

LOWELL PUBLIC SCHOOLS



DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

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LOWELL PUBLIC SCHOOL'S STRATEGIC PLAN

This strategic plan is centered on our district's core beliefs.

Overarching Goal Areas:

- Improve **academic achievement** at every LPS school site.
- Improve **operational efficiency across LPS**.
- **Ensure that every LPS school enjoys a safe and welcoming culture.**
- **Increase LPS community engagement and empower families as partners.**

Key Elements: Core Beliefs, Fundamental Commitments, Strategy and Strategic Priorities:

Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of work.
- Families are students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Strategies:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

Strategic Priorities:

- Increasing access to early learning opportunities.
- Increasing access to high-performing seats.
- Aligning secondary programming with post-secondary opportunities.
- Leveraging the rich diversity of the Lowell community to serve the interests of LPS students.



DISTRICT CURRICULUM ACCOMMODATION PLAN OVERVIEW

What is a DCAP?

DCAP stands for “District Curriculum Accommodation Plan.” Districts are required by Massachusetts General Law to have a DCAP and a recent amendment includes the role of school councils in the DCAP. Language directly from the law is below.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. **The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming**, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language
“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, **shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan** required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.”

What is the purpose of the DCAP?

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- To identify services, support, and instructional delivery options available within general education settings
- To document instructional interventions available for learners
- To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching
- To provide a list of accommodations as a resource to meet the needs of a variety of learners

How does the DCAP help teacher instruction and practices, students, and parents?

The DCAP is a great resource to identify techniques/accommodations that can be provided to all students in the general education classroom. No two students are the same; we accommodate and differentiate our instruction and curriculum to meet students where they are. It is expected that across content areas and grade-levels, students will need various levels of support. Needing accommodations does not mean a student is at-risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional well-being, external factors, and more. The DCAP can be a reference and resource to school staff, as well as a resource for parents to see the wide range of supports that their students can receive within the general education setting, and clarifying the difference between regular accommodations that can be provided to students and those more significant accommodations and modifications that require an IEP or 504 plan.

How do students gain access to the supports, interventions, and accommodations noted within the DCAP?

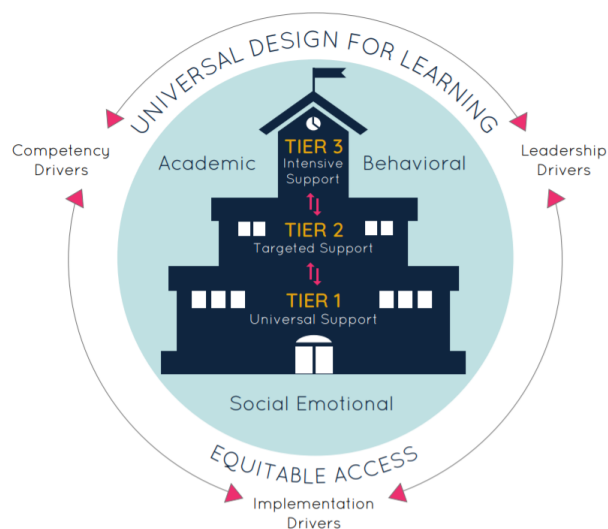
All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress, as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies, and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

Building-based Multi-Tiered System of Support Teams, Teacher Assistance Teams, and Data Teams meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of all students. Consultations with specialists who can provide important information and expertise to the general education teacher are a common part of the MTSS/TAT meetings. Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and acceleration is planned. Collaboration with the general education teacher is an important component of the success of this collaboration. Parent/guardian communication is an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.



What is Multi-Tiered Systems of Support (MTSS)?

The Multi-Tiered System of Support (MTSS), provides a framework for school and district improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, multilingual learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. We are working towards an integrated approach to support students' academic and social-emotional competencies.



Overview of Accommodations

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what a student knows or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as best educational practices. Accommodations typically fall under four key categories:

Setting (location)

Examples include: small group, preferential seating, quiet location, etc.

Presentation (how the teacher shares information)

Examples include: visuals provided for verbal information, preview/repeat, provide models, etc.

Timing (any consideration of time within the learning)

Examples include: time of day, length of time, extended time for assignments, "chunking" into smaller parts, planning for time with the student, etc.

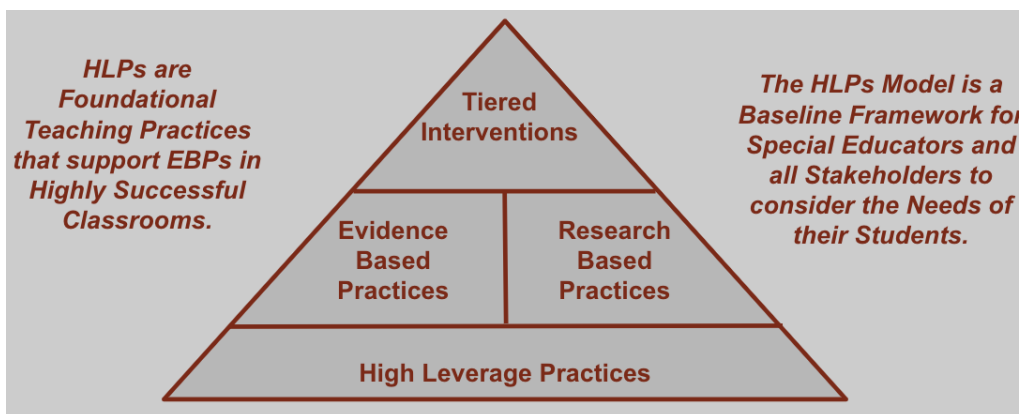
Response (How the student response back to show understanding)

Examples include: use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students with an Individualized Education Program (IEP.)

HIGH LEVERAGE PRACTICES

High Leverage Practices are foundational teaching approaches that support evidenced based practices (EBPs) in highly successful classrooms. They are used frequently by teachers, apply to different types of learners and many age levels to improve student outcomes. There are a total of 22 HLPs that address collaboration, assessment, social/ emotional/ behavior, and instruction. The information below focuses on the HLPs for instruction. Click for More Information: <http://www.highleveragepractices.org>

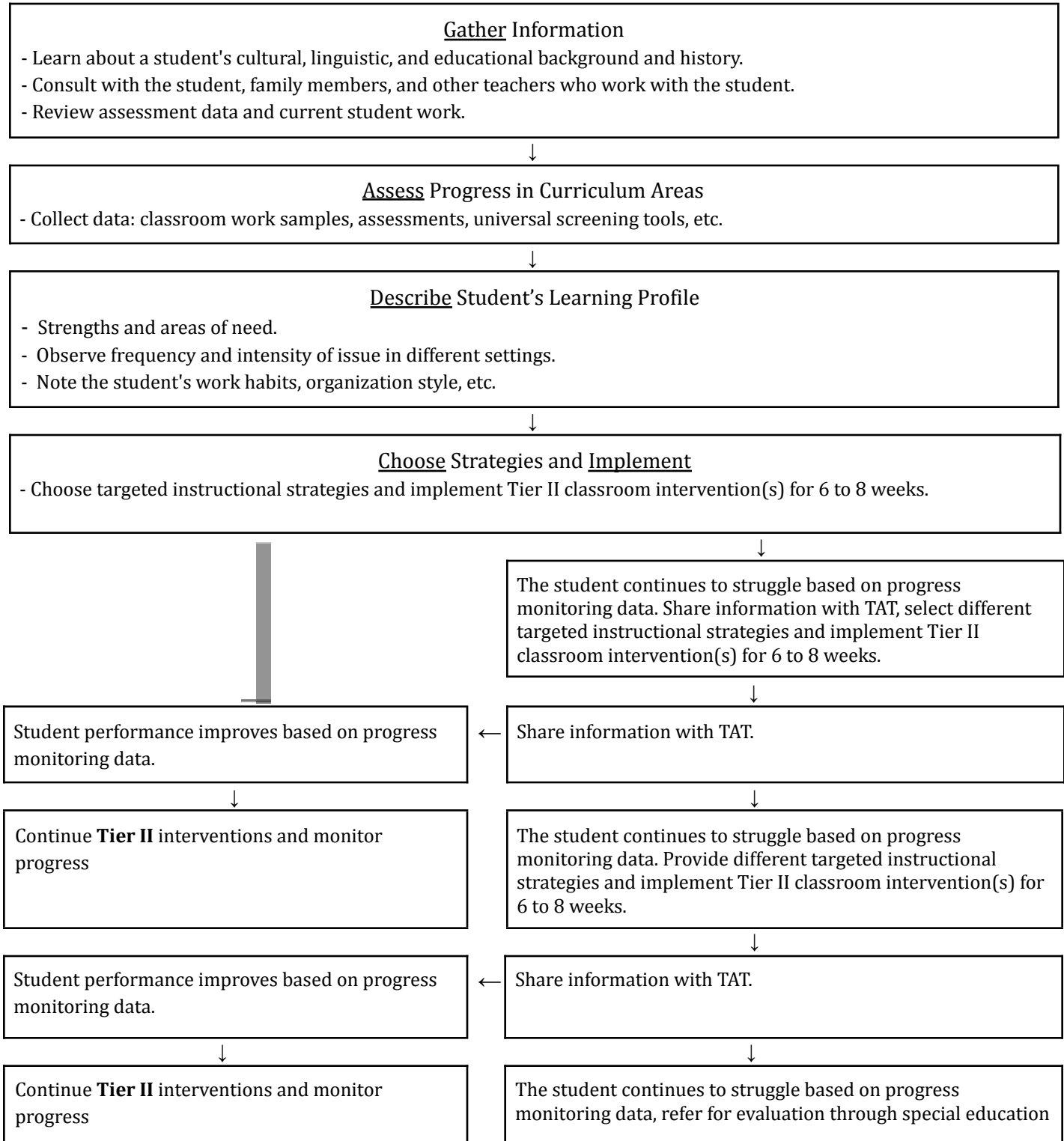


HLP 15. Provide Scaffolded Supports <ul style="list-style-type: none"> Scaffolded supports available to all Learners UDL, Small group, MTSS, Tier 2 and 3 	HLP 19. Use Assistive and Instructional Technology <ul style="list-style-type: none"> Read, Write for Chrome, SORA for Audio Books, Virtual Libraries for Audio Books, instructional online tools - Lexia, Raz Kids, ST Math, iReady instruction, Imagine Learning
HLP 16. Use Explicit Instruction <ul style="list-style-type: none"> High Structure/ Focused/Systematic in Sequence, Mini Lessons Heggerty, Phonics Instruction, Specially Designed Instruction Inquiry Questions supported by Direct Instruction Indicator 9 - high quality tasks and questions 	HLP 20. Provide Intensive Instruction <ul style="list-style-type: none"> Tier 2 and 3 for Students that need Additional Reinforcement (not instead of) that is Purposeful and Targeted. Structures for Intensive Instruction for Tier 2 and 3 Students. Specially Designed Instruction - RAVE-O, Project Read, Quick Reads, Read Naturally, Language Live, LETRS
HLP 17. Use Flexible Grouping <ul style="list-style-type: none"> Small Group Instruction based on Data Data meetings regularly scheduled in the calendar after Assessments, Progress Monitoring TAT Interventions, Workshop Model 	HLP 21. Teach Students to Maintain and Generalize New Learning Across Time and Settings <ul style="list-style-type: none"> Consistent Prompts, Practices. Lesson Structure Across Content to provide Transfer, Adding in Speaking and Listening in Every Classroom with Academic Language
HLP 18. Use Strategies to Promote Active Student Engagement <ul style="list-style-type: none"> Authentic Tasks, Voice and Choice, Hand On, Manipulatives, Real World Application Indicator 11 Getting student to discuss, argue, reflect 	HLP 22. Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior <ul style="list-style-type: none"> Confer with Students Regularly and track those Notes/Goals to see Improvements over time and Adjust Accordingly SEL

DCAP FLOW CHART

Student is having difficulty in school with:

- | | | | |
|---------------------|---|-----------------------|----------------------------|
| - Academics | - Motivation | - Communication | - Fine Motor/ Visual Motor |
| - Social/ Emotional | - Attention | - Language Processing | - Visual Processing |
| - Behavior | - Executive Functioning or Organization | | |



GENERAL EDUCATION SERVICES AND SUPPORTS

Family and Community Support Structures

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- School Site Councils
- PTO Meetings and PTO sponsored events
- Curriculum Nights/Open Houses
- Parent/Teacher Conferences
- Special Education Parent Advisory Council (SPEDPAC)
- Kindergarten Screening
- Connect Ed messaging system
- District and individual school web pages and newsletters
- Teacher/classroom based communications (Websites, Class DOJO, Remind, Newsletters, etc.)
- Parent Surveys
- Standards-based Report Cards (Elementary)
- Report Cards & Progress Reports (Middle & High)
- Student performances
- Volunteer opportunities
- District Committees (Early Childhood Working Group, etc.)

Teacher and Staff Support Structures

Support for teachers, such as professional development that will help them analyze and accommodate various students' learning needs and support teacher collaboration.

New Teacher Induction (LTA)

- New Teacher Mentoring Program (LTA)
- District and School-Based Professional Development
- Teacher Assistant Team (TAT)
- Grade-Level Meetings
- Professional Learning Communities (PLCs)
- Faculty Meetings
- School-Based Data Teams
- Curriculum Leaders
- Department Chairs
- Literacy Specialists/Instructional Specialists/Math Resource Teachers
- Behavioral Health Administrator
- Common Planning Time
- Teacher selected Professional Development
- Multilingual Learner Teachers
- RETELL trainings
- Adjustment/Guidance Counselors, Social Workers
- School Psychologists
- Diagnostic screenings (i.e. Kindergarten Screening, DIBELS, F & P Benchmarks, etc.)
- Common Assessments/Common Measures
- Teacher Evaluation and Goal-Setting
- Curriculum Maps
- Opportunities for peer observation
- District BCBA
- District K-12 Content Coordinators
- Special Education Team Chairs

Student Support Structures

Support structures that are available to students through general education, including supports to address the needs of students whose behavior may interfere with learning.

- Social Emotional Curriculum (Open Circle, Second Step - Elementary School, Second Step - Middle School and Ori Learning-Lowell High School)
- DESSA based social skills groups
- PBIS
- Behavior Plans (sticker charts, compliance contracts, incentive systems, etc.)
- 504 Plans (if student qualifies)
- Counseling (Adjustment and guidance counselors, school psychologist, social worker, etc.)
- Morning, Community, or Classroom Meetings (elementary)
- Function based problem solving
- TAT
- WIN Block (middle & high)
- MCAS/PARCC Pass Classes (middle)
- Multilingual Learners Services
- Interventions delivered by tutors (Elementary & Middle)
- Literacy or Instructional Specialists
- Math Resource Teachers
- Lunch Bunch/Lunch Groups
- Technology Resources – Lexia, Kami, Seesaw, Learning A-Z, iReady, Nearpod
- Access to technology devices including Chromebooks (1-1), iPads, etc.
- Differentiated Instruction
- Guided Reading or Strategy groups
- Common Assessments
- Before/After School Availability
- Summer Enrichment
- Understanding Disabilities (elementary & middle)

Academic Structures and District Resources

Systems, structures, and curriculum tools to support direct and systematic instruction in literacy and other curriculum areas for all students.

- Learning A-Z
- Lexia-CORE 5, POWER UP
- Flocabulary
- iReady Instruction
- Wilson, Orton-Gillingham, LETRS trained and/or certified staff
- Leveled Readers
- Decodable Readers
- Foundations, Letterland, or Phonics Units of Study (Elementary)
- Heggerty Phonemic Awareness
- Handwriting without Tears
- Teachers College Reading & Writing Units of Study
- Leveled Literacy Intervention (LLI) or Structured Literacy Intervention
- Common Writing Prompts (Writing about Reading) and Rubrics (Elementary & Middle)
- Fountas & Pinnell Benchmarks, DIBELS
- Reading & Math Diagnostic Assessments
- Literacy Specialists and tutor support (Elementary & Middle)
- Sheltered English Immersion & English as a Second Language Instruction
- Eureka Math (K- 5)
- Illustrative Math (6-8)
- Inquiry Journeys Social Studies (K-5)
- Mystery Science (K-5)
- Mosa Mack (5 - 8)
- Thinklink/FOSS (K-8)
- Seesaw
- Kami
- Nearpod (K-12), including ESL component
- Brainpop ESL
- LEXIA English

ACCOMMODATIONS AND INSTRUCTIONAL STRATEGIES

Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum

Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive but rather highlights possibilities.

Organizational Strategies

- Provide an agenda
- Provide an established daily routine
- Provide predictable classroom routines.
- Clear homework recording system/teacher check-ins
- Allow students to access electronic homework lists (pictures, GoogleDoc, website, etc.)
- Clear and consistent instructions and expectations
- Instructions provided through multiple modalities (visually, verbally, pictorial, etc.)
- Break assignments into small, clear steps
- Number/order steps for task completion
- Provide templates and models (exemplars)
- Provide due dates for separate steps (chunking)
- Well managed transitions
- Accessibility to schedules (visual)
- Color-coding
- Specific identified location for turning in assignments, getting materials, etc.
- Support/Guide notebook organization
- Remove individual pages from consumable books
- Utilize content/ language objectives, pre-teaching vocabulary

Instructional Strategies Across Content Areas

- Establish routines
- Identify Content and Language Objectives
- Multi modal presentation of information
- Hands on learning activities
- Include transition cues
- Provide “wait time” or “think time” for responding to questions or formulation discussion thoughts
- Use technology to assist instruction
- Record lectures/discussion for replay, access to copies of notes, slideshows, etc.
- Provide models and templates
- Utilize checklists, rubrics, exemplars, graphic organizers, or reference sheets
- Preview, repeat or re-teach key concepts
- Provide directions in small, distinct steps (written/ pictures/ verbal)
- When reviewing or re-teaching vary methods using repetition, simpler explanations, more examples, and modeling
- Frequent checks for understanding
- Build background knowledge within lessons
- Teach new vocabulary/review previously taught vocabulary
- Link visuals with vocabulary
- Provide an overview of the lesson before beginning
- Use concrete examples of concepts before teaching the abstract
- Reduce the number of new concepts presented at one time
- Limit teacher talk time
- Monitor the rate at which material is presented
- Vary instructional groupings throughout lesson (whole class, small group, partner, individual)
- Keep copies of “Talk Moves” posted at all times
- Teach, model and practice explicitly how to use “Talk Moves”
- Build into lesson opportunities for students to process new information (written, peer discussion, etc.)
- Monitor student’s comprehension of language used during instruction
- Utilize peer helpers to support understanding of directions and offer collaborative work production
- Visually or verbally highlight critical information
- Provide/ offer study guides, copies of teacher notes or peer notes, and/ or note-taking templates
- Label objects
- Allow time for students to engage with each other in listening, speaking, reading and writing
- Summarize instruction/learning at end of lessons (informative assessments)
- Make content relevant to students’ lives
- Use Question Formulation Technique to introduce units of study, capitalizing on students’ curiosity

Assignments and Assessments

- Provide study guides
- Preview test vocabulary/concepts
- Allow for extended time if needed on tests or assignments
- Administer test in short periods
- Provide examples of proficient work
- Provide quiet testing environment
- Clarify test directions
- Differentiate assessments and/or provide alternative assessment options (ex: allow for oral assessment)
- Teach test taking and study strategies and provide practice
- Minimize use of timed tests
- Provide a variety of question types
- Utilize pretest data
- Use vocabulary/word banks
- Break tasks into smaller units or chunks
- Use of rubrics to provide clear expectations for student output
- Minimize assignments requiring copying
- Review expectations for homework and start homework assignments together in class
- Assign tasks and assignments at appropriate reading level
- Reduce the amount of homework assigned
- Fill-in-the-blank options instead of writing a whole assignment
- Allow students to show knowledge in the form of a project, drawing, play, etc.
- Provide student opportunity to verbally explain thinking when posed a short answer or open response question
- Review homework assignments
- Allow students to process information with peers
- Give students assignments with some answers already filled in as models
- Utilize authentic performance assessments
- Include fewer choices to evaluate on multiple choice items, use answer masking
- Reduce the number of similar problems assigned

Literacy & Writing

- Provide authentic texts that are relevant and motivating to the individual students
- Provide decodable readers that reinforce phonological awareness activities
- Use of pre-reading strategies (class discussions, brainstorm, predictions, clarify purpose for reading text, create story outline or overview)
- Teach use of text features to support reading comprehension (pictures, graphics, tables, etc.)
- Teacher read-aloud/think aloud to model fluency and internal thought processes for comprehension and inferencing
- Use of systematic phonics instruction (letter/sound ID, break down the sounds in words, manipulate sounds in words)
- Reinforce Phonemic Awareness instruction & practice
- Teach comprehension and word attack strategies explicitly and utilize visual aids to reinforce their use
- Provide partner and individual reading opportunities
- Offer individualize word or sound walls, or vocabulary lists
- Writing topics that are relevant and motivating to the individual students
- Keep good models and samples of written work visible for reference
- Utilize the writing process including:
 - Rehearsing & Planning (brainstorming, clustering, semantic mapping, diagramming, etc.)
 - Writing
 - Revisions
 - Editing (utilizing peer and teacher feedback to revise piece)
 - Publishing (sharing out of final work with an audience beyond the teacher)
- Consistently confer with students to support goal setting and growth
- Provide resources/visuals to enforce proper use of mechanics
- Instruct the use of and provide access to graphic organizers as needed
- Allow students to share their learning orally (Google speech to text or Seesaw)
- Label objects in the classroom
- Provide sentence starters/frames

Mathematics

- Emphasize conceptual knowledge
- Relate instruction/concepts to real world application
- Develop strategies along a continuum - concrete (manipulatives and realia) to representational (sketches and diagrams) to abstract (formulas and generalizations)
- Ask students to talk through a plan prior to solving a problem
- Provide ample space to solve and record work
- Read aloud problems to students
- Reduce the amount of language in story problems
- Simplify numbers in problem when problem solving strategies is being assessed
- Simplify context when computation is being assessed
- Color highlight operational symbols
- Provide access to graph paper or lined paper held vertically
- Allow students to use calculator, number lines, multiplication tables, or reference sheets when appropriate
- Provide sample problems or checklists for procedures
- Avoid anxiety of timed tests of math facts

Fine Motor/ Visual Motor Strategies

- Reduce the amount of copying from text and board, provide copies of notes
- Allow students to use either cursive or manuscript
- Set realistic and mutually agreed upon expectations for neatness
- Let student type, record, or give answers orally instead of writing
- Avoid pressures of speed and accuracy
- Accept key word responses instead of complete sentences
- Highlight appropriate writing lines to assist with proper letter formation
- Provide letter strips as models for appropriate letter formation
- Use of smaller writing utensils, broken crayons, pencil grips, etc.
- Provide guide letters, words, or sentences for students to trace/copy for practice
- Use larger-spaced, larger-lined paper
- Increase white space or provide graph paper for math work
- Place a green dot on the left side of the paper indicating where to begin
- Use of a slant board (can use a binder)
- Pencil Grip
- Scribe

Visual Processing

- Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning
- Provide students one page to complete at a time rather than a comprehensive packet of papers
- Limit/ avoid copying from the board
- Avoid crowded, cluttered worksheets and testing materials by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining
- Provide access to low technology tools, such as line markers, highlighters, whisper phones, alternate lined paper, slant boards, alternate pencil grips, etc.

Language Processing

- Give written/pictorial directions to supplement verbal directions
- Slow the rate of presentations
- Paraphrase information
- Keep statements short and to the point, one step directions
- Avoid use of abstract language such as metaphors, idioms, and puns
- Keep sentence structures simple
- Encourage feedback from student to check for understanding, ask student to repeat back directions
- Familiarize student with new vocabulary before beginning the lesson
- Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.
- Gain student's attention before expressing key points
- Ensure the readability levels of the textbooks are commensurate with the student's language level
- Utilize visual aids such as charts, graphics, and graphs
- Utilize manipulative, hands-on activities whenever possible
- Cue students by calling their names before asking questions
- Provide choices for student responses rather than open-ended questioning
- Make them aware they will be called on and provide opportunity to listen to other student responses first
- Highlight key information- visually and verbally
- Provide sentence starters/frames
- Use closed captions on videos and slow the speed of videos
- Allow opportunities for students to work in pair or small groups to help with processing and comprehension

Social/ Emotional

- Allow student to see counselor/support staff when needed
- Monitor levels of tolerance and be mindful of signs of frustration
- Communicate changes in routine (schedule and staff) ahead of time, when possible
- Thoughtfully group students with appropriate peers
- Greet/check-in with students informally and formally
- Allow opportunities for students to engage with each other
- Supported student groupings
- Structured conversation prompts & scripts
- Prep students prior to calling on them in class
- Approach students with "How can I help?" rather than making assumptions about what they need
- Model and practice de-escalation strategies with all students
- De-escalation check-out (let student cool down, then connect with them after they've had a problem)
- Use "I notice..." statements
- Use token systems for preferred activities or time away from academic tasks
- Use of peer models
- Pre-teaching social cues and expected social behaviors
- Empower strong social students to communicate to those that have a higher level of need in the area, teach stronger peers how to speak up respectfully
- Use of social stories
- Use color coding system for students to self identify mood: Red, Yellow, Green, Blue - from Social Thinking
- Teach explicit de-escalation skills. Have students practice these skills when they are relaxed. Teach them how to re-engage once they are calm. Teach students explicitly how to support a peer while they are de-escalating. Have all students practice this skill.

Behavioral

- Define clear expectations, post visuals, and consistently enforce the expectations
- Explicitly teach expected behaviors, routines, and procedures of the classroom
- Model and have students practice expected behaviors, routines and procedures
- Review expected behaviors, routines and procedures when needed
- Use praise and positive feedback for expected behaviors
- Use literature connections to teach and review expected behaviors
- Follow the MTSS protocol identified at the school
- Create a behavior plan/contract with students, collaborate with the student to determine contract requirements, and use positive incentives for completion
- Use preferential seating (consider individual child preference for optimal learning)
- Provide incentives (individual or class-wide)
- Frequent communication with parents
- Avoid the use of confrontational techniques/Avoid power struggles
- Check-in/Check-out with identified staff member
- Teacher movement/circulate around the learning space
- Incorporate breaks (movement, sensory, task demand, etc.)
- Identifying a familiar adult/space where the child can go to cool down or designate a “cooling off” location within the classroom
- Use prevention strategies when responding to patterns of behavior
- Withhold attention or responses to minor attention- seeking behaviors
- Respect privacy of individual students (speak privately, without an audience of peers to student about inappropriate behavior)
- Use Declarative Language (“I notice everybody is lining up”) rather than imperative language (“Go line up with your class.”)
- Use oreo strategy to provide constructive feedback, i.e. the feedback is "sandwiched" between compliments or positives
- Provide specific feedback to students ("I see you got right to work") vs. "good job"

Motivation

- Determine student interests and learning styles and then design flexible activities accordingly
- Avoid marking responses that are wrong, instead highlight those that are right
- Provide the student with formative feedback within the classroom
- Provide a classroom job/responsibility/opportunity to be a role model or leader
- Identifying a familiar adult/space where the child can go to act as a “helper”
- Provide the student with choices
- Praise expected behavior
- Give an individualized cue to begin work for reluctant starters
- Check on progress in the first few minutes of work
- Provide time suggestions for task completion

Attention

- Ask student(s) to repeat directions or explain directions in their own words
- Change activities frequently to accommodate short attention spans
- When lecturing, talk for no more than five to ten minutes and then have a student - directed activity and check for understanding
- Plan varied activities during class period including at least one that allows for movement
- Give directions and information verbally, written, and visually
- Establish relevance and purpose for learning by relating to previous experiences (activate prior knowledge)
- Seat student close to teacher or away from distractions
- Use preferential seating (consider individual child preference for optimal learning)
- Help keep student work area free of unnecessary materials
- Make frequent checks for understanding and assignment progress/completion
- Give advance warning of when a transition is going to take place, give students a role/job during transitions
- Prioritize assignments and/or steps to completing the assignment for student
- Break larger assignments into smaller steps with teacher check - ins or intermediate breaks
- Use physical proximity and nonverbal cues to help student refocus
- Preview and review key concepts of lesson
- Provide praise and positive feedback
- Access to fidgets, sensory tools, seat cushions, etc.
- Checklists for task completion
- Support notebook, desk, student learning space organization
- Use visual timers
- Identify with student appropriate stopping places during independent work
- Access to alternative work areas (corral, individual desk away from distractions, etc.)
- Provide copies of completed notes