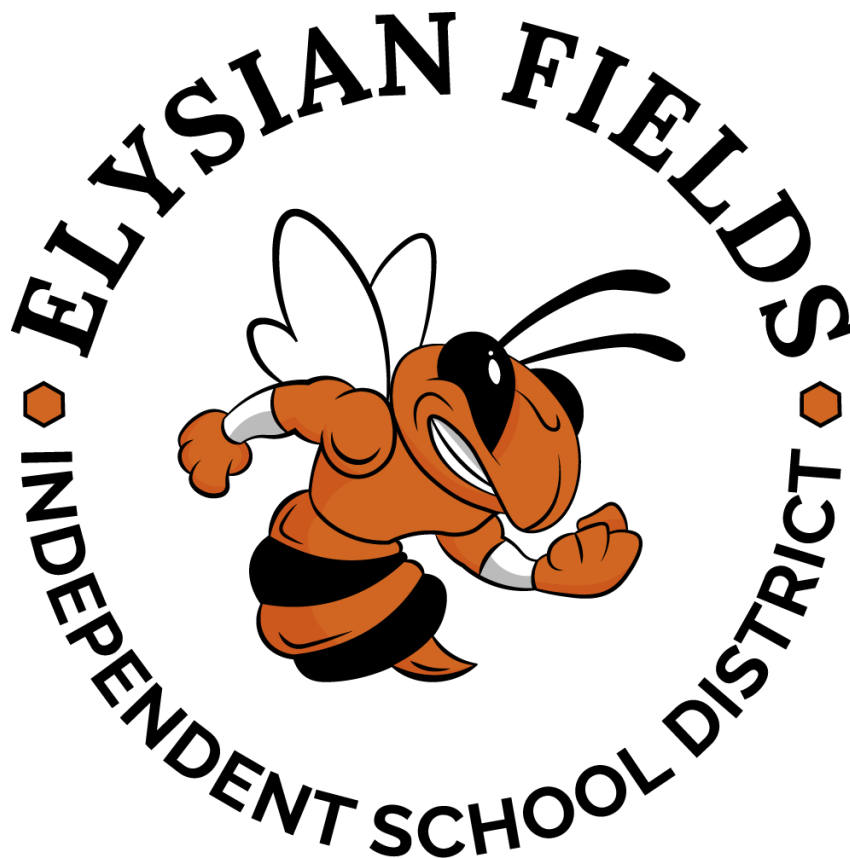


Elysian Fields Independent School District

Multi-Tiered Systems of Support (MTSS) Manual



If you have difficulty accessing the information in this document, please email
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2023-2024

Table of Contents

Section 1	
Overview of of MTSS	4
Section 2	
A Tiered Instruction System Approach	6
Targeted Group Instruction	8
Intensive Individualized Instruction	9
Entrance/Exit Criteria for Instructional Levels	11
Section 3:	
MTSS Team	13
Section 4	
MTSS Assessments & Monitoring	20
Progress Monitoring	21
Parent Communication	22
Section 5	
Appendix	23

Section 1

Overview of of MTSS

MTSS stands for Multi Tiered Systems of Support

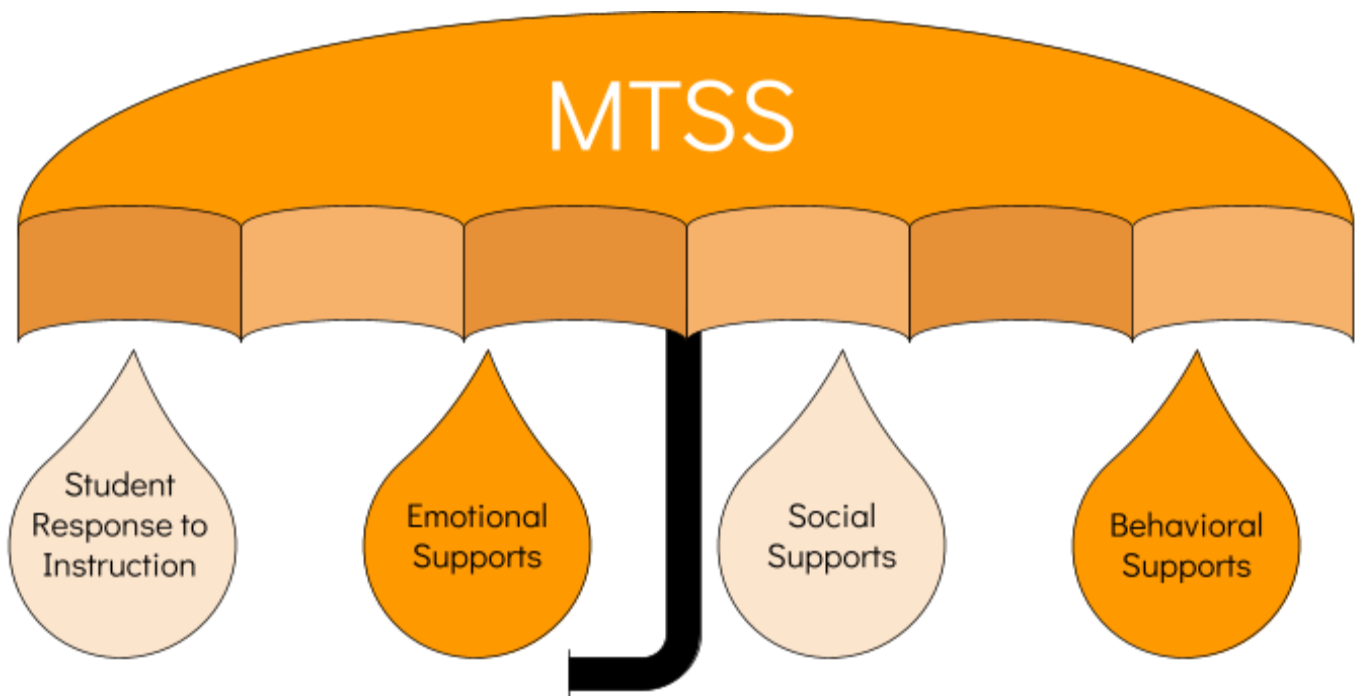
MTSS is a framework that many schools use to provide targeted support to students. It focuses on the “whole child.” MTSS supports a multi-tiered system of support in the area of academics and behavioral and social learning.

How MTSS Works

MTSS is not a particular curriculum. It is a proactive approach that has several key components:

- Universal screening for all students.
- Increasing levels of targeted instructional support for those who are struggling.
- Integrated plans that address student’s academic, behavioral, social, and emotional needs used with fidelity of instruction.
- The use of evidence based strategies with professional development for staff.
- Frequent monitoring of student progress.
- School wide approach. Teachers, counselors, administrators, and other specialists work as a team with a problem solving approach.
- Parent communication so parents are aware of instructional strategies and progress of their child.

The purpose of this manual is to provide guidance on the processes and procedures in the areas of **MTSS (academic, behavioral/social learning)** Interventions in Elysian Fields ISD.



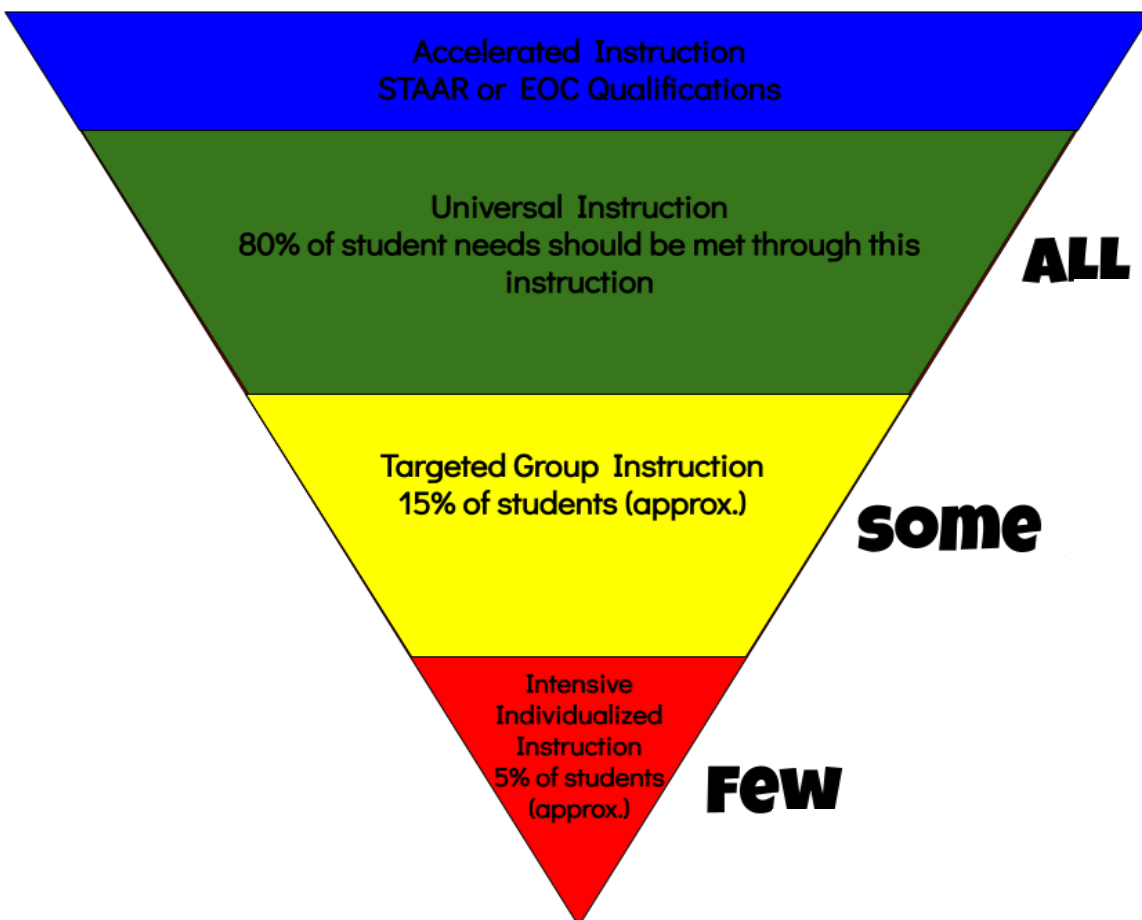
- MTSS encompasses supports for the whole child, and takes into account academics, behavior, and social emotional supports.
- MTSS is the term that is being used more and more nationwide.

Section 2

A Tiered Instruction System Approach

Elysian Fields ISD will use a Tiered System of Service Delivery in regards to MTSS.

A tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school. The tiered system of service delivery is crucial in the attempt to ensure all students achieve at high levels and all students achieve college and career readiness.



Universal Instruction (Tier 1)

At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Universal Instruction should be differentiated and include flexible grouping and active student engagement. To ensure 100% of students' needs are met, high quality instruction is essential. Features of high quality, research-based instruction include (Chard et al., 2008):

- Standards-Based Curriculum:
 - A curriculum based upon the State and District Standards.
- Differentiated Instruction:
 - Students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.
- Flexible Grouping:
 - A combination of whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students.
- Active Student Engagement:
 - Ensuring all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond, and ample time to practice skills.
- Classroom Behavior Management Strategies:
 - Clear expectations and procedures
 - Clear and consistent consequences
 - Positive reinforcement
 - Modeling expected behavior
- Build Positive and Safe Relationships
 - Establish and maintain open, consistent communication
 - Intentionally plan activities to grow relationships
 - Connect with students and families

Universal Instruction should be sufficient to help 80% of students meet or exceed grade level expectations as measured by a standardized summative assessment. If universal instruction is not successful in meeting the needs of at least 80% of the students in the classroom, the School Leadership Team should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement).

Targeted Group Instruction (Tier 2)

Students identified as being at-risk through universal screeners and other data points are provided scientific, research-based targeted group instruction in addition to universal instruction. Students who score lower than the percentile 25% on the Universal Screener and other data points would benefit from Target Group Instruction. Approximately 10 to 15% of students will need targeted instruction that is implemented with groups of students demonstrating common skill deficits.

These students should be observed and a collaborative instructional plan developed, monitored, and documented in Frontline by the classroom teacher.

- Classroom teachers provide targeted instruction in either push in or pull out settings, such as after school tutorials or built in time in the school master schedule (Intervention Hour).
- School counselors will provide behavioral and social skill development instruction. Instruction may occur individually or group, within or outside of the general education classroom (e.g. neighborhood, counselor's office, lunch bunch). Skills taught are shared with the general education teacher so that the skill may be reinforced throughout the school day, everyday.
- Targeted group instruction must be more explicit:
 - More intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded;
 - Ideally, groups are approximately 4-6 students, for elementary, and 6 to 8 students or larger groups broken into a few groups of 6 to 8 students, for middle and high schools.
- Targeted group interventions typically involve an additional 60 minutes of instruction (outside of universal instruction) provided each week (e.g., two to three 30-minute intervention periods) with fidelity.
- Daily feedback specific to behavioral and social learning will be delivered through Check-In/Check-Out, and the use of a STANDARDIZED Daily Behavior Report Card (DBRC) for Responsible, Respectful and Safe, or behavioral contract.
- Progress monitoring should occur every 2 weeks. This data should be entered into a google sheet by the classroom teacher.
- Grade level content meetings (PLC's) should occur regularly (after IA's) or unit assessment at the elementary level. At MS and HS, Grade/content level meetings should occur regularly.
- Students are expected to be in Targeted Group Instruction for 6-8+ weeks with 3-4

data points (See entrance and exit criteria section).

Elysian Fields ISD will use the following for Targeted Group Instruction during intervention hour for elementary students and after-school tutorials for secondary students.

Target Group	Elementary	Middle
Teacher led targeted small group instruction.		
Reading	Saxon Phonics	Sirius (no more than 30 minutes spent on technology)
Math		Sirius (no more than 30 minutes spent on technology)
Behavior	<ul style="list-style-type: none">● Check-In/Check-Out● Behavioral/Social Skill Instruction● Feedback<ul style="list-style-type: none">○ Behavior Contract● Preventative Strategies: Preventative (or antecedent) strategies are put in place in order to prevent problem behaviors from occurring in the first place. The following preventative strategies are commonly used:<ul style="list-style-type: none">○ Increasing positive adult interaction and reinforcement○ Increasing opportunities for choice○ Reminders of behavioral expectation right before an event○ Use of visual supports to outline expectations○ Use of transitional warnings (e.g. "In 2 minutes, it will be time to stop writing and move to math)	

Please note: all Targeted Group Instruction should be teacher led and **in addition** to Universal instruction. Students should receive face to face instruction.

Intensive Individualized Instruction (Tier 3)

Intensive Individualized Intervention for students who have not demonstrated progress with targeted group interventions and require more time in more intensive interventions OR students identified as being at-risk academically (10th percentile or lower) through universal screeners OR students who continue to struggle meeting behavioral and social expectations. Approximately 5% of students will require this level of intensive, systematic & explicit instruction at Tier 3 for a student to progress and show growth. Intensive Individualized Interventions are distinguished from Targeted Interventions because they are individualized. They may also include strategies for maximizing student outcomes during universal instruction, as well as support at home or in the community. These plans are revised by the MTSS Team and progress monitored by the teacher/interventionist.

- The campus teacher/interventionist will provide an Intensive Individualized Intervention in a “pull-out” setting.
- Instruction is explicit and systematic, provides immediate feedback and occurs outside the universal instruction.
- Feedback specific to behavioral and social learning is individualized.
- Function-based behavioral interventions are identified.
- A mentor is assigned, if applicable
- Student Services Team Mental Health Professional are consulted
- Occur with smaller student-teacher ratios.
 - Ideally 1-on-1, however, groups of 3 to 5 students or a larger group broken into a few groups of 3-5 students, is acceptable for middle and high schools.
- Intensive academic intervention occurs 3-4 times a week, typically for 30-45 minutes a day.
- Progress monitoring should occur weekly and be entered into Frontline by the Interventionist.
- The MTSS Team should meet monthly to review student’s growth in Intensive Individualized Instruction.
- Students are expected to be in Intensive Individualized Instruction for 12-18+ weeks with 6-10 data points. (See entrance and exit criteria section).

Elysian Fields ISD will use the following for Intensive Individualized Instruction:

Tier 3	Elementary	Middle	High
Instruction is provided by an interventionist and in addition to core instruction. Students should receive face to face instruction. Computer based programs may be used in rotations for larger groups.			
Reading	Target Reading	Teacher Created	
Math	Target Math	Teacher Created	
Behavior	Function-based Assessment (FBA) is the process that drives a function-based Behavior Intervention Plan (BIP) and will provide the foundation for a systematic, coordinated, data-driven problem-solving process, which in turn ensures that interventions lead to improved student outcomes.		

Entrance/Exit Criteria for Instructional Levels

Elysian Fields ISD will use specific criteria for students entering and exiting Instructional Levels. It is important that campuses adhere to criteria so consistency in the district is maintained. Students are placed into Instructional Levels after the BOY universal screener is completed at the campus. The MTSS Team will meet and review campus data, look for trends in the data and place or review student's current tiers using google docs. The MTSS Team may choose to make this a school data day where grade/content level teams are incorporated to look at the universal screening data and or district IA data.

It is important that campus leadership be involved with the MTSS Team that leads placement of Instructional Levels. The campus leaders are most cognizant of student needs, campus personnel to meet student needs, and master scheduling.

Sources of data that are to be considered in conjunction with the screener are as follows:

- STAAR Assessment (Quintiles & Quantiles)
- IA Data
- Grades
- Attendance
- Vision/Hearing
- Behavioral Referrals, Number of Times Administration Has Been Called to Classroom, Parent Conferences

It is recommended that these meetings occur in an area where the universal screening data can be projected. The MTSS Team will focus on the students who are placed in the "on watch," "Targeted Group Instruction," and "Intensive Individualized Instruction." The team will look at each student and determine where the student falls on the tiered system using the universal screening data, as well as the other supporting data mentioned above.

An MTSS record keeping system log shall be maintained to document which instructional levels and the dates the team places students (see example in appendix) in instructional levels. This will need to be communicated to the appropriate classroom teacher or Interventionist if they are not able to attend the MTSS Meeting by the Campus MTSS Coordinator. The classroom teacher, in conjunction with the grade or content level, will need to develop or revise the Targeted Group Instruction student learning plans based on specific skills that need to be "focused" on in Frontline. The Interventionist will need to develop or revise Intensive Individualized Instruction student learning plans in Frontline focusing on "critical skills deficit."

Universal Instruction with Differentiation and Flexible Grouping (Tier 1)	
Level of Performance	Decision
The student's performance is above the 50th percentile, on screener, but concerns regarding student's academic performances or progress in grades and/or state testing	Consider additional support with a differentiation plan to address a student's needs.
Between 25th-50th percentile on screener and concerns regarding student's academic performance or progress in grades and/or state testing	<p>A committee can place in Tier 2 support if at least two of the following criteria are met:</p> <ul style="list-style-type: none"> • The student has historically scored below the 25th percentile on Universal Screener. • The student's scores did not meet "approaches" on the previous year's state assessment. • The student has a pattern of grades or classroom assignments that is significantly below the class average or established guidelines for grade level expectations
Below the 25th percentile on the screener	<p>Targeted Intervention Indicators that will result in further investigation and data exploration:</p> <ul style="list-style-type: none"> • Fall below 24th percentile on universal screener • K-2 a pattern of minimal progress on standards based assessments • 3-10 failed or approach state assessment one or more years in one or more subjects • Student has a pattern of grades or IA's that are below average • Failure of multiple classes or areas of instruction • Behavior patterns in a 3-6 week period that impede learning of self or others <ul style="list-style-type: none"> ○ 3-5 parent conferences ○ 1-3 office referrals ○ 2-5 requests by teacher for administrative support ○ 2-3 ISS ○ 1 OSS • Pattern of unexcused absences/tardies

Section 3

MTSS Team

MTSS Team membership may include the following members:

- Principal and/or Assistant Principal (required)
- Student's teacher
- Instructional Coaches (at campus discretion, but recommended)
- Interventionists
- Dyslexia teacher
- School Counselor
- Behavior Specialist
- Parents play an important role in the RTI process and may be invited to share information about their students as it relates to the RTI process. While they are typically not a part of RTI meetings, they should be informed if their student is struggling and be kept up to date with progress

MTSS Campus Coordinator: An administrator will serve as the MTSS Campus Coordinator. This person will schedule 6 week MTSS meetings, ensure documentation is complete prior to each meeting, and notify all stakeholders of the meeting date & time.

MTSS Team Member Responsibilities

Administrator (Assistant Principal and/or Principal)

- Makes accommodations for teachers to be present at the meeting
- Schedules meeting
- For students entering the MTSS process, ensures that students' vision and hearing have been checked (Secondary)
- Facilitates RTI meeting
- Assures fidelity of interventions

Student's Classroom Teacher:

- Provides research-based, best practice Universal Instruction
- Administers universal screener/academic diagnostic assessments
- Documents parent contacts
- Provides Targeted Group Instruction for students that are making little to no progress with Universal Instruction
- Monitors Targeted Group Instruction progress and provides progress monitoring reports, along with any other data or documentation as needed to the MTSS committee.
- Uses Frontline to document interventions and data
- For students entering the MTSS process, ensures that students' vision and hearing have been checked (Elementary)

School Counselor:

- Provides consultation, as applicable
- Assists teacher in setting up behavioral contracts, if needed
- Delivers behavioral/social skill instruction

Interventionist:

- Administers or arranges for academic screening tests/diagnostic assessments
- Provides evidence-based, Intensive Individualized Instruction consistently and with fidelity
- Collaborates with classroom teachers by consulting, assisting, sharing resources, and providing input on classroom intervention implementation
- Monitors progress of Intensive Individualized Instruction and provides progress monitoring reports, along with any other data or documentation as needed to the MTSS committee.
- Uses Spreadsheets to document all Intensive Individualized Instruction and data

Parent(s):

- Provides relevant home/community information
- Provides relevant medical/social information
- Collaborates with school personnel in implementing interventions

MTSS Meetings

Campus MTSS Meetings should be held at minimum once a month. Prior to each meeting, the MTSS campus coordinator will allow teachers to add students to the meeting agenda. Students may be added for academic concerns or behavior concerns. Students may also be added as a follow up, to discuss previously set goals or interventions. At the MTSS meeting, the MTSS team will evaluate the data to determine the appropriate level of support and an appropriate specific, targeted goal for the student.

WHEN to bring a student to the MTSS committee for concerns:

Elementary:

- If a student scores below level on a Beginning, Middle, or End of Year screener
- If a student is reading below grade level, as indicated by DRA or Running Record
- If a student is consistently making poor grades or not progressing at the same rate as peers
- If a student is consistently failing unit assessments, IAs, or other forms of common assessments
- If a student is struggling with one or more specific component of reading: phonemic awareness, phonics, fluency, comprehension, vocabulary
- If a student is struggling with one or more specific mathematical concepts
- If you would like to change the level of support a student is receiving in order to better meet his/her needs
- If a student has received 6-8 weeks of Targeted Group or Intensive Individualized Instruction support and is in need of a follow up meeting
- Student has received 2 or more office referrals for the same behavior
- Pattern of student struggling to meet Universal campus, classroom expectations for Respectful, Responsible, Safe behavior

Secondary:

- If a student is consistently failing assessments (common, unit, interim) or six weeks in 2 or more academic core content classes
- If a student consistently performs below 80% of peers on formative assessments
- If a student is not showing progress after Universal Instruction interventions have been implemented and documented for 4-6 weeks (ie in class small group, assigned structured tutorials, graphic organizers, sentence stems, note taking assistance/strategies, variety of student responses, peer study partner, differentiated instruction for learning styles)
- If a student is making progress with the use of interventions implemented, but can not maintain progress without the interventions
- If a student's team of teachers collaboratively observe patterns of academic concern and parent communication has occurred
- Pattern of student struggling to meet Universal campus, classroom expectations for Respectful, Responsible, Safe behavior
- Limited/No Improvement in behavior following a parent/teacher conference and action plan
- If a student has multiple office referrals for the same behavior in more than one setting

WHAT to bring to the MTSS meeting when addressing concerns:

Elementary:

- Screener data
- Anecdotal notes
- Current STAR Renaissance assessment results, if reading is the issue
- Assessment data
- 6-8 weeks of progress monitoring data if student is receiving Targeted Group or Intensive Individualized Instruction (non negotiable)
- Be able to discuss specific areas of concern
- Working, objective description of behavior(s) of concern
- Data indicating how often the behavior is occurring, for how long, under what circumstances
- Documented conversations with parent/family (phone, email, in-person, google meet) regarding behavior
- List of strategies/interventions tried, or currently in place

Secondary:

- Student work samples
- Student common assessment data
- Documentation of current interventions and outcomes
- Documentation of team collaboration
- Be able to discuss specific areas of concern
- Working, objective description of behavior(s) of concern
- Data indicating how often the behavior is occurring, for how long, under what circumstances
- Documentation of Universal Instruction and behavioral interventions and outcomes
- Documentation of team collaboration and parent communication
- Teacher written office referrals

What happens at the MTSS meeting:

- The teacher or interventionist that put the student on the agenda will discuss the specific area(s) of concern.
- Teachers that serve the student will give input
- Data will be reviewed
- Suggestions will be discussed
- Committee will agree upon a level of support, an appropriate goal, and a follow up date
- Appropriate Frontline Forms will be filled out if not done prior to the meeting
- Next steps for all involved will be determine

Section 4

MTSS Assessments & Monitoring **Universal screener**

The purpose of a universal screener is to evaluate overall school academic and behavior performance (Tier 1- core curriculum) and also identify students whose performance is not consistent with that of their peers. The fundamental questions the universal screener helps determine are:

1. All else being equal, are more than 20 percent of the students falling below expected level in reading and or math?
2. Does the data show trends by the content or grade level?
3. Once trends are analyzed, are there students who continue to struggle and not already identified as tier students, special education students or Section 504 students (e.g dyslexia)?

The ultimate goal of universal screening is to proactively develop research-based, instructional and behavioral practices that maximize success for all students within their grade level, general education curriculum and expectations.

Elysian Fields ISD will use the following academic universal screeners to be completed three times a year (BOY- Fall, MOY- Winter, EOY- Spring):

Universal Screener:

Grades K-1: Renaissance STAR Early Literacy (K-1)

Grades K-2: CLI

Grades 2- 8: Renaissance STAR Reading and Math

Grades 6-10: Teacher Created Assessments

Progress Monitoring

The purpose of progress monitoring (PM) is to determine if a student is responding to Tier 2 and Tier 3 interventions. It gives the team information whether the chosen intervention is promoting student growth on targeted core and foundational skills.

Academic

Curriculum based measures (CBM) are used for Targeted Group and Intensive Individualized Instruction progress monitoring.

Measurement tools used in CBM involve specific skills in the area of math and reading.

Elysian Fields ISD will use the following for academic progress monitoring for Target Group Instruction:

- Unit assessments
- IA's
- District created CBM's 2- 5
- Teacher created assessments from TEKS Resource System Item Bank
- Leveled Readers
- Performance Based Measures (PBM)

Behavior

Elysian Fields ISD will use the following measure for behavior for Targeted Group Instruction:

- Antecedent-Behavior-Consequence (ABC) data
- Absence/discipline incidents
- Counselor data specific to behavioral/social skills taught, and progress on mastering the skills

Elysian Fields ISD will use the following measure for behavior for Intensive Individualized Instruction:

- Individualized Daily Behavior Report Card (DBRC)/Behavioral Contract
- Antecedent-Behavior-Consequence (ABC) data
- Absence/discipline incidents
- Counselor data specific to behavioral/social skills taught, and progress on mastering the skills

Parent Communication

Parent communication is a vital component of MTSS. Parents provide information and insight on issues that may be occurring in the home setting that are adversely affecting the student's academic and behavioral competencies.

Elysian Fields ISD is required as mandated by SB 1153 to notify parents of the following in regards to MTSS intervention.

The notice must include:

- A description of the assistance/intervention strategies that is being provided
- Information regarding any intervention that has previously been used
- An estimate of the duration for the assistance/intervention strategies
- The estimated time frames within which a report on the child's progress
- A copy of the explanation

SB 1153 also requires schools to report annually through PEIMS: the total number of students enrolled whom the district/school used intervention strategies at any time during the year for which the report is made.

Letters are to be sent to parents at the beginning of the intervention and any time a student moves in or out of Targeted Group or Intensive Individualized Instruction. The letter is developed from the student's learning plan in Frontline.

The Campus MTSS Coordinator ensures that the proper letters are distributed to the parents of the students.

[RTI Letter English/Spanish](#)

Section 5

Appendix

Universal Instruction Supports

Reading Supports	Writing/Written Expression Supports
Use books on tape	Use a keyboard
Provide books/study sheets with key phrases/words highlighted	Utilize content outline with major points in bold
Allow use of tape recorders	Allow student to tape record lesson
Use visuals to add meaning	Provide hard copy of class notes
Allow students to highlight key points	Allow oral response
Provide bulleted information	Use a scribe
Use audible reading software	Provide additional time to complete assignments
Practice skills using electronic devices	Do not penalize for handwriting or spelling errors
Provide graphic organizers	Tape record student thoughts prior to writing
Use direct teacher and strategy instruction	Use a personal dictionary and thesaurus
Use small group instruction	Use graphic organizer to plan composition
Use paired reading and echo reading	Provide different kinds and colors of paper
Use magnifying bars	Allow extra time for written and/or oral responses
Use word frames	Tape essay responses
Present new vocabulary visually	Use visual instructional aids
Describe visual examples	Allow use of a computer
Use study aids/manipulatives	Use activity sheets that require minimal writing.
Exempt from reading aloud before peers	
Use live reader (e.g., peer)	

Instructional Supports	Homework Supports
<p>Use peer-individual tutoring</p> <p>Use pairs or small group work</p> <p>Provide copy of class notes</p> <p>Provide enlarged copies of handouts</p> <p>Allow recording of oral instruction</p> <p>Incorporate technology into lesson</p> <p>Use overhead and other visuals in oral presentations</p> <p>Provide copy of projected materials</p> <p>Tech specific study skills</p> <p>Allow variety of student responses</p> <p>Accept computer processed or typed assignments</p> <p>Face students for lip reading</p> <p>Provide written and verbal directions with visuals when possible</p> <p>Highlight key points within written text/material</p> <p>Encourage student to repeat directions orally</p>	<p>Display examples/models.</p> <p>Provide written and verbal directions</p> <p>Break assignments into smaller segments or tasks</p> <p>Reduce assignment</p> <p>Assign special projects or give alternative assignment</p> <p>Extend time for completion of tasks</p> <p>Allow oral responses</p> <p>Allow audiotaped response</p> <p>Allow extra credit</p> <p>Assign a study buddy who can copy assignments</p> <p>Check that all homework/assignments are written correctly in planner, calendar or homework book</p> <p>Sequence the steps in a task by numbering</p> <p>Give reminders about due dates for long-term assignments</p> <p>Give directions in small steps</p>

Classroom Environment Supports	Behavioral Supports
<p>Reduce unnecessary visual stimuli/clutter</p> <p>Seat student in low traffic area</p> <p>Eliminate distractions from desk</p> <p>Stand near students when instructions are given</p> <p>Post daily routine in writing in a visible location</p> <p>Allow the student frequent breaks if needed</p> <p>Include opportunities for physical activity</p> <p>Use a study carrel</p> <p>Keep extra supply of pencils, pens, and paper</p> <p>Have a pre-arranged cue for the student to leave room</p> <p>Use a checklist to check off completed tasks</p> <p>Allow student to sit on a T-stool/balance ball or stand while working</p> <p>Use earplugs/headphones to minimize noise</p> <p>Allow student to transition ahead of the class.</p>	<p>Set clearly defined standards</p> <p>Remind students of rules periodically</p> <p>Use private signals for reminders</p> <p>Assign preferential seating</p> <p>Employ teacher proximity</p> <p>Make direct eye contact</p> <p>Include positive reinforcement and incentives</p> <p>Take frequent breaks</p> <p>Monitor closely during transitions</p> <p>Use calming down or relaxation techniques</p> <p>Assign a safe place for cooling down' or 'regrouping' when a student becomes frustrated</p> <p>Hold staffing with essential team members</p> <p>Use signals for transitions in advance</p> <p>Develop a behavior contract</p>

Materials Supports	Time Management Supports
<p>Assignment notebooks/calendars</p> <p>Models or examples of end product</p> <p>Written copy of teacher/text/content notes</p> <p>Visual aids (e.g., flash cards, fact charts)</p> <p>Manipulatives</p> <p>Colors overlays</p> <p>Content vocabulary study cards with graphics</p> <p>Major points highlighted, italicized, or bolded</p> <p>Highlighters/highlighter tape</p> <p>Tape recorded articles/books</p> <p>Human reader (tutor, teacher, peer)</p> <p>Study partner to clarify directions</p> <p>Graphic organizers</p>	<p>Incorporate breaks between work periods</p> <p>Allow extra time for completion of tasks</p> <p>Cross off completed tasks from a list on desk</p> <p>Provide additional time for homework completion</p> <p>Allow extra time for written responses</p> <p>Reduce amount of work load from original assignment</p> <p>Provide a special location for turning in work</p> <p>Use multiple reminders to inform students of upcoming transitions or changes in activity</p> <p>Provide a timer for students to use to manage tasks</p> <p>Use time management tools (e.g., daily planner, assignment sheet, calendar)</p> <p>Extended time for projects, assignment, or assessments</p> <p>Change schedule or order of activities to reduce fatigue</p>