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.