

Garfield School District
 145 East Main Street
 PO Box 398
 Panguitch, Utah 84759

**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 been 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 (1 st grade students)	Attendance Reports
SAGE	Other:		

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

Reading	Mathematics	Written Expression	Behavior	Communications
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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:

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Math Assessments

Numbers, Operations, Geometry, Measurements, Algebra	CFA
	EasyCBM
	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Social Skills, Emotional, Aggression, Non compliant, & withdrawn	Event Recording – a count or tally that examines the frequency of a behavior.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. <i>Example – Tallying each time a disruptive behavior occurs.</i>		
	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

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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?

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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	Four 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

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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	Four 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