

Clatskanie School District



Student Study Team (SST) Handbook

Student Study Team Handbook

Table of Contents

➤ Pyramid of Student Supports.....	3
➤ Introduction to CSD's Student Support System.....	3
➤ The Student Study Team; Function, Goal, and Purpose.....	4
➤ SST Members and Responsibilities.....	5
➤ SST Meeting Steps and Procedures.....	6-8
➤ SST Teacher Preparation Checklist.....	7-8
➤ SST Referral Form.....	9-11
➤ SST Intervention/Action Plan.....	12-13
➤ Frequently Asked Questions.....	14
➤ Sample Interventions.....	15-26

CSD Student Support System

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

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

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

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

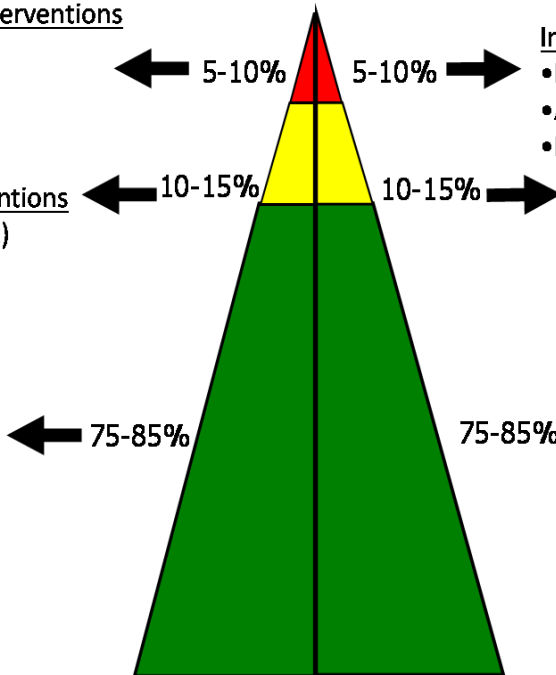
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



STUDENT STUDY TEAM (SST)

The Student Study Team (SST) is a problem-solving and coordinating system that assists students and school staff in developing positive solutions for maximizing students' potential. SST provides a collaborative environment for discussing students' concerns, developing an action plan, and monitoring results.

The Function of the Student Study Team:

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

The goal of the Student Study Team:

- The Student Study Team process aims to provide the referring parties with NEW interventions that address the concerns and tap into student strengths.

The Purpose of the Student Study 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 that lack of student progress is not due primarily to health, environmental, cultural, or economic factors.
- Document student progress and adjust instructional approaches.

- SST ensures that all students learn at high levels.
- SST is a school site team.
- SST is not a 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

- Referring Teacher/Staff
- Counselor
- Title 1 Specialist
- Behavior Specialist/Student Support
- Administrator

Additional SST Participants May Include:

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

Staff members and SST Roles.

Scheduler (Administrator, Counselor, or Office Staff)

- Manage the case file through the SST process: log relevant dates, schedule meetings

- Support the referring teacher through the process: follow up within the first week to ensure all members are invited and have responded.

Facilitator (Administrator or counselor)

- Call meeting to order
- Introduce team members
- Review purpose of the meeting
- Summarize problem areas reported by referring teacher
- Lead group in the problem-solving effort
- Allot specified amount of time per agenda item
- Monitor team progress
- Re-direct discussion as necessary

Referring Teacher/Staff

- Contact child's parent before seeking SST assistance
- Complete referral packet
- State concerns in observable and measurable terms
- Be prepared to state expected behavior – academic, attendance, and social
- Attend scheduled meetings
- Agree to share responsibility in the implementation of the action plan
- Collaborate with team to problem-solve solutions

Recorder (any SST member)

- Record problem-solving process
- Note contributions made by all members

Time Keeper (Any SST member)

- Be aware of SST steps and use of time
- Be prepared to remind the team of the use of time

File Keeper

- Keeper of the hard-copy student file
- Makes a copy of the SST file for the cumulative file if the student moves

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

THE INITIAL SST REFERRAL

The Expectation Is That Teachers and Other Referring Staff Have Attempted a Variety of Interventions Before 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 the teacher and PLCs' support has been exhausted. The student continues to demonstrate inadequate progress in academics, behavior, and/or mental health.

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 a friend.
 - Multiple intelligences–linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- Determine 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 most significant concern.
- Discuss strategies and modification you have already tried
- Discuss strategies and modification you and your PLC team have tried
- State your desired outcome in measurable/observable terms
- Collaborate with the SST to generate interventions
- Implement agreed-upon classroom interventions
- Regularly monitor student

Bring to the SST Meeting:

- Data from each intervention
- Pertinent Communication

- Recent work samples that reflect both strengths and areas of concern
- In-Class assessments which show academic levels
- Cumulative file
- Other: _____

SST Meeting Steps and Procedures

Welcome & Expectations (1 minute)

- The facilitator welcomes and introduces invited personnel, thanks to the requester; sets a positive tone.
- Confirms meeting purpose, outcomes, schedule, 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)

- The team identifies what they want the student to achieve.

Brainstorm Possible Interventions (5-8 minutes)

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

Evaluate Feasibility of Interventions (5-8 minutes)

- A facilitator leads a 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)

- The facilitator assists the teacher, with the team's support, to select preferred interventions.

Write Action Plan (3-4 minutes)

- The facilitator leads the team to complete the plan, including goals, interventions, support to the teacher, a person(s) responsible, timelines, data to be collected, a date for the follow-up SST meeting.
- The recorder captures the plan in writing, retains a copy, and gives it to requesting teacher.

Summarize & Close (1 minute)

- The facilitator verbally summarizes the major points of the meeting and defines the next steps.

How to make an Initial SST referral?

1. Download the SST referral form from the district website.
2. Complete SST referral form and return to the Principal or Designee.
3. The classroom teacher will inform parents of SST referral.
4. The principal or Designee will set up a meeting and invite the child SST team

Clatskanie SD SST Referral Form 2020-2021

Student Name:		
Parent Name(s):	Phone #:	
The classroom teacher has had a conference with the parent(s)?		
Have parents been contacted regarding SST referral?		
Classroom Teacher:	Grade:	
Birthdate:	Age:	Gender:

Is the student currently identified as or receiving any of the following (*Check all that apply*)

Homeless ___ Foster Youth ___ ELD ___ Counseling ___ Special Ed.

Please check all of the people that you would like to have in attendance at the meeting:

___ Psychologist ___ Nurse ___ Speech- Presence Learning ___ Title I

Other _____

Areas of Strength:

Academic Skills Artistic Compassionate Courteous Confident Cooperative Creative Enthusiastic	Hard Worker Highly articulate Leadership Skills Likes School Listens Effectively Optimistic Patience Physical Strength	Positive Social Skills Sense of humor Perseverance Other _____ Other _____ Other _____
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Area(s) of Concern:

Reading _____ _____	Attendance (Days Absent) _____
Math _____ _____	Socio/Emotional _____
Writing _____ _____	Behavior _____
	Other _____

What is the primary concern?

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

Instruction	Date Range	Effective (Yes)	Effective (No)
Small-Group Instruction			

The task is broken down into smaller chunks.			
Individualized Instruction			
Curriculum Accommodated			
Change Group			
Assignments shortened			
Simplified Directions			
After School tutoring			
Other:			
Behavior Management	Date Range	Effective (Yes)	Effective (No)
Clarification of rules and expectations			
Rewards and incentives			
Increase choice offered to the student.			
Sensory breaks			
Behavior contract			
Other:			
Reinforces	Date Range	Effective (Yes)	Effective (No)
Praise			
Daily effort report			
Positive notes/calls home			
Reinforce correct responses promptly			
Tangible rewards for starting, continuing and completing work.			
Modeling desired behavior			
Principal time/job/reward			
Counselor time/job/reward			
Other:			

Building Resources	Date Range	Effective (Yes)	Effective (No)
Building/cross-age tutor			
Volunteer(s)			
Principal assistance/support			
Counselor/Behavior specialist support			
Reading/Title I Specialist support			
Other:			
Parent/Guardian Communication	Date Range	Effective (Yes)	Effective (No)

Notes home			
Parent telephone contact			
Parent email contact			
Parent/teacher conference			
Parent/teacher/student conference			
Parent notification of reward			
Other:			
Attendance	Date Range	Effective (Yes)	Effective (No)
Parental contact			
Counselor alerted			
Principal alerted			
Reward/Acknowledgement			
Other:			
Other:			

Clatskanie School District
SST Intervention/Action plan
(Completed at SST Meeting)

___ Initial SST	___ Follow up Meeting	Today's Date _____
SMART Goal 1:		
Current Data to Support This Goal:		

Goal 1 Measurable Interventions and Actionable Goals:

Start Date:

**Monitoring
Tool:**

**Responsible
Party:**

SMART Goal 2:

Current Data to Support This Goal:

Goal 2 Measurable Interventions and Actionable Goals:

Start Date:

**Monitoring
Tool:**

**Responsible
Party:**

Schedule Follow-Up Meeting Date for:

FOLLOW-UP MEETING INTERVENTION SUMMARY

Date _____

Intervention Cycle 1 or 2

SST Goal 1 met?

Yes

No

Partial

What Worked?

What Didn't Work?

Team Conclusion

<input type="checkbox"/> Discontinue Intervention: Goal Achieved, Monitor as Needed <input type="checkbox"/> Some Progress Achieved: Continue Intervention <input type="checkbox"/> No Progress: Modify/Change Intervention (Describe Below)			
SST Goal 2 met?	<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"/> Some Progress Achieved: Continue Intervention <input type="checkbox"/> No Progress: Modify/Change Intervention (Describe Below)			
Referral to Special Education- Principal Contacts Special Education Director Date of Contact/ Notes:			
Refer to District Sped Secretary: Referral Meeting Date: _____			

FREQUENTLY ASKED QUESTIONS (FAQS)

Who can refer a student to the SST?

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

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

- Parents need to be contacted and advised that there are concerns and that the SST will meet to problem-solve/identify solutions.

Who contacts the parent?

- The classroom teacher (or referring school staff) contacts the parent/guardian regarding the SST referral. The teacher will have communicated with the parent regarding his/her concerns before the SST referral is initiated.

How long should the SST meeting last?

- The SST meeting usually lasts 20 to 30 minutes. If brainstorming and planning take longer than this, most likely, the problem has not been correctly identified.

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

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

Does the SST information gets put in the cumulative folder?

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

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

- A student who struggles in some aspect of the curriculum is NOT necessarily a student suspected of having a disability or being 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:

- 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;
- The student's disability adversely affects their educational performance;
- 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 education in mathematics;
- Lack of achievement due to inadequate school attendance;
- Limited English proficiency.

Sample Interventions

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

Attendance Strategies

1. Alarm clock for parent/caregiver/student
2. Earlier bedtime
3. Give parent/caregiver information such as a more straightforward walking route.
4. Help parent/caregiver to find better transportation to school
5. The parent/caregiver agrees to bring the child to school daily.
6. The parent/caregiver will ensure the child gets on the bus in the morning.
7. Parent/caregiver will wake up earlier to get the child to school on time
8. The student will wake up earlier.
9. Wake-up call for parent/caregiver and/or student

School-Focused Attendance Strategies

1. Post the names of perfect attenders in an obvious place
2. Teachers telephone absent students to inquire about reasons for absence and encourage attendance
3. Awards/rewards for perfect attenders (e.g., Certificate of recognition; the opportunity to opt-out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunchtime or end-of-

school parties; a chance to enter a drawing to win special prizes donated by local businesses) promptness

4. Make home visits regarding attendance if parents/caregivers cannot be contacted by telephone.
5. Post good attendance banners in grade-level classrooms that have had the best attendance
6. Provide tutoring to help absent students do better
7. Publicize perfect attendance rewards in the local newspaper
8. Review student attendance records weekly to catch emerging absence patterns.
9. Send commendation letters to students and parents or perfect attendance and improved attendance.

Behavior Strategies

1. After-school program
2. Allow the student to draw to calm down in class.
3. Allow the student to walk around while reading.
4. Allow the student to stand when doing work (use a clipboard)
5. Apply consequences without anger
6. Ask counselors to do in-class presentations on self-esteem.
7. Avoid anything that looks like a rejection of the student.
8. Diffuse power struggles through choices.
9. Avoid helping too much (students can "learn helplessness")
10. Avoid ignoring the student.
11. Avoid threats, punishment, sarcasm, public teasing, or shaming.
12. Build rapport with the student (focus on strengths and interests); schedule regular time to talk.
13. Call home on a bad day for support.
14. Call home on a good day.
15. Call on a student to participate more in class.
16. Change antecedent event (an event that occurs before target behavior)
17. Chart/graph student behavior (assess/determine the pattern of behavior)
18. Class/counselor change recommended.
19. Classroom problem-solving sessions
20. Collaboration with outside sources (e.g., therapist, tutor, after-school program)
21. Concentration game
22. Connect new learning to previously mastered concepts
23. Cooperative Learning Structures
24. Create a "risk-free" learning environment in which mistakes are invited
25. A daily check-in with the student
26. Develop behavioral contract
27. Develop classroom rules ("Development of Classroom Rules")

28. Display exemplary student work (classroom, hallway, etc.)
29. Earlier bedtime
30. Eat breakfast at school.
31. Encourage the student to ask for help when needed.
32. Encourage the student to make friends.
33. Extra PE.
34. Follow-up on parent's request to transfer student.
35. Give leadership responsibilities
36. Give students essential jobs.
37. Give student opportunities to show work that he/she is proud of
38. Spend time with a student at recess
39. Two-minute intervention process (Love and Logic)
40. Have a peer model appropriate behavior?
41. Help parent/caregiver set up home reward/management system.
42. Help student to identify what he/she is feeling
43. Home visit
44. Home/School Communication Book
45. Ignore negative behavior, if possible
46. Immediately recognize positive behaviors.
47. Increased parent/caregiver attention at home
48. Lunchtime with Principal
49. Match learning tasks with the student's learning style strengths
50. Model positive thinking and attribution statements
51. Model, teach, and reinforce anger control strategies.
52. Move student's seat (preferential seating)
53. Non-Verbal Signals Between Teacher and Student
54. Offer student limited choices
55. Organize playground activities to reduce fighting/inappropriate behavior
56. Pair student with an older or younger student for structured academic activity, emphasizing social skills
57. Parent/caregiver will call teacher weekly.
58. Parent/caregiver will visit or spend time in the classroom.
59. Post rules in the classroom and reviews them.
60. Praise other students for appropriate behavior
61. Present tasks that are slightly challenging and worth doing
62. Provide assignments that match student's instructional level
63. Provide frequent student breaks for sensory de-escalation, relaxation, or small-talk
64. Provide student time for physical activities/movement
65. Reduce aggressive behavior at home
66. Refer to conflict manager training
67. Refer to a mentor program

68. Refer to a school sports program
69. Rehearse expected behavior
70. Reinforces in the classroom/home
71. Relaxation techniques
72. Remind the 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 the 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.

Instructional Strategies and Modifications

1. Academic contract
2. Active Note Taking
3. Allow previewing of content, concepts, and vocabulary.
4. Allow the student to have sample or practice tests.
5. Arrange transportation for attendance at an after-school program
6. Ask parent/caregiver to structure study time (give them information about long-term assignments)
7. Ask the student to repeat directions before beginning tasks.
8. Assess/determine student's instructional level
9. Assignment notebook
10. Check students' work frequently to determine their level of understanding.
11. Collect homework daily instead of weekly
12. Don't collect homework.
13. Communicate with after-school program staff (e.g., homework help)
14. Communicate with last year's teacher
15. Complete documentation for a 504 plan
16. Connect students with tutoring
17. Content-Area Logs (reading log, literature log)
18. Cue/maintain eye contact with the student when giving directions—direct **Instruction**

1. Give immediate student feedback (make sure assignments are started correctly)
2. Give student options for presentation (written/oral or illustration/model)
3. Graphic Organizers
4. Help parents/caregivers to learn reading strategies.
5. Homework checklist or folder
6. Intersperse brief periods of instruction with supervised practice
7. Manipulative and Visual Prompts
8. Move child's seat (preferential seating)
9. The parent/caregiver will ask another family member to give the child homework help.
10. Parent/caregiver will give more homework help.
11. Parent/caregiver will pick up homework when a student is absent.
12. The principal will check in with student daily regarding classwork
13. Provide frequent feedback and praise
14. Provide an opportunity for extra practice before test
15. Provide a printed copy of board work/notes
16. Provide study guides/questions
17. Questions First
18. Quick Write
19. Read aloud to parent/caregiver at home.
20. Reduce classroom distractions and noise
21. Review test scores from the past three years and utilize them in instructional planning
22. Send extra homework (*with arranged parent follow-through*)
23. Send unfinished home classwork (*with arranged parent follow-through*)
24. Simplify instructions/directions (short, specific, direct)
25. Supply students with samples of work expected
26. Teach notetaking
27. Teach students problem-solving skills
28. Tutor (Peer, Cross-age, Agency, Parent, etc.)
29. Use focused questions in reviewing student work ("Focused Question")
30. Use techniques of repetition, review, and summarization
31. Use visuals to motivate reading and support understanding of concepts.
32. Work with students 1:1 or in a small group.
33. Write assignments on board.
34. Allow the student to show work on a mini dry-erase board.

Health Strategies

1. Asthma class
2. Child Abuse Reporting
3. Collaborate with Primary Medical Provider
4. Dental exam/dental emergencies
5. Fact Sheets on Communicable Diseases and School Age Illnesses
6. Hearing screening/exam
7. Assist with/teach hygiene
8. Make sure the child wears glasses.

9. Medication Administration
10. Obtain glasses for student
11. Refer to School Nurse
12. Vision screening/exam

Motor Skills Strategies

1. Color in small areas
2. Collaboration with outside sources
3. Encourage drawing to develop muscles.
4. Have the student sit in an appropriate-sized 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 or model in pen/pencil, give student felt pen to trace letters.
8. Make a large dot to cue students where to start when tracing letters.
9. Encourage the 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 ESD site-team supports

Oral Language Strategies

1. Allow all students time for oral expression,
2. Deliver oral reports/presentations using a high or low-tech augmentative communication device
3. Point to pictures to cue or illicit speech from a student or communication device
4. Add gestures or agreed-upon visual cues.
5. Ask some yes/no questions.
6. Give students choices for answers.
7. Allow the student to preview questions before the activity.
8. Present the student with two answers and let the child choose one.
9. The teacher asks a student a direct question - comes back for the answer.
10. Teacher or peer models turn to take
11. Utilize choral speech, plays, role modeling
12. 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/audience
17. The student writes and/or records simplified versions of the text.
18. Use eye contact, posture, and gesture to engage the audience.

Math Strategies

1. Do an informal assessment of student's math skills

2. Get extra help with math word problems (from a peer, volunteer, etc.)
3. Send home math flashcards.
4. Study math facts at home
5. Teach the student to make estimates and choose appropriate strategies
6. Use hands-on manipulatives
7. Ask the student to think out loud as they work through a math problem.
8. Allow/encourage the 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. Flashcards
12. Have students verbalize the problem step by step to make sure s/he understands each stage
13. Permit student to work out the problem on scrap paper
14. Provide step necessary to complete problems or tape or study sheet
15. Reduce the number of problems (shorten assignments)
16. Simplify patterns (e.g. ABA instead of ABBCD)
17. Touch Math program
18. Use calculators instead of performing paper and pencil steps
19. Use manipulatives such as money, clocks
20. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting)
21. Identify numbers on spinner or dice.
22. Weighing and measuring related to cooking
23. Connect math concepts to careers or personal life
24. Create and play math board games
25. Creating math sheets for other students
26. Peer Tutoring
27. Research mathematicians and/or musicians
28. 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 textbooks (e.g., cut concepts into smaller steps than regular texts provide)

Reading Strategies

1. Pre-teach vocabulary
2. Accept some homework papers typed or dictated by the student.
3. Brainstorming
4. Choral Reading
5. Class illustrates a big book ("Creating Your Own Big Book")

6. Collaborate with Reading Recovery Teacher
7. The family will borrow books from the library in the 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 the child cut out pictures that start with a chosen letter ("Letters And Pictures")
13. Parent/caregiver will write letters to the student ("Family Letters")
14. Pocket Chart Reading W/ Predictable Texts
15. Poetry In the Classroom
16. Provide partial outlines of chapters, study guides, and testing outlines
17. Read & Retell
18. Reciprocal Reading
19. Reciprocal Teaching
20. Segment sentences on flashcards
21. Send home books
22. Send home word games.
23. Shared Reading across Genre of texts
24. Shared Reading of Poetry & Song
25. Shared Reading With Predictable Texts
26. Sight-Word Bingo
27. Simplify complex directions
28. Sing, Speak, Spell
29. Small group guided reading.
30. SQ3R (Survey, Question, Read, Recite & Review)
31. Story Sequencing for Reading
32. Storyboard
33. The student creates a poetry word bank.
34. The student fills in a (student or teacher-created) book for sounds or reference.
35. The student identifies several pages to be read and uses post-its
36. The student will go to the library with the teacher.
37. Using The Newspaper or magazines
38. Word Making
39. Word Necklaces
40. Word Walls
41. Color code textbook, highlighting essential sentences, phrases, and vocabulary
42. Create interest for material to be read by bringing in items that will stimulate discussion about a topic

43. Do not force the student to read orally; encourage peer tutoring and have pair take turns reading together orally o a group.
44. Do not require lengthy outside reading assignments.
45. Have student be responsible for one main idea
46. Have the student draw a picture
47. Have student fill in the blanks
48. Have the student hold a prop that is related to the story (e.g., puppet)
49. Have student match text to pictures
50. Provide photocopies of teacher's notes
51. Provide supplementary materials that student can read
52. Reduce workload
53. Review words periodically
54. Substitute symbols for written text
55. Use books on tape for comprehension practice.
56. Use character web
57. Use collage
58. Use graphic organizer
59. Use images on a digital camera/projector
60. Use modified text or assign a smaller portion.
61. Use music-related stories
62. Use peer or community volunteer tutors.
63. Use pictures/symbols
64. Use props (e.g., puppet, magnets on a cookie sheet, felt board
65. Use small group settings or pair and assign various paragraphs; put an excellent average reader with a less able reader; encourage discussion of material read and sharing to the whole class.
66. Use storyboard sequencing
67. Use video or film strips to supplement the text.
68. Categorize
69. Sequence chunks of text
70. Demonstrate appropriate listening behavior
71. Get books, hand out and put them away.
72. Hold the book in front of the class for the teacher.
73. Identify sight words, pictures, etc.
74. Pointing to picture related to the story to test comprehension
75. Practice letter recognition
76. Practice writing or copying words on the topic
77. Retell the story to younger kids
78. Turning the page appropriately at the correct time
79. Find vocabulary words in the newspaper or magazine.
80. Have students create a 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 the student use bookmarks for tracking
3. Use augmentative communication devices.
4. Use a 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. The student writes letters for company freebies.
20. Story Sequencing for Writing
21. Storyboarding
22. The student will write in cursive all the time.
23. The student will write in a daily home journal.
24. Writer's Workshop
25. Complete one part of assignment
26. Create and use a 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 keywords (i.e., personal vocabulary list)
40. Write the name, heading, and date on top of the paper.
41. Incorporate features such as italics, footnotes, and bibliography into writing
42. Peer uses a 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 a keyboard
4. Dictate to a peer
5. Give students oral examinations and quizzes.
6. Substitute oral reports/projects for writing
7. Tape paper to the desk
8. Use adaptive paper (e.g., lines, more extensive lines, lined columns)
9. Use an assistive technology device that allows the student to dictate writing and/or with voice output orally.
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on the table.
11. Use stencils
12. Use a 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)