Student Success Team - Menu Of Interventions

About this document: Interventions listed below are drawn from a number of sources: input from many Student Success Team (SST) members and other professionals in the district, the major SFUSD sources listed in the legend at the bottom of each page, and from various other documents used in SFUSD in the last 15 years. The interventions include strategies, modifications, adaptations and resources. In the Appendix you will find suggested goals (Desired Student Outcomes) and methods of monitoring progress (As Evidenced By) for each category.

This is the first draft of what will be a working document. That is, we will continue to revise and make additions and deletions as needed. Any and all suggestions are welcome.

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Interventions
The name of each intervention is followed by its Code and, if applicable, the SFUSD source from which it was drawn (Codes are for use on the SST Log 5.0 and the ACCESS database). Here is an example:

Name of Intervention  Code  SFUSD Source (see legend below)
1. A Calmer Classroom, **B12**, D

Attendance Strategies
Student/Family-Focused
1. Alarm clock for parent/caregiver/student, **A1**
2. Earlier bedtime, **A2**
3. Give parent/caregiver information re simpler bus route, **A3**
4. Help parent/caregiver to find better transportation to school, **A4**
5. Parent/caregiver agrees to bring child to school daily, **A5**
6. Parent/caregiver will make sure child gets on bus in morning, **A6**
7. Parent/caregiver will wake up earlier to get child to school on-time, **A7**
8. Student will wake up earlier, **A8**
9. Wake-up call for parent/caregiver and/or student, **A9**

School-Focused
1. Post the names of perfect attenders in a highly visible place, **A10**
2. Ask teachers to telephone absent students to inquire about reasons for absence and encourage attendance, **A11**
3. Awards/rewards for perfect attenders (e.g., certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses), **A12**
4. Calculate and publish the unearned ADA from unexcused absences, **A13**

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5. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness, A14
6. Display attendance graphs in faculty room to show current and past school years’ attendance patterns, A15
7. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school, A16
8. Involve high-risk students in career education and guidance programs, A17
9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format, A18
10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone, A19
11. Post good attendance banners in grade level classrooms that have had the best attendance, A20
12. Provide tutoring to help truants do better, A21
13. Publicize perfect attendance rewards in the local newspaper, A22
14. Review student attendance records on a weekly basis to catch emerging absence patterns, A23
15. Send commendation letters to students and parents for perfect attendance and improved attendance, A24

### Behavioral Strategies

1. After-school program (e.g., Girl Souts, Boy Scouts, Park and Rec), B12
2. Allow student to draw to calm down in class, B13
3. Allow student to walk around while reading, B14
4. Apply consequences without anger, B15, C
5. Ask counselors to do in-class presentations on self-esteem, B16
6. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them), B17, C
7. Avoid anything that looks like rejection of the student, B18, C
8. Avoid giving in to power struggles, B19, C
9. Avoid helping too much (student can "learn helplessness"), B20, C
10. Avoid ignoring the student, B21, C
11. Avoid threats, punishment, sarcasm, public teasing or shaming, B22, C
12. Build rapport with student (focus on strengths, interests); schedule regular time to talk, B23
13. Call home on a bad day for support, B24
14. Call home on a good day, B25
15. Call on student to participate more in class, B26
16. Change antecedent event (event that occurs prior to target behavior), B27
17. Chart/graph student behavior (assess/determine pattern of behavior), B28
18. Class/counselor change recommended, B29
19. Classroom problem-solving sessions, B30
20. CMHS/District will provide transportation to therapy, B31
21. Collaboration with outside sources (e.g., therapist, tutor, after-school program), B32
22. Concentration game, B33
23. Connect family with cultural community center, B34
24. Connect new learning to previously mastered concepts, B35, C
25. Cooperative Learning Structures, B11, D
26. Create a "risk-free" learning environment in which mistakes are invited, B36, C
27. Daily check-in with student, B37,
28. Develop behavioral contract, B2, D
29. Develop/alter classroom rules ("Development of Classroom Rules"), B10, D
30. Display exemplary student work (classroom, hallway, etc.), B38
31. Earlier bedtime, B39
32. Eat breakfast at school, B40
33. Elementary Advisor will check-in daily, B41
34. Encourage student to ask for help when needed, B42
35. Encourage student to make friends, B43
36. Extra P.E., B44

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(Behavioral Strategies, cont’d)

37. Follow-up on parent’s request to transfer student, B45
38. Give leadership responsibilities, B46
39. Give student important jobs, B47, C
40. Give student opportunities to show work that he/she is proud of, B48
41. Go out at recess, B49
42. Have a peer model appropriate behavior, B50
43. Help parent/caregiver set up home reward/management system, B51
44. Help student to identify what he/she is feeling, B52
45. Home visit, B53
46. Home/School Communication Book, B6, D
47. Ignore negative behavior, if possible, B54
48. Immediately recognize positive behaviors, B55, C
49. Increased parent/caregiver attention at home, B56
50. Introduce student to School Resource Officer (SRO) for mentoring, B57
51. Lunch time with Principal, B58
52. Match learning tasks with the student's learning style strengths, B59, C
53. Model positive thinking and attribution statements, B60, C
54. Model, teach and reinforce anger control strategies, B61, C
55. Move student's seat (preferential seating), B62
56. Non-Verbal Signals Between Teacher and Student, B63, D
57. Offer student choices, B64
58. Organize playground activities to reduce fighting/inappropriate behavior ("How to Organize Playground Activities"), B8, D
59. Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Buddies"), B65, D
60. Para will work with child 1:1, B66
61. Parent/caregiver will call teacher weekly, B67
62. Parent/caregiver will visit or spend time in classroom, B68
63. Post rules in the classroom and review them, B69
64. Praise other students for appropriate behavior, B70
65. Present tasks that are slightly challenging and worth doing, B71, C
66. Provide assignments that match student's instructional level, B72
67. Provide information on gay/lesbian issues ("Resources: Gay/Lesbian: For Parents & Schools"), B73, D
68. Provide student frequent breaks for relaxation or small-talk, B74
69. Provide student time for physical activities/movement, B75
70. Reduce aggressive behavior at home, B76
71. Refer for ADHD evaluation, B77
72. Refer for mental health assessment, B4
73. Refer student/family for counseling at community-based organization, B3
74. Refer to conflict manager training, B78
75. Refer to Family Mosaic, B79
76. Refer to mentor program, B80
77. Refer to Primary Intervention Program (PIP), B81
78. Refer to school sports program, B82
79. Refer/provide school or district-based counseling for student (including Sand Play therapy), B83
80. Rehearse expected behavior, B84
81. Reinforcers in the classroom/home, B1
82. Relaxation techniques, B85
83. Remind child to use words, not aggression, B86
84. Restrict TV at home, B87
85. Role-play social interactions, B88
86. Self-Esteem Building Techniques, B89, D
87. Showcase student strengths in group learning situations, B90, C
88. Survey/interview student to determine interests, B91
89. Teach student how to set short-term daily goals, B92, C
90. Teach student self-monitoring/self-management ("Inattention: Self-monitoring Technique"), B7, D
91. Teach student self-talk strategies (Self Instruction Training), B93
92. Teach the link between effort and outcomes, B94, C
93. Use classroom-wide anger management strategies ("Anger Management for Children-Classroom"), B5, D

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94. Use game formats to teach needed information, B95, C
95. Use high-interest activities, B96
96. Use music to quiet the class during independent work activities ("A Calmer Classroom"), B97, D
97. Use non-verbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors, B98, C

98. Use time-out ("Time-Out Guidelines for Teachers"), B9, D
99. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist), B99
100. Wake up earlier, B100

Health Strategies
1. Asthma class, H6, E
2. Child Abuse Reporting, H7, D/E
3. Collaborate With Primary Medical Provider, H2, E
4. Crisis Response Support Activities, H8, D/F
5. Dental exam/dental emergencies, H9, D/E
6. Fact Sheets on Communicable Diseases and School Age Illnesses, H10, D/E
7. Hearing screening/exam, H3, E
8. Improve hygiene, H11
9. Make sure child wears glasses, H12
10. Medication Administration, H13, E
11. Obtain glasses for student, H14, D/E
12. Refer to CASARC, H15
13. Refer to School Health Center (SFUSD School Health Programs Dept), H5, E
14. Refer to School Nurse or “Nurse Of The Day” (SFUSD School Health Programs Dept), H1, E
15. Vision screening/exam, H4, D/E

Instructional Strategies and Modifications
1. Academic contract, S9
2. Active Note Taking, S1, C
3. Allow previewing of content, concepts and vocabulary, S10
4. Allow student to have sample or practice tests, S11
5. Arrange transportation for attendance at after-school program, S12
6. Ask parent/caregiver to structure study time (give them information about long-term assignments), S13
7. Ask student to repeat directions before beginning tasks, S14
8. Assess/determine student's instructional level, S15
9. Assignment notebook, S16
10. Check student's work frequently to determine level of understanding, S17
11. Collect homework daily instead of weekly, S18
12. Communicate with after-school program staff (e.g., re: homework help), S19
13. Communicate with last year’s teacher, S20
14. Complete documentation for a 504 plan, S25
15. Connect student with “Transitions” Program for incoming 6th graders, S21
16. Connect student with drop-in tutoring at CBO, S22
17. Consider ELL/bilingual placement, S23
18. Consider retention, S24
19. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log), S26
20. Create a blank book for the student to fill in ("A Book About Me"), S27
21. Cue/maintain eye contact with student when giving directions, S28
22. Direct Instruction, S29, D
23. Double Entry Journal, S2
24. Family will go to library, S30
25. Give student immediate feedback (make sure assignments are started correctly), S31, C
26. Give student options for presentation (written/oral or illustration/model), S32
27. Graphic Organizers, S4, C

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(Instructional Strategies and Modifications, cont’d)
28. Help parents/caregivers to learn reading strategies, S33
29. Homework checklist or folder, S34, A/C
30. Intersperse brief periods of instruction with supervised practice, S35, A/C
31. Invite parent/caregiver to literacy night at school, S36
32. Make sure student stays for after school program, S37
33. Manipulative and Visual Prompts, S5, C
34. Move child's seat (preferential seating), S38
35. Para will work student 1:1 or in small group, S39, C
36. Parent/caregiver will ask another family member to give child homework help, S40
37. Parent/caregiver will give more homework help, S41
38. Parent/caregiver will look at different middle schools for best ELL support, S42
39. Parent/caregiver will pick up homework when student is absent, S43
40. Principal will check-in with student daily regarding classwork, S44, C
41. Provide frequent feedback and praise, S45
42. Provide opportunity for extra drill before tests, S46
43. Provide printed copy of boardwork/notes, S47
44. Provide study guides/questions, S48
45. Questions First, S6
46. Quick Write, S7
47. Read aloud to parent/caregiver at home, S49, C
48. Reduce classroom distractions and noise, S50, C
49. Review test scores from past 3 years and utilize in instructional planning, S51
50. Send home extra work, S52, C
51. Send home unfinished classwork, S53
52. Simplify instructions/directions (short, specific, direct), S54
53. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies"), S55
54. Study Carrell, S56
55. Summer school, S57, D
56. Supply student with samples of work expected, S58
57. Teach notetaking, S59
58. Teach student problem-solving skills, S60
59. Tutor (Peer, Cross-age, Agency, Parent, etc.), S61
60. Use focused question in reviewing student work ("Focused Question"), S3
61. Use techniques of repetition, review and summarization, S62
62. Use visuals to motivate reading and support understanding of concepts"Visuals"), S8, C
63. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist), S63
64. Write assignments on board, S64, C

Math Strategies
1. Do informal assessment of student’s math skills, M1
2. Get extra help with math word problems (from peer, volunteer, etc.), M2
3. Send home math flash cards, M3
4. Study math facts at home, M4
5. Teach student to make estimates and choose appropriate strategies ("Estimate This"), M5, D

Math Adaptations

Physical Assistance
1. Adapted materials (e.g., enlarged calculators, pencils), MA1, C
2. Assist student with proper alignment of problems (e.g., graph paper), MA2, C
3. Color code for different operations (e.g., red for addition problems), MA3, C
4. Use software programs such as Math Pad, MA4, C

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Math Adaptations

Multi-Level Instruction and Performance Standards

1. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide, MA5, C
2. Allow/encourage student to use times tables, MA6
3. Create & illustrate personal word problems relevant to students’ lives, MA7, C
4. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project), MA8, C
5. Flash cards, MA9, C
6. Have students find examples of fractions used in real life and organize by categories on a chart, MA10, C
7. Have students verbalize the problem step by step to make sure s/he understands each stage, MA11, C
8. Permit student to work out the problem on scrap paper, MA12, C
9. Provide steps necessary to complete problems on tape or study sheet, MA13, C
10. Reduce number of problems (shorten assignments), MA14, C
11. Simplify patterns (e.g., ABAB instead of ABBCD), MA15, C
12. Touch Math program, MA16, C
13. Use calculators instead of performing paper and pencil steps, MA17, C
14. Use manipulatives such as money, clocks, MA18, C

Overlapping Participation

1. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting), MA19, C
2. Identify numbers on spinner or dice, MA20, C
3. Weighing and measuring related to cooking, MA21

Extension

1. Connect math concepts to careers or personal life, MA22, C
2. Create and play math board games, MA23, C
3. Creating math sheets for other students, MA24, C
4. Peer Tutoring, MA25, C
5. Research mathematicians and/or musicians, MA26, C
6. Write in math journals, MA27, C

Motor Skills Strategies

1. Color in small areas, MS1
2. Collaboration with outside sources, MS2
3. Encourage drawing to develop muscles, MS3
4. Have student sit in an appropriate size chair for 90-90-90 posture, MS4
5. Practice drawing & coloring in simple shapes, MS5
6. Provide parent/caregiver lists of home activities for student, MS6
7. Tracing: write model in pen/pencil, give student felt pen to trace letters, MS7

Motor Skills Adaptations

1. Make a large dot to cue student where to start when tracing letters, MSA1
2. Encourage student to use finger movements (instead of arm movements) while coloring or writing, MSA2
3. Support wrist and elbow on table, MSA3
4. Use hand over hand to guide movement; gradually fade out as student learns motions, MSA4
5. Utilization of site-team support, MSA5

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Oral Language Strategies
1. Brainstorm and Cluster Maps, O5, B/C
2. Carousel, O10, B
3. Debate, O9, B
4. Expert Group, O16, C
5. Four Corners, O17, C
6. Gallery Walk, O8, B
7. Give One, Get One, O14, C
8. Group Investigation Model, O15, C
9. Hot Seat (Character Analysis), O13, B
10. Increase oral language opportunities, O18
11. Inside-Outside Circle, O2, B
12. Knowledge Chart (KWL), O4, B/C
13. Lindamood, O19
14. Parent/caregiver will encourage student to speak more in class, O20
15. Reading the Picture, O7, B
16. Roundtable, O1, B
17. Silent Dialogue, O11, B
18. Story Board, O12, B
19. Sunshine Interview, O3, B
20. Think-Pair-Share, O6, B/C

Oral Language Adaptations

Physical Assistance
1. Allow all students time for oral expression, OA1, C
2. Deliver oral reports/presentations using high or low-tech augmentative communication device, OA2, C
3. Point to pictures to cue or illicit speech from student or communication device, OA3, C

Multi-Level Instruction and Performance Standards
1. Add gestures or agreed upon visual cues, OA4, C
2. Ask some yes/no questions, OA5, C
3. Give student choices for answers, OA6, C
4. Give student opportunity to preview questions prior to activity, OA7, C
5. Present student with two answers and let child choose one, OA8, C
6. Teacher asks student a direct question - comes back for answer, OA9, C
7. Teacher or peer models turn taking, OA10, C
8. Utilize choral speech, plays, role modeling, OA11, C

Overlapping Participation
1. Establish and maintain eye contact, OA12, C
2. Peer or teacher reads student's passage during round robin, OA13, C
3. Peers or teacher reads student's work out loud, OA14, C
4. Reinforce classroom etiquette (e.g.: raising hand), OA15, C

Extension
1. Adjust volume, tone, phrasing & pace of speaking for various situations/audiences, OA16, C
2. Make presentations to other classes, organizations, OA17, C
3. Records other student’s written work, OA18, C
4. Student writes and/or records simplified versions of text, OA19, C
5. Students writes a play for peers to perform, OA20, C
6. Use eye contact, posture and gesture to engage audience, OA21, C

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Reading Strategies
1. Accept some homework papers typed or dictated by student, R23
2. Alternate Reading, R5, B
3. Brainstorming, R24, C
4. Choral Reading, R6, B
5. Class illustrates a big book ("Creating Your Own Big Book"), R25, D
6. Collaborate with Reading Recovery Teacher, R26
7. DEAR (Drop Everything and Read) Time, R13, A
8. Directed Reading-Thinking Activity (DR-TA), R27, B
9. Echo Reading, R7, B
10. Family will borrow books from library in student’s primary language, R28
11. Guided Reading, R8, A/B
12. Hooked on Phonics, R29
13. Jigsaw Reading, R21, B
14. Label (Labeling), R30, B
15. Language Experience Approach (LEA), R31, B
16. Leveled reading groups, R32
17. Literature Study Circles, R14, A/C
18. Loan student books to family in student’s primary language, R33, D
19. Matching Pictures, R34, B/D
20. Model the thinking processes a good reader engages in when reading ("Think Aloud"), R35, C
21. Modeled Reading Aloud, R36, D
22. My Book Chart, R37, D
23. My Neighborhood Map, R38, D
24. On-Site Reading Team, R39, B
25. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures"), R40, D
26. Parent/caregiver will write letters to student ("Family Letters"), R41, D
27. Patterned Reading, R42, D
28. Phonics Treasure Hunt, R43, D
29. Phonics Videos, R44, D
30. Plan, Do and Review, R15, A
31. Pocket Chart Reading W/ Predictable Texts, R16, A
32. Poetry In the Classroom, R45, B
33. Popcorn Reading/Break-In Reading, R46
34. Primary Phonics, R47, B
35. Project Cube, R22, C
36. Provide partial outlines of chapters, study guides, and testing outlines, R48
37. Quaker Reading, R49, D
38. Read & Retell, R9, B
39. Reader’s Theater, R10, A/B/D
40. Reading Environmental Print, R50, B
41. Reciprocal Reading, R17, B
42. Reciprocal Teaching, R51
43. Refer for Reading Recovery (including literacy group), R52
44. Refer parent/caregiver to ELL class, R53, D
45. Relic Box, R18, C
46. Repeated Reading, R54, D
47. Segment sentences on flash cards, R55
48. Send home books, R56
49. Send home word games, R57, D
50. Shared Reading across Genre of texts, R2, B
51. Shared Reading of Poetry & Song, R4, D
52. Shared Reading With Predictable Texts, R3, A/D
53. Sight-Word Bingo, R58, D
54. Simplify complex directions, R59
55. Sing, Speak, Spell, R60
56. Small group reading, R61, D
57. Sociogram, R11, B
58. Special Delivery, R62, B
59. SQ3R (Survey, Question, Read, Recite & Review), R63, B
60. Stories With Friends, R64, D
61. Story Sequencing for Reading, R12, B
62. Story Sidewalk, R65, D
63. Story Squares, R66, D
64. Storyboard, R20, C
65. Student creates a poetry word bank ("Creating a Poetry Word Bank"), R67, D
66. Student fills in a (student or teacher-created) book for sounds or for reference ("ABC Student Book"), R68, D
67. Student identifies number of pages to be read and uses post-its … ("Bookmark Strategy"), R69, D
68. Student prepares a grocery list; looks for environmental print ("A Shopping Trip"), R70, D
69. Student will go to library with teacher, R71
70. Student will read books in primary language, R72, B/D

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(Reading Strategies, cont’d)
71. Sustained Silent Reading (SSR), \textbf{R73, D}
72. Teacher Read-Aloud, \textbf{R1, A/B}
73. The Breakfast Club, \textbf{R74, D}
74. The Name Game, \textbf{R75, D}
75. The Name List, \textbf{R76, C}
76. Transitional Reading Strategies (Spanish to English), \textbf{R77, D}
77. Use "Bulletin Board Stories", \textbf{R78, D}
78. Using The Newspaper To Improve Reading Skills, \textbf{R79, D}
79. Word Making, \textbf{R80, D}
80. Word Necklaces, \textbf{R81, D}
81. Word Walls, \textbf{R19, A/B/D}

Reading Adaptations

\textbf{Physical Assistance}
1. Enlarge print, \textbf{RA1, C}
2. Have student use bookmarks for tracking, \textbf{RA2, C}
3. Use augmentative communication devices, \textbf{RA3, C}
4. Use book stand, \textbf{RA4, C}
5. Use books on tape, \textbf{RA5, C}
6. Use Braille, \textbf{RA6, C}
7. Use computers, \textbf{RA7, C}
8. Reduce workload, \textbf{RA17, C}
9. Review words periodically, \textbf{RA18, C}

\textbf{Multi-Level Instruction and Performance Standards}
1. Color code textbook, highlighting important sentences, phrases, vocabulary, \textbf{RA8, C}
2. Create interest for material to be read by bringing in items that will stimulate discussion about a topic, \textbf{RA9, C}
3. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group, \textbf{RA10, C}
4. Do not require lengthy outside reading assignments, \textbf{RA34}
5. Have student be responsible for one main idea, \textbf{RA11, C}
6. Have student draw a picture, \textbf{RA12, C}
7. Have student fill in the blanks, \textbf{RA13, C}
8. Have student hold prop that is related to story (e.g., puppet), \textbf{RA14, C}
9. Have student match text to pictures, \textbf{RA15, C}
10. Pre-teach vocabulary, \textbf{RA16, C}
11. Provide photocopies of teacher’s notes, \textbf{RA35}
12. Provide supplementary materials that student can read, \textbf{RA36}
13. Use storyboards to supplement text, \textbf{RA33, C}
14. Use music-related stories, \textbf{RA27, C}
15. Substitute symbols for written text, \textbf{RA19, C}
16. Use pictures/symbols, \textbf{RA29, C}
17. Use character web, \textbf{RA21, C}
18. Use collage, \textbf{RA22, C}
19. Use graphic organizer, \textbf{RA24, C}
20. Use computer software, \textbf{RA23, C}
21. Use images on overhead, \textbf{RA25, C}
22. Use modified text or assign a smaller portion, \textbf{RA26, C}
23. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class, \textbf{RA31, C}
24. Use peer or community volunteer tutors, \textbf{RA28, C}
25. Use props (e.g., puppet, magnets on cookie sheet, felt board), \textbf{RA30, C}
26. Use storyboard sequencing, \textbf{RA32, C}
27. Use video or film strips to supplement text, \textbf{RA33, C}

\textbf{SFUSD Intervention Sources}
A. SFUSD Educational Standards and English/Language Arts Core Curriculum (Section 3)
B. Strategies for Teaching: ELD Curriculum Guide, BELA (Bilingual Education and Language Academy)
C. Adapting Curriculum and Modifying Instruction for Students: A Guide for All Educators (SFUSD Special Education Services and the Curriculum Improvement and Professional Development Department)
D. SFUSD Web Page: Strategies Data-Base (http://www.sfusd.edu/SST/)
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F. School Health Programs Crisis Response Manual
Reading Adaptations

Overlapping Participation
1. Art project related to story, i.e. collage, a story board, RA37, C
2. Categorize, RA38, C
3. Demonstrate appropriate listening behavior, RA39, C
4. Get books, hand out and put away, RA40, C
5. Hold book in front of class for teacher, RA41, C
6. Identify sight words, pictures, etc., RA42, C
7. Pointing to picture related to story to test comprehension, RA43, C
8. Practice letter recognition, RA44, C
9. Practice writing or copying words on topic, RA45, C
10. Retell story to younger kids, RA46, C
11. Turning the page appropriately at correct time, RA47, C

Extension
1. Find vocabulary words in the newspaper or magazine, RA48, C
2. Have student connect stories to background knowledge or experience, RA49, C
3. Have student create story map, RA50, C
4. Have student create story timelines, RA51, C
5. Have student design a comic book about the story; other students can color the characters or write/copy the sentences, RA52, C
6. Have student write a play for the story that other students can act out, RA53, C
7. Have student write a song about the story (e.g., tap song and other kids participate), RA54, C
8. Read other books by the same author, RA55, C
9. Read the story to students who cannot read, RA56, C

Writing Strategies
1. ABC Wall Chart or Class Book, W1, A
2. Author’s Chair, W2, A/C
3. Buddy Journals, W3, B
4. Content Area Logs, W4, B
5. Copying, W14, B
6. Creating Texts for Wordless Books, W5, A
7. Dialectic (Response) Journal, W6, B
8. Guided Writing Activities, W7, B
9. Interactive Journals, W8, A/B/C
10. Interactive Writing, W9, AB
11. Letter Writing, W10, B
12. Metacognitive Journal, W12, B
13. Modeled Writing (Aloud), W15, A/B
14. Patterned Writing With Predictable Text, W16, A/D
15. Personal Dictionaries, W11, B
16. Plan, Do and Review, W17, A
17. Practice writing daily, W18, B
18. Real-Life Writing Activities, W19, B
19. Story Sequencing For Writing, W20, B
20. Storyboarding, W21, B
21. Student will write in cursive all the time, W22
22. Student will write in daily home journal, W23
23. Writer’s Workshop, W13, A

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Writing Adaptations

Physical Assistance
1. Adapted keyboard, WA1
2. Adaptive writing materials (e.g., pencil grip, larger felt pen), WA2, C
3. Computer/typing on keyboard, WA3
4. Dictate to a peer, WA4, C
5. Give student oral examinations and quizzes, WA5
6. Substitute oral reports/projects for writing, WA6, C
7. Tape paper to desk, WA7, C
8. Use adaptive paper (e.g., lines, larger lines, lined columns), WA8, C
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output, WA9, C
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table, WA10
11. Use stencils, WA11
12. Use tape recorder to dictate, WA12
13. Write on a vertical/slanted surface (e.g., chalkboard), WA13
14. Write on top of a textured surface (e.g., sandpaper), WA14

Multi-Level Instruction and Performance Standards
1. Complete one part of assignment, WA15, C
2. Create and use personal dictionary, WA16, C
3. Organize pictures to tell story, WA17
4. Pictorial collage, WA18, C
5. Provide sentence or paragraph starters, WA19, C
6. Shorten assignment, WA20, C
7. Trace or copy dictated answers, WA21, C
8. Utilize Spelling Styles and Vocabulary Attributes charts, WA22, C
9. Use editing checklist (caps, periods, commas, etc.), WA23, AC
10. Use graphic organizers, WA24, C
11. Use stamps, WA25, C
12. Use word bank, WA26, C
13. Use word prediction and other writing software, WA27

Overlapping Participation
1. Match pictures to words, WA28, C
2. Pass out materials for writing assignment, WA29, C
3. Practice copying, WA30, C
4. Trace other students' writing, WA31, C
5. Use communication device, WA32, C
6. Use storyboard, WA33, C
7. Write down key words (i.e., personal vocabulary list), WA34, C
8. Write name, heading and date on top of paper, WA35, C

Extension
1. Incorporate features such as italics, footnotes and bibliography into writing, WA36, C
2. Peer uses rubric to check work, WA37, C
3. Put words to peers picture collage, WA38, C
4. Use dictionary or spell check tools to edit work, WA39, C
5. Write from a peer's dictation, WA40, C

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Student Success Team - Menu Of Interventions
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Attendance

Desired Student Outcome
1. Arrives at school on time except for excusable reasons, A1
2. Attends school every day except for excusable absence, A2
3. Improved attendance, A3
4. Improved punctuality, A4

As Evidenced By
1. Attendance record, A1
2. Community agency reports, A2
3. Teacher/staff observation/report (e.g., checklist), A3

Behavior/Social-Emotional

Desired Student Outcome
1. Attend/concentrate adequately in school environment, B1
2. Decreased incidences of verbally aggressive behaviors, B2
3. Diminished impact of loss or event on academic performance, B3
4. Follows school and classroom rules, B4
5. Improved classroom behavior, B5
6. Improved self-esteem, B6
7. Improved socialization skills/peer relationships, B7
8. Increased ability to follow routines/transitions in and out of classroom, B8
9. Increased use of positive statements, B9
10. Maintains relationships to successfully function in school, B10
11. No incidences of physically aggressive behaviors, B11
12. No incidences of verbally aggressive behaviors, B

As Evidenced By
1. Behavior checklist, B1
2. Classperiod count, B2
3. Community agency reports, B3
4. Daily count, B4
5. Health report, B5
6. Hourly count, B6
7. Parent/caregiver report/checklist, B7
8. Report from home visit, B8
9. Student self-report checklist, B9
10. Teacher/staff observation/report (e.g., checklist), B10
11. Weekly count, B11

Health

Desired Student Outcome
1. Comes to school clean and free of odor, H1
2. Has a plan of action for chronic health condition, H2
3. Has adequate meals throughout the day, H3
4. Has adequate sleep each night, H4
5. Healthy enough to attend school daily, H5
6. Improved health, H6
7. Lives in a safe environment free of abuse/neglect, H7
8. Stays awake in class, H8
9. Visual acuity is adequate for school functioning, H9

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SST - Menu of Interventions 11/01
Health

As Evidenced By
1. Behavior checklist, H1
2. Community agency reports, H2
3. Exam/screening results, H3
4. Health report from primary medical provider, H4
5. Parent/caregiver report/checklist, H5
6. Report from home visit, H6
7. Teacher/staff observation/report (e.g., checklist), H7

Math

Desired Student Outcome
1. Improved addition skills, MA1
2. Improved application skills, MA2
3. Improved division skills, MA3
4. Improved measurement skills, MA4
5. Improved multiplication skills, MA5
6. Improved subtraction skills, MA6
7. Student demonstrates understanding of concept of addition, MA7
8. Student demonstrates understanding of concept of division, MA8
9. Student demonstrates understanding of concept of multiplication, MA9
10. Student demonstrates understanding of concept of subtraction, MA10
11. Student demonstrates understanding of place value, MA11
12. Student matches numeral with collection of objects, MA12
13. Student recognizes numerals to ___, MA13
14. Student rote counts to _____, MA14
15. Students demonstrates one-to-one correspondence, MA15

As Evidenced By
1. Basic Math Skills Test, MA1
2. Curriculum-Based Measurement – Math Computation, MA2
3. Functional Skills Analysis, MA3
4. Mathland Assessments, MA4
5. Other SFUSD Performance Standards, MA5
6. Portfolio Review, MA6
7. SFUSD Mathematics Performance Assessment, MA7
8. Student counting by rote, MA8
9. Student counting objects, MA9
10. Student making a pattern, MA10
11. Student matching a pattern, MA11
12. Student reading numerals, MA12
13. Student reading numerals and building sets with objects, MA13
14. Student writing numerals to name sets, MA14
15. Teacher-designed test, MA15
16. Touch Math, MA16

Motor Skills

Desired Student Outcome
1. Improved fine motor skills, MS1
2. Improved gross motor skills, MS2
3. Improved perceptual motor skills, MS3
4. Uses appropriate assistance device, MS4

As Evidenced By
1. Parent/caregiver report/checklist, MS1
2. Student self-report checklist, MS2
3. Teacher/staff observation/report (e.g., checklist), MS3
**Student Success Team - Menu Of Interventions**

**APPENDIX**

**Oral Language**

**Desired Student Outcome**

1. Improved oral expression, **O1**
2. Asks for clarifications in different situations., **O2**
3. Begins to speak to peers in some small group situations, **O3**
4. Contributes to classroom discussions/responses to questions/debates issues, **O4**
5. Dramatizes/gestures/draws pictures to show comprehension/needs, **O5**
6. Expresses responses in phrases/simple sentences, **O6**

7. Improved listening comprehension/receptive language, **O7**
8. Produces a full range of grade-appropriate grammatical structures/vocabulary in unfamiliar situations, **O8**
9. Responds to simple commands/questions through actions or one/two-word phrases, **O9**
10. Speaks comfortably with peers in small groups, **O10**
11. Use age-appropriate vocabulary, **O11**

**Oral Language**

**As Evidenced By**

1. California English Language Development Test (CELDT), **L1**
2. Into English – Student Progress Form, **L2**
3. LALAR (Language & Literacy Assessment Rubric), **L3**
4. LAS (Language Assessment Scale), **L4**
5. Pre-LAS, **L5**
6. Teacher/staff observation/report (e.g., checklist), **L6**

**Reading**

**Desired Student Outcome**

1. Demonstrates book sense (tracking; locating cover, author, title; matching pictures to words), **R1**
2. Follows along in text as story is read aloud, **R2**
3. Has mastered skills at the early fluency level, **R3**
4. Has mastered skills at the emergent level, **R4**
5. Has mastered skills at the fluency level, **R5**
6. Identifies/associates written symbols; recognizes/identifies letters, **R6**
7. Improved comprehension/comprehension strategies, **R7**
8. Improved reading fluency, **R8**
9. Reads across variety of genres; identifies features of different reading materials, **R9**
10. Reads familiar words and phrases aloud, **R10**
11. Reads independently; chooses increasingly difficult texts; makes predictions/inferences about readings, **R11**
12. Reads/comprehends grade-level text with complex language/vocabulary, **R12**
13. Reads/follows simple written directions, **R13**

**As Evidenced By**

1. A Continuum of Reading Growth in the Primary Grades, **R1, A**
2. Anecdotal Record Log, **R2, A**
3. Audiotape Reading Survey – Child, **R3, A**
4. Background Survey on Reading (Primary), **R4, A**
5. California English Language Development Test (CELDT), **R5**
6. Child Interest Inventory – Grades 1 to 5, **R6, A**
7. Curriculum-Based Measurement – Reading Fluency, **R7**
8. DIBELS (Dynamic Indicators of Basic Early Literacy Skills, **R8**
9. Dolch word list - graded lists, **R9**
10. Entry Survey “Getting To Know Me”, **R10, A**

**SFUSD Intervention Sources**

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SST - Menu of Interventions 11/01
(Reading As Evidenced By, cont’d)
11. Feb/March Reading Evaluation Survey, R11, A
12. First Grade Instant Words, R12, A
13. Fry’s Oral Reading Test, R13
14. Fry’s Silent Reading Comprehension Test, R14, A
15. Graded spelling lists, R15
16. Initial Sounds assessment, R16, A
17. LALAR (Language & Literacy Assessment Rubric), R17
18. Letter/Sound Identification, R18, A
19. Literature Logs, R19
20. Miscue Analysis (Record Form, Inventory), R20, A
21. Observation Survey, R21
22. Phonemic Awareness Assessment (Yopp-Singer), R22, A
23. Phonics Test Pt. 1, R23, A
24. Phonics Test Pt. 2 (Blending Words), R24, A
25. Phonographix Pre and Post Tests, R25
26. Phonological Awareness Profile, R26
27. Reading Checks - Early, R27, A
28. Reading Checks - Emergent, R28, A
29. Reading Checks - Fluent, R29, A
30. Reading Experience and Interest Survey, R30, A
31. Reading Inventory Summary Sheet, R31
32. Reading Self-Evaluation Survey, R32
33. Reading Strategies Intermediate Survey, R33, A
34. RESULTS assessments, R34
35. Running Record, R35, A
36. Scholastic end of unit assessments, R36
37. Second Grade Instant Words, R37, A
38. Self-Eval Checklist for Lit Responses, R38, A
39. SFUSD ABC, R39
40. Strategies That Help Me Understand A Story (Primary), R40, A
41. Student Profile of Print Concepts, R41, A
42. TAAS (Jerome Rosner’s Test of Auditory Skills), R42, A
43. Third Grade Instant Words, R43, A
44. Yopp-Singer Test of Phoneme Segmentation (Phonemic Awareness Assessment), R21, A

Written Expression
Desired Student Outcome
1. Applies the steps in the writing process to writing tasks, W1
2. Experiments with variety of writing styles/genres, W2
3. Generates ideas for simple stories with awareness of sequence/detail, W3
4. Improved conventions of written language, W4
5. Improved organization of thoughts/information, W5
6. Participates in revising/editing own work, W6
7. Uses invented spelling and familiar words or short phrases, W7
8. Uses some conventions of print including spacing between words, names and letters, W8
9. Uses writing to get and give information, W9
10. Writes from various points of view, W10
11. Writes on all topics normally required for grade level, W11
12. Writes to describe a drawing or illustration, W12

As Evidenced By
1. Analytic Writing Assessment Guide, W1, A
2. California English Language Development Test (CELDT), W2
3. Continuum of Written Language Development, W3, A
4. Curriculum-Based Measurement – Spelling, W4
5. Curriculum-Based Measurement – Written Expression, W5
6. Grade 4 Informative Writing Rubric, W6, A
7. Grade 4 Narrative Writing Rubric, W7, A
8. Grade 4 Persuasive Writing Rubric, W8, A
9. Grade 4 Writing Rubric, W9, A

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(Written Expression As Evidenced By, cont’d)
10. Interactive Journal Assessment, W10, A
11. K-2 Writing Rubric, W11, A
12. LALAR (Language & Literacy Assessment Rubric), W12
13. Literature Logs, W13
14. Observation Survey, W14
15. OLE Criteria for Evaluation in Writer’s Workshop, W15
16. Phonetic Spelling Test, W16
17. Phonological Awareness Profile - Invented Spelling, W17
18. Portfolio Conference, W18, A
19. Project Evaluation Form (Teacher), W19, A

20. Project Self-Evaluation (Student), W20, A
21. RESULTS assessments, W21
22. Rigby’s Continuum of Written Lang Development, W22, A
23. Scholastic End of Unit Assessments, W23
24. School-based Math Program, W24
25. School-based Reading Program, W25
26. SFUSD ABC, W26
27. SFUSD ALAS Rubric, W27
28. SFUSD IWA, W28
29. Teacher-designed test, W29
30. Writer’s Workshop Assessments, W30

Misc

Desired Student Outcome
1. Improved academic performance, M1
2. Increase in acquired credits, M2
3. No decrease in academic performance, M3

As Evidenced By
1. Community agency reports, M1
2. Parent/caregiver report/checklist, M2
3. Student self-report checklist, M3
4. Teacher/staff observation/report (e.g., checklist), M4

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