



Marquette-Alger

Regional Educational Service Agency

MARESA

Student Assistance Team Manual

Revised 10/2008

Student Assistance Team Manual

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INTRODUCTION

Marquette Alger Regional Educational Service Agency

Student Assistance Manual

Purpose: The purpose of MARESA's Student Assistance Team is to assist, identify, refer and follow-up with students experiencing problems that interfere with learning, including, but not limited to academic, social and/or behavioral difficulties. Services are available to: MARESA's programs (Transition I & II), Great Lakes Recovery Center, Teaching Family Homes, Marquette County Youth Home, Early On, Head Start and local school districts upon request.

MARESA

STUDENT ASSISTANCE STAFFING PROCESS

General Information:

If you have problems/concerns regarding a student, share the concerns with the liaison person assigned to your classroom (e.g. School Psychologist, Transition Coordinator, Consultant). If it appears that there is a need to get additional input and engage in problem solving with other professionals, initiate a Student Assistance Team meeting.

Procedure:

Step 1: Contact parent/guardian regarding student concerns and get their input. You may print the Parent/Guardian Input Form for them to complete. Let them know you would like to get advice from other professionals through a Student Assistance meeting.

Step 2: (Student Assistance Referral Form- A)

Teacher/person referring will complete the Student Assistance Referral Form A and email it to the SAT email account (sat@maresa.org) or put a hard copy of the completed form in the SAT mailbox in the special education office. Be sure to indicate staff members that you wish to attend the staffing. A Meeting Wizard will be sent out to staff involved in order to set a date for the meeting. The staff will receive a copy of the Referral Form through an email attachment. The meeting will be in the teacher's classroom unless stated otherwise.

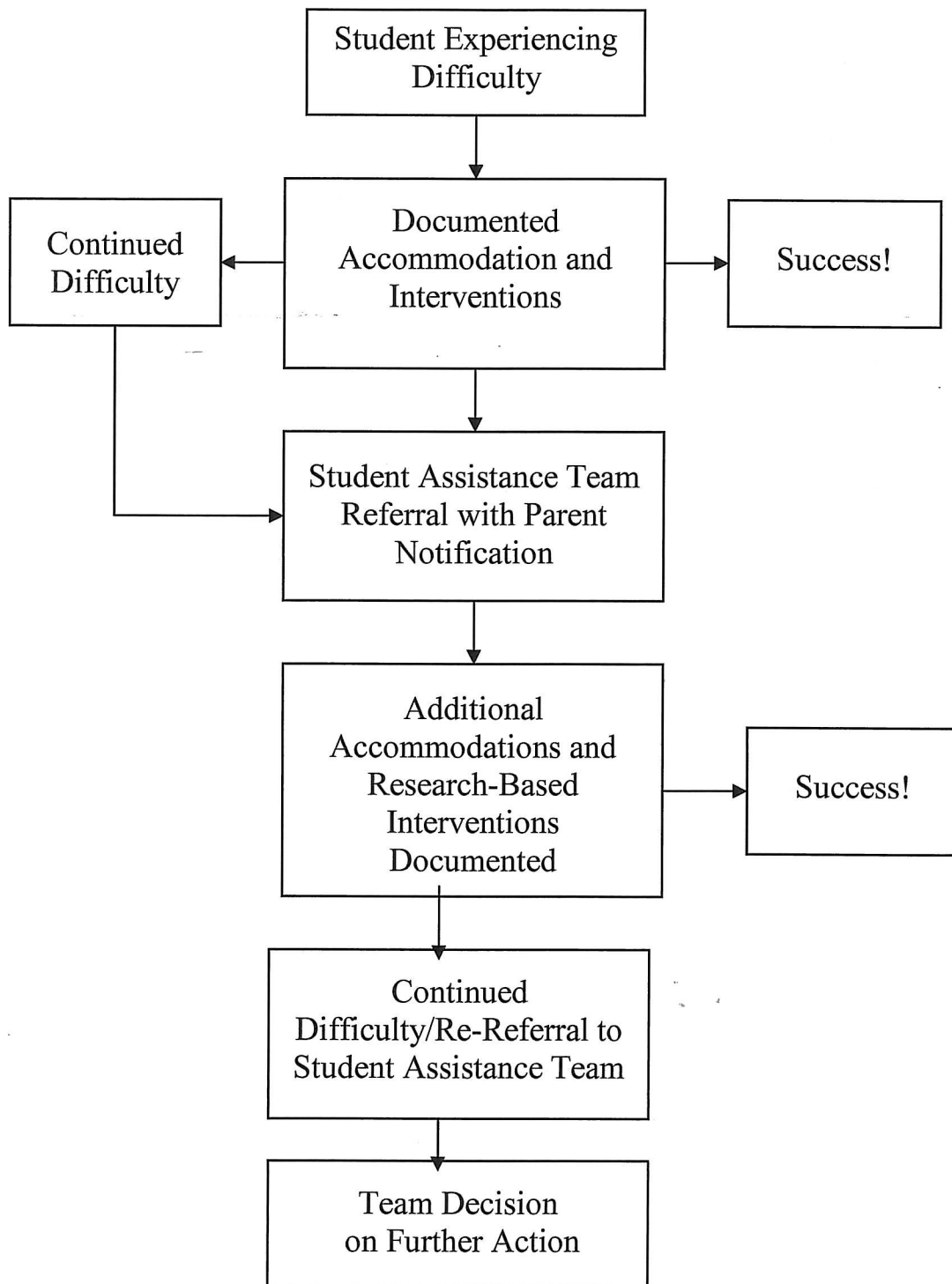
Step 3: Thoroughly complete: Background/ History Form (Form B) and Pre-Referral Intervention Strategies (Form C) as well as other relevant information and bring them to the staffing.

- make copies of the forms to distribute at the staffing
- assign a person to complete the Staffing Minutes (Form D) at the meeting
- bring the CA-60 (that includes the MET and IEPT and any other relevant reports, forms etc.)

Documentation:

All forms are available on the MARESA website (under Service Areas then select Special Education, next select Student Assistance Team Forms from the list on the left of the screen.) The forms, once completed, may be saved and attached to an email to: sat@maresa.org

FLOWCHART FOR STUDENT ASSISTANCE PROCESS



STUDENT ASSISTANCE REFERRAL FORM A

Referrals to the Student Assistance Program may relate to behavior or academic concerns or circumstances that are negatively affecting the student's performance or ability to access services. Write a short narrative describing the concern(s) and use the checklists provided if appropriate. When the form is completed, email the form to the SAT email account (sat@maresa.org). The meeting will be scheduled for a date indicated by the majority of staff involved and the person requesting the meeting.

STUDENT: _____ **TEACHER:** _____
SCHOOL: _____ **GRADE:** _____
DATE: _____

(**Office Use Only!) (**assigned staffing date): _____ (**location): _____

Method and Date of Parent Contact: _____

Reason for Referral: _____

Staff to Invite:

- | | | |
|---|--|---|
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Transition Coordinator | <input type="checkbox"/> Counselor/CTE |
| <input type="checkbox"/> Literacy Consultant | <input type="checkbox"/> Technician (Assist. Tech.) | <input type="checkbox"/> Behavior Consultant |
| <input type="checkbox"/> Consultant for Visually Impaired | <input type="checkbox"/> Consultant for the Hearing Impaired | <input type="checkbox"/> Autism Consultant |
| <input type="checkbox"/> MRS | <input type="checkbox"/> Pathways | <input type="checkbox"/> Court System Rep. |
| <input type="checkbox"/> Other: _____ | | |

1. ACADEMIC CONCERNS:

- ☐ Declining Quality of Working
- ☐ Incomplete Work
- ☐ Work Not Handed In
- ☐ Failing Tests
- ☐ Lacking Skills to Perform Work
- ☐ Sudden Change in Attitude
- ☐ Other (please explain): _____

2. CONDUCT CONCERNS:

- | | |
|--|--|
| <input type="checkbox"/> Disruptive Behavior | <input type="checkbox"/> Inattentiveness |
| <input type="checkbox"/> Sleepy in Class | <input type="checkbox"/> Negative Reactions |
| <input type="checkbox"/> Frequent Absences | <input type="checkbox"/> Defiant/Breaks Rules |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Fighting in Class |
| <input type="checkbox"/> Verbally Abusive | <input type="checkbox"/> Obscene Language |
| <input type="checkbox"/> Vandalism | <input type="checkbox"/> Outbursts of Temper |
| <input type="checkbox"/> Nervous/Anxious | <input type="checkbox"/> Defensive Behaviors |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Poor Social Skills |
| <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Poor Peer Relationships |

OTHER CONCERNS/ISSUES: _____

3. POSITIVE ASPECTS OF STUDENT (Strengths, Skills, Interests, Personal Qualities, Etc.)

STUDENT ASSISTANCE REFERRAL BACKGROUND / HISTORY – FORM B

STUDENT: _____ DOB: _____ GRADE: _____
SCHOOL/PROGRAM: _____
PARENT/GUARDIAN NAME: _____
ADDRESS: _____

FAMILY DYNAMICS (Significant Others in Household, Etc.):

RECORD REVIEW:

PREVIOUS SCHOOLS/PROGRAMS:

TESTING INFORMATION:

REPORT CARD GRADES:

ATTENDANCE:

HEALTH/MEDICAL INFORMATION (i.e. vision, hearing, ADHD, etc.):

SPECIAL SERVICES:

OTHER SIGNIFICANT BACKGROUND/HISTORY:

PREVIOUS INTERVENTION(S) – (Classroom modifications, behavior plans, etc.; how long? outcome?)

OTHER INFORMATION (including things which have been successful):

PRE-REFERRAL INTERVENTION STRATEGIES – FORM C

NAME: _____ TEACHER/GRADE: _____ DATE: _____

Strategy	Start Date	Results
Communication		
Daily / Weekly assignment notebook		
Parent / Teacher meeting		
Environment Modifications		
Increase / decrease opportunities for movement		
Move location		
Location of class / personal supplies		
Change room arrangement		
Reduce external stimuli		
Placement of student in class		
(proximity to teacher, stimuli)		
Secluded work station		
Instructional Modifications		
Computer assisted instruction		
Tutor		
Extended time for work		
Reduce number of items per page		
Textbooks on tape		
Provide study guide		
Modify writing paper		
Oral directions to support written		
Use of manipulatives, calculators for math		
Use grid paper for math		
Use of marker to keep place		
Curriculum Modification / Use Accommodation Form		
Alternate assignment		
Reduced assignment		
Alternative instructional materials		
Alternative instructional goals for lessons		
Alternative grading		
Teacher modify text with highlighter		
Testing materials		
Extended time for test		
Reduced number of items		
Oral administration		
Alternate test form		
Behavior Modifications		
Counseling		
Support group		
Behavioral contract		
Point / rewards system		
Time Out		
Detention		
Alternate discipline		
Utilize community agency		
Medical Intervention		
Other		

STUDENT ASSISTANCE TEAM MEETING STAFFING MINUTES

NAME: _____ TEACHER: _____

STAFFING DATE: _____

STAFFING PARTICIPANTS: _____

STRENGTHS:

NEEDS/CONCERNS:

PLAN SUMMARY (Who is responsible for implementation; what will be done, i.e. observations, assessment, data collection, specific intervention; how long? due date?):

DATE OF PLAN REVIEW MEETING:

STUDENT ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM E

Name of Student _____ D.O.B. _____ Age _____

Parent/Guardian Name _____ Phone _____

Others living in the student's home:

<u>Name</u>	<u>Age</u>	<u>Relationship to child</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

How long has the student lived in this area? _____

State previous school(s) your child has been enrolled in:

<u>Name</u>	<u>Location</u>
_____	_____
_____	_____
_____	_____

BACKGROUND INFORMATION

City/Place of Birth _____ Birth Weight _____
 # of weeks gestation _____

Was there anything unusual about the pregnancy or birth? Yes _____ No _____

If Yes, explain: _____

Age when:

Age

Walked alone unaided	
First words	
First sentence	
Toilet trained	
Sit and listen to stories	
Verbally recite the alphabet	
Verbally count to 10	
Identify the alphabet (visually)	
Write the alphabet	
Identify colors	
Tell time	

**STUDENT ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM
MEDICAL INFORMATION**

Does your student have a history of frequent ear infections? Y N

Has your student's doctor ever put "tubes" in his/her ears? Y N If Yes: Date _____

Are there any known medical concerns or injuries? Y N

If Yes, Explain: _____

Has your student ever been hospitalized? Y N If Yes:

Date(s) _____

Explain: _____

Are there any concerns about your student's vision or hearing? Y N

If Yes, Explain: _____

CURRENT INFORMATION

Time your student wakes up in the morning _____

Time your student goes to sleep at night _____

Any sleep difficulties? Y _____ N _____

If Yes, Explain: _____

What academic activities are reinforced at home?

Approximate amount of time your student watches television or plays video games a day:

STUDENT ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM

What behavior management techniques work BEST?

What behavior management techniques are LEAST effective?

Describe your student's strengths:

Describe your student's weaknesses:

What are your major concerns about your student's progress in school?

Is your child involved with any medical, mental health, or counseling agencies? Y N
If yes, would you give permission for information to be shared with this school system?

Please write anything else you feel would be important for us to know and better understand your student and his or her needs.

Parent/Guardian Signature

Date

STUDENT ASSISTANCE TEAM MEETING PARENT/GUARDIAN INVITATION

DATE: _____

TO: _____
(Parent/Guardian)

RE: _____
(Student's Name)

_____ has been experiencing some learning difficulties at school. A student assistance team meeting has been set up to bring together those who know your child and can set up ways to help. You are invited to attend and share your ideas. Please call the principal of your child's school if you have any questions.

We hope you can be there.

DATE: _____

TIME: _____

PLACE: _____

The following student assistance team members have been invited:

_____	_____
_____	_____
_____	_____
_____	_____

AUTHORIZATION FOR RELEASE OF RECORDS

STUDENT: _____

BIRTH DATE: _____

I hereby authorize the following persons, agencies, and/or the Multi-Agency team to engage in verbal or written communication for my child. All pertinent records and information can be exchanged among agencies as necessary. I am aware that this information will be strictly confidential and will be used in my child's best interest in order to provide the best medical and educational management. Parental consent is VOLUNTARY and may be revoked at any time with written notice.

Please check the information to be released:

- | | | |
|---|---|---|
| <input type="checkbox"/> Evaluations based on psychological testing | <input type="checkbox"/> Social/developmental history | <input type="checkbox"/> Health/medical records |
| <input type="checkbox"/> Speech and Language report | <input type="checkbox"/> OT/PT reports | <input type="checkbox"/> Vision/Hearing reports |
| <input type="checkbox"/> Team document (IEPs) | <input type="checkbox"/> Staff reports (MET) | <input type="checkbox"/> Progress reports |

The agencies authorized to exchange information include:
(Please indicate approval by writing, "YES" or "NO" in each space below)

_____ Department of Community Health
_____ Marquette-Alger Regional Educational Service Agency
_____ Department of Human Services (FIA)
_____ Head Start / Childcare Services
_____ Pathways
_____ Michigan Works, Michigan Rehabilitation Services
_____ Michigan Protection and Advocacy
_____ Probate Co
_____ Upper Michigan Behavioral Health Services
_____ Hospital and Affiliated Clinics: _____
_____ School(s): _____
_____ Other: _____

_____ Physicians(s)

_____ Clinician(s)/Case Workers

NAME: _____

NAME: _____

ADDRESS: _____

ADDRESS: _____

Information will NOT be disclosed to any other party except personnel with legitimate educational interest without prior consent of the parent or legal guardian. This authorization shall continue in effect until revoked in writing or not longer than one year from the date recorded below.

(Parent/Guardian Signature)

(Witness Signature)

(Date)

(Date)

DISCUSSION GUIDE FOR FBA (Functional Behavioral Assessment)

Student Name: _____ Date of Birth: _____
CA: _____ School: _____
Teacher(s): _____ Grade: _____
Eligibility: _____ Participants: _____
Date of Meeting: _____

STATEMENT OF CONCERN: (General)

STUDENT STRENGTHS/INTERESTS/RESOURCES: (Child, Family, School, and Community.)

SIGNIFICANT HISTORY¹: (Such as: Discipline, Medical, Previous Evaluations, Family concerns, Significant Educational Interventions, etc.)

BEHAVIORS OF CONCERN: (List)

PRIORITY TARGET BEHAVIORS TO BE ADDRESSED: (no more than 2)

OPERATIONAL DEFINITION OF TARGET BEHAVIORS:
(Such as: Description, intensity, duration, rate, etc.)

PAST INTERVENTION FOR IDENTIFIED TARGET BEHAVIORS: (Both what worked and what did not.)

PRECURSORS OF UNWANTED TARGET BEHAVIOR:
(Such as: When homework assigned, when asked to transition, etc.)

VARIABLES: (Time of day, whether in structured settings or not, is this consistent behavior in any identified pattern, etc.)

WHAT HAPPENS AFTER THE BEHAVIOR OCCURS: (Natural consequences, time-out, classroom rules enforced, responses of student & others, etc.)

SUSPECTED FUNCTION: (Often described in terms of what the student is getting or obtaining, and/or escaping or avoiding as a result of the behavior. i.e. attention, stimulation, control.)

APPROPRIATE REPLACEMENT BEHAVIOR:

RECOMMENDATIONS: (May include: BIP, referral to doctor for more information, gather more data, evaluation necessary, more extensive behavioral assessment, etc.)

¹ The FBA process assumes one member from the student assistance team has reviewed the student record.

H:\SPECIAL\Forms\Electronic Forms Templates\Student Assistance Team Forms for Manual\Form for Discussion - FBA 100507.dot

FUNCTIONS/INTERVENTIONS SUMMARY CHART

Function of Behavior	Possible Interventions
Attention-Seeking	Planned ignoring Time out Teach appropriate attention seeking Increase schedule of social reinforcement for appropriate behaviors
Escape/Avoidance	Teach to request assistance Teach to request "break" Alter or reduce demands – gradually reintroduce demands Social skills training
Communication	Functional communication training Reduce reinforcement for problem behavior
Access to Tangible Reinforcers	Teach appropriate request behaviors Time out from reinforcers for problem behaviors Schedule time with reinforcers Use time with tangible reinforcers to increase appropriate behaviors Social skills training
Control	Compliance training Choice making Time out Response cost Reward alternative behaviors Social skills training
Automatic Reinforcement	Sensory extinction Increase access to alternative stimulation Interrupt/redirection
Compulsiveness	Redirection Medical evaluation
Fear/Phobic	Desensitization

Functional Behavioral Assessment

Student Name: _____ Date of Birth: _____
CA: _____ School: _____
Teacher(s): _____ Grade: _____
Eligibility: _____ FBA Facilitator: _____
Date of Meeting: _____ Participants: _____

STATEMENT OF CONCERN: (General)

STUDENT STRENGTHS/INTERESTS/RESOURCES:

HISTORY:

BEHAVIORS OF CONCERN: (List)

PRIORITY TARGET BEHAVIORS TO BE ADDRESSED (no more than 2)

OPERATIONAL DEFINITION OF TARGET BEHAVIORS:

PAST INTERVENTION FOR IDENTIFIED TARGET BEHAVIORS:

PRECURSORS OF UNWANTED TARGET BEHAVIOR:

VARIABLES:

WHAT HAPPENS AFTER THE BEHAVIOR OCCURS:

SUSPECTED FUNCTION OF BEHAVIOR:

APPROPRIATE REPLACEMENT BEHAVIOR:

RECOMMENDATIONS:

Follow Up: _____
Next Meeting Date: _____ Location: _____
Person Responsible: _____ Phone: _____
Participants Necessary: _____

DISCUSSION GUIDE FOR BIP (Behavior Intervention Plan)

Student Name: _____ Date of Birth: _____
CA: _____ School: _____
Teacher(s): _____ Grade: _____
Eligibility: _____ Facilitator: _____
Date of Meeting: _____ Participants: _____

Student's behavior plan will provide a consistent approach for teaching and reinforcing the behavior desired as a result of this plan. Behaviors considered inappropriate to the educational setting will be addressed in a consistent fashion in a manner which minimizes reinforcement of such behavior and provides for alternative strategies for teaching positive replacement behavior.

Rationale for Programming:

Based on the FBA, why is this plan necessary?

Objectives for interventions for target behaviors as identified in FBA:

Target Behavior #1

It is expected that student will.....

Such as: Appropriate social behavior in the school setting, behaviors that will assure safety of self and others in the school setting, etc.

Target Behavior #2

Definitions for identified objectives of target behaviors:

Such as:

Appropriate social behavior is defined as

Avoidant behavior is defined as.....

Physical aggression is defined as.....

Withdrawal is defined as.....

Behavior Intervention Plan:

A behavior intervention plan is a specific plan that addresses the identified target behaviors.

Environmental Modifications to anticipate and prevent escalation of unwanted behavior:

Such as:

Modify assignments to student's level

Seating in Classroom

Schedule, structure, time of day

Transition in hallway before others students

Alternative Skills to be taught:

Such as:

Anger management strategies

Teach coping skills

How to express feelings appropriately

Teach self monitoring through feedback schedule

Modeling techniques/ Role playing

Pre teaching desired behavior

Positive response to desired behavior: (May use flowchart format if desired)

Reinforcer administered: (Verbal praise, material reward, etc.)

System for giving reinforcement (Star chart, point system, bank, etc.)

Response to unwanted behaviors:

Such as:

Distraction toward positive choice

Say STOP— name behavior

Ask if need to take a break

Utilize recovery

Time-out procedure

Remove audience

If necessary, follow attached action plan or move to bottom of flow chart

Modeling techniques/ Role playing

Re teaching

Progress Monitoring Plan:

Such as:

Select a format to collect data

Identify person (s) responsible

Compile Data (e.g. using a visual display)

BEHAVIOR INTERVENTION PLAN

Student Name: _____
CA: _____
Teacher(s): _____
Eligibility: _____
Participants: _____

Date of Birth: _____
School: _____
Grade: _____
Date of Meeting: _____
Facilitator: _____

Student's behavior plan will provide a consistent approach for teaching and reinforcing the behavior desired as a result of this plan. Behaviors considered inappropriate to the educational setting will be addressed in a consistent fashion in a manner which minimizes reinforcement of such behavior and provides for alternative strategies for teaching positive replacement behavior.

Rationale for Programming:

Objectives for Interventions for Target Behaviors as Identified in FBA:

Target Behavior #1

Target Behavior #2

Definitions for Identified Objectives of Target Behaviors:

Behavior Intervention Plan:

Environmental Modifications to Anticipate and Prevent Escalation of Unwanted Behavior:

Alternative Skills to be Taught:

Positive Response to Desired Behavior:

Response to Unwanted Behaviors:

Progress Monitoring Plan:

Follow Up:

Next Meeting Date: _____ **Location:** _____

Person Responsible: _____ **Phone:** _____

Participants Necessary: _____

The following plan has been reviewed:

Student Signature (if appropriate): _____ Date: _____

Parent Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Helping All Students Succeed - Realistic Classroom/Program Accommodations

A large number of students are experiencing difficulty in our schools today. Some of these students have special needs. Others fall into a gray area and do not qualify for specific programs.

All these students can learn. However, they may not learn by traditional methods. It is not a question of "watering down" to meet their needs. The content can remain intact but the delivery of the content may need alteration.

The goal is to provide alternatives and tools that these students need to comprehend assignments and understand classroom material (Baumel, 2005; Rief & Heimborge, 1996; Tilton, 2001).

Below are Ten Common Difficulties and Realistic Classroom Accommodations:

- | | | |
|--|--------------|---|
| 1. The student who can't take meaningful notes | NEEDS | - legible notes |
| 2. The poor reader | NEEDS | - a copy of peer or teacher notes
- content presented orally first before reading it
- texts taped by parent or peers
- skeletal outlines
- color coded highlighted texts |
| 3. The student who learns by <u>hearing it</u> | NEEDS | - to study orally at home
- to have tests and content read
- to "say" the material internally |
| 4. The student who fails tests | NEEDS | - alternative means of evaluation
- modified tests
- retakes/extra credit
- more time
- review sheets |
| 5. The student who "can't get started" on a major assignment | NEEDS | - one-on-one time with the teacher occasionally |
| 6. The student experiencing organizational problems | NEEDS | - a monthly/quarterly class
- a notebook/folder system modeled by the teacher
- clearly delineated expectations
- short term due dates
- a schedule for homework
- a highly structured classroom |
| 7. The student who has difficulty with vocabulary | NEEDS | - study techniques such as color-coded note cards
- operational definitions
- vocabulary words paired with common terms
- fewer but most important vocabulary |

8. The student who can't do the work	NEEDS	<ul style="list-style-type: none"> - reduced or alternative assignments - some assignments eliminated - more time - to be taught different ways of learning
9. The student who learns by "hands-on"	NEEDS	<ul style="list-style-type: none"> - projects - hands-on experiences - skeletal outlines - manipulatives, note cards, tools
10. The student with low self-esteem	NEEDS	<ul style="list-style-type: none"> - teachers who believe and expect that the student can and will - frequent positive feedback - positive rapport initiated by teachers; i.e. classroom greeting, small talk, interest in a student's non-class activities - emphasis on success - less emphasis on labels - "LD" - to be called on when the student knows the answer - a caring classroom environment

These are just some of the problems experienced by students who are not adept at typical school skills of reading, note taking, completing assignments, and taking tests. Students facing difficulties like those mentioned above require skilled teachers to create opportunities for success. (Baumel, 2005; Rief & Heimburge, 1996; Tilton, 2001).

ADAPTATIONS

Many educators use the words “accommodation” and “modification” synonymously. In reality, the two terms have very different implications for students’ instruction. Accommodations provide various ways of students to gain information and then communicate their knowledge back to the educator. (Baumel, 2006). Accommodations make sure all students have equal access to the curriculum and to have a defined way of meeting with success. Accommodations are designed to “even the playing field” for all students to be able to succeed. Accommodations can be formally developed in the form of an Individualized Education Plan (IEP) or 504 Plan. The classroom teacher can also informally provide accommodations for a given student or students.

The term “modification” is used less frequently since the No Child Left Behind Act (NCLB) being that all students are entitled to the same expectations and experiences. When a lesson or curriculum is modified it is often made less complex (Baumel, 2006); the curriculum and/or instruction levels have been changed to match the needs of the students’ ability. Modifications are most always in the form of a legal written agreement in the form of an IEP or 504 Plan.

The following section (pp 21-48) is a compilation of suggestions and examples from a variety of sources including, conversations, past practices, professional experiences and literature review. (Baumel, 2006; Tilton, 2001; Nelson, Smith, Dodd & Reeves, 1991; Slavin, Karwit & Madden, 1989; Chalfant & Van Dusen Pysh, 1989; START Intervention Manual, 2005; Region VI Education Service Center, 2001)

Accommodations:

Alter the classroom setting to reach the child’s maximum potential and to demonstrate the child’s knowledge and educational progress

Examples include:

- Seating near the teacher or board
- Increased response time
- More frequent review
- Paraphrasing new information
- Simplified instructions
- Extended time to complete tests and assignments
- Enlarged print
- Oral test/response
- Assistive technology
- Seating with a buddy
- Untimed “timed” tests
- Practice activities to fit learning style

Modifications:

Alter the school work required, making it different from other students’ if needed to reach the child’s maximum potential in school success

Examples include:

- Copies of teacher notes
- Help with note taking
- Reduced or altered assignments
- Alternative testing format
- Modified tests
- Peer assistance
- Cooperative learning
- More assignments in areas of strength
- Modified grading
- Modified expectations
- Modified texts
- Taped reading materials
- Step-by-step assignments

School Modifications and Adaptations

When it is necessary to modify or adapt a student's educational program so that he or she can be successful in school, it is important to include the student in the discussion. Ask him or her what would be helpful.

Modifications and adaptations should be chosen to fit the student's learning style. They may be written into the student's Individualized Educational Plan or Section 504 Plan. Any section of the following ideas should be based on the student's need for changes in curriculum, teaching methods, classroom organization or individualized behavioral strategies.

Textbook and Curriculum Adaptations

Books

- ❖ Provide alternative books with similar concepts, easier reading level
- ❖ Provide audiotapes of textbooks - have student follow the line of print while listening
- ❖ Provide high interest reading material
- ❖ Use marker to highlight important textbook sections
- ❖ Provide two sets of textbooks - one for home, one for school

Curriculum

- ❖ Shorten assignments based on mastery of key concepts
- ❖ Shorten spelling tests based on mastering most functional words
- ❖ Substitute for other written assignments (clay models, posters, panoramas, collections, etc.)
- ❖ Change percent or work required for passing grade
- ❖ Specify and list exactly what the student will need to learn to pass; should be reviewed frequently
- ❖ Modify expectations based on student needs (i.e.: When you have read this chapter, you should be able to list...)
- ❖ Give alternative assignments rather than long written reports

Classroom Modifications

- ❖ Develop individualized rules for student when needed
- ❖ Evaluate classroom structure against student need
- ❖ Keep classroom quiet during intense learning times
- ❖ Reduce visual distractions in the classroom (mobiles, etc.)
- ❖ Provide computer for written work
- ❖ Seat student close to teacher
- ❖ Use study carrels for any student who would benefit
- ❖ Seat student away from window or doorway
- ❖ Provide an unobstructed view of chalkboard and teacher
- ❖ Keep extra supplies of pencils and books
- ❖ Omit crosswords and word find puzzles

Teaching Suggestions

Directions

- Use both oral and printed directions
- Give directions in small steps and be brief
- Number and sequence the steps in a task
- Have student repeat back the directions
- Show a model of the end product

Time/Transitions

- Alert students several minutes before a transition occurs
- Provide additional time to complete a task
- Allow extra time to turn in homework without penalty

Handwriting

- Use activities that require minimal writing
- Do not ask students to recopy work
- Use brief response questions rather than essay questions
- Provide a “designated note taker” or provide teacher notes
- Provide a print outline of a video
- Provide print copy of assignments or directions which are written on the overhead or board
- Omit assignments which require copying

Math

- Allow the use of a calculator without penalty
- Group similar problems together - i.e.: all addition
- Provide fewer problems on a page
- Require fewer problems to attain a passing grade
- Use enlarged graph paper to write problems
- Turn lined paper sideways to make columns
- Provide a table of math facts for reference
- Read and explain story problems - break into smaller steps

Other

- Check progress and provide frequent feedback during the first few minutes of every assignment
- Place ruler under sentences being read for better tracking
- Break long-range assignments into small, sequential steps with daily monitoring
- Have student practice in a small group before presenting to the class
- Sequence written work - easier to more difficult
- Provide study guides and study questions which **directly** relate to test
- Reward student for using an assignment notebook
- Use mapping to show how ideas are related

Behavior

- Arrange a “check-in” time to organize day
- Pair a student with a good behavioral model for projects
- Eliminate rules for some students when they discriminate
- Reward the student for **remembering** something rather than punishing for forgetting
- Develop an individual behavioral plan for the classroom that is consistent with the student’s ability
- Arrange for the student to voluntarily leave the room for a designated “safe place” when under high stress
- Develop a “system” or code word to signal that behavior is not appropriate
- Ignore behaviors that are not seriously disruptive
- Develop interventions for behaviors that are annoying but not deliberate (i.e.: provide a small piece of foam rubber for desks of students who continually tap pencils, provide paper for doodling during oral reading)
- Be aware of behavioral changes which are due to medication or length of school day; modify expectations

If Student Has Difficulty Learning by Listening, Try This:

Before the Lesson

- ☐ Pre-teach difficult vocabulary and concepts
- ☐ State objective; provide a reason for listening
- ☐ Teach the mental activities involved in listening - mental “note taking,” questioning, reviewing
- ☐ Provide study guides/worksheets
- ☐ Provide script of film
- ☐ Provide lecture outlines

During the Lesson

- ☐ Provide visuals via the board, overhead, or computer screen
- ☐ Use flash cards
- ☐ Have student close his eyes and try to visualize the information
- ☐ Have student take notes and use colored markers to highlight
- ☐ Teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet)
- ☐ Give explanations in small, distinct steps
- ☐ Provide written as well as oral directions
- ☐ Have student repeat directions
- ☐ When giving directions to the class, leave a pause between each step so student can carry out the process in his mind
- ☐ Shorten the listening time required
- ☐ Provide written and manipulative tasks
- ☐ Be concise with verbal information: “Jane, please sit,” not “Jane, would you please sit down in your chair.”
- ☐ Use a dataview attached to teacher’s computer to allow students to follow examples

If Student Has Difficulty Expressing Himself Verbally, Try This:

- ☐ Accept an alternate form of information sharing such as the following:
 - written report
 - artistic creation
 - exhibit or showcase
 - chart, graph, or table
 - photo essay
 - map
 - review of films
 - charade or pantomime
 - demonstration
 - filmstrip or sound filmstrip
 - taped report
- ☐ Ask questions requiring short answers
- ☐ Provide a prompt, such as beginning the sentence for the student or giving picture cue
- ☐ Give rules for class discussion (i.e.: hand raising)
- ☐ Give points for oral contributions, and prepare the student individually
- ☐ Teach student to ask questions in class
- ☐ Specifically teach body and language expression
- ☐ Wait for student to respond; don't call on the first student to raise his hand
- ☐ First ask questions at the information level - give facts and ask for facts back
- ☐ Have student "break in gradually" by speaking in smaller groups and then in larger groups
- ☐ Use talking software

If Student Has Difficulty Reading Written Material, Try This:

- ☐ Find a text written in a lower level
- ☐ Provide highlighted material
- ☐ Rewrite student's text
- ☐ Tape student's text
- ☐ Allow a peer or parent to read text
- ☐ Shorten amount of required reading
- ☐ Look for same content in another medium (movie, filmstrip, tape)
- ☐ Oral reading should be optional: provide alternative methods for student to contribute to the group such as role playing or dramatizing
- ☐ Allow extra time for reading
- ☐ Omit or shorten reading required
- ☐ Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment
- ☐ Motivate student; interest him
- ☐ Provide questions before student reads a selection (include page and paragraph numbers)
- ☐ Put main ideas of text on index cards which can easily be organized in a file box and divided by chapters
- ☐ Pre-teach vocabulary
- ☐ Type material for easier reading
- ☐ Use larger type
- ☐ Be more concrete: use pictures and manipulatives
- ☐ Reduce amount of new ideas
- ☐ Provide experience before and after reading as a frame of reference for new concepts
- ☐ State the objective and relate to previous experiences
- ☐ Help student visualize what is read
- ☐ Use a screen reader

If Student Has Difficulty Writing Legibly, Try This:

- ☐ Use format requiring little writing
 - multiple-choice
 - programmed material
 - true/false
 - matching
- ☐ Use manipulatives such as letters from a Scrabble© game or write on small ceramic tiles
- ☐ Reduce or omit assignments requiring copying
- ☐ Allow use of tape recorder, typewriter/computer
- ☐ Teach writing directly:
 - Trace letters or write in clay
 - Verbalize strokes on tape recorder
 - Use marker to space between words
 - Tape the alphabet to student's desk or provide a wallet-size alphabet card
 - Courses in graph analysis or calligraphy may be motivating
- ☐ Use graph paper to help space letters and numbers in math
- ☐ Use manuscript or lined ditto paper
- ☐ As a motivation technique, brainstorm with class for advantages of legibility

If Student Has Difficulty Expressing Himself in Writing, Try This:

- ☐ Accept alternate forms of reports:
 - oral reports
 - tape-recorded report
 - tape of an interview
 - collage, cartoon, or other art
 - maps
 - diorama, 3-D materials, showcase exhibits
 - photographic essay
 - panel discussion
 - mock debate
 - review films and present an appropriate one to the class
 - make a video
- ☐ Have a student dictate work to someone else (an older student, aide, or friend) and then copy it himself
- ☐ Allow more time
- ☐ Shorten the written assignment (prepare an outline or summary)
- ☐ Provide a sample of what the finished paper should look like
- ☐ Provide practice using:
 - story starters
 - open-ended stories
- ☐ Allow oral responses (try oral spelling tests)

If Student Has Difficulty Spelling, Try This:

- ☐ Dictate work, then ask student to repeat it (saying it in sequence may eliminate errors or omitted syllables)
- ☐ Avoid traditional spelling lists; instead, determine lists from social needs and school area needs
- ☐ Use mnemonic devices ("A list is the first capital letter," "The capitol building has a dome")
- ☐ Teach short, easy words in context:
 - **on** and **on**
 - right **on!**
 - **on** account of
- ☐ Have students make flashcards and highlight the difficult spots on the word
- ☐ Give a recognition level spelling test: ask student to circle correct word from 3 or 4 choices
- ☐ Teach words by spelling patterns (teach "cake," "bake," "take," etc. in one lesson)
- ☐ Use the Language Master for drill
- ☐ Avoid penalizing for spelling errors
- ☐ Hang words from the ceiling during study time or post on the board or wall for constant visual cues
- ☐ Provide a tactile/kinesthetic aid for spelling (sandpaper letters to trace or a box filled with salt or cereal to write in)
- ☐ Use the Touch Window
- ☐ Use spell checking software

If Student Has Difficulty Seeing Relationships, Try This:

- ☐ Directly and specifically point out relationships
- ☐ Draw arrows on worksheets or in the text to show that ideas are related
- ☐ In class discussion, have students relate their ideas to personal experience
- ☐ Teach these functions directly:
 - function
 - category
 - opposition
 - sequence
- ☐ Provide direct practice identifying relationships
- ☐ Provide headings or a partially completed chart for an example
- ☐ Put timelines on student's desk as a reference
- ☐ Use a family tree to help relate disassociated historical events
- ☐ Use a banner with symbols for ideas/events

If Student Has Difficulty Understanding Cause and Effect or Anticipating Consequences, Try This:

- ☐ Use concrete examples
- ☐ Use real-life situations when role playing
- ☐ Teach cause and effect using:
 - brainstorming
 - role playing
 - simulations
- ☐ Have student use his imagination

If Student Has Difficulty Drawing Conclusions and Making Inferences, Try This:

- ☐ Teach thinking skills directly
- ☐ Draw a parallel to a situation that the student might have previously experienced in problem solving

If Student Has Difficulty Remembering, Try This:

- ☐ Provide a checklist
- ☐ Provide cues
- ☐ Have student make notes to himself
- ☐ Teach memory skills
- ☐ Teach the use of acronyms and mnemonic devices

If Student Has Difficulty Becoming Interested, Try This:

- ☐ Tell stories which relate the lesson to people's lives
- ☐ Establish relevancy and a purpose for learning by relating to previous experiences
- ☐ Provide an experience such as a field trip, then teach lesson
- ☐ Reward often as lesson begins
- ☐ Shape approximations of desired behavior by providing praise, one-to-one conversation, or immediate feedback of correct answers
- ☐ Read aloud a brief article or story to stimulate interest
- ☐ Use laser and video clips to focus student's interest
- ☐ Make a positive, personal comment every time student shows any evidence of interest (i.e.: sits in seat, has his book)

If Student Has Difficulty Getting Started, Try This:

- ☐ Give cue to begin work
- ☐ Give work in smaller amounts
- ☐ Provide immediate feedback
- ☐ Sequence work with easiest answers first
- ☐ Provide all necessary materials
- ☐ Introduce assignment carefully so student knows task expected
- ☐ Provide time suggestions for each task
- ☐ Check on progress often in first few minutes of work
- ☐ Give clear directions
- ☐ Give a checklist for each step of the task (i.e.: the steps in a long division problem)
- ☐ Use a peer or peer tutor to get student started
- ☐ Project the printed page of a worksheet
- ☐ Introduce material with the survey-question technique
- ☐ Provide auditory tapes
- ☐ Provide talking software

If Student Has Difficulty Following Directions, Try This:

- ☐ Use fewer words
- ☐ Provide examples
- ☐ Repeat directions
- ☐ Have student repeat or explain directions
- ☐ Provide a checklist
- ☐ Put directions on language master cards
- ☐ Send directions on electronic mail
- ☐ Provide a peer tutor
- ☐ Monitor closely as student begins
- ☐ Give clear directions
- ☐ Present both auditory and visual direction

If Student Has Difficulty Keeping Track of Materials or Assignments, Try This:

- ☐ Require a notebook; use large envelopes for each subject
- ☐ Check notebook often
- ☐ Keep extra supplies on hand
- ☐ Give assignment sheet to student, other teachers, and/or parents
- ☐ Write assignment on board for student to copy
- ☐ Check and reinforce student for recording assignment
- ☐ Require envelopes for big projects that have many separate parts
- ☐ Give reward (grade, points) for bringing book, paper, and pencil to class every day
- ☐ Return corrected work promptly

If Student Has Difficulty Staying on Task, Try This:

- ☐ Reduce distractions
- ☐ Increase reinforcements
- ☐ Provide shortened tasks
- ☐ Provide checklists

If Student Has Difficulty Paying Attention to the Spoken Word, Try This:

- ☐ Give explanations in small, distinct steps
- ☐ Provide written backup to oral directions and lectures; provide visual via chalkboard, overhead video or laser clips
- ☐ Have student repeat directions
- ☐ When giving directions to the class, leave pauses between each step so student can carry out process in his mind
- ☐ Provide other sources of information: cassette tape, language master, photocopies of notes, interactive software, shared note taking with a friend
- ☐ Shorten the listening time and repeat instructions
- ☐ Provide a script of spoken presentations, i.e.: a filmstrip script
- ☐ Alternate spoken with written and manipulative tasks
- ☐ Look directly at student and place hand on student's shoulder when giving directions
- ☐ Provide advance organizers including outlines, study guides, preview questions, and vocabulary preview

If Student Has Difficulty Paying Attention to the Printed Word, Try This:

- ☐ Select a text with less on a page
- ☐ Highlight distinctive features
- ☐ Mask nonessential material
- ☐ Cut pages apart or tear from book
- ☐ Practice discrimination of one part (have student identify main heading or unit titles)
- ☐ Require desk to be cleared of extraneous material
- ☐ Face desk to the wall or provide a study carrel
- ☐ Provide peer tutors
- ☐ Provide different activities during the class period
- ☐ Provide a reward valued by student
- ☐ Isolate student; use time out
- ☐ Provide quiet alternatives for a short time
- ☐ Provide a timer to set short periods of work

Ways to Adapt Daily Assignments and Activities

1. Pre-teach vocabulary and preview major concepts:
 - Provide copies of key terms and definitions
 - Discuss what the student already knows about the topics
 - Discuss what the student wants to learn about the topic
2. State a purpose for reading:
 - Give student something specific to look for before beginning to read (i.e.: the main character, something the main character is involved in, the sequence of main events).
 - If questions are going to be utilized, give the student a copy of the questions beforehand.
3. Provide repetition of instruction:
 - Incorporate such techniques as study guides, drill, board work, choral response, study-buddy practice, or hands-on manipulatives.
4. Provide clear directions and examples:
 - Give oral and written directions
 - Have student repeat directions
 - Use examples to demonstrate the procedures and ask the student to demonstrate the procedure
 - Build a frequent checks-for-understanding (“Tell me what you think you are supposed to do with this assignment...”)
5. Make time adjustments:
 - Allow student more time
 - Shorten the assignment (i.e.: decrease the number of questions, decrease the complexity of the responses, have the student select a specified number of questions to answer)
6. Provide feedback:
 - As immediate as possible
 - Oral or written for each assignment
 - Ask the student to tell you how he/she did on the assignment, areas in need of improvement, areas of strength, how they might approach the task differently
7. Have students keep an assignment notebook:
 - Record assignments and daily tasks
 - If needed, color code and/or organize separate folders and assignment notebooks for each class/subject
8. Provide an alternate assignment:
 - Create options for demonstrating proficiency (i.e.: give an oral report instead of a written report, role play a concept to demonstrate understanding, submit a videotape of a presentation instead of doing a “live” presentation)

Grading and Tests

Grading

- ❖ Grade partly on individual progress and effort.
- ❖ Use daily or frequent grading averaged into quarter grade.
- ❖ Weight daily work higher than tests for poor test takers.
- ❖ Mark only correct answers rather than wrong answers.
- ❖ Permit students to rework problems for a better grade.
- ❖ Average grades when assignments are redone or grade on corrected work.
- ❖ Use pass/fail or alternative grading system.
- ❖ Permit students to retake tests - set realistic expectations.
- ❖ When class participation affects grade, alter expectations.

Tests

- ❖ Teach the student how to take tests and how to review.
- ❖ Allow as much time as needed to finish.
- ❖ Allow tests to be taken in a different room if necessary.
- ❖ Read tests to the student and allow oral responses.
- ❖ Divide tests into small sections of similar questions.
- ❖ Use recognition (true/false, multiple choice, matching), not essay.
- ❖ Use performance assessment instead of a written test.
- ❖ Give progress reports and portfolios instead of grades.
- ❖ Grade spelling separately from content.
- ❖ Use typed test materials instead of handwritten tests.
- ❖ Allow take home, open note, open book tests.

Modifications to Tests

- ❖ Reorganize test questions from easy to difficult.
- ❖ Enlarge or highlight key words in a question or phrase.
- ❖ Assist students in pacing themselves by showing or telling how much time remains.
- ❖ Provide oral directions for each portion of the test.
- ❖ Underline the word "Directions" on the test to call attention to it.
- ❖ Give a take home test.
- ❖ Give tests more frequently, covering less content per test.
- ❖ Change the response format to short answer or fill in the blank.
- ❖ Avoid long and wordy questions.
- ❖ Eliminate the need to transfer answers from the test to another piece of paper.
- ❖ Avoid using words such as not, never, always, except.
- ❖ Color code the sections of the test.
- ❖ Allow the student to tape record answers to the test questions instead of writing them.
- ❖ Arrange the choices vertically for a multiple choice test format.
- ❖ Allow the student the option of drawing a line from the question to the correct multiple choice.
- ❖ Avoid the use of all of the above, some of the above, none of the above.
- ❖ Place all matching items and choices on the same page.
- ❖ Use small groups of matching questions and choices.
- ❖ Provide a word bank of possible answers for fill in the blank questions.
- ❖ When using essay questions, pre-teach the meaning of compare, describe, discuss.

- ❖ Allow outlining as an option to writing an essay.
- ❖ Provide opportunities for students to answer essay question using a computer.
- ❖ Give student the option of adding one question to the test and answering it.
- ❖ Allow student one question in each section to choose to skip.

Alternate Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> ➤ Verbal tests ➤ Shortened tests ➤ Literal levels of questions ➤ Frequency of tests ➤ Length of completion ➤ Types of responses | <ul style="list-style-type: none"> ➤ IEP goal achievement ➤ Course projects ➤ Observations ➤ Development of instructional packet ➤ Development of instructional packet |
|--|---|

Accommodations for Specific Disabilities

Speech and Language Impairment

Speech and language impairment is a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment, which adversely affects a child's educational performance.

The **characteristics** of students with speech/language disabilities and others with expressive and/or receptive language processing difficulties include but are not limited to the following. These students:

- have difficulty following orally presented directions and information.
- have difficulty recording notes from oral presentations.
- are easily distracted by extraneous noise.
- have difficulty remembering what is heard.
- may have difficulty with discussions, oral presentations, or reading aloud.
- may have difficulties explaining themselves clearly and coherently.
- may display poor speech articulation, fluency, or expressiveness.
- may have difficulty with word retrieval.
- have difficulty with correct grammar and word usage in speaking and written language.

Specific Instructional Accommodations for Students with Speech and Language Impairments

Environmental Accommodations:

- Seat away from auditory distractions, e.g.: open window, noisy heater.
- Seat near front of classroom.
- Seat near positive role models who are active participants in discussions so that students can hear well.

Delivery of Instruction Accommodations:

- Ask specific, structured questions.
- Teach nonverbal communication skills.
- Reinforce students' use of social language skills.

Student Performance and Behavior:

- Allow extra time for responses to questions.
- Structure opportunities for small group and one-to-one discussions.
- Plan for short oral presentations.

Assessments:

- Allow tape recording as alternatives to live presentation.
- Encourage alternate ways to complete tasks such as projects or written reports.

Emotional Impairment

Emotional impairment is a condition exhibiting one or more of the following characteristics over a long period of time, to a marked degree, in at least two settings (one of which is school), which adversely affects educational performances in the following ways:

1. An inability to learn which cannot be explained by intellectual, sensory or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed as well.

The **characteristics** of students with emotional impairment (and students who are experiencing significant emotional and/or behavioral difficulties) include but are not limited to the following:

Students have difficulty with:

- solving problems.
- accepting responsibility.
- making transitions or changes with positive relationships.
- organization and long-term planning.

Students:

- are average or above average in ability.
- may be easily distracted.
- may manipulate or control.

Specific Instructional Accommodations for Students with Emotional Impairment (and Other Students Experiencing Significant Emotional and or Behavioral Difficulties)

For Use with All Students:

- Use behavior management strategies.
- Establish consistent classroom routines.
- Set high academic and behavioral expectations.
- Model mutual respect and positive behaviors.

Environmental Accommodations:

For Use with Aggressive Students:

- Seat in area of room with minimal distractions.

For Use with Withdrawn or Depressed Students:

- Seat near front of room.

Delivery of Instruction Accommodations:

For Use with Aggressive Students:

- Avoid personalizing behaviors.
- Prepare students prior to any change in routine.

For Use with Withdrawn and Depressed Students:

- Greet student each day.
- Use proximity control.

Student Performance and Behavior:

For Use with Aggressive Students:

- Use “planned ignoring” for low-level, attention-getting behaviors.
- Use “I Message.”
- Use nonverbal cues to direct student behavior.
- De-escalate problem situations by allowing “time out” for student.
- Avoid power struggles and verbal arguments.

For Use with Withdrawn and Depressed Students:

- Allow for alternative forms of participation and response.
- Use private rather than public forum for management, correction, or discussion.
- Assign student to classroom and group responsibility.
- Allow for partner work and activities.
- Provide homework sheet or log book.

Assessment:

- Provide small group or one-to-one testing whenever possible.
- Seat students close to the teacher.
- Develop a system of nonverbal cues so that student can get help quickly to minimize frustration.
- For a student who is depressed, check the students frequently and offer encouragement.
- For a student who is obsessive/compulsive or a perfectionist, divide test into several distinct sessions in which student has lots of time. Do not allow student to return to a previous section.

Specific Learning Disabilities

Specific learning disabilities are disorders in one or more of the basic psychological processes involved in understanding or using language (spoken or written) which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children with learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, or cultural or economic disadvantage.

The **characteristics** of students with Specific Learning Disabilities include but are not limited to the following:

- Have average to above average cognitive ability.
- Tend to have large gaps in academic achievement.
- May have strengths in some areas while exhibiting strong needs in others.
- Have difficulty completing assigned work within allotted time.
- Tend not to ask for help when needed.
- May be overly dependent upon direct support from adults.

Specific Instructional Accommodations for Students with Learning Disabilities

- Use a variety of multisensory approaches.
- Organize and group steps in a process.
- Allow additional time for written assignments.
- Use tape recorder for reading and writing tasks.
- Use computer-assisted instruction.
- Write key points and words on the chalkboard or overhead.
- Cue students to listen.
- Provide directions in writing.
- Post homework assignments and test schedules.
- Provide assistance in note taking, i.e.: copies of notes or note taking paper.
- Encourage use of homework assignment book or calendar.
- Maintain ongoing master list of assignments.
- All test and class papers should be designed to provide lines for answers instead of leaving blank spaces.

Attention Deficit Hyperactivity Disorder

Students with Attention Deficit Disorder, with or without hyperactivity (ADD/ADHD), and students with less severe attention difficulties that negatively affect their ability to be successful in school.

As defined by Harvey Parker and George Storm (Medical Management of Children with Attention Deficit Disorder), ADD/ADHD is a treatable disorder which affects approximately three to five percent of the population. Inattentiveness, impulsivity, and often hyperactivity are common characteristics of the disorder. Boys with ADD outnumber girls by three to one.

The **characteristics** of children with Attention Deficit Disorder include but are not limited to the following:

- Difficulty sustaining attention.
- Easily distracted by extraneous stimuli.
- Fidget with hands and feet or squirm in seat; in adolescents this may be limited to subjective feeling of restlessness.
- Blur out answers to questions before the question has been completed.
- Interrupt or intrude on others.
- Lose things necessary for tasks or activities at school or at home.
- Are forgetful of daily activities.
- Have difficulty organizing tasks or activities.
- Fail to give close attention to details or make careless mistakes.

Specific Instructional Accommodations for Students with Attention Deficit Disorder

Environmental Accommodations:

- Seat student near the teacher.
- Seat student near a positive role model.
- Stand near the student when giving directions or presenting lessons.
- Avoid seating student near distracting stimuli, for example, an audible air conditioner fan or in a high traffic area.

Delivery of Instruction Accommodations:

- Write key points on the board.
- Allow students to tape record lessons.
- Use computer assisted instruction.

Student Performance and Behavior:

- Pair student to check work.
- Provide peer note taker.
- Give extra time to complete tasks, especially for students with slow, laborious motor output.
- Simplify complex directions.
- Give assignments one at a time to avoid work overload.
- Allow student to tape record homework assignments.
- Allow typewritten or computer printed assignments.
- If reading is weak, provide additional reading time.
- If oral expression is weak, accept nonwritten forms for reports (displays, oral projects).
- Provide assistance with note taking, i.e.: copies of notes or note taking paper.
- Provide opportunity for seat breaks, for example, to run errand, etc.
- Remind students to check over work if performance is rushed or careless.
- Provide peer assistance with organizational skills.
- Assign special responsibilities to student in presence of peer group so they observe student in a positive light.
- Call on only when hand is raised.
- Look for signs of stress build up and provide encouragement or reduced work load to alleviate pressure and avoid outbursts.

- Encourage student to have a notebook with dividers or folders for work.
- Assign volunteer homework buddy.
- Allow student to have an extra set of books at home.
- Praise specific behaviors.
- Use nonverbal signal to cue student to stay on task.
- Ignore inappropriate behaviors not drastically outside of class limits.
- Implement time out procedures.

Assessment:

- Mark student's correct answers, not his mistakes.
- Give take home tests.
- Allow students to give test answers on tape recorder.
- Allow extra time for completing tests.
- Require fewer correct answers to achieve goals.
- Do not penalize for poor handwriting if visual motor deficits are present.

Test Accommodations for Students with Special Needs

Areas of Difficulty:

1. Not enough time to finish work.
2. Difficulty in reading test.
3. Difficulty with complicated directions.
4. Difficulty with no given directions.
5. Difficulty with transferring symbols onto correct blank on answer sheet.
6. Confusion with double negatives.
7. Confusion when too many choices presented in multiple choice or matching items.
8. Difficulty with true/false questions.
9. Difficulty with essay questions.
10. Difficulty with multiple choice questions.
11. Difficulty with vocabulary in test questions.

Suggested Accommodations:

1. Allow student to complete test next day or at another time.
2. Ask student to circle words they don't understand and define them.
3. Keep directions simple.
4. Include directions.
5. Allow students to circle correct answers on original test.
6. Avoid use of double negatives.
7. Present limited choice of three or four answers in multiple choice.
8. Use numbers instead of letters since many learning disabled students confuse B's and D's.
9. On matching questions, divide into two groups of five rather than one group of ten.
10. Avoid true and false questions.
11. Star key essay question or questions. Ask student to answer key or starred questions and provide answers.
12. List answers vertically rather than horizontally.

Strategies for Students with Special Needs

1. Have child sit in the front of the room near teacher.
2. Have child repeat directions to see if he/she understands them.
3. Have another student or teacher read the directions to the child.
4. Make sure the child understands word meanings.
 - a. Individual main words: summarize, etc.
 - b. Function words: between vs. beside
5. If using longer words, use a simpler synonym that the child might be familiar with. The repetition of the concept in more than one way is less redundant than repeating the same confusing directions over and over again.
6. Have the child rephrase the directions in his/her own words.
7. Monitor the child's work, ask him/her to show you what he/she has done when half completed, and have him/her explain what he/she is doing.
8. Break down the directions into a sequence of steps, number the steps, have the child complete the task one step at a time.
9. Use short complete sentences, especially when giving oral directions and pause between the delivery of each idea; avoid run-on sentences and any that may sound too long.
10. Utilize an academically stable student to help monitor this child's work or help explain directions to him/her.
11. Teachers should be more visual in giving directions, show the child(ren) exactly what will be expected of them.
12. Shorten assignments.
13. Use the recess period once a week to brush up on basic math facts.
14. Before each math lesson, put problems on the board to remind and reinforce carrying and borrowing procedures. Do this every day for only five minutes.
15. Make sure to analyze the errors in the child's work. Be sure you know why he/she is making the error.
16. Use the board more, especially for auditorally oriented children, who need a visual as well as an auditory cue.
17. Indoor recess can be used to utilize many kinds of listening games to help children improve skills.

18. Make checklists that the child can use to denote personal program:
 - a. Steps in direction
 - b. Classroom schedule
 - c. Assignment completion
 - d. Image builder (special stars or marks for every time the child speaks up)
 - e. Organization lists (materials needed for a specific subject)
 - f. Staying in his/her seat
 - g. Not talking
19. Give the child a piece of paper for assignment and a piece of paper on which he/she is to doodle or tear up.
20. Set strict standards on assignment appearances and stick to them.
21. Mark the correct side of the paper with a small red "x" and have the child mark the rest of his/her papers himself.
22. Check the child's work frequently; don't stay manned at your desk while the children work; walk around and spread encouragement.
23. Explain to the child that he/she cannot monopolize all your time, that you understand his/her plight and will try to give him/her as much time as you can, but to be patient.
24. Do not force the child to answer if he/she does not want to even if you know he/she has the right answer.
25. Have the child tell you the answer and then relate it to the rest of the class by saying, "Johnny gave the correct answer, which is" always give the child verbal credit.
26. Require these children to write large; tell them that you want to see the tall letters reach from the bottom to the top of the line; ask the child to skip lines between work; tell them it will make it easier for you to read their good work.
27. Set the example yourself and use lots of direct eye contact; tell the child about their beautiful blue eyes.
28. Put this child in the front or close to the front of the line so he/she does not lag behind.
29. Ask him/her occasionally what time it is or what subject he/she has next.
30. With written work, require the whole line to be filled.
31. Encourage eye contact with games, "stare me down" for fifteen seconds, etc.
32. Time child to see how long it takes to get from place to place.
33. Have the child do a shortened version of class projects.
34. Give verbal rewards for being on time, handing in neat work, getting work in on time, and sitting in one's seat.

35. Organize the student's desk with marked file folders.
36. Never accept messy work.
37. Always be consistent in terms of assignments - when they must be done and the quality that will be accepted.
38. Make sure that all corrections are turned in on a separate sheet of paper.
39. Make sure the uncommon child has a guardian angel (another student) to help him/her get through a day when the routine is changed.
40. Have the child turn in work as soon as it is completed.
41. Never let late work extend further than one day; if possible, have him/her do it during recess or free time if necessary.
42. Have the student check with you when half the work is completed to make sure it is done correctly and compliment the student when it is.
43. Show the student how to organize the work; you do an example; point out how one should space words, skip lines between answers, etc.
44. Use graph paper for complicated math work; make sure he/she puts one number in each box.
45. Write down steps needed to do assignment.
46. Explain the use of an eraser and why it must be used.
47. Math should only be done in pencil.
48. Make checklists for the child of material that is to go home; get a parent to sign it if possible.
49. Students should clean out desks twice a week.
50. Monitor student closely to be sure he/she isn't putting down just any answer.
51. When finished with assignment, ask the student to tell you the main idea of the work or explain the process used.
52. Have all corrections done during recess or free time.
53. Explain that it is always easier to do it right the first time rather than doing it again.
54. Do not allow him/her to do more than one assignment at a time unless it is checked.
55. If student consistently errs, analyze the errors to see if he/she actually reads the material.
56. Ask the student why he/she is always in a rush; find out why.

57. If you are sure the student understands the work but continues to be inaccurate or messy, make him/her do it again and again; do this a couple of times and he/she will get the message.
58. Ignore disruptive behavior if possible; compliment the student with a verbal and physical gesture when behaving appropriately.
59. Use direct eye contact whenever talking to the student.
60. Never fly off the handle.
61. Always be consistent.
62. Find positive consequences for him/her to develop the desire to be good.
63. Tell student that you will not tolerate his/her disruptive behavior.
64. Don't allow conversation away from the subject at any time, especially in independent work times; can speak only of math at math times, etc.
65. Give a place keeper for reading work.
66. Have patience when he/she is under the weather.
67. Have checklists to be used when work is completed.
68. If student goes on an errand, make sure he/she has easy instructions for what he/she is to do.
69. Time child for getting started - "Ten seconds to get your name on the paper."
70. Do not accept scratch outs - student must erase and correct.
71. Compliment student when he/she looks nice.
72. Have the child stay after school and clean up desk to teacher's satisfaction.
73. Adjust assignment for short attention span.
74. Make him/her follow classroom rules as everyone else.
75. Set limit as to how many errors will be accepted; better yet, tell how many right or correct responses you expect (again make sure he/she understands the assignment first).
76. If work is incorrect because he/she rushes through it, set up consequences and tell him/her in advance:
 - a. "You need to get eight of these ten problems correct or you will redo all."
 - b. "You need to get sixteen out of twenty correct or you will write out complete sentences during recess."

77. Limit number of questions student can ask about written or oral directions.
78. Allow use of math grid for tables.
79. Give visual examples, especially math.
80. Have him/her construct a notebook with only formulas and examples.
81. Keep a teacher-made reference notebook in class.
82. Have a student read tests to him/her.
83. Have a student divide long term assignments into sections, setting a due date for each section.
84. Check with other teachers and compare subject matter that will transfer from one class to the next. Keep teaching strategies similar - such as metrics in science and math.
85. Don't allow student to isolate self in the classroom.
86. Try to check on him/her from time to time.
87. Clean lockers regularly.
88. Require student to keep daily assignment sheet.
100. Have parents sign daily assignment sheet.
101. Allow student to take test in resource room.
102. Keep student after school that night for incomplete assignments. (This can be prearranged with most parents - they are cooperative).
103. Allow student to do every other problem.
104. Have student keep folder organized - one folder for each subject.
105. Make sure student, in particular, knows exactly what is expected and when it is due.
106. If possible, cut his assignments but make sure he/she sticks to agreed upon cut.
107. Check to make sure his/her assignment is written down in a good place.
108. When the student begins an assignment, check to be sure he/she is on the right track.
109. Give extra time on a test.
110. Put things in black and white - type of behavior that will be accepted and that's it.
111. In the area of values, use statements such as, "Tell me how you would feel if it happened to you."

112. Say, "I care for you as a person. Though I may not like the things you do, I still care for you as a person."
113. Make statements such as - "It seems to me you did or said...because you want my attention (other students' attention.)"
114. Make statements such as, "I see this as something at which you are good."
115. Refuse to let him/her play the shift the blame game; state facts or call him/her on it; if he/she says, "My mother said..." or "Mrs. Smith said..." say "When I talk to them this afternoon, I will ask them if that is what they said."
116. State expected short term behavior and consequences; always follow through and always be consistent.
117. With parents, state facts; if possible, never voice an opinion.
118. Send notes home about materials that are needed.
119. Give student an example of what he/she is to do.
120. If possible, have frequent brief conversations with the student, so he/she knows he/she cannot play parent against teacher.
121. Ask another student who he/she likes who could help him/her.
122. Ask compensatory teacher to work on a specific thing such as: main ideas, summarizing, a particular math concept, and paragraph.
123. Make sure errands are clearly written and/or understood by child.
124. Stand by the student's desk as often as possible when talking to the class.
125. Give specific times that the student may get up out of his/her seat.
126. Send complimentary notes home when student's behavior is appropriate and/or improving.
127. Do not let yourself react emotionally to inappropriate behavior. State the behavior you see him/her exhibiting. State choices he/she has in the area of behavior and tell him/her the behavior you expect.
128. Give student and another child a project to do together outside the classroom. It is sometimes easier to be friendly without twenty five others around.
129. If possible, arrange special project times for him/her in the room or with a compensatory teacher - alone sometimes - sometimes with other children.
130. Try to arrange some "alone time," even three or four minutes with you.

131. Try to talk openly and honestly about some of the student's behaviors. Venture some guesses as to how you might see it from his/her point of view - many times he/she will respond.
132. Talk with the compensatory teacher about involving him/her in some small group, nonacademic activities.
133. Find out from parents what the student likes to do at home and work out a project he/she could do and bring to school.
134. Tell student if he/she is sick, he/she will have to go to the office; if he/she doesn't want to go to the office, then he/she obviously isn't sick.
135. Discuss the problem with the parent; explain to the child in long and involved detail that work will have to be made up during times spent at the office, home, or washroom, and follow through.
136. Have the child use a pencil holder, rubber band.
137. Allow special lined paper.
138. Use finger tracing, sandpaper alphabet.
139. Encourage the child to participate in board and other games in the room. It may help the child feel more relaxed.
140. If possible, arrange a special time with the art teacher. This child may often respond here better than other places.
141. Set up a point system for a specific behavior using special projects or times as earned rewards.
142. If possible, involve the child in a special physical education activity or other program to work on gross and fine motor difficulties.
143. Designate him/her as a special helper to carry things, rearrange desks, etc.
144. Talk with the parents. Have a check sheet for things to be worked on at home and keep a point sheet at school.
145. Have compensatory teacher work on areas of special difficulty.
146. If possible, arrange with music, art, or physical education teacher to involve him/her in a special activity that would help to improve skills.
147. When possible, be very frank with the child, pointing out to him the realities of a given situation. This will need to be done more than once.
148. If possible, try to talk to one or two of the more understanding students in the class to befriend him/her occasionally.

149. Give auditory clues, but try to gradually reduce the number of clues you give.
150. Have him/her read a phrase silently, then tell you what it said, work up to a sentence, then a paragraph.
151. When an error is made, have student go over it and see if he/she can recognize the error.
152. During indoor recess or free time, try to encourage work with simple puzzles, paper cutting, coloring, mazes, dot-to-dot, block designs, art activities, either with another child or with you.
153. Find out from parents if he/she really has a physical problem and, if possible, set specific times to use the washroom, etc.
154. If possible, keep him/her in a small reading or math group in which extra practice could benefit the whole group.
155. Try to watch and be aware of when the student wants to speak. You may even set up a system whereby he/she can cue you if he/she wants to say something.
156. Use an occasional indoor recess time to go over areas of difficulty, possibly in game form.
157. Ask compensatory teacher for special help worksheets to work on in the classroom.
158. Send child on an errand you are certain he/she can handle.
159. Have child tell you what he/she did last night or over the weekend.
160. Encourage oral language activities.
161. Encourage simple memory games with the child actively participating by following directions.
162. Read short stories followed by questions dealing with the details, sequence, main idea, inferences, and drawing conclusions.
163. Encourage structured activities at recess such as hopping games, walking a straight line (forward, backward, and sideways), ball bouncing, etc.
164. Have child work on copying geometric figures using rubber bands, cards, blocks, etc.
165. Encourage games such as dominoes, playing cards (making suits, pictures, numbers, and sets), letter bingo, etc.
166. Encourage games of matching, sorting, tracing, or letters and words.
167. Use tapes and records of sounds, words, stories, etc.
168. Start by giving simple oral directions and progress to more difficult ones.

169. Have him/her do one or two problems with you each day involving the difficult process.
170. Use visual aids concurrently with the numerical symbols.
171. Occasionally, ask what time it is.
172. Have him/her count out real money to you.
173. Discuss prices, distance, and basic measurement with the class, possibly in a social studies or science unit.
174. Let him/her and another child give each other flash cards.
175. Encourage math games.

Special Considerations for Students with Autism Spectrum Disorder

Transition Problems

Students transition from one activity to another better when they understand what and when things will happen.

1. Provide a visual schedule to prepare the student for the day's activities. Allow the student to cross out /remove activities as they are completed. Use photograph, symbols, drawing or words depending on the developmental level and reading level of the student. The schedule can be provided on the board for the entire class, or at the student's desk for personal use.
2. Use a timer to signal the beginning and end of activities. Visual timers are available that don't make any noise.
3. Provide advanced warning for transitions. For example, "Work time will be done in 5 minutes."
4. Provide advanced warning for schedule changes. For example, "The assembly is cancelled for this after so we will be playing board games instead." Use the visual schedule to make changes.

Recess Problems

Students participate better when they have some structure regarding peers and activities that are available.

1. Consider restructuring recess rather than taking it away as a consequence for having problems during that time. Many students need the active recess time to keep them regulated.
2. Provide a peer or a small group of peers to play with the student at recess.
3. Have the student choose the activity he/she will participate in prior to going outside. Help the student by providing a visual or written list of activities that are available if needed.

Issues with Frustration/Emotional Self-Regulation

Students feel more secure knowing there is a way they can calm themselves and regain control.

1. Analyze the times, places, and situations where the student is having difficulty. Make accommodations as necessary during those times.
2. Provide a quiet space or “safe spot” for the student to go when he/she needs a break. Make sure the student understands what the space is to be used for and how to access the space. Use a timer to transition the student back into classroom activities if needed.
3. Change the student’s environment; run an errand to the office, get a drink from the fountain, and so on.
4. Provide the student with a set number of break cards to use when he/she are becoming agitated. These cards can be used to access a quiet space, take a walk in the hall, or do something similar.
5. Allow the student a stress ball or other sensory tool that will assist in with calming.

Difficulty Following Directions/Routines

Students participate better and complete more work independently if they do not have to rely solely on their auditory processing skills.

1. Break the instructions into smaller pieces and explain the process step-by-step as the activity proceeds.
2. Write the directions on the board or on a piece of paper for the student to have at his/her desk.
3. For classroom routines, provide the student with a checklist or a set of pictures of things she/he needs to do, as with a writing routine for starting the morning.

Sensitivity to Environmental Stimuli

Students participate better and complete more work independently if environmental stimuli are not competing for their attention.

1. Allow the student to wear headphones or ear plugs during loud activities.
2. Provide the student with her/his own private “office space” during work activities. Stand a folder up on the desk to block out visual stimuli or use a desk in a quiet part of the room.
3. Reduce the use of overhead florescent lights if possible.

Activity Level is Too High or Too Low

Students can better regulate their activity levels throughout the day when provided with appropriate physical activities.

1. Allow the student to take physical activity breaks during the day (take a walk, do some stretches as a class, run an errand).
2. Provide the student with sensory balls, a seat cushion, stretch bands, etc. to help her/him to appropriately manage her/his activity levels.
3. Provide the student with a “Pace Space” in the back of the classroom where he/she can stand or pace during instruction. Use tape on the floor to visually define the area if needed.

Difficulties with Social Rules/Social Activities

Students can follow rules for social behaviors and engage with peers more appropriately when provided with concrete rules and structure.

1. Use reminder/cue cards to reinforce social rules (such as, raise your hand to speak) .
2. Make a rule list or book with the student that highlights the specific social rules the student is having difficulties with. Pictures can aid with comprehension.
3. Assign rules for students during group work activities. Write down the rules for working in groups (no interrupting, talk in a quiet voice, etc.).
4. "Caught You" Cards-Decide on a specific social rule or skill to highlight with the class for a period of time (usually a week or more). When you see a student exhibiting that skill she/he receives a "Caught You" card. The student writes his/her name on the back and enters the card in a drawing for a prize, something like a free time. This is appositve way to help a specific student practice social skills without singling her/him out.
5. Marble Jar- Same idea as above, except each time you see a student practicing the skills appropriately you drop a marble in the jar. When the jar is full (or has a certain number of predetermined marbles in it) the class wins a prize.
6. Provide a peer or a small group of peers the engage with the student during unstructured times.
7. Encourage the student to become involved with extracurricular activities surrounding her/his interest areas.

Difficulties with Organization

Students are more likely to stay organized when the teacher provides visual cues and when organization skills are directly taught and practiced.

1. Provide labeled containers such as boxes and binders to help the student know where materials and papers belong.
2. Label areas of the student's locker or cubby to help him/her know where to put his/her belongings.
3. Set aside a weekly cleaning/organization time when an adult (or a peer for older students) can assist the student with sorting through papers and organizing materials.
4. Teach the student to use a planner for keeping track of assignments and other responsibilities.

Difficulties with Written Expression

Students can process information and organize their responses better when they do not have to focus on the motor task of writing.

1. Note Taking
 - a. Allow the student access to copies of another student's notes. Carbon notebooks could be used.
 - b. Provide a copy of the overhead notes for the student to follow along and highlight throughout the lecture.
 - c. Provide a scribe to take notes.
 - d. Provide a "fill in the blank" format for students to take notes.
2. Allow the student to use a computer or other keyboard device during writing activities.
3. Provide other ways for students to show what they know. Allow them to take tests verbally, draw pictures or diagrams, etc.

Retention/Acceleration of Students – A Decision-Making Process through the Student Assistance Team

Through NCLB and IDEA, schools are required to utilize interventions that are research-based and scientifically validated to be effective. One way to ascertain this is to review the literature of studies done on a particular intervention, e.g. retention and to make a decision on the effectiveness based on reported outcomes.

A review of the literature on retention shows that many studies have been done on this topic. A review of them cannot be done here, but a meta-study (a study of the studies) will be mentioned. Shane R. Jimerson of the University of California, Graduate School of Education, Santa Barbara, CA in 2001 undertook a meta-analysis of grade retention research focusing on studies published between 1990 and 1999. Of the approximately 400 studies available, 20 were chosen based on the application of four (4) criteria, aimed at selecting those using good scientific methodology.

Jimerson's conclusions regarding the efficacy of grade retention can be summarized as follows: retained children may appear to do better in the short term, but they are at much greater risk for future failure and dropping out of high school. It is further stated, "Most educational professionals and researchers recognize that neither repeating a grade nor merely moving on to the next grade provides the necessary scaffolding to improve academic and social skills for students at-risk of academic failure."

Mega-Analysis of Meta-Analyses, Forness et al., 1997, examines the effectiveness of interventions and identifies several effective strategies for intervening with students experiencing difficulty. Instructional strategies producing the most powerful effect sizes in the meta-analysis were: (a) mnemonic strategies; (b) enhancing reading comprehension; (c) behavior modification; (d) direct instruction; (e) cognitive behavior modification; (f) formative evaluation; and (g) early intervention.

The National Association of School Psychologists (NASP) encourages school personnel to utilize alternatives to retention and social promotion. Specifically recommended are:

1. Active encouragement of parent involvement
2. Adopting age-appropriate and culturally sensitive instructional strategies
3. Establishing multi-age classroom groupings with trained staff
4. Providing effective early reading programs
5. Implementing effective school-based mental health programs
6. Identifying specific learning or behavior problems
7. and addressing interventions to those problems
8. Providing appropriate special services
9. Implementing tutoring programs
10. Establishing full-service schools to provide a community-based vehicle to meet the needs of at-risk students

To summarize Jimerson's work, it may be stated that neither retention nor social promotion will solve educational problems nor facilitate the academic success of each of our students. Instead, attention must be given to effective strategies to prevent, or treat at an early stage, academic difficulties.

Historically, educators have viewed retention as a means of reducing skill variance in the classroom in an attempt to better meet student needs. Clearly, this practice has not achieved its goal. In the process we have harmed our clients.

With due regard to the well-documented negative results of retention, a district may decide to keep this open as an option for an individual child. It is strongly recommended that the decision-making process be done within the parameters of the Student Assistance Process in place in the building, with the clear understanding that students are expected to progress through each grade within one school year. Students who exhibit exceptional social, emotional, and academic growth may be considered for advanced academic placement, again, through the Student Assistance Process.

The following list represents the process to be followed if a recommendation for retention is to be made to parents:

1. **Prior to the Student Assistance Team consideration of the option of retaining a student, the Team will review the results of the interventions employed over the course of the school year.**
2. A recommendation for retention must be based on information (e.g. Grade Level Assessment Device (GLAD) results, Michigan Literacy Profile Program (MLPP), Dynamic Indicators of Basic Early Literacy Skills (Dibels), parent input, teacher information) that indicates that an additional year of instruction at the same grade level will benefit the student.
3. The decision to recommend retention is made by the Student Assistance Team, including the parent(s).
4. An individual team member may appeal the decision of the group to the building principal who will attempt to resolve the disagreement.
5. These procedures are applicable at the elementary and middle school levels.

In addition, the 19 factors specified on the *Light's Retention Scale*, Light, 1986, should be discussed and carefully considered. Although the *Light's Retention Scale* has been shown to have no reliability or validity as a single determiner of the benefits to the student of retention, the 19 factors should lead the Student Assistance Team in a thought-provoking discussion. These 19 factors are: (please refer to *LRS* for detailed information)

1. Knowledge of English language
2. Physical size
3. Student's age
4. Sex of student
5. Present grade placement
6. Previous grade retention
7. Immature behavior
8. Emotional problems
9. History of delinquency
10. Experiential background
11. Sibling's grade placement
12. Parents' school participation
13. Transiency
14. School attendance
15. Present level of academic achievement
16. Student's attitude about possible retention
17. Motivation to complete school tasks
18. History of learning disabilities
19. Estimate of intelligence

DATA COLLECTION METHODS

Scatter Plot

The scatter plot is widely recognized as one of the most useful direct observation methods used as part of a functional assessment of problem behavior (Lennox & Miltenberger, 1989). It was first developed by Touchette, MacDonald & Langer (1985). A scatterplot consists of a data grid in which time intervals (e.g., 15 minute blocks) are represented by a series of vertical cells, which are extended horizontally to allow recording across days (e.g., weekly or monthly). Observers simply note occurrences of a target behavior within designated blocks of time or intervals.

Data may be summarized by way of counting the number of intervals during which the behavior occurred (interval recording), rather than actual instances of the behavior (frequency recording). More than one behavior may be tracked on a scatterplot.

Interval data obtained via the scatterplot method may be used to establish a baseline rate of behavior. One way of doing this is to calculate an average daily rate of the behavior. For example, for every week divide the total number of intervals of behavior by the number of days data was collected - this gives a daily average by week, which can be plotted on a graph. The scatter plot data collection method is then continued into the intervention phase, which allows for evaluation of the intervention program.

The scatterplot is designed to show the distribution of behavior over time. If behavior is found to occur during specific time blocks, the activities and conditions occurring at those times would be examined (using antecedent-behavior-consequence analysis), and perhaps modified in an attempt to reduce the frequency of the problem.

ABC data may be especially useful during the initial phase of functional assessment for the purpose of identifying specific variables associated with the problem behavior. Once the intervention is designed, it may be possible to discontinue ABC data collection, while keeping the scatterplot in place. If at any point more detailed or qualitative information is needed, the ABC method may be reintroduced. This will allow for adjustments to the intervention program over time.

Antecedent-Behavior-Consequence (ABC)

Antecedents Antecedents are those events or conditions that occur before the behavior. What was the activity, who was there, what was going on, what was said, what demands or prompts were being given to the student? It is sometimes difficult to describe antecedents and staff may put “none” under this column. In fact, however, there are always antecedent conditions, that is, there is always something occurring. What was the person doing, how close were staff or other students, what interactions were occurring, was the student confused, frustrated, or bored, or did he appear to want something?

ABC LOG

Student: _____ Target Behaviors: _____

DATE	TIME	ACTIVITY	ANTECEDENTS	EXACT BEHAVIORS	CONSEQUENCE	STUDENT'S REACTION

WEEKLY SCATTER PLOT

STUDENT NAME _____ WEEK OF _____ YEAR _____

TARGET BEHAVIORS:

INTERVENTIONS:

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30 – 8:45					
8:45 – 9:00					
9:00 – 9:15					
9:15 – 9:30					
9:30 – 9:45					
9:45 – 10:00					
10:00–10:15					
10:15–10:30					
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1:30 – 1:45					
1:45 – 2:00					
2:00 – 2:15					
2:15 – 2:30					
2:30 – 2:45					
2:45 – 3:00					
3:00 – 3:15					
3:15 – 3:30					
Totals					

CLASSROOM OBSERVATION REPORT

NAME OF STUDENT _____ D.O.B. _____

SCHOOL/TEACHER _____ GRADE _____

OBSERVER _____ TITLE _____

DATE OF OBSERVATION _____ LOCATION _____

EDUCATIONALLY RELEVANT BEHAVIOR OBSERVED:This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

RELATIONSHIP OF BEHAVIOR OBSERVED TO STUDENT'S ACADEMIC FUNCTIONING:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There are no margins, text, or other markings on the page.

OBSERVER'S SIGNATURE _____

The Relationship between the Student Assistance Team Process, the Response to Intervention Process, and Learning Disabilities Identification

The reauthorization of IDEA provides an opportunity to address concerns about the appropriate identification of students with learning disabilities. Presently, school districts across the country use many methods to make that determination. Research has described the consequences of those variations. Those consequences have raised issues of equity, accuracy, timeliness, outcomes, feasibility, and consistency as alternative LD identification models are considered. The concept of Response-to-Intervention (RtI) is part of an alternative approach to the identification process, is allowed in IDEA 2004, and is likely to be the model adopted by the Office of Special Education and Early Intervention Services; however, at this time Michigan has not let go of the discrepancy model.

What is meant by an RtI model? RtI refers to an individual, comprehensive student-centered assessment and intervention concept that has generated several models used in schools. RtI models focus on applying a problem-solving framework to identify and address the student's difficulties using effective, efficient instruction and leading to improved achievement. The core characteristics of RtI include:

1. Students receive high quality instruction in their general education setting;
2. General education instruction is research-based;
3. General education teachers take an active role in student assessment in the general curriculum;
4. Universal screening of academics and behavior;
5. Continuous progress monitoring of student performance;
6. Continuous progress monitoring to pinpoint students' difficulties;
7. Implementation of research-based interventions to address the student's difficulties;
8. Systematic assessment of the fidelity or integrity with which the intervention is implemented; and
9. Using progress monitoring data to determine interventions' effectiveness and to make any modifications needed

RtI models have been implemented with variations. Some attributes common to many RtI model implementations include (a) the concept of multiple tiers of increasingly intense student focused interventions, (b) implementation of a differentiated curriculum, (c) instruction delivered by staff other than the classroom teacher, and (d) varied duration, frequency, and time of interventions.

How does RtI fit the learning disability characteristics? Unexpected underachievement is a central concept of learning disabilities. The concept of LD involves measurement of an underlying construct that is presumed to be different from other forms of low achievement. Students with LD include those students whose achievement in one or more areas is unexpectedly lower when compared to some other standard, e.g. an I.Q. score.

In contrast, in the RtI concept, the student's achievement is lower than expected when compared to his/her grade level placement or same-age peers' performance where all students have been provided appropriate, scientifically-based instruction. RtI proposes discrepancy relative to opportunities to learn as a way of defining unexpected underachievement and offers promise for identifying a unique group of poor achievers for whom appropriate instruction has not proven effective.

Is an RtI model being implemented? It might be helpful to specify the characteristics of a school where RtI is being effectively implemented. An observer would expect to see the core characteristics of RtI as delineated above, as well as a well-described RtI model in writing, including:

- A. For each level of service (i.e. primary, secondary, tertiary – levels of service of increasing intensity).
 - Selection procedures for entry to secondary intervention AND

- Nature, frequency, format (teacher: student ratio), duration of secondary intervention AND
- Measures and criteria for judging responsiveness

B. If an RtI model is used for eligibility is there:

- Description of unresponsiveness AND
- Additional assessment procedures following unresponsiveness AND
- Decision-making criteria applied to additional assessment information
- Due-process procedures

A child's response to general education instruction and interventions has always been part of the decision-making processes involved in learning disability eligibility and, in Michigan, used in conjunction with a discrepancy model. Using an RtI model changes the focus to one of systematic use of increasingly intensive interventions, with assessment and adjustment of instruction, with the goal of maintaining the student as a general education student. Only those students who experience insufficient progress with very intense interventions would then be considered for special education services.

The Student Assistance Team process is where professionals and parents come together, decide on the appropriate interventions, review the child's progress, redirect efforts if needed, and communicate fully about the child's need.

Note: As materials pertaining to the implementation of RtI become available, they will be posted on the website address on page 1 of this manual.

APPENDIX A

Role of the Facilitator and Recorder

The role of **facilitator** is important in supporting a productive meeting process. The primary roles of the facilitator according to Change & Kehoe (1994) are to:

- ◆ Keep the group on track
- ◆ Ensure all team member participate
- ◆ Manage the verbal behaviors of people (help individuals know when to give up the floor, keep the discussion moving smoothly):
- ◆ Keep track of the agenda and the amount of time spent on agenda items;
- ◆ Suggest alternate methods and process when those suggested on the agenda are not working;
- ◆ Protect people and their ideas from being attacked;
- ◆ Deal with difficult people; and
- ◆ Remain neutral during conflicts.

The role of the **recorder** is intrinsically tied to the success of the designated meeting. Documentation of the discussion is essential to being able to follow through with the suggested interventions.

- ◆ The roles of the recorder according to Change and Kehoe (1994) are to:
- ◆ Capture ideas without editing or paraphrasing
- ◆ Regularly check to ensure appropriate information has been recorded;
- ◆ Help the facilitator keep track of the information; and
- ◆ Produce the meeting minutes.

APPENDIX B

A plethora of information regarding decision-making processes can be found in various forms of resources. There are various methods for team decision-making. Many types of decision making models can be studied and used by teams. Understanding decision making models allows teams to make intentional choices about which model might be most appropriate for various decisions.

As a team, understanding decision-making models so that the team can make the best decision is valuable. The “best-decision” is described by Johnson and Johnson (2000) as a decision that (1) would not have been thought of by an individual alone, (2) is a sound solution to the problem, (3) is a decision based upon input, as unbiased as possible, from each team member, and (4) addresses the team’s goal for the decision making process.

Johnson and Johnson (2000) describe seven methods that a team might use to make a decision.

Method 1 Decision made by authority without group discussion

Process: the designated leader makes all decisions without consulting group members

Appropriate Use: for simple administrative decisions; when there is little time to make a Decision; the team commitment is low.

Method 2 Decision by expert

Process: Select the expert from group, let expert consider the issues, and let the expert make the decisions.

Appropriate to Use: Result is highly dependent on specific expertise, clear choice for expert, team commitment for implementation is low.

Method 3 Decision by averaging individuals’ opinions

Process: Separately ask each team member his/her opinion and average the results.

Appropriate Use: Time available for decision is limited; team participation is required, but lengthy interaction is being avoided; team commitment is low.

Method 4 Decision is made by authority after group discussion

Process: The team creates ideas and has discussions, but the designated leader makes the final decision. The designated leader calls a meeting, presents the issue, listens to discussion from the team, and announces her/his decision.

Appropriate Use: Time available for team interaction, but not agreement; clear consensus on authority; team commitment for implementation is moderately low.

Method 5 Decision by minority

Process: A minority of the team members make the team's decision.

Appropriate Use: Limited time prevents convening entire team; clear choice of minority group, low team commitment.

Method 6 Decision by majority vote

Process: This is the most commonly used method. The issue is discussed until 51% or more of the team members make the decision.

Appropriate Use: Time constraints require a decision; group consensus supporting voting process, team commitment is high.

Method 7 Decision by consensus

Process: Collective decision arrived at through an effective and fair communication process.

Appropriate Use: Time available allows consensus to be reached; the team is sufficiently skilled to reach a consensus; team commitment is high.

Decision Making Summary

Is it vital to the success of the Student Assistance Team process that the facilitator knows when to use each kind of decision making model. The method that most closely relates to the Student Assistance Team process is Method 7; however there may times within the process or within a meeting that other Methods are appropriate. Research (Johnson & Johnson, 2000) tell us Method 7 has the most positive long-standing results.

APPENDIX C

The term Research Based has been coined by a combining a group of theoretical and practical teaching/learning approaches. Notes from the ISPA Reading Intervention Grant refer to several studies that confirm the need for intervention to target specific areas and should not “generic” in practice.

Research-Based programs focus on critical skills. The programs/interventions are explicit and systematic. Examples of such programs are Reading Recovery, Michigan Literacy Profile Program (MLPP), Dynamic Indicators of Basic Early Literacy Skills (Dibels), and Reading First to name just a few. An extensive list of interventions can be found on http://www.fsds.org/sites_meeting_3-11-05.html

Regardless of the intervention method chosen, the intervention must cover a careful progression of skills that are conspicuous to the teacher and learner. The materials and skills utilized build an integration of skills over time. Progress monitoring data is crucial to show the intervention is improving the student outcomes.

Many interventions fall within three Tiers as referenced by the National Association of State Directors of Special Education, Inc, 2006. Tier I are interventions done at the District, School, or class level. Many of these interventions are “one size fits all.” Tier II tailors the intervention to fit large or small groups; while Tier III provides interventions made to fit the individual needs.

Please refer to the Response to Intervention (RtI) Model on pages 60 and 61 of this manual for further discussion and information on the Tier model.

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