

Student Name

Grade

Date

Teacher Completing

TIER I 101+ Interventions
Instructional and Speech Interventions

CONDITIONS FOR LEARNING		Duration		Subject Area	Results (elaborate/describe interventions & outcomes) limited to 3 lines, attach documentation as needed
#	Description	Start	End		
001	<input type="checkbox"/> Explicit and systematic small group instruction within the general ed. classroom	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
002	<input type="checkbox"/> Instruction has been broken down into manageable steps	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
003	<input type="checkbox"/> Assigned seat in front of class	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
004	<input type="checkbox"/> Assigned seat near teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
005	<input type="checkbox"/> Assigned seat at back of class-on outside corner	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
006	<input type="checkbox"/> Assigned seat outside of arm's length of peers, still part of group	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
007	<input type="checkbox"/> Assigned a seat or seating options away from windows and other sources of distracting stimuli	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
008	<input type="checkbox"/> Assigned a seat or options near the door	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
009	<input type="checkbox"/> Allowed the student to move during learning, without being disruptive	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
010	<input type="checkbox"/> Used tape to depict personal space or limits surrounding desk	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
011	<input type="checkbox"/> Used tape or some other symbols the student can see when seated or standing that depict personal space, parameters or limits	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
012	<input type="checkbox"/> Removed objects hanging from ceiling and other visual distractions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

013	<input type="checkbox"/> Provided a private work station (or several private work stations) that was accessed by any student when needed or cued by the teacher				
014	<input type="checkbox"/> Taught the student to create his/her own (private office) by putting up a 3-sided folded cardboard partition (can be tall partition that sets on floor or shorter version that sets on desktop) during individual work times				
015	<input type="checkbox"/> Eliminated distractions from high interest items such as computers or games by using partitions or dividers				
016	<input type="checkbox"/> Publicly posted rules or expectations and refer to those as appropriate				
017	<input type="checkbox"/> Implemented Behavior contract or Behavior plan				
018	<input type="checkbox"/> Supplemented printed expectations with symbolic pictures				
019	<input type="checkbox"/> Used assignment sheets				
020	<input type="checkbox"/> Provided the student sequential checklists to check off the steps required from beginning to end to master the concept				
021	<input type="checkbox"/> Demonstrated the final, overall concept, presented sequenced steps then tie the steps back to the overall concept or activity (teach whole to part)				
022	<input type="checkbox"/> Provided printed steps for assignment				
023	<input type="checkbox"/> Clearly and concretely stated the steps one step at a time.				
024	<input type="checkbox"/> Modeled only step at a time				
025	<input type="checkbox"/> Provided sequential short format				
026	<input type="checkbox"/> Student told you, another student or a group the instructions in their own words before proceeding with the activity				

<input type="checkbox"/>	027	Taught the student to use a non-threatening signal for requesting help				
<input type="checkbox"/>	028	Assigned one task at a time				
<input type="checkbox"/>	029	Presented the same expectations, tasks, or assignments in smaller increments				
<input type="checkbox"/>	030	Cut worksheets in strips with only 1-3 problems or questions per strip; graded each strip separately				
<input type="checkbox"/>	031	Provided a specific place where the student could store an unfinished assignment to return to whenever time allowed				
<input type="checkbox"/>	032	Provided a visual reminder to aces unfinished assignments whenever there was free time				
<input type="checkbox"/>	033	Provided visual evidence of behavior successes in the form of positive notes, wrote the student's name on the board and added recognition check marks, tokens to exchange for preferred activities, computer bucks, etc.				
<input type="checkbox"/>	034	Emphasized important points with color by using highlighters, colored transparency strips, highlighter tape, colored printing, etc.				
<input type="checkbox"/>	035	Posted the student's schedule in locker/on desk and color code classes such that the materials needed for each class have a color code that matches the color on the schedule				
<input type="checkbox"/>	036	Assisted the student with organizing one large notebook with pocketed, color-coded dividers for each subject, labeled one side of each divider "to be done" and the other side of the divider "to be turned in", and checked often				
<input type="checkbox"/>	037	Changed the spacing on printed materials with fewer lines per sheet				
<input type="checkbox"/>	038	Provided printed materials in bold or large print				
<input type="checkbox"/>	039	Taught the student to use cards with cutouts to aid with place marking				
<input type="checkbox"/>	040	Covered visual presentation in order to reveal only one concept at a time				

041	<input type="checkbox"/> Used visual aids such as graphs, charts, diagrams, chronological continuums, maps, models, pictures, globes, etc.				
042	<input type="checkbox"/> Allowed/encouraged student to wear headphones, a walkman, or sunglasses when needed to block out distractions				
043	<input type="checkbox"/> Provided an outline of the lecture or lesson on which the student could take notes				
044	<input type="checkbox"/> Outlined the lesson visually to help students through a visual whole-to-part approach by providing a global overview, individually sequenced steps and finally how the steps fit together in the global view				
045	<input type="checkbox"/> Exaggerated the presentation to clarify the concept				
046	<input type="checkbox"/> Scheduled frequent, short rest breaks for the student				
047	<input type="checkbox"/> Scheduled infrequent longer rest periods for the student				
048	<input type="checkbox"/> Scheduled movement breaks or exercise breaks several times a day or before specific activities				
049	<input type="checkbox"/> Scheduled food breaks regularly throughout the day, based on specific individual needs				
050	<input type="checkbox"/> Provided high or low lighting options				
051	<input type="checkbox"/> Provided a calm, non-emotional, non-threatening classroom environment				
052	<input type="checkbox"/> Approached learning and behavior problems in a kind, caring, supportive-yet-firm manner with clear, consistent predictable limits				
053	<input type="checkbox"/> Scheduled times for the student to change position from sitting in a chair to standing to sitting or reclining on the floor				

CONCEPT OR SKILL LEVEL

<input type="checkbox"/> 054	The student is assigned to in school tutoring to provide additional practice opportunities				
<input type="checkbox"/> 055	The student is assigned to before/ after school tutoring to provide additional practice opportunities				
<input type="checkbox"/> 056	Provided a number line to use for reference				
<input type="checkbox"/> 057	Provided access for formulas for calculations				
<input type="checkbox"/> 058	Provided access to a calculator				
<input type="checkbox"/> 059	Provided access to a resource to check spelling				
<input type="checkbox"/> 060	Provided student with note-taking forms/CLOZE notes				
<input type="checkbox"/> 061	Provided student with copies of lecture notes				
<input type="checkbox"/> 062	Provided videotapes or audiotapes of lectures				
<input type="checkbox"/> 063	Provided prepared study sheets				
<input type="checkbox"/> 064	Allowed student to respond orally				
<input type="checkbox"/> 065	Student audiotaped or videotaped responses				
<input type="checkbox"/> 066	Accepted cursive writing or printing				

<input type="checkbox"/>	067	Had student type or select responses on a computer, word processor, or other keyboard				
<input type="checkbox"/>	068	Provided 2-3 answers from which the student can select				
<input type="checkbox"/>	069	Provided very specific, concrete directions including printed materials or picture prompts to use for reference				
<input type="checkbox"/>	070	Provided reading instruction based on student learning style; phonetic for part-to-whole learners and whole language or functionally-based for whole-to-part learners				
<input type="checkbox"/>	071	Had student demonstrate knowledge through matching tasks				
<input type="checkbox"/>	072	Student demonstrated knowledge through selection from choices				
<input type="checkbox"/>	073	Student demonstrated understanding through projects, dramatization, artwork, etc.				
<input type="checkbox"/>	074	Planned in advance how resources(physical assistance from people and any needed assistive devices) will be used to provide any physical assistance needed for completing personal care tasks such as eating and toileting				
<input type="checkbox"/>	075	Forewarned student before transitions or changes in routine				
<input type="checkbox"/>	076	Provide concrete, hands-on activities and manipulates so the student can actually experience the concept being taught				
<input type="checkbox"/>	077	Provided work at the student's own level and pace				
<input type="checkbox"/>	078	Allowed students to move to a quieter area when working on tasks that are very demanding or result in increased anxiety				
<input type="checkbox"/>	079	Provided tasks that have a functional purpose for the student				
<input type="checkbox"/>	080	Provided mini-breaks between lessons or halfway through lengthier lessons				

081	<input type="checkbox"/> Scheduled the student to engage in a different, more routine task between shortened lessons				
082	<input type="checkbox"/> Presented material at the student's independent level mixed in with only 1-5 items at his/her instructional level, instead of all material at his/her level				
083	<input type="checkbox"/> Allowed for peer tutoring				
084	<input type="checkbox"/> Provided individual tutoring with the teacher				
085	<input type="checkbox"/> Allowed the student to work with a peer buddy as a shared experience, not for tutoring purposes				
086	<input type="checkbox"/> Replaced frequently spoken redirection with visual prompts				
087	<input type="checkbox"/> Provided redirection as needed in a calm, non-emotional manner				
088	<input type="checkbox"/> Modeled appropriate speech				
089	<input type="checkbox"/> For a LEP student, instruction was provided in native language 90% of the time				
090	<input type="checkbox"/> For a LEP student, allowed student to demonstrate knowledge of concepts in native language				
091	<input type="checkbox"/> For a LEP student, student was assessed in the native language				

EXPECTATIONS

092	<input type="checkbox"/> The student has been provided with immediate and specific feedback				
093	<input type="checkbox"/> Avoided constantly pushing the student to his/her maximum performance limit				

<input type="checkbox"/>	094 Shortened the quantity of assignments such that the student could demonstrate understanding of the concepts without becoming tired or bored				
<input type="checkbox"/>	095 Reduced homework assignments taking into account the barriers that prevented the student from completing the task in a timely manner; planned assignments based on the amount of time that will need to be devoted to the task				
<input type="checkbox"/>	096 Provided a place and time for the student to complete homework at school				
<input type="checkbox"/>	097 Provided shortened tests				
<input type="checkbox"/>	098 Provided an incomplete outline or overview of the lesson which the student filled in the omitted information				
<input type="checkbox"/>	099 Graded content only (not mechanics)				
<input type="checkbox"/>	100 Pointed out errors and allow the student to correct for extra credit				
<input type="checkbox"/>	101 Graded only specific questions or problems selected by the teacher				
<input type="checkbox"/>	102 Graded effort and participation				
<input type="checkbox"/>	103 Assisted with writing and spelling				
<input type="checkbox"/>	104 Provided oral tests				
<input type="checkbox"/>	105 Allowed the student to summarize as opposed to completing formal assignments or taking a formal test				
<input type="checkbox"/>	106 The student completed a related assignment in the same area as peers				
<input type="checkbox"/>	107 The student completed a related assignment in a different location				

108	<input type="checkbox"/> Provided short, manageable task to prevent physical, mental, or emotional exhaustion				
109	<input type="checkbox"/> Viewed student errors and re-teach accordingly				
110	<input type="checkbox"/> Forewarned student so he/she could predict when he/she will be called upon to respond				
111	<input type="checkbox"/> Did not require public responding from student				
112	<input type="checkbox"/> Posed a question to the student and told him/her you will return in 1-2 minutes for his/her response				
113	<input type="checkbox"/> Other: <input type="text"/>				
114	<input type="checkbox"/> Other: <input type="text"/>				
115	<input type="checkbox"/> Other: <input type="text"/>				

DIFFICULTY IMITATING SPEECH SOUNDS

116	<input type="checkbox"/> Make certain the student's hearing has been recently checked				
117	<input type="checkbox"/> Consider if there are more than one language spoken in the home or at school				
118	<input type="checkbox"/> Evaluate the appropriateness of requiring the student to produce a certain sound at their age (e.g. developmentally, certain sounds may not be produced correctly until 8 or 9 years of age)				
119	<input type="checkbox"/> Model correct speech to the child. Repeat the student's erred words with a correct production and consider slight emphasis.				
120	<input type="checkbox"/> Be sure the student can hear the difference between the target sound produced correctly and when it is incorrectly produced				

121	<input type="checkbox"/> Have the student raise their hand or clap when they hear the target sound produced during a series of various sounds				
122	<input type="checkbox"/> Have the student show "thumbs up" or "thumbs down" when he/she hears the correct production of the target sound when contrasted with incorrect productions				
123	<input type="checkbox"/> Have the student cut out pictures of items depicting words that contain the target sound and glue them on a paper or game board				
124	<input type="checkbox"/> Identify words in print (e.g. books, spelling lists, word walls, etc) which contain the target sound				
125	<input type="checkbox"/> Have the student keep a running list of words they hear which contain the target sound				
126	<input type="checkbox"/> Play "Simon Says" where the child attempts to imitate correct productions of the target sounds				
127	<input type="checkbox"/> Play "Simon Says" where the child attempts to imitate correct productions of the target sound or the sound in syllables				
128	<input type="checkbox"/> Provide the student with a list of words containing the target sound (note the student may be more successful in producing the target sound at the beginning/end of words rather than in the middle). Have the student practice these simple words daily.				
129	<input type="checkbox"/> Provide the student with a notebook for him/her to keep track of words encountered throughout the day with the targeted sound (e.g. from spoken vocabulary, reading lists, spelling lists, street signs, school signs, billboards, etc.)				
130	<input type="checkbox"/> Reinforce the student's correct productions in ANY context whether they can produce it in isolation, syllables, words, etc. *Provide a tangible reward such as a classroom privilege, line leader, passing out materials, free time in class. Or at home, sticker on a chart toward a reward, extra TV or game time, etc. *Provide an intangible reward such as praise, "high five" or smile.				

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