



Ivy Hill Student Support Handbook

Ivy Hill Preparatory Charter School remains steadfast in our commitment to guaranteeing our students a *rigorous, structured, and joyful* education that will serve as a foundation towards achieving opportunity and success throughout their lives. Our philosophy is to teach the **whole-child** to raise productive members of society. This document entails Ivy Hill’s approach to Special Education and Social-Emotional Learning (SEL).

We are committed to meeting the learning needs of all of our students in the least restrictive environment and to the best of our means, in accordance with the Disabilities Education Act (IDEA). We are equally committed to serving and supporting our students according to the stipulations outlined in Section 504 of the Rehabilitation Act of 1973 and No Child Left Behind (NCLB). Ivy Hill has adopted Multi-Tiered Systems of Support (MTSS) to meet the needs of all Ivy Hill Prep scholars and promote their social emotional learning and development. Most importantly though, Ivy Hill believes in the concept of Ujima in assuming a collective responsibility of all stakeholders to contribute and collaborate for the success of each child.

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Special Education

Ivy Hill's Student Support Department consists of the Dean of Student Support (DOSS), the School Social Worker (SW), a Special Education Teacher (SETTS), and a host of contracted related service providers. The Dean of Student Support (DOSS) heads the department and is the coordinator of all Special Education Services. The DOSS also provides SETTTS services to students as another Special Education teacher, participates in Individualized Education Plan (IEP) and 504-meetings, as well as oversees Response-to-Intervention (RTI) initiatives. The DOSS works in conjunction with the Student Support Team, families and teachers to advocate for the supports needed for students to be successful.

Ivy Hill Child Find

- Student Study Team Meetings: All instructional and electives staff members participate in a monthly grade-based meeting to discuss, develop, and evaluate the academic and behavioral performance of all students. During these meetings, staff members are encouraged to identify students of academic or behavioral concern, with supplemental ABC data to support their recommendations. These are students who are not adequately supported with Tier I school-wide systems in place, and need additional and formalized support plans to foster their academic and behavioral growth and development.
- RTI Ujima Plan: Students who need additional support beyond Tier-I school-wide interventions are identified during monthly Student Study Team Meetings based on their academic and behavior performance. Using the data collected and submitted by the Homeroom teacher, the Social Worker will conduct 2 classroom observations of the student, taking into consideration the group size and time of day. The Dean of Student Support and Social Worker will collaboratively develop a Student Support Plan of practical interventions using data collected from the teacher, parent, and observations. Upon its completion, all parties will convene to discuss the Student Support Plan and its implementation.

RTI Student Support Plans (Academic and Behavioral)

Ivy Hill's Response-to-Intervention Program happens throughout the year in 6-week cycles rooted in data analysis, intervention implementation, and communication of all interested parties. RTI aims to differentiate between students who might need additional support, and those who may have a disability, by providing intentional instruction to target academic and behavioral gaps in understanding. Ivy Hill has adopted a family-centered approach to build meaningful relationships and empower parent participation through collective responsibility.

Progress Monitoring data will be collected throughout the Response-to-Intervention cycle for all students. The Student Support Team will meet weekly to discuss student performance and progress towards their academic and/or behavior goals, as well as meeting with the parent throughout the RTI cycle. After 30 days, the Student Study Team and Family will meet to make modifications and adjustments to the plan, as needed. It might also be decided if a referral for evaluation for Special Education is needed to seek further evaluation and guarantee long-term supports.

- Academic Supports: Students are eligible for Academic Supports if they are two or more years below his/her grade level in Reading and/or Math. Students are identified based on their performance on internal Reading and Math assessments. Students can also be identified based on the recommendation of their homeroom teacher. Students cannot receive RTI: Academic Supports without the consent of their parent/guardian.



- **Tier I** academic supports are evidence-based practices that instructional staff implement based on having a data-driven lens and responding to the written and verbal work that students produce.
- **Tier II** academic supports are supplemental lessons of ELA or Math given in small groups no larger than 8 students for at least 20 minutes. Tier II supports can occur inside or outside of the student's classroom. Students who receive Tier II supports will receive a unique Ujima plan that lists their academic goals and the supports that they will receive.
- **Tier III** academic supports are specially designed small group or individual supplemental lessons of ELA and/or Math given in small groups no larger than 4 students for at least 20 minutes with a Special Education Teacher. Tier III supports can occur inside or outside of the student's classroom.



- **Behavior Supports:** Students are eligible for RTI: Behavior Supports if they are consistently having “red” days or send-outs to the Head of School. Students are identified based on their daily colors that they receive in the morning and afternoon. Students can also be identified based on the recommendation of their teacher. Students cannot receive RTI: Behavior Supports without the consent of their parent/guardian.
 - **Tier I** behavioral supports include the color and check system that has been adopted school-wide. This intervention is projected to meet the needs of 80% of the student population. Additional supports include class incentives and the use of a “fuzzy jar,” for example.
 - **Tier II** behavioral supports are needed for 5-10% of the student population and vary based on student interest and need. Examples include informal group or individual counseling, lunch bunches or snack and chats, or informal behavior charts.
 - **Tier III** behavioral supports are for students who need individualized support and formalized plans due to the ineffectiveness of Tier I and II interventions. The School Social Worker would work to complete a Functional Behavior Assessment (FBA) to identify the root cause for the student's behavioral challenges which would inform the creation of a Behavior Intervention Plan (BIP). These documents identify specific goals, reinforcements, and behavioral modifications and are collaboratively written with the parent and Student Support Team.

The Student Support Team might recommend a student for a Special Education referral if the student:

- Has made little to no progress within 3 weeks of being enrolled in RTI
- Has been enrolled in RTI for multiple cycles
- Shows a rate of growth that is an outlier



Individualized Education Plans (IEPs) & Section 504 Accommodations

Students at Ivy Hill are entitled to receive Special Education services and 504 Accommodations depending on their eligibility determined during the relevant meeting. Both a 504-Plan and IEP are legal documents that provide support to students and grant them access to educational material throughout the school day.

IEP eligibility is determined by a student's classification into one of 13 disability categories, determined by the 2004 Individuals with Disability Education Act (IDEA). Parents, teachers, the DOSS, and the Committee for Special Education (CSE) convene to review the evaluations conducted and academic/behavioral performance of the student to determine eligibility. After a student is granted an IEP, the DOSS ensures that all academic and related services mandated by the student's IEP occurs. At the start of each year, the Student Support Department meets with all staff members who work with students with IEPs and 504-Plans to ensure a continuity of service and supports. Parents receive progress reports that align to goals indicated on a student's IEP with each Report Card and before IEP meetings (annual, triennial).

Referral for Special Education cannot occur without the consent of the parent/guardian. While Ivy Hill can recommend referral based on academic/behavioral response to At-Risk Support Plans, the parent/guardian has the right to revoke consent anytime throughout the referral process.

Ivy Hill staff members and DOE contracted therapists provide the following academic and related services to students with IEPs.

- Integrated Co-Teaching (ICT): classroom model with 60% general education and up to 40% special education students with the flexibility to receive support in large or small group settings.
- Special Education Teacher Support Services (SETTS): Small group academic support that targets the development of foundational skills and understanding in alignment with the goals indicated on an IEP.
- Counseling: confidential meetings that allow students to receive support needed for academic and socio-emotional development, provided by the School Social Worker.
- Speech Therapy: develops linguistic proficiency such as phonemic awareness, grammar, syntax, pragmatics, and discourse skills.
- Occupational Therapy: strengthens a student's fine motor skills, sensory integration or graphomotor coordination with activities i.e. handwriting, tracing, texture tolerance, manipulation of small objects
- Physical Therapy: emphasizes physical function and independence in the classroom and other school areas by developing manual/handling techniques, gross motor and neuromotor development, etc.
- Hearing Education: assistance in auditory learning, speech-reading, receptive and expressive language development, and the use of hearing aids and assistive technology devices.
- Paraprofessionals: Support students with significant behavior or health concerns by reinforcing targeted behavior and offering incentives and rewards.

Testing Accommodations and Modifications

Ivy Hill students will receive testing accommodations and modifications as mandated on a student's Individualized Education Plan (IEP). Testing accommodations are meant to assist a student in *how* they learn and should not compromise the validity of a test, change the content of a task or give students an unfair advantage. Modifications are changes to what a student is taught and expected to learn. The Dean of Student Support reserves the right to make modifications at her discretion.



English Language Learners (ELL)

Ivy Hill is committed to ensuring that English Language Learners (ELL) and Limited English Proficient (LEP) students reach their full academic potential by offering supplemental support to develop their proficiency of the English language. Families are given the Home Language Survey in their native or dominant language during their enrollment. Based on their responses, Ivy Hill will then administer the New York State Identification Test for English Language Learners (NYSITELL) to determine their English proficiency. If the student scores below proficient, they are considered to be an ELL student.

Ivy Hill teachers and staff members engage in professional development opportunities to learn effective strategies to employ when working with ELL students. The goal is for all ELL students to declassify within their first year at Ivy Hill, due to the level of intensive and targeted support to develop their English. At the end of each academic year, all ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT) which determines their eligibility to be discharged from ELL status, or maintain it for another year.



Social-Emotional Learning (SEL) and Curriculum

Ivy Hill is committed to providing social and emotional support for students and staff through a multi-faceted approach that incorporates trauma-responsive practices, social emotional learning, and restorative practices.

Comprehensive School Counseling Plan

Ivy Hill will implement a Multi-Tiered System of Support similar to what is implemented for academic and behavioral interventions. All tiered interventions are able to be administered both virtually and in-person.

- **Tier I:** The social-emotional curriculum aims to provide all students with the tools and strategies to acknowledge and self-regulate their emotions and behaviors. A weekly lesson will be taught by the School Social Worker and reinforced by homeroom teachers throughout the remainder of the week.
- **Tier II:** counseling supports are needed for 5-10% of the student population and vary based on student interest and need. Examples include informal group counseling through the form of lunch bunches or snack and chats. These sessions will be led by both the School Social Worker and the School Nurse. These students will also receive an “adult buddy” who will check in on them weekly via telephone or zoom, depending on the student’s preferences.
- **Tier III** supports are referrals to outside agencies that provide specialized support and resources. Additionally, the student would be onboarded to receive individual counseling to address their unique needs, in addition to participating in Tier I and II support interventions in place. These students will also receive an “adult buddy” who will check in on them weekly via telephone or zoom, depending on the student’s preferences.

Social-Emotional Curriculum

Informal Counseling & Groups

Formalized Counseling +
Referral & Resources

Social-Emotional Learning (SEL) and Curriculum

Every classroom will participate in the SEL curriculum developed by our school counselor. The school counselor will lead the introductory lesson for all classrooms and teachers will facilitate supplemental activities to maintain the theme and objectives of each week. The Dean of Student Support and School Social Worker will oversee the implementation and evaluation of the program from its initial start date during the first week of school.

Before the start of the year, the Dean of Student Support and School Social Worker will collaboratively design a social-emotional survey to assess student strengths, concerns, and worries, with the supervision of a parent. Surveys will be conducted via zoom following a baseline assessment to determine their academic reading and math levels for newly enrolled students. Surveys of returning students will be conducted by their previous teachers, when possible, or another adult in the building that they have a relationship with. This data will inform the scope and sequence of the 3 goal buckets created by NYS. New surveys will be administered at the start of each trimester by School Support Staff and Teachers to inform adjustments to curriculum that is needed.

The Social-Emotional Learning (SEL) Curriculum address the five-core social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The activities align with the goals and objectives outlined by NYS and divided between the three trimesters of the school year.



Trimester 1



- Identify and Manage one's emotions and behavior
- Recognize the feelings and perspectives of others
- Consider ethical, safety, and societal factors in making decisions

Trimester 2



- Recognize personal qualities and external supports
- Recognize individual and group similarities and differences
- Use communication and social skills to interact effectively with others

Trimester 3



- Demonstrate skills related to achieving personal and academic goals
- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
- Contribute to the well-being of one's school and community

Social-Emotional Advisory Council

The Advisory Council for Social-Emotional Learning (SEL) will consist of 7 members: Dean of Student Support, School Social Worker, Head of School, one teacher and three parents. The Advisory will meet before the start of each trimester to evaluate the efficacy and implementation of the SEL Curriculum and Counseling objectives. The Advisory Council Meetings will be held on the following dates: August 12th, October 28th, February 25th. Meetings will be held virtually utilizing zoom until Ivy Hill has entered Phase 2 of their Re-Opening plan.

Professional Development Opportunities for Staff Members

Ivy Hill staff members will participate in their first Trauma-Informed Response Training during teacher training institute on Thursday, August 6th for two hours. This will serve as the first of 5 subsequent trainings to inform and deepen our practices and approach to trauma-informed teaching. Topics include: exploring our own trauma, recognizing signs of trauma in youth under the age of 8, restorative behavior practices, and implementation and integration of SEL curriculum. Sessions will be led by licensed social worker contractors, in-house counselors, and the Dean of Student Support. The goals of these sessions are to create spaces where staff members are able to process their own emotions and identify productive ways of healing and addressing their emotions.

In addition to professional development sessions held bi-monthly, staff members will also respond to a monthly survey that assesses their mental space and mindset. This survey will be crafted by an outside contractor and inform weekly staff meeting topics and activities.

Restorative Behavior Practices

Ivy Hill is committed to meeting students where they are, both academically and behaviorally. In addition to the color chart and check system that is a school-wide behavior system, Ivy Hill implements several restorative practices throughout the school day to promote self-reflection and evaluation of student behavior. Each classroom will be equipped with cool-down areas where students will have the opportunity to silently reflect on how they feel to self-regulate and rejoin their peers. Cool-down areas are not punishments, rather used to teach students how to acknowledge and respond to their emotions in productive ways.



Electives

Electives play a vital role in the Ivy Hill curriculum and are mandatory for students to participate daily. Twice during the school year, families will be invited to Performance Nights where students will showcase all that they have learned. Throughout the academic year, students will also learn about persons of African descent who have made great contributions to the Martial Arts and Dance fields.

Ivy Hill students participate in Martial Arts and Dance instruction twice weekly for at least 30 minutes. During Martial Arts class, students learn the fundamentals of self-discipline, self-regulation, and self-control. Instruction incorporates a warm-up, explicit teaching of kick and punch forms, as well as self-defense techniques. In Dance, students learn techniques from cultures around the world and have the opportunity to create their own signature routines. Participation in Martial Arts and Dance classes and performances are mandatory.



Appendix

Special Education Referral—Parent Overview

An Individualized Education Plan (IEP) is a legal document that provides academic support to students to grant them access to educational material throughout the school day. All US schools are mandated to abide by the program and service recommendations listed on the IEP. Students only have IEPs, for as long as they need them. Once they no longer have a need, they are “graduated” from their IEP.

Steps to Obtaining an IEP

1. The Dean of Student Support completes an initial referral form that the parent or guardian must sign to grant **consent** and express interest in getting their child referred for Special Education eligibility.
2. The Committee for Special Education social worker conducts a **social history** meeting with the parents and a **classroom observation** of the student to inform the preparation of a background report.
3. Evaluations are completed by therapists from the DOE. A school psychologist conducts a **psycho-educational evaluation** to determine how your child learns best. **Speech and Occupational Therapy evaluations** are also conducted as needed. A prescription from the pediatrician is required for all occupational evaluations.
4. Your student’s teacher will prepare a **Present Levels of Performance (PLOP)** report which will speak to your student’s strengths and areas of growth. Teachers will also write academic goals that target academic gaps.
5. An **initial IEP meeting** is held with the parent, school, and Committee for Special Education to review the evaluations, reports, and make recommendations for eligibility and services.

Several people can recommend a child for a Special Education referral such as their principal and parents. However, a referral made for a student to receive an Individualized Education Plan (IEP) must have the consent of the parent/guardian. A referral does not mean that your child will be ELIGIBLE for services. A student *might* be eligible for services if they have difficulty: thinking and learning, understanding and using language, independently toileting, eating, dressing, or have physical impairments. Students must meet one of the thirteen disability classifications in order to qualify for Special Education services. Students can qualify for either an academic program or related service only, or receive both supports.

13 Classifications for Special Education Qualification:

| | | |
|--|--|---|
| 1. Autism 2. Blindness 3. Deafness 4. Emotional Disturbance | 5. Hearing Impairment 6. Specific Learning Disability 7. Speech or Language Impairment 8. Intellectual Disability 9. Multiple Disabilities | 10. Orthopedic Impairment 11. Traumatic Brain Injury 12. Visual Impairment 13. Other Health Impairment |
|--|--|---|

Individualized Education Plan (IEPs) Academic and Related Services Available

- Academic Programs: Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), Special Class Size (12:1:1, 8:1:1, 6:1:1) *
- Related Services: Counseling, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Hearing Education Services, Paraprofessional (Health or Crisis)
- Testing Accommodations
- Specialized Transportation



Academic Programs

- Special Education Teacher Support Services (SETSS): These services help your child stay in the general education classroom while receiving services from a special education teacher. The special education teacher works with your child outside of the classroom individually or with a small group for 30 minutes.
- Integrated Co-Teaching (ICT): ICT classrooms are comprised of 60% of students who are in general education and up to 40% of students who receive special education supports, one general education teacher, and one special education teacher. In this setting, children with IEPs are pulled into small groups whenever needed.
- Special Class Size: A special education class that has a maximum number of students (6, 8, or 12), with one certified special education teacher and one or more teaching assistants. These classroom sizes are typically reserved for students that require specific and tailored intellectual or behavioral support.

Related Services

Related Services are additional supports provided to students to advance their development and success in the school setting. The fundamental objective of related services is to help maximize each student's ability to achieve his or her educational goals.

- Counseling: confidential meetings that allow students to receive support needed for academic and socio-emotional development, provided by the School Social Worker.
- Speech Therapy: develops linguistic proficiency such as phonemic awareness, grammar, syntax, pragmatics, and discourse skills.
- Occupational Therapy: strengthens a student's fine motor skills, sensory integration or graphomotor coordination with activities i.e. handwriting, tracing, texture tolerance, manipulation of small objects
- Physical Therapy: emphasizes physical function and independence in the classroom and other school areas by developing manual/handling techniques, gross motor and neuromotor development, etc.
- Hearing Education: assists in auditory learning, speech-reading, receptive and expressive language development, and the use of hearing aids and assistive technology devices.
- Paraprofessionals: support students with significant behavior or health concerns by reinforcing targeted behavior and offering incentives and rewards.

IEP Meeting Types

- Initial Meeting: Occurs when a student has been referred for Special Education and determines, after review of evaluations and documents, whether or not a student is eligible for Special Education.
- Annual Meeting: Every year, the Committee for Special Education, the school, and the parents meet to discuss the student's progress towards achieving their goals listed on their IEP. Services can be discontinued, based on student progress or proficiency, during these meetings but cannot be added.
- Triennial Meeting: This meeting happens every three years to determine if a student still qualifies for the Special Education services that they were initially mandated based off of their disability classification.
- Reconvene/Re-Evaluation: These meetings are held if the parent wants to add new services to the IEP. These meetings, held upon the request of the parent, often require additional testing and evaluations.

**For more information feel free to access the Special Education Services:
A Parent Guide at the website below: <https://www.schools.nyc.gov/special-education>**



Appendix

Academic Interventions

Reading—ELA

Knowing Letter Sounds

- Use letter sounds cards and review multiple times a week
- Matching Game: Practice matching letters to pictures that start with that letter sound
- Scholar draws pictures of words that start or end with each sound
- Sound Sorts: Give the scholar multiple pictures and have him/her sort them by initial/ending sound

Blending

- Ask the scholar to “sing through the sounds” (hold each individual sound and then have them blend the sounds)
- Scholar taps out each letter sound down their arm, then practice blending together all sounds by sliding their hand down their arm
- Scholar taps out each sound of words on his/her fingers
- If a scholar is struggling to hold all three sounds, have him/her blend and hold the first two sounds, repeat the blend of the first two sounds, and then add the final consonant

Sight Words

- Create sight word flashcards that include a sentence containing the word. Scholar can read the word, then read the word within a sentence.
- Give scholar a highlighter and LLI books. Scholar should highlight all of his/her sight words.
- Sight Word Bingo: Call out a sight word and have the scholar find that word on his/her bingo board
- Use kinesthetic movements: stomp letters in the word, clap the word, etc.

Fluency

- Once a scholar is familiar with a text, have him/her reread the same text multiple times to practice fluency
- Emphasize punctuation when reading aloud: voice goes up at a question mark, voice gets louder at an exclamation point, voice goes down at a period, pause at a comma
- Scholar listens to books on tape and reads along with the tape.
- Read a book with adults: “I read a page, you read a page”
- Chunked Text: Scholars read text that has already been chunked into phrases by the teacher (using hash marks)
- Creating Sight Word flashcards to practice sight words he/she is struggling with

Retelling

- Scholar uses pictures in a book as a guide when retelling the story from start to finish
- Scholar retells story across 3 fingers, using one finger to represent each part of the book (beginning, middle, end)
- Use a graphic organizer: draw three pictures to represent the beginning, middle, and end of a story
- Teacher draws pictures or uses copies of pictures from the story, asks the scholar to place the pictures in the order in which they occurred in the story



General Comprehension

- Before presenting information, tell scholar what to listen for. Then, have the scholar repeat what he/she was listening for
- Pre-teaching vocabulary that scholar will encounter in text
- Making connections: text-to-self, text-to-text, text-to-world
- Rephrase/paraphrase auditory information
- Review, discuss, and paraphrase main idea
- Break story information into smaller units and ask questions
- Chunking passages

Making Inferences

- Reinforce the formula: Idea + Evidence = Inference. Create an anchor chart or a personal reminder for the scholar.
- Ask the scholar to refer back to pictures to support his/her inference.
- Explicitly teach “feelings” vocabulary and have the scholar use this vocabulary when making inferences
- Have scholar use Post-Its while reading to identify where evidence is located for each inference

Providing Evidence

- Repeatedly question the scholar: “Where is your evidence for that?” “What part of the book makes you think that?”
- Have scholar go back to the text/pictures to show where their evidence comes from
- Have scholar use post-its while reading to physically identify evidence
- If scholar is unable to find evidence by looking at the pictures, ask him/her to go back and find the same evidence in the text

Identifying Problem & Solution

- “Matching Pair” worksheet or flashcards: Identify the problem and match it to the corresponding solution
- Give the scholar a “real life” problem, and have him/her write a sentence explaining possible solutions
- “Choose your own adventure” game: scholar is presented with a common problem a character could have, and then he/she has to come up with multiple plausible solutions

Articulating Ideas

- Soft Calling: Before calling on a scholar to share ideas, give him/her “think time”; let them know that they have two minutes to think about their response and then you will be back to listen to their answer
- Use sentence starters/prompts and ensure the scholar is incorporating them into his/her answer
- Verbally revise/reformat the scholar’s sentence, then have him/her repeat it back to you
- If first response is unclear, have scholar listen to a peer respond, and then ask the scholar to repeat his/her own idea again

Understanding Directions

- Have scholar repeat back directions in his/her own words
- “Whisper in” to check for understanding, i.e. “What was that last direction?” “What are you supposed to do next?”
- Pair scholar with an appropriate buddy to help guide him/her to follow directions



Writing

Mechanics/Conventions

- Use different colored markers to show scholar how to edit their work for different items (i.e. purple for punctuation, green for spelling, etc.)
- Dictate sentences to scholar and have him/her copy the sentence onto a piece of paper
- Provide scholar with sentence starters

Responding to Prompts in Writing

- Ask scholar to repeat back the question before writing his/her response
- Provide sentence starters
- Count out words in a sentence and place a dot on the paper for each word
- Have the scholar make lines for each word, say the sentence again tapping each line, and then start writing
- Check in with the scholar and have them verbalize the way that they are going to respond to the prompt before writing it on paper
- Provide a pre-writing graphic organizer

Writing a Topic Sentence

- Sentence starters
- Ask scholar what the most important thing about the topic is, discuss, and then write sentence
- Make sure scholar can verbalize in his/her own words to ensure that he/she knows the big idea
- Pull small groups during writing to review work and help scholar revise
- Revise sentences as a group, ask scholar “What can we do to make this sentence better?” and then put the scholar work on the Elmo to revise together

Supporting Idea with Evidence

- Prompt scholar to ask himself/herself “Does this idea match my evidence?” before writing
- Pull a small group, asking scholar if his/her evidence matches the topic sentence, review work, and help revise
- Give scholar a topic sentence and provide him/her with multiple pieces of right and wrong evidence. Have him/her sort the evidence by what belongs with the topic sentence and what is irrelevant
- Have scholar determine what is important and non-important evidence in a text, using a highlighter to note which pieces are relevant and a pen to cross off irrelevant evidence

Handwriting

- Provide a pencil grip or larger pencil for the scholar
- Explicitly teach scholar how to hold his/her pencil
- Use a slanted surface to help develop pencil grasp (this intervention helps to increase wrist extension and provides an angle for proper positioning of the wrist)
- Have scholar trace correct letters or use a handwriting worksheet. Then have them trace dotted line letters. Finally, have them try on their own, using correct letters as a model

Line Orientation

- Have scholar go back and fix mistakes in writing without erasing
- Darken lines on writing paper so scholar is aware of where his/her letters should be placed
- Reinforce good handwriting by having scholar go back over his/her well-formed letters



Math

Counting

- Write numbers vertically instead of horizontally so that clear patterns emerge
- Have scholars fill in his/her own hundreds chart
- Send home counting tiles
- When counting around the room, use cubes and ten sticks to help scholars visualize
- Put number lines and/or hundreds charts on desks, and highlight the decades
- Counting Money: using unifix cubes, tape pennies on to single cubes, nickels onto a 5 stick, dimes on a 10 stick, and quarters on 2 tens and 5 ones (as a bundle)
- Daily review of basic math facts

Identify Action in Number Stories

- Launch the number story in a small group
- Check for understanding before sending scholar back to his/her desk (i.e. Ask scholar to explain what they will do when they begin working)
- Check for visualization by asking for details from the story
- Have scholars use smaller numbers when completing the problem
- Act out the story with concrete objects (use actual cookies, plates and bread, etc.)
- Teach scholar key words that tend to signal a particular operation
- “In each” means equal groups, so operation will be multiplication or division. “How many more/fewer” and “how much greater/smaller” means finding differences, so the operation will be subtraction
- Have scholar underline key words in the problem

Representing Thinking

- Blow up graph paper to help scholar draw out his/her cubes and ten sticks
- Scholar represents with cubes, then draws exactly what he/she has with cubes
- Draw the representation on a Post-It and have the scholar copy it (a short-term intervention)

Identifying Patterns

- Give scholar extra worksheets and handouts as part of morning work
- Build patterns with cubes
- Create movement patterns and have the scholar verbally describe the pattern (i.e. Clap, snap, then repeat)

Solve Number Facts

- Flash cards—review during transitions
- Chunk the facts: have scholar master a small amount at a time and then move on
- Around the World: two scholars stand up and are given a math fact, the scholar that says the correct answer first moves on to challenge the next scholar

Comparing Quantities

- Draw out two numbers and stack ten sticks so a number is shown vertically. Then, draw lines connecting the top of one number to the top of the number that you are comparing, drawing lines on the bottom of each number as well. If the two lines are the same, you will see the equal sign in the lines drawn. If one side is bigger than the other, the top line will go up facing the number that is greater
- “Alligator Check”: alligator always wants to eat the biggest number



Appendix Behavior Interventions

| Prevention Intervention | How-To |
|---|--|
| <p>Providing Choices Increase participation if its low</p> | <ul style="list-style-type: none"> • Choose materials to use such as a different color pen • Choose between tasks • Choose when or where to do task |
| <p>Transition Supports Reinforce transition expectations if behavior occurs immediately before</p> | <ul style="list-style-type: none"> • Auditory- music, phrase, song, tone • Visual- symbol, picture, sign • Motoric- movement, dance, gesture |
| <p>Environmental Supports Help student understand if they are confused on what is happening</p> | <ul style="list-style-type: none"> • Schedules- visual sequence of day • Choice Boards- display of activities & reinforces • Labels: photos, words on objects or areas • Activity Ending: visual/auditory cue to indicated finished |
| <p>Curricular Modifications Eliminate triggers that occur with demanding & non-preferred academics or used to escape</p> | <ul style="list-style-type: none"> • Presentation Modifications • Task alternation- switch from novel to familiar; non-preferred to preferred; teacher directed to independent; lecture to interactive activities • Task Driven- break task up into smaller units • Choices or alternate materials • Academic activities are modified to be more meaningful <ul style="list-style-type: none"> • Difficulty: adjust level, shorten task, errorless opportunities • Preference: incorporate student's interests • Meaningfulness: task is functional and relevant to student |
| <p>Adult Verbal Behavior Provide frequent positive attention</p> | <ul style="list-style-type: none"> • Keep an even tone and volume • Make more "comments" than demands" (i.e. You need to work much faster v. You're trying so hard to finish |
| <p>Classroom Management</p> | <ul style="list-style-type: none"> • Set up a clear system of how the classroom will operate • Give opportunities to "follow rules" |
| <p>Setting Event Modification</p> | <ul style="list-style-type: none"> • Modify environmental conditions that set off behaviors, may occur at home |
| <p>Pro-Social Behavior (peer support)</p> | <ul style="list-style-type: none"> • Teach peers skills to elicit appropriate school behavior (i.e. Tutoring being a "buddy," teaching to ignore, etc.) |
| <p>Peer Modeling</p> | <ul style="list-style-type: none"> • Acknowledgement of and rewarding of peers who engage in appropriate behavior as a model for how a student should behave |



Appendix

Testing Accommodations and Modifications

Testing Accommodations

Testing accommodations are meant to assist a student in *how* they learn and should not compromise the validity of a test, change the content of a task or give students an unfair advantage.

Presentation accommodations (changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a “designated reader”—someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

Response accommodations (changes the way a student completes assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a calculator or table of “math facts”

Setting accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs

Timing accommodations

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

Scheduling accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter



- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction

Modifications

Modifications are changes to what a student is taught and expected to learn.

Assignment modifications

- Complete different homework problems than peers
- Answer different test questions
- Create alternate projects or assignments

Curriculum modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects