Response To Intervention Teacher Meeting
September 30, 2008

Forms:

Checklist
Teacher Response to Intervention Form
Teacher 3-Week Follow-Up Form

Step-by step Intervention Process

1. Teacher completes checklist and Teacher Response to Intervention form. These are the first documentations we have in the process.
2. Teacher completes the 3-week follow-up form.

This documentation must be kept either by the teacher or the counselor. (I will be happy to keep it in the student file I have in my office when your intervention is completed if you do not want to keep up with it.)

3. If teacher interventions do not work after the 6-week period, teachers may give all documentation to the RTI committee for review. The committee will form recommendations for further interventions for these students.
4. If teachers decide to try additional interventions to replace those that are not working, documentation must be kept.

Notes:
Teachers may refer students to the RTI committee earlier than outlined above if a student's need is too great to wait.

TEACHER CHECKLIST

Student _____ Date _____

Teacher _____ Subject _____

Please mark the behaviors that pertain to this student and state which is your primary or secondary concern.

ACADEMIC PERFORMANCE

- ☐ Drop in performance; work incomplete or late
- ☐ Grades slipping- Failing
- ☐ Fails quizzes/tests
- ☐ Low motivation/not working up to potential
- ☐ Does little to no make up work
- ☐ Lack of participation
- ☐ Unexplained gaps of time (b/t classes/room to room)
- ☐ Tardiness- # of days
- ☐ Truancies - # of times
- ☐ Inconsistent attendance - # of absences
- ☐ Frequent requests for passes out of classroom
- ☐ Sleeping in class or often drowsy
- ☐ Cheating
- ☐ Current grade in class _____

BEHAVIORAL CHARACTERISTICS

- ☐ Defiance
- ☐ Obscene language/gestures
- ☐ Outbursts of temper
- ☐ Disruptive in class
- ☐ promise to improve, but behavior doesn't change
- ☐ Students report family problems
- ☐ Avoids people who have expressed concern
- ☐ Inappropriate sexual reference/language/actions
- ☐ Drawing symbols (gang/cult-please note what)
- ☐ Defensive, argumentative, hostile or disrespectful
- ☐ Bullying or intimidating others
- ☐ Fighting
- ☐ Repeatedly in unauthorized areas
- ☐ Withdrawing from others
- ☐ Lying or stealing
- ☐ Denies any problems
- ☐ Withdrawn/loner
- ☐ Poor interpersonal relationships/social skills
- ☐ Verbal/written reference to suicide
- ☐ Mood changes from day to day
- ☐ Perfectionist

EXTRA CURRICULAR PARTICIPATION

- ☐ Loss of eligibility
- ☐ No longer participates
- ☐ Unsatisfactory participation
- ☐ Change in attitude

FAMILY

- ☐ Parent(s) is aware of your concern
- ☐ Parent(s) has similar concerns
- ☐ Parent(s) are supportive
- ☐ Parent(s) does not provide consistent parenting method
- ☐ Parent(s) has other concerns- please list
- ☐ Parent(s) disciplines students when rules are broken

TEACHER RESPONSE TO INTERVENTION FORM

Student _____ Date _____

Teacher _____ Subject _____

1) List student strengths.

2) List or describe problem.

3) Documentation (initial assessment of skills)

4) Describe intervention (step-by-step description of what, how, and frequency/duration of intervention)

5) Attach documentation of intervention (can be teacher-made checklist including dates, what, how, frequency/duration)

6) Documentation of contact with parent (date, method, and outcome of contact)

TEACHER THREE WEEK FOLLOW-UP RTI FORM

Student _____ Date _____

Teacher _____ Subject _____

1) Is intervention working? Yes No

2) If yes, how do you know?

3) Attach documentation. (for example a checklist showing what, when, how intervention was carried out, including dates coupled with example of student work)

4) If no, re-evaluate. Decide whether to increase the frequency of intervention or change the intervention.

5) Describe changes to the intervention (what, how, frequency/duration), or describe the new intervention.