

Checklist
Response to Intervention/Multi-Tiered Systems of Support
For the book, *How do I plan and teach reading groups?*

<input type="checkbox"/> Student Information	
Name _____ Birthdate _____ Grade _____ Classroom Teacher _____ Interventionists and other support staff _____	Attendance (i.e., 90%, missed 10 days in November) _____ Grades _____ Information about school history _____ _____ _____
<input type="checkbox"/> Student Assets	
Academic	Non-Academic
<input type="checkbox"/> Criterion 1	
<p><i>Failure to meet one or more age or grade level standards after instruction has been provided.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral Expression <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Written Expression <input type="checkbox"/> Reading Foundational Skills (print concepts, phonological awareness, phonics and word recognition, and fluency) <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ 	<p><i>When you were teaching this student, what were some strengths that may help determine the best supports for success? How did you connect with this student? What motivates this student and encourages him or her to keep trying?</i></p>

Provide documentation of student's performance

Measure	Date(s)	Student Score	Proficient or Grade Level Score	Additional Information

Has the student's performance, based on the measures listed above, been discussed with parents? Explain:

Criterion 2

Intervention

Dates of Intervention

PDSA Cycle 1: *Follow the developing and implementing checklists in the book under the gray tab titled, PDSAs, to ensure all information is complete for each intervention including dates, frequency, measure, progress, and etc.)*

Was the intervention successful? YES or NO

Why or Why not?

What evidence from the PDSA demonstrates the why or why not?

Intervention

Dates of Intervention

PDSA Cycle 2: *Follow the developing and implementing checklists in the book under the gray tab titled, PDSAs, to ensure all information is complete for each intervention including dates, frequency, measure, progress, and etc.)*

Was the intervention successful? YES or NO

Why or Why not?

What evidence from the PDSA demonstrates the why or why not?

Intervention

Dates of Intervention

PDSA Cycle 3: *Follow the developing and implementing checklists in the book under the gray tab titled, PDSAs, to ensure all information is complete for each intervention including dates, frequency, measure, progress, and etc.)*

Was the intervention successful? YES or NO

Why or Why not?

What evidence from the PDSA demonstrates the why or why not?

Criterion 3

Rule out additional conditions being the reason for failing to meet one or more age or grade level standards listed under criterion 1.

- Hearing impairment
- Visual impairment
- Motor disability
- Emotional disturbance
- Limited English proficiency

- Other _____
- Other _____

Have you checked with the parents concerning conditions (i.e., hearing impairment)? What evidence do you have?

Does the students have any medical conditions that impact learning and progress? If yes, explain.

If any of these conditions do affect the student's success, is there evidence that the conditions are not the primary reason for the lack of progress? If yes, explain the condition and the factors...

Criterion 4*Review instruction*

- Revisit PDSAs from Criterion 2
- Provide comparison of student's assessment data as compared to grade level for proficiency and progress

Assessment	Proficiency of Student	Proficiency of Grade level	Progress of Student	Progress of Grade Level

- Does the team feel the instruction was adequate, as evidenced by the PDSA cycles?
Yes or No

Explain how this is not a child with a disability and coordination with special education.

Teacher: _____ Time: _____ Dates Day 1: _____ Day 10: _____
 Focus Group: A B C D Grade: K 1 2 3 4 5 6 7 8

Plan	Do																																																																									
<p>Plan (Goal):</p> <p>Area of Need:</p> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>PA</td><td>PH</td></tr> <tr><td>WW</td><td>VO</td></tr> <tr><td>CO</td><td>TT/TR</td></tr> <tr><td>WR</td><td></td></tr> </table>	PA	PH	WW	VO	CO	TT/TR	WR		<p>Do (Strategy): Identify Targeted Activities from the Black Tabs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Targeted Activity</th> <th>Day 1</th> <th>Day 2</th> <th>Day 3</th> <th>Day 4</th> <th>Day 5</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Targeted Activity</th> <th>Day 6</th> <th>Day 7</th> <th>Day 8</th> <th>Day 9</th> <th>Day 10</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Targeted Activity	Day 1	Day 2	Day 3	Day 4	Day 5																									Targeted Activity	Day 6	Day 7	Day 8	Day 9	Day 10																													
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<p>Act (Next Steps):</p> <p>Who needs re-teaching?</p> <p>Who moves on to another DO and different Targeted Activities?</p> <p>How do I know the skill was mastered?</p>	<p>Study (Track): Implement Targeted Activities and note results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">✓</td> <td>Student on target</td> <td style="text-align: center;">-</td> <td>Too difficult/lack of student responses</td> <td style="text-align: center;">+</td> <td>Task is too easy</td> <td style="text-align: center;">AB</td> <td>Student was absent</td> </tr> </table> <p>Data Source:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Student</th> <th>Initial Score</th> <th>Day 1</th> <th>Day 2</th> <th>Day 3</th> <th>Day 4</th> <th>Day 5</th> <th>Day 6</th> <th>Day 7</th> <th>Day 8</th> <th>Day 9</th> <th>Day 10</th> <th>End Score</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Notes:</p>	✓	Student on target	-	Too difficult/lack of student responses	+	Task is too easy	AB	Student was absent	Student	Initial Score	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	End Score																																																				
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