

Strategies Chart

Intervention – is scientifically based or evidence based and monitored regularly (through progress monitoring) to determine student growth and to inform instructional decision- making. It may be a change in the way a student is instructed in the area of learning difficulty to try to improve learning and achieve adequate progress.

Accommodation- refers to the actual teaching supports and services that the student may require to successfully demonstrate learning. An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Modification- A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.

PST/RTI only use Interventions and Accommodations Do Not Use Modifications

Physical Arrangement of the classroom			
Strategy	Intervention	Accommodation	Modification
Seat near teacher	No	Yes	No
Seat near positive role model	No	Yes	No
Seat in quiet area	No	Yes	No
Seat away from distracting stimuli	No	Yes	No
Increase Distance between desks	No	Yes	No
Stand near student when giving directions	No	Yes	No
Circulate during lessons to interact frequently	No	Yes	No
Lesson Presentation			
Strategy	Intervention	Accommodation	Modification
Deliver instruction in short sessions using a brisk pace	Yes		
Circulate among the students and observe and question them while they are working	Yes		
Make eye contact with students before giving directions and have students repeat the directions (e.g., turn to a partner, individually)	Yes		
Provide clearly written directions and instructions in a step-by-step manner with illustrations and use as few words as possible.	Yes		
Write instructions on the board as well as say them aloud.	Yes		
Differentiate instruction by using all levels of Bloom’s Taxonomy to ask questions and plan learning activities.	Yes		
Use direct, systematic instruction for students who show areas of concern.	Yes		
Use technological tools or computer software to allow students to access content in multiple ways.	Yes		
Use multi-sensory techniques to present information.	Yes		
Use graphic organizers to focus attention on key elements, concepts, or ideas.	Yes		
Provide audiotapes of class lectures or literature read.	Yes		
Increase the amount of practice opportunities using multiple modalities.	Yes		
Increase opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share)	Yes		
Anchor new knowledge to previously learned knowledge.	Yes		
Increase the use of visuals, charts, and models for concept reinforcement.	Yes		
Teach using audiovisual aids, videos, charts, maps, graphs, illustrations, etc.	Yes	Yes	No
Provide an outline, overview key concepts, or vocabulary prior to lesson	Yes	Yes	No
Relate information to students experiential base	No	Yes	No
Sequence and present tasks from easy to more difficult	No	Yes	No
Reduce the number of concepts introduced at any one time	No	Yes	No

Reduce the number of details required to learn main concepts	No	Yes	No
Use simpler vocabulary/paraphrase material	No	Yes	No
Give additional examples	No	Yes	No
Pair verbal directions with visual cues/written directions	Yes	Yes	No
Highlight key concepts/points using colored markers	Yes	Yes	No
Look at student when talking	No	Yes	No
Cue student to stay on task	No	Yes	No
Repeat directions	No	Yes	No
Have student repeat/ re-explain directions	No	Yes	No
Have student review key points orally	No	Yes	No
Use key phrases to alert student's attention	No	Yes	No
Peer-assisted note taking	No	Yes	No
Have student be the instructional aide, who writes key words/ ideas on board	No	Yes	No
Encourage frequent responses	No	Yes	No
Use cooperative learning activities	No	Yes	No
Pair students to check work	No	Yes	No
Develop learning stations and clear signals to transition	Yes	Yes	No
Employ role-playing activities to act out concepts	No	Yes	No
Teach using concrete, "hands-on" materials	Yes	Yes	No
Use practical/ daily material	No	Yes	No
Use game-like activities	Yes	Yes	No
Provide self-correcting materials	No	Yes	No
Require more responses (drill/repetition)	Yes	Yes	No
Schedule frequent, short conferences with student to check for comprehension / understanding of material	Yes	Yes	No
Encourage extra practice sessions with teacher, peer tutor, or study partner	Yes	Yes	No
Allow student to share recently learned concepts with a struggling peer or younger student	Yes	Yes	No
Assignments			
Strategy	Intervention	Accommodation	Modification
Divide instruction into shortened segments and provide feedback to students before moving to the next segment.	Yes		
Adjust and extend time as needed.	Yes		
Offer materials, tasks, and learning options at varied levels of difficulty.	Yes		
Clearly explain each academic task and the specific criteria needed to successfully complete the task.	Yes		
Pair written directions with verbal directions	No	Yes	No
Highlight direction words/vocabulary for emphasis	No	Yes	No
Use different colors on worksheets for emphasis	No	Yes	No
Use enlarged type or print materials	Yes	Yes	No
Have student use colored pens or pencils	Yes	Yes	No
Give extra time to complete assignments	No	Yes	No
Provide short breaks between assignments/work periods	No	Yes	No
Allow students to stand while working	No	Yes	No
Cut, block, or fold worksheets into segments of shorter tasks and give out segments one at a time	Yes	Yes	No
Reduce the length/amount of work	No	No	Yes
Use programmed texts which control work amount and provide rapid feedback	No	No	Yes
Check to see if assignments are started correctly for understanding	No	Yes	No
Use reference cards to assist student in remembering rules, steps, etc.	No	Yes	No
Build in self-checking procedures that provide immediate feedback	No	Yes	No
Allow fewer correct responses to achieve a grade	No	No	Yes
When marking papers, identify correct vs incorrect items	No	Yes	No
Develop incentives for work completion	Yes	Yes	No
To motivate, allow "whole class" make-up days for work completion	No	Yes	No
Group Work			
Strategy	Intervention	Accommodation	Modification
Integrate cooperative experiences into instruction.	Yes		

Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected)	Yes		
Test Taking			
Strategy	Intervention	Accommodation	Modification
Teach test taking skills/strategies	No	Yes	No
Provide examples of your testing style	No	Yes	No
Provide practice tests	No	Yes	No
Provide/review study guides	No	Yes	No
Encourage the use of memory aids for studying	No	Yes	No
Teach memory techniques for studying	No	Yes	No
Provide alternative test taking environments with fewer distractions	No	Yes	No
Read test items to student	No	Yes	No
Allow student to take certain tests orally	No	Yes	No
Have student tape record test answers	No	Yes	No
Allow breaks/ extra time/ untimed test taking	No	Yes	No
Give frequent short quizzes and avoid long tests	No	Yes	No
Give more objective items vs. essay responses	No	Yes	No
Give discussion/ essay formats	No	Yes	No
Allow open book tests/ use of a dictionary	No	Yes	No
Allow student to retake tests until passed	No	No	Yes
Give take-home tests	No	Yes	No
Organization			
Strategy	Intervention	Accommodation	Modification
Give students a task card with a list of things to do to help them stay on task and manage their time.	Yes		
Give the student a master set of notes to improve the notes he/she took.	Yes		
Present a lesson on how to study your subject material	Yes	Yes	No
Provide study skills/ time management training	Yes	Yes	No
Provide/post a checklist that outlines steps for prioritizing/completing assignments	Yes	Yes	No
Monitor progress/make frequent checks for assignment completion	No	Yes	No
Remind student to check over work product for accuracy	No	Yes	No
Help student set realistic short-term goals with specific due dates for completion of long projects	No	Yes	No
Have student chart/record academic progress for grades, averages, skill improvement	No	Yes	No
Assist student to reduce clutter	No	Yes	No
Have student keep materials/supplies in a specified place	No	Yes	No
Arrange for a volunteer peer to help with organization	No	Yes	No
Allow time each day for desk, folder, notebook, book bag organization	No	Yes	No
Give a cue to begin work	No	Yes	No
Use a timer to budget time/encourage more efficient work habits	No	Yes	No
Provide periodic time cues	No	Yes	No
Set mini-deadlines throughout the day	No	Yes	No
Allow additional time to complete/turn in assignments	No	Yes	No
Write daily assignments/schedule with time lines/ due dates on board	No	Yes	No
Encourage use of a daily/weekly to-do list	No	Yes	No
Encourage use of an organized notebook with dividers/folders/calendar	No	Yes	No
Frequently monitor and intermittently reward for notebook/desk/bookbag neatness and organization	No	Yes	No
Give one assignment at a time	No	Yes	No
Reduce the amount of assignments	No	Yes	No
Encourage use of a homework assignment notebook	No	Yes	No
Supervise the writing of daily homework assignments	No	Yes	No
Allow student to tape record homework assignments	No	Yes	No
Work a few homework problems with student to serve as a model	No	Yes	No
Send homework home with someone other than the student	No	Yes	No
Make arrangements for homework to reach home with clear, concise directions	No	Yes	No
Set up a home-school contract for homework completion	No	Yes	No
Encourage parents to call homework hotline for assignments	No	Yes	No

Allow students to keep an extra set of books at home	No	Yes	No
Develop incentives for completing and turning in homework assignments	No	Yes	No
Arrange for a volunteer "study buddy"	No	Yes	No
Academic Skill: Reading			
Strategy	Intervention	Accommodation	Modification
Use reading partners and peer or adult mentors to provide academic support.	Yes		
Provide varied texts or supplementary materials at different levels of reading difficulty.	Yes		
Increase reading time	Yes	Yes	
Shorten the amount of required reading	No		Yes
Select a text with less on the page	No		Yes
Reduce the reading level of the assignment	No	Yes	Yes
Select an alternative reading series	No		Yes
Use controlled vocabulary books	No		Yes
Have student listen, read, and reread in conjunction with taped reading assignment for fluency	Yes	Yes	No
Use a paper guide/window marker/ cover sheet to reduce distractibility/ assist in tracking	No	Yes	No
Provide a tape recording of the text/chapter	No	Yes	No
Avoid oral reading	No	Yes	No
Discuss specific purposes/goals of each reading lesson (previewing strategies)	Yes	Yes	No
Review previous reading lessons and relate them to current lessons	Yes	Yes	No
Give specific questions to guide reading	Yes	Yes	No
Show exact location where information is found	No	Yes	No
Highlight important information	No	Yes	No
Provide a written outline of important points from the reading material	Yes	Yes	No
Develop a rules reference sheet (final "e", vowels, prefixes, etc)	No	Yes	No
Use flash cards, word cards, word box, etc. to increase sight-word vocabulary	Yes	Yes	No
Use concrete/manipulatives to teach reading (magnetic letters, blocks, sand, sandpaper, felt, stencils, etc)	Yes	Yes	No
Combine seeing, saying, writing, and doing; have student sub vocalize to help strengthen memory	Yes	Yes	No
Academic Skill: Math			
Strategy	Intervention	Accommodation	Modification
Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images) for teaching math facts, vocabulary, or steps in a process.	Yes		
Provide extra math time to reduce anxiety, careless errors	No	Yes	No
Provide manipulative aids to provide a visual image	Yes	Yes	No
Use overheads to model with colored pens/consider transparent overhead manipulatives	No	Yes	No
Allow use of a number line/calculator (solve half the problems with and half without the calculator)	No	No	Yes
Apply math facts to real life situations	No	Yes	No
Use computer programs to teach math	Yes	Yes	No
Have a peer tutor work with the student on drill activities (flash cards)	Yes	Yes	No
Give clues to the process needed to solve a problem/use mnemonics to help with recall of steps	Yes	Yes	No
Encourage the use of "self-talk" to problem solve	No	Yes	No
Provide immediate correctness feedback/instruction via modeling of the correct computational procedure	No	Yes	No
Develop a checklist for each step of the task/ provide a math facts reference sheet (post on desk)	No	Yes	No
Have student keep a journal of thinking, reasoning, questions, and understanding of concepts	No	Yes	No
Color dot the ones columns or use arrows to remind student where to begin	No	Yes	No
Use graph paper to help with lining/spacing or turn lined paper vertically	No	Yes	No

computation			
Color highlight important processing signs, symbols, formulas, key words in word problems, etc.	Yes	Yes	No
Academic Skill: Written Language			
Strategy	Intervention	Accommodation	Modification
Encourage student to select most comfortable writing method (cursive or manuscript)	No	Yes	No
Set realistic and mutually agreed upon expectations for neatness	No	Yes	No
Do not grade/penalize handwriting (grade content not handwriting)	No	Yes	No
Avoid pressures of speed and accuracy (allow extra time for written work)	No	Yes	No
Keep repeat work/practice items to a minimum	No	Yes	No
Reduce amounts of boardwork/textbook copying (have students write answers only)	No		Yes
Test with multiple choice or fill-in questions vs. essay test items	No	Yes	No
Provide student with written information (teacher/peer notes)	No	Yes	No
Accept use of typewritten-computer generated assignments	No	Yes	No
Accept non written assignment presentations (displays, projects, skits, oral reports, etc.)	No	Yes	No
Recognize and give credit for oral participation in class	No	Yes	No
Do not penalize for spelling errors in content areas	No	Yes	No
Provide a model for writing the letters of the alphabet	No	Yes	No
Provide a sample of a completed paper	No	Yes	No
Provide a writing rules/ procedures checklist for student reference	No	Yes	No
Encourage brainstorming to generate vocabulary/ideas and have student dictate orally instead of in writing	No	Yes	No
Use red margins, arrows for indention, boxes, colored lines, etc., to organize placement of work on paper	No	Yes	No
Use specially lined/prenumbered paper to help with sizing and spacing	No	Yes	No
Academic Skill: Oral Expression			
Strategy	Intervention	Accommodation	Modification
Maintain eye contact	No	Yes	No
Avoid speaking too rapidly or with language/vocabulary that is above student's comprehension level	No	Yes	No
Eliminate unnecessary time pressures and allow more time for responding	No	Yes	No
Avoid oral reading, or call on student early in the reading period to reduce apprehension	No	Yes	No
Substitute displays/projects for oral reports	No	Yes	No
Stop student when he/she rambles and redirect to the main topic	No	Yes	No
Avoid filling in the words for student when he/she gets "stuck"	No	Yes	No
Develop a signal system to use to remind student of appropriate voice behavior	No	Yes	No
Discourage voice/stressed whispering	No	Yes	No
Model appropriate voice/correct grammatic form and have student repeat	No	Yes	No
Pick topics easy for student to talk about	No	Yes	No
Ask questions that require simple vs. high level thinking responses	No	Yes	No
Use open-ended questions that have more than one answer	No	Yes	No
Provide helpful hints when questioning	No	Yes	No
Encourage expression of new ideas/ experiences	No	Yes	No
Provide frequent opportunities for student to talk (name/describe, ask questions, verbalize needs)	No	Yes	No
Set up positive reinforcement for talking	No	Yes	No
Academic Skill: Visual-Motor			
Strategy	Intervention	Accommodation	Modification
Build strength using squeeze scissors, hole punch, or stapler/have student crumble or cut paper or pick up marble	Yes	Yes	No
Incorporate all sensory modalities in class activities stressing kinesthetic and manipulative aspects	Yes	Yes	No
Behaviors			
Strategy	Intervention	Accommodation	Modification
Build frequent opportunities for movement during instruction to address needs of students who learn best kinesthetically.	Yes		
Teach expectations of group behavior thoroughly: explain, model,	Yes		

demonstrate, role-play, and practice/practice.			
Provide examples and models of what is expected of students.	Yes		
Provide frequent, immediate, and positive feedback on student's progress toward set goals	No	Yes	No
Encourage specific behaviors (hand raising, compliance)	No	Yes	No
Attend to positive behaviors with teacher attention, praise, etc. (be specific, avoid general or global praise statements)	No	Yes	No
Acknowledge positive behavior of other students	No	Yes	No
Allow legitimate opportunities for students to move	No	Yes	No
Allow student time out of seat to deliver messages, hand out papers, etc.	No	Yes	No
Provide student a definite purpose during unstructured periods	No	Yes	No
Keep close supervision during transition times	No	Yes	No
Develop intervention strategies for transition periods Ignore minor inappropriate behaviors	No	Yes	No
Use "prudent" reprimands for misbehavior (avoid lecturing, nagging, criticism)	No	Yes	No
Conference privately with student about inappropriate behavior	No	Yes	No
Implement classroom behavior management system focusing on key behaviors	Yes	Yes	No
Implement time-out procedures for misbehavior	No	Yes	No
Use a timer if student refuses time out and implement a more serious consequence if necessary	No	Yes	No
Have student design a plan of improvement	Yes	Yes	No
Implement a behavior contract with the student	Yes	Yes	No
Investigate student preferences/interests in developing reinforcement strategies	Yes	Yes	No
Increase immediacy of rewards/consequences	Yes	Yes	No
Shape behaviors by rewarding approximations of the behavioral goal	Yes	Yes	No
Provide a changing array of back-up rewards/privileges to avoid burnout on a behavior system	Yes	Yes	No
Set hourly/weekly/monthly goals depending on the needs of the student	Yes	Yes	No
Follow less desirable activities with more desirable activities	Yes	Yes	No
Provide visual representation of student progress (graphs, checklists, performance charts, etc)	Yes	Yes	No
Increase feedback to the student	Yes	Yes	No
Have student write class rules/routines/problem-solving strategies and post on desk	Yes	Yes	No
Implement home-school token system for behaviors	Yes	Yes	No
Model expectations of what specific behaviors look like, e.g., "You look like you are paying attention when..."	No	Yes	No
Teach self-monitoring strategies for following directions, hand-raising, calling out, on-task behaviors, etc.	No	Yes	No
Use self-monitoring form for: _____	Yes	Yes	No
Teach self-questioning strategies ("What am I doing?", "How is that going to affect others?", etc.)	Yes	Yes	No
Maintain anecdotal records of behaviors, patterns, changes, etc.	Yes	Yes	Yes
Develop a Behavior Management Plan	Yes	Yes	Yes
Mood			
Strategy	Intervention	Accommodation	Modification
Provide reassurance and encouragement	No	Yes	No
Speak softly in a non threatening manner	No	Yes	No
Recognize and utilize student's talents and accomplishments/reinforce interest areas	No	Yes	No
Post daily work to improve motivation	No	Yes	No
Compliment positive behavior/work	No	Yes	No
Reduce the amount of teacher dependence using fading techniques	No	Yes	No
Give responsibilities (score/time-keeper, task monitor, set up equipment)	No	Yes	No
Look for strengths/opportunities for student to display leadership roles in class (team captain, etc)	No	Yes	No
Encourage student to serve as a peer helper	No	Yes	No
Send positive notes home	No	Yes	No
Initiate a daily personal greeting/private word	No	Yes	No

Include positive notes on returned papers	No	Yes	No
Consistently make time to talk alone with student	Yes	Yes	No
Help student get started on tasks (provide incentives)	No	Yes	No
Allow choice/flexibility in assignments	No	Yes	No
Give extra credit	No	Yes	No
Encourage attempts to try new tasks, take more risks, etc.	No	Yes	No
Accept partially completed/late assignments	No	No	Yes
Contract for a particular grade in one subject area	No	Yes	Yes
Look for signs of stress/frustration buildup and reinforce frequently/provide encouragement/reduce workload	No	Yes	Yes
De-emphasize competitive/timed activities (structure class for team effort and cooperation)	No	Yes	No
Refer to the facts when student denies or projects blame	No	Yes	No
Allow opportunity to "save face"	No	Yes	No
Train in anger/frustration control (encourage verbal expression, walking away, calming strategies)	Yes	Yes	No
Encourage respect for individual differences and help student to recognize similarities	No	Yes	No
Socialization			
Strategy	Intervention	Accommodation	Modification
Monitor social interactions to gain a clearer sense of student's behavior	Yes	Yes	No
Praise appropriate social behavior through recognition and encouragement	No	Yes	No
Encourage cooperative learning tasks by carefully assigning responsibilities	No	Yes	No
Assign special responsibilities in order to elevate student's status among peers	No	Yes	No
Prompt appropriate social behavior (verbal or private signal)	No	Yes	No
Encourage student to set goals that focus on increased peer interactions	No	Yes	No
Implement a reward program for meeting social behavior goals	Yes	Yes	No
Directly teach and model what nonverbal cues mean/have student practice reading cues in a safe setting	No	Yes	No
Provide social skills training	Yes	Yes	No
Parent Involvement			
Strategy	Intervention	Accommodation	Modification
Read aloud nightly to your child in order to help develop a positive attitude toward reading	No	Yes	No
Call homework hot line for assignments	No	Yes	No
Initial assignment notebook daily/weekly	No	Yes	No
Write questions/concerns in assignment notebook in order to better communicate with teacher(s)	No	Yes	No
Provide daily/weekly incentive/consequences for bringing completed assignment notebook/progress note(s) home	Yes	Yes	No
Provide positive reinforcement for points earned in behavior program at school	Yes	Yes	No
Call teachers every _____ for feedback	No	Yes	No
Schedule regular parent/teacher/student conferences	No	Yes	No
Communicate concerns to teacher/counselor	No	Yes	No
Supply school with any necessary medication(s) and medical forms	No	Yes	Yes
Inform school personnel in monitoring behaviors/side effects while taking prescribed medication	Yes	Yes	No
Assist school personnel in monitoring behaviors/side effects while taking prescribed medication	Yes	Yes	No
Obtain feedback from school personnel to give to physician for checkups	Yes	Yes	No
Consider parenting programs/support groups (parent classes/training, ADHD groups, etc.)	No	Yes	No
Consider additional readings/education on:	No	Yes	No
Consider any necessary community agency involvement	Yes	Yes	No
Student Responsibility			
Strategy	Intervention	Accommodation	Modification

Request assistance when needed (tell the teacher how he/she can help you)	No	Yes	No
Come to class with materials	No	Yes	No
Prioritize assignments	No	Yes	No
Get a partner/coach to help you organize	No	Yes	No
Estimate time needed to complete work Set deadlines for work completion	No	Yes	No
Complete assigned work	No	Yes	No
Complete assignment notebook and get teacher/parent initials	No	Yes	No
Take needed materials home to complete	No	Yes	No
Take medications as prescribed (consider use of a digital alarm watch as a reminder)	No	Yes	No
Call homework hot line for assignments	No	Yes	Yes
Other			
Strategy	Intervention	Accommodation	Modification
Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.	Yes		
Monitor students' understanding continuously so misunderstandings can be clarified and corrected immediately.	Yes		
Model a problem-solving strategy for students and talk through the steps as it is taught to help students internalize the steps.	Yes		
Encourage students to think aloud the steps or the process they use to solve a problem so feedback can be given.	Yes		
Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out).	Yes		
Work collaboratively on tasks with a student and gradually withdraw the support.	Yes		
Integrate learning into a game-show format.	Yes		
Create and provide students with an easy-to-follow visual that specifies problem-solving steps in a clear manner that a student can refer to when needed.	Yes		
Display poster-size versions of problem-solving steps in the classroom, refer to it often, and encourage students to follow.	Yes		
Design a signal so when a student needs help on independent practice, he/she displays the help signal on the desk (e.g., brightly colored index card folded like a tent)	Yes		
Review and practice previously taught material frequently.	Yes		
Schedule regular parent-teacher-student conferences	No	Yes	No
Consult with other professionals as needed	No	Yes	No
Monitor student closely on field trips	No	Yes	No
Alert bus driver to student's needs	No	Yes	No
Develop incentives to improve attendance/prompt arrival to class	Yes	Yes	No
Adjust class schedule	No	Yes	Yes
Have school nurse discuss proper nutrition habits with student	Yes	Yes	No
Consider vocational courses	No	Yes	No
Provide teacher training/support	Yes	Yes	No
Learn more about the cultural/language background of Limited English Proficiency students	No	Yes	No
Learn more about the student's handicap	No	Yes	Yes
Recommend parenting programs/ support groups	Yes	Yes	No
Assist parents/physician in monitoring behaviors/side effects while taking prescribed medication	Yes	Yes	Yes
Have school nurse educate student on the benefits of taking prescribed meds	Yes	Yes	No
Suggest group/individual counseling for student	Yes	Yes	No

Internet Resources:

<http://www.interventioncentral.org/home>

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