

2. THE REACH PROCESS: IMPLEMENTING INTERVENTIONS AND STRATEGIES

DIFFERENTIATED INSTRUCTION

Differentiated instruction is the way in which a teacher anticipates and responds to a variety of student needs in the classroom. It encompasses an entire philosophy of instruction, giving students multiple access points to essential instruction. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning). Consult REACH website for more information: www.nadeducation.org/reach/ .

REMEDICATION

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any student, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why.

Remedial education is designed to bring students who are lagging behind, up to the level of achievement realized by their peers. There are a number of reasons why a student might need remediation. Some students may not have had access to quality instruction, or may not have received adequate grounding in math and language arts to prepare them for grade level performance. Other students may have transferred in and out of schools or missed school frequently, creating gaps in their education which contribute to lack of knowledge in core subjects. Students may also have learning disorders and other issues which have impaired their ability to learn.

Without access to remediation, which provides direct, sequential, and structured instruction, a student's likelihood of ever catching up to his/her grade level peers is impossible. Thus, when planning a remediation program for a student, a teacher should decide between the following options:

- Use the same whole group general education curriculum materials for remediation by providing additional instructional time daily in a small group or individual setting. If this option is used, the teacher re-explains the concepts/skills taught in the general whole-group curriculum using more manipulatives, illustrations, organizers, or a different instructional approach.

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- Use a different curriculum altogether that is specifically designed for remedial instruction, and uses a mastery learning approach. It is important that curriculum materials on the student's instructional level, not necessarily at their grade level, be selected to maximize progress.

STRATEGIES

Strategies provide different ways for students to take in information or communicate their knowledge back to the teacher. Strategies do not alter or lower the standards or expectations for the curriculum covered or material to be tested on. Students are expected to meet the same standards set for all of the other students. Strategies do not change the measurement of work completed.

MODIFICATIONS

The term “modifications” refers to changes in the delivery, content, quantity, or instructional level of the classroom curriculum or test. Modifications create a different standard for children whose learning differences require more intense adjustments than simply making strategies. In effect, modifications result in lowering or raising the expectations and standards so that the students with learning differences are not expected to master the same academic content as the other students in the classroom. This could entail changing the material from what the rest of the class is learning, changing what the student will be tested on, or changing how he will be graded. The material is adjusted to the academic level and ability of the student.

All reasonable strategies should be exhausted before resorting to modifications. The use of strategies does not affect the reporting of grades and credits on report cards or transcripts. It is recommended that modifications, however, be identified as “AL” alternative learning, for example, “AL—U.S. History.” Grading and transcript procedures will be discussed in more detail on pages 51–52. The use of modifications requires parent permission and should be incorporated in a Modified Action Plan (MAP). In secondary schools, ongoing communication with the registrar is imperative.

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STRATEGIES AND MODIFICATIONS EXAMPLES

MATH:

Strategies:

- Allow students to use manipulative
- Adjust homework-such as every other problem
- Give student extra time to finish assignments or test

Modifications:

- Allow students to use a calculators or multiplication table during assignments or test
- Allow for example, a fifth grade student (where fractions and percentages are introduced) to work on basic arithmetic addition and subtraction instead.
- Use an alternative math program on the student ability level

SPELLING:

Strategies:

- Allow student to use a Franklin Speller
- Use word walls
- Have students make their own word dictionary

Modifications:

- Reduce spelling list
- Use a different spelling list on students ability level

READING:

Strategies:

- Listen to the books on tape
- Tell students the reading segments they will read the next day so they can practice at home

Modification:

- Read a different level book on the same topic

WRITING:

Strategies:

- Give students a copy of the notes, use a note taker, or No Carbon Required Paper
- Use a pencil grip
- Allow oral responses for written work

Modifications:

- Reduce writing to simple phrases or drawings

SCIENCE:

Strategies:

- Provide visual information on the board with lectures
- Have students repeat back key concepts
- Provide hands-on activities

Modifications:

- Use a different textbook on an easier reading level
- Test only basic key concepts for each chapter
- Offer students alternative projects such as oral reports or visual projects to demonstrate knowledge of the material

TESTING:

Strategies:

- Extended time
- Provide an alternative setting
- Read test orally to student

Modifications:

- Reduce test length
- Allow open book or notes for assignments or test
- Give a preview of the test in advance
- Only list two options for multiple choice
- Provide a word blank or answer key to choose from

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

ACCELERATED LEARNERS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Use technology, i.e., ALEKS*			
Offer a variety of options for communication of ideas such as slides, speeches, video			
Emphasize high-level abstract thinking, creativity, and problem -solving approach			
Have great expectations			
Provide for flexible pacing			
Provide challenging activities at an advanced level			
Promote active inquiry			
Offer options that enable students to use strengths			
Build upon student interests			
Let students establish learning goals and self-assessment strategies			
Use strategies that allow students to share what they know, i.e., brainstorming, K-W-L charts			
Give credit for what students already know; keep them challenged; don't require them to work on material they already know			
Use project-based learning as often as possible			
Don't assume students are organized; teach organizational skills			
+Offer Advanced Placement (AP) classes if possible (this can be done in the general classroom with additional assignments) See apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html			
For more activities see specialed.about.com/od/giftedness/Gifted_Education.htm			
For activities for gifted and talented see fortalentsineducation.org			

*See nadeducation.org/reach , resources.

+ Modification

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

BEHAVIOR: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

ATTENTION SEEKING	Tried/ Duration	Effective Y/N	Remarks
Arrange one-on-one time during non-instructional activities (recess, lunch, etc.)			
Greet student warmly upon arrival			
Engage in small talk			
Offer positions of responsibilities			
Show personal interest			
Affirm appropriate behaviors			
Ignore inappropriate behaviors			

POWER SEEKING	Tried/ Duration	Effective Y/N	Remarks
Avoid power struggles through humor or distractions			
Give student some control by offering choices			
Empower students; give positions of responsibility			
Assign classroom jobs on a rotating basis			
Affirm privately rather than publicly			
Acknowledge student's feelings			

REVENGE SEEKING	Tried/ Duration	Effective Y/N	Remarks
Conduct small group pro-social skills lessons when student is calm			
Establish a mutual contract with goal being to get along with others			
Teach self-monitoring			
Be calm and matter-of-fact when issuing consequences			
Catch student being good and praise privately			
Treat each day as a fresh start			

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

ADEQUACY SEEKING

Ensure success when introducing new skills			
Prepare student in advance for public demonstration of skills			
Offer opportunity to observe rather than participate in group activities			
Use cooperative learning with supportive peers			
Identify opportunities for student to showcase strengths			

Adapted from Dreikurs, R., Grunwald, B. & Pepper, F. (1971).

Maintaining Sanity In The Classroom. New York: Harper Row.

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

INATTENTION/HYPERACTIVITY/IMPULSIVITY: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

REDUCE DISTRACTIONS	Tried/ Duration	Effective Y/N	Remarks
Use study carrels			
Check lighting and noise levels			
Remove unnecessary materials from student desk			
Position student out of classroom traffic flow			
Seat student next to supportive peers and away from distractions			

IMPROVE FOCUS			
Ask the student occasionally what time it is or what subject s/he has next			
Stand by his/her desk as often as possible when talking to the class			
Stay close to the student in large areas of confusing situations (e.g., fire drills, assemblies)			
Set up a system of inconspicuous, prearranged signals to help the student			
Teach student to self-evaluate targeted behavior using tally marks or checklists			
Provide student with a written checklist of expectations—only essential concepts			
Establish eye contact; touch shoulder, use name and proximity when giving instructions			
Give one part of a sequence of tasks at a time			
Use “hands-on” materials and manipulatives			
Have the student retell instructions to ensure understanding			
Underline key words and use colored paper for markers in reading			
Teach self-talk skills, i.e., “I will try” and “I can walk down the hall quietly”			
Teach students to visualize and describe appropriate behavior			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Be animated, theatrical, and responsive			
Intersperse low with high interest tasks			
Use background music—it helps to block out other noise			
Block or chunk assignments into time or productive segments—have child work in six 5-minute segments instead of one 30 minute segment			
Alter assignments			
+Alter course expectations			

PROVIDE POSITIVE MOVEMENT

Send student on an errand before s/he has reached frustration point			
Allow student to work in various positions—standing, sitting, kneeling, etc.			
Allow student to have an object to manipulate, i.e., stress ball			
Provide movement between activities			
Provide breaks and opportunities for controlled movement (e.g., sharpening pencils and running errands)			

PROVIDE STRUCTURE

Encourage independence/self-management			
Use rewards and contracts to teach and enforce on-task behavior			
Frequently review posted class rules and routines			
Prepare students for approaching transitions			
Plan ahead—teacher organization and preparation facilitate student success			
Keep directions simple and clear			
Establish a routine			
Give parents a set of books for home use			
Use clear, simple language, and repeat instructions frequently			
Be consistent with routine (structure) and consequences			
Define expectations in advance			
Offer limited choices of materials and/or activities			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Allow cursive handwriting or printing			
Extend time limits			
Anticipate problems-be proactive			
Give leadership roles			
Set up a buddy system			
Use small groups and cooperative learning			
Use contracts			
Provide the student with strategies for learning and organization			
Encourage goal setting and mastering challenges (daily, monthly, etc.)			
Teach students to “DeBug,” see appendix			

CULTIVATE A POSITIVE MINDSET

Empower students to use down time as needed			
Seek student input to resolve problematic behaviors			
Be aware of student allergies			
Don't punish by excluding student from preferred and/or movement activities			
Communicate unconditional acceptance			
Focus on student's abilities rather than disabilities			
Give genuine praise and emphasize the positive			
Provide immediate and frequent feedback			
Stay flexible			
Ignore minor behaviors and attend to positive behaviors			
Stay calm			
Practice forgiveness			
Have a back-up plan to relieve teacher stress			

+ Modification

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

MATH: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Begin with the easiest problems, and add the harder problems in a progressive order on worksheets			
Fold or divide math paper into fourths, sixths, eighths, etc. Place one problem in each box.			
Provide visual clues for problem-solving tasks. Use concrete manipulatives			
Check to see that the meaning of key symbols is clear (+, -, x, etc.)			
Show relationship of key words to their symbols— all together = +, less than = -, how many more = -			
Use color code, rhythm, signs, jump-rope, etc. for drills			
Turn lined paper vertically to help students organize math problems. This keeps the ones, tens, and hundreds in place			
Use large graph paper. One numeral can be written in each square. Gradually make the transition to regular paper			
Allow a student to use a calculator			
Drill aloud to teacher or study buddy (use flashcards)			
Determine if student is developmentally ready for specific concepts			
Give immediate feedback (ideally, self-check and correct within class time)			
Reduce quantity of material assigned (odds or evens)			
Use real money in situations that the student can relate to			
Check the whole problem not just the answer (s/he may know how and why but write down the wrong answer)			
Let the student work on the black/white board (use large motor skills)			
Provide basic math facts			
Use technology, i.e., ALEKS*, FASTT Math* freemathworksheets.com/			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Teach multiplication using rhyme or other memory devices, i.e., Rhymes 'n' Times*, Multiplication in a Flash*			
Teach to skill level, not grade level			
Allow use of tables or note cards for assignments and tests (may be a modification for high school)			

*See nadeducation.org/reach , resources

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

READING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Provide student with a “reader” or a taped copy of the text, i.e., Learning Ally*			
Avoid calling on a child to read aloud unless s/he has had time to practice the passage			
Alter size of assignment to challenge yet facilitate success, i.e., do even questions, instead of the entire page			
Assign questions at the end of the chapter before reading the text			
Give assignments in terms of time rather than required number of pages; set clear time limits (using a timer, watch, or other visible device)			
Have a “reader” work with student to mark key passages in student’s text			
Find a suitable paraphrase or condensed version of the book (e.g., Shakespeare Made Easy)			
Utilize audio books			
Provide a study guide; orally review key points			
Teach students to outline/map stories			
Provide students with a purpose to read			
Teach students to understand that they read differently for different purposes (to locate information, for pleasure, etc.)			
Teach through hands-on experiences, demonstrations, experiments, observations, discussion, and visual aids			
Give un-timed assessments			
Provide assessments that do not require rote memory recall; instead, test for conceptual understanding; use fill in the blanks (with a word bank), multiple choice, short answer, true and false (explain why it’s false), matching, etc.; vary the formats			
Read tests to students; provide an audio recording; allow students to give oral answers			
Emphasize high-level abstract thinking, creativity, and a problem-solving approach			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Have high expectations; give generous praise for specific behaviors; strengthen the student's self-concept			
Provide for individual pacing			
Teach phonics skills through a repetitious, multi-sensory, hands-on-approach, i.e., Orton-Gillingham*			
Give pre-reading experiences (e.g., stories, visitations, interviews, photos, videos)			
Repeat step by step directions; check for understanding			
Have an extra set of books at home			
Provide peer tutoring			
+Select books appropriate to level of skill; utilize high-interest, low-level books			
+Give open-book, open-note tests to individual student			

*See nadeducation.org/reach , resources

+Modification

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

SPELLING/WRITING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

SPELLING	Tried/ Duration	Effective Y/N	Remarks
Provide technology such as word processors, AlphaSmart*, electronic spell-checkers*			
Assist students to create a personal spelling dictionary			
Use on-line websites i.e., spellingcity.com/*			
Teach students to spell with sign language or body motions			
Display word walls			
Teach phonics skills through a repetitious, multi-sensory, hands-on-approach, i.e., Orton-Gillingham*			

WRITING/PROCESSING

Offer different options for communicating ideas, such as power point presentations, models, speeches, mime, murals, rap, video productions, creative movement			
Provide a copy of class notes on No Carbon Required (NCR) Paper			
Allow extra time for writing assignments			
Explicitly teach different types of writing			
Allow students to dictate written assignments and tests			
Give students a checklist for editing work-spelling neatness, grammar, syntax, clear progression of ideas, etc...			
Have students proofread work after a delay-it's easier to see mistakes after a break			
Have student complete task in small steps			
Encourage practice through low-stress opportunities for writing such as letters, diary, making household list, or keeping track of sports teams			
Group students together to write "round robin" story			
Encourage students to include the wording of the question in their sentence answer (complete sentence responses)			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Use graphic organizers			
+Alter written assignments			
+Allow student to create illustrations in lieu of writing			
+Grade written assignments according to content, rather than spelling and mechanics			
+Use “cut and paste” to create research projects			

FINE MOTOR/HANDWRITING

Provide a rubber stamp with student's name			
Provide paper with raised lines* as a sensory guide to stay within the lines			
Try different pens and pencils to find one that's most comfortable			
Practice writing letters and numbers in the air			
Encourage proper grip, posture, and paper positioning for writing			
Use pencil grips			
Use multi-sensory techniques for learning letters, shapes, and numbers (e.g., speaking through motor sequence)			
Allow use of print or cursive			
Use large graph paper for math calculations to keep columns and rows			
Teach or reinforce penmanship using resources, i.e., www.downhillpublishing.com/ *			

*See nadeducation.org/reach , resources

+Modification

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

CLASSROOM TESTING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Encourage students to stop for a moment, rest, and take a few deep breaths if s/he panics during test taking			
Teach student not to change answers on tests unless s/he is positive that they are wrong			
Double-space and type handouts and tests			
Give many smaller assessments, rather than one large test			
Allow for alternate testing (oral, dictated, and written by another)			
Program worksheets, quizzes, and major assessments into a computer for students to use			
Provide extended time			
Have the student take his/her test in a quiet, undisturbed room			
With multiple-choice questions, use capital letters (ABCD) for answer choices to avoid confusion between "b" and "d"			
List definitions on the left, and the shorter names or terms on the right			
For essay questions, ask students to list the main points then let them explain their answers privately to the teacher			
If handwriting, spelling or syntax of the answer is unclear, have the student read their answers privately to the teacher			
In open-book tests, write the text page number as a reference by the questions			
Use alternative methods of assessment, i.e., demonstrations, projects, drama, music, art			
Ease the memory load—group test questions into sets of five rather than in a list of 20 or 30 questions			
+Reduce the number of questions students are held responsible for, so they may finish at the same time as their classmates			
+Give open-book, open-note tests			
+Provide a word bank to use for "fill in the blank" sections			

+Modification

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

GRADING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Recognize the correct and acceptable parts of student work			
Give a grade for participation in class			
Write comments on papers-not just grades			
Evaluate the assessments of these students personally; avoid student or volunteer graders			
Evaluate each student's progress according to his/her level of performance, not according to peer/s achievements			
+Establish a lower minimum level that the student must pass to receive a "C" grade			
+Give a passing grade to a student who is making acceptable progress			

See page 97 for recording modifications on report cards and transcripts.

+Modification

2. THE REACH PROCESS:

INSTRUCTIONAL STRATEGIES

INSTRUCTION: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

STRUCTURE/ORGANIZATION	Tried/ Duration	Effective Y/N	Remarks
Have individual contracts			
Have student turn in work as soon as completed			
Keep a daily assignment sheet/book			
Organize notebook—one folder for each subject			
If using workbooks, give students one page at a time, not the entire book			
Maintain a master list of assignments for students to check periodically (post or keep in a file folder)			
Supply materials for home use (duplicate textbooks)			
Provide necessary materials (pencils, paper, highlighters, etc.)			
Have students verbalize steps of tasks to you			
Establish a home/school communication system			
Arrange a regular conference time with student to check progress and set goals			
Require student to keep a monthly calendar			
Encourage student to have a specified time/space for homework			
Make weekly contact with all general classroom teachers to check assignment completion			
Establish a daily routine-be consistent			
Use a syllabus or course outline, as well as a written outline for each unit of study			
Teach and assist with organizational skills; use visual reminders for upcoming deadlines and test dates			
Use a behavior management system with immediate feedback; and provide a structured routine			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

PRESENTATION/DELIVERY OF INSTRUCTION

Shorten assignments			
Extend time for completion			
Break down into small sequential steps and set due date for each step			
Use consistent format; predictable, repeated patterns			
Give options for assignments—oral or written reports, displays, charts			
Use learning aids such as computers, calculators, CD players, etc.			
Read the directions orally as the students highlight the written directions			
Keep directions on the immediate page that a student is working on			
Redirect off-task behavior			
Encourage student to focus on anything written on the board			
Use visual aides in giving instructions			
Vary teaching techniques (role-playing, demonstrations)			
Have the student repeat instructions/exercises or objectives			
Teach through the child's interests and experiences			
Use learning games			
Use a variety of materials and tools (computer, tapes, etc.)			
Always face the student when speaking-maintain eye contact			
Supply a copy of class notes			
Avoid writing on the board and speaking at the same time			
Give extra "think" time after asking a question			
Provide frequent feedback			
Use short, one-concept sentences and questions			
Give only one direction at a time			
Provide directions in oral and written form			
Provide an example			
Double space typed handouts			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

Provide activities that are short in duration			
Give warning before changing activities			
Avoid busy work, focus on essential concepts			
Continue to reinforce past skills for mastery			
Be aware of student's preferred learning style and provide appropriate instruction or materials			
Give immediate feedback and reinforcement			
Get and keep student's attention before teaching. (e.g., say his/her name).			
State objectives at the start of each lesson			
Circulate around the room			
Repeat the instructions in different words			
Show sample papers and projects			
In response to questions, have him/her repeat the question as part of his/her answer			
Emphasize important points by color coding, underlining, changing pitch of voice, and mnemonic devices to aid learning			
Give summary of key points in each lesson			
Teach self-monitoring strategies that track progress			
Seat preferentially (easy access to board, teacher, and positive role model)			
Break presentations into segments; allow short breaks between tasks			
Allow legitimate and non-disruptive movement			
Schedule the most difficult subjects in the morning			
Encourage active participation rather than memorization of facts			
Minimize abstract, workbook-driven activities			
Write the text page number on all assignments as a reference for questions			
+Require students to work a specified amount of time rather than completing a specified number of pages or problems			
+Teach to skill level rather than grade level.			

2. THE REACH PROCESS: INSTRUCTIONAL STRATEGIES

STUDY SKILLS

Use a buddy system			
Use peer tutoring			
Advise student to do most difficult subject first			
Study for short period of time			
Use memory aids (acronyms, acrostics)			
Use associations and clustering			
Teach student to paraphrase—restate information in own words			
Underline key words in instructions			

TEACHER APPROACH/ATTITUDE

Teach student how to set his/her own goals and design his/her own learning plans			
Affirm progress			
Accept homework dictated by student and written by parent			
Model acceptance and demand respect for individual differences; celebrate diversity; provide a nurturing environment			
Be firm and consistent but with empathy			
Insist that the student complete a task, making certain that it is on his/her ability level and that s/he understands the directions			
Focus on development of their interests and gifts			
Be patient and positive, encourage practice and praise			
Celebrate student strengths			
Accommodate uniqueness in student's learning style			
Recognize quality and competence, celebrate excellence, and confront complacency			
Establish specific learning outcomes			
Communicate teacher support			
Provide struggling student a supportive peer to assist with work			

+Modification

2. THE REACH PROCESS:

DEVELOP MAP

TEACHER STRATEGIES WORKSHEET

Student Name _____

Birth Date _____ School _____

Grade _____ Date _____

DESCRIPTION OF STRENGTHS:

DESCRIPTION OF DIFFICULTY:

STRATEGIES:

NOTES:

TEACHER SIGNATURE:

REVIEW DATE:
