

# RTI Tracking Sheet

★ Attach all relevant data (e.g., DIBELS) and attendance sheet from interventions. ★

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Area(s) of Concern: \_\_\_\_\_

Most Recent MAPS Scores (grade taken: \_\_\_\_\_): R/L \_\_\_\_\_ M \_\_\_\_\_ Wr. \_\_\_\_\_ Sci. \_\_\_\_\_

## Tier II - Intervention 1

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
(Mm/dd/yy) (Mm/dd/yy)

Intervention: \_\_\_\_\_ Instructor: \_\_\_\_\_

Group Size: Individual \_\_\_\_\_ 2-5 \_\_\_\_\_ 6-15 \_\_\_\_\_

Frequency: Times per week \_\_\_\_\_

Duration: 10 min \_\_\_\_\_ 15 min \_\_\_\_\_ 20 min \_\_\_\_\_ 30 min \_\_\_\_\_ 45 min \_\_\_\_\_

Team Decision/Next Steps:

Why decision was made:

## Tier II - Intervention 2

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
(Mm/dd/yy) (Mm/dd/yy)

Intervention: \_\_\_\_\_ Instructor: \_\_\_\_\_

Group Size: Individual \_\_\_\_\_ 2-5 \_\_\_\_\_ 6-15 \_\_\_\_\_

Frequency: Times per week \_\_\_\_\_

Duration: 10 min \_\_\_\_\_ 15 min \_\_\_\_\_ 20 min \_\_\_\_\_ 30 min \_\_\_\_\_ 45 min \_\_\_\_\_

Team Decision/Next Steps:

Why decision was made:

## Tier III

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
(Mm/dd/yy) (Mm/dd/yy)

Intervention: \_\_\_\_\_ Instructor: \_\_\_\_\_

Group Size: Individual \_\_\_\_\_ 2-5 \_\_\_\_\_ 6-15 \_\_\_\_\_

Frequency: Times per week \_\_\_\_\_

Duration: 10 min \_\_\_\_\_ 15 min \_\_\_\_\_ 20 min \_\_\_\_\_ 30 min \_\_\_\_\_ 45 min \_\_\_\_\_

Team Decision/Next Steps:

Why decision was made:

*Date*            *Comments*

**Options for Changes in Interventions**

*Use this tool when adjusting or changing an intervention for a student who is not making adequate progress.*

**Options for the Student**

- Increase Motivation
  - Add incentives
  - Change incentives
  - Adjust behavior plan
  - Increase success level
- Increase active engagement
  - Number of responses per session
  - Teach, review and post standards of behavior
- Increase regular attendance
- Ensure student skill level matches instruction
  - Skill grouping
  - Differentiated instruction
- Increase types of cueing approaches
  - Visual
  - Auditory
  - Tactile

- Add another component using:
  - Existing program
  - Another part of a program to reinforce a skill
  - The computer
- Move to a more structured intervention program

**Options for Instruction (Practices)**

- Skill Grouping/Differentiated Instruction
- Increase pace of instruction
- Increase opportunities to respond
- Employ standard cueing correction procedures
- Pre-teach concepts outside the group
- Build/activate prior knowledge

**Options for Instruction (Logistics)**

- Reduce size of instructional group
- Add additional instruction time
  - Double dosing
  - Different materials
- Change instructor
- Change seating within group
- Provide instruction in small units throughout the day
- Change physical environment

**Options for Curriculum/Program**

- Check fidelity of implementation of program
  - Provide additional training
  - Add a coaching component