WELCOME
S E R V E
CELEBRATE

17 Strategies for 2017

The Program for Inclusive Education (PIE)

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CELEBRATE

LET 2017 BE THE YEAR OF INTERVENTION AND PREVENTION!

It is 2017—a time for new beginnings. Perhaps your class is in need of new strategies. You have been providing good universal instruction and seeking advice, yet there are a few students that need more. It is a busy time and locating effective, research-based strategies that are easily implemented is time-consuming. The Program for Inclusive Education (PIE) would like to support your work towards inclusive practice with the following interventions.

Intervene with students that struggle with academics, behavior, and executive functioning using these 17 strategies. Prevent classroom challenge or simply save them for future use. Each strategy is briefly described including simple steps for implementation. PIE thanks those that are credited on each page for making such valuable resources available.

Join the Program for Inclusive Education and help us promote success for all students!

TALK TICKET

INTRODUCTION

Avoid instruction interruption with a "Talk Ticket." Student issues inevitably arise, and you don't always have the chance to attend to them immediately. A "Talk Ticket" allows you to postpone a conference, yet address the situation. The acknowledgement assures students they will be heard.

STEPS

1. Select the version of "Talk Ticket" for implementation (short, medium, or long).

2. Introduce the intervention to the student explaining that although class cannot pause, the ticket guarantees a time for conversation.

3. When an incident occurs, provide the student with the ticket outlining the time for the meeting.

4. Allow student to "redeem" the tickets with you or another predetermined adult.

CREDIT & LINKS

http://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket

http://www.pbisworld.com/tier-1/talk-ticket/

Talk Ticket

This ticket entitles _____ to a conversation with:

_____.

The conversation will occur (date/time)

_____ at (location) _____.

SELF-MONITORING

INTRODUCTION

Gain valuable data and promote student accountability with "Self-Monitoring." This intervention is effective in changing behavior because it allows the student to measure and evaluate his or her actions. The act of assessing and comparing one's own behavior is powerful and allows for efficient data collection.

STEPS

1. Define the target behavior and choose the "desired" behavior.

2. Select a method and schedule for recording data.

3. Choose a "cue" for monitoring behavior and train the student.

4. Select a reward for successful behavior change (optional).

5. Complete periodic accuracy checks.

6. Phase the plan out.

CREDIT & LINKS

http://www.pbisworld.com/tier-2/self-monitoring/

http://www.specialconnections.ku.edu/?q=behavior_
plans/positive_behavior_support_interventions/
teacher_tools/teaching_self_management_skills

http://www.interventioncentral.org/self_
management_self_monitoring

CHECK IN CHECK OUT

INTRODUCTION

Hold students accountable and train them to be responsible when general classroom routines are unsuccessful. "Check In Check Out" requires a student to meet with an adult at the beginning of the day to establish goals. Throughout the day, the student records his/her progress on a goal sheet and is assessed at the end of the day during the Check Out session.

STEPS

1. Select behaviors to be addressed.

2. Create a behavior report card to be monitored throughout the day.

3. Check in with student in the morning to establish goals.

4. Monitor progress of goals periodically throughout the day.

5. Check out at the end of the day to establish whether goals were met.

6. Require parent signature for return and review with the student the following day.

CREDIT & LINKS

http://www.pbisworld.com/tier-2/check-in-check-out-cico/

http://www.interventioncentral.org/behavior_management_check_in_check_out

https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/Tip-Sheet-Check-In-Check-Out.pdf

SAY SHOW CHECK

INTRODUCTION

Support students in learning new behaviors by using "Say Show Check." This three-step process maximizes student learning. Modeling and practice allow for easier generalization for nearly all learned behaviors.

STEPS

1. Present the desired behavior: describe its importance, how to complete it, and provide examples and non-examples.

2. Demonstrate the behavior and have students model it. Provide examples and non-examples and have students "check" to see if it is accurate. Provide corrective feedback if necessary.

3. Reward students for appropriate display and accurate identification of examples and non-examples.

CREDIT & LINKS

http://ebi.missouri.edu/?p=141

http://www.hdc.lsuhsc.edu/docs/
TIERS/PDF/Classroom%20Rules%20
and%20Procedures/Say%20Show%20
Check%20Coach%20Card.pdf

MYSTERY MOTIVATOR

INTRODUCTION

Increase desired behavior individually, in small groups, or with the entire class. A "Mystery Motivator" can be implemented to achieve behavioral goals more efficiently given its random nature of reinforcement. It is an effective intervention and can be phased out by easily adjusting the goals.

STEPS

1. Select a desired reward from a generated list.

2. Seal it in an envelope with a "?" on the front.

3. Define the behavior in measurable terms and set a predetermined goal for earning the reward.

4. Select 10 days on a calendar and mark them with an "invisible" marker so students are unaware of potential reward days.

5. On days when the goal is met, let students color in the date and see if the "X" is visible. If an "X" appears, the envelope is opened and students earn the reward.

CREDIT & LINKS

http://toughkid.com/research.html#motivator

http://www.theteachertoolkit.com/index.php/tool/mystery-motivator-reward

PRECISION REQUESTS

INTRODUCTION

Deliver requests in a concise, predictable manner while increasing the likelihood of compliance. "Precision Requests" are a structured format for asking students to comply with instructions and preserve adult authority throughout the process. This intervention is especially helpful when a student has a history of oppositional behavior.

STEPS

1. Select consequences for non-compliance and inform students of the necessity of following requests.

2. Make a first request with "Please…" to introduce the request as a goal. Wait 5 seconds.

3. If compliance occurs, praise. If no compliance, continue.

4. Make a second request with "I need…" to ensure transparency. Wait 5 seconds.

5. If compliance occurs, praise. If no compliance, deliver consequence.

CREDIT & LINKS

http://www.interventioncentral.org/behavior_management_precision_request

http://toughkid.com/research.html#commands

SMART GOALS

INTRODUCTION

Reduce anxiety with "SMART Goals." Students who struggle with executive functioning can feel overwhelmed at the beginning of a unit, project, or school term. Creating SMART goals can reduce anxiety by providing clear expectations and focus.

STEPS

1. Preview the tasks of the project or unit.

2. With the student, create a goal that is:
   a. S-Specific
   b. M-Measurable
   c. A- Attainable
   d. R- Relevant
   e. T- Timely

CREDIT & LINKS

https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias

BRAIN BREAKS

INTRODUCTION

Refresh your students by providing "Brain Breaks." A short pause from learning allows the brain to refocus, allowing for better attention and processing. Build these breaks into your schedule and obtain better student productivity.

STEPS

1. Select an activity for your break. It can include movement, relaxation, verbalization or others.

2. Explain the purpose of the break to your students.

3. Implement every 25-30 minutes.

4. Participate with your students.

CREDIT & LINKS

https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels

http://www.pgsd.org/cms/lib07/PA01916597/Centricity/Domain/43/Brain%20Breaks.pdf

CHUNKING

INTRODUCTION

Break down projects, directions, and tasks into manageable "chunks" for students with processing and attention issues. This intervention increases the likelihood of accuracy and successful completion. Consider teaching older students this process so they can learn this skill for independence.

STEPS

1. In advance, break down a long-term project into smaller steps, allowing students to focus on one at a time.

2. When giving multiple directions, present only one at at time.

3. When reading a long passage or completing a complex math problem, break down the components and discuss or teach each one individually.

CREDIT & LINKS

San Elizario, T. X. (2015). Building an RTI Intervention Toolkit for Secondary Classrooms

http://k12teacherstaffdevelopment.com/tlb/how-can-i-use-chunking-as-an-effective-memory-strategy-in-the-classroom/

THINK PAIR SHARE

INTRODUCTION

Engage students and boost metacogntion by having students talk to one another in a "Think Pair Share." This process allows for every voice to be heard and can easily provide meaningful exploration with peers. In addition, the sharing reinforces accurate responses and encourages further processing.

STEPS

1. Pose a question to students related to the learning goal.

2. Instruct students to think about their answer and formulate a response.

3. Have students share their responses with a peer prior to class discussion.

CREDIT & LINKS

https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy

PRE-TEACH/FRONTLOAD

INTRODUCTION

Prepare students for success in the classroom by "pre-teaching" a concept. Previewing content allows the whole-group lesson to serve as a second opportunity with the course material and provides for easier acquisition.

STEPS

1. Prepare a clear mini-lesson focused on the learning target.

2. Introduce necessary vocabulary for the lesson.

3. Engage the students in the material in a meaningful way.

4. Explicitly alert students to the critical components that will be presented in the whole class lesson.

CREDIT & LINKS

Lalley, J. P., & Miller, R. H. (2006). Effects of pre-teaching and re-teaching on math achievement and academic self-concept of students with low achievement in math. Education, 126(4), 747.

https://www.youtube.com/watch?v=9I2wMle5zP8

ASK READ RETELL

INTRODUCTION

Provide support for students who struggle with reading comprehension. "Ask Read Retell" is a three-step cognitive process that enables better comprehension throughout the reading process (pre, during, post). Fluency with this process also fosters independence.

STEPS

1. Instruct students to write their own "Ask" questions as they prepare to read. Assist them with previewing the passage and activating prior knowledge.

2. Have students read the text independently or with the class while encouraging self-monitoring for comprehension.

3. Require students to retell or summarize the story, either in writing or orally, while presenting the essential details.

CREDIT & LINKS

Taboada, A., & Guthrie, J. T. (2006). Contributions of student questioning and prior knowledge to construction of knowledge from reading information text. Journal of Literacy Research, 38(1), 1-35.

http://www.interventioncentral.org/node/966325

VISUAL IMAGERY

INTRODUCTION

Teach readers to create mental pictures as they process text. Activating prior knowledge and experiences allows the reader to connect to the author's message. The creation of this picture fosters comprehension.

STEPS

1. Pause a student while reading and ask what images come to mind.

2. If there is no image, prompt with guiding questions relevant to the text that assist in "drawing" the mental picture.

3. If there was an image, ask what words they used to develop the mental image.

4. Increase the text length in between image discussions to strengthen the skill.

CREDIT & LINKS

http://www.readingrockets.org/
strategies/visual_imagery
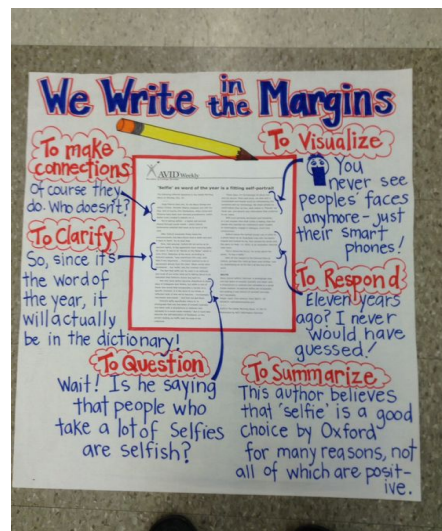
TEXT ANNOTATION

INTRODUCTION

Increase reading comprehension with "Text Annotation." Requiring students to take notes in the margins encourages engagement with the text and easier recall. In addition, when questions are recorded or unknown vocabulary is highlighted, further research is prompted. Students will remember important details readily if they engage with the text at this level.

STEPS

1. Require students to record notes in the margin of the text while reading.

2. Instruct them to highlight unknown vocabulary and provide the definition.

3. Ask them to summarize and provide opinions about specific content.

4. Prompt them to record questions for further inquiry.

CREDIT & LINKS

http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit

CLICK VS. CLUNK

INTRODUCTION

Assist students with comprehension of challenging vocabulary or passages with "Click vs. Clunk." Students mentally or verbally pause to check for understanding following a word, sentence, or paragraph. If understanding occurs, it is a click; if not, it is recorded as clunk. Any "clunk" should be addressed prior to moving forward. Evaluating and obtaining understanding throughout a passage provides for successful encoding of material.

STEPS

1. Teach the student to consider words or sentences as "clicks" or "clunks" while reading.

2. Instruct that a "click" is a word or sentence that is understood and a "clunk" is unfamiliar.

3. Invite students to employ other strategies when they encounter a clunk.

4. Teach other strategies to determine understanding
(e.g., looking at prefix, suffix, definition, etc.).

CREDIT & LINKS

http://iris.peabody.vanderbilt.edu/module/csr/cresource/q2/p06/

http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-practice

MATH SELF-CORRECTION CHECKLIST

INTRODUCTION

Use a "Math Self-Correction Checklist" when a student repeats the same pattern of errors. This strategy allows the student to monitor performance on an activity or assessment and correct independently. Providing a visual supplement enables a student to efficiently identify the error and adjust without the teacher's assistance. The checklist is beneficial for

STEPS

1. Identify the pattern of error commonly displayed on the math problem.

2. Analyze the error pattern and sequence and create a small checklist written in first person for student use.

3. Explicitly teach the student how to use the checklist with support to ensure success.

4. Provide praise and encouragement throughout its use when students are required to use it independently.

CREDIT & LINKS

http://www.
interventioncentral.org/
academic-interventions/math/
self-monitoring-customized-
math-self-correction-
checklists

SAMPLE: Math Self-Correction Checklist

Student Name: _____ Date: _____

Rater: _Student_ Classroom: _____

Directions: To the Student: BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment. AFTER EACH PROBLEM: Stop and rate YES or NO whether you performed each goal correctly.

	Problem#1	Problem#2	Problem#3	Problem#4	Problem#5
I underlined all numbers at the top of the subtraction problem that were smaller than their matching numbers at the bottom of the problem. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I wrote all numbers carefully so that I could read them easily and not mistake them for other numbers. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I lined up all numbers in the right place-value columns. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
I rechecked all of my answers. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

PRE-WRITING

INTRODUCTION

Require "Pre-Writing" activities and enable students to make gains in writing. Structured pre-writing activities prepare and organize the material while promoting creativity. Using this strategy will increase motivation and fluency with this portion of the writing process.

STEPS

1. Require students to select, develop, or organize ideas before beginning to write.

2. Explain that the following are a few examples:
     a. Create a list of details
     b. Compare and contrast
     c. Associate memories
     d. Analyze the parts
     e. Argue for or against

3. Model these strategies and describe when they are most effective.

4. Provide practice opportunities for each.

5. Allow time for pre-writing when you plan.

CREDIT & LINKS

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools

http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html

WAYS TO PREWRITE

Brainstorming	Clustering
Free Writing	Image Streaming
Topic or Word Charts	Visualization
Lists	Fast Writing
Journaling	Graphic Organizers
Webbing	Thinking
Mapping	Daydreaming

LET 2017 BE THE YEAR OF INTERVENTION AND PREVENTION!

The Program for Inclusive Education hopes you feel empowered and inspired in 2017 to better support all students in your classroom. One key to inclusive education is preparing for and preventing challenges with a culture, foundation, and interventions that can meet the needs of every student. These 17 for 2017 are just the beginning. Join PIE on our mission to welcome, serve, and celebrate *all* students.

For more information on how you can become an Inclusive Educator, contact Dr. Christie Bonfiglio at cbonfiglio@nd.edu or Lindsay Will at LindsayWill@nd.edu.

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