



# REACH Resource Manual

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**NORTH AMERICAN DIVISION OFFICE OF EDUCATION**

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# 1 What Does It Mean to REACH?

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### INTRODUCTION

The number of students with learning and/or behavioral challenges is increasing. Adventist educators can make a difference in the lives of students with learning differences.

Some of the most important and effective solutions can be found in general classroom instructional strategies. For instance, a teaching emphasis that addresses multiple learning styles (e.g., Gardner's theory of Multiple Intelligences) will enhance the educational process of all students. This process of refining instructional strategies and adjusting the classroom environment to meet the diverse learning needs of every student ultimately helps all students experience success.

In 1996, Southern Adventist University instituted a Master's Degree in Inclusive Education. That same year, the Upper Columbia Conference K-12 Board of Education set up a committee to study the issue of students with learning differences and to assist teachers in working with these students more compassionately and effectively. In 1999, the Oregon Conference joined in this project. Meanwhile, the Potomac Conference hired a conference-level special educator, and other conferences were attempting to address the need as well. As the need continues to grow, individual schools have been trying to respond. In 2007, the North American Division assembled the Inclusion Commission to develop a comprehensive plan to address the needs of students with learning differences in general Adventist classrooms. This comprehensive plan is outlined in the REACH Manual. In 2010, a REACH Advisory was formed with representation from every union as well as representation from early childhood, elementary, secondary, and higher education. The current REACH Advisory strives to support educators and meet the diverse needs of all students through the provision of resources and professional learning opportunities.

The driving force of the REACH Advisory is the belief that every student can learn and experience success. As teachers come to appreciate and understand the power of meeting the diverse needs of all students through the differentiation of instruction and assessment practices, students will progress in new ways and in new areas.

### RATIONALE

*“For centuries, civilized societies of people calling themselves Christians tended to ignore those of their number who had disabilities. This occurred in spite of the clear words of Jesus, who said: ‘But when you give a feast, invite the poor, the maimed, the lame, the blind’ (Luke 14:13, RSV). ‘And the King shall answer and say unto them, “Verily I say unto them, in as much as ye have done it unto one of the least of these my brethren, ye have done it unto me.”’(Matthew 25:40, KJV) How is it that so many Christians have overlooked those directives?” (James A. Tucker, *Journal of Adventist Education*, v.58, p. 9)*

In classrooms across North America, general classroom teachers often have little support in serving students with learning differences. Concerns about lack of resources, training, and staff need not limit our ministry. The REACH (Reaching to Educate All Children for Heaven) initiative provides teachers with resources, training, and on-going support. Adventist educators can make a difference in the lives of students with learning differences.

Though many Adventist teachers have participated in the education of students with invisible or minimally visible challenges, they are more likely to experience anxiety when presented with the opportunity to teach students considered to have moderate to severe learning and behavioral needs. It is helpful for teachers to understand that many parents’ expectations for these students center primarily on spiritual, social, and communication goals. Their desire is to have these goals met in our Christian classrooms with additional supports from family, church, and community. Success depends primarily upon two necessary attributes: a passionate belief in the value of every human being and basic problem-solving skills.

# 1. WHAT DOES IT MEAN TO REACH?

## WHAT WE BELIEVE, PHILOSOPHY

### WHAT WE BELIEVE

- We value diversity. School is where all students learn to live alongside others. They learn together; they play together; they grow and are nurtured together.
- We believe that all students have a right to learn and our schools should strive to meet the needs of all students. To the extent possible and to the extent that it is beneficial for the students, our schools should at least begin with the attitude and belief of “Let’s start here. Let’s do all that we can to help each student learn.” However, individual needs for some students may mean additional supports are needed, alternative programming is required, and in some instances an alternative setting should be explored. There are always exceptions, but they are in fact exceptions.
- We believe that teachers and students thrive through good inclusive practices like collaboration, team work, innovative instructional practices, peer-strategies, and more. Sound curriculum, instruction, and assessment practices benefit all students.
- We believe that all students can learn. As we focus on learner-driven educational practices, we begin to view students based more on their strengths and less on their deficits. We begin to see students as individuals, and we strive to meet the varied needs of all our students.

### PHILOSOPHY

The ultimate purpose of Seventh-day Adventist education is to teach students to love and serve God and others. All instruction and learning must be directed toward this goal. This can be best achieved by a proactive strategic plan, motivated by an inclusive spirit of strategy, modification, and support intended to meet the needs of all students. Students desiring a Seventh-day Adventist education deserve this opportunity. It is expected that teachers, supported by parents, pastors, church members, and administrators, with Divine guidance, will make every effort to meet the students’ physical, intellectual, social, and spiritual needs. This is consistent with the ministry of Jesus and the ideals of the Seventh-day Adventist Church.



# 1. WHAT DOES IT MEAN TO REACH?

## MISSION, VISION STATEMENT, JOURNEY TO EXCELLENCE

### MISSION

The REACH mission is to equip and promote an inclusive Seventh-day Adventist educational school system in which students of varying abilities thrive according to their unique strengths.

### VISION STATEMENT

The REACH vision is that every North American Division teacher will become a REACH teacher and that every school will be fully inclusive.

### JOURNEY TO EXCELLENCE

Adventist education is driven by a philosophy outlined in *Journey to Excellence*, which fosters a balanced development of the whole person—physically, intellectually, socially, emotionally, and spiritually. It is the hope of the Inclusion Commission that Adventist educators will educate the whole person by meeting the unique needs of all students.

*Journey to Excellence* indicates that Adventist education specializes in creating experiences that foster a lifelong love of learning in a safe and secure environment where all abilities and talents are honored and accepted. The REACH Manual has been designed to help Adventist educators create such an environment in which they can better meet the various abilities of the students in their classrooms and nurture them to attain their highest level of achievement.

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### **12. CREATING AN INCLUSIVE CLASSROOM CULTURE**

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## **INCLUSION**

In an inclusive education, students are welcomed in our schools, participating in age-appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of the life of the school. Inclusive education involves developing and designing our schools, classrooms, programs, and activities so that students learn and participate together. Inclusion offers unique opportunities for educators, families, and students with and without disabilities.

### **FOR STUDENTS WITHOUT LEARNING DIFFERENCES, INCLUSIVE EDUCATION:**

- Creates a caring, interdependent community of learners.
- Enhances social competence.
- Provides models of perseverance as students with learning differences strive to succeed.
- Fosters academic growth through peer tutoring.
- Reduces the stigma of disability.
- Teaches students to embrace differences, preparing them for a fully inclusive adult life.
- Creates a caring Adventist school.

### **FOR STUDENTS WITH LEARNING DIFFERENCES, INCLUSIVE EDUCATION:**

- Creates a supportive and caring environment where spiritual growth and eternal salvation may become a reality.
- Provides positive social and communication role models that are unavailable in a homogenous group.
- Helps students learn to develop positive relationships with peers.
- Fosters academic growth through peer tutoring.
- Reduces the stigma of disability while increasing self-worth.
- Enhances social competence.
- Prepares students for full participation as adults in the church and community.

## CREATING AN INCLUSIVE CLASSROOM CULTURE

Inclusion provides an environment in which students can learn and grow together. All students in a school, regardless of their strengths or weaknesses in any area, become part of a school community.

### GENERAL PRINCIPLES

Creating an inclusive classroom begins with a desire to help students succeed. Knowledge and skills are necessary and can be learned. Success, however, can only be achieved with a positive and willing teacher attitude. Attitude is critical!

All four areas of development—spiritual, physical, social, and academic—must be addressed in an inclusive classroom.

### SPIRITUAL

The teacher:

- Allows the Holy Spirit to direct.
- Seeks continuously for a deeper relationship with Christ.
- Integrates continual prayer in the classroom.
- Communicates unconditional love with appropriate boundaries.
- Shares vulnerabilities and asks forgiveness.

### LEARNING

The instruction:

- Meets the varied learning styles and preferences as it builds on student strengths by customizing the instruction.
- Takes place anytime and anywhere while utilizing a wide variety of delivery methods.
- Supports teachers as they use curriculum that is dynamic, individually paced, and acknowledges student interests.
- Works with standards that are rigorous, comprehensive, and relevant; they provide a consistent, clear understanding of what students are expected to learn, but do not dictate when or how students learn.

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### CREATING AN INCLUSIVE CLASSROOM CULTURE

- Engages students authentically in their educational experience.
- Supports assessment practices that are varied, relevant, and utilize sophisticated systems to track, illustrate, and translate student performance data. Assessment practices also incorporate innovative practices such as performance-based portfolios and embedded formative assessments that produce immediate results.
- Relies on feedback that occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process.

#### **PHYSICAL**

The classroom:

- Requires an orderly environment (clutter free).
- Uses calming colors (such as soft blues, greens, and earth tones).
- Allows for unobstructed movement.
- Facilitates cooperative learning.
- Provides for preferential seating.
- Accommodates multisensory learning.
- Provides for a nonpunitive de-stressing zone.
- Ensures a comfortable environment (temperature, light, odor).

#### **SOCIAL**

The teacher:

- Creates an environment that embraces differences.
- Empowers students to advocate for themselves.
- Facilitates self-directed learning.
- Communicates that “fair” does not mean equal; rather it means giving each student what s/he needs.
- Enables students to resolve conflict peacefully.
- Fosters a cooperative working environment.

## 2. REACHING UP

### CREATING AN INCLUSIVE CLASSROOM CULTURE

#### ACADEMIC

The teacher:

- Modifies expectations to meet each student's needs.
- Incorporates a variety of methods (cooperative learning, differentiated instruction, multiple intelligences, brain compatible learning).
- Maintains a structured routine.
- Employs a variety of regular and assistive technology.
- Encourages active participation.
- Celebrates excellence and perseverance.
- Does not diagnose or label.

#### EVIDENCED-BASED INSTRUCTIONAL STRATEGIES FOR ALL

Students with and without disabilities thrive when sound, evidenced-based practices like collaboration, team work, innovative instructional practices, peer-strategies, as well as having a sound curriculum and assessment practices are in place.

Here are a few practices that have been proven to benefit students with and without disabilities.

#### DIFFERENTIATED INSTRUCTION

Differentiated instruction is the way in which a teacher anticipates and responds to a variety of student needs in the classroom. It encompasses an entire philosophy of instruction, giving students multiple access points to essential instruction. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught), and the product (how students demonstrate their learning). Consult the REACH website for more information: [reach.adventisteducation.org](http://reach.adventisteducation.org)

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### CREATING AN INCLUSIVE CLASSROOM CULTURE

#### **STANDARDS-BASED INSTRUCTION**

Standards-based teaching and learning refers to systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn. In schools that use standards-based approaches to educating students, learning standards—concise descriptions of what students are expected to know and be able to do—determine the goals of a lesson and teachers then determine how and what to teach students so they achieve the learning expectations.

If students fail to meet expected learning standards, they typically receive additional instruction, practice time, and/or academic support to help them achieve proficiency. Based on [edglossary.org/standards-based/](http://edglossary.org/standards-based/)

#### **LEARNING-CENTERED TEACHING**

1. Learner-centered teaching engages students in the hard, messy work of learning. I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

2. Learner-centered teaching includes explicit skill instruction. Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may

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### CREATING AN INCLUSIVE CLASSROOM CULTURE

talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes. I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration. It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

Article by Maryellen Weimer, PhD Maryellen Weimer, PhD in Effective Teaching Strategies. See more at [facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/#sthash.1azaWdzA.dpuf](https://facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/#sthash.1azaWdzA.dpuf)



#### **PROJECT-BASED LEARNING**

Project Based Learning is an instructional methodology in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Students should engage in a rigorous, extended process of asking questions, finding resources, and applying information. The project should feature real-world context, or speaks to students' personal concerns, interests, and issues in their lives. Students make some decisions about the project, including how they work and what they create and they should reflect on the learning process. Students should also be encouraged to give, receive, and use feedback to improve their process and products and they should make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. Taken from [bie.org/about/what\\_pbl](http://bie.org/about/what_pbl)

#### **REMEDICATION**

Remedial education can be designed for any student, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why.

Remedial education is designed to bring students who are lagging behind up to grade level achievement. There are a number of reasons why a student might need remediation. Some students may not have had access to quality instruction or may not have received adequate grounding in math and language arts to prepare them for grade level performance. Other students may have transferred in and out of schools or frequently missed school, creating gaps in their education that contribute to a lack of knowledge in core subjects. Students may also have learning disorders and other issues which have impaired their abilities to learn.

Without access to remediation that provides direct, sequential, structured instruction, a student's likelihood of ever catching up to his/her grade level peers is impossible. Thus, when planning a remediation program for a student, a teacher should decide between the following options:

### CREATING AN INCLUSIVE CLASSROOM CULTURE, INCLUSION IN THE EARLY CHILDHOOD PROGRAM

- Use the same whole-group general education curriculum materials for remediation by providing additional instructional time daily in a small group or individual setting. If this option is used, the teacher re-explains the concepts/skills taught in the general whole-group curriculum using more manipulatives, illustrations, organizers, or a different instructional approach.
- Use a different curriculum altogether that is specifically designed for remedial instruction and uses a mastery learning approach. It is important that curriculum materials be on the student's instructional level—not necessarily at their grade level—and selected to maximize progress.

#### INCLUSION IN THE EARLY CHILDHOOD PROGRAM

Creating an inclusive environment in early childhood education programs and environments begins with the belief that all children have a right and ability to learn. When children with disabilities or delays are valued as members of the early childhood community, then meeting their needs becomes second nature as the teacher's mindset becomes one of doing what is needed for every child. Here are a few suggestions for creating an inclusive environment in the early childhood setting:

First remember to CARE.

- **Collaborate:** Partnering with parents and building meaningful relationships will lay the foundation for sharing information that may be uncomfortable. When parents feel that the teacher has their child's best interest at heart, when the teacher has consistently communicated all of the strengths and great things about the child as well as areas of concern, when the teacher has intentionally listened and sought parent feedback and suggestions, then parents are more likely to be receptive of information shared regarding teacher concerns.
- **Advocate:** Teachers should be vigilant in seeking resources and supports for children with disabilities. Having resources readily available will help parents as they strive to seek answers and support. Educators can be proactive and have a plan in place for sharing concerns, identifying strategies to support the child, documenting what is working and what may still be needed. When observing developmental delays, educators may make referrals to local early interventionists, such as the federal Childfind program.

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### INCLUSION IN THE EARLY CHILDHOOD PROGRAM

- **Relate:** Although the teacher may have worked with several children with disabilities, for most parents this may be their first experience and their primary concern will be for their child. The teacher should always relate to parents with compassion and genuine concern. They should also be mindful of the stages of acceptance parents may experience and patiently work with them through every phase (denial, anger, bargaining, sadness, and/or acceptance). Remember every child and family is unique and will require understanding.
- **Educate:** Teachers should learn all they can about working with young children with disabilities. They can adopt a philosophy that supports inclusive practices and have a communication plan in place for sharing their philosophy with other parents as well as the local community. Above all, teachers should commit to educating children, working with them where they are, and challenging them to achieve what is appropriate and reasonable.

*(Adapted by Davenia Lea, Associate Director of Education, North American Division, 2012)*

Additionally, the following strategies can be incorporated into the daily routine of an early childhood program to promote the growth and development of all children.

*(Adapted from the work of Deanna Jordan, Early Childhood News, 2008.)*

#### **CIRCLE TIME**

The easiest way to include a child with special needs is to have them sit either in a lap or beside an adult. The child will probably need more direction and direct help with fingerplays, songs, and listening skills. The teacher or aide can help by acknowledging a child's positive listening, affirming a point in a story, asking frequent questions, and planning a shorter instructional time. Children who use special equipment like a chair can be included by having all the children sit in chairs or sitting the child in a supported position on the floor. Using sign language helps hearing impaired children and gives other children visual clues as to what the teacher is saying. Some children with learning disabilities as well as those with communication disorders may understand a visual sign or picture easier than just the spoken word. Having small cards with songs pictured on them can also help a child choose his or her favorites like everybody else. Using sign language also gives the teacher alternative ways to communicate with children, for example they are able

to remind children silently to listen or raise their hands or be more quiet without drawing attention to a particular child or without disrupting the lesson.

#### **MEALS**

For many special needs children, mealtime is one of the best learning opportunities. The areas of small motor skills, self-help, manners, language/communication, eye-hand coordination, and social interaction are all stressed at every meal. If the child has difficulty feeding himself, an adult needs to sit behind them and gently guide the child's hand through the process. As the child gains more skill, the adult can begin to move to sitting behind and using only words to direct, work up to sitting beside the child, and then finally moving away all together. Adults can provide finger foods that require certain grasps to pick up. To work on communication skills, adults can give children a small amount of food (for example, three Cheerios), providing ample opportunities for children to have to ask for more or to choose between two or more items. Communication can be facilitated verbally or non-verbally via the use of words, sign language, and/or pictures. The teacher should prompt children who may have language or communication delays, encouraging them to communicate frequently. The teacher can also work on social skills and peer interactions by having children pass items to one another, use manners such as please and thank you, and encourage eye contact when interacting with others. The teacher can work on sensory concerns by providing varying textures and flavors for children to sample. Remember that mealtime should be enjoyable, thus it will most likely take time to address multiple skills.

#### **CLASS TIME**

The child with special needs will most likely require some adjustments to be able to fully participate in the classroom. Fortunately, most of the adjustments are minor and can be accomplished with minimum effort. The easiest things to do are change or adapt a few standard items. For example, teachers may use;

- knobbed puzzles;
- include books on tape, board books, or picture books in the classroom library;

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### **INCLUSION IN THE EARLY CHILDHOOD PROGRAM**

- use squeeze-only scissors;
- have big sized Legos in your block area;
- have giant-sized crayons, pencils, and fat sized washable markers in the art area;
- increase spacing between tables and walls;
- make sure shelves are firmly anchored;
- ensure that shelves are marked with words and pictures, showing where toys belong to facilitate clean-up;
- use Velcro for calendars, posters, and file folder games to make putting things back on walls very easy;
- and arrange rooms so that all of the areas can be easily seen by an adult from any position.

Additionally, be sure to balance teacher-directed with child-directed activities, provide instruction in short stints of time, balance movement and sitting activities, and provide ample ways for children to acquire information as well as to demonstrate their understanding. All of these suggestions can be a benefit to children with special needs and all children in the classroom.

#### **OUTDOOR TIME**

A child with mobility problems may require assistance using some materials or adaptations to equipment may be needed. A bucket-type swing with a seat belt can be used. Likewise, adding Velcro foot straps to a tricycle or buying a low basketball goal may also assist. Bigger projects like a cement path for wheelchairs and trikes can be a fundraising goal for a parents' group. The key is supervision and ensuring that all children have access. Additionally, some children may need assistance with social interactions, thus intentional prompting or staging of small group interactions may be needed.

#### **SELF-HELP**

Many children with special needs may be slower to potty train and may still be in diapers or Pull-ups. Potty training is very important and should be handled the same way as for any other toddler. The important thing for teachers and aides

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### **INCLUSION IN THE EARLY CHILDHOOD PROGRAM**

to remember is to use as much positive reinforcement as possible. For example, posting a photo schedule of the steps involved may help quite a bit. A simple three-step poster can keep a child on track. Also, communication with parents is crucial. If the parents and the teacher are using the same technique and reward system, the child may learn much more quickly and be less confused. Dressing may also be a challenge for some children. Having shoes with Velcro or that the child slips on instead of having to tie shoestrings may help. Using mittens instead of gloves, and wearing coats with snaps instead of buttons or zippers are all minor adaptations that can be made to assist children with being more independent and successful.

#### **COMMON PROBLEM AREAS**

Probably the biggest concern with children with special needs is behavior. Behavior challenges typically accompany such disabilities as attention deficit, hyperactivity, autism, and learning disabilities. The greatest challenge for children with special needs is the inability to effectively communicate their wants and needs or to accomplish the many tasks that face them each day, thus leading to frustration. The best tool for handling negative behavior is to anticipate it. Teachers can recognize what leads to an episode of unacceptable behavior and change things early to head it off.

For many children, transitions can be difficult. Teachers may try announcing any transition at least five minutes ahead of time and every minute thereafter. They may go over to the child and tell them face to face that an activity is coming to an end. Giving the child a specific job to do such as putting away crayons, sliding in chairs, or setting out carpet squares can help to re-focus their attention. Have a picture schedule up on the wall for children to reference, or provide an individualized schedule to children who may require one. Have a predictable routine and when changes must occur, the teacher should be sure to forewarn the child for whom transitions are a challenge. Using a kitchen timer to keep track of schedule changes is also a good idea; using a recognizable signal to indicate that a transition is about to occur, such as a bell or buzzer, may help as well.

Another challenge may be accomplishing tasks that have many steps. Breaking down tasks into smaller steps may help. For example, when painting, suggest that

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the child first get a smock, then show him/her the paint, then allow him/her to do his/her art. When s/he is finished, walk him/her through the steps to put things away and put away his/her picture. Avoid giving more than one or two steps at a time. Teach the child to break up big tasks as well. For instance, when doing a puzzle, have him/her dump the pieces, then turn them over, then find all of the edge parts first. By having a system to follow, the child will be able to concentrate more and have less cause for frustration.

Another problem area is communicating with peers. Children who have language difficulties may also have challenges in problem solving, social interaction, and play. Try having an adult in the child's play group model asking to play, interacting with others, sharing, exchanging ideas, and solving problems. Don't do all of the talking; give examples of what to say. ("Ask Bill if he will trade his truck for your blocks." Or, "You need to remind Jane that she can't knock down your blocks without asking." ) Children want to fit in, and modeling gives any child a way to learn to fit in and make friends.

#### **HANDLING AGGRESSION**

In spite of the teacher's best efforts, any child with (or without) special needs may become aggressive. Understanding the "why" for the behavior is a first step in working toward preventing or eliminating the behavior. The most common reason for aggressive behavior in children with special needs is their inability to effectively communicate. Providing children with alternative ways to communicate their wants and needs may cut down on aggressive behaviors. Consider other triggers via observation and journaling. For example, perhaps the negative behavior occurs at a certain time of the day (before nap time, after snack, in the afternoon, etc.), during a certain activity, or with a certain person. If the teacher is able to identify a trigger, they can work to resolve the root cause of the problem. Also, avoid set-ups for meltdowns by structuring the environment so that children are always engaged and well supervised. Have routines that are predictable and work to not over-stimulate children. Model positive behavior. For some children, teachers may need to be intentional about teaching them alternative and more appropriate behaviors. For example, the teacher may provide a "punching pillow" and teach a child, "We don't hit our friends, but you may hit the pillow" or "We don't scream; use your words," or

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provide the child with pictures and instruct, “Show me what you want.” Sometimes children become overstimulated, and this may lead to frustration. Providing a quiet area or a place for a child to decompress may assist. Communication with families is essential, as well as having a plan in place that delineates ways to prevent the behavior, the consequences for when the behavior occurs, as well as a reward system. Everyone should be on the same page with the implementation of the plan (the family as well as all staff), and the plan must be implemented consistently.

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*Adapted from the Lifelong Guidelines/LIFESKILLS Program of Susan Kovalik & Associates.*

#### SUPPORT FOR CHARACTER AND BEHAVIOR DEVELOPMENT

Christian schools in general, and Adventist schools in particular, exist to educate young people to be like Jesus, and yet many function as a public school except for the addition of a Bible class once per day. On the other hand, schools that know how to really make a difference integrate faith and learning all day, every day, as called for by *Journey to Excellence*. One vital component for doing so is systematic and Spirit-led character development.

To ensure that character development is intentional, it is suggested that the teacher select from the following character traits list to teach and feature a weekly trait. The following is credited to Susan Kovalik & Associates:

LIFELONG GUIDELINES:

TRUSTWORTHINESS

TRUTHFULNESS ACTIVE LISTENING

NO PUT-DOWNS PERSONAL BEST

The LIFESKILLS that follow explain in the detail the meaning of personal best. An individual working on incorporating the LIFESKILLS into daily behavior is acting on the personal best guideline. INTEGRITY: To act according to a sense of what’s right and wrong. INITIATIVE: To do something, of one’s own free will, because it needs to be done. FLEXIBILITY: To be willing to alter plans when necessary. PERSEVERANCE: To keep at it. ORGANIZATION: To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use. SENSE OF



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HUMOR: To laugh and be playful without harming others. EFFORT: To do your best. COMMON SENSE: To use good judgment. PROBLEM-SOLVING: To create solutions in difficult situations and everyday problems. RESPONSIBILITY: To respond when appropriate, to be accountable for your actions. PATIENCE: To wait calmly for someone or something. FRIENDSHIP: To make and keep a friend through mutual trust and caring. CURIOSITY: A desire to investigate and seek understanding of one's world. COOPERATION: To work together toward a common goal. CARING: To feel and show concern for others. COURAGE: To act according to one's beliefs. PRIDE: Satisfaction from doing your Personal Best.

This list should be posted prominently throughout the school building and in every class where it can be seen and referred to frequently.

The identified character traits should be the subject of a year-long bulletin board in each classroom. Each week one of the character traits (sometimes referred to as "light skills" because they enable students to let their "light shine", or in the secular world as "life skills") and its definition is featured and posted on the bulletin board. Students' attention is drawn to the trait of the week each morning at worship or class meeting time in which they discuss situations that would benefit from the use of the trait or people they know who are skilled in its use.

Throughout the day, students are assisted to think about the application of all of the character traits as opportunities arise. For example, if a teacher observes a student picking up a piece of trash on the playground, the student is affirmed for using the trait of initiative or stewardship of the Earth. If a student is not on task, rather than reprimanding him/her, the teacher simply asks him/her to describe what it would look like if s/he were using the trait of responsibility or effort. This requires the young person to not only mentally visualize what s/he should be doing, but to verbalize it as well. The teacher then simply suggests that s/he use the trait just described.

When reading literature, current events in the newspaper, or Bible stories, students are asked to think about which traits were used or should have been used and the impact it had on the outcome. Students may be asked at the beginning of the day to pray, asking the Holy Spirit to reveal one of these areas in which He would like to assist them to grow. They may be asked to self-evaluate periodically throughout the day or at the end of the day. It may be helpful, if appropriate, for teachers to share

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areas in which they are attempting to grow spiritually. Teachers and students praying for each other is a huge catalyst for the development of spiritual maturity.

If a student is experiencing repeated failure in the use of important character traits, it may be useful to have him/her complete the “Light-Skill Action Plan” form, found at the end of this section, which facilitates thinking about what went wrong and how it can be remedied. This is a form of discipline which puts the student in charge of finding a solution to his or her inappropriate behaviors and does so in a spiritual context. The concept that two forces, Christ and Satan, are striving to obtain our allegiance may be further driven home through discussion with the student and prayer asking for forgiveness. Help the student to see that, while other students may have been injured by his/her actions, additionally s/he was personally harmed and God was dishonored. At the same time, students should be continually reminded of the unconditional love of God and that He only desires their happiness through obedient surrender.

Implementing a character development approach such as is described above requires of the teacher conscious habit-forming effort. Beautiful bulletin boards will have little or no effect if character development is not continually integrated throughout the school day. On the other hand, teachers enjoy a tremendous sense of satisfaction and partnership with the Holy Spirit when they learn to see in virtually every behavior, an opportunity to develop Christian character.

Additional valuable resources related to character development can be found at the following websites, although these are not specifically Christian in nature:

- [www.cfpedu.org](http://www.cfpedu.org)
- [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

#### **CLASSROOM PROCEDURES**

In order to create a smoothly running classroom where students know what is expected of them and can be held accountable for their behavior, it is vital that specific procedures be systematically taught to all students. This is usually done at the beginning of the school year and may take two or more weeks to accomplish.

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Teachers who hesitate to commit this much time should be assured that the investment will pay richly in time saved throughout the school year.

Teachers generally have a variety of non-negotiables in terms of procedures. These should be carefully thought out in advance of the school year and written up in clear steps. When preparing written procedures for early elementary students, it is helpful to illustrate them (see sample). This can be done with clip art or by involving a talented volunteer. Other procedures can be developed as needed, involving students in the process. A procedure should be created any time an activity consistently results in frustration or inefficiency; written procedures may be placed in plastic sleeves in a binder so that they may be referred to as needed, or laminated and held together on a ring with a copy kept near each cooperative group.

Adults often assume that students have certain knowledge and behaviors that they may not actually have; therefore, once procedures have been written up, students must be systematically instructed in their use. This often requires modeling and role-playing until all students understand what is expected and realize that nothing less will be accepted.

All procedural instruction should be done in a positive tone, and students should be affirmed whenever they are complying. When one or more students are observed not following a previously taught procedure, it is helpful to simply stop the activity and say, "I notice we are not following our procedure. Is there someone who knows what we need to do differently?" or "I notice we are not following the procedure. Who will get the procedure manual so we can review it?" Then allow students to practice what has just been described. Whenever a relapse occurs, students should be stopped and the procedure reviewed again. If one particular student persists in non-compliance, s/he should be dealt with individually (see Light-Skill Action Plan).

**LIGHT-SKILL ACTION PLAN**

Name \_\_\_\_\_ Date \_\_\_\_\_

I did not use the light-skill of \_\_\_\_\_

Because I did not use this light-skill, the following people were hurt:

\_\_\_\_\_  
\_\_\_\_\_

To repair the damage I have caused I will \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that the Holy Spirit can help me prevent the problem in the future if I am willing to listen and cooperate with Him.

- I have asked the Holy Spirit to help me.
- I would like someone to pray with me for the Holy Spirit's help.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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It is common at certain points in the school year for teachers to realize that they have gradually relaxed oversight of procedures and that the classroom is becoming increasingly chaotic. At this point, the solution is to share this observation with students, review procedures, and consistently communicate their importance.

A list of procedures to be considered for the beginning of the school year follows. These ideas may assist teachers in creative and fun ways to provide varied instruction.

- Arrival (where personal belongings go, greeting adults and peers)
- Morning routine
- Introductions (etiquette and firm handshake)
- How to carry chairs safely
- Coming to circle
- Prayer
- Bathroom
- Hand washing
- Compliments
- Water bottle
- Snack
- Lining up
- Walking in the hall
- “Circling Up” (a procedure for getting students gathered quickly when at recess or P.E.)
- Kinds of voices (thinking voice, partner voice, cooperative group voice, etc.)
- Lunch
- Lunch clean up
- Peace table (see description which follows)

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- “Escape Place” (sometimes referred to as “Australia”; see description which follows)
- Finished early (what activities are appropriate to do when finished early with assignments)
- Procedures for use of any classroom materials (paper, scissors, crayons/markers, pencils, stapler, pencil sharpener, etc.)
- Rest time (kindergarten)
- Playground
- Fire drill
- Dismissal

#### **ESCAPE PLACE**

At various points in our lives, negative circumstances converge to stress or overwhelm. This is true for children as well as adults. Both experience and brain research reveal that it is nearly impossible to learn when distressed. Resolving a student’s anguish is critical in order to facilitate his/her learning; therefore, it is recommended that a small area of the classroom be set aside as an “escape place”. This should be a pleasant and comfortable area where a student may choose to go to get refocused.

Teachers, perhaps in consultation with their students, should use creativity to design the escape place. It may be decorated with a theme, and should include comfortable seating. Other meaningful features might include calming music played through headphones, a framed picture of Jesus, stress balls, a portable waterfall, a small fish tank with fish, a stuffed animal, or pillows. It may be helpful to include a timer that would be used to help students monitor the amount of time spent there. The escape place should be located so as to provide as much privacy as possible while keeping the student within the teacher’s view.

Elementary teachers may introduce the escape place by reading the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. The book tells the story of a young boy who is experiencing one problem after another and, after each negative event, says that he is going to run away to Australia. For this reason, some teachers refer to the escape place as “Australia”. Other terms for

an escape place to regain self-control might include TAB (Take a Break), Me Time, Refill Station, or Chill Place.

Procedures need to be clearly established and taught with regard to this area of the room and should include when it is appropriate to use it and how long a student may stay there, as well as how other students should relate to someone who goes there. When procedures have been clearly taught in a classroom characterized by respect, it is unusual for students to abuse the privilege. If it is felt that the area is being overused by a particular student, the teacher should try to understand the reasons behind the behavior and determine if it is appropriate to limit the number of visits to the area.

Under no circumstances should the escape place be used in a punitive way or as a timeout location. To do so would undermine its purpose.

#### **RESOLUTION STATION**

Conflict between students is inevitable, but students can learn to resolve conflict in a manner that is consistent with Scripture and which helps to maintain a peaceful classroom. A “resolution station” or “peace table” procedure can be tremendously useful in accomplishing this goal.

The resolution station should be a small table or desk out of the direct view of most of the class but within the teacher’s view. There should be a small object such as a paper weight or large button kept on the table. This is used to indicate whose turn it is to talk. Students should be able to sit across from each other. Some teachers include a small white flag that a student may wave to indicate that adult help is needed to resolve the conflict.

For primary students, the procedure for using the resolution station is scripted, and students must be taught the following dialogue. Modeling and role-playing work well to accomplish this task.

When one student is offended or angry at another student, s/he should request that the other student go to the table with her/him. When both are seated, the script goes as follows:

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- Offended:* (Picks up the paper weight or other object on the table) I didn't like it when you \_\_\_\_\_. (Passes the paper weight to the offender)
- Offender:* I'm sorry that I \_\_\_\_\_. Will you forgive me? (Passes the paper weight to the offended)
- Offended:* Yes, I will. (Passes the paper weight back to the offender)
- Offender:* Can we still be friends? (Passes the paper weight back to the offended)
- Offended:* Yes.
- Offender:* (Initiates a handshake)

While the procedure sounds a bit trite when described as above, it somehow has tremendous power to resolve conflict if teachers require its use consistently and refuse to solve students' problems for them. Role-playing should be used, giving as many students as possible the opportunity to practice and memorize the script. Young students will enjoy the role-playing, which should begin between the teacher and a student until it is felt that two students are ready to demonstrate it well. It is helpful to introduce and teach it one day and then review and continue role playing the next.

Eventually, a real conflict will arise between students. Depending on the seriousness of the conflict, it may be appropriate to ask the students involved for special permission for the class to observe since it is the first real use of the procedure. Requests for privacy should be respected, but often students will appreciate the opportunity to be experts, and this will help to hold them accountable for using the procedure well. If privacy is preferred, the class should provide it, but the teacher must be in the immediate area to ensure that the guidelines are followed. This supervision should be gradually faded as students become skilled at the procedure and recognize its power to resolve conflict. Students should be reminded of any steps they forget and affirmed for what they do well.

Disputes often occur over who will talk first. This is solved by establishing that the person who issued the request to go to the table is the first person to talk. An additional advantage of this rule is that it motivates students to initiate use of the procedure.



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Occasionally, a student will be taken to the table but have a frame of mind which is not conducive to conflict resolution. This is often evident from body language such as folded arms, a frowning face, and a refusal to talk or make eye contact. A student in this state should not be allowed to hold the other “hostage”, so the teacher may simply say to the offended individual (in the hearing of the offender), “\_\_\_\_\_ is not quite ready to resolve the conflict now, so why don’t you go back to your work and s/he will let you know when s/he is ready.” Meanwhile, the offender stays at the table.

Some conflicts involve several students. When this occurs, students should identify with whom they have issues and go to the table in various pair combinations until all are satisfied. This may require some teacher intervention.

Older students do not need to use such a rigidly scripted approach. Teaching the use of “I statements” will enable them to use their own language. It is, however, important that all students state specifically for what they are sorry. It is too easy to simply say, “I’m sorry.”

Some offenses are too great to be adequately resolved using only the resolution station. In such cases, the teacher may require or the offended student may request an act of apology. This may include some sort of restitution (if property was damaged), a carefully crafted letter or card, or a friendship gesture that clearly communicates remorse. The offender may be isolated, if necessary, for the time it takes him/her to prepare the act of apology.

A key to ensuring the success of the resolution station is for the teacher to develop the habit of requiring students to take responsibility for resolving their own conflicts. When a student complains about an injustice, an effective response is, “And how would you like to take care of that?” This communicates the expectation that students will resolve their own issues rather than turning them over to an adult. If they say they don’t know, respond with, “Well, if that had been done to me I would take the person to the resolution station to work it out.” Some individuals are highly averse to confrontation and will be disinclined to use the procedure, in which case, it is wise to support them in learning this important skill. The teacher could partner with the student in a role play to rehearse what she or he will say to the actual offender. This provides an opportunity to teach the young person to make eye contact and share their feelings with greater confidence.

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While the process initially requires a significant investment of time and energy, it pays big dividends throughout the rest of the year as students begin to solve their problems with minimal teacher involvement.

Students should be assisted to understand that this procedure is biblical and that many problems between adults would be prevented if they had learned how to use such a plan rather than stuffing their feelings or sharing the problem with people not involved.

Additional effective conflict resolution strategies and lesson plans with a Christian perspective are available on the web from Peacemaker Ministries at [peacemaker.net/young-peacemaker/](http://peacemaker.net/young-peacemaker/).

### REDEMPTIVE DISCIPLINE

The concept of redemptive discipline is founded on the principle that it is essential—from an eternal perspective—to change hearts rather than simply changing behaviors. Many systems of discipline are effective at changing the behavior of students, but their effectiveness vanishes once the authority figure is no longer present. Such is especially the case with systems founded upon applied behavior analysis. These rely on rewards for desired behaviors and punishments for undesired behaviors and are often seen in classrooms in the form of token economies in which students receive stickers or “funny money” as rewards. These are, conversely, taken away as punishment. Typically, tokens may be exchanged for inexpensive toys or trinkets through a class store or auction. Teachers who rely on these systems often feel as though they are more in control of the classroom with them than without, but the ineffectiveness of the system is quickly revealed when the students lose interest in the items available for purchase or when the teacher is not present to dispense the tokens. One of the most telling student comments often heard in a classroom operated under these systems is, “What will you give me if I... (comply)?” In other words, “You can only expect my cooperation as long as a reward which I value is available to me”.

In using systems such as those described above, we are systematically disabling students morally. They are not being taught to listen and obey the voice of the Holy Spirit, but rather to rely on external rewards and punishments. Frequently,

the Holy Spirit calls us to do that which will lead to ridicule or loss of material possessions. How can we expect students to make such a choice when we have been methodically training them to act based on human approval or the receipt of material advantage?

Many teachers and schools rely not so much upon strategies founded on applied behavior analysis, but rather upon systems of punishment for punishment's sake. Take for example the student whose behavior is insubordinate. Eventually, the student's behavior involves sufficient risk or the teacher becomes sufficiently frustrated to lead to a suspension from school. This leads, in many cases, to the student sitting at home for three days, often unsupervised because parents are working, so they bask in the influence of the television or internet, increasing the likelihood that their negative behaviors will continue. The only thing that is gained by the suspension is that the teacher and peers get a respite from the student's disruptive behaviors. Three days later, the student returns with little or no change of heart, at least in a positive sense.

Although the term "redemptive discipline" is not found in Scripture or the writings of Ellen White, the concept is clearly articulated. Consider David's plea following his sin with Bathsheba: "Create in me a pure heart, O God, and renew a steadfast spirit within me. Restore to me the joy of your salvation and grant me a willing spirit, to sustain me." (Psalm 51:10, NIV) David was not content to simply change his outward behavior. He recognized that he needed an internal transformation. Repeatedly throughout Scripture, God makes it clear that what matters most to Him is the condition of the heart. Once this is made right, behavior falls into place.

Mrs. White's counsel is clear from the following passages:

*The discipline of a human being who has reached the years of intelligence should differ from the training of a dumb animal. The beast is taught only submission to its master. For the beast, the master is mind, judgment, and will. This method, sometimes employed in the training of children, makes them little more than automatons. Mind, will, conscience, are under the control of another. It is not God's purpose that any mind should be thus dominated. Those who weaken or destroy individuality assume a responsibility that can result only in evil. While under authority, the children may appear like well-drilled soldiers; but when the control ceases, the character will be found to lack strength and steadfastness.*

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*Having never learned to govern himself, the youth recognizes no restraint except the requirement of parents or teacher. This removed, he knows not how to use his liberty, and often gives himself up to indulgence that proves his ruin. (Ed 288.1)*

The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power. (CG 223.2)

What does redemptive discipline look like in practical terms? First, it requires that the authority figures “seek first to understand, then to be understood” as Stephen Covey would say. Very often we are sure that we understand a student’s motives when in fact, if we would give them a safe opportunity to explain what they were thinking or feeling, we would discover something very different.

Second, we empower students to evaluate their behavior. This may require them to think about the sequence of events which led up to the problem or about other issues such as jealousy, hunger, need for sleep, or ignoring the voice of the Holy Spirit. It may require them to gather data or keep a journal so that they can, with help, identify patterns.

The next step in the process is involving the student in a discussion about what s/he would need in order to make changes, as well as asking peers what they would need to feel safe about the return of the offending student and what they can do to support her/him. This process usually creates a climate in which those involved are willing to ask for and offer forgiveness, leading to the restoration (redemption) of the offending student. In the process, logical, rather than arbitrary, consequences have been identified and implemented. The Responsive Classroom approach focuses on implementing a classroom management plan through community-building principles and practices. This approach integrates well with the redemptive discipline philosophy. For more information on Responsive Classroom, visit [www.responsiveclassroom.org](http://www.responsiveclassroom.org).

Following are some real life examples.

- Two students, a sixth grader and a seventh grader, were reported to have made threats on another student via the internet. When they were asked about it, one readily admitted that it had happened, while the

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other at first denied, then later admitted it. A traditional response to such actions would have been suspension for a period of one to three days. It was decided that, yes, the students would be suspended because their actions had made the school emotionally unsafe, but while out of school they were to read the book *She Said Yes* by Misty Bernall (the story of a student who gave her life at Columbine because she answered yes when asked if she was a Christian). They were also assigned the task of researching and creating a PowerPoint presentation on bullying, including cyberbullying. A rubric was provided clearly outlining what was required. Upon completion of these tasks the students were expected to present what they had learned to the school admissions committee (a subcommittee of the board). Both students completed the assigned tasks and each gave evidence of changed hearts. One student complained bitterly that the requirements were “stupid”, yet at the conclusion of her presentation to the board, as she was being dismissed, she tearfully asked to share some additional feelings. She said that she had thought the tasks stupid, but that through the experience she had come to see the seriousness of her actions, was truly sorry, and did not want to be involved in such things again. The goals of the consequences were achieved—changed hearts leading to changed behavior.

- One student frequently annoys his peers, bumping into them, or hitting them as he passes by. On the surface this would seem to be attention-seeking behavior which simply needs to be stopped. Further investigation reveals, however, that this is a student who has significant difficulty communicating feelings and needs and who lives with a host of fears (his mother reports that if he had his choice he would be unlikely to ever leave his house). He refuses to report frustrating behaviors of other students which may go unnoticed by the teacher, so he bottles up his frustrations until he explodes or responds with irritating behaviors. By creating a safe emotional climate for this student, staff has come to understand him much better. Other students in the class have been involved in assessing the situation and came to realize that there are primarily two girls whom this student verbally disrespects. As it happens, peers have been suggesting that these two are his “girlfriends”, a concept that distresses him highly. His put-downs of these girls are his attempt to prove that he does not like them. Peers have been helped to see their role in the problem. Punishing this boy for his annoying and disrespectful behaviors without investigating would have failed to remedy the real problems and would have, on some level, blamed the victim. This situation is complex, and problem-solving will be ongoing, but staff are determined and confident that solutions can be redemptive.

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Using redemptive discipline can be time-consuming and challenging, but we believe children are worth it! We have been assisted in the process by the procedures outlined in very practical terms in a book entitled *Teaching Children to Care* by Ruth Sidney Charney. Another very helpful book is *On Their Side* by Bob Strachota. Neither book incorporates spiritual elements, but both are extremely helpful with process and completely compatible with the concept of redemptive discipline.

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- Create a safe, healthy environment and promote understanding of safe, healthy behavior.
- Consider the appropriateness of the level of instruction. Is it too difficult? Too easy? Are the necessary supports in place?
- Ensure that learners are challenged suitably at their current levels.
- Incorporate preferred activities into the routine of the student's day rather than requiring him/her to earn these activities.
- Identify and focus on student positive behavior rather than the negative behaviors.
- Consider making changes to the physical environment—take steps to minimize noise, play calming music, provide stress balls, change the lighting, rearrange seating, etc.
- Incorporate choice whenever possible—give the student a sense of control over his/her environment.
- Involve caring peers in problem-solving approach.
- View behavior as a message. Does it communicate social, emotional, or physical needs? Verify the student's physical health.
- Take time to know the student. Initial perceptions may be inaccurate.
- Adapt to the needs of students rather than expecting students to adapt to the needs of the school.
- View individual differences between students as a source of richness and diversity instead of a problem.

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- Develop a stimulating and accessible learning environment that supports a wide range of learning approaches.
- Value the achievements of all learners in ways that are meaningful to them.
- Challenge discrimination in all its forms, and promote awareness of different cultures.
- Provide personalized learning experiences according to individual interests, learning styles, motivations, skills, and talents.
- Cultivate the enjoyment of learning for its own sake and for application in other contexts.
- Create opportunities for every learner to make a positive contribution to the school community and beyond.
- Work closely with parents/guardians to support every learner.
- Create opportunities and mechanisms for every learner's voice to be heard.
- Build learners' sense of responsibility for their own learning.
- Develop both independence and interdependence in all learners.
- Older students benefit from using technology, manipulatives, and hands-on experiences to comprehend new material.
- Students need opportunity to discuss and "play" with new concepts in order to apply it.
- Students need feedback on the process (metacognition) of learning.
- See Redemptive Discipline on p. 34.

#### **REMEMBER:**

- A person's worth is independent of their abilities or achievements.
- Every human being is able to feel and think.
- Every human being has a right to communicate and be heard.
- Real education can only happen in the context of real relationships.
- All people need support and friendship from people of their own age.

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- Collaboration is more important than competition.

Additional valuable resources can be found at:

- [www.classroomdiscipline101.com](http://www.classroomdiscipline101.com)
- [www.behavioradvisor.com/AssertiveDiscipline.html](http://www.behavioradvisor.com/AssertiveDiscipline.html)
- [www.livesinthebalance.org](http://www.livesinthebalance.org)
- [www.marzanoresearch.com](http://www.marzanoresearch.com)
- [www.cte.ku.edu](http://www.cte.ku.edu) (University of Kansas Center for Teaching Excellence)
- [www.margaretsearle.com](http://www.margaretsearle.com)
- [www.inclusiveschools.org](http://www.inclusiveschools.org)
- Greene, Ross. *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*
- Searle, Margaret. *Casues and Cures in the Classroom: Getting to the Root if Academic and Behavior Problems*
- Tovani, Cris. *I Read But I Don't Get It*



# 3 REACHing In

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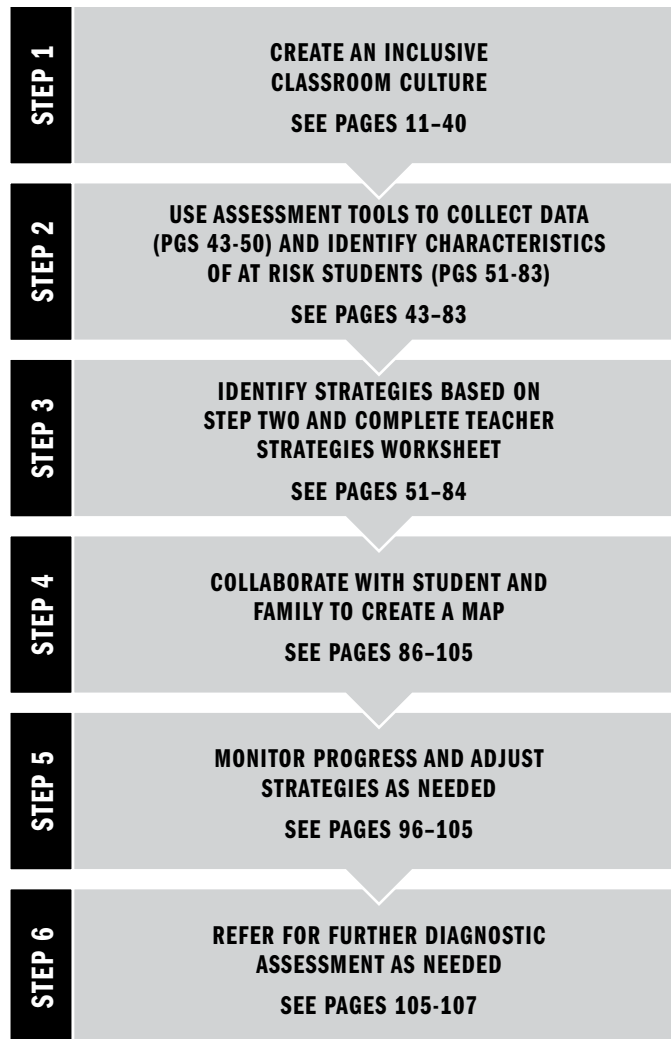
### **78. CLASSROOM TESTING**

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## **INITIATING THE PROCESS**



## **ASSESSMENT TOOLS FOR DATA COLLECTION**

### **COLLECTING DATA**

#### **TEACHER ASSESSMENT**

The use of assessment data should be to provide feedback to teachers and students regarding instruction and learning. These assessments are not for the purpose of diagnosing or labeling students. Information gained through informal assessments provides opportunities for teachers to make adjustments to the ways in which they deliver instruction. Teachers use formative assessments both to provide feedback to students about their progress and to guide decisions about next steps in the learning process, thereby closing the gap between the learner’s current and desired states. Popham (2008) defines formative assessment as “a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing”. The operative word in this definition is “process”, in that formative assessment happens throughout the learning, as opposed to summative assessment, which is often a one-time event that occurs at the end of a learning unit and is used to make judgments about student competence.

More information and resources regarding formative assessment can be found on the REACH website at [reach.adventisteducation.org](http://reach.adventisteducation.org).

In addition to formative assessment practices, more summative forms of assessment practices may be warranted to allow teachers to have a better understanding of the specific challenges that the student is experiencing.

Before initiating assessment, check to see if the student has been previously tested. If attempts to help a student using the strategies and modifications checklists show insufficient results, the teacher or REACH specialist may conduct simple assessments. The results may be helpful in developing a learning strategy for a particular student. The REACH team should review and consider all forms of assessment data to inform decisions regarding the development of a MAP (Measurable Action Plan) or recommendations for additional more comprehensive evaluations. Those results can help the team develop a MAP (Measurable Action Plan) or lead them to seek further permission for more extensive assessment.

### **3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION**

Sensitivity must be used when conducting assessments to prevent students from feeling singled out.

A number of simple assessment tools are available for behavioral tendencies, learning styles, and academic abilities. The results will help create a picture of the student's ability. Please note that training is required for the administration of these assessments.

A brief description of some assessment tools follows on the next page. Study these descriptions and select the appropriate instrument according to the student's needs. Avoid over-testing.

Some assessment tools described in this section are not included in this manual because of copyright laws. They may be purchased or borrowed from the local office of education if available.

After assessment has been completed, schedule a conference with the parent/guardian. If further recommendations are needed, a REACH evaluation team should be formed. Remember that assessments are only to be used to inform instruction, not to diagnose.

#### **HEALTH/VISION/HEARING**

Behavior and academic problems can sometimes be prevented or solved through simple health screening. It is important that schools plan for a systematic health screening.

### 3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

#### **WIDE RANGE ACHIEVEMENT (WRAT-4)**

The WRAT-4 is a norm referenced test that can be administered in 30 minutes. The test assesses word reading, sentence comprehension, spelling, and math computation. The WRAT can be used with individuals between 5-94 years of age. (Available through Academic Communication Associates at 800-331-8378, ext. 361.)

#### **DIBELS**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. (Available at <https://dibels.uoregon.edu/>.)

#### **QUALITATIVE READING INVENTORY – 5TH EDITION (QRI-5)**

The QRI-5 is an individually administered informal reading inventory (IRI) designed to provide diagnostic information about conditions under which students can identify words and comprehend text successfully. Reading levels are provided from pre-primer through high school. (Available through Addison Wesley Longman at [www.awl.com/leslie](http://www.awl.com/leslie).)

#### **KEY MATH**

Key Math is an individually administered test designed to provide a diagnostic assessment of skill in mathematics. Test items are divided into 14 subtests organized into three major areas: content, operations, and application. Most items require the subject to respond verbally to open-ended items that are presented orally by the examiner. KeyMath is a power test, not a speed test. The test should take approximately 30 minutes to administer. This test is normed for grades K through 7. (Available through American Guidance Services at 800-328-2560.)

#### **YOPP-SINGER PHONEME TEST**

This phoneme segmentation test is a reliable, quick measure of grade level K–1 students' ability to segment phonemes in one syllable words.

### 3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION

#### **SAN DIEGO QUICK ASSESSMENT OF READING ABILITY**

This assessment measures grade level K–11 students’ word recognition ability of words out of context. Proficient readers typically read words accurately both in and out of context. This screening provides surprisingly accurate information about students’ independent instructional and frustration levels for reading. (Available at <http://facstaff.bloomu.edu/dwalker/Documents/San%20Diego%20Quick%20Assessment.pdf>.)

#### **TEST OF WORD READING EFFICIENCY (TOWRE)**

The Test of Word Reading Efficiency compares phonemic decoding skills to word recognition orthographic skills. It is an excellent early reading measurement tool for grades 1 and 2. This screening provides a quick measure of sight word decoding efficiency and phonetic decoding efficiency. Suitable for ages 6–24. Most widely used in grades 1–5. An excellent progress monitoring tool to use three times a year to document growth.

#### **WORDS THEIR WAY ASSESSMENT**

This whole-class assessment of spelling is ideal for grades K–3 to determine the spelling stage of students and help target particular areas to work on.

#### **RUNNING RECORD**

Use this tool as an informal reading assessment to monitor reading accuracy and types of miscues using student reading materials. This is very useful for teachers because it does not require specific test materials to conduct a running record and can be done any time students are reading aloud.

The following link describes the process and how to records and interpret results:

<http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>.

This website provides a blank running records recording sheet in PDF format for use:

<http://www.learnnc.org/lp/media/authors/gunther/runrecords/runrecord.pdf>.

### 3. REACHING IN

#### ASSESSMENT TOOLS FOR DATA COLLECTION

## ACADEMIC SCREENING

### CARLISLE ALPHABET TEST

This is a simple test for grades K-1, determining a student's knowledge of letter identification and sounds. It focuses on four different learning styles: Visual, Auditory, Visual/Auditory, and Auditory/Kinesthetic. An alphabet card pack, paper, and pencil for the child are the only supplies needed. Teachers will need their own alphabet cards.

SHOW CARD. CHILD NAMES THE LETTER.	SHOW CARD. CHILD GIVES SOUND OF LETTER.	SAY SOUND. CHILD NAMES THE LETTER.	SAY SOUND. CHILD WRITES THE LETTER.
m	m	m	m
l	l	l	l
b	b	b	b
t	t	t	t
u	u	u	u
r	r	r	r
s	s	s	s
x	x	x	x
n	n	n	n
qu	qu	qu	qu
e	e	e	e
y	y	y	y
p	p	p	p
a	a	a	a
g	g	g	g
k	k	k	k
d	d	d	d
j	j	j	j
f	f	f	f
i	i	i	i
c	c	c	c
v	v	v	v
o	o	o	o
z	z	z	z
h	h	h	h
w	w	w	w
ch	ch	ch	ch
sh	sh	sh	sh
th	th	th	th

### **3. REACHING IN ASSESSMENT TOOLS FOR DATA COLLECTION**

#### **BEHAVIOR ASSESSMENTS**

##### **HAWTHORNE PRE-REFERRAL INTERVENTION MANUAL – 3RD EDITION (PRIM-3)**

May be used by a teacher to develop a comprehensive plan of intervention strategies for a student. The manual contains over 4,000 intervention strategies for the 219 most common learning and behavior problems. The intervention strategies are easily implemented in classrooms by regular education teachers. (Available through Hawthorne Educational Services at 800-542-1673.)

#### **LEARNING STYLES ASSESSMENTS**

##### **CAPSOL**

CAPSOL is a professional tool, for students in grades 7-12, which rates the nine styles of learning: Visual, Bodily-Kinesthetic, Auditory, Individual, Group, Oral Expressive, Sequential, and Global. A complete scoring sheet is also provided to profile a student's learning preferences. (Available through Process Associates at 800-772-7809.)



### 3. REACHING IN

#### ASSESSMENT TOOLS FOR DATA COLLECTION

#### LEARNING STYLES INVENTORY

Three of the five senses are primarily used in learning, storing, remembering, and recalling information. The eyes, ears, and sense of touch play essential roles in the way one communicates, perceives reality, and relates to others. Because one learns from and communicates most easily with someone sharing their dominant modality, it is a great advantage for teachers to know the characteristics of visual, auditory, and kinesthetic learning styles and to be able to identify them in others.

VISUAL	AUDITORY	KINESTHETIC
Mind sometimes strays during verbal activities	Easily distracted by noises	Fidgets, taps pencil or foot while studying
Writes things down, takes notes	Learns through verbal instruction	Solves problems by physically working through them
Observes rather than talks or acts	Enjoys listening activities, but can't wait to talk	Will try new things, touches, feels, manipulates
Likes to read, likes descriptions—visualizes in detail	Likes to be read to	Reading is not a priority, would rather be doing
Usually a good speller—recognizes words by sight	Uses a phonic approach to spelling	Poor speller, writes words to determine if they feel right
Memorizes by seeing graphics and pictures	Memorizes by auditory repetition	Memorizes by handling objects
Finds verbal instructions difficult, needs the visual	Whispers to self while reading, enjoys dialogue	Learns best by demonstrations
Remembers faces, forgets names	Remembers names, forgets faces	Likes to touch people when talking to them—remembers by association
Uses advanced planning, makes lists	Talks out problems	Expresses emotions physically
Doodles, stares, finds something to watch	Hums or sings	Uses hands while talking
Meticulous, neat in appearance	Matching clothes not important	Dresses for comfort
Enjoys movies, dramas, art, and other visual presentations	Enjoys music more than art	Responds to music by physical movement
Uses words such as “see” and “look”	Uses words such as “listen” and “hear”	Uses words such as “get” and “take”

### 3. REACHING IN

#### ASSESSMENT TOOLS FOR DATA COLLECTION

#### SUGGESTED AIDS FOR LEARNING MODALITIES

Use the strategies below to sharpen students' dominant learning modality or to strengthen a weaker one. Those who use several modalities are more flexible learners; therefore, plan to use a variety of learning modalities in daily lessons.

<b>VISUAL</b>	<b>AUDITORY</b>	<b>KINESTHETIC</b>
Use guided imagery	Use tapes	Pace/walk as while studying
Form pictures in mind	Watch TV	Physically do it
Take notes	Speak/listen to speakers	Practice by repeated motion
Visualize spelling words	Say spelling words aloud to learn	Write and say lists repeatedly while moving
Use cue words	Make up rhymes/poems	Role-play
Use notebooks	Read aloud	Exercise
Use color codes	Talk to yourself	Draw
Use study cards	Repeat things orally	Write on surfaces with finger
Use doodling to stay focused	Use rhythmic sounds	Manipulate a stress ball while studying
Watch TV/movies	Have discussions	Interact physically
Use written directions	Use oral directions	Write and say instructions
Use charts, graphs, and maps	Use theater	Use mnemonics (word links, rhymes, poems, lyrics)
Demonstrate and use drawings and exhibits	Use mnemonics	Associate feelings with concept/information
Need a quiet environment	Listen to music	Need to be comfortable
Focus by visualizing	Repeat instructions orally	Visualize and verbalize instructions
Make lists, use a day timer	Use tape device to record	Use day timer

#### **IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES**

Once a teacher has decided that the inclusive practices and instructional strategies that they're using are not meeting the needs of a particular student, the following checklists can be used to help better identify where the learner challenges may lie. Using the characteristic checklists provided, identify which of the following broad categories most closely relate to the challenges experienced by the student.

Learning differences take on many forms and are lifelong. All students have their own learning strengths, weaknesses, and needs. Students with learning and behavioral differences may have problems in math, language, processing of information, reading, comprehending and integrating concepts, writing, organizing and sequencing thoughts, controlling impulses, focusing, etc. The following lists of characteristics are designed to help teachers identify those areas of strengths and weaknesses. Remember that characteristics are only to be used to inform instruction, not to diagnose.

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ACCELERATED LEARNERS: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Has an extensive and detailed memory, particularly in an area of interest	✓
Is reflective about learning	
Has communication skills advanced for age and is able to express ideas and feelings	
Has vocabulary advanced for age—precocious language	
Asks intelligent questions	
Is able to identify the important characteristics of new concepts, problems	
Learns information quickly	
Uses logic in arriving at common sense answers	
Has a broad base of knowledge—a large quantity of information	
Understands abstract ideas and complex concepts	
Uses analogical thinking, problem solving, or reasoning	
Observes relationships and sees connections	
Finds and solves difficult and unusual problems	
Understands principles, forms generalizations, and uses them in new situations	
Wants to learn and is curious	
Works conscientiously and has a high degree of concentration in areas of interest	
Understands and uses various symbol systems	
Seems bored	
Has preferred ways of learning, particularly in reading and math	
Cannot sit still unless absorbed in something highly interesting	
Typically performs at grade level, but well below potential	
Has intellectual capacity equal to that of an adult	
Underachieves—which is often attributed to lack of motivation, laziness, carelessness, immaturity, or behavioral problems	
Is excellent at conceptual reasoning, abstract thinking, problem solving, and vocabulary, but deficient in rote memorization, sequencing, and scanning	
Has tendency to jump to the end, overlooking steps in the middle	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Is frustrated by own inconsistencies and is defensive; feels misunderstood, different	
Has keen curiosity, is extremely observant	
May be distractible, off-task	
Loves justice, truth, equity; questions rules, customs, traditions	
Is insightful, imaginative, intense, articulate	
Has unreasonable self-expectations, is a perfectionist; is highly sensitive to criticism	
Readily sees patterns and relationships; generalizes easily	
Is talented in art, drama, design, music, sports, inventing, storytelling, business, engineering, or sales	
Participates in creative and technical hobbies requiring unusual skill	
Understands figurative language, analogies, satire	
Has highly developed sense of humor and sophisticated grasp of complex systems	
Writes slowly and tediously	
Fails to complete assignments on time	
May develop compensatory strategies on their own if given a clear understanding of the problem	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ACCELERATED LEARNERS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Use technology			
Offer a variety of options for communication of ideas such as slides, speeches, video			
Emphasize high-level abstract thinking, creativity, and problem-solving approach			
Have great expectations			
Provide for flexible pacing			
Provide challenging activities at an advanced level			
Promote active inquiry			
Offer options that enable students to use strengths			
Build upon student interests			
Let students establish learning goals and self-assessment strategies			
Use strategies that allow students to share what they know, i.e., brainstorming, K-W-L charts			
Give credit for what students already know; keep them challenged; don't require them to work on material they already know			
Use project-based learning as often as possible			
Don't assume students are organized; teach organizational skills			
+Offer Advanced Placement (AP) classes if possible (this can be done in the general classroom with additional assignments). See <a href="http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html">apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html</a>			
For more activities see <a href="http://specialed.about.com/od/giftedness/Gifted_Education.htm">specialed.about.com/od/giftedness/Gifted_Education.htm</a>			
For activities for gifted and talented see <a href="http://fortalentsineducation.org">fortalentsineducation.org</a>			

\*See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

+ Modification

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### SOCIAL CONCERNS: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

##### SOCIAL



May demonstrate excellent memory skills	
May seem like the “little professor” and have extraordinary skills in various areas—science, math, drawing, music, history, social studies, map knowledge, etc.	
Frequently do not like surprise changes to the daily schedule or routine	
May have difficulty maintaining eye contact	
May become overly focused on a particular object, topic—obsessive interests	
May have hard time transitions form one activity to another	
Higher levels of anxiety compared to peers	
May insist on sameness of activities or surroundings	
May seem rigid in wanting things to go their way	
May be content to be alone	
May be very literal—generally don’t participate in “pretend” games	
May have difficulty interacting with peers	

##### COMMUNICATION

May have a hard time interpreting facial cues or body language	
May have delayed speech and language skills	
May repeat words, phrases, lines from a movie or story, etc.	
Conversations can be one-sided or focused mainly on their interest area	
Frequently have difficulty with reciprocity in communication—the give and take of conversation	

##### SENSORY PROCESSING

May not respond to their name when called	
Often have over sensitive or under-sensitive sensory processing systems	
May have unusual reactions (over-/under-sensitivity) to the way things sound, taste, smell, look, and feel	
May lack fine motor coordination which affects output on paper—poor handwriting, difficulty putting thoughts/ideas on paper	
May lack physical coordination skills—awkward gait or physical movement	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

May have visual fascination with lights or movements	
Frequently has difficulty regulating own emotions—gets unexpectedly angry or have emotional outbursts that seem extreme for the setting or situation	
May flap hands, rock body, spin in circles, walk on toes	
May avoid or resist physical contact	



### 3. REACHING IN

## IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

### SOCIAL CONCERNS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>SOCIAL</b>	Tried/ Duration	Effective Y/N	Remarks
Provide a written daily schedule or agenda for the day			
Use a schedule with pictures for younger children			
Create predictable classroom routines and procedures			
Give advanced notice of changes to the daily schedule/routines/absence of teacher, etc.			
Help student practice using eye contact—begin with short times and build up			

#### COMMUNICATION

Model conversation skills			
Model listening skills, body language			
Teach peers to prompt specific skills—ask for turn, initiate verbal interaction, face your friend when talking, etc.			
Model self-talk as often as possible			
Use pictures of facial expressions to help recognize emotions and nonverbal cues of others			
Role-play use of language to engage with others—how to greet someone, how to join in play, the back and forth of conversation			
Get student's attention before giving directions—call name, touch shoulder, tap desk, etc.			

#### SENSORY

Provide a quiet place in the classroom for the student to de-stress			
Try sensory soothing bins to lower stress—dried lentils, rice, water beads, play-dough			
Use headphones for quiet			
Use a study carrel for seatwork to block out distractions as needed			
Provide movement breaks—carry a box to the office, take a note, get a drink			
Allow a wiggle cushion to sit on or a bouncy band for feet/legs			

Resources and Books: See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ATTENTION, FOCUSING, AND CHALLENGES

#### STAYING ON TASK: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Fails to give close attention to details	<input type="checkbox"/>
Makes careless mistakes in schoolwork or other activities	<input type="checkbox"/>
Has difficulty sustaining attention in tasks or play activities	<input type="checkbox"/>
Has difficulty organizing tasks and activities	<input type="checkbox"/>
Does not follow through on instructions and fails to finish schoolwork or chores	<input type="checkbox"/>
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	<input type="checkbox"/>
Loses things necessary for tasks or activities (e.g., assignments, pencils, books, or tools)	<input type="checkbox"/>
Distracted by extraneous stimuli	<input type="checkbox"/>
Is forgetful in completing daily activities	<input type="checkbox"/>
Rushes through assignment with no regard to accuracy or quality of work	<input type="checkbox"/>
Begins assignments before receiving directions	<input type="checkbox"/>
Is easily distracted by auditory and visual stimuli	<input type="checkbox"/>
Does not turn in homework assignments	<input type="checkbox"/>
Frequently does not complete in-class assignments	<input type="checkbox"/>
Frequently unable to follow written/oral directions	<input type="checkbox"/>
Has little or no interaction with others	<input type="checkbox"/>
Requires eye contact in order to listen	<input type="checkbox"/>
Frequently is disorganized	<input type="checkbox"/>
Does not remain on task (daydreams)	<input type="checkbox"/>
Has limited memory skills	<input type="checkbox"/>
Often fails to generalize knowledge	<input type="checkbox"/>
Frequently fails screening tools or quizzes	<input type="checkbox"/>
Fidgets with hands or feet or squirms in seat	<input type="checkbox"/>
Leaves seat in classroom or in other situations in which seating is expected	<input type="checkbox"/>
Runs about or climbs excessively in situations where it is inappropriate	<input type="checkbox"/>

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Has difficulty playing or engaging in leisure activities quietly	
Frequently on the go or acts as if “driven by a motor”	
Talks excessively	
Blurts out answers before questions have been completed	
Has difficulty awaiting turn	
Makes unnecessary physical contact	
Interrupts or intrudes on others (e.g., in conversations or games)	
Appears to be socially immature	
Bothers other students who are trying to work, listen, etc.	
Makes inappropriate comments or unnecessary noises in the classroom	
Tends to overreact to situations	
Frequently does not work independently	
Often not accepted by others	
Frequently has no concept of time	
Frequently does not keep track of assignments	
Does not respond appropriately to environmental/social cues	
Is easily angered, annoyed, or upset	
Has coordination difficulty—falls, trips, etc.	
Has difficulty retrieving information	
Often shifts from one activity to another	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ATTENTION, FOCUSING, AND CHALLENGES STAYING ON TASK: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>REDUCE DISTRACTIONS</b>	Tried/ Duration	Effective Y/N	Remarks
Use study carrels			
Check lighting and noise levels			
Remove unnecessary materials from student desk			
Position student out of classroom traffic flow			
Seat student next to supportive peers and away from distractions			

#### **IMPROVE FOCUS**

Ask the student occasionally what time it is or what subject s/he has next			
Stand by his/her desk as often as possible when talking to the class			
Stay close to the student in large areas of confusing situations (e.g., fire drills, assemblies)			
Set up a system of inconspicuous, prearranged signals to help the student			
Teach student to self-evaluate targeted behavior using tally marks or checklists			
Provide student with a written checklist of expectations—only essential concepts			
Establish eye contact; touch shoulder, use name and proximity when giving instructions			
Give one part of a sequence of tasks at a time			
Use hands-on materials and manipulatives			
Have the student retell instructions to ensure understanding			
Underline key words and use colored paper for markers in reading			
Teach self-talk skills (i.e., “I will try” and “I can walk down the hall quietly”)			
Teach students to visualize and describe appropriate behavior			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Be animated, theatrical, and responsive			
Intersperse low with high interest tasks			
Use background music—it helps to block out other noise			
Block or chunk assignments into time or productive segments—have child work in six five-minute segments instead of one 30-minute segment			
Alter assignments			
+Alter course expectations			

#### PROVIDE POSITIVE MOVEMENT

Send student on an errand before s/he has reached frustration point			
Allow student to work in various positions—standing, sitting, kneeling, etc.			
Allow student to have an object to manipulate (i.e., stress ball)			
Provide movement between activities			
Provide breaks and opportunities for controlled movement (e.g., sharpening pencils and running errands)			

#### PROVIDE STRUCTURE

Encourage independence/self-management			
Use rewards and contracts to teach and enforce on-task behavior			
Frequently review posted class rules and routines			
Prepare students for approaching transitions			
Plan ahead—teacher organization and preparation facilitate student success			
Keep directions simple and clear			
Establish a routine			
Give parents a set of books for home use			
Use clear, simple language, and repeat instructions frequently			
Be consistent with routine (structure) and consequences			
Define expectations in advance			
Offer limited choices of materials and/or activities			
Allow cursive handwriting or printing			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Extend time limits			
Anticipate problems—be proactive			
Give leadership roles			
Set up a buddy system			
Use small groups and cooperative learning			
Use contracts			
Provide the student with strategies for learning and organization			
Encourage goal setting and mastering challenges (daily, monthly, etc.)			
Teach students to “DeBug,” see appendix			

#### **CULTIVATE A POSITIVE MINDSET**

Empower students to use down time as needed			
Seek student input to resolve problematic behaviors			
Be aware of student allergies			
Don't punish by excluding student from preferred and/or movement activities			
Communicate unconditional acceptance			
Focus on student's abilities rather than disabilities			
Give genuine praise and emphasize the positive			
Provide immediate and frequent feedback			
Stay flexible			
Ignore minor behaviors and attend to positive behaviors			
Stay calm			
Practice forgiveness			
Have a back-up plan to relieve teacher stress			

+ Modification

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### BEHAVIORAL CONCERNS: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

##### ATTENTION SEEKING



<b>Student:</b>	
Shows off	
Cries easily/often	
Speaks loudly	
Uses charm	
Keeps teacher busy	
Constantly asks questions	
Over-dramatizes	
Stops when asked but resumes behavior	
<b>Teacher feels:</b>	
Irritation	
Frustration	
Annoyance	
Resentment	

##### POWER SEEKING

<b>Student:</b>	
Is stubborn	
Is argumentative	
Lies	
Cheats	
Must win	
Must be in charge of every situation	
Is disobedient	
Refuses to conform to classroom rules	
If asked to stop defies, resists, or escalates the behavior	
<b>Teacher feels:</b>	
Threatened	
Defensive	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

##### REVENGE SEEKING

<b>Student:</b>	
Has a history of behaviors listed above	
Feels unfairly treated	
Feels others are out to get him/her	
Feels better after accomplishing revenge	
Lies	
Steals	
Hurts others physically or emotionally	
Destroys property	
Blames others for perceived unfair treatment	
Retaliates if asked to stop	
<b>Teacher feels:</b>	
Anger	
Hurt	
Frustration	

##### ADEQUACY SEEKING

<b>Student:</b>	
Has a history of behaviors listed above	
Wants to be left alone	
Has feelings of despair	
Feels worthless	
Is quiet and withdrawn	
Gives up easily	
Won't attempt a task	
Places unrealistic expectations on themselves	
Pessimistic	
Engages in passive-aggressive behavior	
<b>Teacher feels:</b>	
Inadequate	
Helpless	



### 3. REACHING IN

## IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

### BEHAVIORAL CONCERNS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>ATTENTION SEEKING</b>	Tried/ Duration	Effective Y/N	Remarks
Arrange one-on-one time during non-instructional activities (recess, lunch, etc.)			
Greet student warmly upon arrival			
Engage in small talk			
Offer positions of responsibility			
Show personal interest			
Affirm appropriate behaviors			
Ignore inappropriate behaviors			

<b>POWER SEEKING</b>	Tried/ Duration	Effective Y/N	Remarks
Avoid power struggles through humor or distractions			
Give student some control by offering choices			
Empower students; give positions of responsibility			
Assign classroom jobs on a rotating basis			
Affirm privately rather than publicly			
Acknowledge student's feelings			

<b>REVENGE SEEKING</b>	Tried/ Duration	Effective Y/N	Remarks
Conduct small group pro-social skills lessons when student is calm			
Establish a mutual contract with goal being to get along with others			
Teach self-monitoring			
Be calm and matter-of-fact when issuing consequences			
Catch student being good and praise privately			
Treat each day as a fresh start			

### 3. REACHING IN IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### ADEQUACY SEEKING

Ensure success when introducing new skills			
Prepare student in advance for public demonstration of skills			
Offer opportunity to observe rather than participate in group activities			
Use cooperative learning with supportive peers			
Identify opportunities for student to showcase strengths			

Adapted from Dreikurs, R., Grunwald, B. & Pepper, F. (1971).  
*Maintaining Sanity In The Classroom*. New York: Harper Row.

### 3. REACHING IN

## IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

### MATH: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_

	✓
Has difficulty recognizing numbers	
Struggles to solve addition problems	
Struggles to solve subtraction problems	
Struggles to solve multiplication problems	
Struggles to solve division problems	
Does not remember math facts	
Has difficulty solving story problems	
Works math problems from left to right	
Struggles to demonstrate knowledge of place value	
Struggles to change from one math operation to another	
Struggles to do regrouping	
Struggles to keep numbers in columns	
Has difficulty with skip counting	
Confuses operational signs	
Has difficulty with money concepts	
Has difficulty with measurements	
Has number reversals/transposing	
Has difficulty with telling time	
Has difficulty with schedules and sequences of events	
Has difficulty with a number line	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### MATH: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Begin with the easiest problems, and add the harder problems in a progressive order on worksheets			
Fold or divide math paper into fourths, sixths, eighths, etc. Place one problem in each box			
Provide visual clues for problem-solving tasks. Use concrete manipulatives			
Check to see that the meaning of key symbols is clear (+, -, x, etc.)			
Show relationship of key words to their symbols— all together = +, less than = -, how many more = -			
Use color code, rhythm, signs, jump-rope, etc. for drills			
Turn lined paper vertically to help students organize math problems. This keeps the ones, tens, and hundreds in place			
Use large graph paper. One numeral can be written in each square. Gradually make the transition to regular paper			
Allow student to use a calculator			
Drill aloud to teacher or study buddy (use flashcards)			
Determine if student is developmentally ready for specific concepts			
Give immediate feedback (ideally, self-check and correct within class time)			
Reduce quantity of material assigned (odds or evens)			
Use real money in situations that the student can relate to			
Check the whole problem, not just the answer (s/he may know how and why but write down the wrong answer)			
Let the student work on the black/whiteboard (use large motor skills)			
Provide basic math facts			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Use technology (i.e., ALEKS*, FASTT Math* freemathworksheets.com)			
Teach multiplication using rhyme or other memory devices, (i.e., Rhymes 'n' Times*, Multiplication in a Flash*)			
Teach to skill level, not grade level			
Allow use of tables or note cards for assignments and tests (may be a modification for high school)			

\*See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### READING: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

#### KINDERGARTEN (BY THE LAST MARKING PERIOD)



Prone to ear infections	
Unusually late or early reaching developmental milestones	
Delayed speech, may stutter under stress	
Late in choosing dominant hand	
Right/left confusion; difficulty with special concepts; gets lost easily	
Struggles with gross motor activities, such as hopping, skipping, or jumping	
Struggles with fine motor activities, such as tying shoes	
Trouble memorizing (such as phone number, alphabet)	
Mixes up sounds or syllables in long words	
Difficulty differentiating between phonetic sounds	
Difficulty with time sequencing; mixes up the order of events	
Difficulty with directions that include more than one task	
Poorly shaped letters when writing	
Difficulty writing on a line or coloring within general lines	
May have difficulty reading consistently from left to right	

#### ELEMENTARY/SECONDARY

Appears bright, highly intelligent, and articulate, but unable to read, write, and spell on grade level	
Inconsistent performance; may have discrepancies in test scores	
Easily frustrated and emotional about academic work	
Sings or chants to recite the alphabet in correct sequence	
Fails to demonstrate proficient word attack skills; difficulty with phonics skills	
Confuses similar letters and words (angel/angle, dream/drama)	
Often makes the following mistakes with reading/writing: additions (baby/babey); omissions (plan/pan); substitutions (sin/sen); inversions (mom/wow); reversals (b/d , was/saw); numbers (37/73, 96/69); rotations (b/p, OIL/710); transpositions (girl/gril); repetitions (rat/ratt)	
May use mirror writing	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Auditory discrimination problems (difficulty hearing differences in similar sounds, e.g., b/p, o/u)	
Difficulty recognizing rhyming words	
Difficulty comprehending written material; may lose place when reading	
Difficulty sequencing (such as events in stories)	
Shows some directional confusion	
Difficulty telling time, managing time, being punctual	
Fails to complete reading/writing assignments	
Difficulty with recalling previous lessons	
Difficulty segmenting syllables in a word	
Poor spelling, phonetic but inconsistent (e.g., book, bok, buk, boock)	
Difficulty copying quickly and accurately (from chalkboard to notebook or book to notebook)	
Difficulty reading printed music	
Difficulty with organization or compulsively orderly	
Seems to forget often (e.g., homework, papers, assignments)	
Has difficulty remembering sight words	
Difficulty remembering and following multi-step directions	
Difficulty with independent activities that include reading and writing	
Short attention span for reading/writing tasks	
Seems to zone out or daydream often	
Poor study skills	
Poor work on timed or essay screening tools	
Poor self-esteem	
Hides or covers weaknesses with creative compensation techniques	
Complains of dizziness, headaches, stomach aches while reading/writing	
Falls asleep or shows signs of exhaustion while reading/writing	
May seem to have difficulty with vision, yet eye exams don't reveal a problem	
Thinks primarily with images and feelings, not sounds or words	
Mistakes and symptoms increase with confusion, pressure, stress, or poor health	
Difficulty restraining talking	
Discrepancy between verbal communication and written expression	
Slow reader; may have to read and reread in order to comprehend	

### 3. REACHING IN IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Understands auditory material more readily than written material	
Difficulty with directions	
Still confuses letters (such as b and d) especially when tired, stressed, or ill	
Difficulty with foreign languages	
Poor grades	
High frustration level with schooling	



### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### READING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Provide student with a reader or a taped copy of the text (i.e., Learning Ally*)			
Avoid calling on a child to read aloud unless s/he has had time to practice the passage			
Alter size of assignment to challenge yet facilitate success (i.e., do even questions, instead of the entire page)			
Assign questions at the end of the chapter before reading the text			
Give assignments in terms of time rather than required number of pages; set clear time limits (using a timer, watch, or other visible device)			
Have a reader work with student to mark key passages in student's text			
Find a suitable paraphrase or condensed version of the book (e.g., Shakespeare Made Easy)			
Utilize audio books			
Provide a study guide; orally review key points			
Teach students to outline/map stories			
Provide students with a purpose to read			
Teach students to understand that they read differently for different purposes (to locate information, for pleasure, etc.)			
Teach through hands-on experiences, demonstrations, experiments, observations, discussion, and visual aids			
Give untimed assessments			
Provide assessments that do not require rote memory recall; instead, test for conceptual understanding; use fill in the blanks (with a word bank), multiple choice, short answer, true and false (explain why it's false), matching, etc.; vary the formats			
Read tests to students; provide an audio recording; allow students to give oral answers			
Emphasize high-level abstract thinking, creativity, and a problem-solving approach			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Have high expectations; give generous praise for specific behaviors; strengthen the student's self-concept			
Provide for individual pacing			
Teach phonics skills through a repetitious, multi-sensory, hands-on-approach (i.e., Orton-Gillingham*)			
Give pre-reading experiences (e.g., stories, visitations, interviews, photos, videos)			
Repeat step-by-step directions; check for understanding			
Have an extra set of books at home			
Provide peer tutoring			
+Select books appropriate to level of skill; utilize high-interest, low-level books			
+Give open-book, open-note tests to individual student			

\*See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

+Modification

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### SPELLING/WRITING: CHARACTERISTICS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Frequently fails to form letters correctly	✓
Frequently has sloppy writing, illegible	
Frequently fails to punctuate correctly	
Frequently has spelling problems—omits, adds, or substitutes letters	
Frequently demonstrates letter reversals	
Frequently has trouble copying (close-up/distant)	
Frequently fails to capitalize correctly	
Frequently fails to write within a given space	
Frequently grips pencil, crayons, or scissors awkwardly	
Frequently shows difficulty with fine motor skills (e.g., nuts and bolts, screwdrivers, puzzle pieces, buttoning, zipping, tying)	
Frequently shows inconsistencies in printing upper and lower case, printing, and cursive	
Frequently does not complete written assignments	
Frequently has inconsistent spaces between words and letters	
Frequently is unsure of right or left handedness	
Tires quickly while writing	
Says words out loud while writing	
Has difficulty organizing thoughts on paper	
Exhibits large gap between written ideas and understanding demonstrated through speech	
Exhibits poor use of punctuation	
Engages in slow, tedious, incomplete note-taking	
Has poor handwriting, poorly shaped letters, and irregular spacing	
Often does not use complete sentences when speaking or writing	
Is clumsy, uncoordinated, poor at ball or team sports; prone to motion sickness	
May use either hand for fine motor tasks; confusion with right/left dominance	
Has difficulty writing thoughts orderly and clearly	

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### SPELLING/WRITING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>SPELLING</b>	Tried/ Duration	Effective Y/N	Remarks
Provide technology such as word processors, AlphaSmart*, electronic spell-checkers*			
Assist students to create a personal spelling dictionary			
Use on-line websites i.e., spellingcity.com/*			
Teach students to spell with sign language or body motions			
Display word walls			
Teach phonics skills through a repetitious, multi-sensory, hands-on approach (i.e., Orton-Gillingham*)			

#### **WRITING/PROCESSING**

Offer different options for communicating ideas, such as PowerPoint presentations, models, speeches, mime, murals, rap, video productions, creative movement			
Provide a copy of class notes on No Carbon Required (NCR) paper			
Allow extra time for writing assignments			
Explicitly teach different types of writing			
Allow students to dictate written assignments and tests			
Give students a checklist for editing work—spelling neatness, grammar, syntax, clear progression of ideas, etc.			
Have students proofread work after a delay—it's easier to see mistakes after a break			
Have student complete task in small steps			
Encourage practice through low-stress opportunities for writing such as letters, diary, making household list, or keeping track of sports teams			
Group students together to write round-robin story			
Encourage students to include the wording of the question in their sentence answer (complete sentence responses)			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Use graphic organizers			
+Alter written assignments			
+Allow student to create illustrations in lieu of writing			
+Grade written assignments according to content, rather than spelling and mechanics			
+Use cut and paste to create research projects			

#### **FINE MOTOR/HANDWRITING**

Provide a rubber stamp with student's name			
Provide paper with raised lines* as a sensory guide to stay within the lines			
Try different pens and pencils to find one that's most comfortable			
Practice writing letters and numbers in the air			
Encourage proper grip, posture, and paper positioning for writing			
Use pencil grips			
Use multi-sensory techniques for learning letters, shapes, and numbers (e.g., speaking through motor sequence)			
Allow use of print or cursive			
Use large graph paper for math calculations to keep columns and rows			
Teach or reinforce penmanship using resources (i.e., <a href="http://www.downhillpublishing.com">www.downhillpublishing.com</a> *)			

\*See [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources)

+Modification

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### CLASSROOM TESTING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Encourage students to stop for a moment, rest, and take a few deep breaths if s/he panics during test taking			
Teach student not to change answers on tests unless s/he is positive that they are wrong			
Double-space and type handouts and tests			
Give many smaller assessments, rather than one large test			
Allow for alternate testing (oral, dictated, and written by another)			
Program worksheets, quizzes, and major assessments into a computer for students to use			
Provide extended time			
Have the student take his/her test in a quiet, undisturbed room			
With multiple-choice questions, use capital letters (ABCD) for answer choices to avoid confusion between "b" and "d"			
List definitions on the left, and the shorter names or terms on the right			
For essay questions, ask students to list the main points then let them explain their answers privately to the teacher			
If handwriting, spelling, or syntax of the answer is unclear, have the student read their answers privately to the teacher			
In open-book tests, write the text page number as a reference by the questions			
Use alternative methods of assessment (i.e., demonstrations, projects, drama, music, art)			
Ease the memory load—group test questions into sets of five rather than in a list of 20 or 30 questions			
+Reduce the number of questions students are held responsible for so they may finish at the same time as their classmates			
+Give open-book, open-note tests			
+Provide a word bank to use for fill in the blank sections			

+Modification

### 3. REACHING IN

## IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

### GRADING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_

	Tried/ Duration	Effective Y/N	Remarks
Recognize the correct and acceptable parts of student work			
Give a grade for participation in class			
Write comments on papers—not just grades			
Evaluate the assessments of these students personally; avoid student or volunteer graders			
Evaluate each student's progress according to his/her level of performance, not according to peer achievements			
+Establish a lower minimum level that the student must pass to receive a "C" grade			
+Give a passing grade to a student who is making acceptable progress			

See page 101 for recording modifications on report cards and transcripts.

+Modification

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

#### INSTRUCTION: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_

<b>STRUCTURE/ORGANIZATION</b>	Tried/ Duration	Effective Y/N	Remarks
Have individual contracts			
Have student turn in work as soon as completed			
Keep a daily assignment sheet/book			
Organize notebook—one folder for each subject			
If using workbooks, give students one page at a time, not the entire book			
Maintain a master list of assignments for students to check periodically (post or keep in a file folder)			
Supply materials for home use (duplicate textbooks)			
Provide necessary materials (pencils, paper, highlighters, etc.)			
Have students verbalize to the teacher steps of tasks			
Establish a home/school communication system			
Arrange a regular conference time with student to check progress and set goals			
Require student to keep a monthly calendar			
Encourage student to have a specified time/space for homework			
Make weekly contact with all general classroom teachers to check assignment completion			
Establish a daily routine—be consistent			
Use a syllabus or course outline, as well as a written outline for each unit of study			
Teach and assist with organizational skills; use visual reminders for upcoming deadlines and test dates			
Use a behavior management system with immediate feedback; provide a structured routine			



### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

##### **PRESENTATION/DELIVERY OF INSTRUCTION**

Shorten assignments			
Extend time for completion			
Break down into small sequential steps and set due date for each step			
Use consistent format; predictable, repeated patterns			
Give options for assignments—oral or written reports, displays, charts			
Use learning aids such as computers, calculators, CD players, etc.			
Read the directions orally as the students highlight the written directions			
Keep directions on the immediate page on which a student is working			
Redirect off-task behavior			
Encourage student to focus on anything written on the board			
Use visual aides in giving instructions			
Vary teaching techniques (role-playing, demonstrations)			
Have the student repeat instructions/exercises or objectives			
Teach through the child's interests and experiences			
Use learning games			
Use a variety of materials and tools (computer, tapes, etc.)			
Always face the student when speaking—maintain eye contact			
Supply a copy of class notes			
Avoid writing on the board and speaking at the same time			
Give extra “think” time after asking a question			
Provide frequent feedback			
Use short, one-concept sentences and questions			
Give only one direction at a time			
Provide directions in oral and written form			
Provide an example			
Double-space typed handouts			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

Provide activities that are short in duration			
Give warning before changing activities			
Avoid busy work, focus on essential concepts			
Continue to reinforce past skills for mastery			
Be aware of student's preferred learning style and provide appropriate instruction or materials			
Give immediate feedback and reinforcement			
Get and keep student's attention before teaching (e.g., say his/her name)			
State objectives at the start of each lesson			
Circulate around the room			
Repeat the instructions in different words			
Show sample papers and projects			
In response to questions, have him/her repeat the question as part of his/her answer			
Emphasize important points by color coding, underlining, changing pitch of voice, and mnemonic devices to aid learning			
Give summary of key points in each lesson			
Teach self-monitoring strategies that track progress			
Seat preferentially (easy access to board, teacher, and positive role model)			
Break presentations into segments; allow short breaks between tasks			
Allow legitimate and non-disruptive movement			
Schedule the most difficult subjects in the morning			
Encourage active participation rather than memorization of facts			
Minimize abstract, workbook-driven activities			
Write the text page number on all assignments as a reference for questions			
+Require students to work a specified amount of time rather than completing a specified number of pages or problems			
+Teach to skill level rather than grade level			

### 3. REACHING IN

#### IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

##### STUDY SKILLS

Use a buddy system			
Use peer tutoring			
Advise student to do most difficult subject first			
Study for short period of time			
Use memory aids (acronyms, acrostics)			
Use associations and clustering			
Teach student to paraphrase—restate information in own words			
Underline key words in instructions			

##### TEACHER APPROACH/ATTITUDE

Teach student how to set his/her own goals and design his/her own learning plans			
Affirm progress			
Accept homework dictated by student and written by parent			
Model acceptance and demand respect for individual differences; celebrate diversity; provide a nurturing environment			
Be firm and consistent, but with empathy			
Insist that the student complete a task, making certain that it is on his/her ability level and that s/he understands the directions			
Focus on development of their interests and gifts			
Be patient and positive, encourage practice and praise			
Celebrate student strengths			
Accommodate uniqueness in student's learning style			
Recognize quality and competence, celebrate excellence, and confront complacency			
Establish specific learning outcomes			
Communicate teacher support			
Provide struggling student a supportive peer to assist with work			

+Modification

**3. REACHING IN**

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

**TEACHER STRATEGIES WORKSHEET**

Student Name \_\_\_\_\_

Birth Date \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

**DESCRIPTION OF STRENGTHS:**

\_\_\_\_\_  
\_\_\_\_\_

**DESCRIPTION OF DIFFICULTY:**

\_\_\_\_\_  
\_\_\_\_\_

**STRATEGIES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTES:**

\_\_\_\_\_  
\_\_\_\_\_

**TEACHER SIGNATURE:**

**REVIEW DATE:**

\_\_\_\_\_

# 4 REACHing Out

**86. COLLABORATING WITH THE STUDENT AND FAMILY**

**89. IMPLEMENTING STRATEGIES, INTERVENTIONS, AND MODIFICATIONS**

**89. UNDERSTANDING THE PROCESS**

**96. THE REACH TEAM**

**96. MEASURABLE ACTION PLAN**

**97. MAP TEMPLATE OR SAMPLE**

**99. MAP ELEMENTARY EXAMPLE**

**101. MAP SECONDARY EXAMPLE**

**103. MAP REVIEW**

**104. SAMPLE LETTER FOR PSYCHO-EDUCATIONAL ASSESSMENT REFERRAL**

**105. THE SECOND REACH TEAM MEETING**

**105. REFER FOR FURTHER DIAGNOSTIC ASSESSMENT**

**106. GRADING AND REPORTING**

**107. ELEMENTARY**

**107. SECONDARY**

**COLLABORATING WITH THE STUDENT AND FAMILY****COMMUNICATING WITH PARENTS**

- Create a partnership with parents. They can provide a vast amount of useful information.
- Learn to communicate opinions without stepping on toes; avoid blaming.
- Do not assume that the parents expect you to do the whole job or make things easier for them.
- Help parents realize their role as a positive advocate for their child.
- Be sincere and available. Go out of the way to make conference times when both parents can be involved.
- Be honest and frank with yourself and with the parents when setting goals. Do not predict or promise unrealistic goals, but give assurance of progress.
- Admit when you don't have the answers. Encourage parents to help work on solutions.
- Lay out student's problem in categories: problem area, strengths, needs improvement.
- Keep records. Report not only academic information, but also social, behavioral, and spiritual growth, focusing on the whole child.
- Set realistic goals in consultation with parents/guardians.
- Review goals and strategies at least quarterly.
- Keep conferences and phone calls to specific concerns and a limited time frame. Maintain records.
- Hold conferences in school (teacher's territory).
- Parent/teacher conference guidelines:
  - Be specific, honest, and compassionate.
  - Have a clearly identified purpose.
  - State the problems clearly.
  - Explain what is needed to achieve success.
  - Keep conversation focused on the desired subject.
  - Keep to a specific time limit. Give parents the final 5–10 minutes to discuss any additional concerns.

#### WAYS PARENTS CAN HELP

- Learn to build on student's strengths, while understanding and compensating for weaknesses.
- Remind your child that his/her disability/difference provides unique opportunities.
- Look for and celebrate incremental successes. Grades are not the best or only measure of success. Minimize competition.
- Model good behavior.
- Set realistic, individualized expectations.
- Learn about your child's disability.
- Contact sources such as Council for Exceptional Children. They publish a journal called *Exceptional Parents*.
- Join a parent support group or start one.
- Work with the teacher. Stay in close contact.
- Show affection. Let your child know that you love him/her. Give lots of hugs and affirmation.
- Listen to your child's frustrations and validate their feelings ("You're really upset." "That makes you angry."). Help them develop their own problem-solving skills.
- Discuss changes or problems that are affecting your children, such as relocation, blended families, unemployment, or peer put-downs.
- Use humor and empathy rather than orders, anger, or sarcasm.
- Establish some daily routines for building security.
- Grant permission whenever possible. Communicate positively when it's necessary to say "no".
- Stay calm, but be firm. Give a limited number of directions.
- Exercise regularly and get adequate rest.

#### EMPOWERING STUDENTS

We believe that learning should be personalized for all students. Learning should be centered around individual learner readiness, strengths, needs, and interests. All students should be active participants in setting goals, planning their learning experiences, tracking their progress, and determining how learning will be/has been demonstrated. At any point in time, learning objectives, content, method, and pacing are likely to vary from learner to learner. For more information regarding personalized learning, please visit our REACH website at [www.nadeducation.org/reach/](http://www.nadeducation.org/reach/).

Students should understand the importance of what they are learning, understand what is expected of them, expected to contribute to designing their learning experiences, and have a full understanding of the standards to be met as well as their progress toward meeting the standards. If all students are valued as active participants in their learning experiences, the framework for discussing concerns and developing a course of action should be already in place. Here are a few helpful tips for communicating with students who are not progressing as expected:

- Review and discuss progress regularly with the student.
- Share strengths.
- Share your concerns in an honest and constructive manner.
- Listen to the students' concerns.
- Listen to the students' understanding of why the challenges may exist.
- Listen to the students' suggestions regarding what might be helpful with regards to instruction, the setting, etc.
- Plan together the next steps.
- Discuss additional interventions and/or instructional strategies to pursue.
- Discuss further assessments that may be needed.



## IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS

### IDENTIFY AND UTILIZE INTERVENTIONS AND INSTRUCTIONAL STRATEGIES

Success for the students with learning challenges requires a more intentional focus on individual achievement, individual progress, and individual learning. For those students who are struggling, a more specific, directed, and intensive instruction may be needed.

## UNDERSTANDING THE PROCESS

It is our belief that all students have a right to high-quality, evidence-based education to maximize their learning potential. The REACH Process is similar to the Response to Intervention (RtI) Model, which provides a tiered instructional approach of increasing levels of intensity to match the learning needs of all students. It is based on the assumption that teachers will make data-based instructional decisions for students in order to provide the right amount, intensity, and content of instruction to help them move forward with academic skills and behavior. RtI relies on frequent progress monitoring to provide the data needed to either continue or change the course of instruction, based on the student's response.

**Tier 1:** Intentional and purposefully planned core curriculum, appropriate research-based instruction, and ongoing universal screening and assessment practices supported by leadership that will meet the needs of the vast majority of students, with and without learning challenges or suspected disabilities. This is usually provided through whole-group, regular education instruction or behavior management practices and some small group instructional practices.

**Tier 2:** For a smaller percentage of the population (approximately 5-15 percent), high-quality, evidence-based, whole-group instructional practices are not enough to meet the needs of students who need more exposure to concepts and skills or those who are at moderate risk for academic or social failure, are falling behind, or not meeting with success in mastering the general curriculum. For those students, additional and/or alternative instructional interventions or strategies may be required, along with strategies and frequent progress monitoring to evaluate if the intervention is working. As a general rule, providing 15-20 minutes of extra

## 4: REACHING OUT

### UNDERSTANDING THE PROCESS

instructional time using strategies recommended in this manual and reducing the instructional group size from whole group to small group is generally effective.

**Tier 3:** For an even smaller percentage of students (1-5 percent) with extreme or unique learning and/or behavioral challenges, more intensive, structured, systematic academic and behavioral approaches are necessary. For these students, additional assessments, possibly leading to a diagnosis of a learning disability and specialized instruction, may be required. Students may need considerable strategies in general education classes, substantial curriculum modifications in core subjects, and specialized intensive instruction at this level of intervention in order to experience success.

### THREE-TIERED MODEL OF SCHOOL SUPPORT:

#### BEHAVIOR SYSTEMS

**Tier 1:** Universal Interventions: All students in all settings.

**Tier 2:** Targeted Group Interventions: Students who need more support in addition to a school-wide positive behavior program.

**Tier 3:** Intensive Interventions: Students who need individualized intervention.

#### ACADEMIC SYSTEMS

**Tier 1:** Core Curriculum: All students, including students who require curricular enhancements for acceleration.

**Tier 2:** Strategic Interventions: Students who need more support in addition to the core curriculum.

**Tier 3:** Comprehensive and Intensive: Students who need individualized interventions.

### RESPONSE TO INTERVENTION

The REACH Process incorporates most of the basic tenets of the Response to Intervention (RtI) model and is designed to:

- Provide recommended instruments and procedures appropriate for use in universal screening.

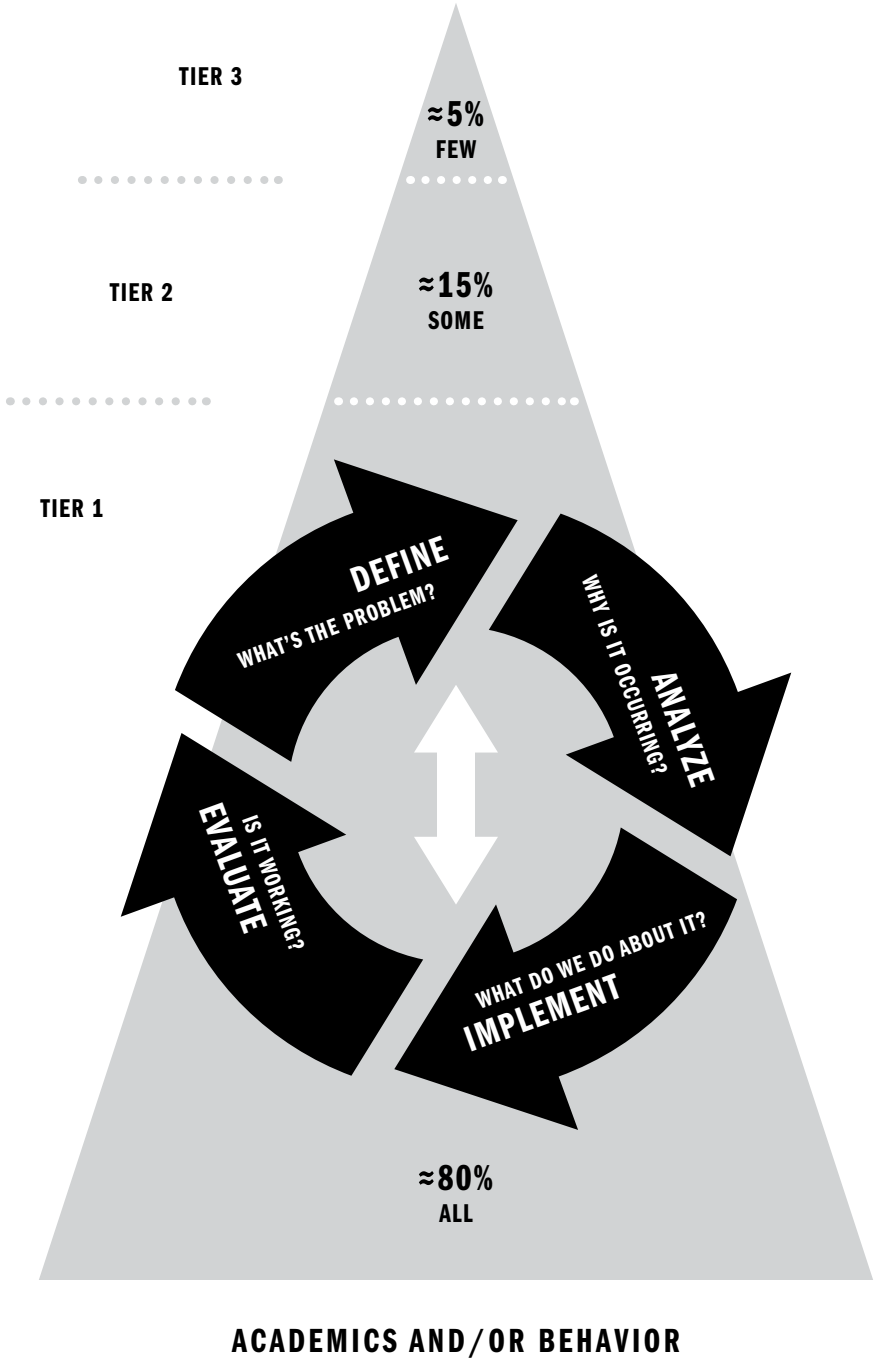
## **4: REACHING OUT**

### **UNDERSTANDING THE PROCESS**

- Assist in identifying students who may require additional academic or behavioral supports.
- Provide a sampling of interventions and instructional strategies.
- Guide in seeking additional assistance, if required.  
The REACH process is not to be used to diagnose disabilities in students, but it can be used to help teachers determine when to refer a student for outside psycho-educational assessment which will likely lead to diagnosis of a learning or behavior problem.  
(If a student has a current IEP, follow its recommendations.)

For more information regarding Response to Intervention (RtI), please visit our REACH website: [www.nadeducation.org/reach](http://www.nadeducation.org/reach).

**4: REACHING OUT**  
UNDERSTANDING THE PROCESS



**IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS****STRATEGIES**

Strategies provide different ways for students to take in information or communicate their knowledge back to the teacher. Strategies do not alter or lower the standards or expectations for the curriculum covered or material to be tested. Students are expected to meet the same standards set for all of the other students. Strategies do not change the measurement of work completed.

**MODIFICATIONS**

The term “modifications” refers to changes in the delivery, content, quantity, or instructional level of the classroom curriculum or test. Modifications create a different standard for children whose learning differences require more intense adjustments than simply making strategies. In effect, modifications result in lowering or raising the expectations and standards so that the students with learning differences are not expected to master the same academic content as the other students in the classroom. This could entail changing the material from what the rest of the class is learning, changing what the student will be tested on, or changing how s/he will be graded. The material is adjusted to the academic level and ability of the student.

All reasonable strategies should be exhausted before resorting to modifications. The use of strategies does not affect the reporting of grades and credits on report cards or transcripts. It is recommended that modifications, however, be identified as “AL” (alternative learning); for example, “AL—U.S. History”. Grading and transcript procedures will be discussed in more detail on pages 51–52. The use of modifications requires parent permission and should be incorporated in a Measurable Action Plan (MAP). In secondary schools, ongoing communication with the registrar is imperative.

## 4: REACHING OUT

### IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS

#### STRATEGIES AND MODIFICATIONS EXAMPLES

##### MATH:

###### Strategies:

- Allow students to use manipulatives
- Adjust homework—such as every other problem
- Give student extra time to finish assignments or tests

###### Modifications:

- Allow students to use a calculator or multiplication tables during assignments or tests
- Allow, for example, a fifth grade student (where fractions and percentages are introduced) to work on basic arithmetic addition and subtraction instead
- Use an alternative math program on the student's ability level

##### SPELLING:

###### Strategies:

- Allow student to use a Franklin Speller
- Use word walls
- Have students make their own word dictionary

###### Modifications:

- Reduce spelling list
- Use a different spelling list on student's ability level

##### READING:

###### Strategies:

- Listen to the books on tape
- Tell students the reading segments they will read the next day so they can practice at home

###### Modification:

- Read a different-level book on the same topic

##### WRITING:

###### Strategies:

- Give students a copy of the notes, use a note taker, or No Carbon Required Paper
- Use a pencil grip
- Allow oral responses for written work

## **4: REACHING OUT**

### **IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS**

**Modifications:**

- Reduce writing to simple phrases or drawings

**SCIENCE:**

**Strategies:**

- Provide visual information on the board during lectures
- Have students repeat back key concepts
- Provide hands-on activities

**Modifications:**

- Use a different textbook on an easier reading level
- Test only basic key concepts for each chapter
- Offer students alternative projects such as oral reports or visual projects to demonstrate knowledge of the material

**TESTING:**

**Strategies:**

- Allow extended time
- Provide an alternative setting
- Read test orally to student

**Modifications:**

- Reduce test length
- Allow open book or notes for assignments or test
- Give a preview of the test in advance
- Only list two options for multiple choice
- Provide a word blank or answer key

## **THE REACH TEAM**

The REACH team is composed of significant potential advocates in the student’s life. Parents/guardian, teacher, and student select the REACH team members. The REACH team should convene after the teacher and family have determined that the student continues to struggle and is having difficulty meeting the standards despite the use of intentional and purposeful practices. Their responsibility is to devise a workable plan (MAP—Measurable Action Plan) to ensure the success of the student.

The REACH team is to include the parent/guardian, teacher, and student as well as one or more of the following:

- Head teacher or principal
- Academy registrar
- Conference support person
- Pastor
- Other significant helpers

Two or three REACH team members common to all students’ programs would provide continuity within the school.

The teacher is to be the facilitator, scheduling conferences, and notifying team members as needed. The goal of the REACH team is to develop an effective MAP (Measurable Action Plan). The MAP specifically outlines the details of the learning expectations as well as support strategies to reach them.

Students are empowered by assuming responsibility for their learning, so direct involvement can be critical. However, sound judgement should always be used in determining the extent of the student’s involvement.

## **MAP – MEASURABLE ACTION PLAN**

In developing a MAP, the REACH team reviews the student’s strengths and needs and lists strategies. An effective MAP will require student accountability, commitment by the REACH team members, and creative solutions.

MAP information is to be placed in the cumulative/student record folder.



# REACH TEAM PROCESS

## Measurable Action Plan (MAP)

Student's Name:		Grade:		DOB:		Age:	
Teacher's Name:		School:					
Parents' Names:		Address		Plan Date:			

Add phone # and email address:

### Background Information:

### Strengths:

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

### Notes and Reflections:

Student:		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible

Resources Required:

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_ Parent \_\_\_\_\_

Administrator \_\_\_\_\_ Student \_\_\_\_\_

Other \_\_\_\_\_ Other \_\_\_\_\_

Date \_\_\_\_\_

# REACH TEAM PROCESS

## Example Measurable Action Plan (MAP)

Student's Name:	<i>Sally Hill</i>	Grade:	<i>6</i>	DOB:	<i>2/3/98</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Pleasant Valley Elementary</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

### Background Information:

*Sally's parents are a strong support for her. She has a tutor to help with homework. She also enjoys music lessons and plays soccer. Sally has continued difficulty and frustration with school. Her school attendance is good and her vision and hearing are fine. There is difficulty with reading comprehension for grade level material.*

### Strengths:

*Sally is very friendly, artistic, and creative. She enjoys scrap-booking and drama.*

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

*Sally reads at a 3<sup>rd</sup> grade level and has difficulty comprehending science and social studies textbooks. She is easily distracted; spelling is below grade level; math is on grade level; her gross and fine motor skills are typical*

### Notes and Reflections:

Student: <i>Sally Hill</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>Reading</i>	<i>Reduce Reading Assignments Continue Orton-Gillingham based phonics instruction Read tests and directions orally Prepare Sally in advance for public reading</i>	<i>Lower frustration level Increase basic reading skills and comprehension Teach Reading strategies for student support and independent use</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Use graphic organizers Use high interest-low readability books Use Audiobooks Extended time Read questions before reading material</i>			
	<i>Teach vocabulary words prior to reading material Teach literacy strategies and informational text strategies Do Running Records to monitor progress</i>			
<i>Spelling</i>	<i>Teach phonic rule to go with word study Show and teach correct spelling first Reduce spelling list and use level of tested ability</i>	<i>Increase spelling list and test success Support spelling with phonics rules and word wall Use of computer to prepare for middle and high school</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Allow use of computer and spell checker for written assignments Create her own spelling dictionary of common words Use Word Wall</i>	<i>and successful study/work habits</i>		

Resources Required: *Computer, Audio books, Common Core Standards, Running Record, Graphic Organizers, Orton-Gillingham Phonic Program, Guided Leveled Readers*

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Administrator \_\_\_\_\_

Student \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Date \_\_\_\_\_

# REACH TEAM PROCESS

## Example Measurable Action Plan (MAP)

Student's Name:	<i>Jim Jones</i>	Grade:	<i>12</i>	DOB:	<i>2/3/00</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Walla Walla Academy</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

### Background Information:

*Jim has glasses. He has had support during his elementary and high school years. This is his first year at Walla Walla Academy.*

### Strengths:

*Jim is a hard worker. He is friendly and outgoing. He has a very pleasant, cheerful personality. He enjoys automotive and manual labor. He is a very auditory learner and hands-on.*

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

*Jim functions at a fourth-grade level academically. He reads at the middle of fourth grade and his writing skills are at the middle of second grade. Math is at the seventh-grade level. He has been in Sylvan Learning Center's program and had other phonics/reading training. He tends to skip classes and /or be tardy.*

### Notes and Reflections:

Student: <i>Jim Jones</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>World Literature</i>	<i>Audio Textbook Use voice activated computer software to type his papers. Graphic Organizers Exams to be given orally</i>	<i>Improved attendance Authentic Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mrs. Jackson</i>
<i>Bible</i>	<i>Reduce writing assignments Steps to Christ in audio format Oral Exams Community Service Project</i>	<i>Improved attendance Community Service Project for Spiritual, Collaborative Group and Service Learning Outcome</i>	<i>6 weeks</i>	<i>Chaplain Palmer</i>
<i>Government</i>	<i>Hands-on projects Audio Textbook Oral Exams Reduced amount of written work Graphic Organizers Extended time</i>	<i>Improved attendance Performance Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mr. Bryant</i>

Resources Required: *Audio Textbooks, voice activated computer software*

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Administrator \_\_\_\_\_

Student \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Date \_\_\_\_\_

# MAP Review

Student's Name:		Grade:		MAP Review Date:	
Teacher's Name		School:			

Outcome of Interventions:

Additional Interventions/Change in Interventions:

Further Recommendations:

**Signatures**

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Date \_\_\_\_\_

**Sample school letter to request psycho-educational assessment referral:  
(Please copy on to your school's letterhead and add or delete from this generic letter,  
paying particular attention to the list of interventions, to customize it for your student.)**

To whom it may concern:

\_\_\_\_\_, is a \_\_\_ year old student who is enrolled in the \_\_\_ grade at \_\_\_\_\_ School. We are advising his/her parents to request a psycho-educational or any other additional assessment(s) from the county to determine if he/she has a disability that may be interfering with the normal learning process.

Despite regular exposure to research-based, direct, explicit reading and writing instruction which uses an integrated, structured, systematic, multi-sensory approach, \_\_\_\_\_'s progress has been marginal. He/She has received whole group instruction, as well as additional small group instruction with daily opportunities for practice of skills. Despite, these efforts, \_\_\_\_\_ has not made adequate progress.

The following interventions have been implemented during this school year to correct \_\_\_\_\_'s lack of progress with only marginal success: **(Add or delete from the following based on the intervention you have implemented for your student) – Link to strategies**

1. Progress monitoring (i.e., DIBELS, Fontas and Pinnel, Running Records, etc.)
2. Use of individualized intervention program (i.e., Lexia/Reading Plus/Moby Max/Fontas and Pinnel, etc) for \_\_\_ minutes \_\_\_ times per week.
3. Extended small group teacher-directed instructional time using multi-sensory techniques
4. Provided more time to complete assignments
5. Additional tutoring (specify amount of time weekly)
6. Preferential seating
6. Grade retention

We believe that additional assessment would benefit this student by helping to determine if a learning problem exists, before additional time passes as he/she grows older and a failure pattern sets in, which would be difficult to reverse. Please let us know if we can assist in this process by completing any forms necessary for this process to occur in a timely manner.

Should you have any questions, or wish to speak with our school directly, please feel free to contact us.

Thank you for helping this child succeed academically.

Sincerely,

Teacher/Principal/ Special Needs Coordinator



### THE SECOND REACH TEAM MEETING, REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

#### THE SECOND REACH TEAM MEETING

The REACH team meets for a second time to:

- Review the effectiveness of the MAP after it has been in place.
- OR
- Review professional testing as soon as it is completed.

The REACH team needs to determine in what ways the student's performance has been affected. If the student's performance has improved, then the team will determine the continued length of the MAP. The team may revise the MAP. If, after implementing the revised MAP for a specified trial period, the student is still struggling, the team may recommend for further evaluation.

#### REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

##### CANADA

If the local REACH team determines that further evaluation is needed, the REACH teacher should advise parents to contact their family physician since assessment services may be available through provincial health plans. Services vary from province to province, and provincial law and funding formulas may determine what services are available through the local public school system. Classroom teachers are advised to contact their conference REACH representative for assistance in determining what services may be available.

##### U.S.

If the local REACH team has determined that further evaluation is needed, the parent/guardian has a couple of options. The parent can access further evaluation through the local public school. In order to initiate this process, the parent/guardian must send a written request for evaluation to the local school or district/county office. The classroom teacher should follow up this referral with a phone call to the school district special education office. US Federal law requires 90 days (maximum) to assess and determine the presence of a disability, and write an Individual

## **4: REACHING OUT**

### **GRADING AND REPORTING**

Education Plan (IEP) or 504 Plan. Remember, the REACH team is an advocate for the student. Also realize that public school special education staff are very busy. Therefore, polite assertiveness on the part of the REACH team is essential.

Under the Individuals with Disabilities Education Act, free services are available to qualified students. Services vary from county to county. Adaptive equipment may also be available. Check with your special education district office to see what services and other supports are available.

Upon completion of the evaluation, parents will be invited to meet with the public school team to review their findings and develop an IEP or 504 Plan. It is important that the parent invite the child's teacher to attend the meeting so s/he can better serve the student. The information obtained will be used to modify the MAP for Adventist school implementation.

Ongoing evaluation of the process and its effectiveness, followed by revision, is essential.

## **GRADING AND REPORTING**

### **RECORDING STRATEGIES AND MODIFICATIONS ON PROGRESS REPORTS, CUMULATIVE FOLDERS AND TRANSCRIPTS**

Many questions have arisen on how to report progress of students who are learning with strategies or modifications. The answers to these questions for U.S. schools differ between elementary and secondary as outlined below. Please note that in Canada, protocols are clearly outlined for the recording of any modifications and strategies made to a student's academic program. *Schools must adhere to the reporting requirements outlined by the provincial ministry of education.* Classroom teachers are advised to contact their conference REACH representative if they have questions or need assistance in understanding the provincial requirements.

## 4: REACHING OUT

### GRADING AND REPORTING

#### ELEMENTARY

- Strategies may be indicated on progress reports or the strategy form for use by subsequent teachers.
- The grade should reflect student’s work with modifications. Modifications should be described in the progress report comment box or by attaching a Measurable Action Plan (MAP). (See Chapter 4 for more information on how to develop a MAP.) For example, a fifth grade student working at a third grade math level could receive a “B” for his third grade work. The grade level would be indicated in the comment box or on the MAP.
- Disabilities should not be indicated on progress reports.
- MAPs should be included in a student’s cumulative folder.

#### SECONDARY

- Strategies may be indicated in the progress reports comment box to show what support the student is receiving.
- The use of modifications requires parent permission and should be incorporated in a Measurable Action Plan (MAP).
- It is recommended that modifications be identified as “AL” (alternative learning) or “Introduction to” classes; for example, “AL—U.S. History” or “Introduction to US History”. Just as “AP History” indicates a different curriculum, “AL History” or “Introduction to History” shows a different curriculum based on the ability of the student.
- The registrar must change the name of the course to reflect the alternative course name on the report card and transcript for the student with modifications. This serves as an indication that the content of the course or the grading has been modified. In secondary schools, ongoing communication with the registrar is imperative.

# 5 Appendix

**109. DEFINITIONS OF DISABILITY TERMS**

**112. DEBUG STEPS**

**114. RESOURCES**

## **DEFINITIONS OF DISABILITY TERMS**

Students with moderate and severe disabilities may include the following as defined by IDEA (Individuals with Disabilities Education Act). Strategies for these students are typically described on an IEP (Individualized Education Plan) by the public school. The following definitions are from U.S. Department of Education, *Building the Legacy: IDEA 2004* at [idea.ed.gov](http://idea.ed.gov).

- Autism Spectrum Disorder: “A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, and which will adversely affect a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.”
- Deaf-blindness: “Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”
- Deafness: “A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.”
- Emotional disturbance: “A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:
  - An inability to learn that cannot be explained by intellectual, sensory, or health factors,
  - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers,
  - Inappropriate types of behavior or feelings under normal circumstances,
  - A general pervasive mood of unhappiness or depression, and
  - A tendency to develop physical symptoms or fears associated with personal or school problems.”

## 5. APPENDIX

### DEFINITIONS OF DISABILITY TERMS

- Hearing impairment: “An impairment in hearing, whether permanent or fluctuating that adversely affects a child’s educational performance, but that is not included under the definition of deafness in this section.”
- Intellectual Disability: “Significant sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child’s educational performance.”
- Multiple disabilities: “Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.”
- Orthopedic impairment: “A severe orthopedic impairment that adversely affects a child’s educational performance.” The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).”
- Other health impairments: “A condition that results in limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
  - is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.
  - adversely affects a child’s educational performance. In practice and application, the category of other health impairments encompasses a wide range of medical conditions.
  - contagious diseases, such as AIDS, may fall within the definition of “other health impairment.” Chemical dependence, in and of itself, does not fall within the definition of “other health impairment,” or any other disability category under the current IDEA. A substance-abusing student will only qualify as disabled within the meaning of the current IDEA if another independent condition exists which constitutes a disability requiring special education, or the use of drugs results in a condition that is covered under of the current IDEA’s disability categories.”

## **5. APPENDIX**

### **DEFINITIONS OF DISABILITY TERMS**

- Speech or language impairment: “A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.”
- Traumatic brain injury: “Acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance.” The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain occurrences such as strokes or aneurysms.
- Visual impairment: Visual impairment, including blindness, is defined as, “an impairment in vision that, even with correction, adversely affects a child’s educational performance.” The term includes both partial sight and blindness.

## **DEBUG STEPS**

The purpose of the “DeBug System” is to equip children with a series of steps they can use to solve problems when others are “bugging” them. This conflict resolution strategy is a way to empower children to become assertive individuals and self-manage conflicts. DeBug also helps to clarify the adult’s role as one of assisting children after students have attempted to resolve conflicts themselves.

The five steps of the DeBug System are simple. Each teacher can display DeBug in his/her classroom to remind the students of the steps which could be used inside as well as outside the classroom.

- Ignore. If that doesn’t work...
- Move away. If that doesn’t work...
- Talk friendly. If that doesn’t work...
- Talk firmly. If that doesn’t work...
- Get an adult.

Thus, children are responsible for the first four steps on their own. When a child mentions a conflict to an adult, the adult should ask/say the following:

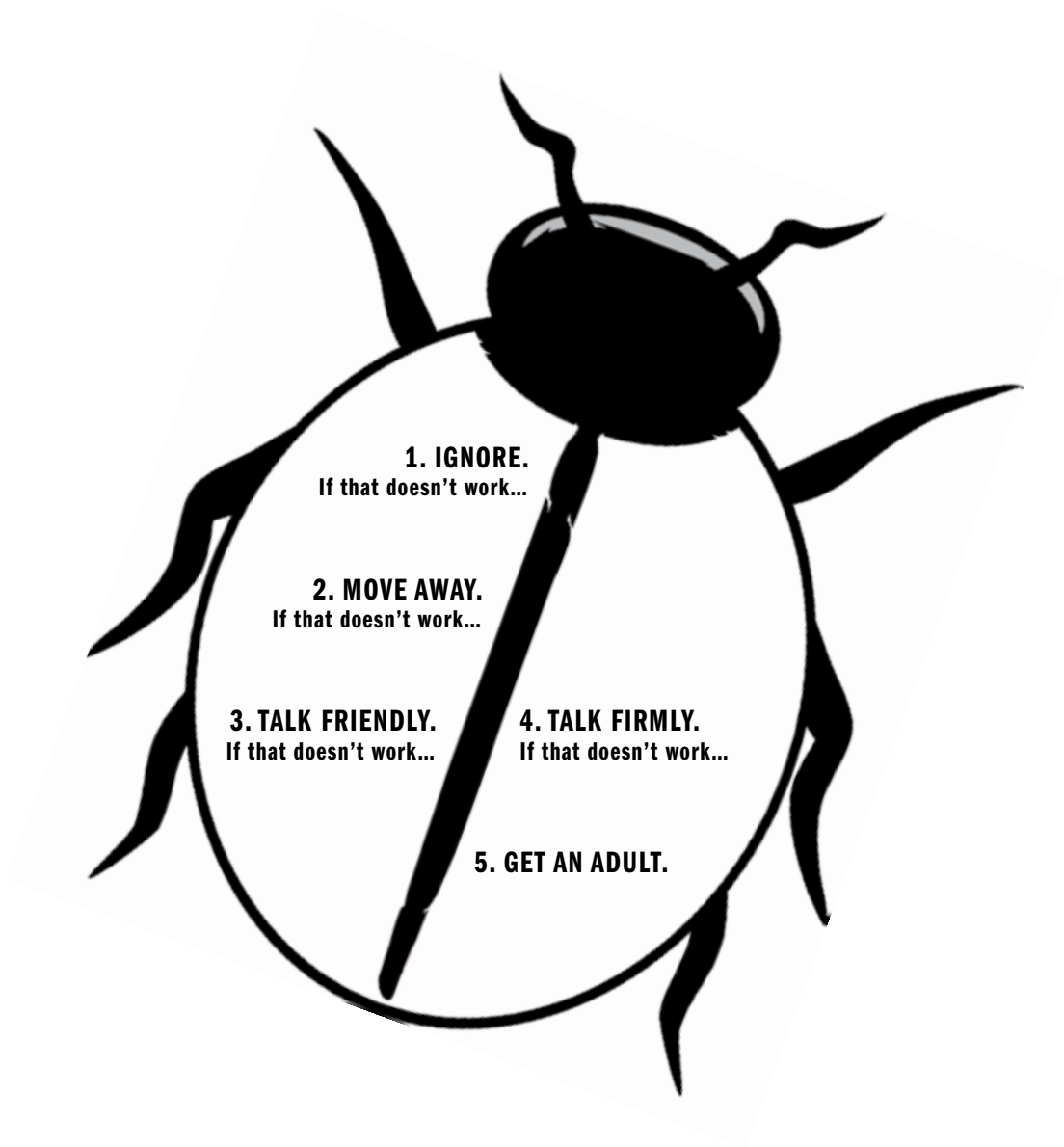
- Have you tried DeBug?
- What step are you on?
- Come back if you get to step 5.

When a child has reached step 5 and needs adult help, the adult should:

- Send for the other child involved.
- Speak with the children in an encouraging manner so as to not judge anyone about his or her behavior.
- Express confidence that the students can work it out.
- Have them discuss the following:
  - What do you want to happen?
  - How can you make that happen?
- Have the children share their agreement with the adult.
- If absolutely necessary, help the children talk it through.

The DeBug system is used for bugging, tattling, and the like. However, any incident involving aggression warrants immediate adult intervention.





## **RESOURCES**

Refer to the REACH website for resources: [reach.adventisteducation.org/resources](http://reach.adventisteducation.org/resources) .