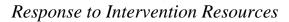


# Form I





# Graves County Schools Response to Intervention Resources Accommodations vs. Interventions vs. Modifications

Accommodations	Interventions	Modifications
Accommodate is defined as "to make fit." It is similar to adaptation.	An intervention is defined as "to come between."	Modify is defined as "to alter; to make different in form" "to change to less extreme"
Accommodations and adaptations are used to describe how students are <i>included</i> in classroom instruction.  Changes to the classroom structure, both	Doctors use medications for intervention. Medications are used to intervene with a fever to change the body temperature.	Most often associated with IDEA. Students receiving special education services.
organizationally and instructionally that allows a student <i>to participate</i> .	Teachers use strategies to change a student's learning outcomes.	Teachers use modifications of grade level standards, strategies, curriculum and assessments to create a learning environment for a specific student
Using grade level curriculum standards	Additions to the curriculum to designed	Change in curriculum standards.
via a different path – think differentiated.	to help a student make progress toward benchmarks.	Change in core program; use of a parallel curriculum that does not
Adaptations to the regular curriculum to make it possible for the child to be		include all grade level standards
successful at benchmark.	Europe 41 - (Dissipa Eigld)	Designates different benchmarks.
Levels the "Playing Field"	Ensures the "Playing Field"	Creates the "Playing Field"
Changes something about the child's environment or services provided.	Teaches the student a new skill.	A change in what is being taught to or expected from the student.
A change that helps a student overcome or work around a learning problem.	Teaches the student a <i>strategy</i> to use when applying a skill.	

Accommodations	Interventions	Modifications
Examples	Examples	Examples
Preferential seating	Mini-lessons of skill deficits	Student is involved in the same theme/unit but is provided different tasks/expectations
Shortened assignments	Targeted instruction based on progress monitoring	Individualized materials are provided for student
Peer-tutoring	Additional instruction to students in small groups or individually	Eliminate specific standards
Moving obstacles in a classroom so that a student with a wheelchair could navigate the classroom.	Increase task structure (e.g., directions, rationale, checks for understanding, feedback)	Create individualized benchmarks
Classroom level: seating arrangements, note talking, outline/study guides, tape recorders, etc.	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class, etc.)	
Repeat/confirm directions	Multi-sensory techniques	
Additional time to complete assignment	Familiar Reading activities for fluency	
Audio tape	Speed sorts of ABCs, sight words	

Reduce the number of items per page or	Build automaticity with known
line	information, letters, words, phonetic
	patterns
Provide a designated reader	Follow up reading with story frame
	activities: story summary, important
	ides or plot, setting, character analysis
	and comparison
Present instructions orally	Model metacognition
Allow for verbal responses	Utilize pre-reading strategies and
	activities: previews, anticipatory guides,
	and semantic mapping
Allow for answers to be dictated	Use reciprocal teaching to promote
	comprehension and comprehension
	monitoring: predicting, question
	generating, summarizing and clarifying
Permit response provided via computer	Underline word and phrase clues that
or electronic device	lead to making an inference
Allow frequent breaks	Echo reading: the student imitates the
	teacher's oral rendition, one sentence or
	phrase at a time
Extend allotted time for tests	
Provide a place with minimal	
distractions	
Administer tests in several sessions	
Administer tests at a specific time of	
day	
Provide special test preparation	

Adapted from Aiken County Public Schools, Aiken, SC

# What is **NOT** an academic intervention?

Extended time Reader
Preferential seating Redirection
Prompting and cueing Scribe

Proximity control Shortened assignments

Quiet place to test/finish assignments away from

distractions

### **Behavior Intervention recommendations**

#### Tier I

### **Behavior Interventions**

School-wide Positive Behavioral Supports, Champs, establishing/teaching behavioral expectations, consistent reinforcement for success, consistent consequences for failure, effective classroom management/organization, social skill instruction, pre-correction, increased rates of praise, continuous feedback and error correction, classroom rules, homeschool collaboration, Good Behavior Game, etc.

#### Tier II

#### **Behavior Interventions**

(All in group) Social skills training, peer/adult mentoring and mediation program, anger management training, attention-control training, self-concept, divorce groups, behavior contracts, etc. (program examples: Anger Management Program, Coping Power Program, Art of Self-Control, Violence Prevention Curriculum for Adolescents, Ripple Effects for Teens, Check and Connect)

#### Moving from Tier II to Tier III

## Ideas for moving from Tier 2 to Tier 3 (5% of students) and Possible Interventions

(Individualized) Analysis of interventions/treatment integrity, behavior rating scales including self-reports, possible FBA, individual counseling by teacher/guidance counselor/principal/etc, role play and direct behavioral skills instruction,

referral for outside counseling, more restrictive environment, individual token economy or response cost procedures, reinforcement surveys, etc.