

TEAM CONCLUSION

- | | |
|---|---|
| <input type="checkbox"/> Discontinue Intervention: goal achieved, monitor as needed | <input type="checkbox"/> Assessment Needed: _____ |
| <input type="checkbox"/> Some Progress Achieved: continue intervention | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> No Progress: modify/change intervention (describe below) ↓ | |

SST Goal 2 Met? Yes No Partial: _____

What Worked?

What Didn't Work?

TEAM CONCLUSION

- | | |
|---|---|
| <input type="checkbox"/> Discontinue Intervention: goal achieved, monitor as needed | <input type="checkbox"/> Assessment Needed: _____ |
| <input type="checkbox"/> Some Progress Achieved: continue intervention | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> No Progress: modify/change intervention (describe below) ↓ | |

Suggested SST Meeting Steps and Procedures

Welcome & Expectations (1 minute)

- Facilitator welcomes and introduces invited personnel, thanks requester; sets positive tone
- Confirms meeting purpose, outcomes, agenda, and timelines

Share the Referral (2-3 minutes)

- Hard copies of referral provided to team members

Identify the Primary Concern (2 minutes)

- Requesting teacher summarizes problem succinctly

Identify Desired Outcome/Goal (2 minutes)

- Team identifies specifically what they want student to achieve

Brainstorm Possible Interventions (5-8 minutes)

- Facilitator leads focused brainstorming
- All present generate as many interventions as possible without critiquing
- Recorder takes minutes

Evaluate Feasibility of Interventions (5-8 minutes)

- Facilitator leads discussion to analyze possible interventions, their match to the presenting problem and the feasibility of implementation
- Recorder takes minutes

Select Intervention/s (2-3 minutes)

- Facilitator assists requesting teacher, with the support of team, to select preferred interventions

Write Action Plan (3-4 minutes)

- Facilitator leads team to complete the plan including goals, interventions, support to the teacher, person(s) responsible, timelines, data to be collected, date for follow up meeting
- Recorder captures plan in writing; retains copy and gives to requesting teacher

Summarize & Close (1 minute)

- Facilitator verbally summarizes major points of the meeting and defines next steps

Give me six hours to chop down a tree and I will spend the first four sharpening the axe.

-Abraham Lincoln

APPENDIX

FREQUENTLY ASKED QUESTIONS (FAQs)

Who can refer a student to the SST?

- ✧ Any school staff can refer a student to SST. Parent(s) or guardians may request that the classroom teacher refer the student to SST. The referring staff member must be in attendance at the SST meeting.

Does the parent/guardian have to be invited to the SST?

- ✧ NO, although, parents do need to be contacted and advised that there are concerns and that the SST will meet to problem-solve/identify solutions.

Who contacts the parent?

- ✧ The classroom teacher (or referring school staff) is to contact the parent/guardian regarding the SST referral. It is assumed that the teacher will have been in communication with the parent regarding his/her concerns before the SST referral is initiated.

How long should the SST meeting last?

- ✧ Usually 20 to 30 minutes. If brainstorming and planning takes longer than this, most likely the problem has not been properly identified.

How many times does the SST meet regarding a specific child?

- ✧ At least 2: The first to determine what interventions need to be put into place and the second to report back on the success of the interventions or suggest other interventions.

Does the SST information get put in the cumulative folder?

- ✧ Yes. It is recommended that an SST section be established and placed in the cumulative “cum” folder. This will allow others to see what concerns have surfaced and how those concerns were addressed. Also, if the student moves, the new school will be alerted to previous concerns and interventions.

What should I do if my student has been through the process multiple years in a row and they are still struggling? Shouldn't a student like this be referred for special education?

- ✧ A student who continues to struggle in some aspect of the curriculum is NOT necessarily a student who is suspected to have a disability or be eligible for special education services.

FAQs CONTINUED

- ✧ Remember: There are three (3) general “prongs” of **eligibility determination**, all of which are necessary to be present to determine that a student is eligible for special education and related services:
 - (1) The student must meet the **eligibility criteria** for a disability as defined under at least one of the disability categorizations established by the State of Oregon, OAR 581-015-2130 through OAR 581-015-2180 or OAR 581-015-2795;
 - (2) The student’s disability **adversely** affects their educational performance;
 - (3) The student **requires** specialized academic instruction and/or related services.

- ✧ There are also **exclusionary factors** that must be considered. A student cannot be determined to be identified as eligible for special education if the determinant factor for the determination is any of the following:
 - Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of instruction in mathematics;
 - Lack of achievement due to inadequate school attendance;
 - Limited English proficiency.

Sample Interventions

About this document: *Interventions listed below are drawn from a number of sources. The interventions include strategies, modifications, adaptations and resources. Not all interventions are effective for all children.*

Attendance Strategies

Student/Family-Focused

1. Alarm clock for parent/caregiver/student
2. Earlier bedtime
3. Give parent/caregiver information re: simpler walking route
4. Help parent/caregiver to find better transportation to school
5. Parent/caregiver agrees to bring child to school daily
6. Parent/caregiver will make sure child gets on bus in morning
7. Parent/caregiver will wake up earlier to get child to school on-time
8. Student will wake up earlier
9. Wake -up call for parent/caregiver and/or student

School-Focused

1. Post the names of perfect attenders in a highly visible place
2. Teachers telephones absent *student* to inquire about reasons for absence and encourage attendance
3. Awards/rewards for perfect attenders (e.g. Certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses)
4. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness
5. Display attendance graphs in faculty room to show current and past school years' attendance patterns
6. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school
7. 9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format
8. 10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone
9. 11. Post good attendance banners in grade level classrooms that have had the best attendance
10. 12. Provide tutoring to help absent students do better
11. 13. Publicize perfect attendance rewards in the local newspaper
12. 14. Review student attendance records on a weekly basis to catch emerging absence patterns
13. 15. Send commendation letters to students and parents for perfect attendance and improved attendance

Behavior Strategies

1. After-school program
2. Allow student to draw to calm down in class
3. Allow student to walk around while reading
4. Allow student to stand when doing work (use clipboard)
5. Apply consequences without anger

6. Ask counselors to do in-class presentations on self-esteem
7. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them)
8. Avoid anything that looks like rejection of the student
9. Diffuse power struggles through choices
10. Avoid helping too much (student can "learn helplessness")
11. Avoid ignoring the student
12. Avoid threats, punishment, sarcasm, public teasing or shaming
13. Build rapport with student (focus on strengths, interests); schedule regular time to talk
14. Call home on a bad day for support
15. Call home on a good day
16. Call on student to participate more in class
17. Change antecedent event (event that occurs prior to target behavior)
18. Chart/graph student behavior (assess/determine pattern of behavior)
19. Class/counselor change recommended
20. Classroom problem-solving sessions
21. Collaboration with outside sources (e.g., therapist, tutor, after-school program)
22. Concentration game
23. Connect new learning to previously mastered concepts
24. Cooperative Learning Structures
25. Create a "risk-free" learning environment in which mistakes are invited
26. Daily check-in with student
27. Develop behavioral contract
28. Develop classroom rules ("Development of Classroom Rules")
29. Display exemplary student work (classroom, hallway, etc.)
30. Earlier bedtime
31. Eat breakfast at school
32. Encourage student to ask for help when needed
33. Encourage student to make friends
34. Extra P.E.
35. Follow-up on parent's request to transfer student
36. Give leadership responsibilities
37. Give student important jobs
38. Give student opportunities to show work that he/she is proud of
39. Spend time with student at recess
40. Two-minute intervention process (Love and Logic)
41. Have a peer model appropriate behavior
42. Help parent/caregiver set up home reward/management system
43. Help student to identify what he/she is feeling
44. Home visit
45. Home/School Communication Book
46. Ignore negative behavior, if possible
47. Immediately recognize positive behaviors
48. Increased parent/caregiver attention at home
49. Introduce student to School Resource Officer (SRO) for mentoring
50. Lunch time with Principal
51. Match learning tasks with the student's learning style strengths
52. Model positive thinking and attribution statements
53. Model, teach and reinforce anger control strategies

54. Move student's seat (preferential seating)
55. Non-Verbal Signals Between Teacher and Student
56. Offer student limited choices
57. Organize playground activities to reduce fighting/inappropriate behavior
58. Pair student with older or younger student for structured academic activity, with emphasis on social skills
59. Parent/caregiver will call teacher weekly
60. Parent/caregiver will visit or spend time in classroom
61. Post rules in the classroom and review them
62. Praise other students for appropriate behavior
63. Present tasks that are slightly challenging and worth doing
64. Provide assignments that match student's instructional level
65. Provide student frequent breaks for sensory de-escalation, relaxation or small-talk
66. Provide student time for physical activities/movement
67. Reduce aggressive behavior at home
68. Refer to conflict manager training
69. Refer to mentor program
70. Refer to school sports program
71. Refer/provide school or district-based counseling for student (Connect Center, YFRC/Healthy Start)
72. Rehearse expected behavior
73. Reinforcers in the classroom/home
74. Relaxation techniques
75. Remind child to use words, not aggression
76. Role-play social interactions
77. Self-Esteem Building Techniques
78. Showcase student strengths in group learning situations
79. Survey/interview student to determine interests
80. Teach student how to set short-term daily goals
81. Teach student self-monitoring/self-management
82. Teach student self-talk strategies
83. Teach the link between effort and outcomes
84. Use classroom-wide anger management strategies
85. Use game formats to teach needed information
86. Use high-interest activities
87. Use music to quiet the class during independent work activities
88. Use visual cues to signal recognition of negative behaviors and reinforcement of positive behaviors
89. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist)

Instructional Strategies and Modifications

1. Academic contract
2. Active Note Taking
3. Allow previewing of content, concepts and vocabulary
4. Allow student to have sample or practice tests
5. Arrange transportation for attendance at after-school program
6. Ask parent/caregiver to structure study time (give them information about long-term assignments)
7. Ask student to repeat directions before beginning tasks

8. Assess/determine student's instructional level
9. Assignment notebook
10. Check student's work frequently to determine level of understanding
11. Collect homework daily instead of weekly
12. Don't collect homework
13. Communicate with after-school program staff (e.g., re: homework help)
14. Communicate with last year's teacher
15. Complete documentation for a 504 plan
16. Connect student with tutoring
17. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log)
18. Create a blank book for the student to fill in ("A Book About Me")
19. Cue/maintain eye contact with student when giving directions
20. Direct Instruction
21. Give student immediate feedback (make sure assignments are started correctly)
22. Give student options for presentation (written/oral or illustration/model)
23. Graphic Organizers
24. Help parents/caregivers to learn reading strategies
25. Homework checklist or folder
26. Intersperse brief periods of instruction with supervised practice
27. Manipulative and Visual Prompts
28. Move child's seat (preferential seating)
29. Parent/caregiver will ask another family member to give child homework help
30. Parent/caregiver will give more homework help
31. Parent/caregiver will pick up homework when student is absent
32. Principal will check-in with student daily regarding classwork
33. Provide frequent feedback and praise
34. Provide opportunity for extra practice before tests
35. Provide printed copy of boardwork/notes
36. Provide study guides/questions
37. Questions First
38. Quick Write
39. Read aloud to parent/caregiver at home
40. Reduce classroom distractions and noise
41. Review test scores from past 3 years and utilize in instructional planning
42. Send home extra work (*with arranged parent follow through*)
43. Send home unfinished classwork (*with arranged parent follow through*)
44. Simplify instructions/directions (short, specific, direct)
45. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
46. Supply student with samples of work expected
47. Teach notetaking
48. Teach student problem-solving skills
49. Tutor (Peer, Cross-age, Agency, Parent, etc.)
50. Use focused question in reviewing student work ("Focused Question")
51. Use techniques of repetition, review and summarization
52. Use visuals to motivate reading and support understanding of concepts
53. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist)
54. Work with student 1:1 or in small group
55. Write assignments on board

56. Allow student to show work on a mini dry-erase board

Health Strategies

1. Asthma class
2. Child Abuse Reporting
3. Collaborate with Primary Medical Provider
4. Dental exam/dental emergencies
5. Fact Sheets on Communicable Diseases and School Age Illnesses
6. Hearing screening/exam
7. Assist with/teach hygiene
8. Make sure child wears glasses
9. Medication Administration
10. Obtain glasses for student
11. Refer to School Nurse
12. Vision screening/exam

Motor Skills Strategies

1. Color in small areas
2. Collaboration with outside sources
3. Encourage drawing to develop muscles
4. Have student sit in an appropriate size chair for 90-90-90 posture
5. Practice drawing & coloring in simple shapes
6. Provide parent/caregiver lists of home activities for student
7. Tracing: write model in pen/pencil, give student felt pen to trace letters
8. Make a large dot to cue student where to start when tracing letters
9. Encourage student to use finger movements (instead of arm movements) while coloring or writing
10. Support wrist and elbow on table
11. Use hand over hand to guide movement; gradually fade out as student learns motions
12. Utilization of site-team support

Oral Language Strategies

1. Allow all students time for oral expression,
2. Deliver oral reports/presentations using high or low-tech augmentative communication device
3. Point to pictures to cue or illicit speech from student or communication device
4. Add gestures or agreed upon visual cues
5. Ask some yes/no questions
6. Give student choices for answers
7. Give student opportunity to preview questions prior to activity
8. Present student with two answers and let child choose one
9. Teacher asks student a direct question - comes back for answer
10. Teacher or peer models turn taking
11. Utilize choral speech, plays, role modeling
12. 1. Establish and maintain eye contact
13. Peer or teacher reads student's passage during round robin
14. Peers or teacher reads student's work out loud
15. Reinforce classroom etiquette (e.g.: raising hand)
16. Adjust volume, tone, phrasing & pace of speaking for various situations/audiences
17. 4. Student writes and/or records simplified versions of text
18. 6. Use eye contact, posture and gesture to engage audience

Math Strategies

1. Do informal assessment of student's math skills
2. Get extra help with math word problems (from peer, volunteer, etc.)
3. Send home math flash cards
4. Study math facts at home
5. Teach student to make estimates and choose appropriate strategies
6. Use hands-on manipulatives
7. Ask student to think out loud as they work through math problem

8. Allow/encourage student to use times tables
9. Create & illustrate personal word problems relevant to students' lives
10. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project)
11. Flash cards
12. Have students find examples of fractions used in real life and organize by categories on a chart
13. Have students verbalize the problem step by step to make sure s/he understands each stage
14. Permit student to work out the problem on scrap paper
15. Provide steps necessary to complete problems on tape or study sheet
16. Reduce number of problems (shorten assignments)
17. Simplify patterns (e.g., ABAB instead of ABBCD)
18. Touch Math program
19. Use calculators instead of performing paper and pencil steps
20. Use manipulatives such as money, clocks
21. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting)
22. Identify numbers on spinner or dice
23. Weighing and measuring related to cooking
24. Connect math concepts to careers or personal life
25. Create and play math board games
26. Creating math sheets for other students
27. Peer Tutoring
28. Research mathematicians and/or musicians
29. Write in math journals

Math Adaptations - Physical Assistance

1. Adapted materials (e.g., enlarged calculators, pencils)
2. Assist student with proper alignment of problems (e.g., graph paper)
3. Color code for different operations (e.g., red for addition problems)
4. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide)

Reading Strategies

1. Pre-teach vocabulary
2. Accept some homework papers typed or dictated by student
3. Brainstorming
4. Choral Reading
5. Class illustrates a big book ("Creating Your Own Big Book")
6. Collaborate with Reading Recovery Teacher
7. Family will borrow books from library in student's primary language
8. Leveled reading groups
9. Literature Study Circles
10. Matching Pictures
11. Model the thinking processes a good reader engages in when reading ("Think Aloud")
12. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures")
13. Parent/caregiver will write letters to student ("Family Letters")
14. Pocket Chart Reading W/ Predictable Texts

15. Poetry In the Classroom
16. Provide partial outlines of chapters, study guides, and testing outlines
17. Read & Retell
18. Reciprocal Reading
19. Reciprocal Teaching
20. Segment sentences on flash cards
21. Send home books
22. Send home word games
23. Shared Reading across Genre of texts
24. Shared Reading of Poetry & Song
25. Shared Reading With Predictable Texts
26. Sight-Word Bingo
27. Simplify complex directions
28. Sing, Speak, Spell
29. Small group guided reading
30. SQ3R (Survey, Question, Read, Recite & Review)
31. Story Sequencing for Reading
32. Storyboard
33. Student creates a poetry word bank
34. Student fills in a (student or teacher-created) book for sounds or for reference
35. Student identifies number of pages to be read and uses post-its ...
36. Student prepares a grocery list; looks for environmental print ("A Shopping Trip")
37. Student will go to library with teacher
38. Using The Newspaper or magazines
39. Word Making
40. Word Necklaces
41. Word Walls
42. Color code textbook, highlighting important sentences, phrases, vocabulary
43. Create interest for material to be read by bringing in items that will stimulate discussion about a topic
44. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group
45. Do not require lengthy outside reading assignments
46. Have student be responsible for one main idea
47. Have student draw a picture
48. Have student fill in the blanks
49. Have student hold prop that is related to story (e.g., puppet)
50. Have student match text to pictures
51. Provide photocopies of teacher's notes
52. Provide supplementary materials that student can read
53. Reduce workload
54. Review words periodically
55. Substitute symbols for written text
56. Use books on tape for comprehension practice
57. Use character web
58. Use collage
59. Use graphic organizer
60. Use images on digital camera/projector
61. Use modified text or assign a smaller portion

62. Use music-related stories
63. Use peer or community volunteer tutors
64. Use pictures/symbols
65. Use props (e.g., puppet, magnets on cookie sheet, felt board)
66. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class
67. Use storyboard sequencing
68. Use video or film strips to supplement text
69. Categorize
70. Sequence chunks of text
71. Demonstrate appropriate listening behavior
72. Get books, hand out and put away
73. Hold book in front of class for teacher
74. Identify sight words, pictures, etc.
75. Pointing to picture related to story to test comprehension
76. Practice letter recognition
77. Practice writing or copying words on topic
78. Retell story to younger kids
79. Turning the page appropriately at correct time

80. Find vocabulary words in the newspaper or magazine
81. Have student connect stories to background knowledge or experience
82. Have student create story map
83. Have student create story timelines
84. Read other books by the same author
85. Read the story to students who cannot read

Reading Adaptations - Physical Assistance

1. Enlarge print
2. Have student use bookmarks for tracking
3. Use augmentative communication devices
4. Use book stand
5. Use books on tape
6. Use Braille
7. Use computers

Writing Strategies

1. ABC Wall Chart or Class Book
2. Author's Chair
3. Buddy Journals
4. Content Area Logs
5. Copying
6. Creating Texts for Wordless Books
7. Response Journal
8. Guided Writing Activities
9. Interactive Journals
10. Interactive Writing
11. Letter Writing
12. Metacognitive Journal
13. Modeled Writing Aloud
14. Patterned Writing with Predictable Text
15. Personal Dictionaries
16. Plan, Do and Review
17. Practice writing daily
18. Real-Life Writing Activities
19. Student writes letters for company freebies
20. Story Sequencing for Writing
21. Storyboarding
22. Student will write in cursive all the time
23. Student will write in daily home journal
24. Writer's Workshop
25. Complete one part of assignment
26. Create and use personal dictionary

27. Provide sentence or paragraph starters
28. Shorten assignment
29. Trace or copy dictated answers
30. Utilize Spelling Styles and Vocabulary Attributes charts
31. Use editing checklist (caps, periods, commas, etc.)
32. Use graphic organizers
33. Use stamps
34. Use word bank
35. Match pictures to words
36. Practice copying
37. Use communication device
38. Use storyboard
39. Write down key words (i.e., personal vocabulary list)
40. Write name, heading and date on top of paper
41. Incorporate features such as italics, footnotes and bibliography into writing
42. Peer uses rubric to check work
43. Use dictionary or spell check tools to edit work
44. Write from a peer's dictation

Writing Adaptations - Physical Assistance

1. Adapted keyboard
2. Adaptive writing materials (e.g., pencil grip, larger felt pen)
3. Computer/typing on keyboard
4. Dictate to a peer
5. Give student oral examinations and quizzes
6. Substitute oral reports/projects for writing
7. Tape paper to desk
8. Use adaptive paper (e.g., lines, larger lines, lined columns)
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table

11. Use stencils
12. Use tape recorder to dictate
13. Write on a vertical/slanted surface (e.g., chalkboard)
14. Write on top of a textured surface (e.g., sandpaper)