Sacramento City Unified School District

Student Study Team Best Practices Manual

Creating an effective SST process that identifies and assists students with a wide range of concerns related to their school performance

October 2015

SST Best Practices Manual

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1. Overview and Purpose

The Student Study Team also commonly called a Student Success Team (SST) is a positive, team-oriented approach to assisting students with a wide range of concerns related to their school performance and experience. The purpose of the SST is to identify and intervene early in order to design a support system for students having difficulty in the general education classroom.

Either a staff member or parent can make a referral for an SST. The SST is different than a parent-teacher conference which focuses on improving communication and addressing specific class problems. The team usually consists of a parent, teacher, administrator, and support personnel from the school. Students may also be included depending on their age. Sometimes a special education teacher will also participate to give his or her perspective.

The SST meeting provides everyone with an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's needs. The SST team may also try to determine if the child may be struggling due to a specific learning disability or other special need. If the SST team determines that the child could have a special need, they may recommend a formal special education assessment.

Follow-up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success. The Student Study Team is an efficient and effective way to bring together all resources in the best interest of helping students reach their potential.

2. Team Member Roles & Responsibilities

It is recommended that someone be assigned at each site to perform the following roles. Suggested members are in parenthesis.

1. Scheduler (office staff, Student Support Center staff, referring staff, school counselor)
   - Manage the case file through the SST process: log relevant dates, schedule meetings
   - Support the referring teacher through the process: follow-up within first week to ensure all members are invited and have responded.

2. Facilitator (administrator, counselor, Student Support Center staff, teacher)
   - Call meeting to order
   - Introduce team members
   - Review purpose of meeting
   - Summarize problem areas reported by referring teacher
   - Lead group in problem-solving effort
   - Allot specified amount of time per agenda item
   - Monitor team progress
   - Re-direct discussion as necessary

3. Recorder (any SST member)
   - Record problem-solving process
   - Note contributions made by all members

4. Referring Teacher/Staff
   - Contact child's parent prior to seeking SST assistance
   - Complete referral packet
   - State concerns in observable and measurable terms
   - Be prepared to state expected behavior – academic, attendance and/or social
   - Attend scheduled meetings
   - Agree to share responsibility in implementation of the action plan
   - Collaborate with team to problem-solve solutions

5. Parent / Student
   - Share perspective – developmental history, contributing factors, etc.
   - Clearly define student's strengths
   - Share interventions implemented in the home
   - Share student's concerns and perceptions
   - Share parent's concerns and perceptions
   - Collaborate with team to problem-solve solutions

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6. Invited Specialists
   - Selected for expertise in specific areas of concern such as counselors, classified Staff, district foster youth services staff, Alta Regional, County social worker, private therapist
   - Share perspective from specialist's point of view
   - Collaborate with team to problem-solve solution
   - Recommend that parents invite specialists

7. Administrator (principal, assistant principal, site instructional coordinator)
   - Review readiness assessment and determine if SST is appropriate
   - Facilitate collaboration
   - Offer reasonable alternatives
   - Provide support to student, teacher, student
   - Focus on student involvement in the general education process
   - Suggest other available general education programs

3. Student Study Team / Student Success Team (SST) Process

<u>Suggested Materials</u>: Cum Folder, SST Referral Form, Parent Letter/Invitation, Teacher/Staff Input Form, Parent Feedback Form, SST Summary

1. **Requesting a Student Success Team Meeting**
   a. SST meeting requests are more frequently made by the teacher or counselor, and can be made by the administrator, parent, or sometimes a community partner.
   b. The SST Request Form includes information regarding specific concerns and previously attempted interventions and accommodations.   The SST Request Form also includes known data as listed below. *Parents and teachers/counselors should discuss the concern with each other before requesting the SST.
   c. The completed SST Request Form is submitted to the administrator and reviewed to determine if appropriate.

2. **Reviewing an SST Request**
   a. Completed SST Request Form is submitted to the administrator or their designee.
   b. Forms are reviewed for:
      i. Completion – are all fields completed?
      ii. Attempted interventions and parent communication – what has the referring party tried to meet this students need? Has the referring party communicated their concerns to parents?
      iii. Consistency of presenting concern(s) – is the student struggling in just one subject, or many? Are standardized test scores low in addition to class scores? Are named behavior issues persistent?
   c. Determination and communication:
      i. If the request is determined *appropriate* for SST, the Form is forwarded to the Scheduler for scheduling
      ii. If the request is determined *NOT appropriate* for SST, administrator communicates with referring party and provides suggestions/next steps.

3. **Scheduling the SST Meeting**
   a. Within two business days of receipt, scheduler establishes a meeting date/time/place when all members may participate and be actively involved in the problem solving process.
   b. Communicate meeting date/time/location to parent(s) via both a phone call home, and the Parent Invitation. Scheduler must document all parent contact attempts in Infinite Campus.

      i.   If not confirmed by parent within two business days, place follow-up phone calls until parent is reached. If parent cannot be reached, Administrator decides whether to move forward.

    c. Distribute Teacher Input Form to all necessary individuals (middle and high school).

    d. Reminder to all team members, including parent, one day prior to SST meeting.

4. Preparing for the SST Meeting

    a. Administrator (or designee) collects:

- Copy of SST Request Form
- Cumulative folder
- Attendance print-out
- Class schedule (middle and high school)
- Completed Teacher Input Forms (middle and high school)

    b. Teacher compiles:

- Work samples
- Relevant assessments

5. Facilitating the SST Meeting

    a. SST meeting is held to summarize concerns (including data collected above, #2), and to discuss and develop an action plan (RTI) with academic or behavioral interventions.

    b. Introductions, purpose of the meeting, & signatures on the SST Summary Discussion of strengths & specific concerns

    c. Present & discuss data (quantitative & qualitative)

    d. Develop an action plan (RTI)

    e. Summarize, make copies for all parties involved, & schedule a follow-up meeting (6-8 weeks, or a relevant time frame)
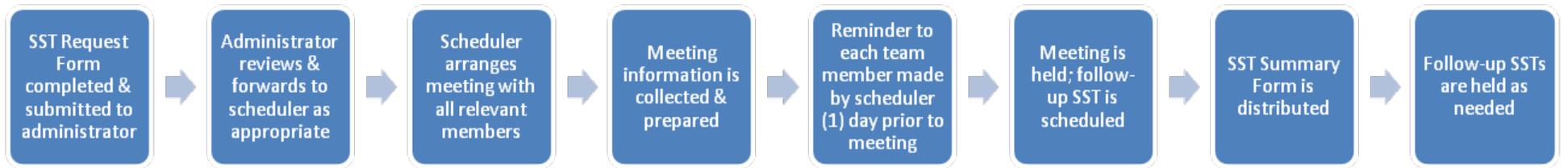
6. Following Up after a SST Meeting

    a. Immediately after the SST, a short debrief amongst SST members may be necessary.

    b. Provide copies of SST summary for those involved in the action plan who were not present at the meeting.

    c. Team lead/administrator to follow-up with those involved in the action plan.

    d. Team lead to send reminders about the next SST. Reminders/calls can be made by the office staff.

7. Conducting the follow-up SST

    a. Continue with the same SST process to discuss progress or other alternatives. If progress has been made, a 3rd SST may not be necessary. If no progress, discuss other alternatives for RTI.

4. SST Process Flowchart

| SST Request Form completed & submitted to administrator | → | Administrator reviews & forwards to scheduler as appropriate | → | Scheduler arranges meeting with all relevant members | → | Meeting information is collected & prepared | → | Reminder to each team member made by scheduler (1) day prior to meeting | → | Meeting is held; follow-up SST is scheduled | → | SST Summary Form is distributed | → | Follow-up SSTs are held as needed |

5. Participant Engagement

Parents are an integral part of the SST process and bring a wealth of knowledge about their children that can help when strategizing about support services and interventions. It is important to ensure that the SST process is a positive experience for parents. Many parents may have had unsuccessful meetings with schools and may be hesitant or resistant to participate.   It is important to keep these things in mind when talking with parents and encouraging them to participate.

*Parent(s) can include the following: custodial parent, foster parent and legal guardians

Best Practices for Parent Engagement
- When calling home, use a warm, inviting tone
- Present information about SST meting to parent(s) in a manner in which they understand
- Assure parents that the SST meeting is not to condemn or "bad talk" their child
- Be flexible with scheduling; accommodate parents
- Let the parent know that they are valuable and an important part of the meeting team
- Parents should ALWAYS be included at SST meetings. Meetings should not take place if they are not available
- Have someone greet family at the front office and walk them to the SST meeting room
- Have translation services if needed
- Be respectful and keep the SST environment friendly
- Engagement is a two way process. Allow parents to share their child(s) strengths, weaknesses and concerns with the group at the beginning of the meeting from their perspective
- Give parents the opportunity to clarify any questions and participate in the implementation of interventions developed by the SST team
- Presentation of teacher's concerns should be presented in parent friendly language
- Interventions and support strategies should be focused around the improvement of the child's learning; that is the clear and consistent goal
- Provide parents with a copy of the action plan
- Make sure someone from the team escorts family back to the front office; thank parent(s) for attending
- Follow-up with a phone call home to check in with parents
- Get parent feedback on SST process. How did they feel? Was it a good experience for them? Did the parent(s) feel heard and supported?

Best Practices for Student Engagement

Students are very important part of the SST process and play a significant role in their educational success.   Students can become anxious and overwhelmed when sitting in a meeting room full of adults; it can feel like "all eyes" are on them.

- Praise student for attending
- Remind student that all team members are there for them and that each member at the table wants the student to be successful
- Make sure the student is present when team members are discussing their strengths
- At parent/teacher discretion, it may be appropriate to have the student step outside when discussing weaknesses and/or areas of concern. Some students may become emotional and have a negative reaction to the information being presented
- Allow the student to share his/her feelings about how their classroom experience has been
- Allow student to share what works for them when talking about interventions and strategies

Teacher/Staff/Support Services

- If possible, all teachers should be present at SST meetings.
- It shows that they are invested in the students success
- Shows parents that they have respect for them

Language Issues

- Find out what the parent(s) first language is prior to scheduling meeting
- Contact MOC to help with translating to parent(s) reason for SST meeting
- Contact MOC and arrange to have translation services provided during the meeting
- Translator should arrive at school site 15 mins prior to meeting
- Translator and school representative should greet family in front office and escort them to the meeting site
- Translation should take place throughout the meeting with frequent breaks to allow parent(s) time to obtain all of the information being presented, provide personal insight and respond to any questions
- Have SST Action Plan translated into parent(s) primary language

Appendix A: Sample Interventions

About this document: Interventions listed below are drawn from a number of sources: input from many Student Success Team (SST) members and other professionals within SCUSD as well as other school districts across the country. The interventions include strategies, modifications, adaptations and resources. In the Appendix you will find suggested goals (Desired Student Outcomes) and methods of monitoring progress (As Evidenced By) for each category.

Attendance Strategies

Student/Family-Focused
1. Alarm clock for parent/caregiver/student
2. Earlier bedtime
3. Give parent/caregiver information re: simpler bus route
4. Help parent/caregiver to find better transportation to school
5. Parent/caregiver agrees to bring child to school daily
6. Parent/caregiver will make sure child gets on bus in morning
7. Parent/caregiver will wake up earlier to get child to school on-time
8. Student will wake up earlier
9. Wake -up call for parent/caregiver and/or student

School-Focused
1. Post the names of perfect attenders in a highly visible place
2. Ask teachers to telephone absent students to inquire about reasons for absence and encourage attendance
3. Awards/rewards for perfect attenders (e.g. Certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses)
4. Calculate and publish the unearned ADA from unexcused absences
5. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness
6. Display attendance graphs in faculty room to show current and past school years' attendance patterns
7. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school
8. Involve high-risk students in career education and guidance programs
9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format
10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone
11. Post good attendance banners in grade level classrooms that have had the best attendance
12. Provide tutoring to help absent students do better
13. Publicize perfect attendance rewards in the local newspaper
14. Review student attendance records on a weekly basis to catch emerging absence patterns
15. Send commendation letters to students and parents for perfect attendance and improved attendance

Behavioral Strategies

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1. After-school program (e.g, Girl Souts, Boy Scouts, Park and Rec)
2. Allow student to draw to calm down in class
3. Allow student to walk around while reading
4. Apply consequences without anger
5. Ask counselors to do in-class presentations on self-esteem
6. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them)
7. Avoid anything that looks like rejection of the student
8. Avoid giving in to power struggles
9. Avoid helping too much (student can "learn helplessness")
10. Avoid ignoring the student
11. Avoid threats, punishment, sarcasm, public teasing or shaming
12. Build rapport with student (focus on strengths, interests); schedule regular time to talk
13. Call home on a bad day for support
14. Call home on a good day
15. Call on student to participate more in class
16. Change antecedent event (event that occurs prior to target behavior)
17. Chart/graph student behavior (assess/determine pattern of behavior)
18. Class/counselor change recommended
19. Classroom problem-solving sessions
20. Collaboration with outside sources (e.g., therapist, tutor, after-school program, Connect Center, Student Support Centers)
21. Concentration game
22. Connect family with cultural community center
23. Connect new learning to previously mastered concepts
24. Cooperative Learning Structures
25. Create a "risk-free" learning environment in which mistakes are invited
26. Daily check-in with student
27. Develop behavioral contract
28. Develop/alter classroom rules ("Development of Classroom Rules")
29. Display exemplary student work (classroom, hallway, etc.)
30. Earlier bedtime
31. Eat breakfast at school
32. Encourage student to ask for help when needed
33. Encourage student to make friends
34. Extra P.E.
35. Follow-up on parent's request to transfer student
36. Give leadership responsibilities
37. Give student important jobs
38. Give student opportunities to show work that he/she is proud of
39. Go out at recess
40. Have a peer model appropriate behavior
41. Help parent/caregiver set up home reward/management system
42. Help student to identify what he/she is feeling
43. Home visit
44. Home/School Communication Book
45. Ignore negative behavior, if possible

46. Immediately recognize positive behaviors
47. Increased parent/caregiver attention at home
48. Introduce student to School Resource Officer (SRO) for mentoring
49. Lunch time with Principal
50. Match learning tasks with the student's learning style strengths
51. Model positive thinking and attribution statements
52. Model, teach and reinforce anger control strategies
53. Move student's seat (preferential seating)
54. Non-Verbal Signals Between Teacher and Student
55. Offer student limited choices
56. Organize playground activities to reduce fighting/inappropriate behavior
57. Pair student with older or younger student for structured academic activity, with emphasis on social skills
58. Parent/caregiver will call teacher weekly
59. Parent/caregiver will visit or spend time in classroom
60. Post rules in the classroom and review them
61. Praise other students for appropriate behavior
62. Present tasks that are slightly challenging and worth doing
63. Provide assignments that match student's instructional level
64. Provide student frequent breaks for relaxation or small-talk
65. Provide student time for physical activities/movement
66. Reduce aggressive behavior at home
67. Refer for ADHD evaluation
68. Refer for mental health assessment
69. Refer student/family for counseling at community-based organization
70. Refer to conflict manager training
71. Refer to mentor program
72. Refer to school sports program
73. Refer/provide school or district-based counseling for student (Connect Center, YFRC/Healthy Start)
74. Rehearse expected behavior
75. Reinforcers in the classroom/home
76. Relaxation techniques
77. Remind child to use words, not aggression
78. Role-play social interactions
79. Self-Esteem Building Techniques
80. Showcase student strengths in group learning situations
81. Survey/interview student to determine interests
82. Teach student how to set short-term daily goals
83. Teach student self-monitoring/self-management
84. Teach student self-talk strategies
85. Teach the link between effort and outcomes
86. Use classroom-wide anger management strategies
87. Use game formats to teach needed information
88. Use high-interest activities
89. Use music to quiet the class during independent work activities
90. Use non-verbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors
91. Use time-out ("Time-Out Guidelines for Teachers")

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92. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist)

Health Strategies

1. Asthma class
2. Child Abuse Reporting
3. Collaborate With Primary Medical Provider
4. Dental exam/dental emergencies
5. Fact Sheets on Communicable Diseases and School Age Illnesses
6. Hearing screening/exam
7. Improve hygiene
8. Make sure child wears glasses
9. Medication Administration
10. Obtain glasses for student
11. Refer to School Nurse
12. Vision screening/exam

Instructional Strategies and Modifications

1. Academic contract
2. Active Note Taking
3. Allow previewing of content, concepts and vocabulary
4. Allow student to have sample or practice tests
5. Arrange transportation for attendance at after-school program
6. Ask parent/caregiver to structure study time (give them information about long-term assignments)
7. Ask student to repeat directions before beginning tasks
8. Assess/determine student's instructional level
9. Assignment notebook
10. Check student's work frequently to determine level of understanding
11. Collect homework daily instead of weekly
12. Communicate with after-school program staff (e.g., re: homework help)
13. Communicate with last year's teacher
14. Complete documentation for a 504 plan
15. Connect student with tutoring
16. Consider ELL/bilingual placement
17. Consider retention
18. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log)
19. Create a blank book for the student to fill in ("A Book About Me")
20. Cue/maintain eye contact with student when giving directions
21. Direct Instruction
22. Give student immediate feedback (make sure assignments are started correctly)
23. Give student options for presentation (written/oral or illustration/model)
24. Graphic Organizers
25. Help parents/caregivers to learn reading strategies
26. Homework checklist or folder
27. Intersperse brief periods of instruction with supervised practice

28. Manipulative and Visual Prompts
29. Move child's seat (preferential seating)
30. Parent/caregiver will ask another family member to give child homework help
31. Parent/caregiver will give more homework help
32. Parent/caregiver will pick up homework when student is absent
33. Principal will check-in with student daily regarding classwork
34. Provide frequent feedback and praise
35. Provide opportunity for extra drill before tests
36. Provide printed copy of boardwork/notes
37. Provide study guides/questions
38. Questions First
39. Quick Write
40. Read aloud to parent/caregiver at home
41. Reduce classroom distractions and noise
42. Review test scores from past 3 years and utilize in instructional planning
43. Send home extra work
44. Send home unfinished classwork
45. Simplify instructions/directions (short, specific, direct)
46. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Budddies")
47. Summer school
48. Supply student with samples of work expected
49. Teach notetaking
50. Teach student problem-solving skills
51. Tutor (Peer, Cross-age, Agency, Parent, etc.)
52. Use focused question in reviewing student work ("Focused Question")
53. Use techniques of repetition, review and summarization
54. Use visuals to motivate reading and support understanding of concepts
55. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist)
56. Work with student 1:1 or in small group
57. Write assignments on board

Math Strategies

1. Do informal assessment of student's math skills
2. Get extra help with math word problems (from peer, volunteer, etc.)
3. Send home math flash cards
4. Study math facts at home
5. Teach student to make estimates and choose appropriate strategies

Math Adaptations - Physical Assistance
1. Adapted materials (e.g., enlarged calculators, pencils)
2. Assist student with proper alignment of problems (e.g., graph paper)
3. Color code for different operations (e.g., red for addition problems)
4. Use software programs

Math Adaptations - Multi-Level Instruction and Performance Standards
1. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide

2. Allow/encourage student to use times tables
3. Create & illustrate personal word problems relevant to students' lives
4. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project)
5. Flash cards
6. Have students find examples of fractions used in real life and organize by categories on a chart
7. Have students verbalize the problem step by step to make sure s/he understands each stage
8. Permit student to work out the problem on scrap paper
9. Provide steps necessary to complete problems on tape or study sheet
10. Reduce number of problems (shorten assignments)
11. Simplify patterns (e.g., ABAB instead of ABBCD)
12. Touch Math program
13. Use calculators instead of performing paper and pencil steps
14. Use manipulatives such as money, clocks

Overlapping Participation
1. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting)
2. Identify numbers on spinner or dice
3. Weighing and measuring related to cooking

Extension
1. Connect math concepts to careers or personal life
2. Create and play math board games
3. Creating math sheets for other students
4. Peer Tutoring
5. Research mathematicians and/or musicians
6. Write in math journals

Motor Skills Strategies

1. Color in small areas
2. Collaboration with outside sources
3. Encourage drawing to develop muscles
4. Have student sit in an appropriate size chair for 90-90-90 posture
5. Practice drawing & coloring in simple shapes
6. Provide parent/caregiver lists of home activities for student
7. Tracing: write model in pen/pencil, give student felt pen to trace letters

Motor Skills Adaptations
1. Make a large dot to cue student where to start when tracing letters
2. Encourage student to use finger movements (instead of arm movements) while coloring or writing
3. Support wrist and elbow on table
4. Use hand over hand to guide movement; gradually fade out as student learns motions
5. Utilization of site-team support

Oral Language Adaptations

Physical Assistance

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1. Allow all students time for oral expression,
2. Deliver oral reports/presentations using high or low-tech augmentative communication device
3. Point to pictures to cue or illicit speech from student or communication device

Multi-Level Instruction and Performance Standards
1. Add gestures or agreed upon visual cues
2. Ask some yes/no questions
3. Give student choices for answers
4. Give student opportunity to preview questions prior to activity
5. Present student with two answers and let child choose one
6. Teacher asks student a direct question - comes back for answer
7. Teacher or peer models turn taking
8. Utilize choral speech, plays, role modeling

Overlapping Participation
1. Establish and maintain eye contact
2. Peer or teacher reads student's passage during round robin
3. Peers or teacher reads student's work out loud
4. Reinforce classroom etiquette (e.g.: raising hand)

Extension
1. Adjust volume, tone, phrasing & pace of speaking for various situations/audiences
2. Make presentations to other classes, organizations
3. Records other student's written work
4. Student writes and/or records simplified versions of text
5. Students writes a play for peers to perform
6. Use eye contact, posture and gesture to engage audience

Reading Strategies

1. Accept some homework papers typed or dictated by student
2. Alternate Reading
3. Brainstorming
4. Choral Reading,
5. Class illustrates a big book ("Creating Your Own Big Book")
6. Collaborate with Reading Recovery Teacher
7. DEAR (Drop Everything and Read) Time
8. Family will borrow books from library in student's primary language
9. Leveled reading groups
10. Literature Study Circles
11. Loan student books to family in student's primary language
12. Matching Pictures
13. Model the thinking processes a good reader engages in when reading ("Think Aloud")
14. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures")
15. Parent/caregiver will write letters to student ("Family Letters")
16. Pocket Chart Reading W/ Predictable Texts

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17. Poetry In the Classroom
18. Popcorn Reading/Break-In Reading
19. Provide partial outlines of chapters, study guides, and testing outlines
20. Read & Retell
21. Reciprocal Reading
22. Reciprocal Teaching
23. Refer for Reading Recovery (including literacy group)
24. Refer parent/caregiver to ELL class
25. Segment sentences on flash cards
26. Send home books
27. Send home word games
28. Shared Reading across Genre of texts
29. Shared Reading of Poetry & Song
30. Shared Reading With Predictable Texts
31. Sight-Word Bingo
32. Simplify complex directions
33. Sing, Speak, Spell
34. Small group reading
35. SQ3R (Survey, Question, Read, Recite & Review)
36. Story Sequencing for Reading
37. Storyboard
38. Student creates a poetry word bank
39. Student fills in a (student or teacher-created) book for sounds or for reference
40. Student identifies number of pages to be read and uses post-its …
41. Student prepares a grocery list; looks for environmental print ("A Shopping Trip")
42. Student will go to library with teacher
43. Student will read books in primary language
44. Sustained Silent Reading
45. Teacher Read-Aloud
46. Using The Newspaper To Improve Reading Skills
47. Word Making
48. Word Necklaces
49. Word Walls

Reading Adaptations - Physical Assistance
1. Enlarge print
2. Have student use bookmarks for tracking
3. Use augmentative communication devices
4. Use book stand
5. Use books on tape
6. Use Braille
7. Use computers

Multi-Level Instruction and Performance Standards

1. Color code textbook, highlighting important sentences, phrases, vocabulary
2. Create interest for material to be read by bringing in items that will stimulate discussion about a topic
3. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group
4. Do not require lengthy outside reading assignments
5. Have student be responsible for one main idea
6. Have student draw a picture
7. Have student fill in the blanks
8. Have student hold prop that is related to story (e.g., puppet)
9. Have student match text to pictures
10. Pre-teach vocabulary
11. Provide photocopies of teacher's notes
12. Provide supplementary materials that student can read
13. Reduce workload
14. Review words periodically
15. Substitute symbols for written text
16. Use books on tape
17. Use character web
18. Use collage
19. Use computer software
20. Use graphic organizer
21. Use images on overhead
22. Use modified text or assign a smaller portion
23. Use music-related stories
24. Use peer or community volunteer tutors
25. Use pictures/symbols
26. Use props (e.g., puppet, magnets on cookie sheet, felt board
27. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class
28. Use storyboard sequencing
29. Use video or film strips to supplement text

Reading Adaptations - Overlapping Participation

1. Art project related to story, i.e. collage, a story board
2. Categorize
3. Demonstrate appropriate listening behavior
4. Get books, hand out and put away
5. Hold book in front of class for teacher
6. Identify sight words, pictures, etc.
7. Pointing to picture related to story to test comprehension
8. Practice letter recognition
9. Practice writing or copying words on topic
10. Retell story to younger kids
11. Turning the page appropriately at correct time

Extension

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1. Find vocabulary words in the newspaper or magazine
2. Have student connect stories to background knowledge or experience
3. Have student create story map
4. Have student create story timelines
5. Have student design a comic book about the story; other students can color the characters or write/copy the sentences
6. Have student write a play for the story that other students can act out
7. Have student write a song about the story (e.g., tap song and other kids participate)
8. Read other books by the same author
9. Read the story to students who cannot read

Writing Strategies

1. ABC Wall Chart or Class Book
2. Author's Chair
3. Buddy Journals
4. Content Area Logs
5. Copying
6. Creating Texts for Wordless Books
7. Dialectic (Response) Journal
8. Guided Writing Activities
9. Interactive Journals
10. Interactive Writing
11. Letter Writing
12. Metacognitive Journal
13. Modeled Writing (Aloud
14. Patterned Writing With Predictable Text
15. Personal Dictionaries
16. Plan, Do and Review
17. Practice writing daily
18. Real-Life Writing Activities
19. Story Sequencing For Writing
20. Storyboarding
21. Student will write in cursive all the time
22. Student will write in daily home journal
23. Writer's Workshop

Writing Adaptations - *Physical Assistance*
1. Adapted keyboard
2. Adaptive writing materials (e.g., pencil grip, larger felt pen)
3. Computer/typing on keyboard
4. Dictate to a peer
5. Give student oral examinations and quizzes
6. Substitute oral reports/projects for writing
7. Tape paper to desk
8. Use adaptive paper (e.g., lines, larger lines, lined columns)
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table

11. Use stencils
12. Use tape recorder to dictate
13. Write on a vertical/slanted surface (e.g., chalkboard)
14. Write on top of a textured surface (e.g., sandpaper)

Multi-Level Instruction and Performance Standards
1. Complete one part of assignment
2. Create and use personal dictionary
3. Organize pictures to tell story
4. Pictorial collage
5. Provide sentence or paragraph starters
6. Shorten assignment
7. Trace or copy dictated answers
8. Utilize Spelling Styles and Vocabulary Attributes charts
9. Use editing checklist (caps, periods, commas, etc.)
10. Use graphic organizers
11. Use stamps
12. Use word bank
13. Use word prediction and other writing software

Overlapping Participation
1. Match pictures to words
2. Pass out materials for writing assignment
3. Practice copying
4. Trace other students' writing
5. Use communication device
6. Use storyboard
7. Write down key words (i.e., personal vocabulary list)
8. Write name, heading and date on top of paper

Extension
1. Incorporate features such as italics, footnotes and bibliography into writing
2. Peer uses rubric to check work
3. Put words to peers picture collage
4. Use dictionary or spell check tools to edit work
5. Write from a peer's dictation

Attendance

Desired Student Outcome
1. Arrives at school on time except for excusable reasons
2. Attends school every day except for excusable absence
3. Improved attendance
4. Improved punctuality

As Evidenced By
1. Attendance record

Revised 10/2015

2. Community agency reports
3. Teacher/staff observation/report (e.g., checklist)

Behavior/Social-Emotional

Desired Student Outcome
1. Attend/concentrate adequately in school environment
2. Decreased incidences of verbally aggressive behaviors
3. Diminished impact of loss or event on academic performance
4. Follows school and classroom rules
5. Improved classroom behavior
6. Improved self- esteem
7. Improved socialization skills/peer relationships
8. Increased ability to follow routines/transitions in and out of classroom
9. Increased use of positive statements
10. Maintains relationships to successfully function in school
11. No incidences of physically aggressive behaviors
12. No incidences of verbally aggressive behaviors

As Evidenced By
1. Behavior checklist
2. Class period count
3. Community agency reports
4. Daily count
5. Health report
6. Hourly count
7. Parent/caregiver report/ checklist
8. Report from home visit
9. Student self-report checklist
10. Teacher/staff observation/report (e.g., checklist)
11. Weekly count

Health

Desired Student Outcome
1. Comes to school clean and free of odor
2. Has a plan of action for chronic health condition
3. Has adequate meals throughout the day
4. Has adequate sleep each night
5. Healthy enough to attend school daily
6. Improved health
7. Lives in a safe environment free of abuse/neglect
8. Stays awake in class
9. Visual acuity is adequate for school functioning

As Evidenced By
1. Behavior checklist
2. Community agency reports

Revised 10/2015

3. Exam/screening results
4. Health report from primary medical provider
5. Parent/caregiver report/checklist
6. Report from home visit
7. Teacher/staff observation/report (e.g., checklist)

Math

Desired Student Outcome
1. Improved addition skills
2. Improved application skills
3. Improved division skills
4. Improved measurement skills
5. Improved multiplication skills
6. Improved subtraction skills
7. Student demonstrates understanding of concept of addition
8. Student demonstrates understanding of concept of division
9. Student demonstrates understanding of concept of multiplication
10. Student demonstrates understanding of concept of subtraction
11. Student demonstrates understanding of place value
12. Student matches numeral with collection of objects
13. Student recognizes numerals to ___,
14. Student rote counts to _____,
15. Students demonstrates one-to-one correspondence

As Evidenced By
1. Basic Math Skills Test
2. Curriculum-Based Measurement – Math Computation
3. Functional Skills Analysis
4. Math Assessments
5. Other SCUSD Performance Standards
6. Portfolio Review
7. Student counting by rote
8. Student counting objects
9. Student making a pattern
10. Student matching a pattern
11. Student reading numerals
12. Student reading numerals and building sets with objects
13. Student writing numerals to name sets
14. Teacher-designed test

Motor Skills

Desired Student Outcome
1. Improved fine motor skills
2. Improved gross motor skills
3. Improved perceptual motor skills
4. Uses appropriate assistance device

Revised 10/2015

As Evidenced By
1. Parent/caregiver report/ checklist
2. Student self-report checklist
3. Teacher/staff observation/report (e.g., checklist)

Oral Language

Desired Student Outcome
1. Improved oral expression
2. Asks for clarifications in different situations
3. Begins to speak to peers in some small group situations
4. Contributes to classroom discussions/responds to questions/debates issues
5. Dramatizes/gestures/draws pictures to show comprehension/needs
6. Expresses responses in phrases/simple sentences
7. Improved listening comprehension/receptive language
8. Produces a full range of grade-appropriate grammatical structures/vocabulary in unfamiliar situations
9. Responds to simple commands/questions through actions or one/two-word phrases
10. Speaks comfortably with peers in small groups
11. Use age-appropriate vocabulary

As Evidenced By
1. California English Language Development Test (CELDT)
2. Into English – Student Progress Form
3. LALAR (Language & Literacy Assessment Rubric)
4. LAS (Language Assessment Scale)
5. Teacher/staff observation/report (e.g., checklist)

Reading

Desired Student Outcome
1. Demonstrates book sense (tracking; locating cover, author, title; matching pictures to words)
2. Follows along in text as story is read aloud
3. Has mastered skills at the early fluency level
4. Has mastered skills at the emergent level
5. Has mastered skills at the fluency level
6. Identifies/associates written symbols; recognizes/identifies letters
7. Improved comprehension/ comprehension strategies
8. Improved reading fluency
9. Reads across variety of genres; identifies features of different reading materials
10. Reads familiar words and phrases aloud
11. Reads independently; chooses increasingly difficult texts; makes predictions/inferences about readings
12. Reads/comprehends grade-level text with complex language/vocabulary
13. Reads/follows simple written directions

As Evidenced By
1. Continuum of Reading Growth in the Primary Grades
2. Anecdotal Record Log
3. Audiotape Reading Survey – Child
4. Background Survey on Reading (Primary)

5. California English Language Development Test (CELDT)
6. Child Interest Inventory – Grades 1 to 5
7. Curriculum-Based Measurement – Reading Fluency
8. DIBELS (Dynamic Indicators of Basic Early Literacy Skills
9. Dolch word list - graded lists
10. Feb/March Reading Evaluation Survey
11. First Grade Instant Words
12. Graded spelling lists
13. Initial Sounds assessment
14. Letter/Sound Identification
15. Literature Logs
16. Observation Survey
17. Phonemic Awareness Assessment (Yopp-Singer)
18. Phonics Test
19. Phono-Graphix Pre and Post Tests
20. Phonological Awareness Profile
21. Reading Experience and Interest Survey
22. Reading Inventory Summary Sheet
23. Reading Self-Evaluation Survey
24. Reading Strategies Intermediate Survey
25. Second Grade Instant Words
26. Self-Evaluation Checklist for Lit Responses
27. Strategies That Help Me Understand A Story (Primary)
28. Student Profile of Print Concepts
29. Third Grade Instant Words

Written Expression

Desired Student Outcome
1. Applies the steps in the writing process to writing tasks
2. Experiments with variety of writing styles/genres
3. Generates ideas for simple stories with awareness of sequence/detail
4. Improved conventions of written language
5. Improved organization of thoughts/information
6. Participates in revising/editing own work
7. Uses invented spelling and familiar words or short phrases
8. Uses some conventions of print including spacing between words, names and letters
9. Uses writing to get and give information
10. Writes from various points of view
11. Writes on all topics normally required for grade level
12. Writes to describe a drawing or illustration

As Evidenced By
1. Analytic Writing Assessment Guide
2. California English Language Development Test (CELDT)
3. Continuum of Written Language Development
4. Curriculum-Based Measurement – Spelling
5. Curriculum-Based Measurement – Written Expression

Revised 10/2015

6. Grade 4 Informative Writing Rubric
7. Grade 4 Narrative Writing Rubric
8. Grade 4 Persuasive Writing Rubric
9. Grade 4 Writing Rubric
10. Interactive Journal Assessment
11. K-2 Writing Rubric
12. Literature Logs
13. Observation Survey
14. Phonetic Spelling Test
15. Phonological Awareness Profile - Invented Spelling
16. Portfolio Conference
17. End of Unit Assessments, **W23**
18. School-based Math Program
19. School-based Reading Program
20. Teacher-designed test
21. Writer's Workshop Assessments

Misc

Desired Student Outcome
1. Improved academic performance
2. Increase in acquired credits
3. No decrease in academic performance

As Evidenced By
1. Community agency reports
2. Parent/caregiver report/ checklist
3. Student self-report checklist
4. Teacher/staff observation/report (e.g., checklist)

Appendix B: Sample Forms (see attached forms)