**Student Intervention Map**

**Tier I and II**

**(To be completed prior to formal referral for special education evaluation)**

**Student Information:**

|  |  |  |
| --- | --- | --- |
| Name: | Student ID: | DOB: |
| English Language Proficiency: Y N | School: | Grade: |
| General Education Teacher: | | |

**Historical Information – verify information has be reviewed and considered. Attach documents if available:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ATTENDANCE PERCENTAGE | Current Year % | | | Prior year % | | 2 prior years % | |
| Did the student attend other schools? | Y | N | What the attendance adequate 90-93% at previous school | | | Y | N |
| Was the student retained? | Y | N | Provide retention records if available | | | Not available | |
| Medical information provided | Y | N | Vision and hearing results attached | | | Y | N |
| Parent notification of a concern | | | Date: | | Phone | Meeting | Letter |

**What tool was used to alert you of the learning concern for the student?**

|  |  |  |  |
| --- | --- | --- | --- |
| EasyCBM | Administrative Reports | Parent teacher conference | Moby Max |
| F&P | Aspire Behavioral Logs | K entrance & exit tests (1st grade students | Attendance Reports |
| SAGE | Other: | | |

**What is preventing this child from progressing in the general education curriculum?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | **Mathematics** | **Written Expression** | **Behavior** | **Communications** |

**Reading Assessments – CORE Literacy Assessing Reading Multiple Measures**

|  |  |
| --- | --- |
| **Phonemic Awareness** | CORE Phoneme Deletion Test (K-3) |
|  | CORE Phonological Segmentation Test (K -1) |
|  | CORE Phoneme Segmentation Test (2-12) |
|  | CORE Spanish Phonemic Awareness Test (K-2) |
|  | Other: |
| **Phonics** | CORE Phonics Survey (k-12) |
|  | CORE Graded high-Frequency Word Survey (K-4) |
|  | Sand Diego Quick Assessment of Reading Ability (K-11) |
|  | Other: |
| **Spelling** | CORE Spanish Spelling Inventory (K-6) |
|  | Other: |
| **Fluency** | MASI-R Oral Reading Fluency Measures |
|  | Other: |
| **Vocabulary** | CORE Vocabulary Screening (1-8) |
|  | Critchlow Spanish Verbal Language Scale (K-8) |
|  | Other: |
| **Comprehension** | CORE Reading Maze Comprehension Test |
|  | Other: |

**Math Assessments**

|  |  |
| --- | --- |
| **Numbers, Operations,** | CFA |
| **Geometry, Measurements,** | EasyCBM |
| **Algebra** | KeyMath |
|  | Moby Max |
|  | SAGE Interim |
|  | Other: |

**Written Expression Assessments**

|  |  |
| --- | --- |
| **Conventions** | Work samples |
|  | Utah Compose |
|  | EasyCBM |
|  | SAGE Interim |
|  | Other: |
| **Organization** | Work samples |
|  | Other: |
| **Fluency** | Works samples |
|  | SAGE Interim |
|  | Other: |
| **Grammar** | Work sample |
|  | SAGE Interim |
|  | Other: |

**Behavior Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Skills, Emotional, Aggression, Non compliant, & withdrawn** | Event Recording – a count or tally that examines the frequency of a behavior. The target must be identified. *Example – Tallying each time a disruptive behavior occurs.* | | |
|  | Aspire Logs | | |
|  | Observation of student and typical peer | | |
|  | Other: | | |
| **Identify Triggers** | Where | When | Who |

**Communication Assessments**

|  |  |
| --- | --- |
| **Articulation** | CORE Phoneme Deletion Test (K-3) |
|  | CORE Phonological Segmentation Test (K -1) |
|  | CORE Phoneme Segmentation Test (2-12) |
|  | CORE Spanish Phonemic Awareness Test (K-2) |
|  | Observation by Speech Department |

**After the assessment, what do you feel should be the target to help the student respond to Tier 1? Each target identified should have an intervention.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | **Mathematics** | **Written Expression** | **Behavior** | **Communications** |
| Phonemic Awareness | Numbers | Conventions | Social Skills | Articulation |
| Phonics | Operations | Organization | Emotional | Fluency |
| Fluency | Geometry | Fluency | Aggression | Voice |
| Vocabulary | Measurement | Grammar | Non compliant | Expressive Language |
| Comprehension | Algebra |  | Withdrawn | Receptive Language |

**Intervention #1: *Interventions in Tier 1 should be directed primarily by the general education teacher.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target:** | | | | |
| Date plan was developed: | | | | |
| Team Members: |  |  |  | |
|  |  |  |  | |
| Parent Notification - | Date: | Meeting | Phone | Letter |
| Current classroom instructional level: | | | | |
| Baseline (what level is the student at currently): | | | | |
| Goal for Tier I intervention – what is the expected outcome of the intervention: | | | | |

**What research based intervention was provided to the student to address concern?**

|  |
| --- |
|  |

**4-6 weeks of PROGRESS MONITORING DATA IS REQUIRED AND ATTACHED related to the intervention**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group Size: | 2 to 3 | 4 to 5 | | 6 to 7 | Other |
| Frequency | Daily | F our times a week | | Other |  |
| Duration | 15 min | 20 min | | 30 min | 45 min |
|  | 60 min | Other | |  |  |
| Time of day intervention was provided: | | | Start Date: | | |
| End Date: | | | Attendance (#of days present): | | |
| # of sessions students attended: | | |  | | |
| Did the team reflect on effectiveness of the intervention? | | | YES NO | | |

**Team Meeting Date:**

**Intervention Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intervention unsuccessful – Start intervention 2 | | Intervention 1 successful – continue with intervention until student has made adequate progress | | | Unable to determine due to attendance issues or other circumstances – continue with intervention 1 | |
| Parent Notification - | Date: | | Meeting | Phone | | Letter | |

**Signatures of Professional Learning Community Team who were present at the meeting:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |

**Intervention #2: *Interventions in Tier 1 should be directed primarily by the general education teacher.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target:** | | | | |
| Date plan was developed: | | | | |
| Team Members: |  |  |  | |
|  |  |  |  | |
| Parent Notification - | Date: | Meeting | Phone | Letter |
| Current classroom instructional level: | | | | |
| Baseline (what level is the student at currently): | | | | |
| Goal: | | | | |

**What research based intervention was provided to the student to address concern? How is Intervention 2 more intense than Intervention 1?**

**4-6 weeks of PROGRESS MONITORING DATA IS REQUIRED AND ATTACHED related to the intervention**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group Size: | 2 to 3 | 4 to 5 | | 6 to 7 | Other |
| Frequency | Daily | F our times a week | | Other |  |
| Duration | 15 min | 20 min | | 30 min | 45 min |
|  | 60 min | Other | |  |  |
| Time of day intervention was provided: | | | Start Date: | | |
| End Date: | | | Attendance (#of days present): | | |
| # of sessions students attended: | | |  | | |
| Did the team reflect on effectiveness of the intervention? | | | YES NO | | |

**Team Meeting Date:**

**Intervention Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intervention unsuccessful – possible referral to sped | | Intervention 1 successful – continue with intervention until student has made adequate progress | | | Unable to determine due to attendance issues or other circumstances – continue with intervention 1 | |
| Parent Notification - | Date: | | Meeting | Phone | | Letter | |

**Signatures of Student Intervention Team who were present at the meeting:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |
|  |  |  |
| Signature | Position | Date |