

**EDUCATIONAL CHECKLIST
AND SUGGESTED ADAPTATIONS:
AN INTERVENTION GUIDE
FOR ELEMENTARY SECOND LANGUAGE LEARNERS
EXPERIENCING ACADEMIC DIFFICULTY**

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Educational Checklist and Suggested Adaptations: An Intervention Guide for Elementary Second Language Learners Experiencing Academic Difficulty was funded in part with Emergency Immigrant Impact Aid.

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**EDUCATIONAL CHECKLIST AND SUGGESTED ADAPTATIONS:
An Intervention Guide for Elementary
Second Language Learners Experiencing Academic Difficulty**

Introduction

The **Educational Checklist and Suggested Adaptations: An Invention Guide for Elementary Second Language Learners Experiencing Academic Difficulty** was developed over many months by a multidisciplinary team, with the support of Alvin Crawley, Assistant Superintendent, Student Services, Emma Violand Sanchez, Supervisor, ESOL/HILT Department, and Suzanne Jimenez, Director, Special Education. Each team member has specific expertise and has had experience working with students who are second language learners. The checklist was piloted from September 1997 to March 1998 and revised during the 1998-99 school year. The second revision was completed during the summer and fall of 2000 in response to staff input. Members of this multidisciplinary team have included:

Barbara Carrington, Elementary Classroom Teacher, Randolph
Maria Soledad Collins, Speech and Language Pathologist
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Statement of Intent

This document is designed to help teachers of second language learners provide appropriate learning strategies for students who are experiencing difficulties in the educational setting. You, the classroom teacher, in consultation with other staff involved with the student, will find that the information contained in the guide will help you define your concerns. It will also help you select instructional strategies targeting specific concerns.

It may take a while for a student to benefit from your instructional adaptations. Therefore, consistently use these strategies for at least nine weeks to determine their effectiveness. In most cases, the student's learning will be enhanced. If the adaptations prove ineffective, you and your team may consider submitting a referral to the Student Study Committee.

Procedure

1. The Summary Information form and Language Skill Area forms **must** be completed for the student.
2. Complete any of the seven other Skill Areas as needed, checking one of the four columns for each behavior. Specific directions are included on page 3.
3. Choose appropriate adaptations to use with the student from this guide or other sources.
4. Try the adaptation(s) for nine weeks.
5. Revisit the completed Skill Areas and record the results of the adaptations in the RESULTS column. Specific directions are included on page 3.

Disposition of the Checklist

The completed checklist will be:

in cases where the student does not proceed to the Student Study Committee
filed with the pre-referral team to be used as a communication tool between grade level teachers;
placed near the Intake Center information in the student's Education Record for a period of three years.

attached to a referral to the Student Study Committee as *required documentation*.

Exclusions

There are exceptions to the use of the checklist for which a school could begin the referral process immediately:

1. *A student has an "obvious" impairment such as deafness, blindness or other medical issues that have adverse effects on students learning;*
2. *A student has documented disabilities from another country and has or has not received services;*
3. *A student does not have documented disabilities but the student's family has expressed concern about the student's possible disability during the Intake Center process;*
4. *A student is being referred for Speech due to articulation, fluency or intelligibility issues. Note: Checklist must be completed with language issues are of concern.*

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**SUMMARY INFORMATION
CONFIDENTIAL**

**EDUCATIONAL CHECKLIST AND SUGGESTED ADAPTATIONS:
An Intervention Guide for Elementary
Second Language Learners Experiencing Academic Difficulty**

Complete this section BEFORE filling out the checklist Skill Areas.
Date _____

Name of student _____ I.D. # _____

DOB _____ Age _____ Grade _____ School _____

Staff currently involved with student _____

I. Background Information from the Intake Center Assessment found in the student's Educational Record: "*Elementary School Student Background and Assessment Information*"; "*Educational Background for Entry Assessment*"; "*Sociocultural Background*".

Native language(s) _____ Native country _____

U.S. entry date _____ APS entry date _____

A. School History

Year	Grade	School	ESOL/HILT	U.S.	Non-U.S.

Attendance Record for past 3 years:

School Year _____ **School Year** _____ **School Year** _____

Number of absences _____ Number of absences _____ Number of absences _____

Number of tardies _____ Number of tardies _____ Number of tardies _____

B. Language Use

1. What language does the child speak all/most of the time at home? _____

2. What language does the child speak all/most of the time with classmates? _____

3. In which language did the child first learn to read? _____

C. Language Proficiency from “Elementary School Student Background and Assessment Information”

Aural/Oral

Native language: stage _____
English: stage _____

Writing

Native language: stage _____
English: stage _____

Reading

Native language: stage _____
English: stage _____

D. Indicate any previous difficulty in achievement, behavior, attendance, etc.

E. Other services: ___ Reading Recovery ___ Reading Teacher ___ Title I

___ Speech ___ Gifted ___ Project Go ___ Project Yes ___ Tutor(s)

___ ESOL ___ HILT ___ First Language Support ___ Immersion Program

___ Other (please list) _____

II. Based on your observations of the student’s performance, indicate student’s:

Strengths _____

Weaknesses _____

Apparent learning style _____

III. Physical/Medical Summary (Check with the school nurse for this information.)

Vision: Student has had vision checked: ___yes ___no

Date: _____ Results: _____

Student wears glasses/contacts: _____

Hearing: Student has had hearing checked: ___yes ___no

Date: _____ Results: _____ Student wears hearing aid: ___yes___no

Medication: _____

Pertinent medical concerns: _____

IV. Checklist: check the skill areas you will complete

___X___	Language	_____	Reading
_____	Thinking	_____	Mathematics
_____	Fine/Gross Motor	_____	Work and Study
_____	Writing	_____	Social/Emotional

DIRECTIONS

This checklist consists of eight skill areas: language, thinking, fine/gross motor, writing, reading, mathematics, work and study, and social/emotional.

The Language Area must be completed. Additional areas should be completed based on each student's needs.

Ratings

1. Begin by checking one of four columns for each behavior listed in the specific skill areas which are relevant to the learning of the particular student. These columns are labeled **Easily, Adequately, With Difficulty** and **Limited Experience**. Check the Limited Experience column when a child has had a lack of opportunity to learn the behavior. Use the Intake Center background information as well as your knowledge of the child based upon your observations.

English and Native Language Columns

In all skill areas, except motor, there are two columns: English and Native Language. Use the English column to rate the student's performance. ONLY use the Native Language column if you have knowledge of the student's performance in the native language.

2. Based on the behaviors checked "**With Difficulty**," the team of teachers and specialists should work together to target specific adaptations to meet the needs of the student. Check the adaptations you use.
3. Implement the adaptations for at least nine weeks.
4. After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:
Significant Improvement = SI
Improvement = I
No Improvement = NI

These codes are also listed at the end of each Checklist Skill Area.

**SKILL AREA: LANGUAGE
RECEPTIVE, EXPRESSIVE AND PRAGMATIC**

Stages of aural/oral development according to the Educational Background and Assessment Information (see cumulative folder):

Current stage: _____
Please list previous stages in chronological order:

Stage _____ Date _____

Stage _____ Date _____

Stage _____ Date _____

Consult with ESOL/HILT teacher regarding official stage.

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Progresses through the six stages of aural/oral language development		NA		NA		NA		NA	
Demonstrates normal hearing acuity									
Uses an appropriate voice volume									
Works amidst classroom noise									
Responds to questions or instructions without significant delays									
Demonstrates appropriate auditory attention span									
Responds to name (home name)									
Follows simple oral directions									
With gestural cues									
Without gestural cues									
Demonstrates understanding of content information presented orally									
With visual cues/manipulatives									
Without visual cues/manipulatives									
Generates a short oral story									
With a prompt									
Without a prompt									
Demonstrates understanding of assignments given orally									
Demonstrates pronunciation appropriate to language stage									

**SKILL AREA: LANGUAGE
RECEPTIVE, EXPRESSIVE AND PRAGMATIC Continued**

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Demonstrates fluency appropriate to language stage									
Discriminates beginning/ending consonant sounds, when words are presented orally									
Discriminates between known similar sounds/words such as mine/nine, dear/near in context									
Uses communicative social language									
Uses academic language									
Answers yes/no/WH questions									
Asks yes/no/WH questions									
Remains on topic while talking									
Recites the alphabet, days of the week, months of the year, numbers									
Recites memorized short poems, songs, chants, lines of a play, nursery rhymes, etc.									
Sequences related events orally									
Recalls and delivers short messages presented orally									
Speaks in meaningful phrases/sentences									
Engages with peers in situational conversations									
Self-corrects own sound/word errors									
Uses language to express thoughts, ideas, feelings, needs and opinions									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

Significant Improvement = SI
 Improvement = I
 No Improvement = NI

Comments: _____

ADAPTATIONS: LANGUAGE
Receptive, Expressive and Pragmatic Adaptations

___ **Consult with ESOL/HILT Teacher, Speech Pathologist and Special Education Teachers.**

___ **Advise parents and other teachers about successful adaptations.**

___ Give oral prompts such as choices ("Is it a map or a globe?"), beginning phrase ("It is a ____", opposites (big and ____).

___ Provide opportunities for oral expression, for example "Show & Tell", "Feel & Tell", "Taste & Smell", "Smell & Tell", and "Good and New"

___ Give visual as well as oral cues to help student describe events.

___ Provide opportunities for imitation of single words and sentences (mimic).

___ Practice speaking in sentences (use Language Master, Audio Flash Card Reader, tape recorder, voice audio with computer).

___ Tape record lessons, stories, and assignments. Let student listen several times.

___ Label objects in the room, e.g. "trash can." Encourage student to use visual cues in the classroom and throughout the school.

___ Provide hands-on activities and use as a basis for language stimulation.

___ Assist the student in using new vocabulary:
 ___ Use pictures, objects, and actions to introduce new vocabulary.
 ___ Explain in native language when possible.
 ___ Concentrate on the essential vocabulary in a lesson.
 ___ Provide opportunities to use previously learned vocabulary.
 ___ Do word study activities, including cognates, prefixes, suffixes, etc.

___ Provide opportunities throughout the day for student to engage in a conversation, concentrating on pragmatics, such as: turn-taking, eye contact, asking questions, answering questions, etc.

___ Encourage student to express wants and needs, ask for explanations or repetitions and help.

___ Provide the student with a less distracting work area (corner, study carrel).

___ Provide an environment in which students feel able to make mistakes comfortably:
 ___ Allow student ample time to respond.
 ___ Encourage participation in class discussions even when responses are minimal.
 ___ Ask one-concept questions, eliciting several short answers.
 ___ Give a written question to allow for think time before requiring a response.
 ___ Value all responses.
 ___ Provide opportunities for choral responses.

ADAPTATIONS: LANGUAGE
Receptive, Expressive and Pragmatic Adaptations
Continued

___ Provide student with a copy of material presented orally. Encourage note-taking of oral presentations.

___ Provide student with a copy of material presented orally.

___ Talk through thinking-skill activities (think aloud): classifying-categorizing, inferences, antonym-synonym, predicting outcomes, etc.

___ Utilize rhymes, rhythm, tapping out syllables, repeating sentences.

___ Retell stories, report news.

___ Do sentence-building activities. "I am going to Arlington." (Each student adds to the thought.)

___ Allow peers to share carbon-copy notes from presentation (have student compare notes with copies of peers' notes).

___ Demonstrate and tell (such as "I'm writing on the board.").

___ Have student frequently paraphrase what was said/read.

___ Monitor teacher language.

___ Model correct use of language rather than correcting.

___ Model slow, clear speech.

___ Use concrete language. Avoid language that is vague, ambiguous, or idiomatic.

___ Adjust language for the language level of student.

___ Facilitate student responses by providing limited choices.

___ Other(s) _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

To order the books, contact: Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201 (telephone 800-542-1673).

SKILL AREA: THINKING

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Performs tasks involving rote memory									
Retains meaningful information over long periods of time									
Recognizes similarities and differences									
Classifies and categorizes									
Demonstrates understanding of mathematical reasoning									
Understands part-to-whole/whole-to-part relationships									
Uses problem-solving strategies									
Makes inferences									
Draws appropriate conclusions									
Predicts outcomes									
Recognizes cause/effect									
Generalizes previously learned information to new tasks									
Understands concrete concepts appropriate for age									
Understands abstract concepts appropriate for age									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: THINKING

---	Consult with ESOL/HILT Teacher, Psychologist, Counselor and Special Education teachers.
---	Advise parents and other teachers about successful adaptations.
---	Relate the information being presented to the student's previous experiences.
---	Present directions, explanations, and instructional content using short, simple sentences. Be sure to keep verbal instructions at the student's vocabulary level.
---	Teach student to recognize key words and phrases relative to information in order to increase his/her short-term/long-term memory skills.
---	Demonstrate and provide student with opportunities to use manipulatives for discovery and understanding of abstract concepts (e.g. numbers of objects to convey "more than", rulers and yardsticks to convey concepts of "height", "width", etc.).
---	Call attention to spatial relationships which occur naturally in the environment (e.g. call attention to a bird flying "over" a tree, a squirrel running "under" a bush, etc.).
---	Provide many opportunities to observe, identify, and verbally describe attributes (such as color, size, shape, number, texture, etc.) of tangible, familiar objects.
---	Use "real" situation as a vehicle for providing opportunities to draw conclusions, make inferences, relate cause and effect, and use problem solving strategies.
---	Provide student with multiple exposures to the visual (or auditory) information prior to requiring him/her to remember it.
---	Reduce visual (or auditory) distractions by isolating the information that is presented to the student (e.g. cover other information on the page, expose only a portion of a picture at a time, etc.).
---	Draw the student's attention to key aspects of visual images (highlighting, outlining, arrows).
---	Teach specific memory strategies and techniques that will improve immediate recall, such as the use of verbal rehearsal, grouping, or chunking of information, making visual images, and mnemonics. The memory strategies should be taught within a context for which they will be used.
---	Provide practice for student in retelling events or stories. For example, read a short story to the student and ask the student to repeat the events in sequential order or to identify the major story components. Use visual prompts.
---	Demonstrate or model what you want the student to do, talking through the task while performing it. Have the student talk through the task while doing it.
---	Break information into manageable chunks. Introduce only as many facts, words, etc. as the student is able to learn in a session. Review in a similar manner.

ADAPTATIONS: THINKING Continued	
---	Sequence materials from simple to complex.
---	Provide multisensory learning. Involve visual, tactile, kinesthetic, vocal, and auditory channels when appropriate. For example, have the student repeat step-by-step directions while he/she performs the task.
---	Provide intensive multisensory review and repetition to aid automaticity at each step.
---	Provide the student with a short list of steps (may be graphics or auditory information) that will help organize behavior and, subsequently, facilitate recall and problem solving.
---	Allow and encourage divergent thinking.
---	Other _____ _____ _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

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SKILL AREA: FINE MOTOR/GROSS MOTOR
***Consult with Physical Education teacher**

Behavior	Easily	Adequately	With Difficulty	Limited Experience	Results
FINE MOTOR SKILLS					
Fastens clothes: zippers, buttons, snaps, ties					
Colors within lines					
Holds pencil with correct grasp					
Draws pictures to represent ideas					
Cuts on lines					
GROSS MOTOR SKILLS					
Walks and runs					
Maintains balance appropriate for the situation					
Moves around obstacles					
Exhibits posture appropriate for activity					
Holds items for an appropriate period of time					
Throws a large ball					
Kicks a large ball					
Catches a large ball					
Demonstrates age-appropriate motor skills					

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: FINE MOTOR/GROSS MOTOR

___ **Consult with Physical Education teacher, Special Education teacher, and OT/PT at your school for specific activities in the categories below.**

___ **Advise parents and teachers of successful adaptations.**

___ Provide opportunities for development of pre-requisite skills.

___ Use a variety of props: rulers, line markers, fingers to draw attention to line of print.

___ Avoid excessive visual detail in worksheets: cut or fold to present few items at a time.

___ Enlarge worksheets.

___ Provide visual cues (color coding, highlighting).

___ Allow for shorter assignments without compromising the skill.

___ Provide copy of material to student who has difficulty copying from board.

___ Provide consumable materials.

___ Provide opportunities to categorize, manipulate, sort, and sequence (objects, pictures, sentences, etc.).

___ Provide puzzles with larger and fewer pieces.

___ Provide advantageous seating location, e.g. provide a larger workspace for the child.

___ Provide opportunities to use clay and other materials.

___ Provide opportunities to develop gross motor coordination, e.g. running, skipping, hopping, crawling, balance, flexibility, strength, rhythm, self-care.

___ Provide opportunities to develop body image; practice identifications of body parts on one's self and on others.

___ Develop/practice left-right differentiation on oneself and external to oneself.

___ Develop expression of ideas through actions, role playing, charades, demonstrations.

___ Practice cross-lateral coordination exercises to music (see ESOL/HILT teacher for more information).

___ Other (s) _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

To order the books, contact: Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201 (telephone 800-542-1673).

SKILL AREA: WRITING

Current stage of writing development: _____
 Previous stages of writing development according to the Educational Background and Assessment Information (see cumulative folder):

Stage _____ Date _____
 Stage _____ Date _____
 Stage _____ Date _____

Consult with ESOL/HILT teacher regarding official stage.

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Progresses through the six stages of second language writing development		NA		NA		NA		NA	
Traces									
Forms letters correctly									
Writes letters within lines									
Forms letters with appropriate size									
Maintains proper spacing between letters and words									
Uses conventions of print to begin writing (from left to right, top to bottom)									
Holds head at an appropriate distance while writing									
Copies in correct sequence:									
From book or paper at desk									
From board									
Writes words with some sound/symbol correspondence									
COMPOSITION (for ages 8-12, includes handwriting and word processing):									
Writes answers to questions									
Generates and writes ideas using journals, etc.									

SKILL AREA: WRITING Continued

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
GIVEN PRE-WRITING INSTRUCTION, USES WRITING PROCESS:									
Generates ideas before writing									
Organizes writing									
Writes a draft									
Revises with assistance									
Demonstrates stamina in completing written assignments									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: WRITING

___	Consult with ESOL/HILT teacher, Reading Specialist, Title I teacher, Speech Pathologist, Special Education teachers.
___	Advise parents and other teachers about successful adaptations.
___	Break down tasks into small steps.
___	Have student dictate story to classmate/teacher (or tape record), then write.
___	Have student draw/look at illustration before/while writing.
___	Utilize word banks, word walls, and dictionaries.
___	Provide a variety of graphic formats for organizing, such as: lists, webs, diagrams, charts, ideas on individual index cards, outlines, etc.
___	Utilize a multi-sensory approach.
___	Allow first draft as well as final product to be done on computer. Encourage use of Spell Check.
___	Use color-coded cues to indicate where to begin or end writing.
___	Use slant boards.
___	Use pencil grips.
___	Encourage student to use index cards to keep to line of print or templates to mask surrounding print.
___	Model the writing that the student is expected to use.
___	Teach and allow opportunities for peer conferencing.
___	Present the writing process in a variety of ways, making sure that the student understands how one step leads to the next. Reteach.
___	With the student, do a step-by-step analysis of a daily procedure and have the student generate a written account of the process.
___	Have student read his writing to a variety of audiences.
___	Provide authentic writing tasks, i.e. thank-you notes, invitations, letters of request.
___	Conduct an interview and record the results of the interview.
___	Other(s) _____ _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

To order the books, contact: Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201 (telephone 800-542-1673).

SKILL AREA: READING

Current stage of reading development: _____
 Previous stages of reading development according to the Educational Background and Assessment Information
 (see cumulative folder):

Stage _____ Date _____
 Stage _____ Date _____
 Stage _____ Date _____

Consult with ESOL/HILT teacher regarding official stage.

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Progresses through six stages of second language reading development		NA		NA		NA		NA	
Distinguishes similarities and/or differences:									
Pictures									
Shapes									
Letters									
Tells story from pictures									
Uses conventions of print									
Sequences:									
Pictures									
Letters alphabetically									
Letters into words									
Recognizes the letters of the alphabet									
Names the letters of the alphabet									
Consistently associates sound-symbol:									
Beginning sounds									
Final sounds									
Medial sounds									
Vowels									
Matches voice with print									
Reads correctly words that begin with letters that are frequently reversed (<i>bad</i> for <i>dad</i>)									

SKILL AREA: READING Continued

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Reads correctly words that are frequently transposed (<i>was</i> for <i>saw</i>)									
Uses reading strategies:									
Reads sight words									
Uses decoding clues									
Uses syntax clues									
Uses context clues									
Reads consistently from day to day									
Maintains place on page									
Reads at appropriate distance from text									
GIVEN AMPLE PRE-READING INSTRUCTION AT STAGE/LEVEL (building background and Vocabulary development), THE STUDENT:									
Comprehends material read aloud by another									
Comprehends material obtained from reading									
Reads and follows written directions									
Retells a story with beginning, middle, and end									
Makes predictions about story content									
Paraphrases information obtained from reading									
Generates a short oral story									
with a prompt									
without a prompt									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: READING

- | | |
|-----|--|
| ___ | Consult with ESOL/HILT Teacher, Reading Specialist, Title I Teacher, Speech Pathologist and Special Education Teachers. |
| ___ | Advise parents and other teachers about successful adaptations. |
| ___ | Build background and vocabulary before reading, eliciting and building on student's funds of knowledge. |
| ___ | Label objects in the classroom. |
| ___ | Teach pre-requisite skills. |
| ___ | Allow student to work at his/her own pace. |
| ___ | Provide structure, organization and routine. |
| ___ | Reinforce vocabulary in a variety of contexts and as many times as possible. |
| ___ | Use "Picture Walk," "Think Alouds," readers circle, strategies charts, etc. |
| ___ | Have student paraphrase what they have read after reading short sections. |
| ___ | Encourage children to use index cards to keep to line of print or templates to mask surrounding print. |
| ___ | Encourage children to use highlighters as they read consumable texts. |
| ___ | Maintain and refer to a "Word Wall". Have student manipulate word cards. |
| ___ | Read aloud to students on a regular basis. |
| ___ | Use assisted and shared reading. |
| ___ | Teach through concrete examples. |
| ___ | Provide frequent repetition of skills presented in alternative ways. |
| ___ | Provide student with a copy of class material at desk to ensure that he/she is not "missing" instruction due to a visual or an auditory difficulty. |
| ___ | Use graphic organizers to organize content of material read. |
| ___ | Teach through the student's strengths and interests. |
| ___ | Consider the readability level of class material and the reading level of the student. (Is the student being taught on " <u>his/her</u> " instructional level or on the instructional level of the class?) |
| ___ | Enlarge printed materials. |
| ___ | Allow students to dramatize text, role play and set to music. |
| ___ | Use rhythmical reading material, chants, songs, and poems daily. |
| ___ | Provide tape of text/chapter. |

ADAPTATIONS: READING Continued

___ Do word study in context.

___ Provide a variety of manipulative pictures, letters and words.

___ Utilize sentence strips to allow students to sequence.

___ Teach students from a variety of printed material—morning message, magazines, environmental print, menus, cereal boxes, etc.

___ Other(s) _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

To order the books, contact: Hawthorne Educational Services, 800 Gray Oak Drive, Columbia, MO 65201 (telephone 542-1673)

SKILL AREA: MATHEMATICS

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
GIVEN AMPLE MATHEMATICS INSTRUCTION AT APPROPRIATE LEVELS, THE STUDENT:									
Understands comparisons of quantity (more, fewer, less, bigger, smaller)									
Demonstrates understanding of one-to-one correspondence by counting objects									
Recognizes and names numerals									
Remembers basic facts									
Recognizes and uses mathematical symbols									
Applies problem solving strategies									
Recognizes and describes patterns									
Organizes problems on paper									
Is able to transition from one operation to another (+, -, x,)									
Identifies place value of numerals									
Uses a sequence of steps to complete computation (regrouping, multi-digit multiplication, long division)									
Tells time									
Names and determines the value of coins and bills									
Identifies instruments used to measure length, weight/mass, time, temperature, liquid volume									
Identifies plane and solid geometric figures and their relevant properties (number of corners, edges)									
Reads, constructs, and interprets graphs and tables									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: MATHEMATICS

___ **Consult with ESOL/HILT teacher, Math Contact teacher and Special Education teachers.**

___ **Advise parents and other teachers about successful adaptations.**

___ Teach pre-requisite skills.

___ Allow student to work at his/her own pace.

___ Provide structure, organization and routine.

___ Teach through concrete examples and model problem solving.

___ Provide frequent repetition of some skills presented in alternative ways.

___ Provide student with a copy of class material at desk to insure that he/she is not "missing" instruction due to a visual or an auditory difficulty.

___ Teach through the student's strengths and interests.

___ Enlarge printed materials.

___ Lessen workload without compromising skill development.

___ Use graph paper for multi-step calculations.

___ Provide manipulatives.

___ Other(s) _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., The Teacher's Resource Guide, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993.

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SKILL AREA: WORK AND STUDY

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Comes to class prepared									
Organizes desk and materials									
Locates items in desk or on paper									
Adapts to changes in routine									
Tolerates frustration									
Displays age-appropriate attention span									
Uses environmental cues									
Works independently									
Requests assistance									
Follows directions									
Attempts new tasks									
Begins tasks in a timely manner									
Remains focused on tasks									
Has organized approach to tasks									
Completes tasks on time									
Completes work on a consistent basis									
Organizes and turns in homework									
Navigates independently around school									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: WORK AND STUDY

___	Consult with ESOL/HILT Teacher, Special Education teachers and Counselor.
___	Advise parents and other teachers about successful adaptations.
___	Use graph paper to aid in the organization of work.
___	Give students guidelines for maintaining an organized notebook.
___	Provide example sheets of "correct format" and "procedures for written work". Expect the same format consistently.
___	Provide folders for organization of written assignments.
___	Establish a "proper place" for materials to be located at all times (schoolbox, pencil case, shelf in room). Color code if necessary.
___	Use peer tutoring as an aid to better organization.
___	Assist student in setting long-range goals; break the goal into parts with specific due dates.
___	Use questioning strategies to assist student in problem solving.
___	Have student set clear timelines for what he needs to do to accomplish each step (monitor student progress frequently).
___	Provide examples and specific steps to accomplish task.
___	Define the requirements of a completed activity (e.g. <i>Your math is finished when all six problems are complete and corrected; Do not begin on the next task until it is finished</i>).
___	Gain student's attention before giving directions. Use alerting cues. Accompany oral directions with written directions.
___	Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions.
___	Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in students' notebook.
___	Prioritize assignments and activities.
___	Provide a model to help students. Post the model and refer to it often.
___	Reduce assignment length and strive for quality (rather than quantity).
___	Increase the frequency of positive reinforcements. Catch the student doing it right and let him/her know it.
___	List and/or post (and say) all steps necessary to complete each assignment.
___	Make frequent checks for work/assignment completion.
___	Arrange for the student to have a "study buddy" with phone number in each subject area.
___	Other(s) _____

For further suggested adaptations, refer to these books which may be available at your school.

McCarney, Stephen B., *The Teacher's Resource Guide*, 1994.

McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, *The Pre-Referral Intervention Manual*, 1993.

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SKILL AREA: SOCIAL/EMOTIONAL

Behavior	Easily		Adequately		With Difficulty		Limited Experience		Results
	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	Eng.	Native Lang.	
Displays acceptable behavior in school situations									
Adapts to new situations/people									
Requests assistance when appropriate									
Communicates his or her feelings/needs/wants									
Shows regard for others' feelings									
Shows awareness of effect of his/her own behavior on others									
Picks up on non-verbal cues									
Waits his/her turn									
Respects personal space									
Respects property of others									
Makes/keeps friends									
Plays/works with peers/adults									
Accepts corrective criticism									
Accepts responsibility for behavior									
Demonstrates problem-solving skills									
Uses socially appropriate language and actions when frustrated									
Persists when tasks are difficult									
Takes appropriate academic risks									
Exhibits confidence									
Maintains a positive attitude									
Refrains from health complaints during moments of stress									

After implementing the adaptations for nine weeks, indicate the results of the adaptations in the RESULTS column of each Checklist Skill Area sheet. You may write your own comments or use these codes:

- Significant Improvement = SI
- Improvement = I
- No Improvement = NI

Comments: _____

ADAPTATIONS: SOCIAL/EMOTIONAL

___	Consult with ESOL/HILT Teacher, Psychologist, Counselor and Special Education teachers.
___	Advise parents and other teachers about successful adaptations.
___	Reduce workload.
___	Role play specific social situations.
___	Use positive reinforcement.
___	Use proper grouping of students and change groups as appropriate. (A student may function better in one group than in another due to group dynamics.)
___	Use the "buddy system" (a system of pairing two students to, in this case, increase socialization). One student may be a good model for another or may be able to help the other student interpret social situations.
___	Prepare students for anticipated changes in routine by talking about change (verbally) and writing about change (visually).
___	Allow students a break during long work sessions, and allow frequent movement.
___	Provide ample opportunity for appropriate interaction with teacher.
___	Provide student with his/her own space/wait time for compliance.
___	Make sure the student is wearing and using glasses, hearing aid, or any other device necessary for effective classroom participation.
___	Establish a behavioral program, followed consistently by each adult working with student.
___	Assist parents with setting up a behavioral modification program at home.
___	Provide advantageous seating location.
___	Provide clear definition of limits/reminders.
___	Provide/encourage cooling off opportunities.
___	Develop guidance program with counselor/police officer.
___	Other(s) _____
___	_____
___	_____

For further suggested adaptations, refer to these books which may be available at your school.

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McCarney, Stephen B., K. C. Wunderlich, and A. M. Bauer, The Pre-Referral Intervention Manual, 1993..

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