

### 3. REACHING IN

## IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 to the teacher steps of tasks			
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; provide a structured routine			

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##### **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 on which a student is working			
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			

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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			

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##### 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