Academic Interventions

- Break assignments into smaller, more manageable chunks; acknowledge, praise, or reward student for completion of each chunk
- Model, demonstrate, & write directions
- Have student repeat back directions to you before working independently
- Decrease or increase pace of instruction
- Pre-teach vocabulary to student
- Isolate new concepts and present in as concrete a way as possible
- Use visual representatives: pictures, models, video clips, etc.
- Build/activate prior knowledge
- Use graphic organizers
- Decrease assignment length
- Highlight main ideas in student's textbook or other reading material
- Give student partially completed notes before a note taking assignment or have him/her compare own notes to master notes at end of task
- Give student review sheets with completed models that demonstrate all steps
- Reduce size of instructional group
- Create a "help-signal" for student to show when he/she needs assistance (brightly colored index card, for example)
- Add additional instructional time
- Give student extra time on an assignment
- Reduce amount of homework
- Sign student's planner each period
- Collect student's work before he/she leaves room; assign no work outside of class
- Provide student with alternate ways to show proficiency
- Praise effort with specific feedback
- Have student sit next to a helpful student
- Work side-by-side with student during independent work time
- Provide mnemonics and/or visual aids to help with memorization
- Use audio books & paired reading
- Use learning self-assessments
- Change student's schedule
- Change grouping
- Use cooperative learning
- Integrate technology
- Teach in close proximity to student
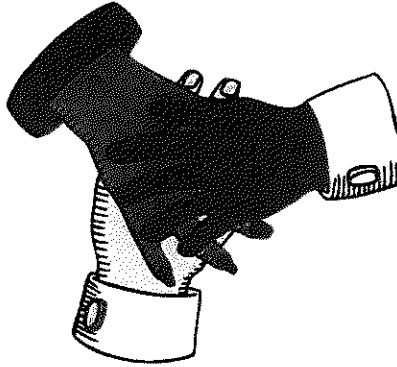- Keep communication with student clear, simple, & direct

Academic Interventions (cont.)

- Involve parent in a homework contract
- Help student organize notebook and//or locker; have frequent notebook and locker checks
- Give student an extra set of textbooks to keep at home
- Set up a homework chart for the student. Award one point for each assignment completed and allow student to redeem points for rewards or privileges.

Behavioral Interventions

- Improve relationship with student, if possible
- Use visual or auditory cues
- Move student to front or back of room
- Increase or decrease structure
- Eliminate passing time
- Eliminate use of locker
- Use a carry card/behavior contract
- Check-in/Check-out each day with same adult
- Involve parent in a behavior contract
- Use an incentive
- Refer to Youth Contact
- Find student an adult or peer mentor
- Use behavior self-monitoring tool
- Use a time-out space within classroom
- Use a buddy classroom for a time-out
- Change student's schedule
- Change grouping
- Teach in close proximity to student
- Praise effort with specific feedback
- Keep communication clear, simple, & direct
- Provide a quiet space to complete independent work
- Set up a "calm-down" break process with the student

A Resource for Equitable Classroom Practices, 2010