

# Interventions Checklist

Student: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Teachers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Differentiated instruction – Altering the process, product, and curriculum to meet specific learning styles or learning needs of student groups Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - Research-based strategies
    - High opportunities for response—Students have abundant opportunities to actively respond to and receive teacher feedback.
    - Choral response—Students in the class or group respond orally in unison to a teacher response.
    - Specific, continuous, positive reinforcement being provided.
    - Specific correction paradigm—A student makes an error, and the teacher stops the student and gives the specific correction before the student continues.
    - Brisk instructional pace—Teacher-led instruction is delivered at a sufficiently brisk pace to hold student attention.
  - Peer and cross-age tutoring Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - Additional instructional time in the deficit area Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - Accommodations and modifications, such as use of assistive technology, different seating, modified curriculum, or alternative assessments Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - Cooperative learning—“Small, heterogeneous teams, usually of four or five members, working together towards a group task in which each member is individually accountable for part of an outcome that cannot be completed unless the members work together” (California Department of Education, 2008, p.4)
  - Engaging family systems—Multiple ways for parents or family members to be involved in student education and learning Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - High-quality classroom management
    - Consistent, clear expectations
    - Smooth transitions
    - Predictable classroom routines
  - Specific, continuous, positive reinforcement Please list: \_\_\_\_\_ Date: \_\_\_\_\_
  - Research-based strategies:
    - Proximity control—Student placed close to the teacher or another adult
    - Signaling to a student—Nonverbal cues between the teacher and the student to encourage student participation
    - Preferential seating—Seating the student in a location where he or she is most likely to stay focused
- Problem: \_\_\_\_\_ Date: \_\_\_\_\_
- Performance Gap: \_\_\_\_\_ Date: \_\_\_\_\_
- Learning Style: \_\_\_\_\_

**Form must be completed prior to SST referral and bring documentation to SST.**

**Please attach student work samples.**

*Understanding Response to Intervention* Howell, Patton, Deiotte