These supports are considered "good teaching strategies" and may be provided within the General Education Program for students who are struggling (when appropriate) and include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Physical Environment
- ☐ Preferential seating
- ☐ Strategic classroom design
- ☐ Frequent breaks
- ☐ Writing aids (slant board, pencil grips, etc.)
- ☐ Stress release activities (sensory tools, motor breaks, etc.)
- ☐ Calming Corner (cushion, mat, calming strategies toolbox)
- ☐ Remove auditory distractions (use noise canceling headphones, etc.)

Behavioral
- ☐ Positive Behavior Intervention Plan (goal setting, positive reinforcement, check-in / check-out system, point system, etc.)
- ☐ Adult mentor
- ☐ Alternative seating
- ☐ Logical consequences
- ☐ Counseling
- ☐ Alternative schedule/restructure demands
- ☐ Classroom expectations posted in view of all students
- ☐ Seating arrangements to prevent behavioral difficulties in the classroom
- ☐ Development of student contracts or Individual Behavior Intervention Plans
- ☐ Utilization of charts and graphs to monitor expectations
- ☐ Contact of parents/facilitation of parent support/development of strategies and fostering of school/home communication
- ☐ Consultation with school psychologist, guidance counselor, special needs staff
- ☐ Movement breaks and energizers during instructional periods
- ☐ Incorporation of stress-release activities
- ☐ Review expectations prior to times of difficulty (transitions, recess, guest teachers)

Instructional
- ☐ Manipulatives and other hands-on strategies
- ☐ Additional small group instruction
- ☐ Homework checks/homework help/targeted homework (quality vs. quantity)
- ☐ Work contracts
- ☐ Peer tutoring
- ☐ Cues for transitions
- ☐ Extra help sessions
- ☐ Multi-modal presentation of instruction and materials
- ☐ Partner or small group instruction
- ☐ Cueing and "wait time" or "think time" to encourage participation
- ☐ Repetition or re-teaching of concepts with a different approach
- ☐ Alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- ☐ Incentives and reward systems, including student graphing of own progress
- ☐ Preferential seating/flexible seating arrangements
- ☐ Frequent progress monitoring and feedback to student on progress
- ☐ Peer buddy systems for study groups or homework check-ins

- ☐ Provision of strategies to parents to support homework completion
- ☐ Allowing extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- ☐ Providing a scribe, keyboarding, voice to text when needed to assess student knowledge
- ☐ Cooperative learning strategies
- ☐ Use of bilingual dictionary, translation software or translation website during activities and/or for assessments

Organizational
- ☐ Breaking down tasks into explicit chunks
- ☐ Visual aids
- ☐ Teaching students to use graphic organizers
- ☐ Study guides/structured notes
- ☐ Checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- ☐ Student Agenda checks
- ☐ Explicit teaching of study skills, note-taking; modeling these skills during instruction
- ☐ Homework logs and journals for homework follow-up

Technological
- ☐ Instructional software
- ☐ Calculator
- ☐ Word processor, spreadsheets, presentation software, etc.
- ☐ Listening center/audio recording of books
- ☐ Google classroom and other platforms that support teacher-student-home communication; good information flow re: student progress and work to be completed; etc.
- ☐ Video and audio resources