

**Interventions** are activities specifically designed to resolve problems in the classroom. They involve the actual teaching of a skill or strategy. Interventions are not places such as title one, reading recovery or special education.

Examples of **interventions** are:

*Presentation of the material:*

- Monitor the rate in which you present material (Do you talk too fast or give too much material at one time?)
- Provide additional guided practice
  - Schedule extra practice sessions
- Make arrangements for homework assignments to reach home with clear, concise directions
- Require more responses
- Lengthen practice sessions
- Schedule extra practice sessions
- Increase feedback
- Provide knowledge of results

*Intervention to the Environment:*

- Help keep student's space free of unnecessary materials
- Provide opportunities for movement

*Intervention to Time Demands:*

- Teach time management skills (use of checklists, prioritizing time, prioritizing assignments)
- Set up a specific routine and stick with it

*Intervention to the Materials:*

***Visual Motor Integration***

- Set realistic and mutually agreed upon expectations for neatness

***Visual Processing***

- Keep written assignments and work space free from extraneous/irrelevant distractions
- Worksheets should be clear and well defined

***Language Processing***

- Slow rate of presentation
- Paraphrase material using similar language
- Keep statements short and to the point
- Avoid use of abstract language (metaphors, idioms, puns, etc.)

- Utilize visual aids to supplement verbal information (Charts, graphs, pictures, etc.)
- Utilize manipulative, hands-on activities whenever possible establish the concrete experience base BEFORE teaching more abstract concepts

### *Organizational*

- Establish daily routines and attempt to maintain it
- Make clear rules and be consistent enforcing them
- Contract with students, using a regard for completion of the contract
- Provide notebook with organized sections such as:
  - Calendar
  - Assignments due
  - Time management schedule
  - Homework
  - Study guides
  - Class notes
  - Prioritized to-do lists
- Hand out written assignments with expected date of completion
- To prevent misplaced assignments, provide student with file folders, notebooks or trays in which he/she can immediately place his/her work

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- Pair students to check work
- Provide peer tutoring
- Provide peer note-taker
- Include a variety of activities during each lesson
- Teach through multi-sensory modes, visual, auditory, kinesthetic, sense of smell
- Provide a model to help students, post the model and refer to it often
- Teach the student “Touch Math”
- Make available a chart with key words
- Cross out each letter or work after being copied
- Provide a structured routine in written form
- Provide study skills training/learning strategies
- Use self-monitoring devices
- Teacher monitor students self paced assignments (daily, weekly, biweekly)
- Arrange for homework assignments to reach home with clear, concise directions
- A checklist reporting system
- Regularly scheduled student teacher conferences
- Provide peer assistance with organizational skills
- Send daily/weekly progress reports home
- Develop a reward system for in school work and homework completion
- Use of timers to facilitate task completion
- Structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- Praise specific behaviors
- Use self-monitoring strategies
- Give extra privileges and rewards
- Keep classroom rules simple and clear
- Make “prudent use” of negative consequences
- Allow for short breaks between assignments
- Cue student to stay on task (nonverbal signal)
- Implement a classroom behavior management system
- Allow student time out of seat to run errands, etc.
- Ignore inappropriate behaviors not drastically outside classroom limits
- Allow legitimate movement
- Contract with the student
- Increase the immediacy of rewards
- Chart performance
- Set aside a specific time for cleaning desk, lockers, organizing notebooks, etc.
- Teach goal setting skills
- Teach decision making/prioritizing skills
- Teach time management skills

**Accommodation** is provisions made to help a student access and demonstrate learning. They mostly deal with how a student does a task, rather than what the task is. Accommodations remove barriers without providing advantage.

Examples of **accommodations** are:

*Presentation of the material:*

- Relate information to students' experiential base
- Provide students with an overview of the lesson BEFORE beginning the lesson. (Tell student what student should expect to learn and why)
- Monitor the level of language used to communicate ideas (using vocabulary and sentence structure that are appropriate level)
- Schedule frequent, short conferences with student to check for understanding (comprehension)
- Provide consistent review of any lesson BEFORE introducing new information
- Allow student to obtain and retain information utilizing:
  - Cassette/tape recorder
  - Computer
  - Interview/oral reports
  - Projects
  - Dictation
  - Calculators
  - Typewriter
- Highlight important concepts to be learned in the text of material (color code key points; outline; study guides)
- Practice space and drill sessions over time
- Give additional presentations
  - Repeat original presentations
  - Provide simpler more complete explanation
- Give additional examples
- Provide additional guided practice
- Utilize visual aids to supplement verbal information (Charts, graphs, pictures, etc)
- Utilize manipulative, hands-on activities whenever possible establish the concrete experience base BEFORE teaching more abstract concepts

*Accommodating the Environment:*

- Use study carrels
- Use proximity seating
- Seat student in area free from distraction
- Let student in area free from distraction
- Let student select the place which is best for student to study
- Help keep student's space free of unnecessary materials

- Use notebook for organized assignments, materials, and homework

### Accommodating Time Demands:

- Increase amount of time allowed to complete assignments/tests

### Accommodating the Materials:

#### ***Visual Motor Integration***

- Encourage students to select the method of writing which is most comfortable (cursive or manuscript)
- Let student type, record, or give answers orally instead of writing
- Provide student with carbon copy of lecture notes produced by teacher or peer
- Reduce amounts of board work copying and textbook copying; provide student with written information

#### ***Accommodating Visual Processing***

- Highlighting information to be learned (color code, underlining, etc.)
- Go over visual tasks with student and make sure student has a clear understanding of all parts of the assignment BEFORE beginning
- Avoid having student copy from the board (provide student with a written copy of the material. May copy teacher's manual or lecture notes.)

#### ***Language Processing***

- Give written direction to supplement verbal direction

#### ***Organizational***

- Avoid cluttered, crowded worksheets by utilizing techniques such as:
  - Blocking- block assignments into smaller segments
  - Cutting- cut worksheets into fourth, sixth, or eighths and place one problem into each square
  - Folding- fold worksheets into fourth, sixth, or eighths and place one problem in each square
  - Color coding, highlighting or underlining important information on which the student needs to focus

**Accommodation** is provisions made to help a student access and demonstrate learning. They mostly deal with how a student does a task, rather than what the task is. Accommodations remove barriers without providing advantage.

- Seat student near the teacher
- Seat student near a positive role model; provide cross age peer tutoring
- Stand near the student when giving directions or presenting lessons
- Avoid distracting stimuli (air conditioner, high traffic area)
- Adjust room temperature, lighting and distance between desks
- Write key points on the board; review key points orally
- Provide visual aids, large print, films
- Make sure directions are understood
- Repeat directions to the student after they have been given to the class; then have him/her repeat and explain directions to teacher
- Provide written outline
- Allow student to tape record lessons
- Accompany oral directions with written directions for child to refer to blackboard or paper
- Use computer assisted instruction-instructional level
- Assist the student in finding the main idea (underline, highlight, cue cards)
- Break longer presentations into shorter segments
- Tell the student what he should be looking for in the text and have him mark it when he finds it
- Provide a number line on the student's desk
- Highlight the required math operation
- Provide manipulatives and give plenty of practice
- Use real money and clocks that work like real clocks
- Provide examples of letters, words, or numbers that are reversed
- Give extra time to complete tasks; extra time on tests
- Simplify complex directions
- Hand worksheets or one at a time
- Allow students to tape record assignments/homework/answers on test
- Give frequent short quizzes and avoid long test; read test to student
- Shorten assignments; break work in to smaller segments, reduce take home assignments
- Allow typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
- Student should use method other than cursive or manuscript writing
- Reversals or transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections
- Do not require lengthy outside reading assignments
- Recognize and give credit for student's oral participation in class
- Allow open book/notes tests, exams orally or take home tests
- Use more objective items (fewer essay responses)
- Avoid placing student under pressure of time or competition
- Assign volunteer homework buddy
- Allow student to have an extra set of books at home
- Provide student with a homework assignment notebook

**Modifications** are changes in what a student is expected to learn and demonstrate. Modifications involve changes in content or instructional level. Parallel instruction materials may be used to teach under broad curriculum expectations similar but at a different level.

For example a student with low cognitive ability is in the general education class. Although that student is learning some of the same concepts as the other students, he/she is not expected to master all the concepts. She will work on assignments and test that have been modified to reflect the concepts she is expected to learn.

Examples of **modifications** are:

Modifying the Presentation of the Material:

- Reduce the number of concepts introduced at one time
- Use computer assisted instructional at the instructional level
- Alternate text at a lower reading level
- Simplified versions of the story/chapter

\*\*\*\*\***GRADING**\*\*\*\*\*

- Alternate grading procedure incorporating pass/fail

Modifying Time Demands:

- Shorten assignments
- Reduce amount of work or length of tests
- Alternate quiet and active time
- Give student a specific task to perform within specific time limits
- Reduce the reading level of the assignments
- Require fewer correct responses to achieve grade (quality vs. quantity)
- Contract grading system with the student. The contract will identify work to be completed, how the work will be evaluated and the grade to be received for satisfactory completion of the work