

EXAMPLES OF INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model
- Avoid distracting stimuli.
- Isolate from other students or move location.
- Different groupings of desks.
- Allow different positions for activities (bean bag chair, laying, standing)
- Adjust grouping of students*
- Acceleration to another level, class or group within the classroom.*
- Team teach.*

ORGANIZATIONAL

- Time limits for assignment.
- Question at end of each sentence/paragraph to help focus on important information.
- Allow additional time to complete task.
- Highlight main facts in the book.
- Organize a notebook or provide folder to help organize work.
- Allow student extra set of books at home.
- Send daily/weekly progress
- Develop reward system for work completion.
- Provide homework assignment notebook.
- Conference regularly with the student concerning needs, production, evaluation of progress.*
- Utilize parent volunteer or aides.*
- Home/School communication system for assignments.*
- Conference with student's parents, other teachers or facilitator of gifted.*

COMMUNICATION

- Model correct pronunciation of target sound(s).
- Encourage and reinforce any correct productions of the target sound(s).
- Try to stabilize the target sound(s) in commonly occurring words. (Obtain a list from Speech/Language Pathologist).
- Model correct sentence structure desired.
- Ask student to repeat directions and/or reword directions if the student misunderstands.

COMMUNICATION CONTINUED

- Identify and reduce abusive vocal behaviors such as yelling.
- Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3).
- Ask child to repeat directions to determine comprehension.
- Give student extra time to speak if having dysfluencies.
- Keep commands simple and direct.
- Pair gestures with directions.

BEHAVIOR/MOTIVATIONAL

- Immediate reinforcement of correct response.
- Keep graphs and charts of student progress.
- Use of timers to facilitate task completion.
- Structure unstructured times (assemblies, hallway, field trips, etc.).
- Allow for short breaks between assignments.
- Cue student to stay on task (nonverbal).
- Allow student time out of seat/room to run errands, etc.
- Ignore inappropriate behaviors not drastically outside of acceptable limits.
- Implement self-monitoring strategies.
- Praise specific behaviors
- Provide quiet place for child to retreat.
- Home-school communication system
- System to monitor behavior & reward success.

LESSON PRESENTATION

- Give assignments orally and visually.
- Tape lessons so student can listen again.
- Use computer assisted instruction
- Provide a model to student and refer to it often.
- Include variety of activities for each lesson.
- Provide cross age tutoring.
- Provide a peer notetaker.
- Provide an individual folder or notebook to organize individual work, language assignments or projects.*
- Pair students to check work.
- Change print style (fonts, cursive to manuscript, etc.).

TEST TAKING

- Allow student to have sample or practice test.
- Give exam orally.
- Give take home tests.
- Use additional objective items (less essay).
- Give frequent quizzes, not long exams.
- Give additional time.
- Permit student to take end-of-chapter, unit or level test initially to free time for special assignments.*

CURRICULUM

- Provide special materials.
- Provide opportunities for extra drill.
- Provide study guide.
- Reduce quantity of material.
- Provide instructional materials geared to student's level of basic skills.
- Stress a subject or topic in greater complexity or depth.*
- Present higher levels of abstraction of academic content.*
- Provide opportunities for independent study or library research.*
- Provide enrichment choices in addition to or in lieu of the regular assignment.*
- Plan for self-selected, interest or need-based tasks.*

ASSIGNMENTS/WORKSHEETS

- Simplify complex directions.
- Reduce reading level of assignments
- Require fewer responses.
- Provide study skills training/learning strategies.
- Allow typewritten or computer assignments
- Grade on content, not on handwriting or spelling.
- Recognize and give credit for oral participation.

Please note: Strategies may be appropriate for several areas listed, but were not repeated in each area.

(*) -Possible Gifted Interventions