Teacher Assistance Teams (TAT)

RESPECT · PRIDE · EXCELLENCE FOR ALL

HURON™

STAFF HANDBOOK
2024-2025

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RESOURCES:

Developed by:

Huron School District 2019

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INTRODUCTION TO THE RELATIONSHIP BETWEEN TEACHER ASSISTANCE TEAM PROCESS AND THE RESPONSE TO INTERVENTION PROCESS

What is meant by an RTI model? RTI refers to an individual, comprehensive student-centered assessment and intervention concept that has generated several models used in schools. RTI models focus on applying a problem-solving framework to identify and address the student's difficulties using effective, efficient instruction and leading to improved achievement. The core characteristics of RTI include:

1. Students receive high quality instruction in their general education setting;

2. General education instruction is research based;

3. General education teachers take an active role in student assessment in the general curriculum;

4. Universal screening of academics and behavior;

5. Continuous progress monitoring of student performance;

6. Continuous progress monitoring to pinpoint students' difficulties;

7. Implementation of research-based interventions to address the student's difficulties;

8. Systematic assessment of the fidelity or integrity with which the intervention is implemented; and

9. Using progress monitoring data to determine interventions' effectiveness and to make any accommodations needed

RTI models have been implemented with variations. Some attributes common to many RTI model implementations include (a) the concept of multiple tiers of increasingly intense student focused interventions, (b) implementation of a differentiated curriculum, (c) instruction delivered by staff other than the classroom teacher, and (d) varied duration, frequency, and time of interventions.

In the RTI concept, the student's achievement is lower than expected when compared to his/her grade level placement or same-age peers' performance where all students have been provided appropriate, scientifically based instruction. RTI proposes discrepancy relative to opportunities to learn as a way of defining unexpected under achievement and offers promise for identifying a unique group of poor achievers for whom appropriate instruction has not proven effective.

Is an RTI model being implemented? It might be helpful to specify the characteristics of a school where RTI is being effectively implemented. An observer would expect to see the core characteristics of RTI as delineated above, as well as a well-described RTI model in writing, including:

For each Tier of service (i.e. primary, secondary, tertiary – levels of service of increasing intensity).

- Selection procedures for entry to secondary intervention AND
- Nature, frequency, format (teacher: student ratio), duration of secondary intervention AND
- Measures and criteria for judging responsiveness

Using an RTI model changes the focus to one of systematic use of increasingly intensive interventions, with assessment and adjustment of instruction, with the goal of maintaining the student as a general education student. Only those students who experience insufficient progress with very intense interventions would then be considered for special services. The Teacher Assistance Team process is where professionals and parents come together, decide on the appropriate interventions, review the child's progress, redirect efforts if needed, and communicate fully about the child's need.

THE TEACHER ASSISTANCE TEAM (TAT) PROCESS

The teacher assistance team process is a process in which information is shared and creative strategies/interventions are suggested, implemented, and tracked to address an academic, emotional, or medical concern in the regular education setting.

- Team members should include all persons who have relevant information to contribute about the student. Additional team members could include a special education teacher, speech therapist, social worker, psychologist, and additional general education teacher(s).
- The classroom teacher will notify the principal when a teacher assistance meeting is requested. The principal is the facilitator of the teacher assistance team process and is responsible for scheduling and coordination. The building principal will serve as a support to the team, will attend the team meetings, and assist as needed. All other team members will assist in the creative planning, the monitoring of interventions, and will be available to assist the classroom teacher.
- Prior to the teacher assistance team meeting, the classroom teacher will be responsible for completing a **Regular Education Teacher's Report,** which documents what methods and materials have already been tried (including the duration and results of the trial), and a summary of the present level of academic functioning.
- Prior to the meeting, the parent or primary caregiver may be requested to complete a **Parent Input Form,** which documents developmental history, medical status, and interventions used within the home setting.
- During the initial meeting, a review of the area of concern should be conducted and recorded on the **Team Minutes Form.** Data to discuss may include: educational history (record of progress, test scores, attendance, and classroom behavior), vision and hearing status, speech and language skills, medical history and physical status. The classroom teacher, other professionals and/or paraprofessionals should also provide work samples or additional achievement information.
- Based on all of the information provided, creative suggestions/interventions should be generated for appropriate learning, emotional, and physical experiences which are commensurate with the student's age and ability level in the regular education setting.
- When recommendations are made, each assigned member will be expected to follow up and keep documentation on the student's response to the intervention.
- A follow up teacher assistance team meeting will be scheduled at the initial or other meetings that may follow.
- At the follow up teacher assistance team meeting(s), the results of the attempted creative suggestions/interventions will be evaluated, and the team members will decide if further adaptations are necessary.

STEP-BY-STEP TEACHER ASSISTANCE TEAM GUIDE

The following steps are to be used with a child for whom there is an educational, behavioral, or health concern:

STEP 1: PRIOR TO TEACHER ASSISTANCE TEAM MEETING

1) Begin documenting areas of concern, including attempts made to address the concern and the results of those attempts; contact parents if this has not already been done

2) Contact the principal to share concerns and request a teacher assistance team meeting; may give parents the Parent Input Form to complete

3) Complete the Regular Education Teacher's Report

4) Continue to implement and document interventions

STEP 2: TEACHER ASSISTANCE TEAM MEETING

1) Be an active participant by sharing interventions already attempted and the results of the interventions

2) Be willing to accept new ideas or suggestions from the team

STEP 3: POST-TEACHER ASSISTANCE TEAM MEETING
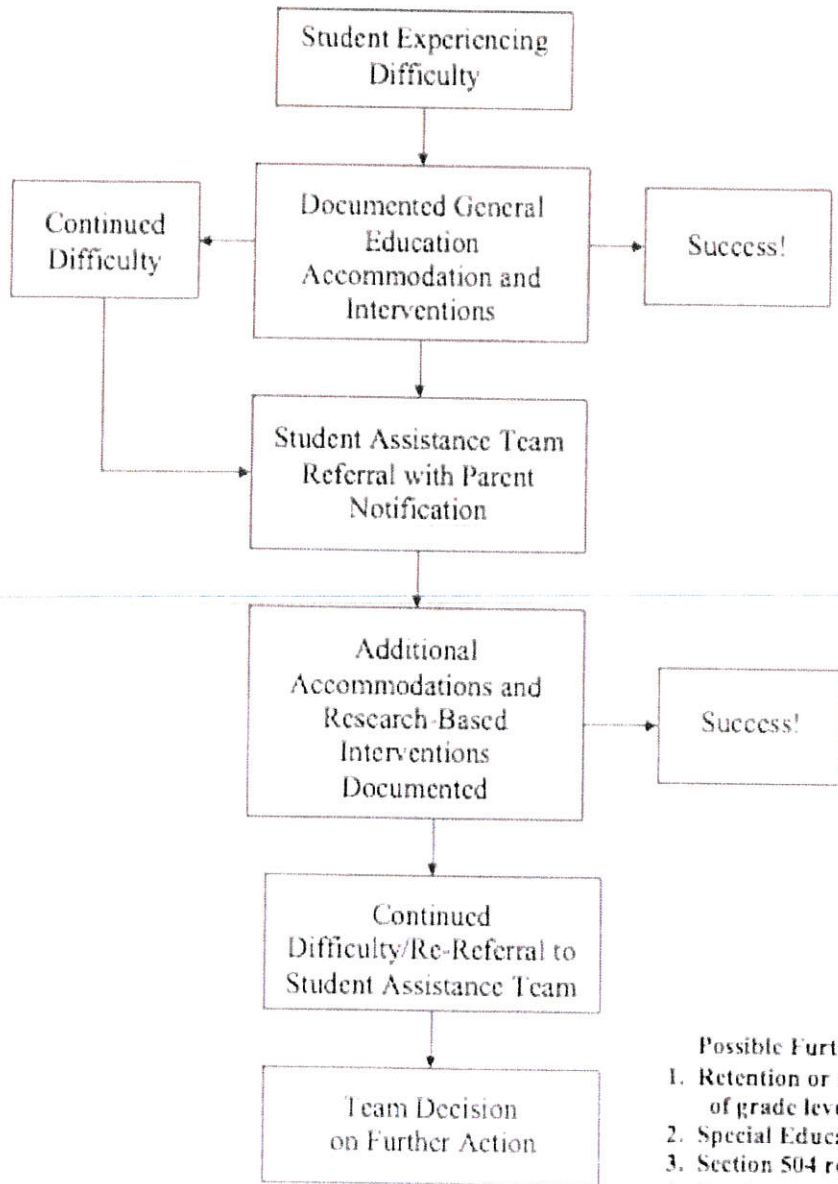
Implement the suggestions from the meeting

1) Keep accurate records of the time, duration, and response to interventions

2) Keep in contact with the team leader or the principal

3) If the student is not showing a positive response to the intervention during the timeline agreed upon by the team, contact the principal to schedule a follow up teacher assistance team meeting

STEP 4: FOLLOW-UP STUDENT ASSISTANCE TEAM MEETING

The team should be expanded to include professionals in the areas of particular concern for the student

1) Discuss the notes and information from the first meeting, address the student's response to intervention(s)

2) If the student has responded to intervention -- SUCCESS! -- Continue interventions as needed

3) If the student has not responded positively to intervention -- look for possible other interventions that could be implemented in order to achieve success

4) Repeat Steps 3 and 4 as appropriate

5) If the team feels the student has not had any success from the interventions -- discuss referral for Section 504 eligibility or special education eligibility.

FLOWCHART FOR TEACHER ASSISTANCE PROCESSES

```
                        ┌─────────────────────┐
                        │ Student Experiencing│
                        │     Difficulty      │
                        └─────────────────────┘
                                   │
                                   ▼
┌──────────────┐        ┌─────────────────────┐        ┌──────────────┐
│  Continued   │◄───────│  Documented General │───────►│   Success!   │
│  Difficulty  │        │     Education       │        │              │
│              │        │  Accommodation and  │        │              │
└──────────────┘        │    Interventions    │        └──────────────┘
       │                └─────────────────────┘
       │                           │
       │                           ▼
       │                ┌─────────────────────┐
       └───────────────►│Student Assistance Team│
                        │ Referral with Parent │
                        │    Notification      │
                        └─────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────┐        ┌──────────────┐
                        │     Additional      │───────►│   Success!   │
                        │  Accommodations and │        │              │
                        │   Research-Based    │        └──────────────┘
                        │    Interventions    │
                        │     Documented      │
                        └─────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────┐
                        │     Continued       │
                        │ Difficulty/Re-Referral to│
                        │Student Assistance Team│
                        └─────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────┐
                        │   Team Decision     │
                        │  on Further Action  │
                        └─────────────────────┘
```

Possible Further Actions:
1. Retention or acceleration of grade level
2. Special Education referral
3. Section 504 referral
4. Further general education interventions

Response to Intervention(RTI) Process

Tier 1: Core Instruction

- Identify at-risk students through universal screener.
- Classroom teachers utilize research and standards-based core curriculum.
- Classroom teachers will employ strategies and interventions within the classroom using differentiated groups and assess/plan/teach model.
- Classroom teachers document results of interventions with at-risk students.
- Teachers will collect data and monitor student progress.
- Teachers will determine if the employed differentiation worked and continue core instruction OR Student's data does not indicate improvement and refer to Tier 2 (TAT).

Tier 2: Targeted Intervention

- Schedule meeting to include appropriate team members
- Hold Tier 2 initial TAT meeting

  *Share out Tier 1 interventions and data results (grades, test results, etc)
  *Discuss implications and student needs to develop more intensive interventions.

- Record the agreed upon interventions into the RTI plan form.
- Conduct 4 to 8 weeks interventions at Tier 2.
- Teachers will collect data weekly and monitor student progress by-monthly.
- RTI Team which could include parents will review intervention, data results and determine if the interventions employed worked and resume curriculum at Tier 1 OR Continue interventions at Tier 2 OR Student's data does not indicate improvement and refer to Tier 3.

Tier 3: Intensive Intervention

- Schedule meeting with TAT team that could include parents.
- Hold Tier 3 initial meeting.
  *Share out Tier 1 and Tier 2 interventions and data results.
  *Discuss patterns, implications and student needs to develop more intensive interventions.

- Record the agreed upon interventions onto the RTI Plan Form.
- Conduct 4 to 8 weeks interventions at Tier 3.
- Teachers will collect data bi-weekly and monitor student progress weekly.
- RTI Team which could include parents will review data results and determine: If the interventions employed worked and resume curriculum at Tier 2 OR Continue interventions at Tier 3 OR Determine further intervention/information needs to be collected OR a referral for Section 504 eligibility or Special Education Eligibility.
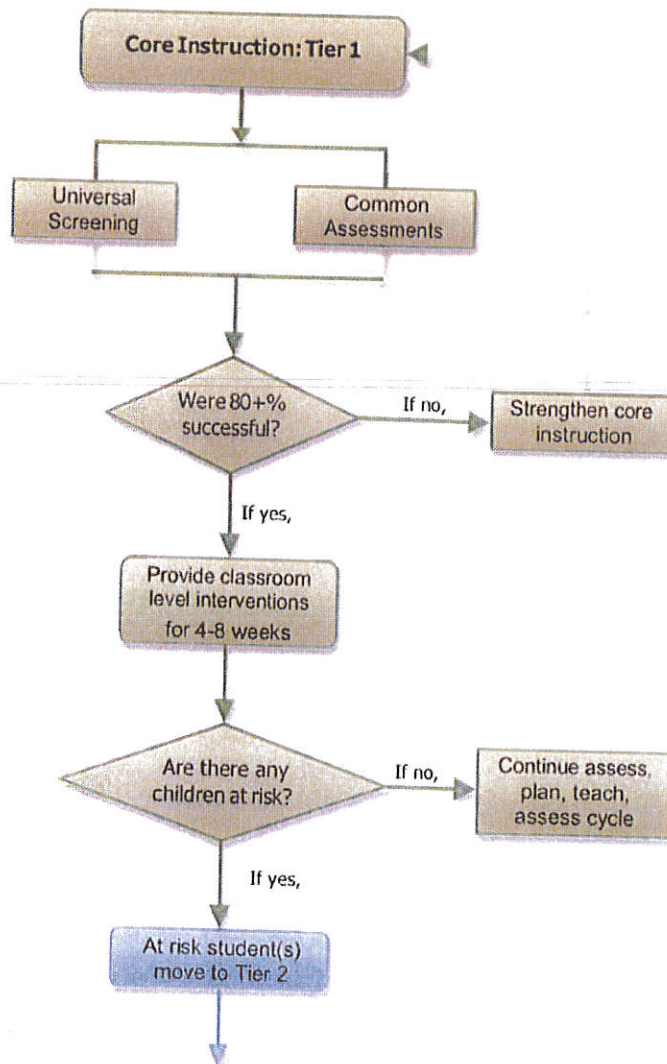
Response to Intervention (RTI) Process

Tier 1: Core Instruction Teacher Protocol

1. Data analysis will identify at-risk students from pre-determined cut offs from universal screeners.

2. Monitor students using scientifically-based core curriculum and assessments

3. Options:

   * Choose to instruct student in core curriculum without support
   * Create an intervention plan and continue to monitor
   * Modify the intervention plan and record data
   * Recommend the student to Tier 2 (TAT) interventions

4. Review data within 4 to 8 weeks.

   * Record intervention data
   * Determine if the data indicates student progress

5. For students not meeting criteria, seek assistance from other teachers such as reading or math specialist or refer to Tier 2 (TAT)

   * Record baseline data from assessments
   * Identify specific problems student has in learning material
   * Create a plan using strategies and intervention techniques within classroom
   * Record the plan
   * Assess and Monitor student progress bi-weekly

Response to Intervention Flow Chart Huron School District
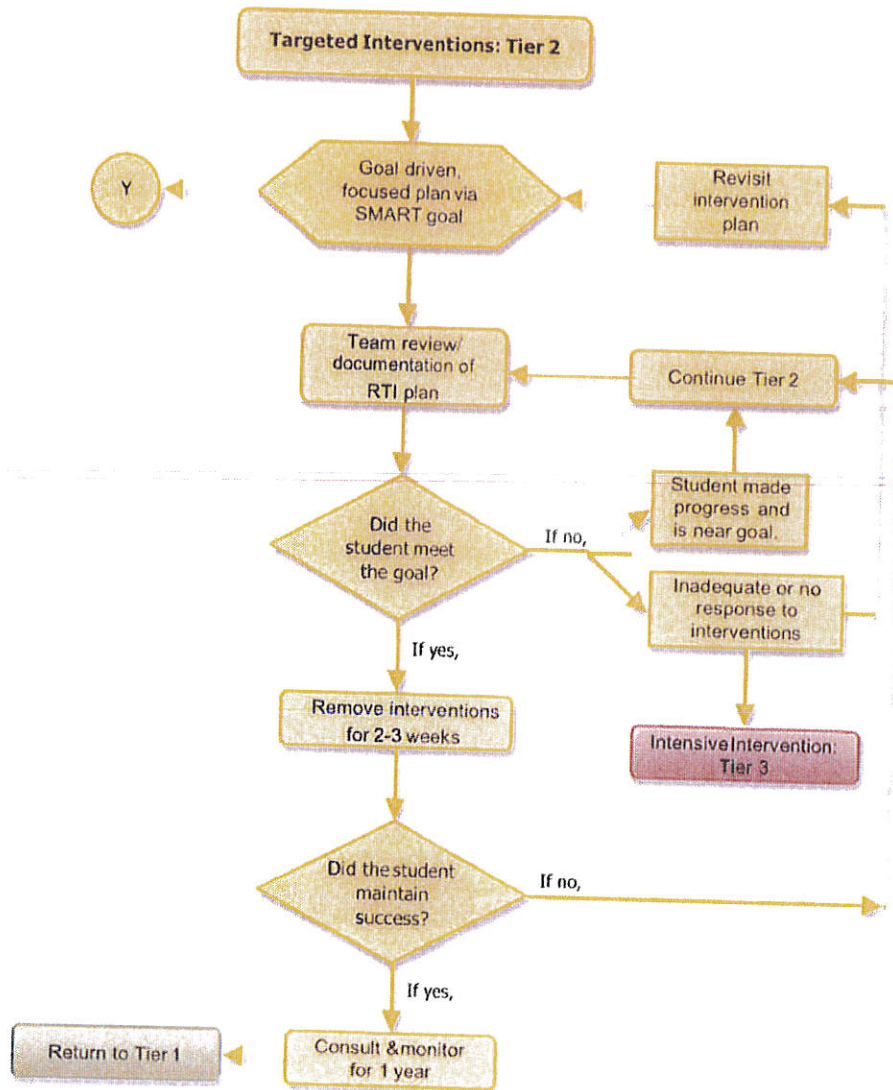## Tier 1: Core Instruction

Core Instruction: Tier 1

Universal Screening

Common Assessments

Were 80+% successful? — If no, → Strengthen core instruction

If yes,

Provide classroom level interventions for 4-8 weeks

Are there any children at risk? — If no, → Continue assess, plan, teach, assess cycle

If yes,

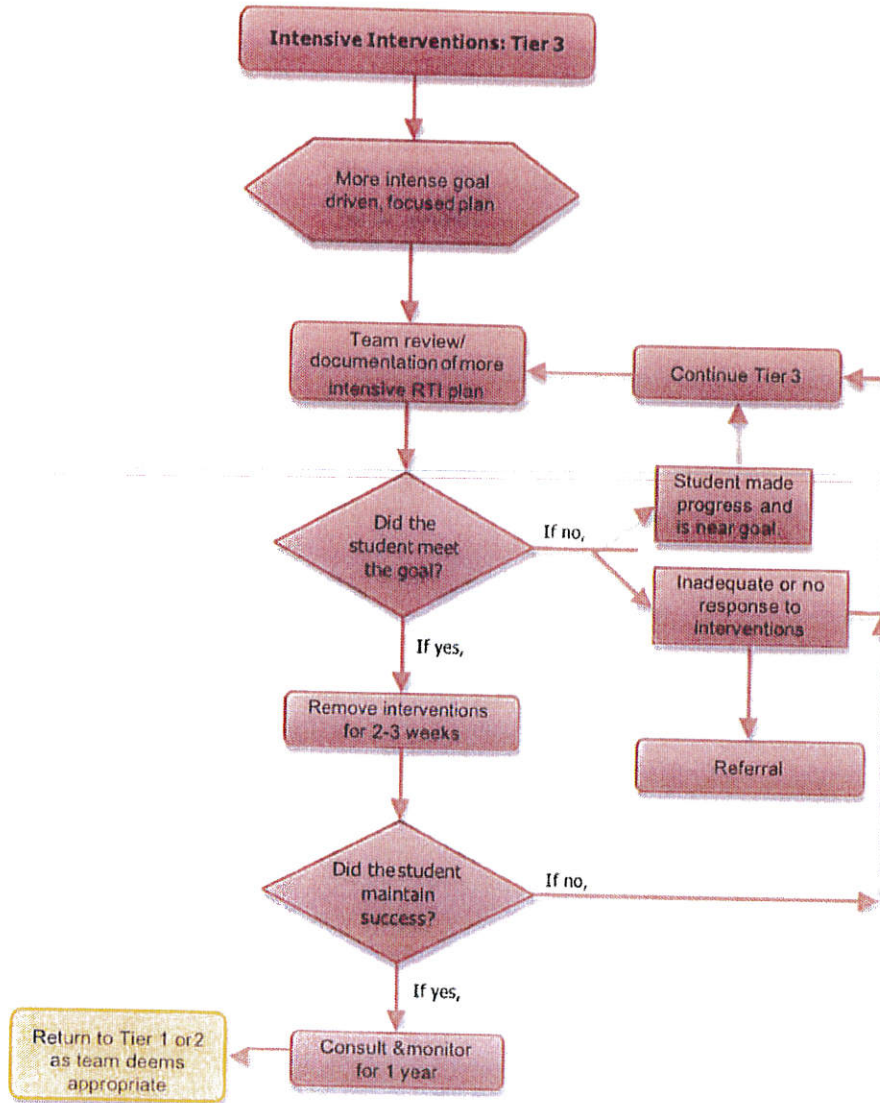At risk student(s) move to Tier 2

Response to Intervention (RTI) Process
Tier 2: Targeted Intervention Teacher Protocol

1. Schedule a TAT meeting with grade level teachers who know the student and other resource teachers.

2. Inform parent.

3. During the meeting

   * Attach and review base line data from assessments on the Green Form
   * Identify specific interventions utilized for student and results
   * Create a plan using strategies and intervention techniques
   * Record the plan
   * Assess and Monitor student progress Bi-Weekly

4. Reconvene the team of teachers and parent after 6-8 weeks.

   * Record intervention data.
   * Determine if the data indicates student progressing

5. The team can:

   * Choose to release student from intervention and continue core curriculum without support.
   * Continue the student on the current intervention plan and continue to monitor
   * Modify the current intervention plan and record data
   * Recommend the student to Tier 3 interventions.

Response to Intervention Flow Chart
Huron School District
Tier 2: Targeted Interventions

```
        ┌─────────────────────────────────┐
        │  Targeted Interventions: Tier 2 │
        └─────────────────────────────────┘
                      │
                      ▼
  ┌───┐      ╱─────────────────╲           ┌──────────────┐
  │ Y │◀──  │  Goal driven,     │          │   Revisit    │
  └───┘      │  focused plan via │◀─        │ intervention │◀─
             │  SMART goal       │          │    plan      │
              ╲─────────────────╱           └──────────────┘
                      │
                      ▼
        ┌──────────────────┐         ┌──────────────────┐
        │  Team review/    │◀────────│  Continue Tier 2 │◀──
        │  documentation of│         └──────────────────┘
        │  RTI plan        │                   ▲
        └──────────────────┘         ┌──────────────────┐
                 │                    │  Student made    │
                 ▼                    │  progress and    │
          ╱─────────────╲            │  is near goal.   │
         │   Did the     │  If no,   └──────────────────┘
         │  student meet  │─────────▶
         │  the goal?     │          ┌──────────────────┐
          ╲─────────────╱           │ Inadequate or no │
                 │                   │  response to     │
            If yes,                  │  interventions   │
                 ▼                   └──────────────────┘
        ┌──────────────────┐                 │
        │ Remove interventions│              ▼
        │  for 2-3 weeks    │        ┌──────────────────┐
        └──────────────────┘        │Intensive Intervention:│
                 │                   │     Tier 3        │
                 ▼                   └──────────────────┘
          ╱─────────────╲
         │ Did the student│  If no,
         │   maintain     │──────────────────────────────▶
         │   success?     │
          ╲─────────────╱
                 │
            If yes,
                 ▼
  ┌──────────────┐    ┌──────────────────┐
  │Return to Tier 1│◀─│ Consult & monitor │
  └──────────────┘    │  for 1 year      │
                      └──────────────────┘
```

Response to Intervention (RTI) Process

Tier 3: Intensive Intervention Teacher Protocol

1. Schedule a Follow up TAT meeting with grade level teachers who know the student and other resource teachers.

2. Inform the Parent.

3. During the meeting:

   * Attach and review base line data from assessments on the yellow Form
   * Identify specific interventions utilized for student and results
   * Intensify the plan using strategies and intervention techniques within classroom and/ or pull out
   * Record the plan
   * Assess and Monitor student progress weekly

4. Reconvene the team of teachers and parent if appropriate after 4 to 8 weeks.

   * Record intervention data
   * Determine if the data indicates student progressing

5. The team can:

   * Choose to release student from intervention and continue core curriculum without support.
   * Continue the student on the current intervention plan and continue to monitor
   * Modify the current intervention plan and record data
   * Recommend the student to have a suspected disability to the principal.

Response to Intervention Flow Chart
Huron School District
Tier 3: Intensive Interventions

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                    ┌─────────────────────────────┐
                    │ Intensive Interventions: Tier 3 │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ⬡ More intense goal
                      driven, focused plan ⬡
                                  │
                                  ▼
           ┌──────────────────┐              ┌──────────────────┐
           │ Team review/     │◄─────────────│ Continue Tier 3  │
           │ documentation of │              └──────────────────┘
           │ more intensive   │                       ▲
           │ RTI plan         │              ┌──────────────────┐
           └──────────────────┘              │ Student made     │
                    │                         │ progress and     │
                    ▼                         │ is near goal.    │
             ◇ Did the          If no,        └──────────────────┘
               student meet  ──────────┐      ┌──────────────────┐
               the goal? ◇              └────►│ Inadequate or no │
                    │                          │ response to      │
              If yes,                          │ interventions    │
                    ▼                          └──────────────────┘
          ┌──────────────────┐                         │
          │ Remove           │                         ▼
          │ interventions    │                ┌──────────────────┐
          │ for 2-3 weeks    │                │    Referral      │
          └──────────────────┘                └──────────────────┘
                    │
                    ▼
             ◇ Did the student   If no,
               maintain     ──────────────────►
               success? ◇
                    │
              If yes,
                    ▼
┌──────────────────┐     ┌──────────────────┐
│ Return to Tier 1 │◄────│ Consult & monitor│
│ or 2 as team     │     │ for 1 year       │
│ deems appropriate│     └──────────────────┘
└──────────────────┘
```

Essential Questions for Special Education Identification

These questions are designed to help a site intervention team consider if special education identification is appropriate, justified, and defendable for a student. Unless the team can answer each question affirmatively with supporting data, then the decision to recommend special education is not appropriate or defendable.

Tier 1

- Did the student have access to rigorous, grade-level curriculum?
- What evidence do we have that our school's initial instruction (Tier I) was effective for similar students?
- Was the student given additional time and differentiated instruction during Tier I instruction?

Tier 2:

- Did we identify the student for supplemental time and support in a timely manner?
- What were the child's specific learning needs?
- What was the cause of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for similar students?

Tier 3:

- When was the child referred for intensive support?
- What quality problem-solving process was used to better identify the child's specific learning needs and the cause(s) of the student's struggles?
- What research-based interventions were used to address the student's specific learning needs?
- What evidence do we have that these interventions were effective for students with similar needs?
- Are there any other intervention or supports that can or should be tried before considering special education placement?
- Do we have agreement among the intervention team that special education is necessary and appropriate to meet the needs of this child? Is this decision defensible?

TEACHER ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM

Name of Student_____D.O.B._____Age_____

_____Parent/Guardian Name _____

Phone_____ Others

living in the child's home: Name, Age, Relationship to child_____

How long has the child lived in this area? _____

State previous school(s) your child has been enrolled in: Name, Location

_____

BACKGROUND INFORMATION

City/Place of Birth _____

Was there anything unusual about the pregnancy or birth? Yes_____No _____

If Yes, explain: _____

_____

Age when:

Walked alone unaided		Verbally count to 10	
First words		Identify the alphabet (visually)	
First sentences		Write the alphabet	
Toilet trained		Identify colors	
Sit and listen to stories		Tell time	
Verbally recite the alphabet		Other:	

TEACHER ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM MEDICAL INFORMATION

Does your child have a history of frequent ear infections?   Y   N

Has your child's doctor ever put "tubes" in his/her ears?   Y   N

If Yes: Date_____Y   N

Are there any known medical concerns or injuries? If Yes, Explain:

_____

Has your child ever been hospitalized?   Y   N   If Yes:
Date(s)_____
Explain:

_____

_____

Are there any concerns about your child's vision or hearing? Y   N   If Yes, Explain:

_____

_____

CURRENT INFORMATION

Time your child wakes up in the morning_____Time your child goes to sleep at night_____

Any sleep difficulties? Y_____N_____If Yes, Explain:

_____

_____

_____

What academic activities are reinforced at home?

_____

_____

_____

Approximate amount of time your child watches television or plays video games a day:

_____

_____

_____

TEACHER ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM

What behavior management techniques work BEST?

_____

_____

_____

What behavior management techniques are LEAST effective?

_____

_____

Describe your child's strengths:

_____

_____

_____

Describe your child's weaknesses:

_____

_____

_____

What are your major concerns about your child's progress in school?

_____

_____

_____

Is your child involved with any medical, mental health, or counseling agencies? Y N If yes, would you give permission for information to be shared with this school system?

_____

Please write anything else you feel would be important for us to know and better understand your child and his or her needs. _____

_____

_____

_____

_____ Parent/Guardian Signature

_____ Date

GENERAL EDUCATION TEACHER'S REPORT

Student's Name: _____ **Birthdate:** _____ **Age:** _____

Grade: _____ Date of Report: _____ Meeting Date: _____

School: _____ Teacher: _____

1. Physical or medical problems (if known) _____

_____

Most recent VISION exam:

Date _____ Results _____

Most recent HEARING exam:

Date _____ Results _____

Does the student wear glasses? Yes _____ No _____

2. Student's strengths and interests _____ _____

_____

_____

3. Major Concern(s) _____ _____

_____

_____

4. Areas of Concern (check what applies and describe):

☐☐   Memory/Inattention
☐☐   Listening Skills
☐☐   Academic(s)
☐☐   Behavior Concerns
☐☐   Interpersonal Concerns
☐☐   Emotional Concerns
☐☐   Other Concerns: _____

5. NWEA scores:

Achievement level in **Reading:** _____

Achievement level in **Math:** _____

ESL Access Score: _____

6. Participation with peers/social interaction: _____

_____

_____

7. Attitude toward school, peers, and teachers: _____

_____

_____

8. Alternative academic and behavioral strategies used in the past to address problems:

List specific strategies: (e.g.: curriculum adjustment, peer tutor, adult tutor, etc.). List behavioral strategies attempted:	Date Started and Duration	Results (Scores if available)

9. Has the student been **retained** in the past? Yes_____No _____

If yes, state year and grade: _____

10. History of excessiveabsences? Yes _____No_____Times tardy_____Days absent _____

11. Preschool: Yes____No_____

INTERVENTION RECORD

Student's Name: _____

Dates:_____,_____,_____,_____,_____

Team Members:

Name	Role

Concerns: _____

_____

POSSIBLE INTERVENTIONS (circle those used)	DATES BEG/END	RESULTS +/-	RECOMMENDATIONS
I. COMMUNICATION: A. PARENT/STUDENT/TEACHER Daily/weekly journal or assignment notebook Regularly scheduled parent/teacher meetings Duplicate texts for home **Other:**			
B. STAFF Identify resource staff Building team meetings to problem solve **Other:**			
C. SCHOOL/COMMUNITY Identify/communicate with agency personnel Assist in agency referrals Provide school carryover **Other:**			
II. ORGANIZATION AND MANAGEMENT: A. ADJUST SCHOOL DAY or WEEK Out-of-school tutoring or homework **Other:**			
B. CLASSROOM ORGANIZATION AND STRUCTURE Placement of student in the classroom, study carrel Proximity to teacher, helpful peers Alternative grouping: small group, cooperative teams, cross-age and peer tutoring			
Team teaching Increase/decrease opportunity for movement Assist/reward organization of workspace and belongings Location of personal or classroom supplies (easier access, minimize distraction) Assist/reward completion of assignment notebook Use of social, tangible, activity reinforces			

Reduce external stimuli Check progress of longd termed assignments Wheelchair accessibility Administer medication (record keeping) Use of air purifier, temperature control **Other:**			
C. PRESENT CONTENT IN DIFFERENT FORMAT: Written materials: Textbook: highlight key concepts, definitions, record instruction Provide advance organizers: handouts, charts, pictures Ensure legibility of materials; limit amount of material on one page, large print books Adjust reading level, use abridged versions Outline content Braille text Substitute video, skits, demonstrations, field trips Oral Presentations: Present outline on projected during lesson Provide student with copies of lecture notes or outline, presentation materials Check for comprehension during the presentation Independent Practice: Cooperative groups Make more concrete manipulative, number lines Model, demonstrate before assigning independent work Provide additional directions in another form: verbal, written, recorded Reduce length of assignment, fold paper in half, do every other problem Give extra time Learning centers, peer and cross-age tutoring Teach or encourage use of technology Computer, spell check, calculator, recorder Allow child to use writing implement of choice; permit manuscript or cursive **Other:**			
D. STREAMLINE CONTENT: Delineate essential from non-essential (nice to know, but not necessary) **Other:**			
IV. ASSESSING PERFORMANCE: Oral reports Community projects, demonstrations or other practical experience Audio-visual presentation Portfolio assessment Contract for specific grades Pencil/paper test Provide study guides Read tests aloud Answers to tests recorded, dictated to an adult in the classroom Rephrase test questions to aid in comprehension Answers marked in the test booklet or directly on the test, rather than answer sheet			
Reduce overload: enough problems to show understanding Information acceptable in chart, graph, or outline form for essays (student may be requested to elaborate orally to the teacher) Provide a word bank			

Allow extra time for completion Administer tests in an alternative environment **Other:**			
V. BEHAVIOR MANAGEMENT STRATEGIES: Ignore inappropriate behaviors Utilize quiet area Eliminate privileges Use modeling Establish specific goals for student, one at a time Set up contracts with consistent follow through Provide progress chart Chart good behavior Reinforce appropriate behavior with_____ Increase specific positive statements Give extra privileges or responsibilities to reward completed assignments or appropriate behaviors Provide successful experiences by_____ Hold parent conferences to get home reinforcement Functional Behavior Assessment (FBA) Contact Behavior Specialist for resources Use CPI techniques or LSCI techniques **Other:**			
VI. ADDITIONAL ACCOMODATIONS:			

TEACHER ASSISTANCE TEAM MINUTES

Student:_____Date:_____Grade:_____

Teacher:_____School:_____

Type of Teacher Assistance Team Meeting (check one): Initial _____ Follow-up _____

Team Member	Role

LIST ANY MEDICAL ISSUES OR CONCERNS: _____

_____

IF SO, MAY WE CONTACT THE PHYSICIAN?_____YES_____NO

ANY OUTSIDE AGENCIES? _____

IF SO, MAY WE CONTACT THEM?_____YES_____NO

PRESENTING CONCERN

LIST ATTEMPTS MADE TO ADDRESS AREA OF CONCERN AND OUTCOMES

REGULAR EDUCATION CREATIVE RECOMMENDATIONS TO ADDRESS AREA OF CONCERN

CREATIVE RECOMMENDATIONS:	PERSON RESPONSIBLE:

OTHER CONSIDERATIONS FROM TEAM

SIGNATURE OF FACILITATOR: _____

DATE OF NEXT REVIEW: _____

ENGLISH LANGUAGE LEARNERS

In implementing RTI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are adequate, but whose literacy skills in their second language (i.e., English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both first language and English because they have not received adequate instruction in either language. Still another group of students, the smallest group, demonstrates low literacy skills in both their first language and English even after receiving adequate instruction.

How Is Tier 1 Instruction Effectively Implemented for ELLs?

- Set high but reasonable instructional expectations that provide ongoing instructional support to ensure that these expectations are met.

- Consider the core instructional program that English Language Learners are being provided for oral language and literacy instruction in the native language and/or in English. Consider all of the knowledge and practices associated with improved outcomes for Tier 1 reading instruction and make sure these practices are in place for ELLs. Although these practices vary by grade level, in general they include consideration of the foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Reading words accurately and with prosody, as well as reading for meaning and learning, are emphasized through listening comprehension early and then later through reading comprehension.

- For students in bilingual education programs, use grade-appropriate measures that match the language of reading instruction. Monitor native language and English language and literacy progress from initial instruction through the transition process, and then in English when students are ready to exit and are no longer receiving reading instruction in the native language.

- Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development.

- Promote language and vocabulary development throughout the day.

- Ensure that students are provided ongoing and appropriate instruction in academic language use in the native language and/or in English. Integrate academic language development into core instruction across subject areas.

- Scaffold language and opportunities to respond. Scaffolding language includes paraphrasing key words, providing opportunities to extend answers, supporting language by using familiar synonyms (e.g., "that is also like...") and familiar antonyms (e.g., "that is also different from..."), reframing students' responses, confirming aspects of the answer that are correct, and providing language supports to further explain aspects that require refinement.

- Provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.

How Is Tier 2 Intervention Effectively Implemented for ELLs?

- Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

- Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.

- When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions Use appropriate practices for building oracy skills and vocabulary development as well as reading skills.

How Is Tier 3 Intervention Effectively Implemented with ELLs?

- ELLs who are significantly behind in reading require highly intensive and extensive reading interventions that start immediately (as early as 1st grade) and continue until the student is able to adequately benefit from reading instruction provided within the core classroom instruction.

- Tier 3 interventions needs to be provided by a well-trained specialist such as an ESL teacher with a strong background in literacy, which has a strong background with and understanding of the educational needs of ELLs.

- Tier 3 instruction may need to last for a significant period of time when students are making minimal progress; adjustments to instruction may need to be made, with consideration given to the integration of contextual factors (e.g., family, personal, and classroom variables) that may need to be addressed as necessary. A team approach to problem solving may be very useful in interpreting factors that influence progress and provide suggestions for designing instruction.

- Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction that considers other factors such as attention, language and vocabulary development, and behavior problems. A team approach to problem solving that considers many of these factors may facilitate the development of an appropriate instructional plan.

The following forms are included for Teacher Assistance Teams to use for documentation and data collection on ELL Learners:

- TAT Referral Process Checklist for ESL Students
- 1st AQS
- 2nd AQS
- Resiliency Checklist
- 1st Classroom Language Interaction Checklist
- Socio-Cultural Checklist (needs)
- 2nd Classroom Language Interaction Checklist
- Huron School District Cross Culture Intervention Planning & Review
- Checklist for Referral of EL Students to Special Education
- Special Education Eligibility Considerations for EL Students

TAT Referral Process Checklist for ESL Students

Name of Student_____

Date Entered Country_____

	FORMS TO BE COMPLETED	PERSON RESPONSIBLE	DATE COMPLETED
	1st AQS	ESL Teacher or Case Manager when enrolled.	
	2nd AQS		
	Resiliency Checklist (strengths)		
	1st Classroom Language Interaction Checklist		
	Optional: Socio-Cultural Checklist (needs)		
	2nd Classroom Language Interaction Checklist		
	Huron School District Cross Culture Intervention Planning & Review		
Other considerations before referral for Special Services (504 or IEP):			
	RTI Interventions		
	General Education Accommodations		
	Checklist for Referral of EL Students to Special Education		
	Special Education Eligibility Considerations for EL Students		

First Acculturation Quick Screen

NAME/ID#:_____ SCHOOL:_____

DOB:_____ SEX:_____ GRADE:_____

AGE AT ARRIVAL IN U.S.:_____

LANGUAGE(S) SPOKEN AT HOME:_____

AQS at enrollment:_____

Date of first AQS:_____ Date of current AQS:_____

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in United States/Canada		
2. Number of years in School District		
3. Number of years in ESL/Bilingual Education		
4. Native Language Proficiency		
5. English Language Proficiency		
6. Bilingual Proficiency		
7. Ethnicity/Nation of Origin		
8. % in School Speaking Student's Language/dialect		
	AQS Score Total:	

1. NUMBER of YEARS IN US/Canada:
Under one year = 1
Between one to two years = 2
Between two to four years = 3
Between four to five years = 4
Between five to six years = 5
Over six years = 6

2. NUMBER of YEARS IN School/District:
Under 1 year = 1
Between one to two years = 2
Between two to four years = 3
Between four to five years = 4
Between five to six years = 5
Over six years = 6

3. YEARS IN ESL/BILINGUAL PROGRAM
Less than 360 hours of direct instruction = 1
Between 360 and 500 hours of direct inst. = 2
Between 500 and 800 hours of direct inst. = 3
Between 800 and 1080 hours of direct instruction = 4
Between 1090 and 1440 hours of direct instruction = 5
More than 1450 hours of direct instruction = 6

4. HOME LANGUAGE PROFICIENCY
Does not speak language, pre-production = 1
Early production to low speech emergence = 2
High speech emergence to intermediate fluency = 3
High intermediate fluency with some academic fluency = 4
Advanced intermediate social & academic fluency = 5
Advanced social & academic fluency = 6

5. ENGLISH LANGUAGE PROFICIENCY
Does not speak language, pre-production = 1
Early production to low speech emergence = 2
High speech emergence to intermediate fluency = 3
High intermediate fluency with some academic fluency = 4
Advanced intermediate social & academic fluency = 5
Advanced social & academic fluency = 6

6. BILINGUAL PROFICIENCY
Essentially monolingual = 1
Primarily one, some social in other = 2
Limited academic either language, social both = 3
Basic academic one, intermediate academic other = 4
Most academic in one, intermediate academic in other = 5
Bilingual in social and academic language = 6

7. ETHNICITY/NATIONAL ORIGIN
American Indian, Native American, Alaska Native. Indigenous Populations or First People = 1
Hispanic/Latino/Chicano, South or Central America or Caribbean = 2
African American, African, East Asian or Pacific Islander = 3
West Asian or Middle Eastern = 4
Eastern European = 5
Western European = 6

8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT
81% -100% of enrollment = 1
66% - 80% of enrollment = 2
50% - 65% of enrollment = 3
30% -49% of enrollment = 4
15% - 29% of enrollment = 5
0% -14% of enrollment = 6

Guide for Completion of First Acculturation Quick Screen

Years in ESL/Bilingual program

Using school records, interviews with parents or other teachers, identify how much time, if any the student has spent in direct instruction in bilingual education or English as a second language (ESL) classes. This should be actual cumulative time to the extent possible. For example, a student in a dual language program receiving at least 2 hours each day of the week in direct instruction ESL in the content area would clearly have received a full year in ESL/Bilingual instruction by the end of the school year. On the other hand, a student in an English only instructional program, receiving a half hour or less pull out assistance in language transition once or twice a week is clearly not receiving a year's instruction in a year's time. In addition, a student's attendance will relate directly to their access to direct instruction. Determining the extent of cumulative time may be difficult, but the rule of thumb is that pull out, limited time assistance, accumulates at about half the rate of longer time daily assistance.

Here are some examples:
1) Higher level: 180 days/yr x 2 hours/day =360 hours of direct instruction in one year
   a) Four years of this type of instruction = 1440 hours of direct instruction
2) Lower level: 2 days/week x .5 hours/day = 1 hour/week x 36 weeks = 36 hours in one year
   a) 3 days/week x .5 hours/day = 1.5 hours/week x 36 weeks = 54 hours in one year
   b) Four years of this type of instruction = between 144 to 216 hours of direct instruction

Under "Information" write the number of hours (cumulative) the student has received this direct instruction. Look at the choices shown under "AQS Scale Scoring Guidelines" and find the number of hours that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6), Enter this number in the column labeled "Scores" at the top of you form.

Years in ESL/Bilingual program

Less than 360 hours of direct instruction = 1	Between 800 and 1080 hours of direct instruction = 4
Between 360 and 500 hours of direct inst. = 2	Between 1090 and 1440 hours of direct instruction = 5
Between 500 and 800 hours of direct inst. = 3	More than 1450 hours of direct instruction = 6

Resiliency Checklist (Strength based)

Student:_____ Grade:_____ Date:_____

Recorder:_____

Socio-cultural Factors	X	Selected Cross---Cultural Resiliency Factors
Acculturation Level **% Checked:**		Student attends events within the mainstream community.
		Student interacts with 'majority' peers or 'majority' cultural group.
		Student displays consistent sense of locus of control.
		Student appears comfortable in cross-cultural interactions.
		The code switching in the student's speech shows an emerging understanding of English.
		Student appears comfortable switching linguistic/cultural environments.
		Total
Cognitive Learning Style **% Checked:**		Student demonstrates consistent cognitive learning strategies.
		Student responds positively to variations in instructional strategies.
		Student responds positively to appropriate 'rewards/recognition'.
		Student can apply cognitive learning strategies when given guided practice.
		Student can use self-monitoring strategies.
		Student can assist others in learning a task.
		Total
Culture & Language **% Checked:**		There is quality verbal communication in the home in a language other than English.
		There is behavioral guidance in the home consistent with a specific world view.
		The cultural values of the home support cooperative effort.
		The family maintains communication with their linguistic/cultural community.
		The family participates regularly in religious/social events within their community.
		There is active support in the home for bilingual and bicultural development.
		Total
Experiential Background **% Checked:**		Adults in the home will provide encouragement and support for student's development.
		Student makes an effort to increase attendance.
		Adults in family provide for the student's basic needs.
		Family will provide support for student's learning (homework).
		Early childhood development was appropriate to culture/language.
		Student displays curiosity and is ready to learn.
		Student has prior classroom or formal education experience.
		Student has developmentally and linguistically appropriate literacy skills or pre-skills.
		Student demonstrates variety of survival strategies.
		Total
Socio--linguistic Development **% Checked:**		Student has good basic interpersonal communication skills in native language.
		Student has moderate to good cognitive academic language proficiency in native language.
		BICS in English appears to be emerging.
		Student attempts to translate for others in the classroom.
		Student demonstrates emerging cognitive academic language proficiency in English.
		Student seeks assistance from peers.
		Code switching demonstrates emerging English syntax and vocabulary.
		Student can demonstrate content knowledge in his/her native language.
		Total

1st Classroom Language Interaction Checklist

(To be completed 6-8 weeks following registration)

Name of Student:_____ Grade:_____ Date:_____

Recorder(s):_____

SOCIAL CLASSROOM	Native/Home Language	English
1. Follows general directions.		
2. Acts out common school activities.		
3. Points, draws, or gesture responses		
4. Verbalizes key words		
5. Gives commands to peers.		
6. Exchanges common greetings.		
7. Uses limited vocabulary		
8. Describes objects; describes people.		
9. Retells a familiar story.		
10. Initiates and responds to a conversation.		
11. Appears to attend to what is going on.		
12. Appropriately answers basic questions.		
13. Participates in sharing time.		
14. Narrates a simple story.		
15. Between 1000-6000 receptive vocabulary.		

Total social classroom interactions used in classroom		
Total possible social classroom interactions	15	15

ACADEMIC CLASSROOM	Home Language	English
1. Follows specific directions for academic task.		
2. Follows along during oral reading.		
3. Understands teacher's discussion.		
4. Uses sound/symbol association.		
5. Decodes words.		
6. Generates simple sentences.		
7. Completes simple unfinished sentences.		
8. Makes some pronunciation & basic grammatical errors but is understood.		
9. Asks for clarification during academic tasks.		
10. Asks/answers specific questions regarding topic.		
11. Actively participates in class discussions; volunteers to answer questions.		
12. Responds orally and in written form		
13. Can explain simple instructional tasks to peers.		
14. Adds an appropriate ending after listening to a story.		
15. Initiates conversation and questions		
16. Demonstrates an interest in reading.		
17. Understands and uses temporal and spatial concepts.		
18. Distinguishes main ideas from supporting details.		
19. Understands rules of punctuation and capitalization for reading.		
20. Engage in and produce connected narrative		
21. Can communicate thoughts		
22. Makes complex grammatical errors		

4

23. Writes from dictation.
24. Understands and uses academic vocabulary appropriately.
25. Reads for comprehension.
26. Can discuss vocabulary.
27. Uses glossary, index, appendix, etc.
28. Uses expanded vocabulary
29. Functions on academic level with peers
30. Maintains two-way conversation
31. Writes short paragraphs.
32. Writes in cursive.
33. Uses correct punctuation, capitalization, paragraphing, margins.
34. Demonstrates an interest in writing.
35. Can discuss aspects of language/grammar.
36. Initiates writing activities.
37. Composes and edits over one page papers.
38. Can explain complex instructional tasks to others.
39. Demonstrates decontextualized comprehension.
40. Beyond 12,000 word vocabulary

Total academic language interactions used		
Total possible academic language interactions	40	40
Total classroom language interactions used		
Total possible classroom language interactions	55	55

Norm Referenced Proficiency	Native/Home Language	English
1. Test Used:		
Score:		
Date Given:		
2. Test Used:		
Score:		
Date Given:		

Language Development Stage	CLIC
Pre Production	0-4
Early Production	5-10
Speech Emergence	11-17
Intermediate Fluency	18-32
Advanced Intermediate Fluency	33-44
Advanced Fluency	45-55

Second Acculturation Quick Screen

NAME/ID#:_____ SCHOOL:_____

DOB:_____ SEX:_____ GRADE:_____

AGE AT ARRIVAL IN U.S.:_____

LANGUAGE(S) SPOKEN AT HOME:_____

AQS at enrollment:_____

Date of first AQS:_____ Date of current AQS:_____

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in United States/Canada		
2. Number of years in School District		
3. Number of years in ESL/Bilingual Education		
4. Native Language Proficiency		
5. English Language Proficiency		
6. Bilingual Proficiency		
7. Ethnicity/Nation of Origin		
8. % in School Speaking Student's Language/dialect		
	AQS Score Total:	

1. NUMBER of YEARS IN US/Canada:

Under one year = 1	
Between one to two years = 2	Between four to five years = 4
Between two to four years = 3	Between five to six years = 5
	Over six years = 6

2. NUMBER of YEARS IN School/District:

Under 1 year = 1	
Between one to two years = 2	Between four to five years = 4
Between two to four years = 3	Between five to six years = 5
	Over six years = 6

3. YEARS IN ESL/BILINGUAL PROGRAM

Up to one year in directed instruction = 1	
Between one and one and a half years = 2	Between two and two and a half years = 4
Between one and a half to two years = 3	Between two and a half to four years = 5
	Over four years = 6

4. HOME LANGUAGE PROFICIENCY

Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6

5. ENGLISH LANGUAGE PROFICIENCY

Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6

6. BILINGUAL PROFICIENCY

Essentially monolingual = 1	Basic academic one, intermediate academic other = 4
Primarily one, some social in other = 2	Most academic in one, intermediate academic in other = 5
Limited academic either language, social both = 3	Bilingual in social and academic language = 6

7. ETHNICITY/NATIONAL ORIGIN

American Indian, Native American, Alaska Native, Indigenous Populations or First People = 1	African American, African, East Asian or Pacific Islander = 3
Hispanic/Latino/Chicano, South or Central America or Caribbean = 2	West Asian or Middle Eastern = 4
	Eastern European = 5
	Western European = 6

8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT

81 % -100% of enrollment =1	30% -49% of enrollment = 4
66% - 80% of enrollment = 2	15% - 29% of enrollment = 5

Calculating Rate of Acculturation

To calculate rate of acculturation, look at the Rate Table on the following page. Locate the earliest score (preferably at enrollment) your student received in the left hand column "AQS Score". This is your baseline score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS. The number of years between baseline and current completion of the AQS multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Then subtract the baseline score from the current score to find the number of points actually gained by the student in this time period.

_____ X _____ = _____
Years between AQS   Minimum Gain   Normal Gain Expected

_____ -- _____ = _____
Current AQS Score Baseline Score   Point Gain Achieved

Achieved
------------- = _____
Expected
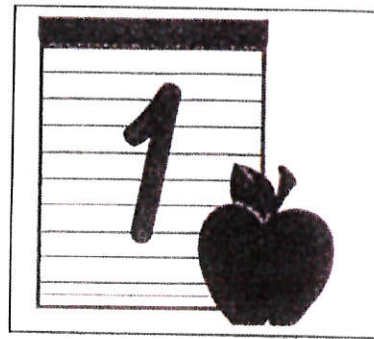
The ratio between **Expected** and **Achieved** should equal 1 if the student is acculturating at a normal rate. In other words, Achieved divided by Expected should equal 1. Another way to say this is that if the number of points is the same, then the student is acculturating to your school system at a normal rate. If the ratio between expected and achieved is less than 1, e.g. the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. As discussed above, this could be inadequate or inappropriate instruction or the presence of an unidentified disability and needs further evaluation. If the ratio is less than 1, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc. If the ratio is greater than 1, e.g points gained are greater than expected, the student is making better than average progress in acculturating to the school system.

AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation
8	4.0		23	3.0		38	2.0	
9	4.0		24	3.0		39	2.0	
10	4.0	Significantly Less Acculturated	25	3.0		40	2.0	Significantly More Acculturated
11	4.0		26	3.0	In Transition	41	2.0	
12	4.0		27	3.0		42	2.0	
13	4.0		28	3.0		43	2.0	
14	4.0		29	3.0		44	2.0	
15	3.5		30	2.5		45	1.5	
16	3.5		31	2.5		46	1.5	
17	3.5		32	2.5		47	1	
18	3.5	Less Acculturated	33	2.5	More Acculturated	48	0	Highly Acculturated
19	3.5		34	2.5				
20	3.5		35	2.5				
21	3.5		36	2.5				
22	3.5		37	2.5				

Socio-cultural Checklist (needs based)

Student:_____ Grade:_____ Date:_____

Recorder:_____

Socio-cultural Factors	X	Selected Cross---Cultural Adaption Risk Factors
Acculturation Level % Checked:		Recent immigrant, refugee, migrant, or resides on reservation.
		Does not interact much with majority culture peers or majority cultural group.
		Displays confusion in locus of control.
		Displays heightened stress or anxiety in cross-cultural interactions.
		Oral expression contains considerable code switching.
		Expresses or displays sense of isolation or alienation in cross-cultural interactions.
		Out of 6 Total
Cognitive Learning Style % Checked:		Few cognitive learning strategies appropriate to classroom/school.
		Cognitive learning style different or inappropriate in relation to teacher's instructional style.
		Easily frustrated or low perseverance in completing tasks.
		Retains learning strategies that are no longer appropriate.
		Displays difficulty with task analysis.
		Displays difficulty with understanding and applying cause and effect.
		Out of 6 Total
Culture & Language % Checked:		Comes from non-English speaking home.
		Comes from a culture or ethnic group different from mainstream America.
		Family emphasizes support of family or community/group over individual effort.
		Comes from non-English speaking geographic area.
		Have culturally appropriate behaviors that are different from expectations of mainstream.
		There is no support in the home for bilingual and bicultural development.
		Out of 6 Total
Experiential Background % Checked:		High family mobility.
		Limited or sporadic school attendance.
		Low socioeconomic status.
		Little exposure to subject or content or not familiar with material.
		Disrupted early childhood development.
		Few readiness skills.
		Does not know how to behave in classroom.
		Different terms/concepts for subject areas or materials and content.
		Uses survival strategies that are not appropriate in the classroom.
		Out of 9 Total
Socio-linguistic Development % Checked:		Does not speak English.
		Limited academic language in native language.
		Limited social language in English.
		Rarely speaks in class.
		Speaks only to cultural peers.
		Limited academic language in English.
		Asks a peer for assistance in understanding.
		Appears to know English but cannot follow English directions in class.
		Out of 8 Total

2nd Classroom Language Interaction Checklist

Name of Student:_____ Grade:_____ Date:_____

Recorder(s):_____

SOCIAL CLASSROOM	Native/Home Language	English
16. Follows general directions. (Spanish & Quechua)		
17. Acts out common school activities.		
18. Points, draws, or gesture responses		
19. Verbalizes key words		
20. Gives commands to peers.		
21. Exchanges common greetings.		
22. Uses limited vocabulary		
23. Describes objects; describes people.		
24. Retells a familiar story.		
25. Initiates and responds to a conversation.		
26. Appears to attend to what is going on.		
27. Appropriately answers basic questions.		
28. Participates in sharing time.		
29. Narrates a simple story.		
30. Between 1000-6000 receptive vocabulary.		

	Native/Home Language	English
Total social classroom interactions used in classroom		
Total possible social classroom interactions	15	15

ACADEMIC CLASSROOM	Home Language	English
41. Follows specific directions for academic task.		
42. Follows along during oral reading.		
43. Understands teacher's discussion.		
44. Uses sound/symbol association.		
45. Decodes words.		
46. Generates simple sentences.		
47. Completes simple unfinished sentences.		
48. Makes some pronunciation & basic grammatical errors but is understood.		
49. Asks for clarification during academic tasks.		
50. Asks/answers specific questions regarding topic.		
51. Actively participates in class discussions; volunteers to answer questions.		
52. Responds orally and in written form		
53. Can explain simple instructional tasks to peers.		
54. Adds an appropriate ending after listening to a story.		
55. Initiates conversation and questions		
56. Demonstrates an interest in reading.		
57. Understands and uses temporal and spatial concepts.		
58. Distinguishes main ideas from supporting details.		
59. Understands rules of punctuation and capitalization for reading.		
60. Engage in and produce connected narrative		
61. Can communicate thoughts		

Huron School District Cross Culture Intervention Planning & Review

| Referring Teacher:_____ |
| Date:_____ |

General Background/Language History/Academic History

Student Name:_____ Current Grade:_____ Birthdate:_____ Age:_____

Sex: F M   Country of Birth_____ Language(s) student speaks: Primary_____

Secondary _____

School Experience *Outside* US: (Circle each grade) N PK K 1 2 3 4 5 6 7 8 9 10 11 12
Country(ies):	Age started school:	# of interruptions:
School Experience *Inside* US: (Circle each grade) N PK K 1 2 3 4 5 6 7 8 9 10 11 12
Number of schools attended:	Age started school:	# of interruptions:

BACKGROUND DATA	Date/Comment	Date/Comment
Developmental History		
Disciplinary History		
Health History		
Special Services History		
Attendance History		
Family Information		
Parent Contact		

TESTING DATA	5th Grade Dates/Scores	6th Grade Dates/Scores	7th Grade Dates/Scores	8th Grade Dates/Scores
ACCESS				
NWEA				
DSTEP				

ACCULTURATION DATA					
Sociocultural Checklist	Date/Score	Order of Concern	Resiliency Checklist	Date/Score	Order of Concern
Acculturation			Acculturation		
Cognitive Learning			Cognitive Learning		
Culture & Language			Culture & Language		
Experiential Bkgd			Experiential Bkgd		
Sociolinguistic Dev			Sociolinguistic Dev		
Acculturation Quick Screens	Date/Score	Date/Score	Classroom Language Interaction Checklist	Date/Score	Date/Score

Strengths/interests of student:_____

Huron School District Cross Culture Intervention Concerns & Interventions

Student:_____

Academic Concerns/Achievements	Low 1	2	3	4	High 5	Progress Made		Comments
Receptive Language & Social Comprehension						Yes	No	
Receptive Language & Academic Comprehension						Yes	No	
Expressive Language & Social Interaction						Yes	No	
Expressive Language & Academic Interaction						Yes	No	
Reading						Yes	No	
Writing						Yes	No	
Math						Yes	No	
Other						Yes	No	

Academic Interventions Tried	Frequency	Start Date	End Date	Progress Made		Comments
Review of previously learned material				Yes	No	
Check or re-state for comprehension				Yes	No	
Seating with students of same language				Yes	No	
Peer Tutoring				Yes	No	
Varied learning experiences (cooperative, kinesthetic, individual, etc.)				Yes	No	
Sheltered Instruction				Yes	No	
Supplemental Materials				Yes	No	
ESL help specific to concern				Yes	No	
Teaching metacognitive learning strategies				Yes	No	
Guided practice				Yes	No	
Adapted instructional material				Yes	No	
Consult Resource People				Yes	No	
Peer Support group				Yes	No	
Other				Yes	No	
Other				Yes	No	

35

Student: _____

Behavioral Concerns	Date/Comment	Date/Comment
Tardy		
Inattentive		
Sleeps		
Inappropriate use of language		
Fighting/Physical Aggression		
Verbal Harassment		
Disruptive of classroom activities		
Insubordinate/Disrespectful		
Theft		
Vandalism		
Other		
Other		

Behavioral Intervention Tried	Frequency	Start Date	End Date	Progress Made		Comments
Behavioral Contract				Yes	No	
Parent Conferences				Yes	No	
Reduction of stimuli				Yes	No	
Support Group				Yes	No	
Suggestions from Parents				Yes	No	
Culturally appropriate guided practice				Yes	No	
Acculturation support				Yes	No	
Counseling Services						
Coping/problem solving strategies						
Self Monitoring						
Planned positive reinforcement						
Other						
Other						

Special Services History (Check appropriate service)	__SPED __Title I __SAFE/CCE __Counseling __504 __Retention __Previous Referral __ESL

Pertinent Situational/Family Information _____

Table 8 Special Education Eligibility Considerations for EL Students

Student Characteristics	Special Education Recommendations
☐☐ Difficulties only in English (L2) the at are typical of students learning English as a second language or expected given the primary language of the student.	Not eligible as a student with a disability
☐☐ Difficulties in both English (L2) and the student's primary language (Ll), with no history of L1 concerns prior to beginning English schooling. ☐☐ "Language Loss" in the primary language (Ll) that results from the process of learning English and a lack of sustained academic literacy support in Ll.	Not eligible as a student with a disability
☐☐ Difficulties in both English (L2) and the student's primary language (Ll). ☐☐ Difficulties in the primary language (Ll) are explained by a true language disability present from early on and either atypical of students learning English as a second language or atypical of a student with the same primary language learning background as the EL	Eligible as a student with a Speech and Language Impairment; Possibly eligible as a student with a Specific Learning Disability depending on the impact of the language impairment on reading and writing acquisition

☐☐ Even with access to English reading, writing and/or math instruction matched to the student's level of English proficiency,
  o A pattern of strengths and weaknesses in achievement exists that is significantly discrepant from grade-level standards, follows known patterns of specific learning disabilities, and is atypical of students learning English as a second language.
  o Academic difficulties that are severely discrepant from grade-level standards and learning trajectories, and demonstrate insufficient progress when given high-quality, tightly aligned instruction.
☐☐ Academic difficulties cannot be attributed to specific differences associated with a culture or its language.
☐☐ Academic performance patterns are atypical of students with the same primary language-leaning background and schooling exposure as the EL.
	Eligible as a student with a Specific Learning Disability

☐☐ 31Documented medical condition or developmental delay (i.e. hearing loss, visual impairment, Down Syndrome, etc.) that has been present from birth, interferes with access to and/or progress in the general curriculum, and requires specially designed instruction for the student to access and/or progress in the general curriculum. ☐☐ Documented generalized cognitive delays across social, academic and adaptive functioning that have been present from birth and are atypical of students learning English as a second language.	Eligible as a student with a disability

(Ferguson, Katakowski, Koceski, Whitmore, 201 5)

HELPING ALL STUDENTS SUCCEED -- REALISTIC CLASSROOM ACCOMMODATIONS

A large number of students are experiencing difficulty in our schools today. Some of these students have special needs. Others fall into a gray area and do not qualify for specific programs.

All these students can learn. However, they may not learn by traditional methods. It is not a question of "watering down" to meet their needs. The content can remain intact but the delivery of the content may need alteration.

The goal is to provide alternatives and tools that these students need to comprehend assignments and understand classroom material.

Below are Ten Common Difficulties and Realistic Classroom Accommodations:

- The student who can't take meaningful notes **NEEDS** - legible notes

- The poor reader **NEEDS** - a copy of peer or teacher notes -- content presented orally first before reading it - audio text - skeletal outlines - color coded highlighted texts

- The student who learns by hearing it **NEEDS** - to study orally at home - to have tests and content read - to "say" the material internally

- The student who fails tests **NEEDS** - retakes/extra credit - more time - review sheets

- The student who "can't get started" on a major assignment **NEEDS** - one-on-one time with the teacher occasionally

- The student experiencing organizational problems **NEEDS** - a monthly/quarterly class - a notebook/folder system modeled by the teacher - clearly delineated expectations - short term due dates - a schedule for homework - a highly structured classroom

- The student who has difficulty with vocabulary **NEEDS** - study techniques such as color-coded note cards - operational definitions - vocabulary words paired with common terms- fewer but most important vocabulary

- The student who can't do the work **NEEDS** - more time to be taught different ways of learning

- The student who learns by "hands-on" **NEEDS** - projects - hands-on experiences - skeletal outlines - manipulative, note cards, tools

- The student with low self-esteem **NEEDS** - teachers who believe and expect that the student can and will - frequent positive feedback - positive rapport initiated by teachers; i.e. classroom greeting, small talk, interest in a student's non-class activities - emphasis on success - less emphasis on labels "SLD" - to be called on when the student knows the answer - a caring classroom environment

These are just some of the problems experienced by students who are not adept at typical school skills of reading, note taking, completing assignments, and taking tests. Students facing difficulties like those mentioned above require skilled teachers to create opportunities for success.

Accommodations:

Alter the classroom setting to reach the child's maximum potential and to demonstrate the child's knowledge and educational progress

Examples include:

- Seating near the teacher or board
- Increased response time
- More frequent review
- Paraphrasing new information
- Simplified instructions
- Extended time to complete tests and assignments
- Enlarged print
- Oral test/response
- Assistive technology
- Seating with a buddy
- Untimed "timed" tests
- Practice activities to fit learning style

Other Options:

Examples include:

- Copies of teacher notes
- Help with note taking
- Peer assistance
- Cooperative learning
- Audio reading materials
- Step by step assignments

CLASSROOM ADAPTATIONS

School Accommodations or Adaptations

When it is necessary to make accommodations to a student's educational program so that he or she can be successful in school, it is important to include the student in the discussion. Ask him or her what would be helpful.

Accommodations should be chosen to fit the student's learning style. Any section of the following ideas should be based on the student's need for changes in curriculum, teaching methods, classroom organization or individualized behavioral strategies.

Textbook and Curriculum Adaptations

Books

- Provide audio of textbooks - have student follow the line of print while listening
- Provide high interest reading material
- Use marker to highlight important textbook sections
- Provide two sets of textbooks - one for home, one for school

Curriculum

- Assignments based on mastery of key concepts
- Spelling tests based on mastering most functional words
- Specify and list exactly what the student will need to learn to pass; should be reviewed frequently

Classroom

- Develop individualized rules for student when needed
- Evaluate classroom structure against student need
- Keep classroom quiet during intense learning times
- Reduce visual distractions in the classroom (mobiles, etc.)
- Provide computer for written work
- Seat student close to teacher
- Use study carrels for any student who would benefit
- Seat student away from window or doorway
- Provide an unobstructed view of board and teacher
- Keep extra supplies of pencils and books
- Omit crosswords and word find puzzles

Teaching Suggestions Directions

- Use both oral and printed directions
- Give directions in small steps and be brief
- Number and sequence the steps in a task
- Have student repeat back the directions
- Show a model of the end product

Time/Transitions

- Alert students several minutes before a transition occurs
- Provide additional time to complete a task
- Allow extra time to turn in homework without penalty

Handwriting

- Use activities that require minimal writing
- Do not ask students to recopy work
- Use brief response questions rather than essay questions
- Provide a "designated note taker" or provide teacher notes
- Provide a print outline of a video
- Provide print copy of assignments or directions, which are written on or board

Math

- Allow the use of a calculator without penalty
- Group similar problems together - i.e.: all addition
- Provide enough problems to show understanding
- Use enlarged graph paper to write problems
- Turn lined paper sideways to make columns
- Provide a table of math facts for reference
- Read and explain story problems - break into smaller steps

Other

- Check progress and provide frequent feedback during the first few minutes of every assignment
- Place ruler under sentences being read for better tracking
- Break long-range assignments into small, sequential steps with daily monitoring
- Have student practice in a small group before presenting to the class
- Sequence written work - easier to more difficult
- Provide study guides and study questions, which directly relate to test
- Reward student for using an assignment notebook
- Use mapping to show how ideas are related

Behavior

- Arrange a "check-- in" time to organize day
- Pair a student with a good behavioral model for projects
- Eliminate rules for some students when they discriminate
- Reward the student for remembering something rather than punishing for forgetting
- Develop an individual behavioral plan for the classroom that is consistent with the student's ability
- Arrange for the student to voluntarily leave the room for a designated "safe place" when under high stress
- Develop a "system" or code word to signal that behavior is not appropriate
- Ignore behaviors that are not seriously disruptive
- Develop interventions for behaviors that are annoying but not deliberate (i.e.: provide a small piece of foam rubber for desks of students who continually tap pencils, provide paper for doodling)
- Be aware of behavioral changes which are due to medication or length of school day
- Functional Behavior Assessment (FBA)
- Contact Behavior Specialist
- Use CPI or LSCI techniques

**If Student Has Difficulty Learning by Listening Try
This: Before the Lesson**

- Pre-teach difficult vocabulary and concepts
- State objective; provide a reason for listening
- Teach the mental activities involved in listening - mental "note taking," questioning, reviewing
- Provide study guides/worksheets
- Provide script of Provide lecture outlines

During the Lesson

- Provide visuals via the board, overhead, or computer screen
- Use flash cards
- Have student close eyes and try to visualize the information
- Have student take notes and use colored markers to highlight
- Teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet)
- Give explanations in small, distinct steps
- Provide written as well as oral directions
- Have student repeat directions
- When giving directions to the class, leave a pause between each step so student can carry out the process in his mind
- Shorten the listening time required
- Provide written and manipulative tasks
- Be concise with verbal information: "Tonya, please sit," not "Tonya, would you please sit down in your chair."

If Student Has Difficulty Expressing Himself Verbally, Try This:

Accept an alternate form of information sharing such as the following:

- ☐ Written report
- ☐ Artistic creation
- ☐ Exhibit or showcase
- ☐ Chart, graph, or table
- ☐ Photo essay
- ☐ Map
- ☐ Charade or pantomime
- ☐ Demonstration
- ☐ Video report
- ☐ Ask questions requiring short answers
- ☐ Provide a prompt, such as beginning the sentence for the student or giving picture cue
- ☐ Give rules for class discussion (i.e.: hand raising)
- ☐ Give points for oral contributions, and prepare the student individually
- ☐ Teach student to ask questions in class
- ☐ Specifically teach body and language expression
- ☐ Wait for student to respond; don't call on the first student to raise his hand
- ☐ First ask questions at the information level - give facts and ask for facts back
- ☐ Have student "break in gradually" by speaking in smaller groups and then in larger groups
- ☐ Use text to speech

If Student Has Difficulty Reading Written Material, Try This:

- Find a text written in a lower level
- Provide highlighted material
- Rewrite student's text
- Audio text
- Allow a peer or parent to read text
- Shorten amount of required reading
- Look for same content in another medium (movie, video, audio)
- Oral reading should be optional: provide alternative methods for student to contribute to the group such as role playing or dramatizing
- Allow extra time for reading
- Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment
- Motivate student; high interest
- Provide questions before student reads a selection (include page and paragraph numbers)
- Put main ideas of text on index cards which can easily be organized
- Pre-teach vocabulary
- Type material for easier reading
- Use larger type
- Be more concrete: use pictures and manipulative
- Reduce amount of new ideas
- Provide experience before and after reading as a frame of reference for new concepts
- State the objective and relate to previous experiences
- Help student visualize what is read
- Use a screen reader

If Student Has Difficulty Writing Legibly, Try This:

- Use format requiring little writing
- Use manipulative such as letters from a Scrabble© game
- Allow use of computer
- Teach writing directly
- Trace letters or write in clay
- Use marker to space between words
- Tape the alphabet to student's desk or provide a wallet-size alphabet card
- Courses in graph analysis or calligraphy may be motivating
- Use graph paper to help space letters and numbers in math
- Use lined paper

If Student Has Difficulty Expressing Himself in Writing, Try This:

Accept alternate forms of reports:

- Oral reports
- Video report
- Video of an interview
- Collage, cartoon, or other art
- Maps
- Diorama, 3-D materials, showcase exhibits
- Photographic essay
- Panel discussion
- Mock debate
- Review films and present an appropriate one to the class
- Make a video
- Have a student dictate work to someone else (an older student, aide, or friend) and then copy it himself
- Allow more time
- Prepare an outline or summary
- Provide a sample of what the finished paper should look like
- Provide practice using: story starters, open-ended stories
- Allow oral responses (try oral spelling tests)

If Student Has Difficulty Spelling, Try This:

- Dictate work, then ask student to repeat it (saying it in sequence may eliminate errors or omitted syllables)
- Avoid traditional spelling lists; instead, determine lists from social needs and school area needs
- Use mnemonic devices ("A is the first capital letter," "The capitol building has a dome")
- Teach short, easy words in context: on and on, right on! on account of
- Have students make flashcards and highlight the difficult spots on the word
- Give a recognition level spelling test: ask student to circle correct word from 3 or 4 choices
- Teach words by spelling patterns (teach "cake," "bake," "take," etc. in one lesson)
- Avoid penalizing for spelling errors
- Hang words from the ceiling during study time or post on the board or wall for constant visual cues
- Provide a tactile/kinesthetic aid for spelling (sandpaper letters to trace or a box filled with salt or cereal to write in)
- Use spell check

If Student Has Difficulty Seeing Relationships, Try This:

- Directly and specifically point out relationships
- Draw arrows on worksheets or in the text to show that ideas are related
- In class discussion, have students relate their ideas to personal experience
- Teach these functions directly: function category opposition sequence
- Provide direct practice identifying relationships
- Provide headings or a partially completed chart for an example
- Put time-lines on student's desk as a reference
- Use a family tree to help relate disassociated historical events
- Use a banner with symbols for ideas/events

If Student Has Difficulty Understanding Cause and Effect or Anticipating Consequences, Try This:

- Use concrete examples
- Use real-- life situations when role playing
- Teach cause and effect using: brainstorming role-playing simulations
- Have student use imagination

If Student Has Difficulty Drawing Conclusions and Making Inferences, Try This:

- Teach thinking skills directly
- Draw a parallel to a situation that the student might have previously experienced in problem solving

If Student Has Difficulty Remembering, Try This:

- Provide a checklist
- Provide cues
- Have student make notes to himself
- Teach memory skills
- Teach the use of acronyms and mnemonic devices

If Student Has Difficulty Becoming Interested, Try This:

- Tell stories which relate the lesson to people's lives
- Establish relevancy and a purpose for learning by relating to previous experiences
- Provide an experience such as a field trip, then teach lesson
- Reward often as lesson begins
- Shape approximations of desired behavior by providing praise, one-to-one conversation, or immediate feedback of correct answers
- Read aloud a brief article or story to stimulate interest
- Use video clips to focus student's interest
- Make a positive, personal comment every time student shows any evidence of interest (i.e.: sits in seat, has a book)

If Student Has Difficulty Getting Started, Try This:

- Give cue to begin work
- Give work in smaller amounts
- Provide immediate feedback
- Sequence work with easiest answers first
- Provide all necessary materials
- Introduce assignment carefully so student knows task expected
- Provide time suggestions for each task
- Check on progress often in first few minutes of work
- Give clear directions
- Give a checklist for each step of the task (i.e.: the steps in a long division problem)
- Use a peer or peer tutor to get student started
- Project the printed page of a worksheet
- Introduce material with the survey-question technique
- Provide audio materials

If Student Has Difficulty Following Directions, Try This:

- Use fewer words
- Provide examples
- Repeat directions
- Have student repeat or explain directions
- Provide a checklist
- Send directions/post directions to access with technology
- Provide a peer tutor
- Monitor closely as student begins
- Give clear directions
- Present both auditory and visual direction
- Put directions on cards

If Student Has Difficulty Keeping Track of Materials or Assignments, Try This:

- Require a notebook; use large envelopes for each subject
- Check notebook often
- Keep extra supplies on hand
- Give assignment sheet to student, other teachers, and/or parents
- Write assignment on board for student to copy
- Check and reinforce student for recording assignment
- Require envelopes for big projects that have many separate parts
- Return corrected work promptly
- Give reward (praise) for bringing book, paper, and pencil to class every day

If Student Has Difficulty Staying on Task, Try This:

- Reduce distractions
- Break apart tasks
- Increase reinforcements
- Provide checklists

If Student Has Difficulty Paying Attention to the Spoken Word, Try This:

- Give explanations in small, distinct steps
- Provide written backup to oral directions and lectures; provide visual via board, video or electronically
- Have student repeat directions
- When giving directions to the class, leave pauses between each step so student can carry out process in his mind
- Provide other sources of information: audio, copies of notes, interactive software, shared note taking with a friend
- Shorten the listening time and repeat instructions
- Alternate spoken with written and manipulative tasks
- Look directly at student for visual understanding when giving directions
- Provide advance organizers including outlines, study guides, preview questions, and vocabulary preview

If Student Has Difficulty Paying Attention to the Printed Word, Try This:

- Select a text with less on a page
- Highlight distinctive features
- Mask nonessential material
- Cut pages apart or tear from book
- Practice discrimination of one part (have student identify main heading or unit titles)
- Require desk to be cleared of extraneous material
- Face desk to the wall or provide a study carrel
- Provide peer tutors
- Provide different activities during the class period
- Provide a reward valued by student
- Provide quiet alternatives for a short time
- Provide a timer to set short periods of work

Ideas for Homework Assignments

- Consider the attention span of the student when making homework assignments
- Provide a clear set of directions for the assignment.
- Do a check for understanding with the student by having student explain to you what they think the assignment is.
- Provide example of what the assignment should look like or provide example of how to do one portion of the task.
- Check to be sure that the student has written the assignment in an assignment log.
- Provide a suggested time frame for doing the homework: "Do as much as you can on this in a thirty-minute time span."
- Allow an alternative format for the assignment (accept an audio report rather than a written report).
- Eliminate redundant copying, focus on meaningful writing expectations.
- Provide choices to all students as to which portions or problems to do.
- Do as many problems as you need to in order to understand the concept.
- Set up homework buddies or homework sharing groups so students can check in with classmates about homework assignments.

Grading Options

- Grade process and product separately.
- Contract with the student for grade based on completion of the task.
- Use a pass/fail system.
- Use an inventory checklist noting mastery or non-mastery.
- Provide a narrative report in addition to a letter grade.
- Involve the student in self-evaluation using goal setting, learning contracts, weekly conferences, and etc.
- Grade frequently to allow opportunities for increased feedback.
- Offer options of educational relevant extra credit.
- Provide partial credit for items attempted or for partial answers.

Ways to teach Daily Assignments and Activities

- Pre-teach vocabulary and preview major concepts
- Provide copies of key terms and definitions
- Discuss what the student already knows about the topics
- Discuss what the student wants to learn about the topic
- State a purpose for reading:
    - Give student something specific to look for before beginning to read (i.e.: the main character, something the main character is involved in, the sequence of main events).
    - If questions are going to be utilized, give the student a copy of the questions beforehand.
- Provide repetition of instruction
- Incorporate such techniques as study guides, drill, choral response, study-buddy practice, or hands- on manipulative.
- Provide clear directions and examples:
    - Give oral and written directions
    - Have student repeat directions
    - Use examples to demonstrate the procedures and ask the student to demonstrate the procedure
    - Build a frequent checks-for-understanding ("Tell me what you think you are supposed to do with this assignment...")
- Make time adjustments:
    - Allow student more time
    - Number of questions needed to show understanding

- Provide feedback:
  - o As immediate as possible
  - o Oral or written for each assignment
  - o Ask the student to tell you how he/she did on the assignment, areas in need of improvement, areas of strength, how they might approach the task differently
- Have students keep an assignment notebook:
  - o Record assignments and daily tasks
  - o If needed, color code and/or organize separate folders and assignment notebooks for each class/subject

Grading and Tests

- Use daily or frequent grading averaged into quarter grade.
- Mark only correct answers rather than wrong answers.
- Permit students to rework problems for a better grade.
- Average grades when assignments are redone or grade on corrected work.
- Permit students to retake tests - set realistic expectations.

Tests

- Teach the student how to take tests and how to review.
- Allow as much time as needed to finish.
- Allow tests to be taken in a different room if necessary.
- Read tests to the student and allow oral responses.
- Divide tests into small sections.
- Give progress reports and portfolios.
- Grade spelling separately from content.
- Use typed test materials instead of handwritten tests.
- Allow take home, open note, open book tests.

Ways to Tests

- Reorganize test questions from easy to difficult.
- Enlarge or highlight key words in a question or phrase.
- Assist students in pacing themselves by showing or telling how much time remains.
- Provide oral directions for each portion of the test.
- Underline the word "Directions" on the test to call attention to it.
- Give a take home test.
- Give tests more frequently, covering less content per test.
- Eliminate the need to transfer answers from the test to another piece of paper.
- Color-code the sections of the test.
- Allow the student to record answers to the test questions instead of writing them.
- Allow the student the option of drawing a line from the question to the correct multiple choices.
- Place all matching items and choices on the same page.
- Use small groups of matching questions and choices.
- Provide a word bank of possible answers for fill in the blank questions.
- When using essay questions, pre-teach the meaning of compare, describe, discuss.
- Allow outlining as an option to writing an essay.
- Provide opportunities for students to answer essay question using a computer.
- Verbal tests

Speech and Language Difficulties Environmental Accommodations:

- Seat away from auditory distractions, e.g.: open window, noisy heater. Seat near front of classroom.
- Seat near positive role models who are active participants in discussions so that students can hear well.

Delivery of Instruction Accommodations:

- Ask specific, structured questions.
- Teach nonverbal communication skills.
- Reinforce students' use of social language skills.

Student Performance and Behavior:

- Allow extra time for responses to questions.
- Structure opportunities for small group and one-to-one discussions.
- Plan for short oral presentations.

Assessments:

- Allow recordings as alternatives to live presentation.
- Encourage alternate ways to complete tasks such as projects or written reports.

Emotional Difficulties

For Use with All Students:

- Use behavior management strategies.
- Establish consistent classroom routines.
- Set high academic and behavioral expectations.
- Model mutual respect and positive behaviors.

Environmental Accommodations:

For Use with Aggressive Students:

- Seat in area of room with minimal distractions.

For Use with Withdrawn or Depressed Students:

- Seat near front of room.

Delivery of Instruction Accommodations:

For Use with Aggressive Students:

- Avoid personalizing behaviors.
- Prepare students prior to any change in routine.

For Use with Withdrawn and Depressed Students:

- Greet student each day. Use proximity control.

Student Performance and Behavior: For

Use with Aggressive Students:

- Use "planned ignoring" for low-level, attention-getting behaviors.
- Use "I Message."
- Use nonverbal cues to direct student behavior.
- De-escalate problem situations by allowing "time out" for student.
- Avoid power struggles and verbal arguments.
- Use CPI or LSCI techniques.

For Use with Withdrawn and Depressed Students:

- Allow for alternative forms of participation and response.
- Use private rather than public forum for management, correction, or discussion.
- Assign student to classroom and group responsibility.
- Allow for partner work and activities.
- Provide homework sheet or log book.

Assessment:

- Provide small group or one-to-one testing whenever possible.
- Seat students close to the teacher.
- Develop a system of nonverbal cues so that student can get help quickly to minimize frustration.
- For a student who is depressed, check the students frequently and offer encouragement.
- For a student who is obsessive/compulsive or a perfectionist, divide test into several distinct sessions in which student has lots of time.
- Do not allow student to return to a previous section.

Learning Difficulties

Specific Instructional Accommodations for Students with Learning Difficulties:

- Use a variety of multi-sensory approaches.
- Organize and group steps in a process.
- Allow additional time for written assignments.
- Use voice recording for reading and writing tasks.
- Use computer-assisted instruction.
- Write key points and words on the board or projector.
- Cue students to listen.
- Provide directions in writing.
- Post homework assignments and test schedules.
- Provide assistance in note taking, i.e.: copies of notes or note taking paper.
- Encourage use of homework assignment book or calendar.
- Maintain ongoing master list of assignments.
- All test and class papers should be designed to provide lines for answers instead of leaving blank spaces.

Attention Deficit Hyperactivity Disorder Environmental Accommodations:

- Seat student near the teacher.
- Seat student near a positive role model.
- Stand near the student when giving directions or presenting lessons.
- Avoid seating student near distracting stimuli, for example, an audible air conditioner fan or in a high traffic area.

Delivery of Instruction Accommodations:

- Write key points on the board.
- Allow students to tape record lessons.
- Use computer-- assisted instruction.

Student Performance and Behavior:

- Pair student to check work.
- Provide peer note taker.
- Give extra time to complete tasks, especially for students with slow, laborious motor output.
- Simplify complex directions.
- Give assignments one at a time to avoid work overload.
- Allow student to record homework assignments.
- Allow computer printed assignments.
- If reading is weak, provide additional reading time.
- If oral expression is weak, accept non-written forms for reports (displays, oral projects).
- Provide assistance with note taking, i.e.: copies of notes or note taking paper.
- Provide opportunity for seat breaks, for example, to run errand, etc.
- Remind students to check over work if performance is rushed or careless.
- Provide peer assistance with organizational skills.
- Assign special responsibilities to student in presence of peer group so they observe student in a positive light.
- Call on only when hand is raised.
- Look for signs of stress build up and provide encouragement or reduced workload to alleviate pressure and avoid outbursts.
- Encourage student to have a notebook with dividers or folders for work.
- Assign volunteer homework buddy.
- Allow student to have an extra set of books at home.
- Praise specific behaviors.
- Use nonverbal signal to cue student to stay on task.
- Ignore inappropriate behaviors not drastically outside of class limits.
- Implement break procedures.

Assessment:

- Mark student's correct answers, not mistakes.
- Give take home tests.
- Allow students to give verbal test answers.
- Allow extra time for completing tests.
- Do not penalize for poor handwriting if visual motor deficits are present.

Test Accommodations for Students with Specific Concerns Suggested Accommodations:

- Allow student to complete test next day or at another time.
- Ask student to circle words they don't understand and define them.
- Keep directions simple.
- Include directions.
- Allow students to circle correct answers on original test.
- Use numbers instead of letters since many learning-disabled students confuse B's and D's.
- On matching questions, divide into two groups of five rather than one group of ten.
- Avoid true and false questions.
- Star key essay question or questions.
- List answers vertically rather than horizontally.

Strategies for Students with Specific Concerns

- Have child sit in the front of the room near teacher.
- Have child repeat directions to check for understanding.
- Have another student or teacher read the directions to the child.
- Make sure the child understands word meanings. a. Individual main words: summarize, etc. b. Function words: between vs. beside
- If using longer words, use a simpler synonym that the child might be familiar with.
- Have the child rephrase the directions in own words.
- Monitor the child's work, ask o show you what student done when half completed, and have them explain what they are doing.
- Break down the directions into a sequence of steps, number the steps, have the child complete the task one step at a time.
- Use short complete sentences, especially when giving oral directions and pause between the deliveries of each idea; avoid run-on sentences and any that may sound too long.
- Utilize another student to help monitor this child's work or help explain directions.
- Teachers should be more visual in giving directions, show the child exactly what will be expected.
- Before each math lesson, put problems on the board to remind and reinforce carrying and borrowing procedures. Do this every day for only five minutes.

- Make sure to analyze the errors in the child's work. Be sure you know why he/she is making the error.
- Use the board more, especially for auditory oriented children, who need a visual as well as an auditory cue.
- Make checklists that the child can use to denote personal program:
  - Steps in direction
  - Classroom schedule
  - Assignment completion
  - Image builder (special stars or marks for every time the child speaks up)
  - Organization lists (materials needed for a specific subject)
  - Staying in his/her seat
  - Note talking
- Give the child a piece of paper for assignment and a piece of paper on which they can doodle or tear up.
- Set strict standards on assignment appearances and stick to them.
- Mark the correct side of the paper with a small red "x" and have the child mark the rest of their papers themselves.
- Check the child's work frequently; don't stay manned at your desk while the children work; walk around and spread encouragement.
- Explain to the child that they cannot monopolize all your time, that you understand their plight and will try to give them as much time as you can, but to be patient.
- Do not force the child to answer if they do not want to even if you know they have the right answer.
- Have the child tell you the answer and then relate it to the rest of the class by saying, "Johnny gave the correct answer, which is..." always give the child verbal credit.
- Require these children to write large; tell them that you want to see the tall letters reach from the bottom to the top of the line; ask the child to skip lines between work; tell them it will make it easier for you to read their good work.
- Set the example yourself and use lots of eye contact.
- Put this child in the front or close to the front of the line so they do not lag behind.
- Ask them occasionally what time it is or what subject they have next.
- With written work, require the whole line to be filled.
- Encourage eye contact with games, "stare me down" for fifteen seconds, etc.
- Time child to see how long it takes to get from place to place.

- Give verbal rewards for being on time, handing in neat work, getting work in on time, and sitting in one's seat.
- Organize the student's desk with marked file folders.
- Always be consistent in terms of assignments - when they must be done and the quality that will be accepted.
- Make sure that all corrections are turned in on a separate sheet of paper.
- Make sure the uncommon child has a guardian angel (another student) to help them get through a day when the routine is changed.
- Have the child turn in work as soon as it is completed.
- Never let late work extend further than one day; if possible, have them do it during free time if necessary.
- Have the student check with you when half the work is completed to make sure it is done correctly and compliment the student when it is.
- Show the student how to organize the work; you do an example; point out how one should space words, skip lines between answers, etc.
- Use graph paper for complicated math work; make sure student puts one number in each box.
- Write down steps needed to do assignment.
- Explain the use of an eraser and why it must be used.
- Math should only be done in pencil.
- Make checklists for the child of material that is to go home; get a parent to sign it if possible.
- Students should clean out desks twice a week.
- Monitor student closely to be sure are not just putting down any answer.
- When finished with assignment, ask the student to tell you the main idea of the work or explain the process used.
- Have all corrections done during free time.
- Explain that it is always easier to do it right the first time rather than doing it again.
- Do not allow student to do more than one assignment at a time unless it is checked.
- If student consistently errs, analyze the errors to see if they actually read the material.
- Ask the student why they are always in a rush; find out why.
- Ignore disruptive behavior if possible; compliment the student with a verbal and physical gesture when behaving appropriately.
- Use direct eye contact whenever talking to the student.
- Never fly off the handle.
- Always be consistent.
- Find positive consequences for the student to develop the desire to be good.

- Don't allow conversation away from the subject at any time, especially in independent work times; can speak only of math at math times, etc.
- Give a place keeper for reading work.
- Have patience when student is under the weather.
- Have checklists to be used when work is completed.
- If student goes on an errand, make sure to provide easy instructions
- Time child for getting started - "Ten seconds to get your name on the paper."
- Compliment student when they look nice.
- Have the child stay after school and clean up desk to teacher's satisfaction with parent approval.
- Make student follow classroom rules.
- Set limit as to how many errors will be accepted; better yet, tell how many right or correct responses you expect (again make sure they understand the assignment first).
- Limit number of questions student can ask about written or oral directions.
- Allow use of math grid for tables.
- Give visual examples, especially math.
- Have student construct a notebook with only formulas and examples.
- Keep a teacher- made reference notebook in class.
- Have a student divide long-term assignments into sections, setting a due date for each section.
- Check with other teachers and compare subject matter that will transfer from one class to the next.
- Keep teaching strategies similar - such as metrics in science and math.
- Don't allow student to isolate self in the classroom.
- Try to check on student from time to time.
- Clean lockers regularly.
- Require student to keep daily assignment sheet.
- Have parents sign daily assignment sheet.
- Allow student to take test in alternate setting.
- Keep student after school that night for incomplete assignments. (This can be prearranged with most parents if they are cooperative).
- Have student keep folder organized - one folder for each subject.
- Make sure student, in particular, knows exactly what is expected and when it is due.
- Check to make sure assignment is written down in a good place.
- When the student begins an assignment, check to be sure they areas on the right track.
- Give extra time on a test.
- Put things in black and white - type of behavior that will be accepted and that's it. In the area of values, use statements such as, "Tell me how you would feel if it happened to you."

- Say, "I care for you as a person. Though I may not like the things you do, I still care for you as a person."
- Make statements such as - "It seems to me you did or said...because you want my attention (other students' attention.")
- Make statements such as, "I see this as something at which you are good."
- Refuse to let student play the shift the blame game; state facts or call them on it; if student says, "My mother said..." or "Mrs. Smith said..." say "When I talk to them this afternoon, I will ask them if that is what they said."
- State expected short term behavior and consequences; always follow through and always be consistent.
- With parents, state facts, never voice an opinion.
- Send notes home about materials that are needed.
- Give student an example of what student is to do.
- If possible, have frequent brief conversations with the student, so student knows they cannot play parent against teacher.
- Ask compensatory teacher to work on a specific thing such as: main ideas, summarizing, a particular math concept, and paragraph.
- Make sure errands are clearly written and/or understood by child.
- Stand by the student's desk as often as possible when talking to the class.
- Give specific times that the student may get up out of seat.
- Send complimentary notes home when student's behavior is appropriate and/or improving.
- Do not let yourself react emotionally to inappropriate behavior.
- State the behavior you see student exhibiting.
- State choices they have in the area of behavior and tell them the behavior you expect.
- Give student and another child a project to do together outside the classroom. It is sometimes easier to be friendly without twenty-five others around.
- If possible, arrange special project times for student in the room or with a compensatory teacher - alone sometimes - sometimes with other children.
- Try to arrange some "alone time," even three or four minutes with you.
- Try to talk openly and honestly about some of the student's behaviors. Venture some guesses as to how you might see it from his/her point of view - many times student will respond.
- Talk with the compensatory teacher about involving them in some small group, nonacademic activities.
- Find out from parents what the student likes to do at home and work out a project they could do and bring to school.
- Tell student if they are sick, they will have to go to the office; if they don't want to go to the office, then they obviously are not sick.

- Discuss the problem with the parent; explain to the child in long and involved detail that work will have to be made up during times spent at the office, home and follow through.
- Have the child use a pencil holder, rubber band, pencil grip.
- Allow special lined paper.
- Use finger tracing, sandpaper alphabet.
- Encourage the child to participate in board and other games in the room. It may help the child feel more relaxed.
- If possible, arrange a special time with the art teacher. This child may often respond here better than other places.
- Set up a point system for a specific behavior using special projects or times as earned rewards.
- If possible, involve the child in a special physical education activity or other program to work on gross and fine motor difficulties.
- Designate student as a special helper to carry things, rearrange desks, etc.
- Talk with the parents. Have a check sheet for things to be worked on at home and keep a point sheet at school.
- Have compensatory teacher work on areas of special difficulty.
- If possible, arrange with music, art, or physical education teacher to involve student in a special activity that would help to improve skills.
- When possible, be very up-front with the child, pointing out to him the realities of a given situation. This will need to be done more than once.
- Give auditory clues, but try to gradually reduce the number of clues you give.
- Have student read a phrase silently, then tell you what it said; work up to a sentence, then a paragraph.
- When an error is made, have student go over it and see if they can recognize the error.
- During free time, try to encourage work with simple puzzles, paper cutting, coloring, and mazes, dot-to-dot, block designs, art activities, either with another child or with you.
- Find out from parents if child really has a physical problem and, if possible, set specific times to use the bathroom, etc.
- If possible, keep student in a small reading or math group in which extra practice could benefit the whole group.
- Try to watch and be aware of when the student wants to speak. You may even set up a system whereby they can cue you if they want to say something.
- Ask compensatory teacher for special help worksheets to work on in the classroom.
- Send child on an errand you are certain they can handle.
- Have child tell you what they did last night or over the weekend.
- Encourage oral language activities.

- Encourage simple memory games with the child actively participating by following directions.
- Read short stories followed by questions dealing with the details, sequence, main idea, inferences, and drawing conclusions.
- Encourage structured activities at recess such as hopping games, walking a straight line (forward, backward, and sideways), ball bouncing, and etc.
- Have child work on copying geometric figures using rubber bands, cards, blocks, and etc.
- Encourage games such as dominoes, playing cards (making suits, pictures, numbers, and sets), and letter bingo, etc.
- Encourage games of matching, sorting, tracing, or letters and words.
- Use audio of sounds, words, stories, and etc.
- Start by giving simple oral directions and progress to more difficult ones.
- Have student do one or two problems with you each day involving the difficult process.
- Use visuals concurrently with the numerical symbols.
- Occasionally, ask what time it is.
- Have student count out real money to you.
- Discuss prices, distance, and basic measurement with the class, possibly in a social studies or science unit.
- Let student and another child give each other flash cards.
- Encourage math games.

Adaptations for Students with Special Concerns:

- Note taker
- Scribe
- Extended times/different locations
- Audio Books or Text to Speech on Computer
- Test/text reader
- Copy of notes
- Spell checker
- Record class discussion
- Take picture of notes on white board

Before a Referral

1. At one staff meeting per year train general education staff with the Speech Sound Guides. Have available on shared drive for teachers to access and implement in the classroom. Discuss the handouts, the special education process and what things you as the SLP have available for teachers.
2. Pre-referral process the teacher and the SLP review the list of things attempted or to be implemented. Use Speech Language Teacher Interventions in the areas of artic, language, fluency/stuttering, and voice.
3. On occasion, a home program for speech sounds is given to parents (following a screening and parent consent). This would include a speech sound guide, a duplicate set of cards featuring the target sound, and a letter from the SLP explaining how often to practice (5-10 minutes morning and night) and the types of games that can be played to get numerous speech sound trials. Following a designated amount of time, a new screening will take place.
4. A home program can also go home during the summer.
5. In some cases, trial therapy is offered for approximately six weeks following a screening and parent consent for the trial therapy. Often, the child may only need explicit direction, a good model and a mirror to acquire the sound. After trial therapy the child is rescreened and sometimes no further action is needed or a referral is considered.
6. In the area of Language, the options of all teachers having professional development training for the Expanding Expression Tool (EET). We could have a EET kit available in each school building. The EET kit is available at https://www.expandingexpression.com/thekit/. It uses a color coded visual to help describe an object. Depending on grade-level, the same color-coded system can then be used to help students talk/write about their show-n-tell, compare items, and in later years be used to write a formal report. Color visuals could be can be hung in classrooms.
7. When a teacher comes with an articulation concern, ask them to complete a teacher screening. The teacher asks the child to name several pictures (a model can be given if the child doesn't know) and marks the word errors as well as circles the errors at the top of the page to indicate the age of typical acquisition. The form is then reviewed by the SLP and followed up with a conversation or email with the teacher to decide if they have typical speech for their age or if the parent should be contacted for a free screening. There is a form for both males and females. Often times, after completing the form, the teacher is made aware that the child is producing typical speech for their age and no further steps are needed.

*Londa DeRouchey, MA, CCC, SLP Spearfish School District, 2020
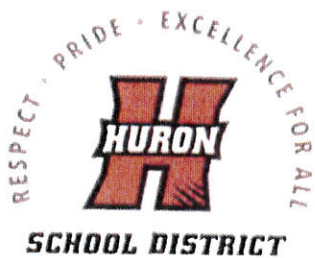
Huron School District #2-2
Office of Special Services
Request for Screening

Date Requested:_____

Please print using dark ink. Fax or mail completed form to contact information at bottom of form. Thank you.

Name of Child/Student: _____

School of Attendance:_____ Grade:_____

Age:_____ Date of Birth:_____ Male: _____ Female:_____

Parent/Guardian Name: _____

Address: _____

Phone Number: (Home) _____ (Mobile) _____

Are there any special medical needs the school should be aware of? (e.g., seizures, syndrome, medications, etc.)

_____
_____

What doctors, agencies or other service providers are working with the child/family? (e.g., home-based services, respite care, occupational therapy, physical therapy, speech/language therapy, counselor, etc.)

_____
_____

What are the strengths of the child/student?

_____
_____

What specific area of concerns do you have for the child/student?

_____
_____
_____

English as Second Language: Yes_____ No_____ Home Language:_____

Parent has been notified of request for screening: Yes_____ No _____ Date Notified: _____

_____
Signature of Person(s) Making Request/Title   Date Signed

*For more information about a referral to Special Education please contact the Director of Special Services at the contact information listed below.

District Use Only:	Once received by the district a screening will take place. The school team will then determine the next action which could
Date Received by Huron School District: _____	include but is not limited to: a referral to English as Second Language services, a referral to a Special Education evaluation, a referral to a 504 Accommodation Plan, a referral to receive
Received by: _____	RTI/TAT monitoring for progress or possible other options depending on the unique needs of the child/student.

Speech and Language Strategies
For Classroom Teachers

Teachers frequently approach the speech therapist with questions and concerns regarding how a student is functioning within the classroom. Often these concerns are brought up at a Teacher Assistance Team Meeting. In addition, parents also express concerns about the student and are an integral part of the team. Strategies can be provided to both teachers and parents as a part of the Teacher Assistance Team process or on an individual basis as concerns arise.

These speech and language strategies were primarily developed to provide classroom teachers with ideas to implement within the classroom prior to considering a referral for a speech and language evaluation. A chart to facilitate documentation of prior interventions is included also.

When developing the strategies, efforts were made to address the most common areas of need. Please note that all suggestions may not be appropriate for every student and you may need to modify them on an individual basis.

Speech-Language Strategies
Articulation

These strategies are intended for students for whom you have Articulation concerns. Try these strategies before you make a referral.

Articulation/Phonology:

1. Talk with SLP about your concerns and share strategies that seem to help.

2. If you cannot understand a student and you have asked them to repeat themselves, it might help to ask the student to show you or say it in a different way. For example, ask the student to write the word if they are able to do so.

3. If the student's response contains a known sound error, it's important to repeat what the child said with an appropriate model. (e.g., If the child says 'nak' for snake, you would say, "Oh, you want the snake"). This way you are not focusing on the error or calling negative attention to the child, but providing an appropriate model.

4. With younger children bring whatever you are talking about closer to your mouth so that the child is more apt to focus on speech production.

5. If you hear a consistent speech sound error use written text to increase the child's ability to see, hear and be aware of that sound. (e.g., Ask the student to find all of the words containing the error sound in a page of a story. Make this a routine in your classroom so that no student is singled out.)

6. If you have a student who is able to make a sound correctly some of the time when they know an adult is listening, set up a non-verbal cue with that child to let them know that you are listening. (e.g., for example, putting your hand on the student's shoulder, before you call on them to read aloud.)

7. Highlight words in their own writing or in classroom worksheets that contain sounds that the child is misarticulating.

Speech-Language Strategies
Grammar/Sentence Structure

These strategies are intended for students about whom you have Grammar and/or Sentence Structure concerns. Try these strategies before you make a referral.

Grammar and/or Sentence Structure:

1. If the child says something incorrectly repeat it for them correctly in a natural way. Be sensitive about not calling negative attention to their language. For example, if the child says "I goed to the store." You'd say, "Oh you went to the store."

2. When the child's speech or writing contains grammar or word order errors, show them in writing the correct form.

3. When working with the child individually with written or oral language, repeat the error and ask the child how the sentence sounds. For example, the child says or writes, "I goed to the store." You say, "I goed to the store? Does that sound right?" If the child is unable to correct it give them a choice. For example, "Which sounds better, 'I goed to the store.' or 'I went to the store.'"?

4. For frequently occurring errors, build it into daily oral language as practice for the entire class.

Speech-Language Strategies
Vocabulary/Word Meanings

These strategies are intended for students about whom you have vocabulary/word meaning concerns. Try these strategies before you make a referral.

Vocabulary and Word Meanings:

1. Prior to introducing new units/stories compile a list of key vocabulary words. Discuss words and possible meanings with students.

2. When introducing words, try using a graphic organizer or visual mapping to come up with word relationships including antonyms, or synonyms.

3. When possible pair a visual picture with the vocabulary words. When vocabulary is abstract and pictures are not available, try to relate the words to a personal experience for students to relate to.

4. Place words and definitions on note cards. Use cards to play games such as matching or memory.

5. Create word list with vocabulary and definitions to display in a visible place within the classroom.

6. Provide student with vocabulary list including definitions one week prior to beginning a new unit.

7. Encourage use of word-games with family (Tribond, etc.).

8. Consult with a speech therapist for ideas using graphic organizers.

Speech-Language Strategies
Social Communication

These strategies are intended for students about whom you have concerns with social communication skills. Try these strategies before you make a referral.

*** Social and pragmatic skills can differ significantly from child to child. Due to individualized differences, we recommend that you consult with the speech therapist, special education teachers and/or the school counselor. Below are some general strategies that may be used within the classroom.

Basic Social Language Skills/Pragmatics:

1. Social Stories (Stories written to positively depict a situation in which a student has a difficult time- providing the student with appropriate ways to interact or respond.) *Please contact speech therapist for assistance.
2. Visual schedules (Provide students who may need visual input to assist with transitions, expectations for the day.) *Please contact speech therapist for assistance.
3. Allow student to work in a group with students who are accepting and supportive.
4. Search for opportunities that support appropriate social interactions. (i.e. 'Bobby, will you please go to Sue's desk and ask her to bring me her Math folder.')
5. Avoid having activities where students 'pick' a partner. Assign partners instead to avoid feelings of rejection.
6. Board games and card games can be beneficial as they promote turn taking and sportsmanship. Be available to support sportsmanship and help to remember that playing the game is more important than winning the game.
7. Comment on positive models for targeted social skill when used by other students in the classroom. (Jenny, I really like how you raised your hand instead of interrupting me when I was talking to the class.)

Speech-Language Strategies
Following Directions/Processing Information

These strategies are intended for students about whom you have concerns with processing information and following directions. Try these strategies before you make a referral.

Following Directions:
1. When giving directions, repeat them again using different words.
2. Using gestures when giving directions can be beneficial.
3. If there are several directions, give one to two directions at a time versus all at one time.
4. Be specific when giving directions.
5. If possible, give a visual cue. For example, if making an activity you can demonstrate the steps as you go along. Showing the completed project would also provide them assistance.
6. When working with projects that have multi-step directions, it may be helpful to write the directions on the board.
7. Create a list of common directions that are used throughout the day. When needed, they can be laminated and placed on the board for the entire class, or can be smaller to be placed on the individual's desk.
8. The student may benefit from sitting next to an individual who would be willing to provide assistance with multi-step tasks.

Processing Information:
1. Ask basic questions that have the answer in a picture or hands-on activity.
2. Provide small group opportunities where the children can discuss newly learned concepts or ideas.
3. Provide adequate time for the child to process what you have asked and form their answer. If the child does not respond after a given period of time, ask the question in a different way.
4. Use several modalities when teaching materials (speaking, reading, writing, listening, visual, hands-on).
5. Do frequent comprehension checks when teaching. Stop periodically and discuss the information you have presented.
6. Encourage the child to ask for help.
7. Provide additional support for writing down information, such as assignments in the student's homework notebook. Actual pictures could also be taken of what needs to go home (i.e. Math book, writing notebook, etc.). Some students may need written directions on how to complete assignments so that parents can assist them in the home.

Speech-Language Strategies
Expanding Limited Expressive Language Skills

These strategies are intended for students about whom you have concerns with their ability to express themselves. Try these strategies before you make a referral.

Expanding Expressive Language Skills:

1. When interacting with a young child, repeat what the child says, and add a word that is appropriate to the context. For example: While playing with a toy car, the child says "car", you could respond "Car. GO car." If the child uses two words- expand to three words, etc.

2. Speak in sentences that are one to two words longer than the child's typical utterances. If a child usually combines two words, you should be modeling 3-4 words in your interactions. You may feel that your speech sounds silly, you are eliminating complex structures that the child is not yet ready to use, which allows the child to concentrate on the next level of development.

3. It is also important to expose the child to adult and peer models of conversation. Although they are not yet ready to use these structures, they are exposed to the appropriate models.

4. Introduce new words or concepts to a child by using the word in a variety of situations as well as using the word repetitively. For example, when teaching colors: show a blue ball, a blue car, the blue sky, etc. Also, use pictures or objects when available to help reinforce the ideas.

5. Music, movement, nursery rhymes, fingerplays, and storytime are very motivating times for children to promote spontaneous speech production.

Speech-Language Strategies
Stuttering

These strategies are intended for students about whom you have stuttering concerns. Try these strategies before you make a referral.

Stuttering:

1. Allow the student to complete his/her thoughts without interrupting or completing the sentence for them.
2. It is important not to ask the child to stop or start over their sentence. Asking the student to 'take a breath' or 'relax' can be felt as demeaning and is not helpful.
3. Maintain natural eye contact with the student. Try not to feel embarrassed or anxious as the student will pick up on your feelings and could become more anxious. Wait naturally until the child is finished.
4. Use a slow and relaxed rate with your own speech, but not so slow that you sound unnatural. Using pauses in your speech is an effective way to slow down your speech rate as well as the students.
5. Give the student your full attention when they are speaking so that they know you are listening to what they have to say. It is helpful that the child does not feel that they need to fight for your attention. With younger children it is also helpful to get down to their level, placing a hand on their chest as well as using eye contact assures them that they have your attention.
6. After a student completes a conversational turn, it would be helpful for you to rephrase what they said in a fluent manner. This can be helpful as the student realizes you understand what they said, but also provides a fluent model for them.
7. Try to call on the student in class when you feel that they will be successful with the answer (when the student raises his/her hand) versus putting the student on the spot when they have not volunteered information. In addition, new material or complex information may cause the student to feel more stress and thus, increase dysfluencies.

Speech-Language Strategies

These strategies are intended for students about whom you have concerns with understanding concepts. Try these strategies before you make a referral.

Basic Concept Understanding and Use:

Pre-K through Grade 1

1. Provide a visual demonstration of the concept. For example, if working on the concept 'on,' actually put an item 'on' a table.
2. Have the children physically demonstrate the concept when possible. Have the student actually get 'on' a carpet square.
3. Let the student use objects to demonstrate comprehension of the concept. Have the student verbalize comprehension by explaining what they did with the object. 'Where did you put the bear?' 'I put it on the table.'
4. Have the student use the concept in a variety of situations throughout the day. Use their bodies, pencil and paper, in different places of the school, etc.

2^nd^ through 5^th^ Grade

1. Allow students to use manipulatives to solve math problems to give them a visual cue.
2. When working on time and measurement concepts use visual organizers (i.e., timelines, thermometers, graphic organizers, etc.). Allow students to use these visual organizers on tests or projects.
3. Keep a running list of concepts the student is having trouble with and utilize others (i.e., classroom aids or student teachers) to help work on those concepts individually.
4. Give students time to talk through new concepts in social studies, science, math, etc.

Speech-Language Strategies
Vocal Quality

These strategies are intended for students with whom you have about voice quality. Try these strategies before you make a referral.

Voice:

If you have a student whose vocal quality is consistently poor (hoarse, breathy, rough, or they have no voice) or their vocal quality gets progressively worse as the day wears on try the following:

1. Allow them to have a water bottle at their desk for the student to take frequent sips of. (If necessary, use a visual aid for student to track intake- a reward may be needed.)

2. Discuss healthy ways for students to use their voices, i.e. drink water, no caffeine, no yelling or making strange noises, or to use a quiet voice, but NOT to whisper.

3. Provide a positive comment to a student for using good vocal hygiene, such as not shouting to get attention.

4. Place a visual cue on students' desk (like a picture of someone talking). When you hear vocal misuse, touch the picture on the desk to help remind the student to use good vocal techniques.

Documentation of Prior Interventions/
Speech and Language Strategies

Concern Area: _____

Strategies Implemented:

#_____ Dates: _____
Comments:

#_____ Dates: _____
Comments:

#_____ Dates: _____
Comments:

#_____ Dates: _____
Comments:

SPEECH LANGUAGE CLASSROOM INTERVENTIONS

Previously attempted	To be implemented	Articulation Intervention	Week 1	Week 2	Week 3	Week 4
		Point out when student correctly produces the sound(s) in error & give positive feedback/reinforcement	Y/N	Y/N	Y/N	Y/N
		Model the problem sound(s), bringing attention to the speaker's mouth (place pointer finger on chin)	Y/N	Y/N	Y/N	Y/N
		Give student specific directions on how to say problem sound(s)	Y/N	Y/N	Y/N	Y/N
		Draw attention to sound production as you teach sounds in phonics/spelling	Y/N	Y/N	Y/N	Y/N
		Ask the student to slow down as he/she speaks	Y/N	Y/N	Y/N	Y/N
		Draw attention to the sound in the student's writing/reading/spelling	Y/N	Y/N	Y/N	Y/N
		Use tactile cues (shown to you by SLP)	Y/N	Y/N	Y/N	Y/N
		Other:	Y/N	Y/N	Y/N	Y/N

SPEECH LANGUAGE CLASSROOM INTERVENTIONS

Previously attempted	To be implemented	Language (receptive/expressive) Intervention	Week 1	Week 2	Week 3	Week 4
		Pre-teach vocabulary terms	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Allow wait time for student to formulate a verbal response	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Model an example response for the student	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Restate the student's utterance using correct grammar & vocabulary	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Provide choices of appropriate responses	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Break multiple step directions into step by step instructions	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		When doing sequencing tasks, cue the child with "first, next, then, last"	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Other:	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No

SPEECH LANGUAGE CLASSROOM INTERVENTIONS

Previously attempted	To be implemented	Fluency (stuttering) Intervention	Week 1	Week 2	Week 3	Week 4
		Model & teach good, patient listening skills to family members, teachers, peers. Avoid interrupting, finishing words or sentences, & talking for a student.	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Reduce classroom speaking activities that are competitive, require fast responding, or have high verbal performance demands.	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Monitor your own speech & model smooth relaxed speech, spoken at a deliberate rate with pauses between sentences	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Avoid pointing out, giving suggestions, correcting or requiring repetition from a student when dysfluent. Provide frequent opportunities for the student to talk when likely to be successful (e.g., when student is relaxed, & can give a well-known, familiar response)	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Other:	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No

Previously attempted	To be implemented	Voice Intervention	Week 1	Week 2	Week 3	Week 4
		Model good voice habits: move close to students to talk without raising your voice	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Create a quiet classroom environment. Eliminate loud background noise & encourage good listening habits.	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Teach a simple lesson on healthy voice use (ask SLP)	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No
		Plan with your student how to avoid using an unhealthy voice at difficult times (e.g. when a student is frustrated or playing at recess or gym	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No	☐Yes ☐ No