



The Student Success Team (S.S.T.) Handbook



*Hesperia Unified School District
Maple Elementary*



2014-2015

Maple Elementary School Student Success Team (SST) Handbook

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INTRODUCTION

Maple's Student Support System

- ↻ Professional Learning Communities (PLCs): Grade level collaborations which allow teachers to build capacity and engage in problem solving with their grade level team. Each grade level team should spend a portion of their PLC meeting as a problem solving team for struggling students. A teacher may bring a student forward to the PLC for discussion during this time.
- ↻ Grade Level Intervention Opportunity: At Risk Students that are performing below grade level are supported by specialized academic instructors and/or interventionist with researched based interventions to help increase academic growth and promote academic success.
- ↻ Student Success Team (SST): A problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student's potential. The SST focuses in-depth on one student at a time, and invites the parents to participate in finding solutions.

The Law: Education Code

California Education Part 30, Chapter 4, Article 4, Code 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

STUDENT SUCCESS TEAM (S.S.T.)

The Student Success Team (S.S.T.) is a problem solving and coordinating system that assists students, teachers, and families to develop positive solutions for maximizing the potential of students. SST provides a collaborative environment for the discussion of a student's concerns, development of an action plan, and progress monitoring of results. The coordination of school, home and community interventions improve student learning and provide focused/positive support to teachers, families and students.

Purpose of the Student Success Team

- *Provide a forum for school personnel to discuss student needs independent of consideration for special education services*
- *Assist teachers to solve problems with students using the collective expertise of other appropriate professionals*
- *Enhance communication between staff members and between the school and home*
- *Clarifies the site's alternatives within the general education program*
- *Provides effective modification of instructional environment*
- *Identifies instructional needs through systematic measurement of student progress*
- *Identifies other classroom and school interventions and modifications for a particular student*
- *Documents that lack of student progress occurred under a variety of alternative, well-conceived instructional approaches*
- *Documents that lack of student progress is not due primarily to health, environmental, cultural or economic factors*

Student Success Teams are a function of general education

SST is a school site team

SST is not gateway to Special Education Services

SST is not a way to stall Special Education Services

Prevents inappropriate and disproportionate referrals and placement to Special Education

STUDENT SUCCESS TEAM (S.S.T.)

Student Success Team Members includes (but not limited to):

Referring Teacher/Staff
Parent/Guardian
Administrator
General Education Teacher
Special Education Teacher
School Psychologist, if applicable
Speech/Language Pathologist, if applicable

Role & Responsibility of Team Members

Referring Teacher/Staff

- Clearly define student's strengths
- Identify areas of concerns
- List attempts to address concerns, implemented over a reasonable period of time
- Provide objective feedback regarding success/lack of success attempts
- Solicit additional support/suggestions
- Implement additional support/suggestions

Parent/Guardian

- Share personal goals for student
- Clearly define student's strengths
- Identify areas of concerns/perceptions
- Partner with the school in solutions
- **NOTE:** A parent/guardian **MUST** be invited but is not required to participate unless they requested the SST meeting. Parent does not need to consent to SST interventions

Administrator

- Facilitate collaboration
- Offer reasonable alternatives
- Provide support to student, teacher and parent
- Focus on student involvement in the general education process
- Suggest other available general education programs

Additional Specialist/Staff

- Provide specific input regarding identified concerns
- Provide objective support/modification to be implemented
- Provide follow-up support to teacher/parent/student

STUDENT SUCCESS TEAM (S.S.T.) REFERRALS

- * Students can be referred directly by a staff member or their parent/guardian.
- * A student should be considered for referral to the SST ONLY after supports by teacher and PLCs have been exhausted and the student continues to demonstrate inadequate progress in the areas of academics, behavior, and/or mental health.

Remember: The purpose of the Student Success Team (SST) is to bring a group of people together who all possess different talents, knowledge and expertise.

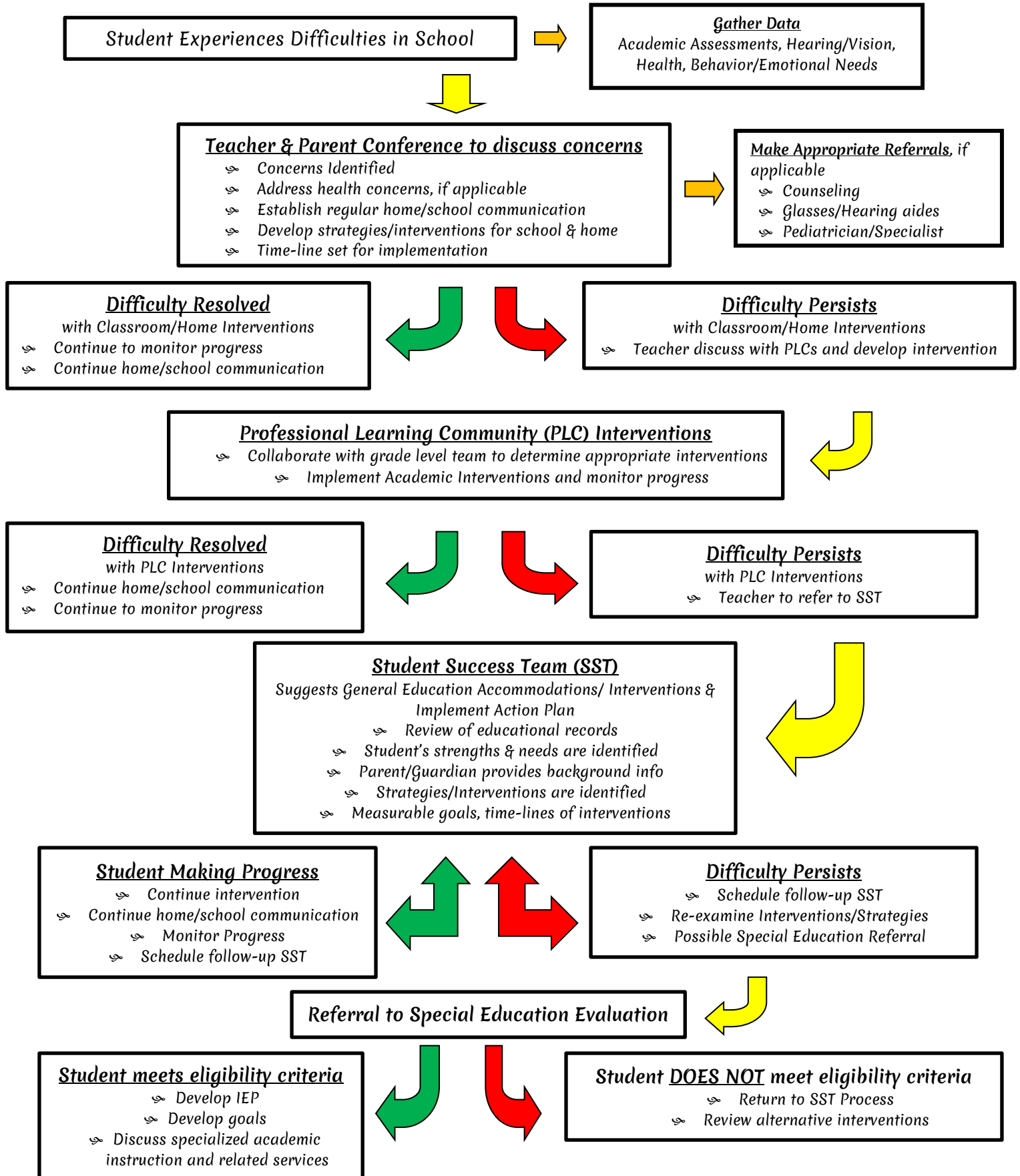
- The function of the Student Success Team is to support the referring teacher, caregiver, and student by looking at the strengths and concerns from each team member's unique viewpoint.
- The goal of the Student Success Team process is to provide the referring parties with NEW interventions that address the concerns and taps into student strengths.

The Expectation Is That Teachers And Other Referring Staff Have Attempted A Variety Of Interventions Prior To An SST Referral!!!

How to refer a student to SST

1. Complete SST referral form and return to the Principal
2. Principal will schedule date and time for SST Meeting
3. General Education Teacher will contact parent regarding SST meeting and send notice home the meeting notice
4. Each SST team member will attend meeting and accepts responsibility in assisting the student through their ideas, strategies, and/or hands-on support.

Maple Elementary School Student Success Team (SST) Flow Chart



STUDENT SUCCESS TEAM (S.S.T.)

PROBLEM SOLVING PROCESS

SST Process: How it Problem Solving Works

Step 1: Problem Identification

Step 2: Collecting Data

Step 3: Problem Solving/Generating Solution

Step 4: Action Plan-Initiate General Education Intervention

Step 5: Progress Monitoring -Feedback, Modification, and Evaluation of Results

Step 1: Problem Identification

- Prioritize problems and choose the one of **greatest** concern
- Identify Student's strengths/assets

Step 2: Data Collection

- Current Language Proficiency
- Family/Student Mobility
- Previous Schooling
- Attendance Records
- Discipline Records
- Health/Medical History including Hearing/Vision Screening
- Standardized Assessments (Single Subject Assessment, Easy CBM, etc.)
- Gain clear understanding of possible causes of difficulty

Step 3: Problem Solving/Generate Solutions

- Brainstorm and evaluate possible solutions
- Identify relevant obstacles
- Ensure solution addresses the identified problem

Step 4: Implement Action Plan

- Select intervention
- Team members are assigned responsibility for action items
- Set reasonable time lines

Step 5: Progress Monitor/Documentation

- Select tool to systemically monitor
- Schedule follow up SST
- Review progress data
- Determine appropriate next steps



Maple Elementary School
 Hesperia Unified School District
SST REFERRAL FORM



Referral Date: _____

IDENTIFYING INFORMATION

Student Name: _____ Date of Birth: _____ Age: _____

Teacher: _____ Grade: _____ Gender: _____

Parent/Guardian Name: _____ Phone: _____

Address: _____

BACKGROUND INFORMATION

Language

Primary Language in the Home: _____ Student's Primary Language: _____

Language Proficiency (CELDT) Scores Date: _____ Degree of English Proficiency: _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____ Total: _____

Health/Medical

Known Health Problems/Concerns: _____

Medications: _____

Vision/Hearing Date: _____ Vision Results: _____ Hearing Results: _____

School/Education

Retention/Grades Repeated: _____

Previous Schools: _____

Discipline Referrals/Suspensions: _____

Current Attendance: Total Days Absent: _____ Tardy: _____ SARB: _____

Past Attendance History: _____

Currently receives: Counseling ELD Prior SSTs Learning Center Other: _____

ENVIRONMENTAL/CULTURAL ECONOMIC CHECKLIST

Does the student have...? (Check all that applies)

- | | | |
|---|---|--|
| <input type="checkbox"/> Limited schooling? | <input type="checkbox"/> Multiple Foster Care Homes? | <input type="checkbox"/> Poor nutrition? |
| <input type="checkbox"/> Multiple Schools? | <input type="checkbox"/> New to the country? | <input type="checkbox"/> Poor/no transportation to school? |
| <input type="checkbox"/> Excessive Absences (>11 days)? | <input type="checkbox"/> Parents live in another country? | <input type="checkbox"/> Poor/no personal care/hygiene? |
| <input type="checkbox"/> Lack of home support? | <input type="checkbox"/> Homelessness/transiency? | <input type="checkbox"/> Adult like responsibilities? |
| <input type="checkbox"/> Language issues? | <input type="checkbox"/> Loss of job/home? | |

REASON FOR REFERRAL: _____

CURRENT ACADEMIC ASSESSMENTS

READING

- No significant concern Present levels of skill detailed below as of _____
- Alphabet Recognition:** _____/26 Upper _____/26 Lower
- Letter Sounds:** _____/5 Long Vowels _____/5 Short Vowels _____/23 consonants
- Sight Words:** # _____/_____ from _____ word list **DRA Level:** _____
- Comprehension @ Grade Level =** _____ **Fluency:** _____ wpm @ Grade level = _____
- Single Assessment:** _____
- Other:** _____

WRITING

- No significant concern Present levels of skill detailed below as of _____
- Copies:** Letters Words Sentences Spelling: _____
- Write independently:** Letters Words Sentences
- Paragraph:** # _____ sentences Topic Supporting Conclusion Writing Prompt: _____
- Other:** _____

MATH

- No significant concern Present levels of skill detailed below as of _____
- Number Knowledge (K-2):** Recognizes: _____ Writes: _____ Counts: _____
- Able to:** Add Subtract Multiply Divide Single Digit: _____
- Multi-digit: _____ Without Regrouping: _____ With Regrouping: _____
- Single Assessment:** _____
- Other:** _____

BEHAVIOR

- No significant concern Present levels of skill detailed below as of _____
- Location of Behavior?** Lecture/Presentation Large group Small Group Independent Work
- Test/Quiz Transitions Recess/Lunch P.E.
- Frequency?** Monthly Weekly Daily Hourly Specifically: _____
- Duration?** Brief (> 1 min) Between 1-5 min 5-10 min 10-20 min Over 20 min
- Intensity:** Slow Compliance Resistance requires repeated prompts complete refusal

INTERVENTION CHECKLIST

Must be completed before referral for SST meeting

- Parent/Teacher Conference: regular home/school communication established
- Change in Environment (i.e. seating to front of room, reduction of distractions, etc.)
- Assignments chunked into smaller pieces/modified assignments and/or homework
- Accommodations & Modification Worksheet, if applicable
- Small group instruction in area of need by general education teacher (minimum of 3x/week)
- Behavior chart with positive reinforcers in case of disruptive, impulsive, or inattentive behaviors impacting academic work, if applicable
- Other: _____

DESIRED OUTCOME OF SST PROCESS

- Counseling Support Academic/Behavior Coaching
- Classroom Strategies/resources Psycho-educational Assessment
- Intervention Support Change of Placement
- Resources for family Other: _____



Maple Elementary School

SST Intervention/Action Plan



Initial SST Meeting Follow up Meeting Today's Date: _____

Student: _____ School: _____ Teacher: _____ Grade: _____

Targeted Area(s) of Concern: _____

CLASSROOM INFORMATION

STUDENT AREAS(S) OF NEED

Reading

Alphabet Recognition: _____/26 Upper _____/26 Lower
Letter Sounds: _____/5 Long Vowels _____/5 Short Vowels _____/23 consonants
Sight Words: # _____/_____ from _____ word list **DRA Level:** _____
Comprehension @ Grade Level = _____ **Fluency:** _____ wpm @ Grade level = _____
Other Assessment Information: _____

Writing

Copies: Letters Words Sentences Spelling: _____
Write independently: Letters Words Sentences Sentence Length: # _____ words
Paragraph: # _____ sentences Topic Supporting Conclusion Writing Prompt: _____
Other: _____

Math

Number Knowledge (K-2): recognizes: _____ Writes: _____ Counts: _____
Able to: Add Subtract Multiply Divide Single Digit: _____
 Multi-digit: _____ Without Regrouping: _____ With Regrouping: _____
Other Assessment Information: _____

Behavior

Location of Behavior? Lecture/Presentation Large group Small Group
 Independent Work Test/Quiz Transitions Recess/Lunch
Frequency? Monthly Weekly Daily Hourly Specifically: _____
Duration? Brief (> 1 min) Between 1-5 min 5-10 min 10-20 min Over 20 min
Intensity: Slow Compliance Resistance requires repeated prompts complete refusal

Additional Information: _____

Teacher/Parent/Administration Supports and/or Resources		
Student Supports/Resources	Who is responsible	Start date

Maple Elementary School

10616 Maple Ave
Hesperia, Ca 92345
(760) 244-3096



NOTICE OF STUDENT SUCCESS TEAM (S.S.T.) MEETING

Date: _____

Student: _____ Birthdate: _____

Parent/Guardian: _____

Address: _____

City: _____

Dear Parent/Guardian:

This is to request your attendance at a Student Success Team (SST) Meeting which has been scheduled to discuss your child's current school performance. The SST is a team of teachers and support staff which meets with parents to develop possible strategies for increasing your child's success in school.

Meeting Date: _____

Time: _____

Location: _____

Your participation at this meeting is essential.

Thanks,

If you have any questions, please do not hesitate to call me at _____.

----- CUT AND RETURN -----

PLEASE RETURN THIS PORTION TO: _____

Student: _____ Birthdate: _____

I have been informed of the meeting on: _____

_____ Yes, I will be at the S.S.T. meeting.

_____ No, I cannot come at the scheduled time. Please contact me at _____ to reschedule.

_____ No, I cannot come at the scheduled time. Please proceed without me.

Parent/Guardian Signature _____ Date: _____

These SST meetings involve the planning and coordination of many people's schedules. If it does become absolutely necessary to cancel, please call as soon as possible, so all parties involved may be notified.

Student Success Team Meeting Parent/Guardian Information Sheet

What is the Student Support/Success Team?

The Student Success Team is a partnership between the home and school which uses a problem-solving approach to help students be more successful at school.

Who is on the Student Success Team?

As the student's caregiver, you are an important member of this problem-solving team. In addition to you, other staff members may include: your child's teacher, administrator, as well as other specialist who have specific skills in the areas relevant to your child's individual needs.

What will the team do during the meeting?

After starting the meeting with introductions, the team will:

- 1) Clearly define the area of greatest concern regarding your child,
- 2) Brainstorm for solutions,
- 3) establish specific interventions to help your child make progress,
- 4) Set up a system to monitor your child's growth, and
- 5) Schedule a follow-up meeting to review progress

Be prepared to present background information about your child, including:

- Strengths/Interests
- Academic History
- Any concerns you may have...

We look forward to meeting with you.

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NOTICE OF STUDENT SUCCESS TEAM (S.S.T.) Follow-up MEETING

Student: _____ Birthdate: _____

Date: _____

Parent/Guardian: _____

Address: _____

Dear Parent/Guardian:

As you know, the Student Success Team (SST) met recently to evaluate your child's strengths, identify areas of needed improvement and suggest intervention strategies. It is time now to meet to review the effectiveness of the strategies that were implemented and determine next steps. As the most important part of this team, your participation at this meeting is essential.

Meeting Date: _____

Time: _____

Location: _____

If you have any questions, please do not hesitate to call me at _____.

Sincerely,

----- CUT AND RETURN -----

PLEASE RETURN THIS PORTION TO: _____

Student: _____ Birthdate: _____

I have been informed of the meeting on: _____

____ Yes, I will be at the S.S.T. meeting.

____ No, I cannot come at the scheduled time. Please contact me at _____ to reschedule.

____ No, I cannot come at the scheduled time. Please proceed without me.

Parent/Guardian Signature _____ Date: _____

These SST meetings involve the planning and coordination of many people's schedules. If it does become absolutely necessary to cancel, please call as soon as possible, so all parties involved may be notified.

TEACHER PREPARATION CHECKLIST FOR SST MEETING

Be prepared to present specific background information about the student, including:

- Strengths (to develop interventions)
 - Academics- good with problem solving, likes to read, enjoys art and music, works well on the computer
 - Social/emotional - wants to please adults, chosen by classmates as friend
 - Multiple intelligences - linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- Interests including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in: reading fluency/recognition/comprehension, oral language, written language and math
- Amount/quality of classwork and homework

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns
- Identify/discuss the area of greatest concern
- Discuss strategies and modification you have already tried
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate interventions
- Implement agreed upon classroom interventions
- Regularly monitor student

Bring to the SST Meeting:

- Teacher Communication Log
- Recent work samples that reflect both strengths and areas of concern
- In Class assessments which show academic levels
- Cum file
- Other: _____

TEACHER COMMUNICATION LOG

Student: _____

DOB: _____

Teacher: _____

Grade: _____

Parent/Guardian: _____

Phone: _____ Translator? No Yes

Communication with parent/Guardian

Date: _____

Discussion: _____

Parent Feedback: _____

Action Taken/Student Outcome: _____

Communication with PLC Grade Level Team

Date: _____

Discussion: _____

PLC Feedback: _____

Action Taken/Student Outcome: _____

Follow-up Communication with Parent/Guardian

Date: _____

Discussion: _____

Feedback: _____

Outcome: _____

SST Referral Form

Date: _____

ACCOMMODATIONS & MODIFICATIONS WORKSHEET

An **ACCOMMODATION** provides equal access to the learning environment. A **MODIFICATION** alters the work required in some way that makes it different from the work required of other students in the same class. Some intervention tools might be seen as either an accommodation or a modification depending on the situation or on the implementation.

ACCESS/USE OF THE FOLLOWING:

- Word processor/computer/electronic device
- Use graphic organizers to organize thoughts
- Use concrete manipulatives
- Use number charts, multiplication charts, graphs, and calculators
- Use graph paper for math
- Large print
- Spell checker

TESTING ACCOMODATION:

- Small group setting
- Continue to work as long as productively engaged
- Reader to read assessment items verbatim
- Allow student read directions aloud
- Isolate portions of assessment page to focus attention
- Answer orally, point or sign response
- Computer/word processor for recording responses
- Scribe
- Allow freedom to move or stand as needed

ORGANIZATION:

- School/home communication system
- Agenda book
- Frequent grade checks/progress reports
- Repeated reminders
- Task/assignment sheets
- Give student a copy of his/her schedule

GRADING MODIFICATIONS:

- Alternative tests (i.e. projects, differentiated products)
- Modified learning targets
- Modified tests/exams based on modified learning targets
- Weight of class/course tests/exams
- Alter weight of class/course components

Other: _____

Other: _____

Other: _____

CONTENT AREA:

- Provide copy of notes/study guides
- Pre-teaching vocabulary and basic concepts for content area
- Give short, concise directions
- Repeat, or re-word directions as needed for understanding
- Present information visually
- Pair information visually and orally as much as possible
- Provide immediate feedback
- Increased modeling for verbal expression
- Use drill and repetition

- Peer tutor/helper
- Check work frequently to ensure understanding
- Reduce length of assignments
- Reduce number of problems
- Alternative assignments as appropriate
- Modified work for amount and content
- Additional time if student effort is shown
- Break material into manageable parts

- Reader to read material tests to student
- Allow extra time to respond
- Allow student to give oral responses
- Accept close approximations

BEHAVIORALLY RELATED:

- Preferential seating near students with good executive functioning skills
- Adult proximity
- Positive reinforcement management system
- Study carrel/eliminate distractions
- Isolated area
- Encourage student to sustain effort and remain on task
- Opportunities for physical education and extracurricular activities as such as sports

FREQUENTLY ASKED QUESTIONS (FAQS)

Who can refer a student to the SST?

- ◆ School staff or parent can refer a student to the SST. The referring person must be in attendance at the SST meeting.

Does the parent/guardian have to be invited to the SST?

- ◆ YES, although, parents do not need to be present to implement the action plan. The parent must, however, initially be contacted and advised that there are concerns and that the SST will meet.

Who contacts the parent?

- ◆ The classroom teacher (or referring school staff) is to contact the parent/guardian regarding the SST meeting. It is assumed that the teacher will have been in communication with the parent regarding his/her concerns before the SST referral is initiated.

What if the parent doesn't want to participate in the SST process?

- ◆ Parents must be kept informed of concerns and recommendations. SST members report that when parents realize that the school wants to help, the parent is receptive to participating.

How long should the SST meeting last?

- ◆ Usually 30 to 45 minutes. If brainstorming and planning takes longer than this, most likely the problem has not been properly identified.

How many times does the SST meet regarding a specific child?

- ◆ At least 2: The first to determine what interventions need to be put into place and the second to report back on the success of the interventions or suggest other interventions.

Does the SST information get put in the cumulative folder?

- ◆ Yes. It is recommended that an SST folder be established and placed in the cumulative "cum" folder. This will allow others to see what concerns have surfaced and how those concerns were addressed. Also, if student moves, the new school will be alerted to concerns and interventions.

FAQS CONTINUED

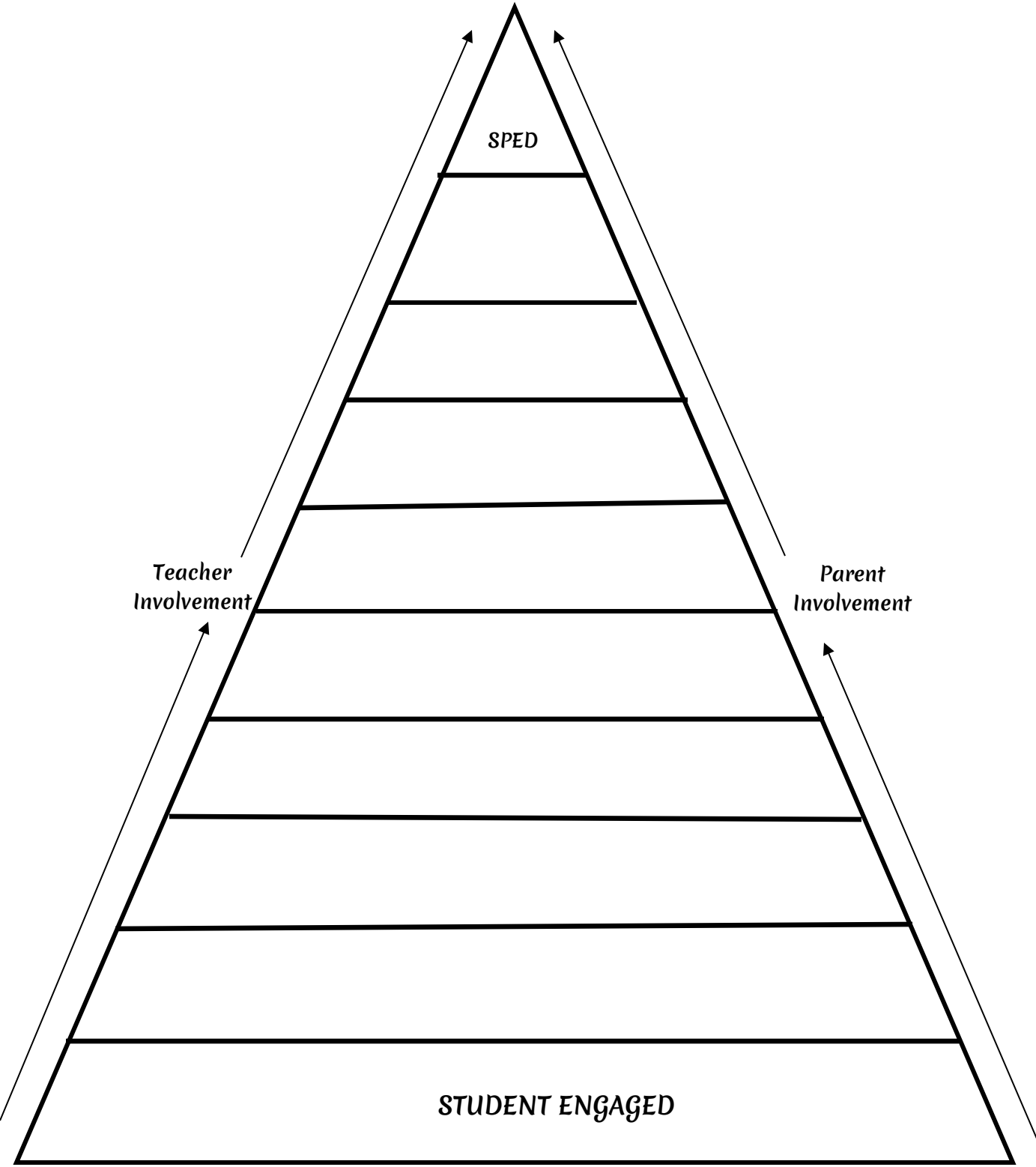
What should I do if my student has been through the process multiple years in a row and they are still struggling? Shouldn't a student like this be referred for special education?

- ◆ *A student who continues to struggle in some aspect of the curriculum is NOT necessarily a student who is suspected to have a disability or be eligible for special education services.*

- ◆ *Remember: There are four (4) general “prongs” of eligibility determination, all of which are necessary to be present to determine that a student is eligible for special education and related services:*
 - *(1) The student must meet the eligibility criteria for a disability as defined under at least one of the 13 disability categorizations established by the State of California Department of Education;*
 - *(2) The student’s disability adversely affects their educational performance;*
 - *(3) The student requires specialized academic instruction and/or related services; and*
 - *(4) Such support is not available as part of the general education program.*

- ◆ *Further, there are also exclusionary factors that must be considered. A student shall not be determined to be identified as eligible for special education if the determinant factor for the determination is any of the following:*
 - *Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of instruction in mathematics;*
 - *Inadequate school attendance;*
 - *Limited English proficiency.*

MAPLE'S PYRAMID OF INTERVENTION



Notes: _____

Resources

Factors to Promote Learning

- **Using Effective Classroom Management:**
 - This keeps the flow of learning continuous without disruptions. Classroom management includes:
 - frequent monitoring of activities by teacher and/or instructional assistant;
 - establishing and teaching routine activities through demonstration, modeling, guided practice, independent practice, and generalization procedures;
 - teacher and instructional assistant engaging in frequent positive and supportive interactions; and
 - reinforcing student accomplishments.
- **Using Direct Systematic Teaching:**
 - Demonstration, guided practice with prompts, and feedback are used to teach mastery of skills.
- **Focusing on Time for Learning:**
 - Ensuring that students are actively engaged in learning activities for longer periods of time or increasing their time on task.
- **Providing Opportunities for Success:**
 - Once an instructional strategy has been effective in teaching a skill, allowing for repetitive correct responses builds fluency and competence.
- **Establishing Goals and Expectations:**
 - Having a specific goal with mastery criteria provides a rationale for academic tasks. Achievement improves when students are expected to succeed.
- **Monitoring Progress and Giving Feedback:**
 - Frequently checking on students' progress and adapting instruction to ensure that an appropriate instructional match is being maintained is essential. Feedback helps the students distinguish between correct and incorrect responses, and informs them of their progress.
- **Providing Positive and Supportive Learning Environments:**
 - This involves emphasizing the positive events in the classroom rather than the negative ones and voicing the belief that all children can learn, reinforcing productivity, and developing instructional plans that consider the needs and characteristics of the students, promoting success.
- **Teaching Students to Generalize Learning:**
 - By teaching students to apply skills across subjects, settings, people behaviors or time, creates independent learners. This can be achieved several ways:
 - Teaching students how to use learning strategies and then give them practice utilizing them across subjects
 - Utilizing attributional retraining which centers on teaching students to see that success is due to their own efforts and not ease of task or luck.
 - Focusing on metacognitive training that teaches the students to self-evaluate and self-monitor how they solve or complete a task.

Students Strengths

Each child has unique that teacher and parents can nurture and build upon.

Bodily/Kinesthetic Strengths	Verbal/Linguistic Strengths
<ul style="list-style-type: none"> ➤ <i>Good fine & gross motor skills</i> ➤ <i>Loves movement</i> ➤ <i>Athletic/participates in sports</i> ➤ <i>Dances</i> ➤ <i>Builds/Fixes things</i> ➤ <i>Enjoys hands on experiences</i> ➤ <i>Enjoys role playing</i> 	<ul style="list-style-type: none"> ➤ <i>Enjoys reading</i> ➤ <i>Writes well for age</i> ➤ <i>Spells well</i> ➤ <i>Listens well</i> ➤ <i>Likes to tell jokes, stories</i> ➤ <i>Good memory for names, dates, places</i> ➤ <i>Well-developed vocabulary</i> ➤ <i>Uses language fluently</i>
Visual/Spatial Intelligence	Interpersonal Intelligence
<ul style="list-style-type: none"> ➤ <i>Artistic/enjoys drawing</i> ➤ <i>Likes jigsaw puzzles, mazes</i> ➤ <i>Designs & Builds things</i> ➤ <i>Enjoys photographs, illustrations</i> ➤ <i>Active imagination</i> ➤ <i>Does well with maps, chart, diagrams</i> 	<ul style="list-style-type: none"> ➤ <i>Likes to work and play with others</i> ➤ <i>Has leadership qualities</i> ➤ <i>Is well-liked/has many friends</i> ➤ <i>Sensitive to moods of others</i> ➤ <i>Communicates well with others</i> ➤ <i>Enjoys being around others</i>
Logical/Mathematical Intelligence	Intrapersonal Intelligence
<ul style="list-style-type: none"> ➤ <i>Likes order, patterns, categories</i> ➤ <i>Good at chess, checkers, strategy games</i> ➤ <i>Asks many questions about how things work</i> ➤ <i>Proficient with computers</i> ➤ <i>Good at math computations</i> ➤ <i>Computes math problems in head</i> ➤ <i>Good at math problem solving</i> ➤ <i>Reasons things out logically and clearly</i> 	<ul style="list-style-type: none"> ➤ <i>Likes to work independently</i> ➤ <i>Self-motivated</i> ➤ <i>Confident</i> ➤ <i>Has many personal interest, hobbies</i> ➤ <i>Good intuitive ability</i> ➤ <i>Good at identifying his/her own feelings</i>
Musical Intelligence	Other Strengths
<ul style="list-style-type: none"> ➤ <i>Sings</i> ➤ <i>Plays musical instruments</i> ➤ <i>Loves to listen to music</i> ➤ <i>Remembers melodies of songs</i> ➤ <i>Is aware of surrounding sounds</i> ➤ <i>Learns best when music is playing in the background</i> 	<ul style="list-style-type: none"> ➤ <i>Good attendance</i> ➤ <i>Returns homework regularly</i> ➤ <i>Ability to complete in-class assignments</i> ➤ <i>Parent support</i> ➤ <i>Puts forth much effort</i> ➤ <i>Follows school rules</i> ➤ <i>Wants to learn</i>

Nine Types of Curriculum Adaptations

By: Diana Browning Wright

Quantity	Time	Level of Support
<i>Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.</i>	<i>Adapt the time allotted for learning, task completion, or testing.</i>	<i>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</i>
Input	Difficulty	Output
<i>Adapt the way instruction is delivered to the learner.</i>	<i>Adapt skill level, problem type, or the rules on how the learner may approach the work.</i>	<i>Adapt how the student can respond to instruction.</i>
Participation	Alternate Goals	Functional Curriculum
<i>Adapt the extent to which a learner is actively involved in the task.</i>	<i>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</i>	<i>Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</i>

