



# Fremont Unified School District Intervention Checklist

FREMONT UNIFIED SCHOOL DISTRICT (510) 657-2350

Date \_\_\_\_\_

STUDENT \_\_\_\_\_

Student Number \_\_\_\_\_

DOB \_\_\_\_\_ Age \_\_\_\_\_ ☐ M ☐ F

School of Attendance \_\_\_\_\_ Grade \_\_\_\_\_

Current Program \_\_\_\_\_ Teacher \_\_\_\_\_

Federal and state laws require that a pupil shall be referred for special education instruction and services only after the resources of the general education program have been considered, and when appropriate, utilized. In addition, there must be documentation of interventions used for students who are referred for special education. Please complete this form by checking the major strategies you have tried with the student, along with an indication of the duration, frequency, and effectiveness of the strategy.

INTERVENTIONS USED: D-Daily - W-Weekly - M-Monthly RESULTS: P-Positive - NP-No Progress Noted	INCLUSIVE DATES	USED			RESULTS		COMMENTS
		D	W	M	P	NP	
<b>CLASSROOM ENVIRONMENT STRATEGIES</b>							
1. Change groupings/setting/seating assignment							
2. Consider health problems							
3. Consider routine							
4. Create more physical space/special study area/correl							
5. Other							
<b>CURRICULUM STRATEGIES</b>							
1. Allow the student to make choices							
2. Provide materials geared to student's level							
3. Special materials (video/cassette tapes, slates, manipulatives)							
4. Teach functional skills							
5. Thematic teaching/scaffolding/realia							
6. Use diagnostic materials							
7. Other							
<b>TEACHING STRATEGIES</b>							
Address preferred learning modality							
Auditory							
Kinesthetic							
Tactile							
Visual							
2. Allow student to have extra drill/practice test							
3. Buddy system							
4. Cooperative learning							
5. Cross-age/poor tutors							
6. Learning games							
7. Learning strategies (metacognition, visualization, etc.)							
8. Non-graded assignments							
9. Repeat/modify instruction							
10. Use of technology to present instruction (video, cassette, computer, Internet, etc.)							
11. Review concepts frequently							
12. "Show me" cards or other whole class participation methods							
13. Vary pace							
14. Visual aids/modeling							
15. Other							
<b>PARENT INVOLVEMENT STRATEGIES</b>							
1. Parent conferences							
2. Parent volunteer							
3. Teacher-Parent communication system							
4. Consistent home-school strategies							
5. Daily report of target behaviors							
6. Other							

Student \_\_\_\_\_

Date \_\_\_\_\_

INTERVENTIONS USED: D-Daily - W-Weekly - M-Monthly RESULTS: P-Positive - NP-No Progress Noted	INCLUSIVE DATES	USED			RESULTS		COMMENTS
		D	W	M	P	NP	
<b>MOTIVATIONAL STRATEGIES</b>							
Academic/behavior contingency contracts							
2. Clearly define rules & expectations with consistent consequences							
3. Correct assignments by highlighting student's behavior							
4. Give increased responsibility							
5. Give immediate and frequent feedback on correctness of work							
6. Graph/chart student's progress/behavior							
7. Use student developed rubrics							
8. One-to-one time with teacher, peer (specify)							
9. Point system							
10. Target problem behaviors							
11. Time-out							
12. Use of eye contact, hand on shoulder, close proximity (specify)							
13. Other							
<b>ORGANIZATIONAL STRATEGIES</b>							
1. Allow additional time to complete tasks/take tests							
2. Ask student to verbally repeat/model directions							
3. Use of computer/typewriter/spell-checker							
4. Focus on important information							
5. Highlight main facts/vocabulary							
6. List assignments and/or instructions on board							
7. Provide advanced organizers							
8. Provide (teach) an organized notebook system							
9. Provide study guides							
Provide written instructions							
11. Teach note taking/outlining/webbing skills							
12. Time limits for assignments							
13. Break down large assignments into small components							
14. Other							
<b>PROGRAMMING STRATEGIES</b>							
1. Activity breaks/earned free time							
2. Adjust length of period/school day							
3. Change of teacher/class							
4. Teacher and/or student and/or parent consult with							
Adaptive PE Specialist							
Speech/Language Specialist							
School Nurse							
School Psychologist							
Resource Specialist							
Other teachers							
5. Use of school programs/resources							
ELD program/teacher							
Counseling (teacher, principal, school psychologist, peer, other - specify)							
Reading program/teacher							
GATE program/teacher							
6. Other							
7. Other							
<b>COMMENTS</b>							
		<b>COMPLETED BY</b>					

## Accommodations and Modifications Checklist

The accommodations and modifications checked below are required for the following student.

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### ENVIRONMENT OR SETTING

- ☐ Seat near teacher
- ☐ Assign student to low-distraction area
- ☐ Seat near positive peer models
- ☐ Use study carrel
- ☐ Use of time-out
- ☐ Define physical space for student within the room
- ☐ Stand near student when giving instructions
- ☐ Display specific behavioral rules
- ☐ Special lighting

### PRESENTATION

- ☐ Use visual aids with oral presentation
- ☐ Display key vocabulary
- ☐ Use multisensory presentation
- ☐ Use concrete or personalized examples
- ☐ Provide models
- ☐ Course outlines or study guides
- ☐ Highlight instructions (marker or highlighter tape)
- ☐ Use markers or organizers to keep place
- ☐ Repeat directions
- ☐ Student to repeat instructions for comprehension
- ☐ Use mnemonics
- ☐ Provide student with vocabulary word bank
- ☐ Use motivational game-like materials
- ☐ Call on student often
- ☐ Acknowledge effort
- ☐ Prompt student to stay on task
- ☐ Provide additional prompts & cues as needed
- ☐ Use dark ink or raised lines
- ☐ Use increased spacing between items on page
- ☐ Use buff-colored rather than white paper
- ☐ Provide prompts on audiotape
- ☐ Allow student to tape-record lesson
- ☐ Arrange for a note taker
- ☐ Use sign language interpreter
- ☐ Give student a copy of lecture notes

### PACE, TIME, OR SCHEDULING

- ☐ Permit breaks between tasks
- ☐ Provide "wait" time for responses
- ☐ Display daily schedule
- ☐ Modify student's schedule to fit optimal learning times

### CURRICULUM CONTENT

- ☐ Adjust work load
- ☐ Reduce assignments
- ☐ Simplify number of items presented on page
- ☐ Give alternative assignments in subject
- ☐ Pre-teach content

### RESPONSE MODE

- ☐ Allow oral responses
- ☐ Permit scribe for answers
- ☐ Use pencil grip
- ☐ Use calculator, math tables, or abacus
- ☐ Use spell checker or dictionary
- ☐ Use tape recorder
- ☐ Allow alternate response mode: \_\_\_\_\_  
(e.g., Braille, picture exchange system, sign language)

### ADAPTED MATERIALS OR EQUIPMENT

- ☐ Use large type/magnifying equipment
- ☐ Keep page format simple
- ☐ Divide page into clearly marked sections
- ☐ Remove distractions from paper
- ☐ Use slant board or wedge
- ☐ Use computer-assisted instruction
- ☐ Use adapted equipment \_\_\_\_\_  
(e.g., adapted computer keyboard, communication device, Braillewriter)

### ORGANIZATIONAL STRATEGIES

- ☐ Training in how to take notes
- ☐ Give one assignment at a time
- ☐ Checklist on desk for work completed
- ☐ Folders to hold work
- ☐ Post assignments
- ☐ Use calendar to plan long-term assignments
- ☐ Use of assignment notebook
- ☐ Give time to organize desk during class
- ☐ AM check-in to organize for the day
- ☐ Lunch time check-in to organize for PM
- ☐ PM check-out to organize for homework
- ☐ Assign homework partner
- ☐ Arrange for duplicate materials to use at home
- ☐ Develop parent/school contract
- ☐ Provide training in time management

### TYPE OF INSTRUCTION

- ☐ Individual or small group instruction
- ☐ Peer tutoring
- ☐ Cross-age tutoring
- ☐ Study-buddy
- ☐ Work with para-educator
- ☐ Confer with staff during available times
- ☐ Teach student to monitor own behavior
- ☐ Implement behavior contract & reward system
- ☐ Conflict resolution strategies
- ☐ Other \_\_\_\_\_

## Accommodations and Modifications Assessment Checklist

The accommodations and modifications checked below are required for the following student.

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### ASSESSMENT ACCOMMODATIONS OR MODIFICATIONS

- ☐ Use short, frequent quizzes
- ☐ Permit breaks during tests
- ☐ Permit movement
- ☐ Reduce number of test items
- ☐ Limit multiple choice
- ☐ Preview test procedures
- ☐ Practice taking similar test questions
- ☐ Periodic checks for answers marked in correct spaces
- ☐ Arrange for oral testing
- ☐ Support staff administers test
- ☐ Permit student to type or use word processing
- ☐ Permit untimed testing
- ☐ Give test over several sessions
- ☐ Administer test at specific time of day
- ☐ Administer test in separate setting
- ☐ Administer using a study carrel
- ☐ Give prior notice for quizzes
- ☐ Read test to student
- ☐ Permit templates to reduce visible print
- ☐ Rephrase test questions and directions
- ☐ Allow open book or notes
- ☐ Increase size of bubbles on answer sheet
- ☐ Provide cues on answer sheet
- ☐ Secure answer sheet to work area
- ☐ Student marks on test booklet
- ☐ Permit adapted format: \_\_\_\_\_
- ☐ Use adapted equipment: \_\_\_\_\_

### GRADING

- ☐ Use grading criteria based on individual ability
- ☐ Base grade on IEP
- ☐ Adjusted grading option; grade satisfactory/unsatisfactory, credit/no credit
- ☐ No spelling penalty
- ☐ No handwriting penalty