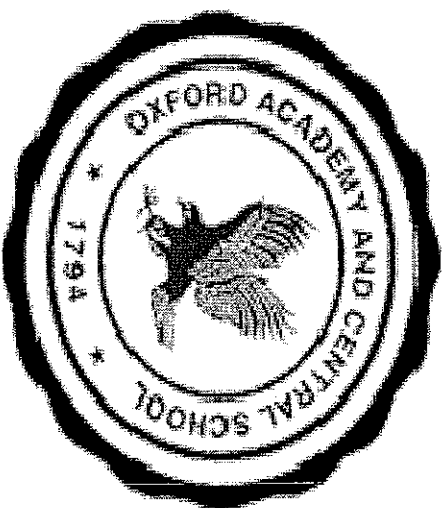


**SOME INTERVENTION STRATEGIES FOR USE WITH
K-12 STUDENTS AT OXFORD ACADEMY AND
CENTRAL SCHOOLS**



Developed by the Office of Special Programs, 2007

**SUGGESTED INTERVENTIONS TO TRY WITH K-12 STUDENTS AT OXFORD
ACADEMY AND CENTRAL SCHOOLS AS PART OF A RESPONSE TO INTERVENTION
PROCESS**

Environment: (E)

1. > Preferential Seating
 - ⊕ To minimize auditory distractions
 - ⊕ To minimize visual distractions
 - ⊕ To maximize auditory input for hearing difficulties
 - ⊕ To maximize visual input for vision difficulties
 - ⊕ To maintain focus and academic participation
 - ⊕ To minimize off-task behavior
 - ⊕ To address learning style needs
2. > Alter Physical Arrangement
 - ⊕ Lighting
 - ⊕ Temperature
 - ⊕ Seating Arrangements
 - ⊕ Muffle/baffle noisy equipment
3. > Define Space
 - ⊕ Teach positive rules for personal space
4. > Allow for different groupings
5. > Provide a properly fitting desk

Pacing: (P)

1. > Extend time requirements
 - ⊕ Oral response
 - ⊕ Written response
 - ⊕ Daily activities/assignments
 - ⊕ Tests
2. > Allow breaks
3. > Vary activities
 - ⊕ Intersperse written/oral
 - ⊕ Intersperse passive/active
 - ⊕ Intersperse listening/discussing
4. > Provide timelines (checklists, calendars)
5. > Assign tasks in workable 'chunks' or segments
6. > Provide repetition of key concepts
7. > Provide drill and practice
8. > Provide test/reteach/retest

Materials: (m)

1. > Supplementary materials (texts, worksheets, tests)
 - ⊕ Lower readability
 - ⊕ Large print
 - ⊕ More 'white space'
 - ⊕ Highlighted/ bold
 - ⊕ Color coded
 - ⊕ Audio-tapes
 - ⊕ Downloadable MP3 files or CD
2. > Manipulatives
3. > Study aids
4. > Study guides
5. > Typed teacher materials
6. > Peer reader

Highlighted Texts and Materials: Visual Aids

7. > Use markers to highlight important material in texts or handouts. This will help make the most important information clear to the student.
8. > Highlight key words or main ideas
9. > Highlight graphs, maps, charts, boldface type, terms, important names, dates, places, vocabulary, and picture captions [Color code (red for names; green for dates; etc.)]
10. > Use markers to highlight overhead transparencies.
11. > Use colored chalk to differentiate activities

12. > Teach highlighting techniques. Provide exercise which allow students to work together in highlighting important information
13. > Write directions on handouts, overhead, or chalkboard and leave them for future reference.
14. > Use charts, posters, flashcards, sentence strips, and other visual aids to increase interest and meaning.
15. > Have students watch television shows or video tapes which reinforce important concepts
16. > Have students make visual models of maps, charts, graphs and other items using play dough, clay, or other media.

Assignments: (A)

1. > Provide study sheet
2. > Provide skeleton outline that includes main ideas (student completes supporting details while listening in class or reading assignment)
3. > Extra time for completing assignments. Allow student to type assignment
4. > Reduce paper and pencil tasks
5. > Avoid penalizing for spelling errors
6. > Avoid penalizing for penmanship
7. > Allow student to sub-vocalize while reading
8. > Exemption from reading aloud in front of peers
9. > Lower difficulty level
10. > Task analysis of assignments
11. > List steps in process or activity so students know exactly what he/she is to do
12. > Emphasis on major points
13. > Opportunity to respond orally or dictate answers (to teacher, peer, tape recorder)
14. > Special projects in lieu of assignments

Shortened Assignments:

15. > Shortened assignments provide necessary practice while allowing the student to complete work in a reasonable time period without undue pressure and frustration.
16. > Identify terminology, concepts, and skills that are most important and require that these items be completed first.
17. > Reduce the number of items to be done at one time. Shorter assignments made more frequently provide the same amount of practice.
18. > Cut a long worksheet (or test) into smaller segments and give the student one segment at a time. When one strip is completed, hand out the next.

Study - Sheets/Guides: (S)

1. > Provide students with review outlines to help them focus on the important elements of information that is to be learned.
2. > List steps in math process or lab activity so the student knows exactly what to do.
3. > Have student write his own study questions after lectures, discussions, and reading assignments.
4. > Teach students to recognize signal words in lectures and written material to guide studying.
5. > Examples: "most of all," "a key feature," "a major event," "above all," "remember that"

Instruction: (I)

1. > Shorten auditory/verbal instruction
2. > Provide visual aids (pictures, flash cards, maps, charts, photos, etc.)
3. > Provide auditory aids (cues, tapes, etc.)
4. > Provide an opportunity for student to write the instructions
5. > Provide an opportunity for student to verbalize the steps needed to complete task
6. > Provide adequate 'wait time' (extra time for oral response)
7. > Allow extra time for written response
8. > Provide modified reading level assignments
9. > Simplify vocabulary
10. > Use manipulatives
11. > Emphasize critical information
12. > Allow peer tutoring/paired working arrangements
13. > Allow oral exams, open book exams, open note exams, exams of reduced length

Note-taking Assistance: (N)

1. > Provide skeleton outline (advance organizer) that includes main ideas.
2. > Provide a copy of teacher or "reliable note-taker" notes.
3. > Allow time at the end of class for students to compare notes with classmates.
4. > Highlight important sections of class notes (at overhead or board)

Pre-Teach Content Vocabulary: (V)

1. > Students need to learn:
 - ⊕ Terms that are unique to content area
 - ⊕ Specialized meanings of common words
 - ⊕ Unique symbols and abbreviations
 - ⊕ Word connotations
2. > Decide which words to teach:
 - ⊕ List key concepts
 - ⊕ Pick out the most crucial terms
 - ⊕ Find out which words are known
 - ⊕ Teach words that will lead to the learning of additional words
3. > Teach meaning
4. > Avoid unrelated exercises
5. > Teach strategies for learning new words
6. > Use new words repeatedly in conversation
7. > Teach ways to figure out new words
 - ⊕ Context clues
 - ⊕ Phonic analysis
 - ⊕ Structural analysis combination

Tests: (CT)

1. > Preview language of test questions
 - ⊕ Vocabulary
 - ⊕ Context
 - ⊕ Syntax
2. > Short answer rather than essay
3. > Mark key questions you want answered and have the student go back and answer the others if time permits
4. > Word banks or a list of correctly spelled responses for the test
5. > Typed tests
 - ⊕ Larger print
 - ⊕ More white space
6. > Don't penalize for spelling/grammar (unless it is a spelling or grammar test!)
7. > Allow extended time
8. > Substitute an assignment for a test

Test Adaptations: (TA)

1. > Change the format
 - ⊕ Short answer instead of essay.
 - ⊕ Multiple choice instead of short answer
 - ⊕ Matching instead of fill-in-the-blank
 - ⊕ Fill-in-the-blank: put blank at the end of the sentence or to represent the vocabulary that is trying to be built.
 - ⊕ Use synonyms or shorter sentences for low readers
2. > Look at the visual design
 - ⊕ Primary type
 - ⊕ Spacing
 - ⊕ Bold lines to divide sections
 - ⊕ Place multiple choice alternatives vertically
3. > Divide long matching
 - ⊕ Ten or fewer consecutive matching
 - ⊕ Type the definition on the left side of the page and the term or 'match' on the right side
4. > Provide visual cues
 - ⊕ Word banks for fill-in-the-blank questions and for labeling items
 - ⊕ Use mnemonics for difficult total retrieval questions
5. > Add Variety
 - ⊕ Use more than one mode of questioning

PLEASE TRY THESE INTERVENTIONS, AS WELL...

Becoming interested... (INST)

1. tell stories which relate to people's lives
2. establish relevancy and a purpose for learning by relating to previous experience
3. provide concrete experiences, i.e. a field trip and then teach lesson
4. read aloud a story or article to grow interest
5. seat student near the teacher (proximity control)

Getting started... (CUES)

1. give cue to begin work
2. give work in smaller amounts ("chunks")
3. provide immediate feedback
4. sequence work
5. provide time suggestions (desk timer helps)
6. check on progress
7. peer tutor
8. provide materials list or have it already laid out
9. introduce assignment carefully so student knows what tasks will be expected.
10. provide a checklist for each step of the task
11. check on progress often

Paying attention to the spoken word...

(SPEECH)

1. give explanations in small, distinct steps
2. provide written backup to oral directions
3. have student repeat directions
4. use buddies, tape recorder
5. shorten the listening time
6. alternate oral with written tasks
7. look directly at student
8. place hand on student's shoulder or stand in proximity

<p><i>Following directions... (DIRECTIONS)</i></p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> use fewer words 2. <input type="checkbox"/> provide examples 3. <input type="checkbox"/> repeat 4. <input type="checkbox"/> have student repeat 5. <input type="checkbox"/> provide checklist 6. <input type="checkbox"/> use auditory and visual directions
<p><i>Keeping track of materials... (ORG)</i></p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> use a notebook or binder 2. <input type="checkbox"/> use large envelope/folder for each subject 3. <input type="checkbox"/> keep extra supplies on hand 4. <input type="checkbox"/> provide assignment sheets to parents, coaches, special ed. teachers 5. <input type="checkbox"/> write assignment on board 6. <input type="checkbox"/> give rewards for bringing supplies for a determined amount of time
<p><i>Paying attention to printed word... (FOCUS)</i></p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> highlight 2. <input type="checkbox"/> underline 3. <input type="checkbox"/> number 4. <input type="checkbox"/> keep desk clear of extraneous materials 5. <input type="checkbox"/> face desk to wall or use a study carrel or fair poster board 6. <input type="checkbox"/> use overhead projector, ELMO, Smartboard, document camera

Reading textbooks... (TEXTBOOKS)

1. use lower level or adapted text (if available)
2. use books on tape
3. shorten amount of required reading
4. have students read aloud in small groups
5. allow extra time for reading
6. omit some/all reading requirements
7. put main ideas on index cards
8. administer oral tests
9. use a buddy or allow group work
10. pre-teach vocabulary
11. give take-home tests
12. use larger print

Completing tasks on Time... (TIMING)

1. reduce amount to be accomplished
2. allow more time
3. write schedules, timelines, calendars
4. provide checklists and closure points

Staying on task... (ON TASK)

1. reduce distractions (all senses)
2. increase reinforcements, provide checklist
3. give time out/specified 'make up' time,
4. use a timer to set short periods of work

Expressing him/herself verbally...

(VERBAL)

- 1. ask questions requiring short answers
- 2. provide prompts/cues
- 3. give rules for class discussion
- 4. allow taped (audio/video) reports or not in front of class
- 5. accept alternate forms of information
- 6. written report, bulletin board, art work, exhibit, chart/graph, photos

Learning by listening...

(LISTEN)

- 1. provide visuals (maps, photos, flash cards)
- 2. have student close his eyes and visualize info
- 3. spell by visualizing the whole word
- 4. teach the use of acronyms
- 5. give explanations in small, distinct steps
- 6. remove extra words
- 7. provide study guide (note taking assistance)

Working in groups...

(GROUPS)

- 1. provide a partner
- 2. assign responsibility or position of leadership
- 3. provide structure by defining the roles within the group, the tasks to be performed are delegated out

Working independently... (IND)

- 1. assign task at the student's academic level
- 2. help student see an end to the task and relevance to his/her life or interests
- 3. give precise directions- written and oral
- 4. reinforce often
- 5. provide variety of work within assignment

Understanding what is read... (READ)

- 1. reduce reading level to reduce frustration
- 2. become more concrete
- 3. reduce number of new ideas
- 4. provide experiences for a frame of reference
- 5. provide study guide (guided reading)
- 6. provide organizational help, provide alternate media (i.e., books on tape or CD or on MP3)

Writing legibly... (WRITING)

- 1. use formats low on writing (multiple choice, fill in the blank, matching, programmed)
- 2. use graph paper
- 3. allow use of tape recorder or word processor
- 4. teach handwriting/penmanship, use grippers, slant boards

<p><i>Understanding cause/effect or anticipating consequences ...</i> (CAUSAL)</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> use concrete examples 2. <input type="checkbox"/> use real life situations that are relevant to the students 3. <input type="checkbox"/> use brainstorming, role playing, simulation
<p><i>Expressing him/herself in writing...</i> (WRITING)</p>	<ol style="list-style-type: none"> 5. <input type="checkbox"/> accept alternate forms of reporting oral reports, taped reports, maps, photo essay, panel discussion 6. <input type="checkbox"/> have student dictate work to someone else 7. <input type="checkbox"/> have student prepare only notes or outline 8. <input type="checkbox"/> shorten amount/length required
<p><i>Drawing conclusions and making inferences...</i> (CAUSAL)</p>	<ol style="list-style-type: none"> 4. <input type="checkbox"/> teach thinking skills 5. <input type="checkbox"/> draw a parallel to a situation that the student might have experienced in problem solving
<p><i>Seeing relationship...</i> (RELATE)</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> directly point out relationships 2. <input type="checkbox"/> draw arrows on worksheets or test to show that the ideas are related 3. <input type="checkbox"/> class discussion 4. <input type="checkbox"/> teach directly, relations of: function, category, opposition, sequence 5. <input type="checkbox"/> provide headings or a partially filled in chart for an example

Remembering...

(MEM)

1. provide a checklist
2. provide cues
3. have students make notes to self
4. teach memory skills
5. teach use of acronyms and mnemonics or other memory retrieving skills