

ACADEMIC

- **Instructional Strategies:**
 - List objectives and goals for lesson and/or day at a glance
 - Differentiate instruction into tiers or by learning style / multiple intelligence
 - Use of formative, summative, formal, and informal assessments
 - Data: Use data from classroom tests and assignments to inform instruction and re-teach where necessary
 - Provide rubrics with expectations before assigning a task or project
 - Present information in multiple formats (visual, graphic organizer, auditory, etc)
 - Mnemonics and memory aides
 - Cooperative learning strategies with clearly defined roles (ex. Think-Pair-Share)
 - Flexible grouping for ability based instruction
 - Use review games to make learning fun
 - Use of flashcards to aid in study and recall
 - Cross-content integration
 - Repetition and repeated practice
 - Instructional model: Introduction --> Guided practice --> Independent practice
 - Instruction in test-taking strategies
 - Peer tutoring: same age or cross age
 - Allow students to recycle assignments and tests
 - Have students write their own study questions or tests.
 - Prioritize tasks with stars or by highlighting
 - Pre-teach content vocabulary across content areas
- **Modifications and Accommodations:**
 - **Time:** *extended time on classroom assignments, tasks, tests, and quizzes*
 - **Directions:** *read directions aloud, restate and clarify directions, highlight key words, have students repeat directions back to teacher or class*
 - Grade content area work on content, not mechanics, grammar, and punctuation
 - Use of timer to cue student as to timeline / deadline
 - Pencil grip to aid penmanship
 - Line guide or index card to keep place when reading
 - Use of graphic organizers
 - Use of manipulatives and hands-on materials
 - Modify assignments and homework to be on student's instructional level
 - Use of Alpha-Smart or computer to complete tasks
 - Provide a copy of class notes or an outline on which student can take notes
 - Provide work samples as a model (examples and non-examples)
 - Limit number of items on a page
 - Use of word bank
- **Communication:**
 - Frequent communication between home and school
- **AIS (Academic Intervention Services)**
 - AIS Services on a consult basis
 - AIS services on a regular basis
 - Consistency and communication between AIS and classroom instruction
- **Reading**
 - Use of intervention components in reading series
 - Use of online resources in reading series
 - Vocabulary development
 - Pre-read in small groups
 - Books on tape / auditory recordings of stories
 - Reader's theater to boost fluency
 - High interest/low level reading materials

- **Math**
 - Vocabulary development
 - Pre-teach concepts in small groups
 - Use of online resources of math series
 - Use of manipulatives
- **Speech / Language**
 - Model correct speech
 - Encourage eye-contact with speaker
 - Extra time to process
 - Prompts to expand use of language
 - Prompts to slow down for sake of articulation
 - Prompts to remain on topic
 - Verbal cues to encourage verbal communication
 - Teach signal words and key words

BEHAVIORAL AND SOCIAL

- **Classroom-based strategies:**
 - Structure and consistency in classroom environment
 - Establish classroom rules and expectations
 - Provide options and choices (i.e. where to complete work in the room)
 - Use of timer
 - Preferential seating; sit next to peer-model
 - Incorporate opportunities for movement within the classroom
 - Integration of character education into curriculum
 - Logical consequences
 - Opportunities for breaks and “time-outs”
- **Cueing, Prompting, and Praising systems:**
 - Catch them doing right!
 - Positive attention and specific praise
 - Make a “connection” with student through 1:1 attention or interest in his/her interests
 - Visual prompts and signals
 - Physical prompts and signals, including the use of teacher proximity
 - Advance warning of transitions and changes in schedule
- **Reinforcements:**
 - Reward system: *daily, weekly behavior charts*
 - Self-monitoring behavior charts
 - Behavior contracts
 - Behavior plan or chart
 - Give student a “job” or classroom responsibility
 - Involve student in a greater cause -- community service (K-Kids)
 - Communication between home and school (email, phone, communication journal, planner, etc)
 - Support from the office or administration
- **Social Skills:**
 - Social role-play activities in class
 - Non-mandated social skills group

ORGANIZATION

- Structure and consistency in classroom environment
- To-do list - break down into small increments if necessary
- List objectives for lesson
- Provide schedule of daily activities or post in a visible location

- Study-buddy / Pack-up buddy
- Back-pack check before dismissal
- Copy of class notes or outline on which to take notes
- After note taking, allow students time to compare their notes
- Separate / Color coded folders
- Extended time on classroom tests, quizzes, and assignments
- Repetition and consistency
- Homework chart tied to incentives
- Advance warning of transitions / changes in schedule
- Provide examples and non-examples
- **Desk:**
 - Neat desk awards
 - Photos / examples of neat desk
 - Store textbooks in an alternate location
- **Communication:**
 - Frequent communication between home and school via planner, email, phone, communication journal
 - Use of teacher web-page with relevant resources
 - Use of online components of reading / math series to be able to access the textbook from home
 - Keep extra planner pages in the classroom in case student forgets planner at home.
 - Parent/Teacher conference

ATTENTION

- **Directions:** *read directions aloud, restate and clarify directions, highlight key words, have students repeat directions back to teacher or class,*
- To-do list - break down into small increments of time if necessary
- Incorporate opportunities for movement within the classroom
- Breaks between papers / assignments
- Provide alternate workspace (two desks)
- Redirect to task
- Use of timer
- Provide options and choices (i.e. where to complete work in the room)
- Preferential seating
- Study-buddy (same age or cross age)
- Cooperative learning with clearly defined role in group work
- Use of manipulatives and hands-on materials
- Use of a “fidget” item like a squeeze ball, velcro strip, or carpet under chair
- Target area of strength to boost area of weakness/concern
- Parent/teacher conference

MISCELLANEOUS

- Teacher to teacher assistance (ex. use of mentor, peer observation, etc.)
- Make small, manageable, and achievable goals. Don't set up for failure!
- Set reasonable goals and expectations
- Recommend / model good health and nutrition habits
- Enrichment centers and assignments for students who finish early.