

SUGAR SALEM SCHOOL DISTRICT #322 POLICY

TITLE: General Education Intervention Guidelines

NUMBER: 2005

NEW: August 2012

REVISED: _____

INTRODUCTION

Students of Sugar-Salem School District come with a variety of skills, backgrounds, challenges, as well as strengths. In accordance with the District Mission Statement and “good teaching” there may be times when students need accommodations. These accommodations are one way to help the student meet the rigor of state standards and get the best education possible at the time, given their abilities.

DOCUMENTATION

Interventions provided to students, regardless of type or length should be documented. The purpose is to be able to have a historical record of what assistance a teacher has provided and the effectiveness of that assistance. Also it indicates student’s rate and style of learning.

Documentation will occur in at least two methods: report cards and a student intervention file. Any interventions conducted and documented by an individual teacher will be considered an “informal” intervention. Interventions that are collaborated with a formal school team will be considered a “formal” intervention.

INFORMAL INTERVENTIONS:

Report Cards:

Notation needs to be made that a student has received accommodations on the student report card by placing an “*” next to the grade and an explanation that accommodations were received. This practice should be done for any student who has a change in instruction, curriculum, or environment. For example, a 4th grade student received accommodations and some additional supports from a 3rd grade curriculum. He got a “B” out of the class. An “*” would be placed by the “B” to indicate that there was some type of accommodation provided. A 3rd grade student who was an accelerated learner and was given 5th grade novel packets got an “A” on her report card; she too should have an “*” on her report card as she received accommodations. If an “*” is noted on the report card, then the teacher needs to note those interventions in the student intervention file as outlined below.

Student Intervention File:

When interventions are tried, documentation must occur. This is so that you can remember what you have tried throughout the year and the results of those trials. Also, this gives other teachers an historical idea of what has worked and what has not worked. In your recording, indicate specific intervention(s) tried, date started, result(s), and date ended. This documentation will be collected using the Madison Cares electronic forms found on the district website.

FORMALIZED INTERVENTIONS

Formalized General Education Intervention Plans:

Teachers who have concerns about student progress and are desirous to have Special Education testing for a child *need to have the following documentation in place prior to the formal referral*. The Digger RTI intervention plan needs to include the following information:

- a. The targeted skill including the present level of performance and a measurable goal

- b. The scientific, researched-based intervention used, including intensity [i.e. amount of time per session], frequency [i.e. # of sessions per week] and duration [i.e. length of interventions, at least 6-12 weeks].
- c. Evidence that the student does not achieve adequately for his or her age or to meet Idaho grade level Content Standards given intervention typical in general education and a summary of significant resistance to those general education interventions, including that the resistance is ongoing and severe and the student requires resources beyond general education alone to benefit from instruction.
- d. Documentation from two or more measures, one of which is a curriculum-based measure [CBM], indicating the discrepancy from peers' performance on skills.
- e. An observation documenting the student's academic performance and behavior in the areas of concern.
- f. Student data is graphed using an aim line, trend line, phase lines, and decision rules.
- g. Other considerations such as a discrepancy resulted due to visual, hearing, or motor disability; cognitive impairment, or emotional disturbance.
- h. Documentation that the parent has been notified about:
 - a. Idaho State policies regarding the amount and type of performance data that would be collected
 - b. The general education services that would be provided
 - c. Strategies for increasing the student's rate of learning
 - d. The parents' right to request an evaluation

INTERVENTION IDEAS

The following is a list of possible interventions that could assist you in meeting the needs of a student. **This is not a comprehensive list**, but to be viewed as a resource. Additional resources available are the student's parent(s), principal and colleague(s). The accommodation list is categorized into four domains: instruction, curriculum, environment, and learner characteristics.

Instruction:

change in instructional grouping [i.e. whole group to small group, small group to individual]
 change in assessment methods: [reduce length of exam, oral exams, open book, multiple choice, chunking, chapter tests verses unit test; unit tests verses end of course assessment]
 change in instructional pace
 change in instructional methods
 change in student schedule
 pre-teach concept, vocabulary, etc
 increase student response opportunities; frequent feedback to student, immediate feedback to student

Alternative Assignments:

reduce number of assignments
 reduce number of problems on an assignment
 provide extra time to complete assignments
 provide students with major points
 reduce number of instructions given at any given time; [i.e. provide instructions one or two steps at a time, repeat and explain directions, written directions]

Instructional Aids [i.e. visual, auditory, tactile, highlighted materials for emphasis, Braille, large print, color transparencies, study guides, outlines]
pre-teach concepts prior to whole group lesson

Presentation:

display key vocabulary
use multi-sensory presentation
study guides
highlight instructions with highlighter
use mnemonics
provide student with vocabulary word bank
call on student often
acknowledge effort
use increased spacing between items on page
allow student to tape-record lesson
arrange for a note taker
use sign language
give student copy of lecture notes

Response Mode:

allow oral responses
permit scribe for answers
use pencil grip
use calculator, math tables, or abacus
use spell checker or dictionary

Adapted Equipment:

use large type
keep page format simple
divide page into clearly marked sections
remove distraction from paper

Reading [to improve decoding skills]:

check on vision
present phonemic awareness activities
use rhyming activities, multi-sensory or VAKT = Visual-Auditory-Kinesthetic/Tactile instruction
use color cues for sound blending (left to right)
use fingers/markers for tracking left or right
present syllabication rules
synthesize words (part to whole)
segment words (whole to part)
change to different reading series
use word families
provide opportunities for daily reading

repeat phonic rules verbally (auditory cues)
present phonic rules on chart (visual cues)
use log of misread words for practice
use literature-based instruction with semantic cues
small group instruction __ daily
small group instruction 2-3 times/week __ weekly
send home word list for home practices
use guided reading group

Reading [to improve sight word recognition skills]:

use card reader/language master for drill/practice
use word configuration cues
send word list home for home practice
provide flash card practice
use language experience/concrete meaning
use a word wall for important vocabulary

Reading [to improve reading comprehension skills]:

pre-read story to student
re-read favorite stories
read stories with predictable text
discuss pictures/illustrations before reading story (visual cues)
ask student to answer questions orally first
ask student to illustrate sentences or stories
highlight key concepts in text
ask student to write sentences for reading vocabulary words
ask student to list details of story
use sequence pictures & then re-told story
ask student to complete close sentences/paragraphs
ask student to finish incomplete story
use guided reading group
use supplemental materials/resources
use high interest texts at instructional level

Listening [to improve ability to follow verbal directions]:

check on hearing
repeat directions __once __twice __three or more times
rephrase directions
provide preferential seating away from distracting noises (e.g., pencil sharpener)
provide preferential seating near teacher or source of sound
ask student to repeat directions
simplify directions into one step at a time
use visual cues or written directions paired with verbal directions
use visual or auditory cue prior to giving directions
present directions at slower pace
encourage student to indicate when he/she doesn't understand

avoid light behind my face (or window) when giving directions
keep hands & objects away from my face when giving directions
attain eye contact of student before giving directions
assign peer “buddy” to help student with directions
present directions in “routine” in the same manner & at the same time
provide “wait” time to respond to directions

Communication [to improve vocabulary comprehension]:

use real objects or materials when introducing vocabulary
use photographs to illustrate new words/vocabulary
develop “Pictionary” for new words/vocabulary
use hands-on experiences to teach new words/vocabulary
teach new words/vocabulary in categories with association cues
use mnemonic devices
use word webbing activities
pre-teach student on target words/vocabulary

Communication [to improve expression language skills]:

allow “wait time” for verbal responses
provide verbal cues or reminders to elicit correct language
use choral speaking techniques with entire class or group
ask student to imitate teacher’s model
use visual or written cues to elicit correct language
use role playing activities
model correct language or provide expanded form as model

Communication [to improve articulation or speech skills]:

model correct speech for student
remind student with verbal cues
use non-verbal signal as a reminder
provide praise or positive reinforcement for “good speech”
practice correct sound production using reading, spelling or vocabulary lists

Communication [to improve handwriting or written expression]:

provide hand strengthening activities (e.g., clay, squeeze ball)
provide special paper (e.g., raised lines, graph paper, unlined)
use pencil grip
use dark, bright, or high contrast written cues on paper
use various writing tools (e.g., chalk, marker, crayon, erasable pen, etc.)
use tracing paper for shape, letter and number formation
provide alphabet and number strips on desk
use templates for shape, letter and number formation
use multi-sensory activities, including sandpaper, sand, foam, salt, etc.
use cues (e.g., finger space) for spacing between words
seat student near blackboard for copying
reduce copying from book or blackboard

reduce amount of required written responses
teach cursive writing as alternative to printing (manuscript)
assign a peer “writer” for copying
assign peer to transcribe written work or responses
allow student to tape record responses
allow use of spell checker
teach keyboarding skills for typewriter or computer
allow “sloppy copy” for first draft
use penmanship drill and practice
use story starters or prompts
use sequence stories for writing simple stories
use rubric or checklist for proofing written work
use graphic organizers
allow untimed written exams

Mathematics:

reduce copying from book by using preprinted or copied sheets
use legible, less crowded worksheets
use graph paper
use flash cards for drill on facts
use manipulatives
provide repetition of math drills
use songs, rhymes, or games
allow student to vocalize to self
use number lines, counters, charts
allow student to use math facts table
allow student to use calculator
reduce number of math examples
highlight key words in math problems

Spelling:

use multi-sensory techniques (VAKT)
use spelling flash cards for practice
allow student to spell into tape recorder
use picture or color cues or word shapes
teach sight words in a meaningful phrase or sentence
teach specific spelling rules
use same words for reading, spelling, and writing tasks
test only word lists, not sentences
reduce number of expected words
test student orally
send home spelling words for practice

Assessment Accommodations:

use short, frequent quizzes
permit breaks during tests

permit movement
reduce number of test items
limit multiple choice
preview test procedures
practice taking similar test questions
periodic checks for answers marked in correct spaces
arrange for oral testing
support staff administers test
permit student to type or use word processing
permit untimed testing
give test over several sessions
administer test at specific time of day
administer test in separate setting
administer test using a study carrel
give prior notice for quizzes
read test to student
permit templates to reduce visible print
rephrase test questions and directions
allow open book or notes
increase size of bubbles on answer sheet
provide cues on answer sheet
secure answer sheet to work area
student marks on test booklet
permit adapted format: _____
use adapted equipment: _____

Curriculum:

change in curricular material
change in grade level material to teach prerequisite skills
adjust work load
reduce assignments
simplify number of items
simplify number of items presented on page
give alternative assignments in subject
pre-teach content

Environment:

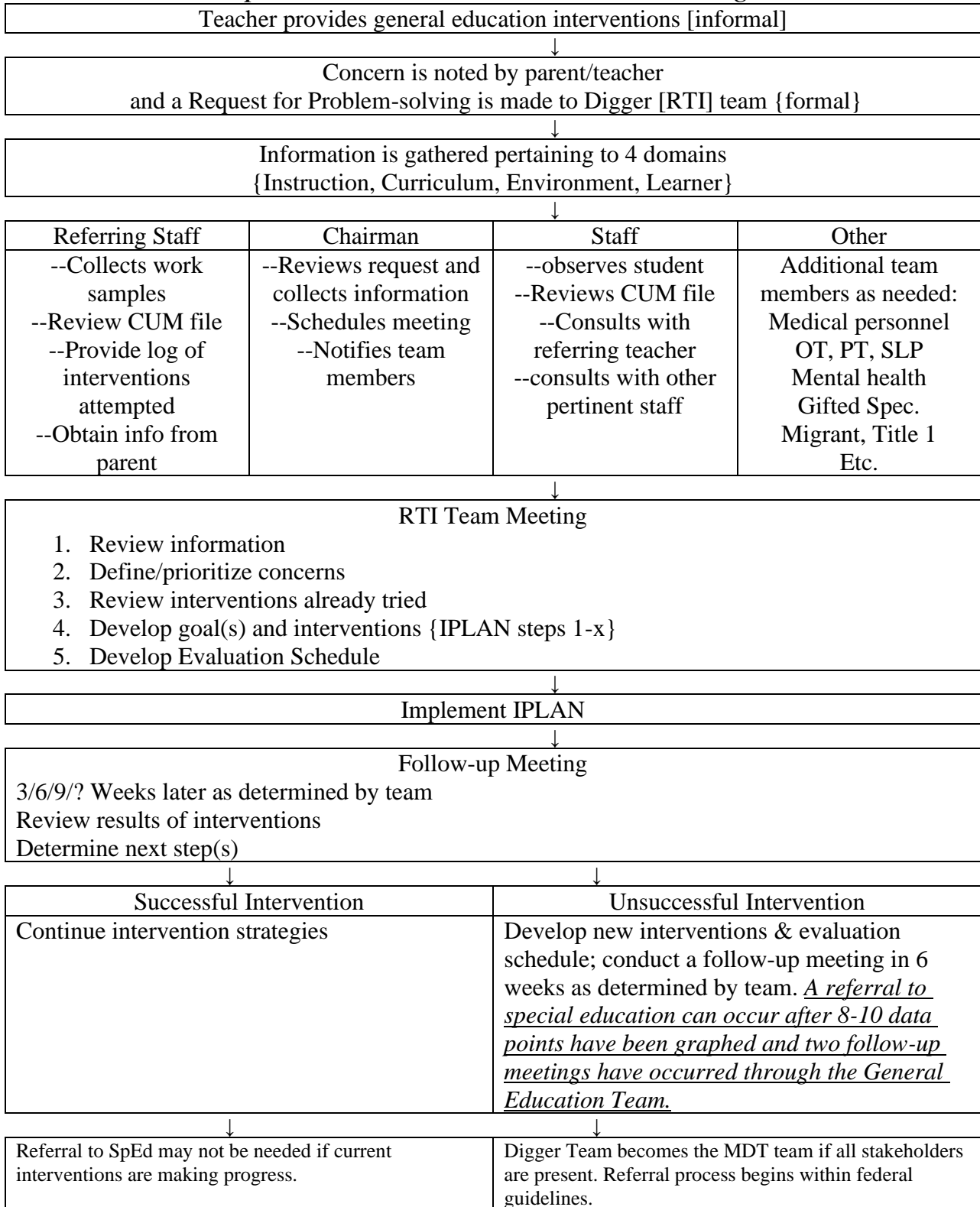
specific behavioral plan [classroom, individual, clearly defined limits, frequent reminders of rules, behavioral contract, crisis plan]
use of physical proximity, eye contact
frequent breaks
supervision during transition activities
assistive technology [calculator, word processor, note taker, closed captioning]
seat near teacher
assign student to low-distraction area
seat near positive peer models

use study carrel
use of time-out
define physical space for student within the room
stand near student when giving instructions
display specific behavioral rules
special lighting

Learner Characteristics:

additional wait time for oral or written responses
positive reinforcements
negative consequences
encouragement for class participation
counseling with student and/or parents
preferential seating
homework assignments
peer tutoring
minimal auditory distractions
behavior to improve ability to attend to verbal information:
behavior to improve work completion:
behavior to improve transitions between activities:
behavior to improve positive group participation skills:

Sugar-Salem School District
Response to Intervention Problem Solving Flow Chart



Adapted from: <http://www.decalur.escll.net/Departments/SpecialPrograms/SpecialEd/CARE%20Team.htm>

Data sources

Assessment / Data—Possible Sources		
Domain	Technique	
Instruction	<i>Review</i>	1) Principles of effective instruction reviewed by a teacher as a self-check (i.e., model, practice, independent practice) 2) IRI, DWA, DMA, ISAT scores for class?
	<i>Interview</i>	1) Teacher: expectations communicated? 2) Is student interested? 3) Do students have pre-skills needed to learn new content?
	<i>Observe</i>	Observe Teacher: 1) Pace of instruction appropriate? 2) Corrective feedback to child? 3) Learning objectives clear?
	<i>Test/Access</i>	1) Construct a matrix of effective instruction.
Curriculum	<i>Review</i>	1) Is content matched to needs of learner? 2) Is curriculum appropriate for most? 3) Using scientific research-based curriculum? 4) IRI, DRA, DWA, ISAT scores for class?
	<i>Interview</i>	Teacher: 1) Is teacher comfortable with curriculum? 2) Supplements? 3) Perceptions of strengths or limits of curriculum?
	<i>Observe</i>	Observe class: 1) How do kids interact with curriculum? 2) How does the teacher present curriculum? 3) Is teacher skilled in curriculum use?
	<i>Test/Access</i>	Evaluate curriculum: 1) What is research basis of curriculum? 2) What is readability of curriculum?
Environment	<i>Review</i>	Examine: 1) # Discipline ref? 2) # Ref for special education/at risk? 3) Rules of the class? 4) IRI, DWA, DMA, ISAT scores for class?
	<i>Interview</i>	Interview Teacher: 1) BEH management strategies? 2) Capacity to help students in need? 3) Equipment & materials? 4) Structure? Flow?
	<i>Observe</i>	Observe class: 1) Students on task? 2) Transitions? 3) Discipline? 4) Corrective feedback? 5) Expectations? 6) Structure?
	<i>Test/Access</i>	1) Administer the FAAB functional assessment?
Learner	<i>Review</i>	1) Review CUM file? 2) Review parent information? 3) Previous medical and health? 4) Teacher grade book? 5) Does the student have the pre-skills needed to learn new content?
	<i>Interview</i>	1) Interview parent 2) Interview child 3) Interview teacher 4) Interview principal or teachers/specials
	<i>Observe</i>	Observe class: 1) Student vs. peer comparison? 2) Observe student reading skills, inventory, etc.
	<i>Test/Access</i>	1) Do CBM compare student to class? 2) Do functional assessments (i.e., CBE, CORE reading assessments.)

* ADAPTED FROM HEARTLAND EDUCATION AGENCY, JOHNSTON, IA 1998. FORMAT REVISED: BRYON KENNEDY, MARCH 2010

