



# Interventions, Modifications and Accommodations

Created with the support of:

Gina McCaffrey-Lead Reading Teacher

Yenifer Mercado -K-6 Humanities Chairperson

Bridget Myer- Speech & Language Pathologist

Christine Padolecchia-Math AIS Teacher

Kevin Petrosino-K-6 STEM Chairperson

**Accommodations:** Changes made to the classroom environment, instruction, or tests to help students completely acquire the educational curriculum without changing the content. This does not change the learning expectation. Students will be accountable to produce/attain the same outcome as their peers.

*Accommodations are:*

- *Changes made to the student's school setting to help him or her be successful in the classroom (ex. preferential seating)*
  - *Differentiated at the student's current grade level*
  - *A change in the instruction that still allows for evidence of mastery*

**Interventions:** Improving and enhancing existing skills to teach academic and behavioral strategies for learning a new skill. These targeted instructions occur with assessment, planning, and data collection of a research-based strategy or program. Frequent progress monitoring helps to determine if the instruction is in fact helping the student grow.

*Interventions are:*

- *An addition to the curriculum that will help the student make progress toward benchmark expectations (ex. graphic organizer)*
- *New skills or strategies that the teacher teaches so that the student can employ them with new learning experiences*
  - *Allows for evidence of mastery*

**Modifications:** Changes to the learning expectations, instruction or tests. The expectations might be less rigorous, and assessments may be shorter. The changes of learning expectations are different from the expectations of the same-age peers. Students' products are different from students without modifications.

*Modifications:*

- *Are most often associated with special education services*
- *Are changes to what is expected from the student and what the student is taught (ex: assignments are changed to lower level)*
  - *Do not allow for evidence of mastery*

## Mathematics Intervention Suggestions

IF A STUDENT...	THEN... (Try some of the following)
<p><b><i>struggles with number sense skills in the following areas...</i></b></p> <ul style="list-style-type: none"> <li>* Number Id</li> <li>* Missing Number</li> <li>* Quantity Discrimination</li> <li>* Number Representation</li> <li>* Place Value</li> </ul>	<ul style="list-style-type: none"> <li>• Roll a number cube, call out the number rolled. Children who don't know the number will learn from calling out the number.</li> <li>• Manipulate numbers using a variety of textures (sand, shaving cream, etc)</li> <li>• Match word or visual numbers and digits using magazines, task cards etc.</li> <li>• Organic number line- on the # line; show different ways to represent the given number</li>   <li>• Rekenreks</li> <li>• Five frames &amp; ten frames</li>   <li>• Fill the missing number charts</li> <li>• Number of the day- write the number, make it, trace it, hit it on the door on the way out</li> <li>• Manipulatives (Connecting cubes, counters, base 10 blocks etc.)</li> <li>• Number ID using flashcards               <ul style="list-style-type: none"> <li>• Number comparison using flashcards</li> </ul> </li> <li>• Deck of cards, tell me the number or add/subtract</li> <li>• Find numbers around the room</li> <li>• Compare using cubes</li> <li>• Decompose numbers</li> <li>• Place Value mats</li> <li>• Touch Math (<a href="#">Touch Math Touchpoints</a>)</li> </ul>
<p><b><i>struggles with computation skills in the following areas...</i></b></p> <ul style="list-style-type: none"> <li>* Addition</li> <li>* Subtraction</li> <li>* Multiplication</li> <li>* Division</li> <li>* Mixed Computation Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives to add/subtract (base 10 blocks, connecting cubes, money, etc)</li> <li>• Make trains to demonstrate addition and subtraction facts</li> <li>• Counters to form arrays that show combining groups</li> <li>• Use of the number line (in notebook)</li> <li>• A Reference sheet (picture associated with steps to solve)</li> <li>• "Check Box" i.e.- check subtraction with addition</li> <li>• Use 100 board</li> <li>• Read aloud problems</li> <li>• Flashcards</li> <li>• <a href="#">Cover, Copy, Compare Strategy</a></li> <li>• Color code the operation signs</li> <li>• <a href="#">Self-Correction Check List</a></li> <li>• <a href="#">Incremental Rehearsal</a></li> <li>• <a href="#">Strategic Number Counting</a></li> </ul>

<p><b><i>struggles with advanced computation skills in the following areas...</i></b></p> <ul style="list-style-type: none"> <li>* Fractions   * Percent</li> <li>* Rounding   * Estimating</li> <li>* Exponents</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives (fraction bars, tiles, money, etc.)</li> <li>• Compare fractions on a ruler</li> <li>• Number line and pictures (rounding)</li> <li>• A Student Reference sheet</li> </ul>
<p><b><i>struggles with spatial/geometry skills in the following area...</i></b></p> <ul style="list-style-type: none"> <li>* Recognition</li> <li>* Attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Physically touch the shape/manipulatives</li> <li>• Trace the shape</li> <li>• Vocabulary words- anchor charts</li> <li>• Draw with sidewalk chalk, sand, or other gooey substance</li> <li>• Catchy videos on YouTube</li> <li>• Use geoboards</li> <li>• Graphic Organizers</li> <li>• Real World Pictures</li> <li>• Make a chart or flashcards (word and pictures)</li> </ul>
<p><b><i>struggles with word problems</i></b></p>	<ul style="list-style-type: none"> <li>• Graphic Organizers (place value mats, etc.)</li> <li>• Visual Representation with Manipulatives/Acting Out</li> <li>• Highlight Key Words/Key words displayed on student's desk</li> <li>• "Think Out Loud" with Steps</li> </ul>

## Reading Intervention Suggestions

IF A STUDENT...	THEN... (Try some of the following)
<p><b><i>struggles with letter/sound identification</i></b>  <i>*Lowercase and uppercase letters will also be addressed with these suggestions</i></p>	<ul style="list-style-type: none"> <li>• Concentration: you can use paper plates, write the upper case and lower case of the letters of the alphabet. The students work on matching the plates. This can also be done with index cards and kept in a baggie.</li> <li>• Letter formation: have students work on letter formation of the alphabet with sand, dough or flour.</li> <li>• <a href="#">Alphabet Bingo</a>: play this simple game that students use to work on identifying upper- and lower-case letters.</li> <li>• Fluency letter identification activities: this file can be used to support letter identification (there are also some activities for high- frequency words and fluency) <a href="#">Letter Identification Fluency Activity</a></li> <li>• Letter Stamps: using letter stamps is a hands-on activity to help with letter identification.</li> </ul>
<p><b><i>struggles with recognizing sight words</i></b></p>	<ul style="list-style-type: none"> <li>• Flash cards: work with five words or less at a time and the student should correctly identify the word three times in a row using the deck of cards. Correct any errors the students make. Once the student masters the five words, three times then you can introduce five new words. Assess retention of the sight words monthly. <a href="#">More suggestions are attached in the PDF: Sight Words Interventions</a></li> </ul>
<p><b><i>struggles with vocabulary</i></b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Individual Vocabulary Walls</a>: Have students make their own vocabulary wall with a manila folder. Words can be added throughout the year. They can use this as a reference when working on vocabulary activities.</li> <li>• <a href="#">Vocabulary Talk</a>: Students use their vocabulary walls to find the word that the teacher describes. Then they write the word on a dry erase board. Teacher uses definitions, synonyms, and word structure as</li> </ul>

clues. Students can lead the vocabulary talk in pairs, or small groups.

- Flashcards: Write the definition, synonyms, on one side of an index card and write the word on the other side.
- Matching Game: Match the vocabulary word with its definition or synonym.

*struggles with comprehension: (fiction and nonfiction)*

- Paragraph Cover-Up Activity: Chunk reading into paragraphs: Read- Pause and Think after each paragraph. Have students cover the paragraph with their hand and look up and say what the paragraph is about in one sentence.
- Ask- Read-Tell Activity: This comprehension strategy involves the following steps:  
**ASK**: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates two questions that the student hopes to answer through reading.  
**READ**: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.  
**TELL**: After reading, the student attempts to answer the two questions posed earlier based on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produced.
- Graphic Organizers: Graphic organizers can  
1) Help students focus on text structure differences between fiction and nonfiction as they read  
2) Provide students with tools they can use to examine and show relationships in a text  
3) Help students write well-organized summaries of a text
- Sorting Activity: Sort detail sentences to match different main idea sentences.
- Summary Sort: Sort sentences into “First, Next, Then, Last” sequence.
- Highlighters: Highlight the main idea of stories or paragraphs in one color, and details in another.

Answering Questions:

Chunking Reading/Number Paragraphs

- Number the paragraphs of each paragraph in a passage, then for each question put the paragraph number where answers can be found.

Summarizing:

Finger Re-tell Activity:

- After reading a story students can hold up one finger for each of the following retelling points:
  1. Thumb–Somebody: Who is the story about?
  2. Pointer Finger–Wanted: What do they want?
  3. Middle Finger–But: What problem do they run into?
  4. Ring Finger–So: What do they do to solve the problem?
  5. Pinky–Finally: How did the story end?



## Speech and Language Intervention Suggestions

IF A STUDENT	THEN
<i>has articulation errors</i>	<ul style="list-style-type: none"> <li>• Model clear speech</li> <li>• Provide visuals of how sounds are made (“watch my mouth while I make the “sh” sound”)</li> <li>• Prompt for appropriate posture and rate when speaking</li> <li>• Highlight targeted sounds in written work/materials</li> <li>• Repeat the student using the correct sound production</li> <li>• If having difficulty understanding a particular statement, prompt the child to use context</li> </ul>
<i>has difficulty with vocabulary</i>	<ul style="list-style-type: none"> <li>• Target a few Tier 2 vocabulary words per week</li> <li>• Present the words in context (typically as they are encountered in a book or the curriculum)</li> <li>• Provide student friendly definitions- pair with a visual whenever possible</li> <li>• Use graphic organizers/visual mapping to show word relationships (associations, synonyms, antonyms)</li> <li>• Ask comprehension questions using the targeted word (example: <i>entire</i>- “How would you feel if you ate an <i>entire</i> cake?” “What does it mean if our <i>entire</i> class is here?”)</li> <li>• Use the targeted words in many contexts/across all subjects throughout the week (example: <i>gather</i>- “Let’s all <i>gather</i> on the carpet” “<i>Gather</i> your materials and put them in your backpack”)</li> <li>• Have students express the word in sentences involving causal conjunctions (because/so)</li> </ul>
<i>has difficulty using grammar/sentences</i>	<ul style="list-style-type: none"> <li>• Verbally model correct sentence forms</li> <li>• Recast student sentences and expand the complexity of the utterance</li> <li>• Present visual sentence models for expected verbal responses</li> <li>• Have peers model correct responses</li> </ul>
<i>has difficulty understanding information/following directions</i>	<ul style="list-style-type: none"> <li>• Provide visuals of basic/linguistic concepts</li> <li>• Break down multi-step directions/ provide multiple steps in written form</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide example of expected finished product</li> <li>• Repeat directions multiple times</li> <li>• Emphasize important words within directions</li> <li>• Use signal words that cue that important information is being presented</li> <li>• Have students restate directions in their own words to check understanding</li> <li>• Provide visuals/pictures to aid comprehension of questions</li> <li>• Cue students to listen for “wh” question words</li> <li>• Present visuals of “wh” question response types (where=place, when=time)</li> </ul>
<p><i>has difficulty with social skills</i></p>	<ul style="list-style-type: none"> <li>• Provide social stories to positively depict appropriate ways to interact/respond</li> <li>• Present visual schedules to help students sequence the day</li> <li>• Prompt students to interact with peers giving specific instructions “Ask XXX what he drew” or “Find out what XXX likes to do at recess”</li> <li>• Emphasize turn taking</li> </ul>
<p><i>stutters or has dysfluent speech patterns</i></p>	<ul style="list-style-type: none"> <li>• Let the student know you are listening by maintaining natural eye contact and allowing enough time for the student to finish speaking</li> <li>• Do <b>not</b> interrupt or finish the student’s thoughts (even if you know what he/she is trying to say)</li> <li>• Do <b>not</b> allow other students to interrupt or talk over each other- If appropriate provide an object for each student to hold when it is their turn to speak</li> <li>• Do <b>not</b> make suggestions like “take a breath” or “slow down” as these are not considered helpful</li> <li>• Use a slow and relaxed rate with your own speech but maintain natural speech patterns</li> <li>• *** Show the child you understand the intended message even if dysfluencies were present by repeating/rephrasing</li> </ul>

**Additional Websites to Support with Interventions:**

<https://www.interventioncentral.org/>

<https://intensiveintervention.org/audience/educators>

<https://www.readingrockets.org/shows/reading-interventions>