KEARSARGE REGIONAL SCHOOL DISTRICT

RESPONSE TO INSTRUCTION

APPENDIXES

AND

RESOURCES

MAY, 2016

Table of Contents

Appendix A: RtI Team Meeting Notes

Date Met _____

Date Given to SpecEd _____

RtI TEAM
Student Data Documentation

Student_____DOB_____

Grade_____Teacher_____

Additional Services, including in-house support staff:

_____
(past)

_____
(current)

Please indicate previous teachers/specialists you have spoken with regarding this student ;

_____

If the student is new to the school, please contact former teacher/school for information.

Results:_____

Area of Concern: Academic_____   Behavioral_____   Health_____   Retention Possibility_____

OT_____   S/L_____   Other _____

Describe specifics of concern:_____

_____

_____

_____

_____

Does this student have more difficulty at a certain time of day? If so, when?_____

Is there a problem with absenteeism?_____

Please give nurse the attached slip for the following:

Vision_____Hearing_____Medication_____

Has the student been discussed numerous times at an RtI Meetings?_____

Assessment Results: STAR Reading_____STAR Math_____
AIMSWEB _____ _____Classroom Data_____ Other _____

What modifications and/or interventions that they suggested have you tried? How long? What worked? What did not?

_____

_____

_____

_____

Cum File Info: 504, Title 1, Previous SPED referral?? (Please review and provide information which might support your concerns.)

_____

_____

_____

Parent(s) Name(s)_____

Address(es)_____

Phone(s)_____

Are parents aware of your concerns?_____

Do they share your concerns?_____

Are there family issues which may be affecting school performance?_____

_____

If appropriate to your concern, please attach samples of your student's work to the form.

RtI Summary Sheet

Student:_____   Current Grade:_____   School Year:____

Area of Concern	Intervention/ Program used	Delivery- Time/days/length	PM Schedule Successful/unsuccessful	Implementing staff	Grade level when intervention took place

RtI
CHECKLIST OF MODIFICATIONS

Student's Name_____Date_____

Teacher_____Grade_____

Environments
___study carrels
___change seating
___change groups
___create more physical space
     for learner
___cross/age tutors
___peer tutor
___time out

___other_____

Materials
___use different materials (tapes, task cards, manipulatives)

___learning games
___computer
___calculator
___learning aids such as a number line,
     facts charts, alphabet line,
     handwriting charts
___other_____

Assignment
___simplify
___shorten
___buddy system
___assignment sheet
___alternative assignment or
     activity sheet
___extend time
___weekly progress report
___list assignments and/or
     instructions on board
___other_____

Teaching Techniques
___repeat instructions
___rephrase instructions
___behavior modification
___eye contact
___visual aids in giving instructions
___ teach study skills
___limit number of oral instructions
___check for student understanding
___give assignments orally as well as in
     writing
___other_____

Miscellaneous
___confer with other school personnel
___keep work samples
___review cum folder
___check test scores
___parent contacts
___other_____

Please check off any of the above which have been tried.
Circle any which have been successful.

Problem Solving/ RtI Worksheet

Date	Grade
Student	Teacher

General description of concern:

STEP 1 - Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance? (Be sure to use assessments that measure directly the targeted skill.)

Assessment 1:

Current Score: ___

Current Benchmark: ___

Peer Performance: ___

What percentage of the class demonstrates this discrepancy?

Determine Gap:

___ / ___ = ___

*Current Benchmark   Current Score   Current Gap

Is the Gap significant?   Y / N

(Anything 2.0 or above is significant.)

* Aims = raw score   STAR = NCE (use 47.7 for Current BM)

Assessment 2: (if available)

Current Score: ___

Current Benchmark: ___

Determine Gap:

___ / ___ = ___

*Current Benchmark   Current Score   Current Gap

Is the Gap significant?   Y / N

Peer Performance:

(Anything 2.0 or above is significant.)

* Aims = raw score   STAR = NCE (use 47.7 for Current BM)

What percentage of the class demonstrates this discrepancy?

2. Gap Analysis.

| EoY Benchmark | - | Current Performance | = | Needed to catch up |

| Needed to catch up | / | Weeks left in year | = | Rol per week |

Is this realistic for this student?

STEP 2 - Identify Goal

What is the replacement behavior or target skill? (measurable, observable, reportable)

What tier will this be addressed?

When will we meet again?

Tier 1	
Tier 2	
Tier 3	

Step 3: Problem Analysis - Why is it occurring?

Based on available data, why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, record each hypothesis for why the replacement behavior is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and check Yes to indicate that the data supported the hypothesis or No to indicate that it did not.

Hypothesis

What are the most likely reasons this problem could/ is occurring? - address potential domains of curriculum, instuction, enviorment.

eg: "The problem is occurring because...."

Prediction Statement

Based on what we've learned, what could be changed about the instuction, and/or enviorment in order to enable the student to learn?

eg: "If ..... would occur, then the problem would be reduced."

Hypothesis 1

Prediction Statement

Relevant Data

Hypothesis 2

Prediction Statement

Relevant Data

RTI CAMPUS TEAM MEETING
INTERVENTION STRATEGIES
TIER II

Student's Name _____   Grade _____

Campus _____   Referring Teacher _____

RTI Committee Signatures	Position	RTI Committee Signatures	Position
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TIER II INTERVENTIONS: (Must be a minimum of 9 weeks)

Target Behavior: _____

Level of Performance Prior to TIER II Intervention: _____

Intervention Goal: _____

Intervention(s) utilized: (If necessary, attach additional pages) _____

Beginning Date of Intervention: _____   Ending Date: _____

Frequency: _____

Progress Monitoring Data: _____
(Attach copies of data)

I certify that the above-noted intervention(s) was (were) conducted as described.

_____   _____
Signature of Administrator   Date

Intervention Status: (Check one)
☐ Problem resolved; exit TIER II
☐ Problem not resolved, redesign or modify intervention at TIER II
☐ Student remains below 10th – 15% percentile AND growth level remains below that of average peers; initiate TIER III Intervention.
☐ Student has shown progress but resources needed to maintain intervention are beyond what is available in the general education classroom, refer to Special Education.

Appendix B: Referral to Special Education

Special Education Referral Process

Teacher has concerns about student progress

Teacher contacts RtI Coordinator for paperwork/mtg time

RtI team determines that data supports the student _is_ making progress through interventions. Continue with intervention. Process Stops.

RtI team determines that data supports the student _is not_ making progress with interventions. Team agrees to make a referral to Special Education. The Teacher will contact parents about the concerns and notify them that the SPED referral process has been initiated.

Additional data is compiled in order to complete a SPED referral form with all staff involved with the student.

SPED team meets within 14 days of receiving the completed SPED referral. Team may include Parents, Classroom teachers, Interventionists, evaluators, special ed teacher, and administration. Participants decide if unanswered questions can be answered with an evaluation.

YES

NO → **Process Stops. Try new intervention**

SPED Team determines what evaluations are needed based on the concerns and questions in the referral (suspected disability). Parent has 14 days to consent with evaluations. → **Parent does not agree to evaluations.** → **Process Stops.**

Parent agrees to evaluations.

Evaluators have 45 days to complete evaluations and meet with the SPED Team to go over the results of the evaluations, paired with other pertinent data. Does the information support the identification of an educational disability (SLD, Sp/L, OHI, etc.)? → **NO** → **Process Stops.**

YES

Does the student require specialized instruction (SPED services) as a result of the disability? → **NO** → **Process Stops.**

YES, Parents have 14 days to agree. → **Parents do not agree** → **Process Stops.**

The SPED Team has 30 days to develop an IEP that outlines the student's needs for specialized instruction, goals, services, and placement. Team meets at least annually to update IEP and at least every 3 years to determine continued eligibility.

<div align="center">

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114 Cougar Court
New London, NH 03257

SPECIAL EDUCATION REFERRAL

</div>

STUDENT
first/middle/last

NAME: _____   REFERRED BY: _____

BIRTH DATE: _____ SEX _____   RELATIONSHIP: _____

SCHOOL: _____   DATE FORM COMPLETED: _____

TEACHER: _____ GRADE: _____   DATE PARENTS CONTACTED: _____

MOTHER/GUARDIAN: _____   FATHER/GUARDIAN: _____

ADDRESS: _____   ADDRESS: _____

HOME PHONE: _____   HOME PHONE: _____

WORK PHONE: _____   WORK PHONE: _____

CELL PHONE: _____   CELL PHONE: _____

Email Address: _____   Email Address: _____

Why do you believe that this child may need special education services? (Be specific. Continue on reverse side if necessary.)

_____

_____

_____

_____

Strengths: (What does this child do well and/or like to do?) _____

_____

_____

Concerns: (What does this child find hard to do compared to others of the same age?) _____

_____

What has been done so far to help this child with the problems described above and how has it worked? _____

_____

_____

Has this child ever been referred to special education teams or been on a Section 504 plan in the past?

No   Yes   When and where was the child referred? _____

_____   _____
Administrator / LEA signature   Date

Disposition of Referral (FOR OFFICE USE ONLY)

Date form received: _____

Date Special Education completed referral: _____

Date Meeting Notices sent: _____

Describe the action taken within 15 days: _____

SPECIAL EDUCATION REFERRAL   Child's Name: _____

School: _____

ACADEMIC LEVEL: (Please complete the following chart by circling the appropriate number for each category.)

	SUPERIOR	STRONG	AVERAGE	WEAK	POOR
Ability to stay on task	1	2	3	4	5
Listening Comprehension	1	2	3	4	5
Oral Language	1	2	3	4	5
Reading level:					
Decoding skills	1	2	3	4	5
Comprehension skills	1	2	3	4	5
Writing level:					
Mechanics	1	2	3	4	5
Handwriting	1	2	3	4	5
Content	1	2	3	4	5
Spelling	1	2	3	4	5
Mathematics level:					
Computation	1	2	3	4	5
Application	1	2	3	4	5
General Knowledge					
Science	1	2	3	4	5
Social Studies	1	2	3	4	5

Standardized Reading Test Scores (if any);
(include test name, date & scores)

Standardized Math Test Scores (if any):
(include test name, date & scores)

_____

_____

_____

_____

Reading Inventories (date & level):

Math Inventories (date & level):

_____

_____

BEHAVIOR ISSUES: (Please complete the following chart by circling your response.)

	SUPERIOR	STRONG	AVERAGE	WEAK	POOR
Socialization with adults	1	2	3	4	5
Socialization with peers	1	2	3	4	5
Self control	1	2	3	4	5
Self concept	1	2	3	4	5

Does this child's behavior significantly interfere with:

His/her ability to achieve academically?   Yes   No

Other children's ability to learn?   Yes   No

The teacher's ability to teach?   Yes   No

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SPECIAL EDUCATION REFERRAL   Child's Name: _____
                                      School: _____
CURRENT PHYSICAL HEALTH (As screened by the school nurse)

VISION		HEARING: Pure Tone (P/F)			
Left	_____	_____ 500		_____ 4000	
Right	_____	_____ 1000		_____ 8000	
		2000			

OTHER HISTORY:
Child Currently Lives with: Family Status: (Check all that apply)

Who   Relationship to Child   Age
                                                      Two Parent
_____
                                                      Single Parent
_____
                                                      Divorced
_____
                                                      Remarried
_____
                                                      Guardianship

If child is not living with his/her biological family or is in divorce/separated situation, where is/are family members(s)?

_____

_____

_____

Is there a history of learning, attention, or school problems in this child's family?   No

      Yes, If yes, among   Maternal relatives   Paternal relatives

Family Emotional Circumstances: (Describe any concerns relating to emotional issues which may be affecting this child, e.g. divorce, recent move, retention.)

_____

What contact has been made with the parent(s) prior to this referral?

As the referring individual, what would you like the outcome of this special education referral to be?

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114 Cougar Court
New London, NH 03257

SPECIAL EDUCATION REFERRAL

Child's Name: _____

School: _____

If other professionals (Physician, speech/language pathologist, psychologist, social worker, occupational or physical therapist, or early intervention specialist, etc.) have been involved with this child, please list them here. If the school district decides that information from anyone listed would be helpful, the parents will be asked to consent to a release of information in writing. Information cannot be released without parental consent.

****

Name: _____   Title: _____

Agency: _____   Phone: _____

Address: _____   City: _____ State: _____ Zip: _____

Type of Information: _____

_____

_____

****

Name: _____   Title: _____

Agency: _____   Phone: _____

Address: _____   City: _____ State: _____ Zip: _____

Type of Information: _____

_____

****

Name: _____   Title: _____

Agency: _____   Phone: _____

Address: _____   City: _____ State: _____ Zip: _____

Type of Information: _____

RtI – NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

RtI – NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

RtI– NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

RtI– NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

RtI – NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

RtI – NURSE

Student_____

Teacher_____

Vision_____

Hearing_____

Medications_____

_____

Appendix C: RtI Intervention Menu

RtI Intervention Menu

Math

Program Name	Skills	Grade Level
*enVisions Intervention	Common Core By Topic	K-5
enVisions ReTeach Lessons	By Topic	k-5
Equals Math	Intense for Severe Math Needs	k-5
Touch Math	Money, Time, Add, Sub, Mult. Divide - Severe Needs Only	k-5
Nimble with Numbers	Number Sense, add, sub.	k-5
Mathematics: A Way of Thinking	Hands on approach to a variety of topics	3-6
Go Fast Go Far - Greg Tang	Number Sense Intervention Program	k-3 Kit 3-5 Kit
Do The Math Addition/Subtraction Number Core	Number Sense to 100	k-5
Do The Math Addition and Subtraction	Basic on concepts behind addition and subtraction	1-5
Do The Math Multiplication and Division	Basic concepts of Multiplication and division	2-5
Mentoring Mathematical Minds	Higher Level Math Program	2-5

Math Resources

All Topics
Khan Academy - All skills - Computer Based k-5
STAR Common Core Activities by standard 2-5
Key Math - Suggested Lessons Based upon Assessment k-5
Daily Math Practice - Common Core Reproducibles 2-5
Math Power Packs - Reproducibles k-5
Morning Jumpstarts Math Reproducibles 1-5
Building Math Fluency - reproducibles 1-6
Common Core Mathematics Individual Student Workbooks k-5

Number Sense
Deca Dots - Ten Frames k-4
Hundreds Chart Books - k-5

Teaching Number Sense - k-2 books
Differentiated Math Sprints 1-3
Greg Tang - Website for Number Sense k-5
Developing Number Concepts - Counting, Concepts and Patterns
Developing Number Concepts - Addition and Subtraction
Developing Number Concepts - Place Value, Multiplication and Division

Fact Practice
IPOD's - Fact work k-5
Building Math Fluency - Fact Workbook 1-5

Challenge Math
Marcy Cook - Variety of higher order thinking skills, Number Sense k-5
Primary Math Challenge 3-5

Reading/ELA

Program Name	Skills	Grade Level
Fountas and Pinnell Phonics	Phonics and phonemic awareness	K
Wilson Fundations	Whole group, systematic phonics for decoding and encoding	K-2
Wilson Reading Program	Intensive, systematic phonics for decoding and encoding	2-5
Just Words	Small group, streamlined WRS program	3-5
Project Read	Word study, phonics, vocabulary	2-5
Edmark	Sight word/ content words for severe needs	K-5
Leveled Literacy Intervention (Orange, Green, Blue, Red)	Small Group Leveled Books- phonics, comprehension, fluency, writing	K-3
Scholastic Guided Reading	Small Group Leveled Books- comprehension, vocabulary	K-4
Soar to Success	Comprehension strategies	3-4
Visualizing and Verbalizing	Comprehension/ Concept Imagery	1-5
Multiage Differentiated Curriculum	Enrichment	1-3, 3-5
Reading Milestones	Reading fluency for severe needs	1-5

Reading/ELA Resources (by skill)

Phonics/Word Study

Explode the code workbooks
Fountas and Pinnell Phonics Lessons
Trophies Kindergarten Intervention Lessons

Words their Way word sorts
Making Words lessons
SPIRE Decodable Readers
Megawords word lists
Sight Words You Can See cards/scripts
Florida Center for Reading Research Phonics Centers (http://www.fcrr.org/for-educators/sca.asp)

Vocabulary

Language Categories (binder of worksheets)
Language Roots (binder of worksheets)
Vocabulary for Achievement workbooks
Florida Center for Reading Research Vocabulary Centers (http://www.fcrr.org/for-educators/sca.asp)
Scholastic Word Ladders

Fluency

Wilson controlled text or enriched passages
Wilson fluency
Readers Theater scripts
Florida Center for Reading Research Fluency Centers (http://www.fcrr.org/for-educators/sca.asp)
Fast Start for Early Readers (K-2)
Building Fluency Lessons and Strategies (2-6)
Reading for Every Child fluency passages (4-5)

Comprehension

Storyworks Magazine
Visualizing and Verbalizing workbooks
Jacob's Ladder workbooks
STAR Common Core Activities by standard
Strategies that Work Comprehension Toolkit
Time for Kids Comprehension and Critical Thinking (2-5) - reproducibles
Nonfiction passages with graphic organizers (2-4)- reproducibles
Using Picture Books to Teach Comprehension Strategies (2-5)- reproducibles
Critical Thinking Reproducibles (3-5) - reproducibles
Hi-Lo Nonfiction Passages (4-5) - reproducibles
Nonfiction Reading Practice (2-3) – reproducibles

Appendix D: Intervention Strategies

INTERVENTION STRATEGIES

Questioning Techniques for Reading ··

Character- traits, motivations, conflicts, relationships,

Who is the most important character in the story? Why?
How is the main character similar to you and different from you?
What is the main character motivated by? Explain what the character does, says, and what others say about him /her that reveal this motivation.
What are three questions that you would like to ask the main character?
How would you describe the main character to a stranger?
For each trait, explain what he/she does and what others say about him/her that reveals that trait.
Is the main character believable? How do you feel about him/her? Why?

Setting

When and where does the story take place?
Why do you think the author selected this setting?
Select a different location for the setting of the story. How does this change the story?
How was the setting important in this story?
How does the setting of the story affect the action?
Select a different time period for the setting of the story. How does this change the story?

Plot

List three events from the story in chronological order.
Are the events in this story believable? Why or why not?
Which part of the story did you like best? Why?
Does the main character change or learn anything as a result of what happens in the story?
What was the high point or turning point of the story?
Give another ending for the story without changing the plot.

Problem or Conflict

What was the main problem in the story?
Could the main problem in this story really have happened?
What other problems could the main character have encountered in this story?
What does the problem in this story tell about the main character?
Have you ever encountered a problem similar to the main problem in this story? Explain.
Did other characters or things in the story contribute to the problem in the story?

Problem Resolution

How was the main problem in the story resolved?
How have you resolved a similar problem?
What other ways could the main problem in the story been resolved?
How did the other characters in the story react to the method that was used to solve the problem? Provide evidence.
Could the problem in the story really have been resolved in the manner in which it was resolved? Why or why not?
Could the problem in the story be resolved in the same way today? Explain.

Context Clues   In this passage the word _____ means _____

Main Idea   The main idea of this text is _____

Summarization   The best summary for this selection is _____

Chronology   What happened immediately after _____?

Cause and Effect   Why did _____ happen?

                           What effect did _____ have on _____?

Connect, compare, and contrast

Compare and contrast (a character) with (another character) in terms of motivations, traits, conflicts, and accomplishments.

Compare and contrast _____ point of view with _____.

Draw inferences

The author provides evidence that (character) was _____.

The mood of the text can be best described as _____.

Fact and Opinion

What are two facts from the text? Why are these facts?

What are two opinions for the text? Why are these opinions?

What is one statement made by (a character) that was a fact?

What is one statement made by (a character) that was an opinion?

INTERVENTION STRATEGIES

ENVIRONMENT

Preferential Seating
- To minimize auditory distractions
- To minimize visual distractions
- To maximize auditory input for hearing difficulties
- To maximize visual input for vision difficulties
- To maintain focus and academic participation
- To minimize off-task behavior
- To address learning style needs

Alter Physical Arrangement
- Lighting
- Temperature
- Seating Arrangements
- Muffle/baffle noisy equipment

Define Space
- Teach positive rules for personal space
- Allow for different groupings
- Provide a properly fitting desk

PACING

Extend time requirements
- Oral response
- Written response
- Daily activities/assignments
- Tests

Allow breaks, vary activities
- Intersperse written/oral
- Intersperse passive/active
- Intersperse listening and discussing

Provide timelines (checklists, calendars)
Assign tasks in workable' chunks' or segments
Provide repetition of key concepts
Provide drill and practice
Provide test/re-teach/retest

MATERIALS

Supplementary materials (texts, worksheets, tests)
- Lower readability
- Large print, highlighted
- More 'white space'
- Audio-recordings
- Color code

Manipulatives

Study aids

Study guides

Typed teacher materials

Peer reader

It is estimated that approximately 60% of all students learn best visually, or with a multisensory approach.

HIGHLIGHTED TEXTS AND MATERIALS; VISUAL AIDS

- Use markers to highlight important material in texts or handouts. This will help make the most importation information clear to the student.
- Highlight key words or main ideas.
- Highlight graphs, maps, charts, boldface type, terms, important names, dates, places, vocabulary, and picture captions. [Color code (red for names; green for dates; etc.)]
- Use markers to highlight overhead transparencies.
- Use colored chalk to differentiate activities.
- Teach highlighting techniques. Provide exercises which allow students to work together in highlighting important information.
- Write directions on handouts, overhead, or chalkboard and leave them for future reference.
- Use charts, posters, flashcards, sentence strips, and other visual aids to increase interest and meaning.
- Have students watch television shows or video tapes which reinforce important concepts.
- Have students make visual models of maps, charts, graphs and other items using play dough, clay, or other media.

ASSIGNMENTS

- Provide study sheet
- Provide skeleton outline that includes main ideas (student completes supporting details while listening in class or reading assignment)
- Extra time for completing assignments. Allow student to type assignment
- Reduce paper and pencil tasks
- Avoid penalizing for spelling errors
- Avoid penalizing for penmanship
- Allow student to sub-vocalize while reading
- Exemption from reading aloud in front of peers
- Lower difficulty level
- Task analysis of assignments
- List steps in the process or activity so students will know exactly what to do
- Emphasis on major points
- Opportunity to respond orally or dictate answers (to teacher, peer, tape recorder)
- Special projects in lieu of assignments

Shortened Assignments

- Shortened assignments provide necessary practice while allowing the student to complete work in a reasonable time period without undue pressure and frustration.
- Identify terminology, concepts, and skills that are most important and require that these items be completed first.
- Reduce the number of items to be done at one time. Shorter assignments made more frequently provide the same amount of practice.
- Cut a long worksheet (or test) into smaller segments and give the student one segment at a time. When one strip is completed, hand out the next.

Study- Sheets/Guides

- Provide students with review outlines to help them focus on the important elements of information which is to be learned.
- List steps in math process or lab activity so the student knows exactly what to do.
- Have student write his own study questions after lectures, discussions, and reading assignments.
- Teach students to recognize signal words in lectures and written material to guide studying. Examples: "most of all," "a key feature," "a major event," "above all," "remember that"

INSTRUCTION

- Shorten auditory/verbal instruction
- Provide visual aids (pictures, flash cards, maps, charts, photos, etc.)
- Provide auditory aids (cues, tapes, etc.)
- Provide an opportunity for student to write the instructions
- Provide an opportunity for student to verbalize the steps needed to complete task
- Provide adequate 'wait time' (extra time for oral response)
- Allow extra time for written response
- Provide modified reading level assignments
- Simplify vocabulary
- Use of manipulatives
- Emphasize critical information
- Allow peer tutoring/paired working arrangements
- Allow oral exams, open book exams, open note exams, exams of reduced length

Note-taking Assistance

- Provide skeleton outline (advance organizer) that includes main ideas.
- Provide a copy of teacher or "reliable note-taker" notes.
- Allow time at the end of class for students to compare notes with classmates.
- Highlight important sections of class notes (at overhead or board)

Pre-Teach Content Vocabulary

Students need to learn:

- Terms that are unique to content area
- Specialized meanings of common words
- Unique symbols and abbreviations
- Word connotations

Decide which words to teach:

- List key concepts
- Pick out the most crucial terms
- Find out which words are known
- Teach words that will lead to the learning of additional words
- Teach meaning

Decide which words to teach continued:

- Avoid unrelated exercises
- Teach strategies for learning new words
- Use new words repeatedly in conversation
- Teach ways to figure out new words
- Context clues
- Phonic analysis
- Structural analysis Combination
- Authority

TESTS

- Preview language of test questions
  - Vocabulary
  - Context
  - Syntax

- Short answer rather than essay

- Mark key questions you want answered and have the student go back and answer the others if time permits

- Word banks or a list of correctly spelled responses for the test

- Typed tests
  - Larger print
  - More white space

- Don't penalize for spelling/grammar (unless it is a spelling or grammar test!)

- Allow extended time

- Substitute an assignment for a test

Test Adaptations

Change the format
- Short answer instead of essay.
- Multiple choice instead of short answer
- Matching instead of fill-in-the-blank
- Fill-in-the-blank: put blank at the end of the sentence Use synonyms or shorter sentences for low readers

Look at the visual design

- Primary type
- Spacing
- Bold lines to divide sections
- Place multiple choice alternatives vertically

Divide long matching

- Ten or fewer consecutive matching
- Type the definition on the left side of the page and the term or 'match' on the right side

Provide visual cues

- Word banks for fill-in-the-blank questions and for labeling items
- Use mnemonics for difficult total retrieval questions

Add Variety

- Use more than one mode of questioning

If a student has difficulty......................Then try this!

Becoming interested...

- tell stories which relate to people's lives
- establish relevancy
- provide concrete experiences
- read aloud a story or article to grow interest
- seat student near the teacher

Getting started...

- give cue to begin work
- give work in smaller amounts ("chunks")
- provide immediate feedback
- sequence work
- provide time suggestions (egg timer helps)
- check on progress
- peer tutor

Paying attention to the spoken word...

- give explanations in small, distinct steps
- provide written backup to oral directions
- have student repeat directions
- use buddies, tape recorder
- shorten the listening time
- alternate spoken with written tasks
- look directly at student
- place hand on student's shoulder

Following directions...

- use fewer words
- provide examples
- repeat
- have student repeat
- provide checklist
- use auditory and visual directions

Keeping track of materials...	- use a notebook - use large envelope for each subject - keep extra supplies on hand - provide assignment sheets to parents, coaches, club sponsors, special teachers write assignment on board - give rewards for bringing supplies
Paying attention to printed word...	- highlight - underline - number - keep desk clear of extraneous materials - face desk to wall or use a carrel - use overhead projector
Reading textbooks...	- use lower level or adapted text (if available) - use books on tape - shorten amount of required reading - have students read aloud in small groups - allow extra time for reading - omit some/all reading requirements - put main ideas on index cards - administer oral tests - use a buddy or allow group work - pre-teach vocabulary - give take-home tests - use larger print
Completing tasks on Time...	- reduce amount to be accomplished - allow more time - write schedules, timelines, calendars - provide checklists - provide closure at points along the way (" chunking")

Staying on task...

- reduce distractions (all senses)
- increase reinforcements
- provide checklist
- give time out/specified 'make up' time
- use a time to set short periods of work

Expressing him/herself verbally...

- ask questions requiring short answers
- provide prompts/cues
- give rules for class discussion
- allow taped (audio/video) reports
- accept alternate forms of information
  - written report, bulletin board, art work, exhibit, chart/graph, photos

Learning by listening...

- provide visuals (maps, photos, flash cards)
- have student close his eyes and visualize information
- spell by visualizing the whole word
- teach the use of acronyms
- give explanations in small, distinct steps
- remove extra words
- provide study guide (note taking assistance)

Working in groups...

- provide a partner
- assign responsibility or position of leadership
- provide structure by defining the roles within the group, the tasks to be performed

Working independently...

- assign task at the student's academic level
- help student see an end to the task
- give precise directions
- reinforce often
- provide variety of work within assignment

Understanding what is read...

- reduce reading level
- become more concrete
- reduce number of new ideas
- provide experiences for a frame of reference
- provide study guide (guided reading)
- provide organizational help
- provide alternate media (i.e., books on tape)

Writing legibly...

- use formats low on writing (multiple choice, fill in the blank, matching, programmed)
- use graph paper
- allow use of tape recorder
- save papers for 2 weeks and have student read what he wrote
- teach handwriting/penmanship

Understanding cause/effect or anticipating consequences...

- use concrete examples
- use real life situations
- use brainstorming, role playing, simulation

Expressing him/herself in writing...	- accept alternate forms of reporting oral reports, taped reports, maps, photo essay, panel discussion - have student dictate work to someone else - have student prepare only notes or outline shorten amount/length required
Drawing conclusions and making inferences...	- teach thinking skills - draw a parallel to a situation that the student might have experienced in problem solving
Seeing relationship. . .	- directly point out relationships - draw arrows on worksheets or test to show that the ideas are related to class discussion - teach directly, relations of: function, category, opposition, sequence provide headings or a partially filled in chart for an example
Remembering...	- provide a checklist - provide cues - have students make notes to self - teach memory skills - teach use of acronyms and mnemonics

Learning Styles

Since people are multi-faceted, we each have more than one way of learning. But, most of us have preferred channels or approaches. There are several theories related to learning styles and multiple intelligences. Among these are:

Visual -vs- Auditory -vs- Kinesthetic

Physically -vs- Emotionally -vs- Intellectually
availability for school work

Analytical -vs- Global

Simultaneous -vs- Sequential
information processing

Two-dimensional -vs- Three-dimensional Materials

Concrete Sequential -vs- Abstract Sequential –
vs- Abstract Random -vs- Concrete Random

Imaginative -vs- Analytic -vs- Common Sense
-vs- Dynamic Learners
4MAT System

Linguistic -vs- Logical-Mathematical -vs- Spatial-vs- Bodily-Kinestheticvs- Musical -vs-
Interpersonal -
vs- Intrapersonal -vs- Naturalist
Intelligence

VISUAL LEARNERS

Visual learners need to see, watch, and observe. Their eyes are the keys to learning

Strategies

- Color coding
- Visual pattern of word (word families)
- Visual structure of word (configuration or shape of the word)
- Graphics, pictures, and written key words to support auditory information
- Gestures and cues to support auditory information
- Charts
- Clusters
- Webs
- Outlines
- Story maps
- Diagrams
- Flash cards
- Maps
- Films
- Models
- Model skill/task for the student
- Puzzles
- Sentence strips for sequencing information, Matching activities
- Seat student where they can see the speaker's mouth

- Use the sight word approach, experience stories, and whole word configurations to teach reading

- Teach the student to visualize acronyms such as:

  H Huron
  O Ontario
  M Michigan
  E Erie
  S Superior

  - Repeat oral instructions as follows:

    o In steps
    o With visual clues
    o Ask the student to repeat them
    o Touch the student

  - Encourage the student to keep an assignment log

AUDITORY LEARNERS

Auditory learners benefit from hearing information.

Strategies

- Verbal instruction
- Self or oral reading
- Lecture
- Discussion
- Brainstorming
- Oral reports
- Creative dramatics
- Phonics
- Poetry
- Self-talk
- Verbalize the steps needed
- Books on tape
- Listening centers
- Partner activities
- Oral activities prior to independent work
- Sub-vocalization while reading to self

- Consider an alternating seating arrangement. Seat the student to the front on board work days and to the back on lecture days.

- Teach the student to talk through tasks

- Provide auditory and rhyming cues

- Use jingles, catchy stories, mnemonic devices, cheers, or songs to aid the student in mastery and/or retention of skills

- Color code math symbols or important written information

- Use oral tests occasionally and require oral responses

- Encourage student to use a ruler, marker, or card to complete his paper and pencil tasks

- Allow the student to use a ruler when drawing lines for matching activities

TACTILE/KINESTHETIC LEARNERS

These learners learn by doing, touching, and direct involvement.

Strategies

- Hands-on activities
- Projects
- Manipulatives
- Laboratory experiences
- Performance/acting out experiences
- Crafts
- Drawing
- Construction
- Computers/technology
- Tap/clap syllables
- Number lines

- Allow the student to trace over projected images on the wall or board

- Give instructions first, then pass out materials

- Touch the student or hold his hand while talking to him

- Color code handouts and materials

- Let the student make materials for you, run errands, pass out papers

- When possible, allow the student to move around the room as part of the learning experience

- Cut a long worksheet into smaller segments and give the student one segment at a time

- Have the student chart his own progress: the number of books read the number of completed assignments, his daily grades, etc.

- Keep the work period short and gradually lengthen. Vary daily activities to offset long periods of sitting because these students learn best when active.

SEQUENTIAL THINKERS

Also referred to as left-brained, left-hemisphere dominant, inductive, or analytic learners, sequential thinkers learn step by step, parts to whole.

The left hemisphere is thought to control the functions of:

- language (reading, writing, speaking)
- mathematical thinking
- sequential thinking
- reasoning
- literal thinking
- analysis
- logical thinking

Strategies

- Present material step by step, gradually approaching the overall concept or skill.

- Lead up to the big question with a series of smaller ones.

- Break the task into parts.

- Have the student verbalize what is to be learned.

- Emphasize verbal cues, directions, and memory strategies.

- Teach and rehearse the steps required to do a problem or complete a task. Continue to refer back to the details or steps already mentioned or mastered.

SIMULTANEOUS THINKERS

Also referred to as right-brained, right-hemisphere dominant, deductive, or global learners, simultaneous thinkers obtain meaning from a broad concept and then focus on details.

The right hemisphere is thought to control the functions of:

- simultaneous processing
- pattern thinking
- imagination (creativity)
- spatial tasks
- emotions
- intuition
- sense of color
- metaphorical thinking (difference between what is said and what is meant)
- musical abilities

Strategies

Present the overall concept or question before asking the student to solve the problem. Continue to refer back to the task, question, or desired outcome.

- Help the student visualize what is to be learned.

- Emphasize visual cues, directions, and memory strategies.

- Offer a sense of the whole and be appealing to the student's visual/spatial orientation.

- The simultaneous learner may react to a picture as a whole, but may miss details. Help the student notice the parts that contribute to the total visual image.

CONCRETE SEQUENTIAL LEARNERS

These learners are organized, factual, practical, task-oriented, predictable, orderly, thoroughly, and detailed.

Strategies to support this style:

- Exact directions
- Routines
- Clear expectations
- Hands-on activities
- Solving real problems

Abstract Sequential Learners

These learners are logical, scholarly, analytical, rational, theoretical, academic, and argumentative

Strategies to support this style:

- Independent activities
- Debate
- Lectures
- In-depth discussions
- Research papers

Abstract Random Learners

These learners are imaginative, thematic, colorful, flexible, empathetic, emotional, interpretive, and very sensitive.

Strategies to support this style:

- Cooperative activities
- Fantasy
- Movies, music

CONCRETE RANDOM LEARNERS

These learners are daring, divergent, original, independent, curious, intuitive, and investigative.

Strategies to support this style:

- Trial and error
- Challenges ("impossible" tasks)
- Simulations

MULTIPLE INTELLIGENCES

Linguistic Intelligence

The capacity to use words effectively whether orally or in writing.

Strategies to teach this strength:

- Lectures
- Discussions
- Word games
- Storytelling
- Choral reading
- Journal writing
- Books
- Tape recorders
- Typewriters
- Read about it
- Write about it
- Talk about it
- Listen to it

Logical-Mathematical Intelligence

The capacity to use numbers effectively and to reason well.

Strategies to teach to this strength:

- Brain teasers
- Problem solving
- Science experiments
- Mental calculation
- Number games
- Critical thinking
- Calculators
- Math manipulatives
- Science equipment
- Quantify it
- Think critically about it
- Conceptualize it

Spatial Intelligence

The ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions.

Strategies to teach to this strength:

- Visual presentations
- Art activities
- Imagination games
- Mind-mapping
- Metaphor
- Visualization

- Graphs
- Maps
- Video
- LEGO sets
- Art materials
- Optical illusions

- Cameras
- See it
- Draw it
- Visualize it
- Color it

Bodily-Kinesthetic Intelligence

Expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things.

Strategies to teach to this strength:

- Hands-on learning
- Drama
- Dance
- Sports that teach
- Tactile activities

- Relaxation exercises
- Building tools
- Clay
- Sports equipment
- Manipulatives

- Tactile learning resources
- Act it *out*
- Touch it
- Get a "gut feeling" of it