
New Lexington Schools

Multi Tiered System of Supports (MTSS) Resources

Area of Concern

Language

Arts

Math

Behavior

Speech

Sensory

Fine

Motor

Language Arts

Language Arts Accommodations

Language Arts Websites

Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension

Phonemic Awareness

K to 1st

2nd to 3rd

Phonics

K to 1st

2nd to 3rd

4th to 5th

Fluency

K to 1st

2nd to 3rd

4th +

Vocabulary

K to 1st

2nd to 3rd

4th +

Comprehension

K to 1st

2nd to 3rd

4th +

Language Arts Accommodations

- Graphic organizers
- Guided Notes
- Modified spelling lists to match phonics intervention skill
- Read aloud of assessments
- Reduced response options- smaller word bank, two instead of three multiple choice responses
- Reteach and reassess
- Scaffolded Written Responses
- Small group testing

Language Arts Websites

- [Accelerated Reader](#)
- [Lexia](#)

Phonological Awareness

Kindergarten-1st Grade Instructional Practices

- Letter Recognition: [Alphabet Arc](#), [Alphabet Memory Game](#), [Alphabet Tiles Name Sort](#)
- Letter Sound Correspondence: [Letter Bag](#), [Letter-Sound Train](#), [Where's That Sound?](#)
- Onset and Rime: [Change-A-Word](#), [Say It Now](#)
- Encoding and Decoding: [Vowel Stars](#), [Three-In-One](#), [Digraph Delight](#)
- High Frequency Words: [Word Memory Game](#), [Word Bowling](#)
- Variant Correspondences: [R-Controlled Spin](#), [Vowel Slide](#), [Silent "e" Changes](#)
- Syllable Patterns: [Picture it in Syllables](#), [Piece it Together](#), [Syllable Closed Sort](#)
- Morpheme Structures: [Compound Word Puzzles](#), [Break Apart](#), [Prefix and Suffix Flip Book](#)

Phonological Awareness

2nd-3rd Grade Instructional Practices

- Phoneme Matching: [Match Maker](#), [Medial Match](#), [Final Phoneme Memory](#), [Vowel Picture Sort](#)
- Phoneme Isolating: [Bag of Sounds](#), [Phoneme Quest](#)
- Phoneme Blending: [What's My Word?](#)
- Phoneme Segmenting: [Phoneme Counting Sort](#), [Phoneme Challenge](#)
- Phoneme Segmenting and Blending: [Phoneme Split and Say](#), [Break and Make](#)
- Phoneme Manipulation: [What's Left?](#), [Phoneme Position Sort](#)

Phonics

Kindergarten-1st Grade Instructional Practices

- Letter Recognition: [Alphabet Arc](#), [Alphabet Memory Game](#), [Alphabet Tiles Name Sort](#)
- Letter Sound Correspondence: [Letter Bag](#), [Letter-Sound Train](#), [Where's That Sound?](#)
- Onset and Rime: [Change-A-Word](#), [Say It Now](#)
- Encoding and Decoding: [Vowel Stars](#), [Three-In-One](#), [Digraph Delight](#)
- High Frequency Words: [Word Memory Game](#), [Word Bowling](#)
- Variant Correspondences: [R-Controlled Spin](#), [Vowel Slide](#), [Silent "e" Changes](#)
- Syllable Patterns: [Picture it in Syllables](#), [Piece it Together](#), [Syllable Closed Sort](#)
- Morpheme Structures: [Compound Word Puzzles](#), [Break Apart](#), [Prefix and Suffix Flip Book](#)

Phonics

2nd-3rd Grade Instructional Practices

- Letter Sound Correspondence: [Word Blender](#), [Letter Sound Match](#)
- High Frequency Words: [Word Concentration](#), [Word Crazy](#)
- Variant Correspondences: [Fishing for Vowel Digraphs](#), [Wild Word Dominoes](#)
- Syllable Patterns: [Map and Swoop](#), [Six-Way Syllable Sort](#)
- Morpheme Structures: [Front or Back](#), [Morpheme Structures](#)

Phonics

4th-5th Grade Instructional Practices

- Variant Correspondence: [Domino Duo](#)
- Syllable Patterns: [Syllable Sort](#)
- Morpheme Structure: [Four Word](#)

Fluency

Kindergarten-1st Grade Instructional Practices

- Letter Recognition: [Hungry Letter Mouse](#), [Tap Stack](#)
- Letter Sound Correspondence: [Letter Flash](#), [Fluency Letter Wheel](#)
- Words: [I Read, You Point](#), [Word Relay](#), [Fast Match](#)
- Connected Text: [Rereading Decodable Text](#), [Readers' Theater](#)

Fluency

2nd-3rd Grade Instructional Practices

- Letter Sound Correspondence: [Letter-Sound Mix Up](#), [Digraph and Diphthong Dash](#)
- Word Parts: [Pick-A-Part](#), [Syllable Sprint](#)
- Words: [Pass the Word](#), [Word Sprint](#)
- Phrases: [Fluent Phrasing](#), [Fast Phrasing](#)
- Chunked Text: [Chunk-A-Lot](#), [Chunk It!](#)
- Connected Text: [Rapid Read](#), [CopyCat!](#), [Duet Reading](#), [Repeated Reading](#)

Fluency

4th Grade + Instructional Practices

- Word Parts: [Root Rap](#)
- Words: [Give Me Five](#)
- Phrases: [Phrase Haste](#)
- Chunked Text: [Reading Chunks](#)
- Connected Text: [Fluent Reflections](#), [Duet Reading](#), [Repeated Reading](#)

Vocabulary

Kindergarten-1st Grade Instructional Practices

- Word Knowledge: [Memory Word Match](#), [Go Fish for Homophones](#)
- Morphemic Elements: [Compound Word Hunt](#), [Compound Word Flip Book](#)
- Word Meaning: [Four Square Vocabulary Map](#)
- Word Analysis: [Same and Different](#), [Cube Word Sort](#)
- Words in Context: [Another Word](#), [If the Word Fits](#)

Vocabulary

2nd-3rd Grade Instructional Practices

- Word Knowledge: [Synonym Dominoes](#), [Abbreviation Match-Up](#), [Opposites Attract](#)
- Morphemic Elements: [Root-A-Word](#), [Affix Match](#)
- Word Meaning: [Word Wise](#)
- Word Analysis: [Alike and Different](#), [Attribute Analysis](#)
- Words in Context: [Meaning Exchange](#), [Word Why](#)

Vocabulary

4th Grade + Instructional Practices

- Word Knowledge: [Antonym Dominoes](#), [Homograph Hook](#)
- Morphemic Elements: [Affix Concentration](#), [Word Dissect](#)
- Word Meaning: [What Do You Mean?](#)
- Word Analysis: [Now Featuring](#), [Category Clues](#)
- Words in Context: [Choice Meanings](#), [Context Clues](#)

Comprehension

Kindergarten-1st Grade Instructional Practices

- Sentence Meaning: [Build a Sentence](#), [Silly Sentence Mix-Up](#), [Sentence-Picture Match](#)
- Narrative Text Structure: [Retell Wheel](#), [Story Sequence Organizer](#), [Story Grammar](#)
- Expository Text Structure: [Expository Text Wheel](#), [Expository Fact Strip](#), [Summarizing](#)
- Text Analysis: [Cause and Effect Organizer](#), [Fiction and Nonfiction Sort](#), [Fact Versus Opinion](#)

Comprehension

2nd-3rd Grade Instructional Practices

- Narrative Text Structure: [Story Element Sort](#), [Story Element Web](#), [Compare-A-Story](#)
- Expository Text Structure: [Just the Facts](#), [Main Idea Highlights](#), [Classic Classifying](#)
- Text Analysis: [Fact or Opinion Football](#), [Fiction and Nonfiction Review](#), [Compare and Contrast](#)
- Monitor for Understanding: [Read and Ask](#), [Reading Repair](#)

Comprehension

4th Grade + Instructional Practices

- Narrative Text Structure: [Retell Review](#)
- Expository Text Structure: [Super Summary](#)
- Text Analysis: [Inference Innovations](#)
- Monitoring for Understanding: [Read and Respond](#), [Monitor and Mend](#)

Math

Math Accommodations

Math Websites

Early Numeracy

Math Computation (Math Facts)

Math Concepts and Applications
(Math Problem Solving)

Secondary Math Supports

Math Accommodations

- Fact chart- addition, subtraction, multiplication, division
- Graph paper
- Guided Notes
- Math webs
- Read aloud of assessments
- Reduced workload
- Reteach and reassess
- Small group testing
- Structured organizers
- Teach the teacher
- Use of manipulatives
- Written and verbal directions

Math Websites

- [ABCya](#)
- [Freckle](#)
- [Mathigon](#)
- [Prodigy](#)
- [XtraMath](#)

Early Numeracy

Early Numeracy

- [Kinesthetic Activities to Increase Counting Skills](#)
- [Counting Board Game](#)
- [The Number Game](#)
- [Are These the Same?](#)
- [Activities to Increase Pre-Number Skills](#)

Math Computation (Math Facts)

Math Computation (Math Facts)

- [National Center on Intensive Intervention](#)
- [Cover-Copy-Compare](#)
- [Incremental Rehearsal](#)
- [Promoting Basic Numeracy Skills through Counting Board Game](#)
- [Strategic Number Counting Instruction](#)

Math Concepts and Applications (Math Problem Solving)

Math Concepts and Applications (Math Problem Solving)

- [Combining Cognitive and Metacognitive Strategies](#)
- [Draw to Clarify](#)
- [Solving Word Problems using Structured Organizers](#)
- [Using QARs to Interpret Math Graphics](#)
- [Strategic Number Counting](#)

Secondary Math Supports

Secondary Math Supports

- [Reciprocal Peer Tutoring](#)
- [Self-Monitoring for Arithmetic](#)
- [Self-Correction Checklist](#)
- [Math Facts Mastery](#)
- [Multiplication Facts](#)

Behavior

Tier 1

Tier 2

Tier 3

Tier 1

- PAX
- PBIS World: <https://www.pbisworld.com/tier-1/>

Challenging Behaviors with Tier 1 Supports

1. Talking Out

- OK/Not OK= Point to OK/Not OK on card. This addresses the student and not as much the behavior without calling out and you disturbing class also.
- Refer to Pax Vision=This helps remind student of the expectation and that they had a hand in creating/setting that expectation so they need to follow.
- Granny's Wacky Prize= At a moment where the talking student and class is surprisingly quiet. Stop everything, thank class for being such amazing Pax leaders and student x for using the correct Pax voice and following expectation and celebrate with a GWP. Do this during this time to hopefully reduce urge to speak out later in hopes of achieving another prize.

2. Hands to Self

- Reference Pax Hands and Feet= Ask student if their current Pax Hands/Feet are appropriate and how they can change to match the vision.
- Pax Vision= Reference Pax vision before starting activities and transitions. Ask about the expected Pax Hands/Feet for that activity. Can be anything recess, library, gym, cafeteria, music. What do your Pax Hands/Feet do here and why.

3. Being Mean Socially/Tattling

- Write Tootles-=A tootle is the opposite of a tattle, have a conversation with the class that we are tattling too much and looking for the bad too much. We want to find and reference the good also that our classmates are doing. Set a goal for tootles to be written and if you reach them reward the class.
- OK/Not OK= If a student is being mean socially and you have an opportunity to deliver OK/Not OK do it. This will help stop the student from doing what they are doing but does not call them out or make them feel labeled as a bully, all students have instances where they are not the nicest.
- Granny's Wacky Prize= Reward instances where you see someone or the class being socially nice. Let them know this is why we are doing it too. It reinforces to them you are looking for the good in the classroom and reinforcing it.

Challenging Behaviors with Tier 1 Supports

1. Bad at Play (Taking Turns and Bad Sportsmanship)
 - Pull Pax Stix= When choosing jobs or positions for a game/activity pull stix. This helps perceive fairness and reinforces that sometimes you are not always picked
 - Pax Vision- Vision with students what is good sportsmanship and how to get that during different activities/areas.
 - Granny's Wacky Prize= Reward the whole class when you see a really good instance of good sportsmanship and let them know that is why you are doing it.
2. Getting Quiet/Long Transitions
 - Pax Quiet- Blow harmonica then remind the class of the instructions and expectations. You must give the reminder it could be brief like "we need to watch our noise level what did we say it needed to sound like?" If you just blow it and leave it they will get loud again after a short amount of time passing
 - Pax Timer- Time students during transitions and during instances like pack up time. Set goals and occasionally give a reward if a time goal is met. Start timing during an instance where success will be easy. They will take that practice and apply it to times where you really want/need them to be faster.

Tier 2

- PBIS World: <https://www.pbisworld.com/tier-2/>

Tier 3

- PBIS World: <https://www.pbisworld.com/tier-3/>

Speech

Language and Articulation
Interventions

Language

Articulation

Language

- Language Checklist
 - [K-1](#)
 - [2-3](#)
- Language Strategies
 - [Expressive Language](#)
 - [Syntax & Morphology](#)
 - [Vocabulary](#)
 - [Comprehension Difficulties](#)
 - [Pragmatic Difficulties](#)

Articulation

- K
- G
- F
- V
- S
- Z

- SH
- CH
- J
- L
- TH
- R

Intervention ideas to utilize in your classroom

Sitting Posture

Appropriate sitting posture

1. Elbows are at the sides of the body.
2. Desk height is level with the elbow.
3. Feet are flat and touching the floor.
4. Hips, knees, and ankles are at 90* degrees

This position will enhance comfort, decrease fatigue, and enable your student to view their work more easily during reading and writing activities.

If you observe the following:

- Lays head on arm or desk while working
 - ❖ Make sure desk and chair height match child's size
 - ❖ Provide regular movement breaks (every 15 minutes)
 - ❖ Sit on an inclined move and sit cushion
 - ❖ Provide visuals of correct seating posture

If you observe the following:

- Lays on floor or leans on peers during activities
 - ❖ Allow child to sit on knees with ankles crossed under them.
 - ❖ Position child with wall at their back
 - ❖ Allow child to sit in bean bag chair
 - ❖ Make personal space with tape or carpet square
 - ❖ Involve the child in setting up their own workspace and choosing tools that help them maintain good posture.

Hand Dominance

Hand dominance typically is established by kindergarten, here are some things to try if not...

- ★ When offering any items (such as a pencil, book, or snack) to a student, place them at the center of their desk, aligned with their body. Observe which hand they tend to use to pick it up. If the item is placed on the left side, they may reach for it with their left hand, and the same goes for the right side.
- ★ To assess hand dominance, monitor which hand they use more frequently and encourage the continued use of that hand. Refer to the attached checklist for guidance.
- ★ Once you've identified the student's dominant hand, consistently support its use across all activities. It is advisable not to have students cut with one hand while writing with the other.
- ★ Encourage students to engage in activities that involve crossing the midline while using their dominant hand.
- ★ Use the terms “right” and “left” regularly to help students associate them with their bodies.

The following is a checklist to keep a running record of their hand usage:

Activity	Right hand	Left hand	comments
Pick up a pencil/crayon			
Holding scissors			
Unzipping backpack			
Turning on/off faucet			
Flushing toilet			
Eating with a spoon/fork			
Opening door			
Turning pages			
Waving goodbye			

Hand strengthening and hand endurance

If you observe the following:

- Struggles to open doors.
- Has trouble opening glue sticks, containers, squeeze bottles, and soap dispensers, as well as pressing buttons.
- Writes with a light grip or soft writing
- Reports hand pain and fatigue during writing tasks.
- Often avoids coloring, writing, and other hand-related activities, frequently asking for assistance.
- Displays inconsistent hand dominance.
- Cannot fasten or unfasten buttons, snaps, or zippers.
- Frequently drops items.

Try doing these:

- ❖ Squeeze play-doh or stress ball
- ❖ Use a hole punch
- ❖ Weight-bearing activities: play games on the floor laying on belly or on hands/knees
- ❖ Pop bubble wrap
- ❖ Attach paper clips to paper or paper plates
- ❖ Tear pieces of paper
- ❖ Freeze play-doh and cut it with scissors
- ❖ Cut a slit in a tennis ball and “feed” it small objects
- ❖ String small beads onto a string or pipe cleaner
- ❖ Tie & untie knots
- ❖ Pop beads
- ❖ Use clothes pins or tongs

The following is an example of a hand strengthening and endurance weekly exercise plan

Monday	Tuesday	Wednesday	Thursday	Friday
Hole punch activity	Feed the tennis ball	String small beads onto a pipe cleaner	Use clothespins to match letters/numbers	Attach paper clips to paper plate using colors/ numbers/ letters

Do the activities 5 minutes each day.

Functional Grip

Focus on adjusting grip only during kindergarten and first grade.

After first grade, it is unlikely that a student's grip will change unless they are personally motivated and actively use the strategies provided. Pencil grippers can be introduced after trying the following strategies.

If you observe the following:

- ❖ Poor handwriting legibility
- ❖ Child is complaining of discomfort or pain in the hand, wrist, fingers
- ❖ Slow writing speed
- ❖ Poor control when writing
- ❖ Child complains their hand is tired and often stretches or shakes it.

Try doing these:

- ❖ Use a slant board to promote wrist extension.
- ❖ Provide golf-sized pencils.
- ❖ Use broken half-sized crayons (also known as flip crayons).
- ❖ Focus on strengthening the thumb and index finger.
- ❖ Place a small object between the fourth and fifth fingers to enhance stability and strength on the power side of the hand.
- ❖ Have the student lie on their stomach on the floor while writing to support and stabilize their upper extremities.
- ❖ Keep the forearm stabilized, ensuring it does not rise above the table; consider using weighted items on the forearm.
- ❖ Utilize stacking point pencils.

Scissor Skills

There are several techniques to teach children how to correctly grasp scissors. The thumb up technique is the easiest way.

First, you can give a simple verbal reminder to guide learners.

For a visual prompt, try placing a sticker or drawing a smiley face on the thumb.

You can also add a sticker or tape on the scissors to serve as a visual aid for correct hand placement. Creating a "shark fin" on the thumb loop of the scissors is helpful—the fin should face up during cutting.

Engaging in games like thumb wars can further reinforce the thumb's position, helping it become more instinctive.

Second.

Pointer Finger Position: Typically, the index finger remains outside of the scissor loops, acting as a guide. Placing the pointer finger around the bottom loop, instead of inside it, helps direct the scissors more effectively. This position also encourages the hand's arches to open, especially for learners with smaller hands. While this may feel unusual at first, it becomes second nature with practice.

Middle, Ring, and Pinky Finger Position: The placement of these fingers varies depending on the type of scissors. Some scissors have a small loop designed for just the middle finger, with the ring and pinky fingers resting against the palm. Other types feature a larger bottom loop that accommodates the middle, ring, and pinky fingers together.

Wrist Position for Holding Scissors: Maintaining a steady wrist is essential for a proper grip on the scissors. If the wrist is bent, it can interfere with the opening and closing of the blades, affecting cutting precision. The wrist should remain in a neutral position, avoiding forward (flexed) or backward (extended) bending.

Elbow and Forearm Position: It's important to observe the child's elbow position while they are cutting with scissors. Their elbows should remain close to their sides, rather than sticking out. A helpful tip is to have the child hold a piece of paper under their cutting arm. Encourage them to keep the paper in place as they cut, making sure it doesn't drop.

Interventions for Sensory Processing

Movement or Vestibular

If you observe the following:

- Always moving
- Constant spinning
- Runs versus walking
- Challenges with focusing
- Rocking in classroom chair

Try doing these:

Be proactive rather than waiting for the student to show signs of needing movement. Engaging them in physical activities throughout the day can be much more effective. Try incorporating exercises like animal walks, yoga poses, jumping jacks, or simple tasks like running an errand (such as delivering a note to the office).

Offer compensatory strategies:

- Attach a tennis ball to one front leg and the opposite back leg of the chair to allow gentle rocking.
- Use a wobble stool, T-stool, or exercise ball. If the student misuses the ball, place it in a box so they can bounce without it rolling away.
- Provide regular sensory breaks throughout the day to ensure movement at consistent intervals. You could also borrow equipment like a mini trampoline or BOSU ball for use in the classroom or hallway.
- Incorporate the school's motor lab or sensory pathways into the student's daily routine.
- Equipment like sit-n-spins, Bilibo seats, or scooters can support the vestibular system, but it's important that students use them responsibly.

Hearing/sounds/Auditory

If you observe the following:

Overly Sensitive to Sound (Over-responsive)

- Frequently covers their ears.
- Easily distracted by faint noises nearby.
- Avoids using the bathroom due to fear of the toilet flushing.
- Exhibits behavioral difficulties in noisy environments like the cafeteria or during loud activities in the classroom.
- Experiences anxiety anticipating loud noises.
- Feels frightened by fire alarms, door alarms, or fire drills.
- Prefers to play alone to avoid noise or asks others to stay quiet.
- Notices sounds that others typically overlook, such as the hum of a heater, the buzz of a refrigerator, or a lawn mower outside.

Try doing these:

Provide calming input both before and after activities (such as deep pressure). Allow the child to select an option that works best for them. Some examples include:

- Using a rocking chair
- Receiving deep pressure through a hug or weighted item
- Wearing noise-canceling headphones
- Rolling an exercise ball over the body
- Using a stress ball

Work on desensitization by gradually increasing the student's exposure to sounds, helping them build tolerance over time. This process can be lengthy as it requires a slow and controlled introduction to different sounds.

Offer compensatory strategies to help manage sound sensitivity while desensitization is ongoing, especially since it might not be feasible in school settings:

- Give advance notice before fire drills.
- Use noise-canceling headphones or foam earplugs but limit their use throughout the day.
- Seat the student away from auditory distractions like fans, heaters, windows, or doors.
- Position the student away from talkative or noisy classmates.
- Provide frequent breaks in quieter spaces.
- Allow the student to listen to calming music on headphones.
- Teach self-soothing techniques like deep breathing or asking for breaks.
- Place tennis balls on chair legs to reduce squeaking noises against the floor.

If you observe the following:

Under-responsive (seeking):

- Frequently asks "what?" or "huh?"
- Often needs instructions repeated or is repeatedly reminded to "pay attention!"
- Regularly makes noises with their mouth or body, such as tapping.
- Talks, hums, sings, or speaks loudly on a constant basis.

Try doing these:

- Allow the student to wear headphones to listen to their preferred music.
- Offer regular opportunities throughout the day for the student to sing or hum.
- Try using a whisper phone in the classroom.
- Provide a sensory toolkit with various sensory inputs, which can also help reinforce personal space boundaries.
- Offer the student a vibrating massager or seat cushion, as they may be seeking vibration instead of sound.

Vision or Visual

If you observe the following:

Overly Sensitive (Over-responsive):

- Frequently squints in bright light, whether outdoors or in the classroom.
- Tends to avoid making eye contact.
- Often rubs their eyes or complains of headaches.
- Appears uncomfortable or anxious in cluttered or crowded environments.

Offer calming input before and after activities (such as deep pressure). Allow the child to select their preferred method. Some examples include:

- Using a rocking chair
- Receiving deep pressure from a hug or a weighted item
- Wearing noise-canceling headphones
- Rolling an exercise ball over their body
- Using a stress ball

Try doing these:

Implement compensatory strategies. Since desensitization can be a lengthy process and may not be suitable for the school environment, you can introduce adaptations to help them manage visual input more effectively:

- Minimize clutter
- Ensure the student has their own space when in close proximity to others
- Position the student at the front of the line to reduce visual distractions
- Teach self-soothing techniques, such as deep breathing or requesting breaks.

If you observe the following:

Under-responsive (seeking):

- Frequently gazes at shiny, spinning, or moving objects.
- Often loses their place while reading and writing.
- Easily distracted by any movement or new activities happening in the classroom.
- Struggles to differentiate between letters and shapes.

Try doing these:

Minimize clutter.

- Organize and label all materials to make it clear where each item belongs.
- Provide a visual schedule outlining the student's daily activities.
- Incorporate structured visual input throughout the day, following a routine before and after independent work, such as:
 - Fidget items with shiny and bright colors
 - Spiral liquid timers
 - Bubbles
 - Small toys with lights
 - Handheld water filled ring toss toys
 - Rubik's Cube
- Set up a separate workstation with minimal distractions (e.g., a desk positioned against a wall with nothing on it).

- Use two taped-together file folders to create a "cubicle" or study carrel for the student during independent tasks.
- Encourage the use of a finger or ruler to keep track of reading.
- Cut a viewing window in a piece of cardstock to show only the text that needs to be read.

The information in the sensory section was retrieved from OT Kim Wiggins occupational therapy strategies, multi-tiered system supports (MTSS) tier 1 strategies for the classroom. The reference is below.