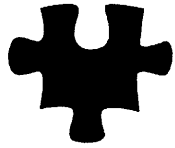


Student: _____ Date: _____



Intervention Plan

Tier 2 Tier 3

Number of concerns addressed: (Circle) 1 2 3 4

It is recommended to focus on top one or two concerns.

Use a separate intervention form for each concern.

1. Area of Concern: _____

As a team, determine possible causes for the concern:

2. Goal of the Intervention: (Goal is to be observable and measurable)

Interventions	Materials and Resources Utilized	Who Delivers	Frequency & Duration

How will progress be monitored? _____

How often will progress be monitored? _____

Who will monitor progress? _____

8. Who is responsible for monitoring fidelity, integrity and reliability?

9. How often will fidelity, integrity and reliability be monitored?

Signatures:

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Name: _____ **Position:**

Integrity and Fidelity Monitoring Checklist Tier 2 and Tier 3

Student's Name: _____

Date						
Time Began						
Time Ended						
1. Group size matched student's intervention plan	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
2. Duration of intervention session matched student's intervention plan	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
3. If intervention is scripted interventionist followed script as intended	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
4. If data was collected for the student, data was reported accurately	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
5. Data collected matched intervention plan	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
6. Interventionist was the person named as interventionist on the intervention plan	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
7. If "no" to item 6, is interventionist trained on the intervention being implemented?	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA	Yes No NA
Initials of Monitor						

STUDENT: _____ DATE: _____ STUDENT ID# _____

TEACHER NAME: _____ SUBJECT: _____ CAMPUS: _____

Teacher Observations of Academic Strengths and Weaknesses

Rank the student using the listed indicators

1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR

A. Receptive Language

Circle One

- | | | | | | |
|--|---|---|---|---|---|
| 1. Comprehends basic word meanings. | 1 | 2 | 3 | 4 | 5 |
| 2. Follows simple instructions. | 1 | 2 | 3 | 4 | 5 |
| 3. Comprehends discussions. | 1 | 2 | 3 | 4 | 5 |
| 4. Understands jokes, analogies, and/or figurative speech. | 1 | 2 | 3 | 4 | 5 |
| 5. Recalls story details. | 1 | 2 | 3 | 4 | 5 |
| 6. Other: _____ | 1 | 2 | 3 | 4 | 5 |

B. Expressive Language

- | | | | | | |
|---|---|---|---|---|---|
| 7. Displays adequate oral vocabulary. | 1 | 2 | 3 | 4 | 5 |
| 8. Relates a sequence of events in order. | 1 | 2 | 3 | 4 | 5 |
| 9. Uses appropriate sentence structure in conversation. | 1 | 2 | 3 | 4 | 5 |
| 10. Speaks fluently. | 1 | 2 | 3 | 4 | 5 |
| 11. Speaks with normal voice quality. | 1 | 2 | 3 | 4 | 5 |
| 12. Articulates words normally. | 1 | 2 | 3 | 4 | 5 |
| 13. Other: _____ | 1 | 2 | 3 | 4 | 5 |

C. Social Language Skills

- | | | | | | |
|---|---|---|---|---|---|
| 14. Participates in large group discussions. | 1 | 2 | 3 | 4 | 5 |
| 15. Participates in small group discussions. | 1 | 2 | 3 | 4 | 5 |
| 16. Responds appropriately to questions/directions. | 1 | 2 | 3 | 4 | 5 |
| 17. Initiates questions/volunteers answers. | 1 | 2 | 3 | 4 | 5 |
| 18. Initiates/maintains conversations with peers. | 1 | 2 | 3 | 4 | 5 |
| 19. Initiates/maintains conversations with adults. | 1 | 2 | 3 | 4 | 5 |
| 20. Other: _____ | 1 | 2 | 3 | 4 | 5 |

D. Motor Coordination

- | | | | | | |
|---|---|---|---|---|---|
| 1. Handwriting legibility (letter formation, spacing, etc.) | 1 | 2 | 3 | 4 | 5 |
| 2. Handwriting speed. | 1 | 2 | 3 | 4 | 5 |
| 3. Gross motor coordination. | 1 | 2 | 3 | 4 | 5 |
| 4. Fine motor coordination | 1 | 2 | 3 | 4 | 5 |
| 5. Mobility within school environment. | 1 | 2 | 3 | 4 | 5 |
| 6. Ability to master grade level TEKS in PE. | 1 | 2 | 3 | 4 | 5 |
| 7. Other: _____ | 1 | 2 | 3 | 4 | 5 |

E. Academic Performance

- | | | | | | |
|---|---|---|---|---|---|
| 1. Decodes materials read (estimate grade level ____). | 1 | 2 | 3 | 4 | 5 |
| 2. Comprehends materials read (estimate grade level ____). | 1 | 2 | 3 | 4 | 5 |
| 3. Comprehends grade level materials presented orally. | 1 | 2 | 3 | 4 | 5 |
| 4. Performs math computations (estimate grade level ____). | 1 | 2 | 3 | 4 | 5 |
| 5. Solves math word problems (estimate grade level ____). | 1 | 2 | 3 | 4 | 5 |
| 6. Spells materials adequately (estimate grade level ____). | 1 | 2 | 3 | 4 | 5 |

7. Writes sentences/paragraphs appropriate for grade level.	1	2	3	4	5
8. Exhibits organization in accomplishing tasks.	1	2	3	4	5
9. Completes tasks on time.	1	2	3	4	5
10. Retains instruction over time.	1	2	3	4	5
11. Turns in homework.	1	2	3	4	5
12. Daily grades.	1	2	3	4	5
13. Test scores.	1	2	3	4	5
14. Other: _____	1	2	3	4	5

F. Emotional/Behavioral/Social Adjustment

1. Cooperates with teacher requests.	1	2	3	4	5
2. Adapts to new situations.	1	2	3	4	5
3. Accepts responsibility for own actions.	1	2	3	4	5
4. Develops friendships.	1	2	3	4	5
5. Works cooperatively with peers.	1	2	3	4	5
6. Displays appropriate reaction to situation.	1	2	3	4	5
7. Is pleased with good work.	1	2	3	4	5
8. Initiates activities.	1	2	3	4	5
9. Responds appropriately to praise and correction.	1	2	3	4	5
10. Appears confident.	1	2	3	4	5
11. Manages anger appropriately.	1	2	3	4	5
12. Remains calm under stress.	1	2	3	4	5
13. Other: _____	1	2	3	4	5

G. Self-Help Skills

1. Cares for personal needs appropriate for age/grade.	1	2	3	4	5
2. Skills exhibited during meals area appropriate for age/grade	1	2	3	4	5
3. Can locate room and/or areas in school independently.	1	2	3	4	5
4. Takes care of personal belongings appropriate for age/grade.	1	2	3	4	5
5. Other: _____	1	2	3	4	5

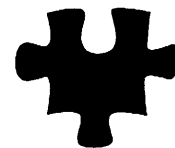
___ Yes ___ No Do you consider the student's grades to be an accurate reflection of his/her performance? If no, explain

Do you have any other comments concerning this student which would assist the Rtl Team in the decision making process. Please list major strength and weakness.

Follow-Up RtI Meeting Tier 3

Student: _____ Teacher: _____

Meeting Date: _____



Review the Previous Intervention

Did the intervention(s) result in student's progress? Yes No
Explain:

Rate the Results of the Intervention(s) Attempted

- High level of improvement
- Moderate level of improvement
- Slight level of improvement
- No improvement

Documentation

- Progress Monitoring Reports
 - DRA 2
 - EDL 2
- Class Work
- Assessments
 - CBA
 - Benchmark
 - Weekly Classroom
- Teacher Observations
- Fidelity Monitoring Form

Discussion

Placement Options

- Goals have been met. Student no longer requires individual intervention plan. Return to Tier 1/Tier 2 interventions with monitoring by regular education teacher.
- Goals have been met. Student required continued intervention with new goals. Continue implementation of intervention. Revised Tier 2/Tier 3 plan, with new goal performance.
- Data indicates goal can be attained through continued implementation of the current intervention. Continue to implement Tier 2/Tier 3 intervention plan. Committee will meet on _____ at _____ to review progress.
- Data does not predict goal attainment through continued implementation of current intervention. Team has identified another intervention (intervention plan attached).
- Data indicates that Dyslexia assessment is needed.*
- Data indicates that Section 504 evaluation is needed. **
- Data does not predict goal attainment through continued implementation of the current intervention. Multiple intervention plans have been implemented without adequate response. Referral for special education eligibility determination is recommended (After Tier 3 only). ***

* If a referral is made to Dyslexia Program, have parent sign Parent Consent Assessment and Receipt of Rights for Rights pamphlet.

** If a referral is made to the 504 committee, have parent sign the Receipt of Rights and provide pamphlet. Provide parent the "Parent Information" section of the Section 504 packet.

*** Following Tier 3, if a referral is made to special education, collect the following information:

- Receipt of Rights Booklet
- Notice of Consent for Comprehensive Individual Assessment
- Consent for Comprehensive Individual Assessment
- Sociological Information

- RtI Team Leader _____
- Principal/Administrator _____
- Diagnostician _____
- Teacher _____
- Teacher _____
- Teacher _____
- *Speech Therapist _____
- LPAC Representative _____
- Dyslexia Teacher _____
- Parent _____