Personalized Intervention Plan: Modal Verbs for Grade 7

Prof. Lavinia-Delia Andrei
Colegiul Național "B.P. Hasdeu" Buzău
12 noiembrie 2025

Descriere: Planul de intervenție personalizat pentru predarea verbelor modale se bazează pe împărțirea sarcinilor (*chunking*) în sesiuni scurte, de 5-7 minute de lucru intens, urmate de pauze scurte de 1-2 minute (*Brain Breaks*), pentru a menține concentrarea elevului. Se utilizează semnale vizuale și auditive clare (de exemplu, o diagramă vizuală pentru fiecare verb modal, cum ar fi *can* =abilitate) și o listă de sarcini (*checklist*) pentru a structura activitatea și a reduce distragerea atenției.

A. Overall Goal

The student(s) will be able to **identify, differentiate, and correctly use** common modal verbs (*can, could, may, might, must, should, will, would*) to express their various meanings (e.g., ability, necessity, probability) in both written and spoken English, within an 80% accuracy rate during structured activities.

B. Methodologies and Techniques

The plan integrates established pedagogical practices for students with attentional difficulties, drawing on principles from **Applied Behavior Analysis (ABA)** and **Cognitive Load Theory** (by reducing the working memory strain).

1. Structuring the Learning Environment & Time

- **Chunking/Pomodoro Technique:** Break the lesson into short, focused bursts (e.g., 5-7 minutes of instruction/task) followed by a 1-2 minute Brain Break. The short time frame prevents cognitive overload. The teacher uses a visible timer.
- **Clear Cues and Signals:** Use a consistent, non-verbal signal (e.g., a hand signal, flickering the light, or a specific chime) to indicate the start, end, and transition between tasks to regain attention quickly.
- **Structured Workspace:** Ensure the student's desk is clutter-free. Use a visual schedule or checklist for the steps of the activity to reduce confusion and cognitive demand.

2. Instruction and Presentation of Content

- **Introduce Modals in Small Sets:** Instead of presenting all modals at once, group them by their primary function or in small, manageable pairs (e.g., *can* vs. *must*; *may* vs. *might*).
- **Visual and Kinesthetic Focus:**
    - **Visual Cues:** Use large, colorful flashcards or a simple anchor chart for each modal verb and its value. For example, a picture of a superhero for **ability** - *can*, or a red stop sign for **obligation** - *must*.
    - **Movement (Kinesthetic):** Integrate movement. For example, when practising *must*, the student stomps their foot once; for *can*, they flex a muscle.

3. Engaging Activities for Modal Verb Practice

- **High-Interest Content:** Relate modal verbs to the student's interests (e.g., video games, sports, favorite characters) for higher engagement.

- **Interactive Role-playing:** Use short, real-life scenarios that require the target modal verb. For example, "Ask your principal for permission to start a school club (use *May*)" or "Give advice to a friend who is failing a test (use *Should*)" . Keep dialogues extremely short (3-5 lines).
- **Gamification:** Use quick, competitive or problem-solving games:
  - **Modal Verb Charades:** The teacher or student mimes a situation (e.g., being stuck in a difficult maze, needing to ask a favor), and the student guesses the appropriate modal verb/sentence.
  - **Rules Writer:** Provide a fun, imaginary place (e.g., a superhero headquarters, a space station) and have the student write 3-4 rules using *must/mustn't/can/can't.*

4. Positive Reinforcement and Feedback

- **Immediate and Specific Feedback:** Immediately acknowledge correct use of the modal verb with a specific, positive statement (e.g., "Great job! You used *might* correctly to show uncertainty about the weather!").
- **Token Economy/Positive Reinforcement (ABA):** For every completed chunk of work or correct usage, provide a small, immediate reward (e.g., a sticker, a checkmark, or one minute of preferred activity).

C. Tracking and Assessment

- **Data Collection:** Use a simple tally sheet during activities to track the correct and incorrect use of the target modal verbs.
- **Task Rating:** After each chunked activity, have the student rate the task difficulty (e.g. on a 1-5 smiley face scale) to adjust the complexity or duration for the next session.
- **Exit Tickets:** At the end of the lesson, use a 1-2 question "Exit Ticket" focused on one modal verb to quickly check comprehension.