

Student Name _____

CLASSROOM INTERVENTION CHECKLIST

The following is a list of interventions that have been found to be helpful in working with individual students or groups of students experiencing difficulties in school. **Please identify those you have used.**

	<u>Date Tried</u>
<u>Environment</u>	
○ change seating arrangements (i.e. close to teacher)	_____
○ special study area (i.e. study carrel)	_____
○ supervised study groups	_____
○ vary location of student by task	_____
○ change of teacher	_____
○ change class schedule	_____
○ allow student more travel time between classes	_____
○ other (specify) _____	_____
<u>Assignments</u>	
○ modify or shorten assignments (classroom and homework)	_____
○ extra time for completion	_____
○ read directions to student	_____
○ give directions in small steps	_____
○ use written back-up for oral directions (i.e. study guides)	_____
○ give alternate assignments	_____
○ reduce paper-pencil tests	_____
○ give oral cues or prompts	_____
○ allow student to record or type assignment/homework	_____
○ student prioritizes assignments	_____
○ daily/weekly assignment calendar, contract	_____
○ other (specify) _____	_____
<u>Testing Adaptations</u>	
○ vary testing methods (i.e. allow open book, multiple choice only, short answer only, oral or taped response)	_____
○ shorten test	_____
○ modify format (conference with teacher, give presentation, research project instead of test)	_____
○ modify grading criteria (i.e. no penalty for spelling errors)	_____
○ read test to student (or tape test for student to listen to)	_____
○ allow use of aids (calculator, notes, charts, laptop)	_____
○ other (specify) _____	_____
<u>Organizational Skills</u>	
○ provide routine schedule	_____
○ use folders to organize	_____
○ maintain assignment calendar	_____
○ teach planning and pacing for project	_____
○ break down task into smaller steps	_____
○ clean work space	_____
○ demonstrate proper body position	_____
○ rewards for starting, completing work	_____
○ use of a timer	_____
○ other (specify) _____	_____

Instruction/Presentation

Date Tried

- resource assistant _____
- use drill / more practice _____
- students work in pairs / with "study buddy" _____
- peer or adult tutoring _____
- homework club _____
- individual/small group instruction _____
- co-teaching _____
- parent help at home _____
- short, clear directions verbally and visually (e.g. on board, overhead) _____
- student repeats directions _____
- teacher or peer individually reviews directions w/student _____
- teacher circulates around the room _____
- use of more concrete materials _____
- supplementary instructional materials _____
- tape record books/texts _____
- material at student's level of functioning _____
- study guides, study sheets, highlighted texts _____
- present lessons on overhead _____
- math manipulatives _____
- information read orally in group, w/peer or w/tutor _____
- student allowed to tape lectures _____
- peer takes notes for student _____
- teacher models strategies or skills _____
- reinforce correct response promptly _____
- modify or reduce what student is required to learn (i.e. different objectives, reduced spelling list) _____
- substitute oral reports, projects for written assignments _____
- student allowed to use calculator _____
- direct instruction in phonics _____
- story mapping, webbing, charts _____
- use different learning approaches (e.g. visual, auditory, multisensory) _____
- other (specify) _____

Behavior

- daily/weekly monitoring sheet _____
- classroom performance contract _____
- model desired behaviors _____
- role play desired behaviors _____
- give students behavioral choices/options _____
- increase praise/positive comments _____
- positive notes sent home on a regular basis _____
- use logical consequences _____
- stay in during recess, after school _____
- home/school report _____
- loss of privileges _____
- time out _____
- target behaviors, use reinforcers and consequences _____
- other (specify) _____

