**Action Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Interventions, Accommodations or Modifications | **Who is responsible for implementation** | **Dates of Implementation** |
|  | Allow for extended time to complete assignment or tests |  |  |
|  | Read tests to students |  |  |
|  | Simplify directions |  |  |
|  | Provide outlines of materials to be read |  |  |
|  | Use books on tape when available |  |  |
|  | Use highlighters for underlining key words and important ideas |  |  |
|  | Allow student to read book that is written on a lower grade level |  |  |
|  | Allow student to read aloud to themselves |  |  |
|  | Shorten assignments |  |  |
|  | Provide small group instruction |  |  |
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| **Math** | | | |
|  | Allow student to use a calculator |  |  |
|  | Shorten assignments, ex. Complete every other problem |  |  |
|  | Use graph paper to complete assignments |  |  |
|  | Allow for extended time to complete assignment or tests |  |  |
|  | Allow student to use multiplication chart/cards, manipulatives |  |  |
|  | Read math problems to student |  |  |
|  | Color code or highlight key words in word problems |  |  |
|  | Provide small group instruction |  |  |
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| **Writing/Spelling** Page 2 | | | |
|  | Allow for extended time to complete assignment or tests |  |  |
|  | Shorten assignments |  |  |
|  | Do not require student to write each spelling word multiple times |  |  |
|  | Allow student to write in cursive or print whatever is easier |  |  |
|  | Allow student to dictate assignment |  |  |
|  | Allow student to take test orally |  |  |
|  | Allow student to use a word processor or type on the computer |  |  |
|  | Grade content and mechanics separately. Give student opportunity to correct errors. |  |  |
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| **Attention** | | | |
|  | Seat student in quiet area |  |  |
|  | Seat student near a good role model |  |  |
|  | Provide a study buddy |  |  |
|  | Increase distance between desks |  |  |
|  | Allow for extended time to complete assignment or tests |  |  |
|  | Shorten assignments or work periods |  |  |
|  | Use a timer |  |  |
|  | Give assignments one at a time |  |  |
|  | Break tasks into smaller parts |  |  |
|  | Have student repeat directions |  |  |
|  | Cue student to stay on task—private signal |  |  |
|  | Allow student to stand while working |  |  |
|  | Provide frequent breaks |  |  |
|  |  |  |  |
| **Behavior** Page 3 | | | |
|  | Ignore minor, inappropriate behavior |  |  |
|  | Complement appropriate behavior |  |  |
|  | Acknowledge positive behavior of nearby students |  |  |
|  | Seat student near role model or teacher |  |  |
|  | Seat student away from distractors |  |  |
|  | Set up a behavior contract |  |  |
|  | Instruct student in self-monitoring, ie: raise hand, calling out |  |  |
|  | Call on student only when hand is raised in an appropriate manner |  |  |
|  | Praise when hand raised to answer a question |  |  |
|  | Allow student to stand at times while working |  |  |
|  | Increase immediacy of rewards and consequences |  |  |
|  | Supervise closely during transition times; provide advanced warning of transitions |  |  |
|  | Provide opportunity for seat breaks—ie: run errands, etc. |  |  |
|  | Provide short breaks between assignments |  |  |
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| **Organization/Planning** | | | |
|  | Use color coded folders or according folders for homework and notes |  |  |
|  | Use post-it arrows to mark important pages or information in books |  |  |
|  | Grade a student only on completed work |  |  |
|  | Provide assistance in planning long-term projects with check in points |  |  |
|  | Supervise writing down homework assignments |  |  |
|  | Provide a homework assignment book |  |  |
|  | Send daily/weekly progress reports or notes home |  |  |
|  | Regularly check desk and notebook for neatness—encourage instead of penalize |  |  |
| **Organization/Planning Continued** Page 4 | | | |
|  | Reduce number of items in desk |  |  |
|  | Give assignments one at a time—write them on the board |  |  |
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| **Other** | | | |
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**Other notes:**

Attendees of meeting:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow up meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_