

TECHNICAL ASSISTANCE DOCUMENT

STUDENT ACADEMIC INTERVENTION CHECKLIST

Date _____

Name of Student _____ **Age** _____

Grade Level _____ **School** _____

Name of Referring Teacher _____

Areas of Concern

Previous retention Y ____ N ____

Current Grades: P ____ **F** ____

Reading Instructional Level _____ **Reading Grade Placement** _____

Math Instructional level _____ **Math Grade Placement** _____

Please check off and include representative samples of all interventions used that apply to this student and provide evidence of student work (homework, class work, informal and/or formal assessments) for each item checked.

Student Work Samples:

_____ Homework

_____ Informal assessments

_____ Classwork

_____ Formal assessments

Instructional Strategies:

_____ Homework options

_____ Adjusted/Multileveled questions

_____ Tiered lessons

_____ Varied supplementary materials

_____ Tiered Products

_____ Independent Study/Projects

_____ Graduated rubrics

_____ Varied journal prompts

_____ Compacting

_____ Learning Centers/Stations

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- | | |
|--|--|
| <input type="checkbox"/> Scaffolding | <input type="checkbox"/> Alternative assessments |
| <input type="checkbox"/> Graphic organizers | <input type="checkbox"/> Multiple Intelligence options |
| <input type="checkbox"/> Learning contracts | <input type="checkbox"/> Use of Reading Buddies |
| <input type="checkbox"/> Cooperative learning groups | <input type="checkbox"/> Flexible groupings |
| <input type="checkbox"/> Small group instruction | <input type="checkbox"/> Before/After school tutoring |
| <input type="checkbox"/> Assistive technology | <input type="checkbox"/> Volunteer Tutor |
| <input type="checkbox"/> Summer School | <input type="checkbox"/> Other (Ex) _____ |

What reading/language arts instruction have you provided? Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Phonics | <input type="checkbox"/> Individual instruction |
| <input type="checkbox"/> Phonemic Awareness Skills | <input type="checkbox"/> Small group instruction |
| <input type="checkbox"/> Vocabulary Development | <input type="checkbox"/> Whole group instruction |
| <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Oral reading skills |
| <input type="checkbox"/> Reading Fluency | <input type="checkbox"/> Comprehension Strategies |
| <input type="checkbox"/> Shared Reading | <input type="checkbox"/> Literature “thinks-aloud” |

What skills does the student demonstrate in reading? Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Phonemic awareness | <input type="checkbox"/> Vocabulary Development |
| <input type="checkbox"/> Comprehension Strategies | <input type="checkbox"/> Reading Fluency |
| <input type="checkbox"/> Phonics | <input type="checkbox"/> Other _____ |

What supplementary math teaching aides have you provided to the student?

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Timer | <input type="checkbox"/> Dry erase boards |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Visual Aides | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Calculators | <input type="checkbox"/> Schedules | <input type="checkbox"/> Not applicable |

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What skills does the student demonstrate in math? (Check all that apply.)

- Calculation Math procedures Other
 Reasoning Math facts

What skills does the student demonstrate in written expression? (Check all that apply).

- Generation of ideas Word speed/production
 Organization of thoughts Spelling (functional and/or tests)
 Spacing/legibility Mechanics/editing

What skills does the student demonstrate in oral expression and listening comprehension? Check all that apply.

- Expresses thoughts orally (grammar, word order) Follows directions
 Participates in discussions Retains information
 Understands what is being said Is easy to understand
 Follows class discussions Speaks clearly
 Good conversational skills Alert and attentive

If the child is from a culturally or ethnically diverse background, what efforts are typically made to increase culturally responsive instruction?

- Attempt to consult with individuals knowledgeable of the culture
 Talk with parent to obtain culture specific information
 Increase knowledge through reading
 Referral to English Language Learners (ELL) services (as appropriate)
 Other
 No efforts are made
 Not applicable

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BEHAVIOR STRATEGIES CHECKLIST

Date _____

Name of Student _____ Age _____

Grade Level _____ School _____

Name of Referring Teacher _____

Areas of Concern _____

Check strategies teacher/team/school staff has used with appropriate documentation:

_____ Student/teacher conference _____ Change schedule/time

_____ Consultation with colleagues/specialist _____ Adjusted workload

_____ Counselor involvement _____ In-school suspension

_____ Team conference with student _____ Parent conference

_____ Note/letter/call to parent _____ Student contract

_____ Positive reinforcement _____ Post classroom rules

_____ Conference with administrator _____ Re-direct

_____ Modeling _____ Volunteer Mentor

_____ Signed weekly/daily assignment sheet _____ Proximity Control

_____ Daily/Weekly progress report _____ Limited Time-Out

_____ Use of logical consequences _____ Provide choices

_____ Functional Behavior Assessment _____ Other

_____ Behavior Intervention Plan

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ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS CHECKLIST

Date _____

Environmental, cultural or economic factors must be considered when determining strategies or interventions for a student's inability to progress in the general education curriculum. These same factors must be ruled out as the primary reason for a student's inability to progress in the general education curriculum. Experiences in school are a factor that aids students who might have had few resources, activities and opportunities outside of their family and immediate community.

This checklist should be completed to address environmental or cultural factors.

Name of Student _____ Age _____

Grade _____ School _____

Check all factors that apply to the student. Provide appropriate documentation.

Environmental Factors

_____ Limited experiential background

_____ Irregular attendance (absent at least 23% of the time in grading period, other than for verified personal illness)

_____ Transiency in elementary school years (at least two or more in a single year)

_____ Home responsibilities interfering with learning activities (caring for siblings, work, etc)

Cultural Factors

_____ Limited experiences in majority-based culture

_____ Student has had limited involvement in organizations and activities of any culture

_____ Secondary standards in conflict with majority-based culture standards

_____ Geographic location

_____ English is secondary language in the home

Economic Factors

_____ Residence in a depressed economic area

_____ Low family income at subsistence level

_____ Family unable to afford enrichment materials and/or experiences

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GLOSSARY OF TERMS

Adjusted/Multileveled Questions: a strategy that changes the questions to meet the learning styles of students.

Compacting: 1: a strategy for differentiating instruction that provides a three-step process which (a) assesses what a student knows about material to be studied and what the student still needs to master, (b) plans for learning what is not known and excuses student from what is known, and (c) plans for freed-up time to be spent in enriched or accelerated study in areas of need; 2: the student is given reduced amounts of introductory activities, drill, review, and so on such that the time saved may be used to move faster through the curriculum; 3: also a strategy for accelerated instruction to be determined on a case-by-case basis.

Flexible grouping: a strategy for differentiating instruction that provides for students to be part of many different groups based on the match of the task to student readiness, interest, or learning profile.

Formal assessments: a process of gathering data to determine a student's current knowledge, understanding and skills for learning using specific evaluation instruments and criteria.

Functional Behavior Assessment: a process to determine the underlying cause or functions of a child's behavior that impede the learning of the child with a disability or the learning of the child's peers.

Graduated Rubrics: a strategy for scoring that provides for graduated scales for each of the various, measurable subtasks or behaviors that are relevant for the student project.

Independent Study/Independent Project: a strategy for differentiating instruction that provides for "centers" or "stations" or collections of materials that learners use to explore topics or practice skills (tasks can be adjusted to readiness, interest, or learning profile).

Informal Assessment: any method to determine a student's current level of knowledge, understanding, and skills using non standardized materials (i.e. teacher made checklist, observation, questioning).

Learning contracts: a strategy for differentiating instruction that provides for an agreement between student and teacher which can take many forms obligating the student to the performance of work according to agreed-upon specifications, i.e., what will be learned, how it will be learned, amount of time for learning, and how the work will be evaluated.

Multiple Intelligence options: a strategy that provides for using Gardner's (Visual/Spatial; Verbal/Linguistic; Logical/Mathematical; Bodily/Kinesthetic;

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Musical/Rhythmic; Intrapersonal; Naturalist) different ways to demonstrate intellectual ability and a means by which teachers address interest and learning profile of students.

Proximity Control: a strategy for increasing student attention through close physical space - standing or sitting near before giving directions or engaging in discussion.

Scaffolding: a strategy that provides the support needed for a student to succeed in challenging work; planning student work and presenting materials from simple to complex in such a way as to build student mastery and, thus, confidence.

Tiered instruction: a strategy for differentiating instruction that provides for the use of varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth.