

The cover features a white background with a diagonal line from the bottom-left to the top-right. The area below this line is divided into two triangles: a smaller orange triangle on the left and a larger blue triangle on the right. The text is positioned in the white area above the diagonal line.

**TAT PROCESS**  
**TEACHER ASSISTANCE TEAMS**  
HURON SCHOOL DISTRICT

**2017-2018**

**TABLE OF CONTENTS:**

Introduction To The Relationship Between Teacher Assistance Team Process and The Response To Intervention Process	2
The Teacher Assistance Team (TAT) Process	3
Step-By-Step Teacher Assistance Team Guide	4
Flowchart For Teacher Assistance Processes	5
Teacher Assistance Team Parent /Guardian Input Form	6
General Education Teacher's Report	8
Intervention Record	10
Student Assistance Team Minutes	13
English Language Learners	15

**RESOURCES:**

Helping All Students Succeed - Realistic Classroom Accommodations	32
Classroom Adaptations	34

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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 modifications 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 underachievement 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 level 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 education 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 intervention specialist or 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 the present concerns, 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 will be requested to complete a **Parent Input Form**, which documents developmental history, medical status, and interventions used within the home setting.
- During the initial team 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 or modifications 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; 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

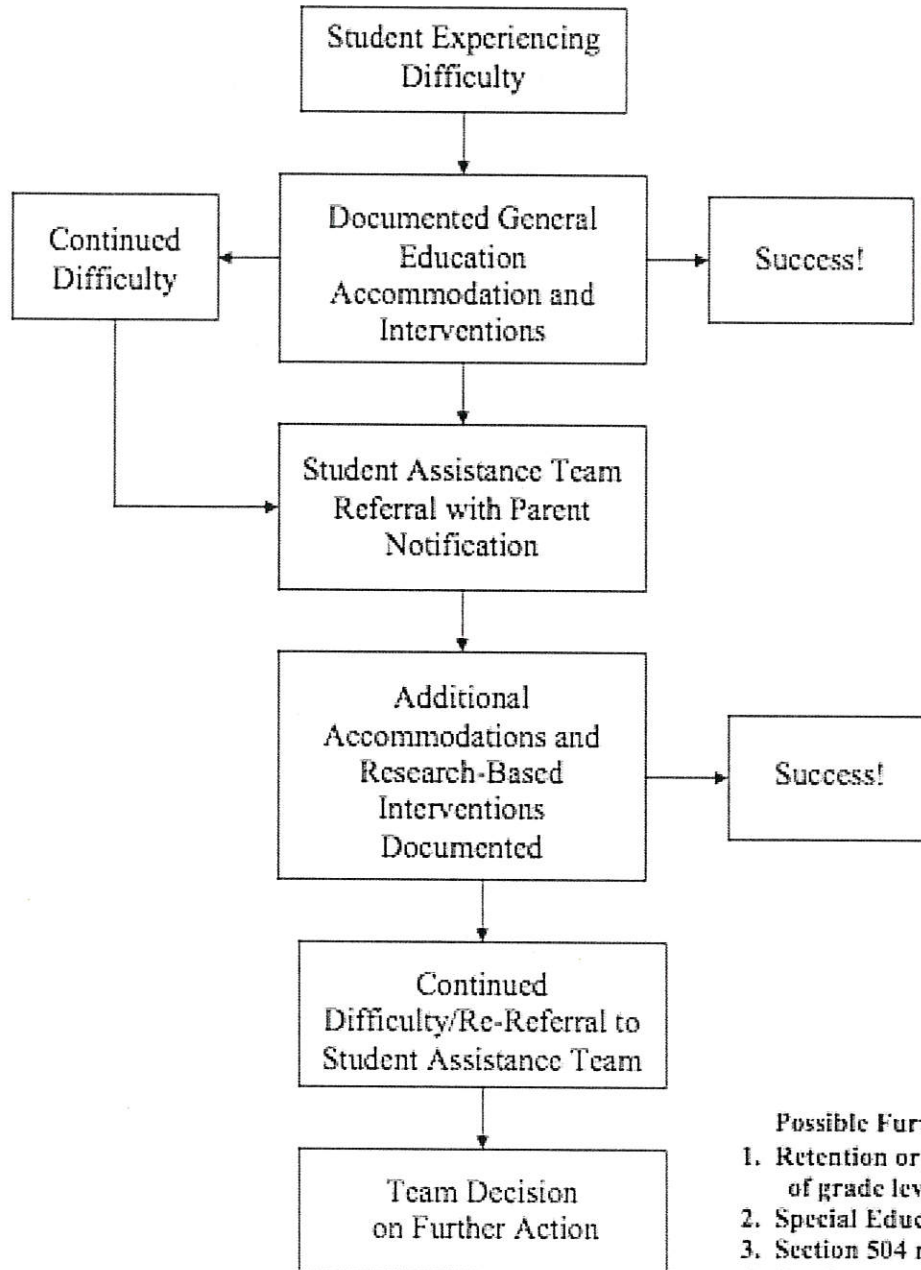
### **STEP 4: FOLLOW-UP STUDENT ASSISTANCE TEAM MEETING**

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.

### **STEP 5: SPECIAL EDUCATION OR 504 REFERRALS – Handle according to district procedures**

**FLOWCHART FOR TEACHER ASSISTANCE PROCESSES**



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

**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:

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What academic activities are reinforced at home?

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

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**TEACHER ASSISTANCE TEAM PARENT/GUARDIAN INPUT FORM**

What behavior management techniques work BEST?

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---

What behavior management techniques are LEAST effective?

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Describe your child's strengths:

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---

---

Describe your child's weaknesses:

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---

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

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---

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. \_\_\_\_\_

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\_\_\_\_\_ Parent/Guardian Signature

\_\_\_\_\_ Date



**GENERAL EDUCATION TEACHER'S REPORT**

**Student's Name:** \_\_\_\_\_ **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:** \_\_\_\_\_

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 excessive absences? Yes \_\_\_\_\_ No \_\_\_\_\_ Times tardy \_\_\_\_\_ Days absent \_\_\_\_\_

**INTERVENTION RECORD**

**Student's Name:** \_\_\_\_\_

**Dates:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Team Members:**

Name	Role

**Concerns:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

POSSIBLE INTERVENTIONS (circle those used)	DATES BEG/END	RESULTS +/-	RECOMMENDATIONS
<b>I. COMMUNICATION:</b> A. PARENT/STUDENT/TEACHER Daily/weekly journal or assignment notebook Regularly scheduled parent/teacher meetings Duplicate texts for home <b>Other:</b>			
B. STAFF Identify resource staff Building team meetings to problem solve <b>Other:</b>			
C. SCHOOL/COMMUNITY Identify/communicate with agency personnel Assist in agency referrals Provide school carryover <b>Other:</b>			
<b>II. ORGANIZATION AND MANAGEMENT:</b> A. ADJUST SCHOOL DAY or WEEK Out-of-school tutoring or homework <b>Other:</b>			
B. MODIFY 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			

<p>Reduce external stimuli  Check progress of long-termed assignments  Wheelchair accessibility Administer medication (record keeping)  Use of air purifier, temperature control  <b>Other:</b></p>			
<p><b>C. PRESENT CONTENT IN DIFFERENT FORMAT:</b>  Written materials:  Modify textbook: highlight key concepts, definitions, tape record  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, film, skits, demonstrations, field trips  Oral Presentations:  Present outline on overhead projector during lesson  Provide student with copies of lecture notes or outline, overheads  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, taped, rebus  Reduce length of assignment, fold paper in half, do every other problem  Give extra time  Learning centers, peer and cross-age tutoring  Teach/encourage use of technology - computer, word processor, spell check, calculator, tape recorder  Allow child to use writing implement of choice; permit manuscript or cursive  <b>Other:</b></p>			
<p><b>D. STREAMLINE CONTENT:</b>  Delineate essential from non-essential (nice to know, but not necessary) goals  Modified goals  <b>Other:</b></p>			
<p><b>IV. ASSESSING PERFORMANCE:</b>  Oral reports  Community projects, demonstrations or other practical experience  Audio-visual presentation  Portfolio assessment Contract for specific grades  Pencil/paper test modifications  Provide study guides  Read tests aloud  Answers to tests recorded on tape, 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: fold paper, select fewer items  Information acceptable in chart, graph, or outline form for essays (student may be requested to elaborate orally to the teacher)  Provide a word bank, multiple choice questions, sentence completion</p>			

Allow extra time for completion Administer tests in an alternative environment <b>Other:</b>			
<b>V. BEHAVIOR MANAGEMENT STRATEGIES:</b> 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) <b>Other:</b>			
<b>VI. ADDITIONAL MODIFICATIONS/ACCOMODATIONS:</b>			

**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**

<i>CREATIVE RECOMMENDATIONS:</i>	<i>PERSON RESPONSIBLE:</i>

**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 need 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
- 1<sup>st</sup> AQS
- 2<sup>nd</sup> 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 \_\_\_\_\_

	<b>FORMS TO BE COMPLETED</b>	<b>PERSON RESPONSIBLE</b>	<b>DATE COMPLETED</b>
	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		
<b>Other considerations before referral for Special Services (504 or IEP):</b>			
	RTI Interventions		
	General Education Accommodations and Modifications		
	Checklist for Referral of EL Students to Special Education		
	Special Education Eligibility Considerations for EL Students		

Newcomer \_\_\_  
Continuing \_\_\_      AQS Baseline \_\_\_.

Recorder: \_\_\_\_\_  
Date: \_\_\_\_\_

## 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:		
<b>1. NUMBER of YEARS IN US/Canada:</b> Under one year = 1      Between four to five years = 4 Between one to two years = 2      Between five to six years = 5 Between two to four years = 3      Over six years = 6		
<b>2. NUMBER of YEARS IN School/District:</b> Under 1 year = 1      Between four to five years = 4 Between one to two years = 2      Between five to six years = 5 Between two to four years = 3      Over six years = 6		
<b>3. YEARS IN ESL/BILINGUAL PROGRAM</b> 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		
<b>4. HOME LANGUAGE PROFICIENCY</b> 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		
<b>5. ENGLISH LANGUAGE PROFICIENCY</b> 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		
<b>6. BILINGUAL PROFICIENCY</b> 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		
<b>7. ETHNICITY/NATIONAL ORIGIN</b> American Indian, Native American, Alaska Native,      African American, African, East Asian or Pacific Islander = 3 Indigenous Populations or First People = 1      West Asian or Middle Eastern = 4 Hispanic/Latino/Chicano, South or      Eastern European = 5 Central America or Caribbean = 2      Western European = 6		
<b>8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT</b> 81% - 100% of enrollment = 1      30% - 49% of enrollment = 4 66% - 80% of enrollment = 2      15% - 29% of enrollment = 5 50% - 65% of enrollment = 3      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:  $180 \text{ days/yr} \times 2 \text{ hours/day} = 360 \text{ hours of direct instruction in one year}$ 
  - a) Four years of this type of instruction = 1440 hours of direct instruction
- 2) Lower level:  $2 \text{ days/week} \times .5 \text{ hours/day} = 1 \text{ hour/week} \times 36 \text{ weeks} = 36 \text{ hours in one year}$ 
  - a)  $3 \text{ days/week} \times .5 \text{ hours/day} = 1.5 \text{ hours/week} \times 36 \text{ weeks} = 54 \text{ hours in one year}$
  - 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 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

## Resiliency Checklist (Strength based)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Recorder: \_\_\_\_\_

Socio-cultural Factors	X	Selected Cross-Cultural Resiliency Factors
<b>Acculturation Level</b>		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.
	<b>% Checked:</b>	Student appears comfortable switching linguistic/cultural environments.
		Total
<b>Cognitive Learning Style</b>		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.
	<b>% Checked:</b>	Student can assist others in learning a task.
		Total
<b>Culture &amp; Language</b>		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.
	<b>% Checked:</b>	There is active support in the home for bilingual and bicultural development.
		Total
<b>Experiential Background</b>		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.
	<b>% Checked:</b>	Student has developmentally and linguistically appropriate literacy skills or pre-skills.
		Student demonstrates variety of survival strategies.
	Total	
<b>Socio-linguistic Development</b>		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.
	<b>% Checked:</b>	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**

	_____	_____
	<b>15</b>	<b>15</b>

**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	_____	_____

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	_____	_____
<hr/>		
<b>Total academic language interactions used</b>	_____	_____
<b>Total possible academic language interactions</b>	<b>40</b>	<b>40</b>
<b>Total classroom language interactions used</b>	_____	_____
<b>Total possible classroom language interactions</b>	<b>55</b>	<b>55</b>

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

<b>Language Development Stage</b>	<b>CLIC</b>
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

Newcomer ___	AQS Baseline ___
Continuing ___	

Recorder: \_\_\_\_\_  
Date: \_\_\_\_\_

## 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:	
<b>1. NUMBER of YEARS IN US/Canada:</b> 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		
<b>2. NUMBER of YEARS IN School/District:</b> 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		
<b>3. YEARS IN ESL/BILINGUAL PROGRAM</b> Up to one year in directed instruction = 1 Between one and one and a half years = 2 Between one and a half to two years = 3 Between two and two and a half years = 4 Between two and a half to four years = 5 Over four years = 6		
<b>4. HOME LANGUAGE PROFICIENCY</b> 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		
<b>5. ENGLISH LANGUAGE PROFICIENCY</b> 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		
<b>6. BILINGUAL PROFICIENCY</b> 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		
<b>7. ETHNICITY/NATIONAL ORIGIN</b> 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		
<b>8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT</b> 81 % -100% of enrollment = 1 66% - 80% of enrollment = 2 30% -49% of enrollment = 4 15% - 29% of enrollment = 5		



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**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.

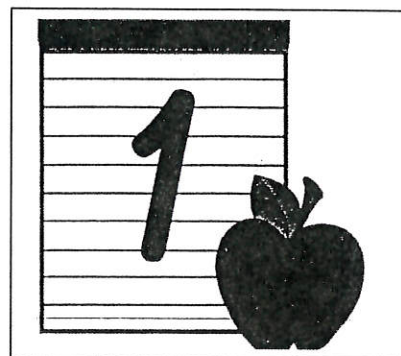
$$\frac{\text{Years between AQS}}{\text{Minimum Gain}} \times \text{Minimum Gain} = \text{Normal Gain Expected}$$

$$\frac{\text{Current AQS Score} - \text{Baseline Score}}{\text{Point Gain Achieved}} = \text{Point Gain Achieved}$$

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	Significantly Less Acculturated	23	3.0	In Transition	38	2.0	Significantly More Acculturated
9	4.0		24	3.0		39	2.0	
10	4.0		25	3.0		40	2.0	
11	4.0		26	3.0		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	Less Acculturated	30	2.5	More Acculturated	45	1.5	Highly Acculturated
16	3.5		31	2.5		46	1.5	
17	3.5		32	2.5		47	1	
18	3.5		33	2.5		48	0	
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
<b>Acculturation Level</b>		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.
<b>% Checked:</b>		Out of 6 Total
<b>Cognitive Learning Style</b>		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.
<b>% Checked:</b>		Displays difficulty with understanding and applying cause and effect.
		Out of 6 Total
<b>Culture &amp; Language</b>		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.
<b>% Checked:</b>		There is no support in the home for bilingual and bicultural development.
		Out of 6 Total
<b>Experiential Background</b>		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.
<b>% Checked:</b>		Different terms/concepts for subject areas or materials and content.
		Uses survival strategies that are not appropriate in the classroom.
		Out of 9 Total
<b>Socio-linguistic Development</b>		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.
<b>% Checked:</b>		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.	_____	_____

**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 \_\_\_\_\_

<b>School Experience <i>Outside US</i>:</b> (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:							
<b>School Experience <i>Inside US</i>:</b> (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	5 <sup>th</sup> Grade Dates/Scores	6 <sup>th</sup> Grade Dates/Scores	7 <sup>th</sup> Grade Dates/Scores	8 <sup>th</sup> 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: \_\_\_\_\_

<b>Academic Concerns/Achievements</b>	<b>Low 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>High 5</b>	<b>Progress Made</b>	<b>Comments</b>
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	

<b>Academic Interventions Tried</b>	<b>Frequency</b>	<b>Start Date</b>	<b>End Date</b>	<b>Progress Made</b>	<b>Comments</b>
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	

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)	<input type="checkbox"/> SPED <input type="checkbox"/> Title I <input type="checkbox"/> SAFE/CCE <input type="checkbox"/> Counseling <input type="checkbox"/> 504 <input type="checkbox"/> Retention <input type="checkbox"/> Previous Referral <input type="checkbox"/> ESL
---	---

Pertinent Situational/Family Information \_\_\_\_\_

Table 8 Special Education Eligibility Considerations for EL Students

Student Characteristics	Special Education Recommendations
<ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulties only in English (L2) that are typical of students learning English as a second language or expected given the primary language of the student.</li> </ul>	<p>Not eligible as a student with a disability</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulties in both English (L2) and the student's primary language (L1), with no history of L1 concerns prior to beginning English schooling.</li> <li><input type="checkbox"/> "Language Loss" in the primary language (L1) that results from the process of learning English and a lack of sustained academic literacy support in L1.</li> </ul>	<p>Not eligible as a student with a disability</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Difficulties in both English (L2) and the student's primary language (L1).</li> <li><input type="checkbox"/> Difficulties in the primary language (L1) 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</li> </ul>	<p>Eligible as a student with a Speech and Language Impairment;</p> <p>Possibly eligible as a student with a Specific Learning Disability depending on the impact of the language impairment on reading and writing acquisition</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Even with access to English reading, writing and/or math instruction matched to the student's level of English proficiency,               <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Academic difficulties that are severely discrepant from grade-level standards and learning trajectories, and demonstrate insufficient progress when given high-quality, tightly aligned instruction.</li> </ul> </li> <li><input type="checkbox"/> Academic difficulties cannot be attributed to specific differences associated with a culture or its language.</li> <li><input type="checkbox"/> Academic performance patterns are atypical of students with the same primary language-learning background and schooling exposure as the EL.</li> </ul>	<p>Eligible as a student with a Specific Learning Disability</p>

<ul style="list-style-type: none"> <li>❑ 31 Documented 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.</li> <li>❑ 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.</li> </ul>	<p>Eligible as a student with a disability</p>
--	--

(Ferguson, Katakowski, Koceski, Whitmore, 2015)



## **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:**

1. The student who can't take meaningful notes **NEEDS** - legible notes
2. The poor reader **NEEDS** - a copy of peer or teacher notes - content presented orally first before reading it - texts taped by parent or peers - skeletal outlines - color coded highlighted texts
3. The student who learns by hearing it **NEEDS** - to study orally at home - to have tests and content read - to "say" the material internally
3. The student who fails tests **NEEDS** - alternative means of evaluation - modified tests - retakes/extra credit - more time - review sheets
4. The student who "can't get started" on a major assignment **NEEDS** - one-on-one time with the teacher occasionally
5. 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
6. 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
7. The student who can't do the work **NEEDS** - reduced or alternative assignments - some assignments eliminated - more time - to be taught different ways of learning
8. The student who learns by "hands-on" **NEEDS** - projects - hands-on experiences - skeletal outlines - manipulative, note cards, tools
9. 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 - "LD" - 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

**Modifications:**

Alter the schoolwork required, making it different from other students' if needed to reach the child's maximum potential in school success

Examples include:

- Copies of teacher notes
- Help with note taking
- Reduced or altered assignments
- Alternative testing format
- Modified tests Peer assistance
- Cooperative learning
- More assignments in areas of strength
- Modified grading
- Modified expectations
- Modified texts
- Taped reading materials
- Step-by-step assignments

## **CLASSROOM ADAPTATIONS**

### **School Modifications and Adaptations**

When it is necessary to modify or adapt 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.

Modifications and adaptations should be chosen to fit the student's learning style. They may be written into the student's Individualized Educational Plan or Section 504 Plan. 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 alternative books with similar concepts, easier reading level
- Provide audiotapes 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**

- Shorten assignments based on mastery of key concepts
- Shorten spelling tests based on mastering most functional words
- Substitute for other written assignments (clay models, posters, panoramas, collections, etc.)
- Change percent or work required for passing grade
- Specify and list exactly what the student will need to learn to pass; should be reviewed frequently
- Modify expectations based on student needs (i.e.: When you have read this chapter, you should be able to list...)
- Give alternative assignments rather than long written reports

#### **Classroom Modifications**

- 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 chalkboard 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 the overhead or board
- Omit assignments, which require copying

### **Math**

- Allow the use of a calculator without penalty
- Group similar problems together - i.e.: all addition
- Provide fewer problems on a page
- Require fewer problems to attain a passing grade
- 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 during oral reading)  
Be aware of behavioral changes which are due to medication or length of school day; modify expectations  
Functional Behavior Assessment (FBA)

### **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 film  
Provide lecture outlines

#### **During the Lesson**

Provide visuals via the board, overhead, or computer screen

Use flash cards Have student close his 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: "Jane, please sit," not "Jane, 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  
Review of films  
Charade or pantomime  
Demonstration  
Filmstrip or sound filmstrip  
Taped 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 talking software

**If Student Has Difficulty Reading Written Material, Try This:**

Find a text written in a lower level

Provide highlighted material

Rewrite student's text

Tape student's text

Allow a peer or parent to read text

Shorten amount of required reading

Look for same content in another medium (movie, filmstrip, tape)

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

Omit or shorten reading required

Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment

Motivate student; interest him

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 in a file box and divided by chapters

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

Multiple-choice

Programmed material

True/false

Matching

Use manipulative such as letters from a Scrabble© game or write on small ceramic tiles

Reduce or omit assignments requiring copying

Allow use of tape recorder, typewriter/computer

Teach writing directly

Trace letters or write in clay

Verbalize strokes on tape recorder

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 manuscript or lined ditto paper

As a motivation technique, brainstorm with class for advantages of legibility

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

Accept alternate forms of reports:

Oral reports

Tape-recorded report

Tape 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

Shorten the written assignment (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)

Use the Language Master for drill

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 checking software

**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 timelines 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 his 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 laser and 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 his 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 auditory tapes

Provide talking software

**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 on electronic mail Provide a peer tutor Monitor closely as student begins Give clear directions
- Present both auditory and visual direction
- Put directions on language master 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 Return corrected work promptly have many separate parts
- Give reward (grade, points) for bringing book, paper, and pencil to class every day

**If Student Has Difficulty Staying on Task, Try This:**

- Reduce distractions
- Provide shortened 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 chalkboard, overhead video or laser clips
- 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: cassette tape, language master, photocopies of notes, interactive software, shared note taking with a friend
- Shorten the listening time and repeat instructions
- Provide a script of spoken presentations, i.e.: a filmstrip script
- Alternate spoken with written and manipulative tasks

Look directly at student and place hand on student's shoulder 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

Isolate student; use time out

Provide quiet alternatives for a short time

Provide a timer to set short periods of work

**Ideas for Adapting 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 him/her explain to you what he/she thinks 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."

Adjust the size of an assignment.

Allow an alternative format for the assignment (accept an audio taped report rather than a written report).

Eliminate redundant copying, focus on meaningful writing expectations.

Provide choices as to which portions or problems to do.

Assign flexible amounts - "Do as many problems as you need to in order to understand the concept."

Do at least five problems and then decide if you need to do any more."

Set up homework buddies or homework sharing groups so students can check in with classmates about homework assignments.

### **Grading Adaptations**

Base grades on individual progress.

Use IEP goals/objectives as the basis for determining grades.

Use lowered grading standards.

Grade process and product separately.

Base grades on ability.

Contract with the student for grade based on completion of the task.

Base grade on a modified curriculum.

Weight grades based on the difficulty of the assignments.

Use a self-referenced system of grading.

Consider effort when competence or progress is unsatisfactory.

Use a pass/fail system.

Use an inventory checklist noting mastery or non-mastery.

Provide a narrative report instead of a letter grade or in addition to a letter grade.

Involve the student in self-evaluation using goal setting, learning contracts, weekly conferences, and etc.

Use a multiple marking system.

Develop a school wide or grade level wide policy concerning adapted grades.

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.

Share responsibility for grading among several educators.

Use a combination of options.

### **Ways to Adapt 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:

- a. 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).
- b. 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, board work, 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

Shorten the assignment (i.e.: decrease the number of questions, decrease the complexity of the responses, have the student select a specified number of questions to answer)

Provide feedback:

As immediate as possible

Oral or written for each assignment

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:

Record assignments and daily tasks

If needed, color code and/or organize separate folders and assignment notebooks for each class/subject

Provide an alternate assignment:

Create options for demonstrating proficiency (i.e.: give an oral report instead of a written report, role play a concept to demonstrate understanding, submit a videotape of a presentation instead of doing a "live" presentation)

## **Grading**

### **Grading and Tests**

Grade partly on individual progress and effort.

Use daily or frequent grading averaged into quarter grade.

Weight daily work higher than tests for poor test takers.

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.

Use pass/fail or alternative grading system.

Permit students to retake tests - set realistic expectations.

When class participation affects grade, alter 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 of similar questions.

Use recognition (true/false, multiple choice, matching), not essay.

Use performance assessment instead of a written test.

Give progress reports and portfolios instead of grades.

Grade spelling separately from content.

Use typed test materials instead of handwritten tests.

Allow take home, open note, open book tests.

### **Modifications 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.

Change the response format to short answer or fill in the blank.

Avoid long and wordy questions.

Eliminate the need to transfer answers from the test to another piece of paper.

Avoid using words such as not, never, always, except.

Color-code the sections of the test.

Allow the student to tape record answers to the test questions instead of writing them.

Arrange the choices vertically for a multiple choice test format.

Allow the student the option of drawing a line from the question to the correct multiple choices.

Avoid the use of all of the above, some of the above, none of the above.

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.

Give student the option of adding one question to the test and answering it.

Allow student one question in each section to choose to skip.

Verbal tests

Shortened tests

Literal levels of questions

Frequency of tests

Length for completion

### **Alternate Assessment**

Types of responses

Course projects

Observations

Development of instructional packet

### **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 tape recording 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.

**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 multisensory approaches.

Organize and group steps in a process.

Allow additional time for written assignments.

Use tape recorder for reading and writing tasks.

Use computer-assisted instruction.

Write key points and words on the chalkboard or overhead.

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 tape record homework assignments.

Allow typewritten or 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 time out procedures.

#### **Assessment:**

Mark student's correct answers, not mistakes.

Give take home tests.

Allow students to give test answers on tape recorder.

Allow extra time for completing tests.

Require fewer correct answers to achieve goals.

Do not penalize for poor handwriting if visual motor deficits are present.

Functional Behavior Assessment (FBA)

#### **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.

Avoid use of double negatives.

Present limited choice of three or four answers in multiple choices.

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.

Ask student to answer key or starred questions and pro rate answers.

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 see if he/she understands them.

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. The repetition of the concept in more than one way is less redundant than repeating the same confusing directions over and over again.

Have the child rephrase the directions in his/her own words.

Monitor the child's work, ask him/her to show you what he/she has done when half completed, and have him/her explain what he/she is 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 an academically stable student to help monitor this child's work or help explain directions to him/her.

Teachers should be more visual in giving directions, show the child (ren) exactly what will be expected of them.

Shorten assignments.

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.

Indoor recess can be used to utilize many kinds of listening games to help children improve skills.

Make checklists that the child can use to denote personal program:

1. Steps in direction
2. Classroom schedule
3. Assignment completion
4. Image builder (special stars or marks for every time the child speaks up)
5. Organization lists (materials needed for a specific subject)
6. Staying in his/her seat
7. Not talking

Give the child a piece of paper for assignment and a piece of paper on which he/she is to 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 his/her papers himself.

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 he/she cannot monopolize all your time, that you understand his/her plight and will try to give him/her as much time as you can, but to be patient.

Do not force the child to answer if he/she does not want to even if you know he/she has 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 direct eye contact; tell the child about their beautiful blue eyes.

Put this child in the front or close to the front of the line so he/she does not lag behind.

Ask him/her occasionally what time it is or what subject he/she has 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.

Have the child do a shortened version of class projects.

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.

Never accept messy work.

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 him/her 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 him/her 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 he/she 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 he/she isn't putting down just 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 him/her to do more than one assignment at a time unless it is checked.

If student consistently errs, analyze the errors to see if he/she actually reads the material.

Ask the student why he/she is always in a rush; find out why.

If you are sure the student understands the work but continues to be inaccurate or messy, make him/her do it again and again; do this a couple of times and he/she will get the message.

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 him/her to develop the desire to be good.

Tell student that you will not tolerate his/her disruptive behavior.

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 he/she is under the weather.

Have checklists to be used when work is completed.

If student goes on an errand, make sure he/she has easy instructions for what he/she is to do.

Time child for getting started - "Ten seconds to get your name on the paper."

Do not accept scratch outs - student must erase and correct.

Compliment student when he/she looks nice.

Have the child stay after school and clean up desk to teacher's satisfaction.

Adjust assignment for short attention span.

Make him/her follow classroom rules as everyone else.

Set limit as to how many errors will be accepted; better yet, tell how many right or correct responses you expect (again make sure he/she understands the assignment first).

If work is incorrect because he/she rushes through it, set up consequences and tell him/her in advance: "You need to get eight of these ten problems correct or you will redo the paper." or "You need to get sixteen out of twenty correct or you will write out complete sentences."

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 him/her construct a notebook with only formulas and examples.

Keep a teacher-made reference notebook in class.

Have a student read tests to him/her.

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 him/her 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 resource room.

Keep student after school that night for incomplete assignments. (This can be prearranged with most parents - they are cooperative).

Allow student to do every other problem.

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.

If possible, cut his assignments but make sure he/she sticks to agreed upon cut.

Check to make sure his/her assignment is written down in a good place.

When the student begins an assignment, check to be sure he/she is 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 him/her play the shift the blame game; state facts or call him/her on it; if he/she 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; if possible, never voice an opinion.

Send notes home about materials that are needed.

Give student an example of what he/she is to do.

If possible, have frequent brief conversations with the student, so he/she knows he/she cannot play parent against teacher.

Ask another student who he/she likes who could help him/her.

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 his/her 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 him/her exhibiting. State choices he/she has in the area of behavior and tell him/her 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 him/her 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 he/she will respond.

Talk with the compensatory teacher about involving him/her in some small group, nonacademic activities.

Find out from parents what the student likes to do at home and work out a project he/she could do and bring to school.

Tell student if he/she is sick, he/she will have to go to the office; if he/she doesn't want to go to the office, then he/she obviously isn't 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, or washroom, and follow through.

Have the child use a pencil holder, rubber band.

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 him/her 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 him/her

in a special activity that would help to improve skills.

When possible, be very frank with the child, pointing out to him the realities of a given situation. This will need to be done more than once.

If possible, try to talk to one or two of the more understanding students in the class to befriend him/her occasionally.

Give auditory clues, but try to gradually reduce the number of clues you give.

Have him/her 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 he/she can recognize the error.

During indoor recess or 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 he/she really has a physical problem and, if possible, set specific times to use the washroom, etc.

If possible, keep him/her 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 he/she can cue you if he/she wants to say something.

Use an occasional indoor recess time to go over areas of difficulty, possibly in game form.

Ask compensatory teacher for special help worksheets to work on in the classroom.

Send child on an errand you are certain he/she can handle.

Have child tell you what he/she 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 tapes and records of sounds, words, stories, and etc.

Start by giving simple oral directions and progress to more difficult ones.

Have him/her do one or two problems with you each day involving the difficult process.

Use visual aids concurrently with the numerical symbols.

Occasionally, ask what time it is.

Have him/her count out real money to you.

Discuss prices, distance, and basic measurement with the class, possibly in a social studies or science unit.

Let him/her and another child give each other flash cards.

Encourage math games.

### **Adaptations for Students with Special Concerns**

Note taker

Scribe

Extended times/different locations

Books on tape (Library of Congress/Seniors)

Computer

Test/text reader

Copy overheads

Spell checker

Tape record class discussion

Take picture of notes on white board