

SAT/504 CLASSROOM INTERVENTIONS**Classroom Environment**

- ___ Use of study carrel
- ___ Seat student in area free of distractions
- ___ Eliminate all unnecessary materials from student desk
- ___ Use a checklist to help student get organized

- ___ Keep an extra supply of pencils, pens, and paper
- ___ Have an agreed upon cue for student to leave classroom
- ___ Reduce visual distractions

Presentation of Materials

- ___ Modify expectations based on student needs
- ___ Break assignments into segments of shorter tasks
- ___ Give alternative assignments rather than long written assignments
- ___ Provide a model of end product
- ___ Break long assignments into small, sequential steps and monitor each step
- ___ Highlight to alert student to key points within the written direction of the assignment
- ___ Check that all homework assignments are written in agenda book - Sign it and have parent sign
- ___ Number and sequence steps in task
- ___ Provide outlines, study guides; copies of overheads/notes
- ___ Explain learning expectations to student before lesson
- ___ Make sure to get student attention before beginning a lesson

- ___ Allow for student to use dictation, computers, tape recorder, and calculators to obtain and retain assignment
- ___ Allow oral administration of test
- ___ Limit the number of concepts present at one time
- ___ Provide incentives for beginning and completing material
- ___ Use graphic organizers that outline task
- ___ Provide step-by-step job cards
- ___ Use mnemonics, hands on activities, and color cues
- ___ Post key facts in large print on colorful poster board on walls
- ___ Clearly state goals and ask student to repeat

Time Management and Transitions

- ___ Space short work periods with breaks
- ___ Provide additional time to complete tasks
- ___ Allow extra time for homework completion

- ___ Inform students with several reminders several minutes apart before changing activities
- ___ Reduce amount of work from usual Assignments
- ___ Provide a specific place for turning in Assignments

Assessment, Grading and Testing

- ___ Provide a quiet place for test taking
- ___ Allow tests to be scribed/allow for oral Responses
- ___ Divide test into small sections

- ___ Grade spelling separately from content
- ___ Allow as much time as needed to complete tasks
- ___ Avoid timed tests

- ___ Permit retaking the test

- ___ Provide monitored breaks from test
- ___ Give separate due dates and grades

- ___ Notify parents of due dates

- ___ Modify test style - use multiple choice, word banks, true/false, fill in the blank instead of essay
- ___ Adjust test grades - drop lowest grade or earn extra credit

- ___ Email updated information to parents
- ___ Use a ruler to keep the row on bubble scan sheets

Behavior

- ___ Avoid confrontations and power struggles

- ___ Provide an appropriate peer role model

- ___ Modify rules that may discriminate against students with neurological disorders

Presentation of Materials (cont'd)

- ___ Use various learning styles - auditory, tactile, etc.
- ___ Use pauses to let student process information
- ___ Make use of frequent eye contact to insure attention
- ___ Introduce new concepts one at a time - avoid info overload
- ___ Use simple and to the point sentence structure
- ___ Always activate prior knowledge from the students and relate the info to the child's environment - keep learning authentic
- ___ Give instructions/directions at student's level of need
- ___ Have engaging and motivating activities for your students
- ___ Use extra "wait time" for students who need it

Behavior (cont'd)

- ___ Ignore attention seeking behaviors that are not disruptive
- ___ Develop a system or code to let student know when behavior is inappropriate
- ___ Use a "cool-off pass" system - Arrange a designated safe place for student to go to when needing a break
- ___ Develop a code of conduct for the room visually display it in a place where students can see it
- ___ Provide immediate reinforcers and feedback
- ___ Use timers to increase time on task
- ___ Use active-response strategies - write on dry erase boards, reply in unison, paired learning
- ___ Vary your voice - be loud, soft, high, low
- ___ Use a self-monitoring chart to have students monitor the number of times they blurt out or leave desk
- ___ Assign two (2) work areas, a desk and a table at the back of room
- ___ Create a "stand up" desk area
- ___ Use a peer contract - Pair peers that can work well together
- ___ Give students choices, but only 2 or 3
- ___ Praise for "catching them doing it right"

9/7/10