

<b>SPECIAL EDUCATION</b>	
<b>CONTENT/MATERIAL</b>	
Access to accurate notes	X
Provide copy of class notes	X
Additional time to complete tasks/long-term projects with adjusted due dates	X
Adjust number of items student is expected to complete	X
Limit number of items student is expected to learn at one time	X
Allow extra time for task completion	X
Allow verbal rather than written responses	X
Modify curriculum content based on student's ability level	X
Reduce readability level of materials	
Allow typed rather than handwritten responses	X
Use of calculator	X
Use of a math grid	
Access to electronic text (e.g. Downloaded books)	X
Provide books on tape, CD or read aloud computer software	
Modified homework assignments (modify content, modify amount, as appropriate)	X
<b>ORGANIZATION</b>	
Assistance with organization of planner/schedule	X
Assistance with organization of materials/notebooks	X
Use a consistent daily routine	X
Assist student in setting short-term goals	X
Break down tasks into manageable units	X
Provide benchmarks for long-term assignments and/or projects	X
Use of checklists	X
Use of an assignment notebook or planner	X
Check homework on a daily basis	X
Provide timelines for work completion	X
Develop monthly calendars with assignment due dates marked	X
Provide organizational support through teacher websites	X
Enlarge work space areas	
Provide organizers/study guides	X
Require classroom notebooks and/or folders	X
<b>INSTRUCTION</b>	
Frequently check for understanding	X
Color code important information	X
Simplify task directions	X
Provide hands-on learning activities	X
Provide modeling	X
Provide guided instruction	X

<b>SPECIAL EDUCATION</b>	
Modify pace of instruction to allow additional processing time	X
Provide small group instruction	X
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	X
Provide outline in advance of lecture	X
Demonstrate directions and provide a model or example of completed task	X
Emphasize multi-sensory presentation of data	X
Encourage use of mnemonic devices	
Provide oral as well as written instructions/directions	X
Allow for repetition and/or clarification of directions, as needed	X
Reinforce visual directions with verbal cues	X
Give direct and uncomplicated directions	X
Orient to task and provide support to complete task	X
Provide easier tasks first	X
Help to develop metacognitive skills (self-talk and self-correction)	X
Directions repeated, clarified or reworded	X
Have student demonstrate understanding of instructions/task before beginning assignment	X
Allow wait time for processing before calling on student for response	X
Read directions aloud	X
Administer work in small segments	X
Provide visual models of completed tasks	X
Give verbal as well as written directions	X
Use interests to increase motivation	X
Use marker (e.g. index card, ruler) for visual tracking	
Enlarge print	X
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<b>ASSESSMENT</b>	
Modified grading	X
Additional time to complete classroom tests/quizzes	X
Announce test with adequate prep time	X
Small group administration of classroom tests/quizzes	
Provide larger white work space on quizzes and tests, particularly in math	X
Modified tests/quizzes	X
Modify the number of choices on tests/quizzes	X
Modify length of test	X
Modify the content of tests/quizzes	X
Adjust test format to student's ability level	X
Provide manipulative examples	X
Develop charts, visual outlines, diagrams, etc.	X
Verbally guide student through task steps	X

<b>SPECIAL EDUCATION</b>	
Allow for oral rather than written responses on tests	X
Allow for oral follow-up for student to expand on written response	X
Allow use of a computer	X
Provide a word bank for fill-in-the blank tests	X
Allow dictated responses in lieu of written responses	X
Do not penalize for spelling errors	X
Allow typed rather than handwritten responses	X
Allow student to circle responses directly on test rather than use Scantron	X
Provide word banks for recall tests	X
Read test aloud	
Allow student to make test corrections for credit	X
Mark answers in test booklet	X
Point to response	X
Alternate test-taking site	
<b>ATTENTION/FOCUS</b>	
Seat student near front of room	X
Preferential seating	X
Monitor on-task performance	X
Arrange private signal to cue student to off-task behavior	X
Establish and maintain eye contact when giving oral directions	X
Stand in proximity to student to focus attention	X
Provide short breaks when refocusing is needed	X
Use study carrel	
Arrange physical layout to limit distractions	
Frequently ask questions to engage student	X
Refocusing and redirection	X
Behavior/time management system	X
<b>WRITTEN LANGUAGE</b>	
Include brainstorming as a pre-writing activity	X
Edit written work with teacher guidance	X
Allow use of word processor	X
Use graphic organizers	X
<b>SOCIAL/BEHAVIORAL</b>	
Discuss behavioral issues privately with student	X
Provide opportunities for peer interactions	X
Utilize student in development of tasks/goals	X
Encourage student to self-advocate	X
Minimize negative behavior	X

<b>SPECIAL EDUCATION</b>	
Present alternatives to negative behavior	X
Establish positive scripts	X
Desensitize student to anxiety causing events	X
Monitor for overload, excess stimuli	X
Identify triggers	X
Help student manage antecedents	X
Develop signal for when break is needed	X
Give student choices to allow control	X
Provide positive reinforcement	X
Provide consistent praise to elevate self-esteem	X
Model and role play problem solving	X
Provide counseling	X
Use social skills group to teach skills and provide feedback	X

<b>ENGLISH LANGUAGE LEARNERS</b>	
<b>GRADING</b>	
<a href="#">Standard Grades vs Pass/Fail</a>	
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>	
<a href="#">PreK-K WIDA CAN DO Descriptors</a>	
<a href="#">Grades 1-2 WIDA CAN DO Descriptors</a>	
<a href="#">Grades 3-5 WIDA CAN DO Descriptors</a>	
<a href="#">Grades 6-8 WIDA CAN DO Descriptors</a>	
<a href="#">Grades 9-12 WIDA CAN DO Descriptors</a>	
<b>SIOP COMPONENTS AND FEATURES</b>	
<b>PREPARATION</b>	
Write content objectives clearly for students	X
Write language objectives clearly for students	X
Choose content concepts appropriate for age and educational background levels of students	X
Identify supplementary materials to use	X
Adapt content to all levels of students proficiency	X
Plan meaningful activities that intergrade lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	X
<b>BUILDING BACKGROUND</b>	
Explicitly link concepts to students' backgrounds and experiences	X
Explicitly link past learning and new concepts	X
Emphasize key vocabulary for students	X
<b>COMPREHENSIBLE INPUT</b>	
Use speech appropriate for students' proficiency level	
Explain academics tasks clearly	X
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	X
<b>STRATEGIES</b>	
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	X
<a href="#">Use scaffolding techniques consistently throughout lesson</a>	X
<a href="#">Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</a>	X
<b>INTERACTION</b>	

<b>ENGLISH LANGUAGE LEARNERS</b>	
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	X
Use group configurations that support language and content objectives of the lesson	X
Provide sufficient wait time for student responses consistently	X
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	
<b>PRACTICE/APPLICATION</b>	
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	X
Provide activities for students to apply content and language knowledge in the classroom	X
Provide activities that integrate all language skills	X
<b>LESSON DELIVERY</b>	
Support content objectives clearly	X
Support language objectives clearly	
Engage students approximately 90-100% of the period	X
Pace the lesson appropriately to the students' ability level	X
<b>REVIEW/EVALUATION</b>	
Give a comprehensive review of key vocabulary	X
Give a comprehensive review of key content concepts	X
Provide feedback to students regularly on their output	X
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	X

<a href="#">STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</a>	
<b>ACADEMICS</b>	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	
<a href="#">Literacy Support Interventions (Appendix B of IS forms)</a>	
Prompt before directions/questions are verbalized with visual cue between teacher and student	X
Task list laminated and placed on desk for classroom routines and organization	X
Preferential seating	X
Provide structure and positive reinforcements	X
Sustained working time connected to reward (If/Then statement)	X
Frequently check for understanding	X
Graphic organizers	X
Tracker	X
Slant board	
Access to accurate notes	X
Additional time to complete tasks/long-term projects with adjusted due dates	X
Limit number of items student is expected to learn at one time	X
Break down tasks into manageable units	X
Directions repeated, clarified, or reworded	X
Frequent breaks during class	X
Allow verbal rather than written responses	X
Modify curriculum content based on student's ability level	X
Reduce readability level of materials	X
Allow typed rather than handwritten responses	X
Use of calculator	X
Use of a math grid	
Provide models/organizers to break down independent tasks	X
Access to electronic text (e.g. Downloaded books)	X
Provide books on tape, CD, or read aloud computer software	
Provide opportunities for using a Chromebook as well as assistive technologies	X
Provide buddy system	
Adjust activity, length of assignment, and/or number of problems, including homework	X
Provide assessments in a small group setting	
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Communication with parents	X
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	X
Rubric-based checklist	X
Target specific number of details and focus on organization with post-its	X

<b><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></b>	
Accept late work/homework without penalty	X
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	X
<b>SOCIAL/EMOTIONAL</b>	
Children's books addressing presenting problem	
Student jots down presenting problem and erases when it goes away	X
Meet with guidance counselor	X
Student jots down presenting problem and erases when it goes away	X
Attendance plan	X
Utilize nurse during episodes of presenting problem	X
Provide short breaks	X
Attendance plan	X
Communication with parents	X
Assign "jobs" to reduce symptoms	X
Counseling check-ins	X
Praise whenever possible	X
<b>ATTENTION/FOCUS</b>	
Seat student near front of room	X
Preferential seating	X
Monitor on-task performance	X
Arrange private signal to cue student to off-task behavior	X
Establish and maintain eye contact when giving oral directions	X
Stand in proximity to student to focus attention	X
Provide short breaks when refocusing is needed	X
Use study carrel	
Arrange physical layout to limit distractions	X
Frequently ask questions to engage student	X
Refocusing and redirection	X
Behavior/time management system	X
Group directions 1 step at a time	X
Assign "jobs" to reduce symptoms	X
Arrange physical layout to limit distractions	X
Frequently ask questions to engage student	X
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Extended time on assignments/assessments	X
Provide assessments in a small group setting	X
Provide buddy system	X
Establish and maintain eye contact when giving oral directions	X
Permit the use of headphones while working	X



STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

X

<b>GIFTED AND TALENTED STUDENTS</b>	
<b>CURRICULUM</b>	
<a href="#">Acceleration</a>	X
<a href="#">Compacting</a>	X
Telescoping	
Advanced Placement Courses	X
<b>INSTRUCTION</b>	
<a href="#">Grouping</a>	X
Independent Study	X
Differentiated Conferencing	X
Project-Based Learning	X
Competitions	X
Cluster Grouping Model with Flexible Grouping	X
Differentiated Instruction	X
Summer Work	X
Parent Communication	X
<b>CLASSROOM MANAGEMENT</b>	
<a href="#">Georgia Dept of Ed</a>	X

<b>STUDENTS WITH 504 PLANS</b>	
<b>ACADEMICS</b>	
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	
Preferential seating	X
Provide structure and positive reinforcements	X
Frequently check for understanding	X
Graphic organizers	X
Tracker	X
Slant board	
Access to accurate notes	X
Provide enlarged copies of notes/textbooks	X
Access to notes ahead of time	X
Provide a print out of weekly assignments	X
Additional time to complete tasks/long-term projects with adjusted due dates	X
Limit number of items student is expected to learn at one time	X
Break down tasks into manageable units	X
Directions repeated, clarified, or reworded	X
Frequent breaks during class	X
Provide books on tape, CD, read aloud computer software, or electronic text	X
Provide opportunities for using a Chromebook as well as assistive technologies	X
Use of closed captioned videos/film/television	X
Provide buddy system	X
Modify schedule	X
Modify deadlines	X
Adjust activity, length of assignment, and/or number of problems, including homework	X
Modification in grading system	X
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Communication with parents	X
Recommended use of Tutorial Center/Extra help from teachers	X
Use of Viking Academy	
Allow verbal rather than written responses	X
Modify curriculum content based on student's ability level	X
Reduce readability level of materials	X
Allow typed rather than handwritten responses	X
Use of calculator	X
Use of a math grid	
<b>ASSESSMENTS</b>	

<b>STUDENTS WITH 504 PLANS</b>	
Utilize dictionary on assessments	X
Use paper-based assessments or assignments	X
Provide assessments in a small group setting	
Provide oral assessments	
Permission to elaborate orally on written assessments	X
Permit use of scrap paper on assessments	X
Permit to write directly on assessments in lieu of using Scantron forms	X
Option to retake assessments	X
Provide a study guide	X
Modify spatial layout of assessments	X
<b>SOCIAL/EMOTIONAL</b>	
Children's books addressing presenting problem	
Student jots down presenting problem and erase when it goes away	X
Meet with guidance counselor	X
Student jots down presenting problem and erase when it goes away	X
Attendance plan	X
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	X
Provide short breaks	X
Attendance plan	X
Communication with parents	X
Assign "jobs" to reduce symptoms	X
Behavior management system	X
<b>ATTENTION/FOCUS</b>	
Seat student near front of room	X
Preferential seating	X
Monitor on-task performance	X
Arrange private signal to cue student to off-task behavior	X
Establish and maintain eye contact when giving oral directions	X
Stand in proximity to student to focus attention	X
Provide short breaks when refocusing is needed	X
Use study carrel	
Arrange physical layout to limit distractions	X
Frequently ask questions to engage student	X
Refocusing and redirection	X
Behavior/time management system	X
Group directions 1 step at a time	X
Assign "jobs" to reduce symptoms	X
Arrange physical layout to limit distractions	X

<b>STUDENTS WITH 504 PLANS</b>	
Frequently ask questions to engage student	X
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Extended time on assignments/assessments	X
Provide assessments in a small group setting	X
Provide buddy system	X
Establish and maintain eye contact when giving oral directions	X
<b>PHYSICAL</b>	
Preferential seating	X
Arrange physical layout	
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	
Utilize nurse during episodes of presenting problem	X
Attendance plan	X
Communication with parents	X
Use of alternative settings	X
Excessive physical activities kept to a minimum	X
Excused from activities that affect presenting issue	X
Include in emergency plans of presenting issue	X
Allow use of assistive devices	X
Monitor presenting issue	X

<b>CAREER EDUCATION</b>	
<b>CRP1.</b> Act as a responsible and contributing citizen and employee.	X
<b>CRP2.</b> Apply appropriate academic and technical skills.	X
<b>CRP3.</b> Attend to personal health and financial well-being.	
<b>CRP4.</b> Communicate clearly and effectively and with reason.	X
<b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.	X
<b>CRP6.</b> Demonstrate creativity and innovation.	X
<b>CRP7.</b> Employ valid and reliable research strategies.	X
<b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.	X
<b>CRP9.</b> Model integrity, ethical leadership and effective management.	X
<b>CRP10.</b> Plan education and career paths aligned to personal goals.	
<b>CRP11.</b> Use technology to enhance productivity.	X
<b>CRP12.</b> Work productively in teams while using cultural global competence.	