

**Randolph County Schools**  
**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
- \_\_\_ Prove 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
- \_\_\_ 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

**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
- \_\_\_ 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 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"