

Please see the attached list of Tier 1 interventions for your review. These interventions can be a great resource to help with students who may be struggling in your course. For example, if you have students that are consistently on the ineligibility list or that you are worried are not grasping the course material, these interventions may be helpful. The IST and RTI referral process is for **both** behavior and academics. We don't want students "falling through the cracks" because a student may be failing but has no behavioral concerns. If you feel you have tried the interventions (for 6 weeks or more), **documented results**, and are not sure of where to go next, **refer to RTI**. If you are struggling with this process and need to discuss concerns with your colleagues before implementation of interventions, **refer to IST**. If you want to get ahead of the game, you can try interventions (Tier 1 interventions attached) for 6 weeks along with making sure to **document** the progress and results, and bring that information to our RTI team to see where to go from there.

Note: Referring to these committees is not a poor reflection of your quality. It's about getting together with your peers as a team to figure out the best process for helping our students. As they say, more heads are better than one! If you have any further questions, please see any committee member.

High School Level Committee

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STUDENT PRESENTS WITH AN ACADEMIC OR
BEHAVIORAL CONCERN

I **DO NOT** have 4-6 weeks of documented Tier I interventions w/ progress appropriately monitored

I **DO** have 4-6 weeks of at least 3 documented Tier I interventions w/progress appropriately monitored

**Instruction Support
Team Referral**

**Response to
Intervention Referral**

Meeting 1-IST Team meets only and (determines Tier I interventions needed and plans for progress monitoring)

Meeting 1-RTI Team only meets (determines Tier II interventions needed and plans for progress monitoring)

Meeting 2-IST Team meets the student' w/ all teachers (the 3 interventions and how to collect data is presented)

Meeting 2-RTI Team meets w/ all the students' teachers (the 3 interventions and how to collect data is presented)

Meeting 3-Follow up IST meeting. Is what we are doing working OR should we try new Tier I interventions OR proceed to RTI process 2/ Tier II interventions?

Meeting 3-Follow up RTI meeting. Is what we are doing working OR should we try new Tier II interventions OR proceed w/ Tier III interventions?

REFERRAL TO BMC's 7-12 RESPONSE TO INTERVENTION TEAM

1. Student Name _____ Grade _____

Referred by: _____ Date: _____

2. What are several strengths and/ or special interests for this student?

3. What is the main area of concern?

Academic _____

Behavioral _____

Please explain.

4. Actions taken by referral source to communicate with parents:

Date of Contact _____ by Phone _____ Letter _____ Meeting _____

Date of Contact _____ by Phone _____ Letter _____ Meeting _____

5. In what class does the problem occur *most* often?

6. Intervention Attempted: (see attached TIER I intervention list for ideas)

Intervention Strategy	Dates Began and Ended	Person(s) Responsible	Outcome

SUPPLEMENTARY AIDS, ACCOMODATIONS & MODIFICATIONS
TIER 1 INTERVENTIONS

- Seating Student near teacher
- Seating near a positive role model
- Standing near student when giving directions or presenting lessons
- Avoiding distracting stimuli (high traffic area, windows, heat systems)
- Increasing the distance between desks
- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Providing student with an assignment notebook
- Check homework daily
- Setting short term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Providing visual aids
- Making sure directions are understood
- Having student review key points orally
- Teaching through multi-sensory modes
- Include a variety of activities in each lesson
- Allowing open book exams
- Giving take home tests
- Giving frequent short quizzes, not long exams
- Giving more objective items (fewer essay responses)
- Providing frequent, immediate, positive feedback
- Increasing the immediacy of rewards
- Using "prudent" reprimands, avoiding lecturing
- Using nonverbal cues to stay on task
- Praising specific behaviors
- Allowing legitimate opportunity to move
- Giving extra rewards and privileges
- Implementing time-out procedures
- Allowing short breaks between assignments

- Making student correct answers, not mistakes
- Ignoring minor inappropriate behaviors
- Supervising during transition time
- Provide reassurance and encouragement
- Speak softly in non-threatening manner if student is nervous
- Focus on student's talents, strengths, and accomplishments
- Make time to talk alone with student
- Look for signs of stress build up, provide encouragement/reduced work load
- Allow student an opportunity to "save face"
- Compliment positive behavior and work
- Look for opportunity for student to display leadership role in class
- Send positive notes home
- Reinforce frequently when student is frustrated
- Use mild, consistent consequences
- Give student choices
- Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images: for teaching math facts, vocabulary, or steps in a process)
- Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners
- Circulate among students and observe and question as they are working
- Make eye contact with students before giving directions and have students repeat the directions (e.g., turn to a partner, individually)
- Provide clearly written directions and instructions in a step-by-step manner with illustrations and use as few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide academic support
- Provide varied texts or supplementary materials at different levels of reading difficulty
- Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected)
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment
- Break assignments into smaller chunks to give students opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concern
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts, or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share, graphic organizers)

- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner
- Explain clearly each academic task and the specific criteria needed to successfully complete the task
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out)
- Work collaboratively on tasks with a student and gradually withdraw the support
- Anchor new knowledge to previously learned knowledge
- Provide a master set of notes, when notetaking is required, to improve student's notes
- Integrate learning into a game-show format
- Create and provide students an easy-to-follow visual that specifies problem-solving steps in a clear manner that students may reference as needed
- Display poster-size versions of problem-solving steps in the classroom, refer to the posters often, and encourage students to follow the steps
- Design a signal on the desk (e.g., brightly colored index card folder like a tent)
- Review and practice previously taught material frequently
- Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (e.g., model, guided practice, independent practice)
- Integrate real-life experiences into instruction
- Use storytelling, theatrics, and props to capture and focus the attention of students as a new concept is introduced
- Activate prior student knowledge by promoting a discussion that enable a student to make connections to learned information/experiences prior to the introduction of a lesson
- Employ auditory signals to attract and maintain focus of students (e.g., play chimes, ring a bell, use a clap pattern, play music)
- Use visual signals to attract and maintain focus of students (e.g., illustrations, raised hand, overhead timer)
- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text
- Frame projected information (e.g., use of hands, a drawn box, highlighter, pointer) when using an overhead or LCD projector
- Avoid instructional lag time by preparing materials in advance
- Allow students to readjust seating if they are not positioned where they can see the board or media screen
- Present instruction at a lively pace using humor
- Use an egg timer or an hourglass timer as a guide to complete tasks
- Have students record notes or make illustrations of key points during instruction
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction
- Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information
- Use organizers to focus attention and increase comprehension of concepts to be learned
- Incorporate names of students when telling stories or presenting problems to capture student attention
- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry-erase boards, colored highlighting tape, colored Post-it notes)

- Have earphones/earplugs available for students who have auditory distractibility
- Seat reluctant students close to students who remain focused throughout instruction
- Stop often to summarize key elements in a lesson
- Invite students to use their own words to summarize key points in a lesson to a partner
- Allow students opportunities to move about the room during instruction when appropriate
- Alternate between passive and active instructional activities
- Pause during instruction to ask questions and check students' levels of understanding or any misunderstandings of content
- Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas