

ASSESSMENT TOOLS FOR DATA COLLECTION

COLLECTING DATA

TEACHER ASSESSMENT

The use of assessment data should be to provide feedback to teachers and students regarding instruction and learning. These assessments are not for the purpose of diagnosing or labeling students. Information gained through informal assessments provides opportunities for teachers to make adjustments to the ways in which they deliver instruction. Teachers use formative assessments both to provide feedback to students about their progress and to guide decisions about next steps in the learning process, thereby closing the gap between the learner’s current and desired states. Popham (2008) defines formative assessment as “a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing”. The operative word in this definition is “process”, in that formative assessment happens throughout the learning, as opposed to summative assessment, which is often a one-time event that occurs at the end of a learning unit and is used to make judgments about student competence.

More information and resources regarding formative assessment can be found on the REACH website at reach.adventisteducation.org.

In addition to formative assessment practices, more summative forms of assessment practices may be warranted to allow teachers to have a better understanding of the specific challenges that the student is experiencing.

Before initiating assessment, check to see if the student has been previously tested. If attempts to help a student using the strategies and modifications checklists show insufficient results, the teacher or REACH specialist may conduct simple assessments. The results may be helpful in developing a learning strategy for a particular student. The REACH team should review and consider all forms of assessment data to inform decisions regarding the development of a MAP (Measurable Action Plan) or recommendations for additional more comprehensive evaluations. Those results can help the team develop a MAP (Measurable Action Plan) or lead them to seek further permission for more extensive assessment.

3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

Sensitivity must be used when conducting assessments to prevent students from feeling singled out.

A number of simple assessment tools are available for behavioral tendencies, learning styles, and academic abilities. The results will help create a picture of the student's ability. Please note that training is required for the administration of these assessments.

A brief description of some assessment tools follows on the next page. Study these descriptions and select the appropriate instrument according to the student's needs. Avoid over-testing.

Some assessment tools described in this section are not included in this manual because of copyright laws. They may be purchased or borrowed from the local office of education if available.

After assessment has been completed, schedule a conference with the parent/guardian. If further recommendations are needed, a REACH evaluation team should be formed. Remember that assessments are only to be used to inform instruction, not to diagnose.

HEALTH/VISION/HEARING

Behavior and academic problems can sometimes be prevented or solved through simple health screening. It is important that schools plan for a systematic health screening.

3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

WIDE RANGE ACHIEVEMENT (WRAT-4)

The WRAT-4 is a norm referenced test that can be administered in 30 minutes. The test assesses word reading, sentence comprehension, spelling, and math computation. The WRAT can be used with individuals between 5-94 years of age. (Available through Academic Communication Associates at 800-331-8378, ext. 361.)

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. (Available at <https://dibels.uoregon.edu/>.)

QUALITATIVE READING INVENTORY – 5TH EDITION (QRI-5)

The QRI-5 is an individually administered informal reading inventory (IRI) designed to provide diagnostic information about conditions under which students can identify words and comprehend text successfully. Reading levels are provided from pre-primer through high school. (Available through Addison Wesley Longman at www.awl.com/leslie.)

KEY MATH

Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Test items are divided into 14 subtests organized into three major areas: content, operations, and application. Most items require the subject to respond verbally to open-ended items that are presented orally by the examiner. KeyMath is a power test, not a speed test. The test should take approximately 30 minutes to administer. This test is normed for grades K through 7. (Available through American Guidance Services at 800-328-2560.)

YOPP-SINGER PHONEME TEST

This phoneme segmentation test is a reliable, quick measure of grade level K–1 students' ability to segment phonemes in one syllable words.

3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

SAN DIEGO QUICK ASSESSMENT OF READING ABILITY

This assessment measures grade level K–11 students’ word recognition ability of words out of context. Proficient readers typically read words accurately both in and out of context. This screening provides surprisingly accurate information about students’ independent instructional and frustration levels for reading. (Available at <http://facstaff.bloomu.edu/dwalker/Documents/San%20Diego%20Quick%20Assessment.pdf>.)

TEST OF WORD READING EFFICIENCY (TOWRE)

The Test of Word Reading Efficiency compares phonemic decoding skills to word recognition orthographic skills. It is an excellent early reading measurement tool for grades 1 and 2. This screening provides a quick measure of sight word decoding efficiency and phonetic decoding efficiency. Suitable for ages 6–24. Most widely used in grades 1–5. An excellent progress monitoring tool to use three times a year to document growth.

WORDS THEIR WAY ASSESSMENT

This whole-class assessment of spelling is ideal for grades K–3 to determine the spelling stage of students and help target particular areas to work on.

RUNNING RECORD

Use this tool as an informal reading assessment to monitor reading accuracy and types of miscues using student reading materials. This is very useful for teachers because it does not require specific test materials to conduct a running record and can be done any time students are reading aloud.

The following link describes the process and how to records and interpret results:

<http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>.

This website provides a blank running records recording sheet in PDF format for use:

<http://www.learnnc.org/lp/media/authors/gunther/runrecords/runrecord.pdf>.

3. REACHING IN

ASSESSMENT TOOLS FOR DATA COLLECTION

ACADEMIC SCREENING

CARLISLE ALPHABET TEST

This is a simple test for grades K-1, determining a student's knowledge of letter identification and sounds. It focuses on four different learning styles: Visual, Auditory, Visual/Auditory, and Auditory/Kinesthetic. An alphabet card pack, paper, and pencil for the child are the only supplies needed. Teachers will need their own alphabet cards.

SHOW CARD. CHILD NAMES THE LETTER.	SHOW CARD. CHILD GIVES SOUND OF LETTER.	SAY SOUND. CHILD NAMES THE LETTER.	SAY SOUND. CHILD WRITES THE LETTER.
m	m	m	m
l	l	l	l
b	b	b	b
t	t	t	t
u	u	u	u
r	r	r	r
s	s	s	s
x	x	x	x
n	n	n	n
qu	qu	qu	qu
e	e	e	e
y	y	y	y
p	p	p	p
a	a	a	a
g	g	g	g
k	k	k	k
d	d	d	d
j	j	j	j
f	f	f	f
i	i	i	i
c	c	c	c
v	v	v	v
o	o	o	o
z	z	z	z
h	h	h	h
w	w	w	w
ch	ch	ch	ch
sh	sh	sh	sh
th	th	th	th

3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

BEHAVIOR ASSESSMENTS

HAWTHORNE PRE-REFERRAL INTERVENTION MANUAL – 3RD EDITION (PRIM-3)

May be used by a teacher to develop a comprehensive plan of intervention strategies for a student. The manual contains over 4,000 intervention strategies for the 219 most common learning and behavior problems. The intervention strategies are easily implemented in classrooms by regular education teachers. (Available through Hawthorne Educational Services at 800-542-1673.)

LEARNING STYLES ASSESSMENTS

CAPSOL

CAPSOL is a professional tool, for students in grades 7-12, which rates the nine styles of learning: Visual, Bodily-Kinesthetic, Auditory, Individual, Group, Oral Expressive, Sequential, and Global. A complete scoring sheet is also provided to profile a student's learning preferences. (Available through Process Associates at 800-772-7809.)

3. REACHING IN

ASSESSMENT TOOLS FOR DATA COLLECTION

LEARNING STYLES INVENTORY

Three of the five senses are primarily used in learning, storing, remembering, and recalling information. The eyes, ears, and sense of touch play essential roles in the way one communicates, perceives reality, and relates to others. Because one learns from and communicates most easily with someone sharing their dominant modality, it is a great advantage for teachers to know the characteristics of visual, auditory, and kinesthetic learning styles and to be able to identify them in others.

VISUAL	AUDITORY	KINESTHETIC
Mind sometimes strays during verbal activities	Easily distracted by noises	Fidgets, taps pencil or foot while studying
Writes things down, takes notes	Learns through verbal instruction	Solves problems by physically working through them
Observes rather than talks or acts	Enjoys listening activities, but can't wait to talk	Will try new things, touches, feels, manipulates
Likes to read, likes descriptions—visualizes in detail	Likes to be read to	Reading is not a priority, would rather be doing
Usually a good speller—recognizes words by sight	Uses a phonic approach to spelling	Poor speller, writes words to determine if they feel right
Memorizes by seeing graphics and pictures	Memorizes by auditory repetition	Memorizes by handling objects
Finds verbal instructions difficult, needs the visual	Whispers to self while reading, enjoys dialogue	Learns best by demonstrations
Remembers faces, forgets names	Remembers names, forgets faces	Likes to touch people when talking to them—remembers by association
Uses advanced planning, makes lists	Talks out problems	Expresses emotions physically
Doodles, stares, finds something to watch	Hums or sings	Uses hands while talking
Meticulous, neat in appearance	Matching clothes not important	Dresses for comfort
Enjoys movies, dramas, art, and other visual presentations	Enjoys music more than art	Responds to music by physical movement
Uses words such as “see” and “look”	Uses words such as “listen” and “hear”	Uses words such as “get” and “take”

3. REACHING IN

ASSESSMENT TOOLS FOR DATA COLLECTION

SUGGESTED AIDS FOR LEARNING MODALITIES

Use the strategies below to sharpen students' dominant learning modality or to strengthen a weaker one. Those who use several modalities are more flexible learners; therefore, plan to use a variety of learning modalities in daily lessons.

VISUAL	AUDITORY	KINESTHETIC
Use guided imagery	Use tapes	Pace/walk as while studying
Form pictures in mind	Watch TV	Physically do it
Take notes	Speak/listen to speakers	Practice by repeated motion
Visualize spelling words	Say spelling words aloud to learn	Write and say lists repeatedly while moving
Use cue words	Make up rhymes/poems	Role-play
Use notebooks	Read aloud	Exercise
Use color codes	Talk to yourself	Draw
Use study cards	Repeat things orally	Write on surfaces with finger
Use doodling to stay focused	Use rhythmic sounds	Manipulate a stress ball while studying
Watch TV/movies	Have discussions	Interact physically
Use written directions	Use oral directions	Write and say instructions
Use charts, graphs, and maps	Use theater	Use mnemonics (word links, rhymes, poems, lyrics)
Demonstrate and use drawings and exhibits	Use mnemonics	Associate feelings with concept/information
Need a quiet environment	Listen to music	Need to be comfortable
Focus by visualizing	Repeat instructions orally	Visualize and verbalize instructions
Make lists, use a day timer	Use tape device to record	Use day timer

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Once a teacher has decided that the inclusive practices and instructional strategies that they're using are not meeting the needs of a particular student, the following checklists can be used to help better identify where the learner challenges may lie. Using the characteristic checklists provided, identify which of the following broad categories most closely relate to the challenges experienced by the student.

Learning differences take on many forms and are lifelong. All students have their own learning strengths, weaknesses, and needs. Students with learning and behavioral differences may have problems in math, language, processing of information, reading, comprehending and integrating concepts, writing, organizing and sequencing thoughts, controlling impulses, focusing, etc. The following lists of characteristics are designed to help teachers identify those areas of strengths and weaknesses. Remember that characteristics are only to be used to inform instruction, not to diagnose.

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

ACCELERATED LEARNERS: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

Has an extensive and detailed memory, particularly in an area of interest	✓
Is reflective about learning	
Has communication skills advanced for age and is able to express ideas and feelings	
Has vocabulary advanced for age—precocious language	
Asks intelligent questions	
Is able to identify the important characteristics of new concepts, problems	
Learns information quickly	
Uses logic in arriving at common sense answers	
Has a broad base of knowledge—a large quantity of information	
Understands abstract ideas and complex concepts	
Uses analogical thinking, problem solving, or reasoning	
Observes relationships and sees connections	
Finds and solves difficult and unusual problems	
Understands principles, forms generalizations, and uses them in new situations	
Wants to learn and is curious	
Works conscientiously and has a high degree of concentration in areas of interest	
Understands and uses various symbol systems	
Seems bored	
Has preferred ways of learning, particularly in reading and math	
Cannot sit still unless absorbed in something highly interesting	
Typically performs at grade level, but well below potential	
Has intellectual capacity equal to that of an adult	
Underachieves—which is often attributed to lack of motivation, laziness, carelessness, immaturity, or behavioral problems	
Is excellent at conceptual reasoning, abstract thinking, problem solving, and vocabulary, but deficient in rote memorization, sequencing, and scanning	
Has tendency to jump to the end, overlooking steps in the middle	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Is frustrated by own inconsistencies and is defensive; feels misunderstood, different	
Has keen curiosity, is extremely observant	
May be distractible, off-task	
Loves justice, truth, equity; questions rules, customs, traditions	
Is insightful, imaginative, intense, articulate	
Has unreasonable self-expectations, is a perfectionist; is highly sensitive to criticism	
Readily sees patterns and relationships; generalizes easily	
Is talented in art, drama, design, music, sports, inventing, storytelling, business, engineering, or sales	
Participates in creative and technical hobbies requiring unusual skill	
Understands figurative language, analogies, satire	
Has highly developed sense of humor and sophisticated grasp of complex systems	
Writes slowly and tediously	
Fails to complete assignments on time	
May develop compensatory strategies on their own if given a clear understanding of the problem	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

ACCELERATED LEARNERS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Use technology			
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 reach.adventisteducation.org/resources

+ Modification

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

SOCIAL CONCERNS: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

SOCIAL



May demonstrate excellent memory skills	
May seem like the “little professor” and have extraordinary skills in various areas—science, math, drawing, music, history, social studies, map knowledge, etc.	
Frequently do not like surprise changes to the daily schedule or routine	
May have difficulty maintaining eye contact	
May become overly focused on a particular object, topic—obsessive interests	
May have hard time transitions form one activity to another	
Higher levels of anxiety compared to peers	
May insist on sameness of activities or surroundings	
May seem rigid in wanting things to go their way	
May be content to be alone	
May be very literal—generally don’t participate in “pretend” games	
May have difficulty interacting with peers	

COMMUNICATION

May have a hard time interpreting facial cues or body language	
May have delayed speech and language skills	
May repeat words, phrases, lines from a movie or story, etc.	
Conversations can be one-sided or focused mainly on their interest area	
Frequently have difficulty with reciprocity in communication—the give and take of conversation	

SENSORY PROCESSING

May not respond to their name when called	
Often have over sensitive or under-sensitive sensory processing systems	
May have unusual reactions (over-/under-sensitivity) to the way things sound, taste, smell, look, and feel	
May lack fine motor coordination which affects output on paper—poor handwriting, difficulty putting thoughts/ideas on paper	
May lack physical coordination skills—awkward gait or physical movement	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

May have visual fascination with lights or movements	
Frequently has difficulty regulating own emotions—gets unexpectedly angry or have emotional outbursts that seem extreme for the setting or situation	
May flap hands, rock body, spin in circles, walk on toes	
May avoid or resist physical contact	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

SOCIAL CONCERNS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____
 Date _____ Grade _____

SOCIAL	Tried/ Duration	Effective Y/N	Remarks
Provide a written daily schedule or agenda for the day			
Use a schedule with pictures for younger children			
Create predictable classroom routines and procedures			
Give advanced notice of changes to the daily schedule/routines/absence of teacher, etc.			
Help student practice using eye contact—begin with short times and build up			

COMMUNICATION

Model conversation skills			
Model listening skills, body language			
Teach peers to prompt specific skills—ask for turn, initiate verbal interaction, face your friend when talking, etc.			
Model self-talk as often as possible			
Use pictures of facial expressions to help recognize emotions and nonverbal cues of others			
Role-play use of language to engage with others—how to greet someone, how to join in play, the back and forth of conversation			
Get student's attention before giving directions—call name, touch shoulder, tap desk, etc.			

SENSORY

Provide a quiet place in the classroom for the student to de-stress			
Try sensory soothing bins to lower stress—dried lentils, rice, water beads, play-dough			
Use headphones for quiet			
Use a study carrel for seatwork to block out distractions as needed			
Provide movement breaks—carry a box to the office, take a note, get a drink			
Allow a wiggle cushion to sit on or a bouncy band for feet/legs			

Resources and Books: See reach.adventisteducation.org/resources

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

ATTENTION, FOCUSING, AND CHALLENGES

STAYING ON TASK: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

Fails to give close attention to details	<input checked="" type="checkbox"/>
Makes careless mistakes in schoolwork or other activities	<input type="checkbox"/>
Has difficulty sustaining attention in tasks or play activities	<input type="checkbox"/>
Has difficulty organizing tasks and activities	<input type="checkbox"/>
Does not follow through on instructions and fails to finish schoolwork or chores	<input type="checkbox"/>
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	<input type="checkbox"/>
Loses things necessary for tasks or activities (e.g., assignments, pencils, books, or tools)	<input type="checkbox"/>
Distracted by extraneous stimuli	<input type="checkbox"/>
Is forgetful in completing daily activities	<input type="checkbox"/>
Rushes through assignment with no regard to accuracy or quality of work	<input type="checkbox"/>
Begins assignments before receiving directions	<input type="checkbox"/>
Is easily distracted by auditory and visual stimuli	<input type="checkbox"/>
Does not turn in homework assignments	<input type="checkbox"/>
Frequently does not complete in-class assignments	<input type="checkbox"/>
Frequently unable to follow written/oral directions	<input type="checkbox"/>
Has little or no interaction with others	<input type="checkbox"/>
Requires eye contact in order to listen	<input type="checkbox"/>
Frequently is disorganized	<input type="checkbox"/>
Does not remain on task (daydreams)	<input type="checkbox"/>
Has limited memory skills	<input type="checkbox"/>
Often fails to generalize knowledge	<input type="checkbox"/>
Frequently fails screening tools or quizzes	<input type="checkbox"/>
Fidgets with hands or feet or squirms in seat	<input type="checkbox"/>
Leaves seat in classroom or in other situations in which seating is expected	<input type="checkbox"/>
Runs about or climbs excessively in situations where it is inappropriate	<input type="checkbox"/>

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Has difficulty playing or engaging in leisure activities quietly	
Frequently on the go or acts as if “driven by a motor”	
Talks excessively	
Blurts out answers before questions have been completed	
Has difficulty awaiting turn	
Makes unnecessary physical contact	
Interrupts or intrudes on others (e.g., in conversations or games)	
Appears to be socially immature	
Bothers other students who are trying to work, listen, etc.	
Makes inappropriate comments or unnecessary noises in the classroom	
Tends to overreact to situations	
Frequently does not work independently	
Often not accepted by others	
Frequently has no concept of time	
Frequently does not keep track of assignments	
Does not respond appropriately to environmental/social cues	
Is easily angered, annoyed, or upset	
Has coordination difficulty—falls, trips, etc.	
Has difficulty retrieving information	
Often shifts from one activity to another	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

ATTENTION, FOCUSING, AND CHALLENGES STAYING ON TASK: 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			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 five-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			
Allow cursive handwriting or printing			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

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

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

BEHAVIORAL CONCERNS: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

ATTENTION SEEKING



Student:	
Shows off	
Cries easily/often	
Speaks loudly	
Uses charm	
Keeps teacher busy	
Constantly asks questions	
Over-dramatizes	
Stops when asked but resumes behavior	
Teacher feels:	
Irritation	
Frustration	
Annoyance	
Resentment	

POWER SEEKING

Student:	
Is stubborn	
Is argumentative	
Lies	
Cheats	
Must win	
Must be in charge of every situation	
Is disobedient	
Refuses to conform to classroom rules	
If asked to stop defies, resists, or escalates the behavior	
Teacher feels:	
Threatened	
Defensive	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

REVENGE SEEKING

Student:	
Has a history of behaviors listed above	
Feels unfairly treated	
Feels others are out to get him/her	
Feels better after accomplishing revenge	
Lies	
Steals	
Hurts others physically or emotionally	
Destroys property	
Blames others for perceived unfair treatment	
Retaliates if asked to stop	
Teacher feels:	
Anger	
Hurt	
Frustration	

ADEQUACY SEEKING

Student:	
Has a history of behaviors listed above	
Wants to be left alone	
Has feelings of despair	
Feels worthless	
Is quiet and withdrawn	
Gives up easily	
Won't attempt a task	
Places unrealistic expectations on themselves	
Pessimistic	
Engages in passive-aggressive behavior	
Teacher feels:	
Inadequate	
Helpless	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

BEHAVIORAL CONCERNS: 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 responsibility			
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			

3. REACHING IN IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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.

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

MATH: CHARACTERISTICS

Student _____ Teacher _____
 Date _____ Grade _____

Has difficulty recognizing numbers	✓
Struggles to solve addition problems	
Struggles to solve subtraction problems	
Struggles to solve multiplication problems	
Struggles to solve division problems	
Does not remember math facts	
Has difficulty solving story problems	
Works math problems from left to right	
Struggles to demonstrate knowledge of place value	
Struggles to change from one math operation to another	
Struggles to do regrouping	
Struggles to keep numbers in columns	
Has difficulty with skip counting	
Confuses operational signs	
Has difficulty with money concepts	
Has difficulty with measurements	
Has number reversals/transposing	
Has difficulty with telling time	
Has difficulty with schedules and sequences of events	
Has difficulty with a number line	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 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/whiteboard (use large motor skills)			
Provide basic math facts			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Use technology (i.e., ALEKS*, FASTT Math* freemathworksheets.com)			
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 reach.adventisteducation.org/resources

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

READING: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

KINDERGARTEN (BY THE LAST MARKING PERIOD)



Prone to ear infections	
Unusually late or early reaching developmental milestones	
Delayed speech, may stutter under stress	
Late in choosing dominant hand	
Right/left confusion; difficulty with special concepts; gets lost easily	
Struggles with gross motor activities, such as hopping, skipping, or jumping	
Struggles with fine motor activities, such as tying shoes	
Trouble memorizing (such as phone number, alphabet)	
Mixes up sounds or syllables in long words	
Difficulty differentiating between phonetic sounds	
Difficulty with time sequencing; mixes up the order of events	
Difficulty with directions that include more than one task	
Poorly shaped letters when writing	
Difficulty writing on a line or coloring within general lines	
May have difficulty reading consistently from left to right	

ELEMENTARY/SECONDARY

Appears bright, highly intelligent, and articulate, but unable to read, write, and spell on grade level	
Inconsistent performance; may have discrepancies in test scores	
Easily frustrated and emotional about academic work	
Sings or chants to recite the alphabet in correct sequence	
Fails to demonstrate proficient word attack skills; difficulty with phonics skills	
Confuses similar letters and words (angel/angle, dream/drama)	
Often makes the following mistakes with reading/writing: additions (baby/babey); omissions (plan/pan); substitutions (sin/sen); inversions (mom/wow); reversals (b/d , was/saw); numbers (37/73, 96/69); rotations (b/p, OIL/710); transpositions (girl/gril); repetitions (rat/ratt)	
May use mirror writing	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Auditory discrimination problems (difficulty hearing differences in similar sounds, e.g., b/p, o/u)	
Difficulty recognizing rhyming words	
Difficulty comprehending written material; may lose place when reading	
Difficulty sequencing (such as events in stories)	
Shows some directional confusion	
Difficulty telling time, managing time, being punctual	
Fails to complete reading/writing assignments	
Difficulty with recalling previous lessons	
Difficulty segmenting syllables in a word	
Poor spelling, phonetic but inconsistent (e.g., book, bok, buk, boock)	
Difficulty copying quickly and accurately (from chalkboard to notebook or book to notebook)	
Difficulty reading printed music	
Difficulty with organization or compulsively orderly	
Seems to forget often (e.g., homework, papers, assignments)	
Has difficulty remembering sight words	
Difficulty remembering and following multi-step directions	
Difficulty with independent activities that include reading and writing	
Short attention span for reading/writing tasks	
Seems to zone out or daydream often	
Poor study skills	
Poor work on timed or essay screening tools	
Poor self-esteem	
Hides or covers weaknesses with creative compensation techniques	
Complains of dizziness, headaches, stomach aches while reading/writing	
Falls asleep or shows signs of exhaustion while reading/writing	
May seem to have difficulty with vision, yet eye exams don't reveal a problem	
Thinks primarily with images and feelings, not sounds or words	
Mistakes and symptoms increase with confusion, pressure, stress, or poor health	
Difficulty restraining talking	
Discrepancy between verbal communication and written expression	
Slow reader; may have to read and reread in order to comprehend	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Understands auditory material more readily than written material	
Difficulty with directions	
Still confuses letters (such as b and d) especially when tired, stressed, or ill	
Difficulty with foreign languages	
Poor grades	
High frustration level with schooling	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 untimed 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			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 reach.adventisteducation.org/resources

+Modification

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

SPELLING/WRITING: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

	✓
Frequently fails to form letters correctly	
Frequently has sloppy writing, illegible	
Frequently fails to punctuate correctly	
Frequently has spelling problems—omits, adds, or substitutes letters	
Frequently demonstrates letter reversals	
Frequently has trouble copying (close-up/distant)	
Frequently fails to capitalize correctly	
Frequently fails to write within a given space	
Frequently grips pencil, crayons, or scissors awkwardly	
Frequently shows difficulty with fine motor skills (e.g., nuts and bolts, screwdrivers, puzzle pieces, buttoning, zipping, tying)	
Frequently shows inconsistencies in printing upper and lower case, printing, and cursive	
Frequently does not complete written assignments	
Frequently has inconsistent spaces between words and letters	
Frequently is unsure of right or left handedness	
Tires quickly while writing	
Says words out loud while writing	
Has difficulty organizing thoughts on paper	
Exhibits large gap between written ideas and understanding demonstrated through speech	
Exhibits poor use of punctuation	
Engages in slow, tedious, incomplete note-taking	
Has poor handwriting, poorly shaped letters, and irregular spacing	
Often does not use complete sentences when speaking or writing	
Is clumsy, uncoordinated, poor at ball or team sports; prone to motion sickness	
May use either hand for fine motor tasks; confusion with right/left dominance	
Has difficulty writing thoughts orderly and clearly	

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 PowerPoint 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)			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 reach.adventisteducation.org/resources

+Modification

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 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 101 for recording modifications on report cards and transcripts.

+Modification

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			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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 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			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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			

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING 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