

Arlington Public Schools

OTTOSON CURRICULUM ACCOMMODATIONS

Program and Structure Characteristics Supporting Curriculum Accommodation for Regular Education Students

- Level Courses in math, grades 7-8
- Multiple Computer Carts
- Developmental reading evaluations and support
- Developmental math evaluations and support
- Standardized (and other) testing results, including: MCAS, Common Assessments
- ELL Support
- Extracurricular and contest activities related to academic performance
- Detention
- After school help in all disciplines
- STARS (Student Taking Action and Responsibility for Success)
- Heterogeneous classes
- Plato
- World Of Difference Peer Mentoring
- Enrichment Courses (FACS, Technology, Art, Music)
- Media Center Resources
- AM/PM After School Programs
- 5-2-1 Let The Kids Play!
- Summer School

Personnel Resources Providing Consultation/Support/Intervention in the Regular Education Setting

- Adjustment Counselors
 - Liaison between home and school, parent consultation, teacher support, referrals, student support, academic planning, and personal counseling.
 - Direct student support for at-risk students, consultation with outside agencies and medical providers, run support groups, consultation with staff and coordination of services for students transitioning from hospitalization and extended absences.
- Department Chairs
 - Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation, professional development planning
- School Psychologist
 - Conducts evaluations for students , interprets results and consults with staff and parent on interventions and accommodations
- STARS
 - Teacher available for academic, organizational, and behavioral support throughout the school day and after school.
- Reading Support
 - Reading assessments, Content area reading support
- Math Support
 - PLATO, grade level math interventions
- Technology
 - Computer carts, Media Center and support personnel
- METCO Coordinator
 - Support for METCO students and families
- Principal, Assistant Principal
 - Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, supervision and evaluation of staff
- Learning Team
 - Team comprised of teachers, administrators, school nurse, and adjustment counselors. Strategizes interventions for academic and social/emotional support to at-risk students.
- School Nurse
 - Direct service for individual students, health instruction, develop health accommodation plans, consultation with parents and outside medical providers
- School Resource Officer
 - Develops relationships with students, supports health decision making and acts as the liaison with local law enforcement.
- Diversion Program

- Contracts with students who are first time offenders involved in legal situations in an effort to keep them out of the court system.
- Community Based Justice with Middlesex DA's Office
 - Monthly consultation between school staff and the DA's office regarding on-going cases and concerns
- Advocates
 - On call outside crisis intervention service
- AYCC
 - Community based mental health facility that provides onsite and offsite counseling and support
- Arlington Youth Health and Safety Coalition
 - Community based coalition working to reduce substance use in Arlington

Behavior: Listed below are successful teaching strategies to address issues of behavior.

Reading: Listed below are successful teaching strategies to support students with reading

To improve ability to attend to verbal information:

- Provided pictures and/or other visual cues
- Wrote key vocabulary on the board
- Provided opportunities to present information orally
- Provided a copy of classroom notes
- Allowed student to copy notes from a peer
- Used graphic organizers
- Broke longer presentations into shorter units
- Provided audio recording of lessons
- Cued and re-directed student when attention waned
- Changed student's seat to decrease distractions
- Modified/shortened the tasks and amount of material when possible
- Provided individual/small group instruction after school
- Provided ISBN for extra set of texts

To improve work completion:

- Used student checklists
- Assisted with time management strategies (timer)
- Used agenda book to record assignments
- Broke lengthy, long-term assignment into smaller parts
- Reduced/modified assignment when needed
- Used preferential seating
- Allowed for periodic breaks

To improve transitions between activities:

- Kept routines structured
- Posted expected rules & behavior
- Posted the schedule for the day
- Posted learning objectives and goals
- Cued student prior to transitions

To improve positive group participation skills:

- Used role-playing to teach appropriate behaviors
- Appropriate group size and roles for task
- Assigning partners vs. choice
- Written expectations for group behavior
- Heterogeneous groups based on strengths
- Providing leadership opportunities
- Monitor and support social interactions with peers

To improve fluency and decoding:

- Checked vision
- Used finger/markers for tracking left-to-right
- Synthesized words (part of whole)
- Segmented words (whole to part)
- Used a variety of texts
- Provided opportunities for daily reading
- Repeated pronunciation verbally (auditory cues)
- Used log of misread words for practice
- Sent home word list of key terms for home practice
- Used peer guided reading groups
- Modeled fluent reading
- Multiple readings of same text
- Used audio resources

To improve reading comprehension:

- Taught self-monitoring
- Taught use of graphic/semantic organizers
- Taught use of questions to guide reading
- Taught ways to generate questions
- Taught summarization
- Taught elaboration (prediction, prior knowledge, etc.)
- Discussed pictures before reading text (visual cues)
- Had student answer questions orally
- Had student illustrate sentences or stories
- Highlighted key concepts in text
- Used high interest texts to supplement reading
- Utilized headings for understanding main ideas

To improve vocabulary acquisition:

- Had student write sentences for or illustrate reading vocabulary words
- Sorted and classified words into categories
- Used a word wall
- Previewed key terms
- Used known word in compound word
- Used dictionary/thesaurus to locate words meanings
- Taught strategy of using knowledge of word origins, synonyms, etc. to derive meaning

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Writing: Listed below are successful teaching strategies to address issues of behavior.

Math: Listed below are successful teaching strategies to support students with reading.

<p><u>To improve written expression:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Allowed student to verbalize or tape record thoughts before writing <input type="checkbox"/> Used word processor for written tasks/assignments <input type="checkbox"/> Helped student get started on written tasks <input type="checkbox"/> Used graphic organizers <input type="checkbox"/> Allowed un-timed, written assessments <input type="checkbox"/> Used story starters or prompts <input type="checkbox"/> Used rubric as a guide for written assignments <input type="checkbox"/> Used checklist/s for proofing written work <input type="checkbox"/> Broke up long written assignments into smaller parts <input type="checkbox"/> Allowed student to vocalize while writing <input type="checkbox"/> Read back pieces to student to see if written work makes sense <input type="checkbox"/> Taught revision skills <input type="checkbox"/> Gave student choices about topic 	<p><u>To improve ability to attend to important details:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Highlighted operational signs/key words and phrases in math problems <input type="checkbox"/> Used vertical lines/graph paper for organizing work <input type="checkbox"/> Reduced the amount of problems on a page <input type="checkbox"/> Had student repeat directions <input type="checkbox"/> Reduced number of problems to complete <input type="checkbox"/> Sent unfinished work home to complete <input type="checkbox"/> Used graphic organizer to break down word problems <p><u>To improve the understanding of concepts:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Used concrete objects/manipulatives <input type="checkbox"/> Gave extra time to explore and practice <input type="checkbox"/> Taught/analyzed new vocabulary/terms <input type="checkbox"/> Used simple, consistent language <input type="checkbox"/> Taught concepts through patterns <input type="checkbox"/> Provided visuals and examples <input type="checkbox"/> Used small group instruction to re-teach or pre-teach concepts after school <input type="checkbox"/> Used writing to explain thinking
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Communication:

<ul style="list-style-type: none"> <input type="checkbox"/> Problem-solved with the student <input type="checkbox"/> Gave specific feedback to student when student was successful <input type="checkbox"/> Develop parent/student/school contacts <input type="checkbox"/> Schedule necessary parent/teacher meetings <input type="checkbox"/> Other strategies, including consultations with other specialists 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage self-advocacy as effective communication (e.g., extra help, check blog or website) <input type="checkbox"/> Employ technology (class blog or website) <input type="checkbox"/> Used a written behavior contract with student <input type="checkbox"/> Used regular feedback system between home & school (tracking sheets)
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