



# Response to Intervention Teacher Form

# TIER 1

Byron Union School District

Student Name:

Referring Teacher:

Grade Level:

## GRADE LEVEL RtI MEETING / PLC

*This is a Tier 1 process. The purpose of this form is to document the required Grade Level RtI Meeting. This page must be completely filled out front and back and given to the District Literacy Coach. The DLC will supply you with a copy. This form is then filed in the CUM. It is not possible to advance to Tier 2 without this form being properly filled out and filed. The purpose of this meeting is to collaborate and generate ideas as well as practical classroom solutions to keep students successfully progressing within Tier 1. Support Staff can be a part of this meeting. These interventions should be administered with fidelity for a minimum of 6-8 weeks. This section MUST be filled out for both academic and behavioral concerns. For a comprehensive list of interventions go to [www.interventioncentral.org](http://www.interventioncentral.org). If you have academic concerns for this child then they should be progress monitored.*

Date of meeting:

Teachers attending meeting:

- Parent Conference Date:
- Examined CUM
- Multiple Measures info presented
- Contacted previous teacher
- Brought up at Snap Shot
- Previous Action Plan

### TIER 1 ACTION PLAN CLASSROOM INTERVENTIONS

What are your primary concerns for this student:

What Interventions have been successful with this student:

What Interventions have not been successful with this student:



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# TIER 1

## *RtI GRADE LEVEL MEETING CONTINUED*

*Please check off all interventions will be using for this at-risk student for the next 6-8 weeks*

*Interventions involving classroom environment*

- charts on wall with often used instructions
  - verbally explained expectations
  - post classroom rules
  - modify seating arrangements
  - use noise reducing headphone
  - reduce classroom distractions
  - use study carrels or screens
  - use of time out or supervised isolation
  - provide free time
  - provide physical activity/movement
  - structured classroom routine/transitions
  - leveled ability grouping
- Intervention involving curriculum and instruction*
- modify curriculum materials
  - alternative curriculum materials
  - reteach
  - extended time for assignments
  - teacher think aloud
  - reduce assignment length/chunk into increments
  - shorten or simplify directions
  - guided reading
  - graphic organizers
  - timed fluency practice
  - making words
  - list daily activities on board
  - review prior knowledge before lesson
  - focus on mastery vs. amount
  - alternative assignments that reinforce mastery
  - use visual aids

*Intervention involving other students*

- integrate cooperative activities
  - classroom discussion / group problem solving
  - use peer tutors with student
  - use student as tutor
  - multiple flexible groups
- Interventions involving teacher-student relationship*
- homework contract
  - individual conference with student
  - provide opportunities for more responsibility
  - special recognition for achievement/behavior
  - give positive verbal reinforcement
  - involve student in planning goals for improvement
  - use technology
  - small group instruction
  - identify sources of stress or anxiety
  - modify teaching methods
  - active listening to student's concerns
  - giving extra one to one help
  - use direct, systematic instruction
  - prepare student for changes in routine
  - use humor to reduce tension
  - student orally repeats directions
  - reinforce memorization of steps
  - monitor frequently
  - provide outlines or copies of notes
  - allow student to tape lecture
  - connect content to student's life
  - show examples of completed work
  - vary testing format

*Interventions involving behavior*

- wrap around the family
- [www.interventioncentral.org](http://www.interventioncentral.org)
- monitor desired behavior
- social skills group
- explicit behavior instruction
- meet daily with mentor
- reduce down / transition time
- consistent transition cues
- task card w/list of activities
- redirection tasks
- post-it reminder on desk
- anticipate frustration
- discrete cues to student
- cool down area in room
- model problem solving
- intervene quickly
- allow time to refocus
- graph student behavior
- behavior contract
- emphasis student strengths
- classroom discipline plan
- positive classroom environment
- develop positive relationships
- use proximity control
- clear communication to student
- classroom contract

**Outcome of meeting:**