

ENVIRONMENTAL CONSIDERATIONS

- Consider the student's INSTRUCTION, CURRICULUM and LEARNING ENVIRONMENT
- You should consider which of these factors are contributing to the student's difficulty meeting expectations and you will look to implement intervention in at least one of these areas.

INSTRUCTION: Instruction is **HOW** curriculum is taught. Here are some example variables in this area:

- Instructional decision making regarding selection and use of materials.
- Instructional decision making regarding placement of the student in materials
- Progress monitoring
- Clarity of instruction
- Communication of expectations and criteria for success
- Direct instruction with explanation and cues
- Sequencing of lesson designs to promote success
- Use of a variety of practice and application activities
- Pace and presentation of new materials

CURRICULUM: Curriculum refers to **WHAT** is taught. Here are some examples of variables in this area:

- Long-range direction for instruction
- Instructional philosophy/approaches
- Instructional materials
- Stated outcomes for the course of the study
- Arrangement of the content/instruction
- Pace of the steps leading to the outcomes
- General learner criteria as identified in the school improvement plan, the district curriculum and benchmarks and state standards

ENVIRONMENT: The environment is **WHERE** the instruction takes place. Here are some examples in this area:

- Physical arrangement of the classroom or other problem location
- Furniture/equipment
- Rules
- Management plans
- Routines
- Expectations
- Peer context
- Peer and family influence
- Task pressure
- Adult supervision