# Student Success Team - Menu Of Interventions

About this document: Interventions listed below are drawn from a number of sources: input from many Student Success Team (SST) members and other professionals in the district, the major SFUSD sources listed in the legend at the bottom of each page, and from various other documents used in SFUSD in the last 15 years. The interventions include strategies, modifications, adaptations and resources. In the *Appendix* you will find suggested goals (Desired Student Outcomes) and methods of monitoring progress (As Evidenced By) for each category.

This is the first draft of what will be a working document. That is, we will continue to revise and make additions and deletions as needed. Any and all suggestions are welcome.

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Interventions

The name of each intervention is followed by its Code and, if applicable, the SFUSD source from which it was drawn (Codes are for use on the SST Log 5.0 and the ACCESS database). Here is an example:

Name of Intervention   *Code*   *SFUSD Source (see legend below)*

1. A Calmer Classroom, **B12,** *D*
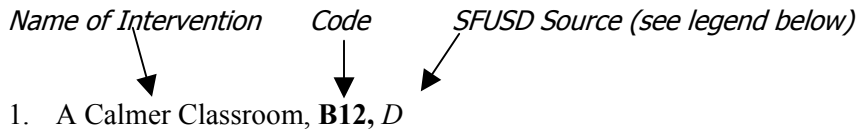
Attendance Strategies

Student/Family-Focused

1. Alarm clock for parent/caregiver/student, **A1**
2. Earlier bedtime, **A2**
3. Give parent/caregiver information re simpler bus route, **A3**
4. Help parent/caregiver to find better transportation to school, **A4**
5. Parent/caregiver agrees to bring child to school daily, **A5**
6. Parent/caregiver will make sure child gets on bus in morning, **A6**
7. Parent/caregiver will wake up earlier to get child to school on-time, **A7**
8. Student will wake up earlier, **A8**
9. Wake -up call for parent/caregiver and/or student, **A9**

School-Focused

1. Post the names of perfect attenders in a highly visible place, **A10**
2. Ask teachers to telephone absent students to inquire about reasons for absence and encourage attendance, **A11**
3. Awards/rewards for perfect attenders (e.g.,certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses), **A12**
4. Calculate and publish the unearned ADA from unexcused absences, **A13**

SFUSD Intervention Sources

A. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)
B. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
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(Attendance Strategies, *School-Focused,* cont'd)

5. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness, **A14**
6. Display attendance graphs in faculty room to show current and past school years' attendance patterns , **A15**
7. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school, **A16**
8. Involve high-risk students in career education and guidance programs, **A17**
9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format, **A18**
10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone, **A19**
11. Post good attendance banners in grade level classrooms that have had the best attendance, **A20**
12. Provide tutoring to help truants do better, **A21**
13. Publicize perfect attendance rewards in the local newspaper, **A22**
14. Review student attendance records on a weekly basis to catch emerging absence patterns, **A23**
15. Send commendation letters to students and parents for perfect attendance and improved attendance, **A24**

Behavioral Strategies

1. After-school program (e.g, Girl Souts, Boy Scouts, Park and Rec), **B12**
2. Allow student to draw to calm down in class, **B13**
3. Allow student to walk around while reading, **B14**
4. Apply consequences without anger, **B15,** *C*
5. Ask counselors to do in-class presentations on self-esteem, **B16**
6. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them), **B17,** *C*
7. Avoid anything that looks like rejection of the student, **B18,** *C*
8. Avoid giving in to power struggles, **B19,** *C*
9. Avoid helping too much (student can "learn helplessness"), **B20,** *C*
10. Avoid ignoring the student, **B21,** *C*
11. Avoid threats, punishment, sarcasm, public teasing or shaming, **B22,** *C*
12. Build rapport with student (focus on strengths, interests); schedule regular time to talk, **B23**
13. Call home on a bad day for support, **B24**
14. Call home on a good day, **B25**
15. Call on student to participate more in class, **B26**
16. Change antecedent event (event that occurs prior to target behavior), **B27**
17. Chart/graph student behavior (assess/determine pattern of behavior), **B28**
18. Class/counselor change recommended, **B29**
19. Classroom problem-solving sessions, **B30**
20. CMHS/District will provide transportation to therapy, **B31**
21. Collaboration with outside sources (e.g., therapist, tutor, after-school program), **B32**
22. Concentration game, **B33**
23. Connect family with cultural community center, **B34**
24. Connect new learning to previously mastered concepts, **B35,** *C*
25. Cooperative Learning Structures, **B11,** *D*
26. Create a "risk-free" learning environment in which mistakes are invited, **B36,** *C*
27. Daily check-in with student, **B37,**
28. Develop behavioral contract, **B2,** *D*
29. Develop/alter classroom rules ("Development of Classroom Rules"), **B10,** *D*
30. Display exemplary student work (classroom, hallway, etc.), **B38**
31. Earlier bedtime, **B39**
32. Eat breakfast at school, **B40**
33. Elementary Advisor will check-in daily, **B41**
34. Encourage student to ask for help when needed, **B42**
35. Encourage student to make friends, **B43**
36. Extra P.E., **B44**

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37. Follow-up on parent's request to transfer student, **B45**
38. Give leadership responsibilities, **B46**
39. Give student important jobs, **B47,** *C*
40. Give student opportunities to show work that he/she is proud of, **B48**
41. Go out at recess, **B49**
42. Have a peer model appropriate behavior, **B50**
43. Help parent/caregiver set up home reward/management system, **B51**
44. Help student to identify what he/she is feeling, **B52**
45. Home visit, **B53**
46. Home/School Communication Book, **B6,** *D*
47. Ignore negative behavior, if possible, **B54**
48. Immediately recognize positive behaviors, **B55,** *C*
49. Increased parent/caregiver attention at home, **B56**
50. Introduce student to School Resource Officer (SRO) for mentoring, **B57**
51. Lunch time with Principal, **B58**
52. Match learning tasks with the student's learning style strengths, **B59,** *C*
53. Model positive thinking and attribution statements, **B60,** *C*
54. Model, teach and reinforce anger control strategies, **B61,** *C*
55. Move student's seat (preferential seating), **B62**
56. Non-Verbal Signals Between Teacher and Student, **B63,** *D*
57. Offer student choices, **B64**
58. Organize playground activities to reduce fighting/inappropriate behavior ("How to Organize Playground Activities"), **B8,** *D*
59. Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Budies"), **B65,** *D*
60. Para will work with child 1:1, **B66**
61. Parent/caregiver will call teacher weekly, **B67**
62. Parent/caregiver will visit or spend time in classroom, **B68**
63. Post rules in the classroom and review them, **B69**
64. Praise other students for appropriate behavior, **B70**
65. Present tasks that are slightly challenging and worth doing, **B71,** *C*
66. Provide assignments that match student's instructional level, **B72**
67. Provide information on gay/lesbian issues ("Resources: Gay/Lesbian: For Parents & Schools"), **B73,** *D*
68. Provide student frequent breaks for relaxation or small-talk, **B74**
69. Provide student time for physical activities/movement, **B75**
70. Reduce aggressive behavior at home, **B76**
71. Refer for ADHD evaluation, **B77**
72. Refer for mental health assessment, **B4**
73. Refer student/family for counseling at community-based organization , **B3**
74. Refer to conflict manager training, **B78**
75. Refer to Family Mosaic, **B79**
76. Refer to mentor program, **B80**
77. Refer to Primary Intervention Program (PIP), **B81**
78. Refer to school sports program, **B82**
79. Refer/provide school or district-based counseling for student (including Sand Play therapy), **B83**
80. Rehearse expected behavior, **B84**
81. Reinforcers in the classroom/home, **B1**
82. Relaxation techniques, **B85**
83. Remind child to use words, not aggression, **B86**
84. Restrict TV at home, **B87**
85. Role-play social interactions, **B88**
86. Self-Esteem Building Techniques, **B89,** *D*
87. Showcase student strengths in group learning situations, **B90,** *C*
88. Survey/interview student to determine interests, **B91**
89. Teach student how to set short-term daily goals, **B92,** *C*
90. Teach student self-monitoring/self-management ("Inattention: Self-monitoring Technique"), **B7,** *D*
91. Teach student self-talk strategies (Self Instruction Training), **B93**
92. Teach the link between effort and outcomes, **B94,** *C*
93. Use classroom-wide anger management strategies ("Anger Management for Children-Classroom"), **B5,** *D*

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(Behavioral Strategies, cont'd)

94. Use game formats to teach needed information, **B95,** *C*
95. Use high-interest activities, **B96**
96. Use music to quiet the class during independent work activities ("A Calmer Classroom"), **B97,** *D*
97. Use non-verbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors, **B98,** *C*
98. Use time-out ("Time-Out Guidelines for Teachers"), **B9,** *D*
99. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist), **B99**
100. Wake up earlier, **B100**

Health Strategies

1. Asthma class, **H6,** *E*
2. Child Abuse Reporting, **H7,** *D/E*
3. Collaborate With Primary Medical Provider, **H2,** *E*
4. Crisis Response Support Activities, **H8,** *D/F*
5. Dental exam/dental emergencies, **H9,** *D/E*
6. Fact Sheets on Communicable Diseases and School Age Illnesses, **H10,** *D/E*
7. Hearing screening/exam, **H3,** *E*
8. Improve hygiene, **H11**
9. Make sure child wears glasses, **H12**
10. Medication Administration, **H13,** *E*
11. Obtain glasses for student, **H14,** *D/E*
12. Refer to CASARC, **H15**
13. Refer to School Health Center (SFUSD School Health Programs Dept), **H5,** *E*
14. Refer to School Nurse or "Nurse Of The Day" (SFUSD School Health Programs Dept), **H1,** *E*
15. Vision screening/exam, **H4,** *D/E*

Instructional Strategies and Modifications

1. Academic contract, **S9**
2. Active Note Taking, **S1,** *C*
3. Allow previewing of content, concepts and vocabulary, **S10**
4. Allow student to have sample or practice tests, **S11**
5. Arrange transportation for attendance at after-school program, **S12**
6. Ask parent/caregiver to structure study time (give them information about long-term assignments), **S13**
7. Ask student to repeat directions before beginning tasks, **S14**
8. Assess/determine student's instructional level, **S15**
9. Assignment notebook, **S16**
10. Check student's work frequently to determine level of understanding, **S17**
11. Collect homework daily instead of weekly, **S18**
12. Communicate with after-school program staff (e.g., re: homework help), **S19**
13. Communicate with last year's teacher, **S20**
14. Complete documentation for a 504 plan, **S25**
15. Connect student with "Transitions" Program for incoming 6th graders, **S21**
16. Connect student with drop-in tutoring at CBO, **S22**
17. Consider ELL/bilingual placement, **S23**
18. Consider retention, **S24**
19. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log), **S26**
20. Create a blank book for the student to fill in ("A Book About Me"), **S27**
21. Cue/maintain eye contact with student when giving directions, **S28**
22. Direct Instruction, **S29,** *D*
23. Double Entry Journal, **S2**
24. Family will go to library, **S30**
25. Give student immediate feedback (make sure assignments are started correctly), **S31,** *C*
26. Give student options for presentation (written/oral or illustration/model), **S32**
27. Graphic Organizers, **S4,** *C*

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(Instructional Strategies and Modifications, cont'd)

28. Help parents/caregivers to learn reading strategies, **S33**
29. Homework checklist or folder, **S34,** *A/C*
30. Intersperse brief periods of instruction with supervised practice, **S35,** *A/C*
31. Invite parent/caregiver to literacy night at school, **S36**
32. Make sure student stays for after school program, **S37**
33. Manipulative and Visual Prompts, **S5,** *C*
34. Move child's seat (preferential seating), **S38**
35. Para will work student 1:1 or in small group, **S39,** *C*
36. Parent/caregiver will ask another family member to give child homework help, **S40**
37. Parent/caregiver will give more homework help, **S41**
38. Parent/caregiver will look at different middle schools for best ELL support, **S42**
39. Parent/caregiver will pick up homework when student is absent, **S43**
40. Principal will check-in with student daily regarding classwork, **S44,** *C*
41. Provide frequent feedback and praise, **S45**
42. Provide opportunity for extra drill before tests, **S46**
43. Provide printed copy of boardwork/notes, **S47**
44. Provide study guides/questions, **S48**
45. Questions First, **S6**
46. Quick Write, **S7**
47. Read aloud to parent/caregiver at home, **S49,** *C*
48. Reduce classroom distractions and noise, **S50,** *C*
49. Review test scores from past 3 years and utilize in instructional planning, **S51**
50. Send home extra work, **S52,** *C*
51. Send home unfinished classwork, **S53**
52. Simplify instructions/directions (short, specific, direct), **S54**
53. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Budddies"), **S55**
54. Study Carrell, **S56**
55. Summer school, **S57,** *D*
56. Supply student with samples of work expected., **S58**
57. Teach notetaking, **S59**
58. Teach student problem-solving skills, **S60**
59. Tutor (Peer, Cross-age, Agency, Parent, etc.), **S61**
60. Use focused question in reviewing student work ("Focused Question"), **S3**
61. Use techniques of repetition, review and summarization, **S62**
62. Use visuals to motivate reading and support understanding of concepts"Visuals"), **S8,** *C*
63. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist), **S63**
64. Write assignments on board, **S64,** *C*

Math Strategies

1. Do informal assessment of student's math skills, **M1**
2. Get extra help with math word problems (from peer, volunteer, etc.), **M2**
3. Send home math flash cards, **M3**
4. Study math facts at home, **M4**
5. Teach student to make estimates and choose appropriate strategies ("Estimate This"), **M5,** *D*

Math Adaptations

Physical Assistance

1. Adapted materials (e.g., enlarged calculators, pencils) , **MA1,** *C*
2. Assist student with proper alignment of problems (e.g., graph paper), **MA2,** *C*
3. Color code for different operations (e.g., red for addition problems), **MA3,** *C*
4. Use software programs such as Math Pad, **MA4,** *C*

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Math Adaptations
Multi-Level Instruction and Performance Standards

1. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide, **MA5,** *C*
2. Allow/encourage student to use times tables, **MA6**
3. Create & illustrate personal word problems relevant to students' lives, **MA7,** *C*
4. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project), **MA8,** *C*
5. Flash cards, **MA9,** *C*
6. Have students find examples of fractions used in real life and organize by categories on a chart, **MA10,** *C*
7. Have students verbalize the problem step by step to make sure s/he understands each stage, **MA11,** *C*

8. Permit student to work out the problem on scrap paper, **MA12,** *C*
9. Provide steps necessary to complete problems on tape or study sheet, **MA13,** *C*
10. Reduce number of problems (shorten assignments), **MA14,** *C*
11. Simplify patterns (e.g., ABAB instead of ABBCD), **MA15,** *C*
12. Touch Math program, **MA16,** *C*
13. Use calculators instead of performing paper and pencil steps, **MA17,** *C*
14. Use manipulatives such as money, clocks, **MA18,** *C*

Overlapping Participation

1. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting), **MA19,** *C*
2. Identify numbers on spinner or dice, **MA20,** *C*
3. Weighing and measuring related to cooking, **MA21**

Extension

1. Connect math concepts to careers or personal life, **MA22,** *C*
2. Create and play math board games , **MA23,** *C*
3. Creating math sheets for other students, **MA24,** *C*
4. Peer Tutoring, **MA25,** *C*
5. Research mathematicians and/or musicians, **MA26,** *C*
6. Write in math journals, **MA27,** *C*

Motor Skills Strategies

1. Color in small areas, **MS1**
2. Collaboration with outside sources, **MS2**
3. Encourage drawing to develop muscles, **MS3**
4. Have student sit in an appropriate size chair for 90-90-90 posture, **MS4**
5. Practice drawing & coloring in simple shapes, **MS5**
6. Provide parent/caregiver lists of home activities for student, **MS6**
7. Tracing: write model in pen/pencil, give student felt pen to trace letters, **MS7**

Motor Skills Adaptations

1. Make a large dot to cue student where to start when tracing letters, **MSA1**
2. Encourage student to use finger movements (instead of arm movements) while coloring or writing, **MSA2**
3. Support wrist and elbow on table, **MSA3**
4. Use hand over hand to guide movement; gradually fade out as student learns motions, **MSA4**
5. Utilization of site-team support, **MSA5**

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Oral Language Strategies

1. Brainstorm and Cluster Maps , **O5,** *B/C*
2. Carousel, **O10,** *B*
3. Debate, **O9,** *B*
4. Expert Group, **O16,** *C*
5. Four Corners, **O17,** *C*
6. Gallery Walk, **O8,** *B*
7. Give One, Get One, **O14,** *C*
8. Group Investigation Model, **O15,** *C*
9. Hot Seat (Character Analysis), **O13,** *B*
10. Increase oral language opportunities, **O18**
11. Inside-Outside Circle, **O2,** *B*
12. Knowledge Chart (KWL), **O4,** *B/C*
13. Lindamood , **O19**
14. Parent/caregiver will encourage student to speak more in class, **O20**
15. Reading the Picture, **O7,** *B*
16. Roundtable, **O1,** *B*
17. Silent Dialogue, **O11,** *B*
18. Story Board, **O12,** *B*
19. Sunshine Interview, **O3,** *B*
20. Think-Pair-Share, **O6,** *B/C*

Oral Language Adaptations

Physical Assistance

1. Allow all students time for oral expression, **OA1,** *C*   **OA2,** *C*
2. Deliver oral reports/presentations using high or low-tech augmentative communication device,
3. Point to pictures to cue or illicit speech from student or communication device, **OA3,** *C*

Multi-Level Instruction and Performance Standards

1. Add gestures or agreed upon visual cues, **OA4,** *C*
2. Ask some yes/no questions, **OA5,** *C*
3. Give student choices for answers, **OA6,** *C*
4. Give student opportunity to preview questions prior to activity, **OA7,** *C*
5. Present student with two answers and let child choose one , **OA8,** *C*
6. Teacher asks student a direct question - comes back for answer, **OA9,** *C*
7. Teacher or peer models turn taking, **OA10,** *C*
8. Utilize choral speech, plays, role modeling, **OA11,** *C*

Overlapping Participation

1. Establish and maintain eye contact, **OA12,** *C*   **OA14,** *C*
2. Peer or teacher reads student's passage during round robin, **OA13,** *C*
3. Peers or teacher reads student's work out loud,
4. Reinforce classroom etiquette (e.g.: raising hand), **OA15,** *C*

Extension

1. Adjust volume, tone, phrasing & pace of speaking for various situations/audiences, **OA16,** *C*
2. Make presentations to other classes, organizations, **OA17,** *C*
3. Records other student's written work, **OA18,** *C*
4. Student writes and/or records simplified versions of text, **OA19,** *C*
5. Students writes a play for peers to perform, **OA20,** *C*
6. Use eye contact, posture and gesture to engage audience, **OA21,** *C*

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Reading Strategies

1. Accept some homework papers typed or dictated by student, **R23**
2. Alternate Reading, **R5,** *B*
3. Brainstorming, **R24,** *C*
4. Choral Reading, **R6,** *B*
5. Class illustrates a big book ("Creating Your Own Big Book"), **R25,** *D*
6. Collaborate with Reading Recovery Teacher, **R26**
7. DEAR (Drop Everything and Read) Time, **R13,** *A*
8. Directed Reading-Thinking Activity (DR-TA), **R27,** *B*
9. Echo Reading, **R7,** *B*
10. Family will borrow books from library in student's primary language, **R28**
11. Guided Reading, **R8,** *A/B*
12. Hooked on Phonics, **R29**
13. Jigsaw Reading, **R21,** *B*
14. Label (Labeling), **R30,** *B*
15. Language Experience Approach (LEA), **R31,** *B*
16. Leveled reading groups, **R32**
17. Literature Study Circles, **R14,** *A/C*
18. Loan student books to family in student's primary language, **R33,** *D*
19. Matching Picures, **R34,** *B/D*
20. Model the thinking processes a good reader engages in when reading ("Think Aloud"), **R35,** *C*
21. Modeled Reading Aloud, **R36,** *D*
22. My Book Chart, **R37,** *D*
23. My Neighborhood Map, **R38,** *D*
24. On-Site Reading Team, **R39,** *B*
25. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures"), **R40,** *D*
26. Parent/caregiver will write letters to student ("Family Letters"), **R41,** *D*
27. Patterned Reading, **R42,** *D*
28. Phonics Treasure Hunt, **R43,** *D*
29. Phonics Videos, **R44,** *D*
30. Plan, Do and Review, **R15,** *A*
31. Pocket Chart Reading W/ Predictable Texts, **R16,** *A*
32. Poetry In the Classroom, **R45,** *B*
33. Popcorn Reading/Break-In Reading, **R46**
34. Primary Phonics, **R47,** *B*
35. Project Cube, **R22,** *C*
36. Provide partial outlines of chapters, study guides, and testing outlines, **R48**
37. Quaker Reading, **R49,** *D*
38. Read & Retell, **R9,** *B*
39. Reader's Theater, **R10,** *A/B/D*
40. Reading Environmental Print, **R50,** *B*
41. Reciprocal Reading, **R17,** *B*
42. Reciprocal Teaching, **R51**
43. Refer for Reading Recovery (including literacy group), **R52**
44. Refer parent/caregiv to ELL class, **R53,** *D*
45. Relic Box, **R18,** *C*
46. Repeated Reading, **R54,** *D*
47. Segment sentences on flash cards, **R55**
48. Send home books, **R56**
49. Send home word games, **R57,** *D*
50. Shared Reading across Genre of texts, **R2,** *B*
51. Shared Reading of Poetry & Song, **R4,** *D*
52. Shared Reading With Predictable Texts, **R3,** *A/D*
53. Sight-Word Bingo, **R58,** *D*
54. Simplify complex directions, **R59**
55. Sing, Speak, Spell, **R60**
56. Small group reading, **R61,** *D*
57. Sociogram, **R11,** *B*
58. Special Delivery, **R62,** *B*
59. SQ3R (Survey, Question, Read, Recite & Review), **R63,** *B*
60. Stories With Friends, **R64,** *D*
61. Story Sequencing for Reading, **R12,** *B*
62. Story Sidewalk, **R65,** *D*
63. Story Squares, **R66,** *D*
64. Storyboard, **R20,** *C*
65. Student creates a poetry word bank ("Creating a Poetry Word Bank"), **R67,** *D*
66. Student fills in a (student or teacher-created) book for sounds or for reference ("ABC Student Book"), **R68,** *D*
67. Student identifies number of pages to be read and uses post-its … ("Bookmark Strategy"), **R69,** *D*
68. Student prepares a grocery list; looks for environmental print ("A Shopping Trip"), **R70,** *D*
69. Student will go to library with teacher, **R71**
70. Student will read books in primary language, **R72,** *B/D*

SFUSD Intervention Sources

A. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section3)
B. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
C. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)
D. SFUSD Web Page: Strategies Data-Base (http://www.sfusd.edu/SST/)
E. School Health Programs Department Secretary's Binder
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Student Success Team - Menu Of Interventions

(Reading Strategies, cont'd)

71. Sustained Silent Reading (SSR), **R73,** *D*
72. Teacher Read-Aloud, **R1,** *A/B*
73. The Breakfast Club, **R74,** *D*
74. The Name Game, **R75,** *D*
75. The Name List, **R76,** *C*
76. Transitional Reading Strategies (Spanish to English), **R77,** *D*
77. Use "Bulletin Board Stories" , **R78,** *D*
78. Using The Newspaper To Improve Reading Skills , **R79,** *D*
79. Word Making, **R80,** *D*
80. Word Necklaces, **R81,** *D*
81. Word Walls, **R19,** *A/B/D*

Reading Adaptations

Physical Assistance

1. Enlarge print, **RA1,** *C*
2. Have student use bookmarks for tracking, **RA2,** *C*
3. Use augmentative communication devices, **RA3,** *C*
4. Use book stand, **RA4,** *C*
5. Use books on tape, **RA5,** *C*
6. Use Braille, **RA6,** *C*
7. Use computers, **RA7,** *C*

Multi-Level Instruction and Performance Standards

1. Color code textbook, highlighting important sentences, phrases, vocabulary, **RA8,** *C*
2. Create interest for material to be read by bringing in items that will stimulate discussion about a topic, **RA9,** *C*
3. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group, **RA10,** *C*
4. Do not require lengthy outside reading assignments, **RA34**
5. Have student be responsible for one main idea, **RA11,** *C*
6. Have student draw a picture, **RA12,** *C*
7. Have student fill in the blanks, **RA13,** *C*
8. Have student hold prop that is related to story (e.g., puppet), **RA14,** *C*
9. Have student match text to pictures, **RA15,** *C*
10. Pre-teach vocabulary, **RA16,** *C*
11. Provide photocopies of teacher's notes, **RA35**
12. Provide supplementary materials that student can read, **RA36**
13. Reduce workload, **RA17,** *C*
14. Review words periodically, **RA18,** *C*
15. Substitute symbols for written text, **RA19,** *C*
16. Use books on tape/"Talking Books for the Blind", **RA20,** *C*
17. Use character web, **RA21,** *C*
18. Use collage, **RA22,** *C*
19. Use computer software, **RA23,** *C*
20. Use graphic organizer, **RA24,** *C*
21. Use images on overhead, **RA25,** *C*
22. Use modified text or assign a smaller portion, **RA26,** *C*
23. Use music-related stories, **RA27,** *C*
24. Use peer or community volunteer tutors, **RA28,** *C*
25. Use pictures/symbols, **RA29,** *C*
26. Use props (e.g., puppet, magnets on cookie sheet, felt board), **RA30,** *C*
27. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class, **RA31,** *C*
28. Use storyboard sequencing, **RA32,** *C*
29. Use video or film strips to supplement text, **RA33,** *C*

Student Success Team - Menu Of Interventions

Reading Adaptations
Overlapping Participation
1. Art project related to story, i.e. collage, a story board, **RA37,** *C*
2. Categorize, **RA38,** *C*
3. Demonstrate appropriate listening behav., **RA39,** *C*
4. Get books, hand out and put away, **RA40,** *C*
5. Hold book in front of class for teacher, **RA41,** *C*
6. Identify sight words, pictures, etc., **RA42,** *C*
7. Pointing to picture related to story to test comprehension, **RA43,** *C*
8. Practice letter recognition, **RA44,** *C*
9. Practice writing or copying words on topic, **RA45,** *C*
10. Retell story to younger kids, **RA46,** *C*
11. Turning the page appropriately at correct time, **RA47,** *C*

Extension
1. Find vocabulary words in the newspaper or magazine, **RA48,** *C*
2. Have student connect stories to background knowledge or experience, **RA49,** *C*
3. Have student create story map, **RA50,** *C*
4. Have student create story timelines , **RA51,** *C*
5. Have student design a comic book about the story; other students can color the characters or write/copy the sentences, **RA52,** *C*
6. Have student write a play for the story that other students can act out, **RA53,** *C*
7. Have student write a song about the story (e.g., tap song and other kids participate), **RA54,** *C*
8. Read other books by the same author, **RA55,** *C*
9. Read the story to students who cannot read, **RA56,** *C*

Writing Strategies
1. ABC Wall Chart or Class Book, **W1,** *A*
2. Author's Chair, **W2,** *A/C*
3. Buddy Journals, **W3,** *B*
4. Content Area Logs, **W4,** *B*
5. Copying , **W14,** *B*
6. Creating Texts for Wordless Books, **W5,** *A*
7. Dialectic (Response) Journal, **W6,** *B*
8. Guided Writing Activities, **W7,** *B*
9. Interactive Journals, **W8,** *A/B/C*
10. Interactive Writing, **W9,** *AB*
11. Letter Writing, **W10,** *B*
12. Metacognitive Journal, **W12,** *B*
13. Modeled Writing (Aloud), **W15,** *A/B*
14. Patterned Writing With Predictable Text, **W16,** *A/D*
15. Personal Dictionaries, **W11,** *B*
16. Plan, Do and Review , **W17,** *A*
17. Practice writing daily, **W18,**
18. Real-Life Writing Activities, **W19,** *B*
19. Story Sequencing For Writing, **W20,** *B*
20. Storyboarding, **W21,** *B*
21. Student will write in cursive all the time, **W22**
22. Student will write in daily home journal, **W23**
23. Writer's Workshop, **W13,** *A*

Student Success Team - Menu Of Interventions

Writing Adaptations

Physical Assistance

1. Adapted keyboard, **WA1**
2. Adaptive writing materials (e.g., pencil grip, larger felt pen), **WA2,** *C*
3. Computer/typing on keyboard, **WA3**
4. Dictate to a peer, **WA4,** *C*
5. Give student oral examinations and quizzes, **WA5**
6. Substitute oral reports/projects for writing, **WA6,** *C*
7. Tape paper to desk, **WA7,** *C*
8. Use adaptive paper (e.g., lines, larger lines, lined columns), **WA8,** *C*
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output, **WA9,** *C*
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table, **WA10**
11. Use stencils, **WA11**
12. Use tape recorder to dictate, **WA12**
13. Write on a vertical/slanted surface (e.g., chalkboard), **WA13**
14. Write on top of a textured surface (e.g., sandpaper), **WA14**

Multi-Level Instruction and Performance Standards

1. Complete one part of assignment, **WA15,** *C*
2. Create and use personal dictionary, **WA16,** *C*
3. Organize pictures to tell story, **WA17**
4. Pictorial collage, **WA18,** *C*
5. Provide sentence or paragraph starters, **WA19,** *C*
6. Shorten assignment, **WA20,** *C*
7. Trace or copy dictated answers, **WA21,** *C*
8. Utilize Spelling Styles and Vocabulary Attributes charts, **WA22,** *C*
9. Use editing checklist (caps, periods, commas, etc.), **WA23,** *AC*
10. Use graphic organizers, **WA24,** *C*
11. Use stamps, **WA25,**
12. Use word bank, **WA26,** *C*
13. Use word prediction and other writing software, **WA27**

Overlapping Participation

1. Match pictures to words, **WA28,** *C*
2. Pass out materials for writing assignment, **WA29,** *C*
3. Practice copying, **WA30,** *C*
4. Trace other students' writing, **WA31,** *C*
5. Use communication device, **WA32,** *C*
6. Use storyboard, **WA33,** *C*
7. Write down key words (i.e., personal vocabulary list), **WA34,** *C*
8. Write name, heading and date on top of paper, **WA35,** *C*

Extension

1. Incorporate features such as italics, footnotes and bibliography into writing, **WA36,** *C*
2. Peer uses rubric to check work, **WA37,** *C*
3. Put words to peers picture collage, **WA38,** *C*
4. Use dictionary or spell check tools to edit work, **WA39,** *C*
5. Write from a peer's dictation, **WA40,** *C*

Student Success Team - Menu Of Interventions
APPENDIX

Attendance
Desired Student Outcome
1. Arrives at school on time except for excusable reasons, **A1**
2. Attends school every day except for excusable absence, **A2**
3. Improved attendance , **A3**
4. Improved punctuality, **A4**

As Evidenced By
1. Attendance record, **A1**
2. Community agency reports, **A2**
3. Teacher/staff observation/report (e.g., checklist), **A3**

Behavior/Social-Emotional
Desired Student Outcome
1. Attend/concentrate adequately in school environment, **B1**
2. Decreased incidences of verbally aggressive behaviors, **B2**
3. Diminished impact of loss or event on academic performance, **B3**
4. Follows school and classroom rules, **B4**
5. Improved classroom behavior, **B5**
6. Improved self- esteem, **B6**
7. Improved socialization skills/peer relationships, **B7**
8. Increased ability to follow routines/transitions in and out of classroom, **B8**
9. Increased use of positive statements, **B9**
10. Maintains relationships to successfully function in school, **B10**
11. No incidences of physically aggressive behaviors, **B11**
12. No incidences of verbally aggressive behaviors, **B**

As Evidenced By
1. Behavior checklist, **B1**
2. Classperiod count, **B2**
3. Community agency reports, **B3**
4. Daily count, **B4**
5. Health report, **B5**
6. Hourly count, **B6**
7. Parent/caregiver report/ checklist, **B7**
8. Report from home visit, **B8**
9. Student self-report checklist, **B9**
10. Teacher/staff observation/report (e.g., checklist), **B10**
11. Weekly count, **B11**

Health
Desired Student Outcome
1. Comes to school clean and free of odor, **H1**
2. Has a plan of action for chronic health condition, **H2**
3. Has adequate meals throughout the day, **H3**
4. Has adequate sleep each night, **H4**
5. Healthy enough to attend school daily, **H5**
6. Improved health, **H6**
7. Lives in a safe environment free of abuse/neglect, **H7**
8. Stays awake in class, **H8**
9. Visual acuity is adequate for school functioning, **H9**

Student Success Team - Menu Of Interventions
APPENDIX

Health
As Evidenced By
1. Behavior checklist, **H1**
2. Community agency reports, **H2**
3. Exam/screening results, **H3**
4. Health report from primary medical provider, **H4**
5. Parent/caregiver report/checklist, **H5**
6. Report from home visit, **H6**
7. Teacher/staff observation/report (e.g., checklist), **H7**

Math
Desired Student Outcome
1. Improved addition skills, **MA1**
2. Improved application skills, **MA2**
3. Improved division skills, **MA3**
4. Improved measurement skills, **MA4**
5. Improved multiplication skills, **MA5**
6. Improved subtraction skills, **MA6**
7. Student demonstrates understanding of concept of addition, **MA7**
8. Student demonstrates understanding of concept of division, **MA8**
9. Student demonstrates understanding of concept of multiplication, **MA9**
10. Student demonstrates understanding of concept of subtraction, **MA10**
11. Student demonstrates understanding of place value, **MA11**
12. Student matches numeral with collection of objects, **MA12**
13. Student recognizes numerals to ___, **MA13**
14. Student rote counts to _____, **MA14**
15. Students demonstrates one-to-one correspondence, **MA15**

As Evidenced By
1. Basic Math Skills Test, **MA1**
2. Curriculum-Based Measurement – Math Computation, **MA2**
3. Functional Skills Analysis, **MA3**
4. Mathland Assessments, **MA4**
5. Other SFUSD Performance Standards, **MA5**
6. Portfolio Review, **MA6**
7. SFUSD Mathematics Performance Assessment, **MA7**
8. Student counting by rote, **MA8**
9. Student counting objects, **MA9**
10. Student making a pattern, **MA10**
11. Student matching a pattern, **MA11**
12. Student reading numerals, **MA12**
13. Student reading numerals and building sets with objects, **MA13**
14. Student writing numerals to name sets, **MA14**
15. Teacher-designed test, **MA15**
16. Touch Math, **MA16**

Motor Skills
Desired Student Outcome
1. Improved fine motor skills, **MS1**
2. Improved gross motor skills, **MS2**
3. Improved perceptual motor skills, **MS3**
4. Uses appropriate assistance device, **MS4**

As Evidenced By
1. Parent/caregiver report/ checklist, **MS1**
2. Student self-report checklist, **MS2**
3. Teacher/staff observation/report (e.g., checklist), **MS3**

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Student Success Team - Menu Of Interventions
APPENDIX

Oral Language
Desired Student Outcome
1. Improved oral expression, **O1**
2. Asks for clarifications in different situations., **O2**
3. Begins to speak to peers in some small group situations, **O3**
4. Contributes to classroom discussions/responds to questions/debates issues, **O4**
5. Dramatizes/gestures/draws pictures to show comprehension/needs, **O5**
6. Expresses responses in phrases/simple sentences, **O6**
7. Improved listening comprehension/receptive language , **O7**
8. Produces a full range of grade-appropriate grammatical structures/vocabulary in unfamiliar situations, **O8**
9. Responds to simple commands/questions through actions or one/two-word phrases, **O9**
10. Speaks comfortably with peers in small groups, **O10**
11. Use age-appropriate vocabulary, **O11**

Oral Language
As Evidenced By
1. California English Language Development Test (CELDT), **L1**
2. Into English – Student Progress Form, **L2**
3. LALAR (Language & Literacy Assessment Rubric), **L3**
4. LAS (Language Assessment Scale), **L4**
5. Pre-LAS, **L5**
6. Teacher/staff observation/report (e.g., checklist), **L6**

Reading
Desired Student Outcome
1. Demonstrates book sense (tracking; locating cover, author, title; matching pictures to words), **R1**
2. Follows along in text as story is read aloud, **R2**
3. Has mastered skills at the early fluency level, **R3**
4. Has mastered skills at the emergent level, **R4**
5. Has mastered skills at the fluency level, **R5**
6. Identifies/associates written symols; recognizes/identifies letters, **R6**
7. Improved comprehension/ comprehension strategies, **R7**
8. Improved reading fluency, **R8**
9. Reads across variety of genres; identifies features of different reading materials, **R9**
10. Reads familiar words and phrases aloud, **R10**
11. Reads independently; chooses increasingly difficult texts; makes predictions/inferences about readings, **R11**
12. Reads/comprehends grade-level text with complex language/vocabulary, **R12**
13. Reads/follows simple written directions, **R13**

As Evidenced By
1. A Continuum of Reading Growth in the Primary Grades, **R1**, *A*
2. Anecdotal Record Log, **R2**, *A*
3. Audiotape Reading Survey – Child, **R3**, *A*
4. Background Survey on Reading (Primary), **R4**, *A*
5. California English Language Development Test (CELDT), **R5**
6. Child Interest Inventory – Grades 1 to 5, **R6**, *A*
7. Curriculum-Based Measurement – Reading Fluency, **R7**
8. DIBELS (Dynamic Indicators of Basic Early Literacy Skills, **R8**
9. Dolch word list - graded lists, **R9**
10. Entry Survey "Getting To Know Me", **R10**, *A*

Student Success Team - Menu Of Interventions
APPENDIX

(Reading *As Evidenced By,* cont'd)

11. Feb/March Reading Evaluation Survey, **R11**, *A*
12. First Grade Instant Words, **R12**, *A*
13. Fry's Oral Reading Test, **R13**
14. Fry's Silent Reading Comprehension Test, **R14**, *A*
15. Graded spelling lists , **R15**
16. Initial Sounds assessment, **R16**, *A*
17. LALAR (Language & Literacy Assessment Rubric), **R17**
18. Letter/Sound Identification, **R18**, *A*
19. Literature Logs, **R19**
20. Miscue Analysis (Record Form, Inventory), **R20**, *A*
21. Observation Survey, **R21**
22. Phonemic Awareness Assessment (Yopp-Singer), **R22**, *A*
23. Phonics Test Pt. 1, **R23**, *A*
24. Phonics Test Pt. 2 (Blending Words), **R24***, A*
25. Phono-Graphix Pre and Post Tests, **R25**
26. Phonological Awareness Profile, **R26**
27. Reading Checks - Early, **R27**, *A*
28. Reading Checks - Emergent, **R28**, *A*
29. Reading Checks - Fluent, **R29**, *A*
30. Reading Experience and Interest Survey, **R30**, *A*
31. Reading Inventory Summary Sheet, **R31**
32. Reading Self-Evaluation Survey, **R32**
33. Reading Strategies Intermediate Survey, **R33**, *A*
34. RESULTS assessments, **R34**
35. Running Record, **R35**, *A*
36. Scholastic end of unit assessments, **R36**
37. Second Grade Instant Words, **R37,** *A*
38. Self-Eval Checklist for Lit Responses, **R38**, *A*
39. SFUSD ABC, **R39**
40. Strategies That Help Me Understand A Story (Primary), **R40**, *A*
41. Student Profile of Print Concepts, **R41**, *A*
42. TAAS (Jerome Rosner's Test of Auditory Skills), **R42**, *A*
43. Third Grade Instant Words, **R43**, *A*
44. Yopp-Singer Test of Phoneme Segmentation (Phonemic Awareness Assessment), **R21**, *A*

Written Expression

Desired Student Outcome

1. Applies the steps in the writing process to writing tasks, **W1**
2. Experiments with variety of writing styles/genres, **W2**
3. Generates ideas for simple stories with awareness of sequence/detail, **W3**
4. Improved conventions of written language, **W4**
5. Improved organization of thoughts/information, **W5**
6. Participates in revising/editing own work, **W6**
7. Uses invented spelling and familiar words or short phrases, **W7**
8. Uses some conventions of print including spacing between words, names and letters, **W8**
9. Uses writing to get and give information, **W9**
10. Writes from various points of view, **W10**
11. Writes on all topics normally required for grade level, **W11**
12. Writes to describe a drawing or illustration, **W12**

As Evidenced By

1. Analytic Writing Assessment Guide, **W1**, *A*
2. California English Language Development Test (CELDT), **W2**
3. Continuum of Written Language Development, **W3**, *A*
4. Curriculum-Based Measurement – Spelling, **W4**
5. Curriculum-Based Measurement – Written Expression, **W5**
6. Grade 4 Informative Writing Rubric, **W6**, *A*
7. Grade 4 Narrative Writing Rubric, **W7**, *A*
8. Grade 4 Persuasive Writing Rubric, **W8**, *A*
9. Grade 4 Writing Rubric, **W9**, *A*

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(Written Expression *As Evidenced By*, cont'd)

10. Interactive Journal Assessment, **W10**, *A*
11. K-2 Writing Rubric, **W11**, *A*
12. LALAR (Language & Literacy Assessment Rubric), **W12**
13. Literature Logs, **W13**
14. Observation Survey, **W14**
15. OLE Criteria for Evaluation in Writer's Workshop, **W15**
16. Phonetic Spelling Test, **W16**
17. Phonological Awareness Profile - Invented Spelling, **W17**
18. Portfolio Conference, **W18**, *A*
19. Project Evaluation Form (Teacher), **W19**, *A*
20. Project Self-Evaluation (Student), **W20**, *A*
21. RESULTS assessments, **W21**
22. Rigby's Continuum of Written Lang Development, **W22**, *A*
23. Scholastic End of Unit Assessments, **W23**
24. School-based Math Program, **W24**
25. School-based Reading Program, **W25**
26. SFUSD ABC, **W26**
27. SFUSD ALAS Rubric, **W27**
28. SFUSD IWA, **W28**
29. Teacher-designed test, **W29**
30. Writer's Workshop Assessments, **W30**

Misc

Desired Student Outcome

1. Improved academic performance, **M1**
2. Increase in acquired credits, **M2**
3. No decrease in academic performance, **M3**

As Evidenced By

1. Community agency reports, **M1**
2. Parent/caregiver report/ checklist, **M2**
3. Student self-report checklist, **M3**
4. Teacher/staff observation/report (e.g., checklist), **M4**

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