

Teaching and Learning Exchange Interventions – 1/2015

Instructional Strategies

- Frayer Model
- Compare/Contrast Organizer
- Sketch to Stretch
- Homework and Practice
- Display Exemplary Work
- Encourage students to express thoughts
- Summarizing and Note Taking
- Metacognitive Journaling
- Cornell Notes
- Flowchart
- Affinity Diagram
- Oral Retell
- Non Linguistic Representations
- Task Checklist
- Bullet Directions
- Concept Maps
- Problem/Solution Organizer
- Drawings
- Charts
- Thinking Maps
- Spider Maps
- Make Physical Model
- Manipulatives
- Act it out
- Cooperative Learning
- Shared reading
- Debates
- Jigsaw
- Reader's Theatre
- Choral Reading
- Think Pair Share
- Small group instruction
- Turn and Talk
- Setting Objectives and Providing Feedback
- Displays and communicates learning goals and outcome measures
- Provides specific feedback
- Frequent exit slips
- Frequent checks for understanding
- Revoicing
- Generating/Testing Hypotheses
- Predicting Outcomes
- Evaluating Outcomes

- Questions, Cues, Advanced Organizers
- Guiding questions before lesson
- Think alouds
- Skimming for key words
- Predicting
- Asking open ended questions
- Foldables
- Annotating the text
- Print out Notes
- Sentence stems
- Learning Environment/Culture
- Examples/non examples
- Use DENT
- Specific positive praise
- Chunking reading
- Interactive games
- Accountable talk
- Build on real life experiences
- Connect past/future lessons
- Review frequently
- Proximity cueing
- Math Workshop
- Reader / Writer Workshop

Student Responsibilities

- Use Khan Academy
- Create flash cards
- Raise hand when confused
- Seek extra help as needed
- Complete all homework
- Ask for extra practice
- Bring materials to class
- Complete homework when it is assigned
- Look for the main idea
- Take notes on what I am reading
- Create summary statements about my reading
- Write down my assignments
- Review class notes at night
- Write down any questions I have
- Highlight vocabulary words
- Track the teacher with my eyes
- Raise my hand to answer question

- Call a friend for homework help

Caregiver Interventions

- Provide a quiet place to study
- Create a designated homework time
- Use a timer during homework time
- Check all homework when it is completed
- Check graded work
- Create an established bed time
- Set goals
- Provide incentives
- Review notes quiz style
- Read aloud to your child
- Listen to your child read
- Ask about the school day
- Check child's homework planner
- Recognize outstanding work
- Ask child to explain new concepts
- Create organization system for school materials
- Communicate homework issues with the teacher
- Use math in real life
- Prompt child to make predictions during reading
- Use I do, We do, You do
- Sign up and use Khan Academy with my child

Social / Emotional / Behavioral Growth Goal Interventions – 1/2015

Instructional Strategies

General Interventions

- Uses an “Early Stage Problem- Family Contact” structure
- Set up a regular communication process with parents
- Completes a Classroom Behaviors Teacher Rating Form to be shared with parent
- Utilize private, personal cueing
- Have the student sit up front- close to the teacher
- Give the student extra work space away from distractions
- Use a study Carrel or privacy board for seat work
- Use music during certain periods of the day to calm and relax students
- Provide visual blockers during tests
- Use reflection sheets for behavior
- Antiseptic bouncing
- Practice proximity control
- Strategic Brain Breaks
- Provide Checklists and let students practice using them
- Jot behavior updates for parents in student planner
- Use classroom incentives
- Assign a classroom learning buddy
- Help students create goals for behavior

Establishing and working Using Expectations

- Give the student regular, ongoing feedback about his behavior
- Have the student set realistic goals for improvement
- Develop procedures for having the student evaluate their own behavior

Utilizes a Self-Monitoring process and documents for:

- “On-Task” or “working” behavior
- “Talking-Out” behavior
- Following Classroom Rules” behavior
- “Class Participation” behavior
- “Desk Neatness”
- “Reactions to Correction” behavior

Utilizes a Behavioral Contract format

- “Out-side of the Classroom” behavior contact
- Homework Contract
- Achieving Goals Contract
- Weekly Level System Contract

Utilizes Student Tracking process/format

- Comprehensive form including classroom, behavior, tardy and homework
- Homework Tracking Form
- Target Behavior Tracking Form
- Utilizes a mystery Motivator (an incentive system to deliver random rewards for appropriate behavior)
- Designates an assigned storage spaces for students learning materials to be stored
- Frequently touches bases with the student during the school day
- Move from daily homework to a weekly packet of homework

Provides Self-Monitoring documents:

- “On-Task” or “working” behavior
- “Talking-Out” behavior

- Following Classroom Rules” behavior

Provides Behavioral Contracts:

- “Out-side of the Classroom” behavior contact
- Homework Contract
- Weekly Level System Contract

Provides Student Tracking Forms:

- Comprehensive form including classroom, behavior, tardy and homework
- Homework Tracking Form
- Target Behavior Tracking Form

Controlling Restlessness

- Antiseptic bouncing
- Give strategic brain breaks
- Provide a tactile manipulative
- Allowing student to stand while working

Relationship building

- Makes the student feel welcome at school
- Communicates interest and caring to students both verbally and through nonverbal means such as giving
- Pays attention to student interests
- Accomplishments in social interactions both in and out of the classroom
- Finds activities at school that the student is interested in
- Identify and address factors that are contributing to the student’s problem
- Give a child choices to avoid power struggles
- Identify a staff member the student likes and have him check-in daily with that person

- Show interest and enthusiasm about how the student is doing
- Call on the student frequently
- Ask the student to assist you with a class job
- Say hello to the student when he enters the class
- Capitalize on the strengths and interests the student has
- Get to know the students interest and talk to him about these subjects

Using Positive reinforcement

- Use positive reinforcement to encourage appropriate behaviors
- Establish a structured system (token economy/point system) for reinforcing the student’s appropriate
- Ensure a 3-1 ratio of positive to negative attention. Do a tally of positive to negative interactions over a period
- Contact the parents when the behavior is affecting the academic success of the student
 - o Use private praise
 - o Employs class wide motivation systems
 - o Utilizes the “100 Squares” intermittent reward system

Using Consequences

- Always pair a consequence with a positive reinforcement
- Utilize time out at a ratio no greater one minute of time out for every year of the child’s age
- Do not consequence a child’s reaction to a consequence
- Ensure that the consequences is relates to the behavior
- Employs a “Cost-Response” structure

Student Responsibilities

General

- Count to five and take a deep breath when I am feeling angry
- Pack my backpack and check for materials at night
- Eat my breakfast
- Speak up when my feelings are hurt
- Keep my hands on my desk or at my side
- Say hello to my classmates each morning
- Nod “yes” when my teacher gives me directions
- Write down a goal for good behavior each day in my planner
- Remember to say please, thank you and excuse me
- Walk away when you feel yourself getting angry or upset
- Visualize yourself doing a good job before you begin your work
- Practice “self talk” (i.e. I can do this; it might be hard but I won’t give up)
- Ask myself- “Will acting this way get me what I want?”
- Record my behavior in a tally chart
- Say “I’m sorry” when I do something wrong or hurtful
- Clean out my desk and backpack each week
- Complete the hardest HW first
- Take short breaks between homework assignments
- Meets regularly with an agreed upon support person to review behavior progress

Participates in a Self-Monitoring process:

- “On-Task” or “working” behavior
- “Talking-Out” behavior
- Following Classroom Rules” behavior

Participates in a Behavioral Contract process:

- “Out-side of the Classroom” behavior contact
- Homework Contract
- Weekly Level System Contract

Participates in a Student Tracking plan:

- Comprehensive form including classroom, behavior, tardy and homework
- Homework Tracking Form
- Target Behavior Tracking Form
- Shares daily progress report with parent and returns signed copy to teacher
- Brings all materials needed for learning to class and keeps them stored in an assigned storage space
- Use a daily calendar/planner to keep track of the due dates for assignments, projects and tests
- Create a “daily “things to do” list and check them off as you complete each item
- Check in with the teacher(s) at the end of the school day to clarify assignments/reminder/books/materials to take home

Social / Emotional / Behavioral Growth Goal Interventions – 1/2015

Caregiver Interventions

Re-think normal interactions

- Show that you respect your child
- Show you care about your child and they are a valued member of the family
- Check the back pack daily
- Listen to them
- Don't yell or shout
- Have a sense of humor
- Don't react emotionally stay in a good mood
- Let your child give their opinions and their side/opinion
- Institute the 5 minute rule- have your child work for 5 minutes on a homework assignment before you intervene
- Provide significant breaks and opportunities to move around during homework time
- Help your child create a "daily things to do" list and check them off as they are completed

Address attention seeking behavior

- Notice and comment on positive behavior
- Ignore negative behavior if possible
- Channel attention seeking behavior in positive ways ((drama class, choir, sports)
- Ask your child point blank, "Are you needing some attention right now?"
- Give attention when it is not being sought
- Follow up on promises to help build a sense of trust

Need for Power

- Give your child limited choices that are acceptable to you
- Let the rule be the boss, not you
- Give your child opportunities to "be in power"- give them tasks to do where they are the leader
- Avoid the power struggle
- Address the issues calmly through agreements and consequences that are related to the issue at hand
- If a power struggle begins, don't fight and don't give in. Be firm but calm
- Do the opposite of what they expect
- Use reflective listening
- Increase phone contact with teachers
- Provide your child with frequent breaks during homework
- Utilize the 5 minute rule- have your child try to work on a homeroom assignment for 5 minutes before you get involved

Instead of retaliating

- Let your child know that you love, care about them and want to have a positive relationship
- Praise or provide positive feedback to their attempts to follow rules
- Reward good behavior with lots of attention
- Schedule one-on-one activities and rebuild your relationship
- If the child did something to hurt someone else, encourage your child to talk with that person
- Offer support, but don't try to solve the problem
- Have your child make amends, but don't speak for her

When you feel helpless

- Show faith in your child
- Do not criticize your child
- Encourage all positive actions
- Don't pity your child or try to do things for him
- Teach your child how to do things, then stand back and let them try
- Do not demand perfection
- Help the student learn to use positive self-talk