

Progress Study Team (PST) Referral Form Link:

https://docs.google.com/forms/d/e/1FAIpQLSchNLWqD3VGRlo1EO0nr_NfDS2ptSiwctuuGMhZ6HTut95PMA/viewform?usp=sf_link

PST Interventions/Accommodations

CLASSROOM ENVIRONMENT & SEATING

- Schedule changes are discussed ahead of time
- Consistent & clear limits are set for classroom behavior
- Work alternates short concentrated periods with breaks
- Seat in front of classroom
- Seat in quiet area
- Seat near teacher
- Seat near good role model
- Seat in study corral or use partitions
- Other:

ASSIGNMENTS/HOMEWORK

- Extra time to complete assigned work
- Shorten assignments/work periods
- Break long assignments into smaller parts
- Pair written instructions with oral instructions
- Develop private signal from pupil to teacher to request repetition of oral directions
- Repeat oral instructions
- Limit homework to ____ minutes per night
- Permit writing assignments to be turned in on audio-cassette
- Permit writing assignments to be given orally
- Permit extra credit assignments
- Permit re-submitted assignments
- Adapt assignment to minimize
- Do not grade handwriting
- Do not grade spelling
- Other:

TEST TAKING & GRADING

- Provide written outline of main points prior to test
- Allow open book exams
- Allow outline or notes during exams
- Give exam orally
- Give take-home tests
- Allow student to dictate answers on audio recorder
- Allow test to be taken untimed with specified short breaks
- Read test item to student
- Grade for apparent effort

- Grade performance relative to own growth and improvement
- Other:

HOME/SCHOOL/COMMUNITY COMMUNICATION

- Parent/teacher conference frequency _____
- Teacher/student conference frequency _____
- Parent/student/teacher conference frequency _____
- Provide daily/weekly progress checklist
- Call parent if _____
- Consult with other professionals: _____ once per _____
- Other:

AIDES & TECHNOLOGY

- Provide peer assistance/adult assistance in note-taking
- Permit tape recording of class
- Provide computer for in-class note-taking
- Provide textbooks on audio tape
- Provide opportunity to complete assignments on computer
- Provide extra set of textbooks which may be marked
- Provide enlarged copy of assignments
- Provide tutor for specified period of time and frequency
- Other:

LEARNING STYLE

- Provide auditory directions
- Use background music to enhance learning (headphone or ambient)
- Do not use background music to enhance learning
- Provide visual directions, demonstrations, and representations
- Provide written outline of lesson/written notes of lecture
- Accept alternatives to oral reports (written, display, etc.)
- Involve child in movement several times/day
- Other:

ATTENTION

- Provide short-term reinforcements (ie: happy face, check mark, star, in-class rewards)
- Provide long-term reinforcements (ie: accumulate points for rewards at home)
- Allow student to stand at times during seatwork (esp. at end of task)
- Give child substitute verbal or motor responses to make while waiting
- Provide fidget object for manual activity (ie: koosh ball, clay, worry beads, etc.)
- Increase choice of tasks
- Place student first in line, or avoid lines altogether
- Other:

READING

- Provide visual breaks after each line of the page
- Fold paper or cover paper so that only part is visible
- Enlarge print of written material
- Use highlighting system to limit or focus reading and studying
- Avoid oral reading
- Other:

WRITING/HANDWRITING (see also: AIDES & TECHNOLOGY)

- Accept alternatives to written reports
- Do not require copying from board or book
- Reduce amount of required copying from board
- Adapt assignments to require less
- Other:

SPELLING

- Use spell checker
- Circle correct version of word, given several choices
- Other:

MATH

- Permit use of calculator
- Provide graph paper to space numbers
- Provide enlarged print problems and work area
- Other:

ORGANIZATIONAL/PLANNING SKILLS

- Give assignments one at a time
- Check that homework assignments are written in full detail
- Provide written checklist for getting organized
- Provide extra set of books to keep at home
- Use color and physical/spatial organizers
- Teach organizational/study skills and allow for application and generalization

Other:

POSITIVE BEHAVIORAL INTERVENTION

- Begin day or period with relaxation and guided imagery exercise
- Provide behavioral feedback using written/symbol/quantitative feedback every ____ minutes
- Provide instruction in self-monitoring (ie: hand-raising, using cues)
- Cue students to stay on task (private signal)
- Ignore minor inappropriate behavior
- Increase immediacy of rewards or consequences
- Give activity as a reward
- Use time-out procedure for misbehavior
- Permit time-in procedure for agitation and motor release
- Supervise closely during transition times
- Establish behavior contract with three goals
- Implement behavior management system
- Implement home-school token system
- Post class rules in conspicuous place
- Other:

SOCIALIZATION & SOCIAL SKILLS

- Provide lunch buddies
- Establish social behavior goals and reward program
- Prompt appropriate social behavior verbally or with private signal
- Avoid placing student in competitive activities
- Other: