

Chart 6. Brainstorming: A Broad Range of Interventions

Classroom	<ul style="list-style-type: none"> • Use gestures to represent vocabulary terms being taught. • Use mind maps and graphic organizers for reading comprehension and writing. • Use positive reinforcements (e.g., use of computer). • Provide assignments that enhance student capabilities and that utilize student strengths. • Use a multisensory approach. • Assign classroom responsibilities that build confidence and self-esteem. • Use a variety of instructional tools (e.g., provide NCR note-taking paper to students with slow writing speed. Another student can write notes and provide them targeted students). • Modify the curriculum (e.g., high interest, low vocabulary to encourage reading). • Use mind maps (visuals) instead of written notes to study concepts for exams. • Use reinforcements that are specific to the student's likes. • Provide feedback that is specific and shows a student's growth, no matter how small.
School	<ul style="list-style-type: none"> • Make environmental changes (e.g., a homework center)/ • Increase the means for involvement and participation in activities/ clubs, and so forth. • Develop peer-tutoring programs and school-based resiliency programs. • Enhance student and campus safety/ security (e.g., conflict resolution programs)/ • Provide comprehensive health and wellness programs and services. • Increase administrative and school support staff involvement. • Initiate a mentoring programs • Give leadership opportunities to students (e.g. G. crossing guard, office monitoring, conflict resolution mediator). • Establish a drop-in homework center. • Support transitions (home, school, classroom)
Home	<ul style="list-style-type: none"> • Provide a quiet place to study. • Monitor homework. • Establish incentive, rewards, or consequences. • Secure individual tutoring. • Use extended family relationships as mentors and homework helpers. • Create cultural enrichment opportunities. • Give praise for specific behavior achievement immediately after it occurs. • Be consistent with consequences each time they are needed. Use consequences that are logical; for example, if a child is throwing objects, the consequence is that the child must pick up the objects and put them away, • Use all of a child's learning channels when helping a child to review a concept; for example in learning a new spelling word, the child sky-writes the word, draws a picture to represent its meaning, and creates a rhyme or a song using the word. • Follow through with recommended referrals.
Community	<ul style="list-style-type: none"> • Promote after-school programs. • Collect information, such referral assistance and linkages with network of resources and services in the community, including providing information on services that are low-cost or based on sliding scale. • Connect with community centers. • Implement business and community mentoring. • Identify pre-employment and employment opportunities. • Locate community resources by checking with the local city hall, volunteer center, or religious community. My communities provide many low-cost or no-cost services that can help families. Provide this information to staff and parents. • Establish a central location to place community resource booklets. • Enlist the resources of the faith community. • Recruit volunteers.