

## MTSS Tier 1 Intervention Ideas

*Please use this form as a starting point in considering intervention options. Talk to your grade level colleagues, instructional coaches, school counselor, or MTSS advocates for more ideas or support. Consider looking at the student's cum file or talking to their previous teacher(s) for ideas that have already been tried.*

<b>Child's Name:</b>	<b>Teacher:</b>	<b>Grade:</b>
<b>INSTRUCTIONAL INTERVENTIONS</b> Consider the following <i>intervention ideas</i> as a means of increasing student's skill level based on academic area of need. This is not an exhaustive list. These may be provided at varying duration and frequencies throughout the week, but a minimum of 15 minutes 2x/week. These interventions must be in addition to what you are already doing instructionally in the classroom. If an intervention does not seem to be effective consider increasing the amount of time, frequency, or changing the intervention completely.		

### A few websites to reference:

[http://www.bestevidence.org/reading/begin\\_read/top.htm](http://www.bestevidence.org/reading/begin_read/top.htm)  
<http://www.readingrockets.org/strategies>  
[http://polkdhsd7.sharpschool.com/staff\\_directory/p\\_b\\_s\\_behavior\\_intervention/](http://polkdhsd7.sharpschool.com/staff_directory/p_b_s_behavior_intervention/)

[http://iris.peabody.vanderbilt.edu/ebp\\_summaries](http://iris.peabody.vanderbilt.edu/ebp_summaries)  
<http://www.gse.upenn.edu/pln/about/research>  
<http://www.gse.upenn.edu/pln/about/research>

WRITING		READING		MATH		BEHAVIOR	
General		General		General		Seeks/Avoids Adult Attention	
<input type="checkbox"/>	Extra/increased time with explicit instruction	<input type="checkbox"/>	Pre-teach (most effective) Reteach (as necessary)	<input type="checkbox"/>	Differentiated math instruction	<input type="checkbox"/>	Write behavior contract
<input type="checkbox"/>	Added time/intensity of existing quality instruction	<input type="checkbox"/>	Extra 1:1/Small group instruction	<input type="checkbox"/>	Extra/increased time with explicit instruction	<input type="checkbox"/>	Reinforcement system (beyond Falcon \$s or modify use of school wide system)
<input type="checkbox"/>	1:1/Small Group	<input type="checkbox"/>	Conferencing and feedback	<input type="checkbox"/>	1:1/Small Group	<input type="checkbox"/>	Loss of privileges
<input type="checkbox"/>	Conferencing and feedback	<input type="checkbox"/>	Differentiated Reading Instruction	<input type="checkbox"/>	iReady Instructional Computer License (increase time for new/more intervention)	<input type="checkbox"/>	Home to school journal or other daily/weekly contact with parents
<input type="checkbox"/>	Handwriting Without Tears	<input type="checkbox"/>	iReady Instructional Computer License (increase time for new/more intervention)	<input type="checkbox"/>	iReady Printable Toolbox interventions (if 1:1 instruction available)	<input type="checkbox"/>	Special job in school (daily/weekly)
<input type="checkbox"/>	Step Up To Writing Resources	<input type="checkbox"/>	iReady printed Interventions from Toolbox (if 1:1 instruction is available)	<input type="checkbox"/>	Think Through Math	<input type="checkbox"/>	Parent/student/teacher conferences often
<input type="checkbox"/>	<a href="http://www.csd.k12.wi.us/staff/tier2interventions.cfm">http://www.csd.k12.wi.us/staff/tier2interventions.cfm</a>	<input type="checkbox"/>	MobyMax (until Dec.)	<input type="checkbox"/>	MobyMax (until Dec.)	<input type="checkbox"/>	Love and Logic (resource book) to parent
<input type="checkbox"/>	Words Their Way	<input type="checkbox"/>	Front Row ELA	<input type="checkbox"/>	Front Row Math	<input type="checkbox"/>	Counselor visits
<input type="checkbox"/>	Catch a Star Spelling/writing/reading	<input type="checkbox"/>	Teach Your Monster to Read (early grades)	<input type="checkbox"/>	Explicit daily Fact Practice (number talks)	<input type="checkbox"/>	Check in/out with Falcon team
<input type="checkbox"/>	Spelling though Word families	<input type="checkbox"/>	Florida Center for Reading Research	<input type="checkbox"/>	Front Row Math	<input type="checkbox"/>	Adult mentor (positive buddy system)
<input type="checkbox"/>	Word patterns	<input type="checkbox"/>	SSIP Interventions (See Vanessa	<input type="checkbox"/>	Extra guided instruction with manipulatives	<input type="checkbox"/>	Preteach and model expected behaviors with feedback in small group or 1:1 rather than with whole class
<input type="checkbox"/>	Practice with story starters	<input type="checkbox"/>	Mini Lessons of skill deficits	<input type="checkbox"/>	Door 24	<b>Seeks/avoids peer attention</b>	
<input type="checkbox"/>	<a href="http://Interventioncentral.org">Interventioncentral.org</a>	<b>Phonemic Awareness</b>		<input type="checkbox"/>	<a href="http://sumdog.com">sumdog.com</a>	<input type="checkbox"/>	Write behavior contract
<input type="checkbox"/>	Teach words by spelling patterns	<input type="checkbox"/>	LIPS	<input type="checkbox"/>	MTI (Judy Bieze class activities)	<input type="checkbox"/>	Reinforcement system (beyond Falcon \$s or modify use of school wide system)



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	<b>Vocabulary</b>
o	Visualizing Verbalizing
o	Nifty Fifty Resources (See Shelby/Kathy)
o	Word Castles
o	Extra/increased time with explicit instruction

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o	Use of a timer to help student manage time
	Teacher directed breaks throughout the day to break up routine
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### CLASSROOM ACCOMMODATIONS

Consider what *accommodations* could be made for your student that would better support their needs and help them learn the same material as their peers without changing or adding to the material taught (interventions). Accommodations change *how* a student learns the material.

	<b>WRITING</b>
o	Allow to type answers
o	Check paper placement or body posture
o	Reinforce positive abilities
o	Provide extra time for work
o	Model appropriate writing
o	Use a pencil grip
o	Use handwriting models
o	Give consistent expectations
o	Enlarge print for copying
o	Student copy smaller amounts
o	Limit distractions
o	Limit clutter on desk
o	Seat closer to item copied
o	Shorten length of written assignment
o	Provide visual models
o	Teach the use of acronyms
o	Allow more time
o	Air writing
o	Spell check devices
o	Bolder lines on writing paper

	<b>READING</b>
o	Limit Distractions
o	Differentiated lesson
o	Use larger print
o	Allow more reading time
o	Review Reading Strategies
o	Positive Reinforcement
o	Allow re-reading time
o	State objective
o	Provide visual supports
o	Teach the use of acronyms
o	Read aloud to student
o	Visual tracking aide
o	Provide questions before reading
o	Model word by word reading vs. fluent reading
o	Opportunity to read easier, familiar texts
o	Choral read with student
o	Audio books
o	Graphic organizers
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	<b>MATH</b>
o	Limit reading / read text aloud to student
o	Give extra practice
o	Reduce Competition
o	Give Reference Sheet
o	Demonstrate 1st problem
o	Give extra examples
o	Reduce Distractions
o	Student read problem aloud
o	Ability group
o	State objective
o	Provide visuals
o	Teach the use of acronyms
o	Highlight key words in word problems
o	Use flow chart to demonstrate steps
o	Calculator
o	Use graph paper for alignment
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	<b>BEHAVIOR</b>
o	Prepare student for transitions
o	Ignore behavior
o	Seat near teacher
o	Seat near positive role model
o	Alter room arrangement
o	Give extra time to complete tasks/comply
o	Simplify instructions
o	Reduce distractions
o	Proximity control
o	Smaller grouping
o	Break down assignment (visually)- cut into smaller pieces
o	Time out alternatives (refer to. 1,2,3 Magic)
o	Tangible reminders/visual reminders
o	Rules/expectations posted
o	Frequent reminders
o	Check often for understanding
o	Frequent eye contact
o	Provide prompt before calling on student
o	Private redirection
o	Minimize body language