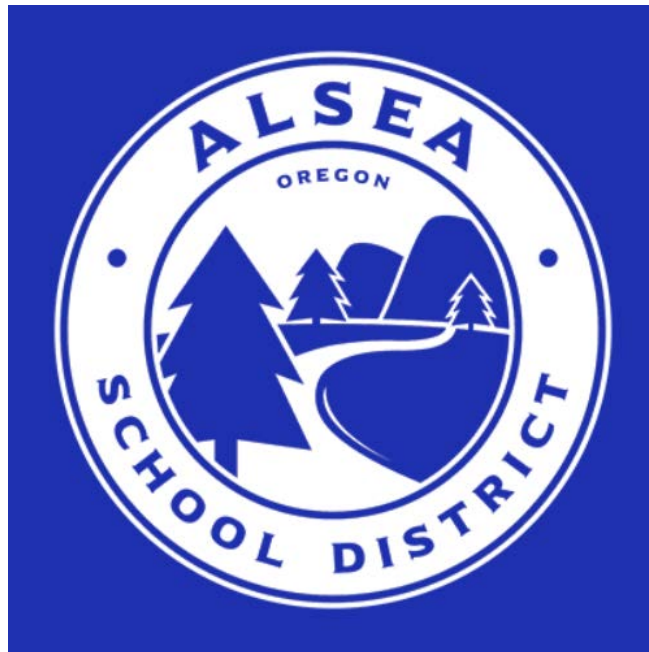


# *The Student Success Team* (S.S.T.) Handbook



Alsea School District [7J](#)

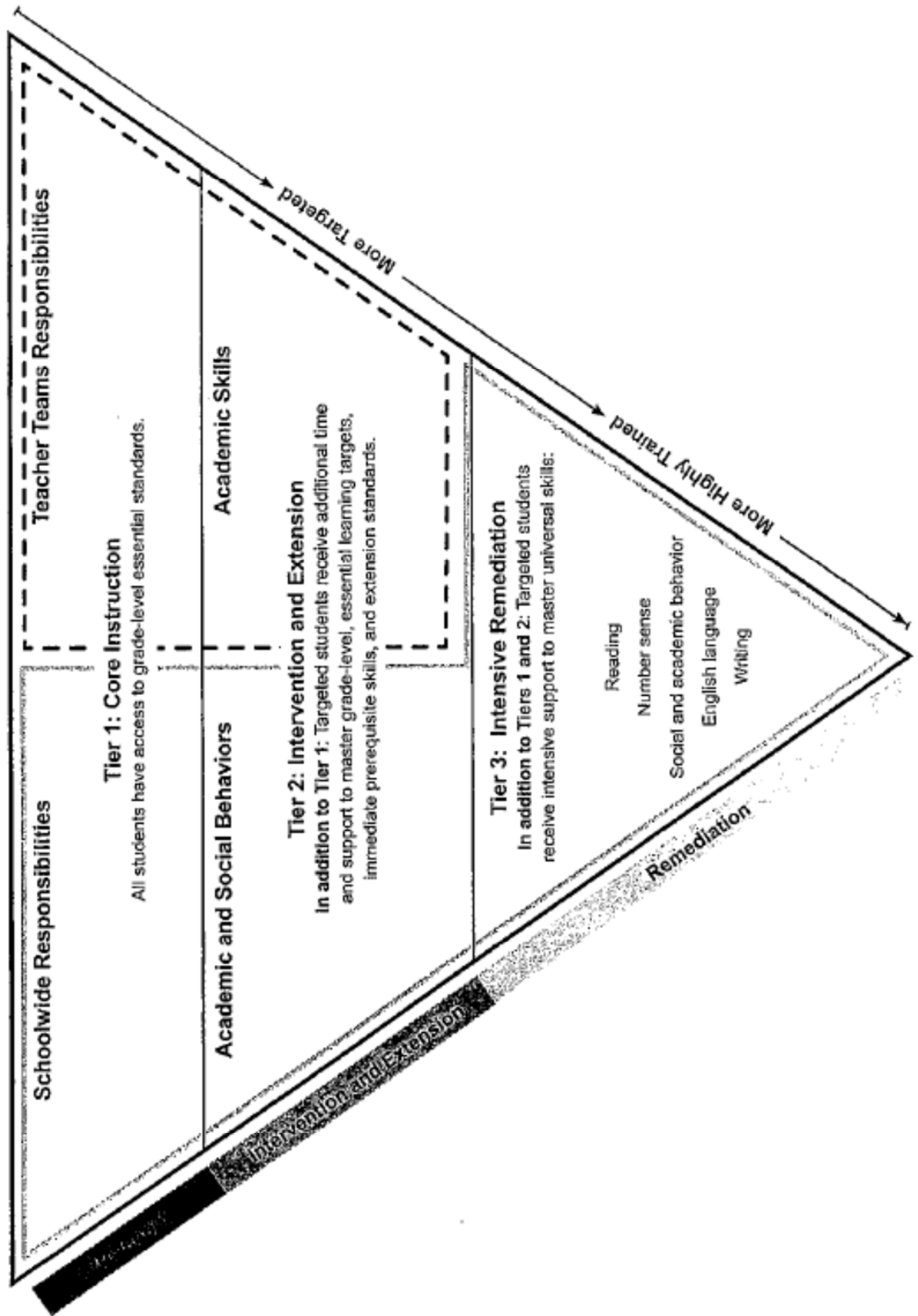
updated 8/2024

**Alsea School District  
Student Success Team (SST) Handbook**

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# The RTI at Work Multitiered System of Support Pyramid



# INTRODUCTION

## ASD's Student Support System

- Professional Learning Communities (PLCs): Grade level or vertical collaborations which allow teachers to build capacity and engage in problem solving with their school team, which can include the principal, the special education teacher, RTI instructional assistants, and fellow colleagues
  
- Grade Level Intervention Opportunity: Students who require re-teaching of essential standards (Tier I) and are below grade level are supported by teacher and RTI instructional assistants with research based interventions to help increase academic growth and promote academic success.
  
- Student Success Team (SST): A problem solving and coordinating structure that assists students and teachers to seek positive solutions for maximizing student's potential. The SST focuses in-depth on one student at a time.

### **The ASD Student Support System**

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

# STUDENT SUCCESS TEAM (SST)

The Student Success Team (SST) is a problem solving and coordinating system that assists students and school staff to develop positive solutions for maximizing the potential of students. SST provides a collaborative environment for the discussion of a student's concerns, development of an action plan, and monitoring of results.

## **The Function of the Student Success Team:**

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

## **Goal of the Student Success Team:**

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

## **The Purpose of the Student Success Team:**

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

**SST ensures that all students learn at high levels.**

**SST is a school site team.**

**SST is not gateway to Special Education Services.**

**SST is not a way to stall Special Education Services.**

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

## **SST Team Members, Roles & Responsibilities**

### **Student Success Team (SST) Members Include:**

Referring Teacher/Staff  
Administrator

### **Additional SST Participants May Include:**

Other General Education Teachers, Special Education Teacher, Behavior Specialist, Family Liaison, Instructional Assistants, and English Language Development Specialist

It is imperative that the proper documentation is kept during this process. Failure to document will slow down the process.

It is the referring teacher's responsibility to ensure that all forms are filled out correctly, data is kept, and parents/guardians have been contacted.

If there are questions, please see the administrator.

## THE INITIAL S.S.T. REFERRAL

*The Expectation Is That Teachers Have Attempted a Variety of Interventions Prior to An SST Referral*

- ◆ Students can be referred directly by a staff member or by the parent/guardian of the student.
- ◆ A student should be considered for referral to the SST ONLY after supports by teacher and staff has been **exhausted** and the student continues to demonstrate **inadequate progress** in the areas of academics, behavior, and/or mental health.
- ◆ Teacher will need to contact a SPED teacher if the SST process is starting. SPED teacher and administrator can help through the process.
- ◆ The process takes a minimum of 4 weeks.

## TEACHER PREPARATION CHECKLIST FOR SST MEETING

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

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

**Be prepared to:**

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

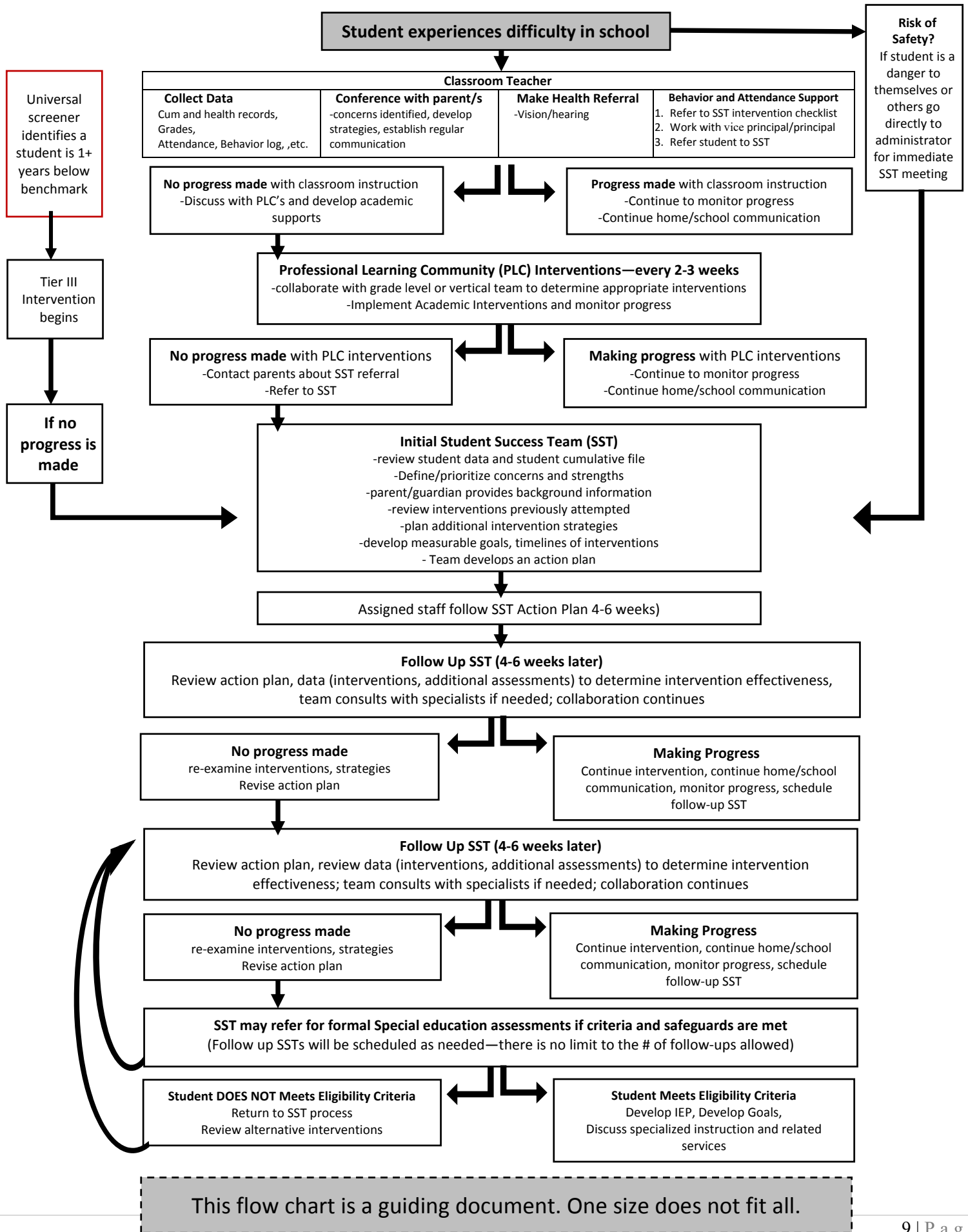
**Bring to the SST Meeting:**

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



# Alsea School District

## Student Success Team (SST) Flow Chart





# Alsea SST Referral Form

2024-2025

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

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

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

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

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

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

| Building Resources   | Date Range | Effective? |     |
|--|------------|------------|-----|
|  |            | Yes        | No  |
| <input type="checkbox"/> Building/cross age tutor          |            | ___        | ___ |
| <input type="checkbox"/> Volunteer(s)                      |            | ___        | ___ |
| <input type="checkbox"/> Administration assistance/support |            | ___        | ___ |
| <input type="checkbox"/> RTI Services                      |            | ___        | ___ |
| <input type="checkbox"/> Other _____                       |            | ___        | ___ |

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

| Attendance   | Date Range | Effective? |     |
|--|------------|------------|-----|
|  |            | Yes        | No  |
| <input type="checkbox"/> Parental contact regarding attendance |            | ___        | ___ |
| <input type="checkbox"/> Family Liaison alerted to attendance  |            | ___        | ___ |
| <input type="checkbox"/> Administration alerted to attendance  |            | ___        | ___ |
| <input type="checkbox"/> Reward/acknowledgement for attendance |            | ___        | ___ |
| <input type="checkbox"/> Other _____                           |            | ___        | ___ |



**Alsea School District**  
SST Intervention/Action Plan

 Initial SST Meeting

 Follow up Meeting

Today's Date: \_\_\_\_\_

Student: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Targeted Area of Concern: \_\_\_\_\_

|  |                  |                    |
|--|------------------|--------------------|
| <b>Goal 1:</b>   |                  |                    |
| Current Data to Support this Goal (attach to this form): |                  |                    |
| Goal 1 Measurable Intervention/s and actionable goal/s:  |                  |                    |
| Start Date:  | Monitoring Tool: | Responsible Party: |

|  |                  |                    |
|--|------------------|--------------------|
| <b>Goal 2:</b>   |                  |                    |
| Current Data to Support this Goal (attach to this form): |                  |                    |
| Goal 2 Measurable Intervention/s and actionable goal/s:  |                  |                    |
| Start Date:  | Monitoring Tool: | Responsible Party: |

**Schedule follow up meeting date for:**

**FOLLOW-UP MEETING INTERVENTION SUMMARY**

|                        |                              |                             |   |
|------------------------|------------------------------|-----------------------------|---|
| <b>SST Goal 1 Met?</b> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Partial: _____ |
| What Worked?           |                              |                             |   |
| What Didn't Work?      |                              |                             |   |

**TEAM CONCLUSION**

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

|                        |                              |                             |   |
|------------------------|------------------------------|-----------------------------|---|
| <b>SST Goal 2 Met?</b> | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Partial: _____ |
| What Worked?           |                              |                             |   |
| What Didn't Work?      |                              |                             |   |

**TEAM CONCLUSION**

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

## Suggested SST Meeting Steps and Procedures

### ***Welcome & Expectations (1 minute)***

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

### ***Share the Referral (2-3 minutes)***

- Hard copies of referral provided to team members

### ***Identify the Primary Concern (2 minutes)***

- Requesting teacher summarizes problem succinctly

### ***Identify Desired Outcome/Goal (2 minutes)***

- Team identifies specifically what they want student to achieve

### ***Brainstorm Possible Interventions (5-8 minutes)***

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

### ***Evaluate Feasibility of Interventions (5-8 minutes)***

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

### ***Select Intervention/s (2-3 minutes)***

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

### ***Write Action Plan (3-4 minutes)***

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

### ***Summarize & Close (1 minute)***

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

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

-Abraham Lincoln

# APPENDIX

## FREQUENTLY ASKED QUESTIONS (FAQs)

### **Who can refer a student to the SST?**

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

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

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

### **Who contacts the parent?**

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

### **How long should the SST meeting last?**

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

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

- ✧ At least 2: The first to determine what interventions need to be put into place and the second to report back on the success of the interventions or suggest other interventions. Meetings should be 4 - 6 weeks apart.

### **Does the SST information get put in the cumulative folder?**

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

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

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

## FAQs CONTINUED

- ✧ Remember: There are three (3) general “prongs” of **eligibility determination**, all of which are necessary to be present to determine that a student is eligible for special education and related services:
  - (1) The student must meet the **eligibility criteria** for a disability as defined under at least one of the disability categorizations established by the State of Oregon, OAR 581-015-2130 through OAR 581-015-2180 or OAR 581-015-2795;
  - (2) The student’s disability **adversely** affects their educational performance;
  - (3) The student **requires** specialized academic instruction and/or related services.
  
- ✧ There are also **exclusionary factors** that must be considered. A student cannot be determined to be identified as eligible for special education if the determinant factor for the determination is any of the following:
  - Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of instruction in mathematics;
  - Lack of achievement due to inadequate school attendance;
  - Limited English proficiency.



# Sample Interventions

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

## Attendance Strategies

### ***Student/Family-Focused***

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

### ***School-Focused***

1. Praise class for 90% or more attendance daily
2. Teachers telephones absent *student* to inquire about reasons for absence and encourage attendance
3. Awards/rewards for regular attendance (e.g. Certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses)
4. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness
5. Display attendance graphs in faculty room to show current and past school years' attendance patterns
6. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school
7. Daily phone calls home for those students who are absent.
8. Make home visits if parents/caregivers cannot be contacted by telephone
9. Post good attendance banners in grade level classrooms that have had the best attendance
10. Provide tutoring to help absent students do better
11. Review student attendance records on a weekly basis to catch emerging absence patterns
12. Send commendation letters to students and parents for improved attendance

## Behavior Strategies

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

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

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

## **Instructional Strategies and Modifications**

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

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

## Motor Skills Strategies

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

## Oral Language Strategies

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

## Math Strategies

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

### ***Math Adaptations - Physical Assistance***

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

## Reading Strategies

1. Pre-teach vocabulary
2. Accept some homework papers typed or dictated by student
3. Brainstorming
4. Choral Reading
5. Class illustrates a big book ("Creating Your Own Big Book")
6. Collaborate with RTI Instructional Assistant
7. Family will borrow books from library in student's primary language
8. Leveled reading groups
9. Literature Study Circles
10. Matching Pictures
11. Model the thinking processes a good reader engages in when reading ("Think Aloud")
12. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures")
13. Parent/caregiver will write letters to student ("Family Letters")
14. Pocket Chart Reading W/ Predictable Texts Poetry In the Classroom
15. Provide partial outlines of chapters, study guides, and testing outlines
16. Read & Retell
17. Reciprocal Reading
18. Reciprocal Teaching
19. Segment sentences on flash cards
20. Send home books
21. Send home word games
22. Shared Reading across Genre of texts
23. Shared Reading of Poetry & Song
24. Shared Reading With Predictable Texts
25. Sight-Word Bingo
26. Simplify complex directions
27. Sing, Speak, Spell
28. Small group guided reading
29. SQ3R (Survey, Question, Read, Recite & Review)
30. Story Sequencing for Reading
31. Storyboard
32. Student creates a poetry word bank
33. Student fills in a (student or teacher-created) book for sounds or for reference
34. Student identifies number of pages to be read and uses post-its ...
35. Student prepares a grocery list; looks for environmental print ("A Shopping Trip")
36. Student will go to library with teacher
37. Using The Newspaper or magazines
38. Word Making
39. Word Wall

40. Color code textbook, highlighting important sentences, phrases, vocabulary
41. Create interest for material to be read by bringing in items that will stimulate discussion about a topic
42. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group
43. Do not require lengthy outside reading assignments
44. Have student be responsible for one main idea
45. Have student draw a picture
46. Have student fill in the blanks
47. Have student hold prop that is related to story (e.g., puppet)
48. Have student match text to pictures
49. Provide photocopies of teacher's notes
50. Provide supplementary materials that student can read
51. Reduce workload
52. Review words periodically
53. Use books on tape for comprehension practice
54. Use character web
55. Use collage
56. Use graphic organizer
57. Use images on digital camera/projector
58. Use modified text or assign a smaller portion
59. Use music-related stories
60. Use peer or community volunteer tutors
61. Use pictures/symbols
62. Use props (e.g., puppet, magnets on cookie sheet, felt board)
63. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class
64. Use storyboard sequencing
65. Use video or film strips to supplement text
66. Categorize
67. Sequence chunks of text
68. Demonstrate appropriate listening behavior
69. Get books, hand out and put away
70. Hold book in front of class for teacher
71. Identify sight words, pictures, etc.
72. Pointing to picture related to story to test comprehension
73. Practice letter recognition
74. Practice writing or copying words on topic
75. Retell story to younger kids
76. Turning the page appropriately at correct time



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

### ***Reading Adaptations - Physical Assistance***

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

## **Writing Strategies**

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

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

### ***Writing Adaptations - Physical Assistance***

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