

# Intervention Form

Date:

Student Name:

Area of Concern:

Reason for Concern:

**BASELINE DATA:** Where was the student before/at the beginning of intervention?

**RESEARCH BASED INTERVENTION USED:**

- Graphic organizer
- Charted progress
- Checklist
- Computer activities
- Evaluation checklist
- Modeling
- Mnemonic guides
- Guided reading
- Highlighting words or chunks
- Choral reading
- Using word attack skills
- Flashcards
- Songs
- art/illustrations to help with memory and organization

- Multi-sensory techniques
- Repeated readings
- Self-questioning
- Strategy posters
- Verbal rehearsal
- Visual imagery
- Direct instruction
- Scaffolding
- Re-teaching
- Front loading
- Guided practice
- Check for understanding
- Repeated practice
- Chunking
- Typing notes

- Self-monitoring tools-smiley and sad faces, timers, journals, self-given time outs
- Using reminders or apps
- Give directions in steps
- Cover, Copy, Compare
- Peer tutoring
- Rubric to guide writing
- Other:

How long was intervention provided?	Where and Who?	Time:	Frequency:
4 weeks 9 weeks 18 weeks ____ weeks	General Education Teacher General Education/Intervention Specialist Resource Room-Intervention Specialist	5 minutes 10 minutes 15 minutes 20 minutes 25 minutes 30 minutes 35 minutes 40 minutes 45 minutes ____ minutes	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Weekly</li> <li>• Monthly</li> </ul>

**RESULTS OF INTERVENTIONS COMPARED TO BASELINE (include all charts and relevant information):**

**DECISION MADE BASED ON THE INTERVENTIONS:**

**THINGS TO KEEP IN MIND OR THINGS THAT MIGHT HELP DECISION MAKING**

Environment/Materials	Assignments	Instruction
<ul style="list-style-type: none"> <li>• Change seating</li> <li>• Special study area</li> <li>• Supervised study groups</li> <li>• Stations/centers</li> <li>• Change class schedule</li> <li>• Small group</li> <li>• 1-1 instruction</li> <li>• Peer buddy</li> <li>• Highlight important content</li> <li>• Simplified directions</li> <li>• Vary directions</li> <li>• Large print</li> <li>• Simplified text</li> <li>• Timed practice</li> <li>• Working with the Intervention Specialist</li> <li>• Manipulatives</li> <li>• After school program</li> <li>• Graph paper</li> <li>• Large grid paper</li> <li>• Guider for reading</li> <li>• Colored overlay</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• Shortened assignments</li> <li>• Extended time</li> <li>• Read directions</li> <li>• Give directions in small steps</li> <li>• Study guides</li> <li>• Alternate assignments</li> <li>• Verbal cues or prompts</li> <li>• Allow students to record or type work</li> <li>• Dictate answers</li> <li>• Prioritize assignments</li> <li>• Use partial content</li> <li>• Vary sequence</li> <li>• Fewer steps</li> <li>• Add steps</li> <li>• Segment content</li> <li>• Summaries of content</li> <li>• Extra practice</li> <li>• Typing</li> <li>• Tracing</li> <li>• Peer reading</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to meet all students needs</li> <li>• UDL</li> <li>• Instruct in different ways - Representation</li> <li>• Assess in different ways - Action and Expression</li> <li>• Engagement</li> <li>• Websites that may help: <a href="http://interventioncentral.org">interventioncentral.org</a>, <a href="https://ies.ed.gov/ncee/WWC">https://ies.ed.gov/ncee/WWC</a></li> <li>• Very instruction techniques - lecture, small group, peer, technology, read, listen, research, present</li> <li>• Hands on</li> <li>• Visual learners</li> <li>• Auditory learners</li> <li>• Consult others - what has worked in the past</li> <li>• Include the family - talk to parents or guardians</li> <li>• Spiral instructions and assessments</li> </ul>
Organization	Testing Adaptations	Behavior
<ul style="list-style-type: none"> <li>• Provide routine schedule</li> <li>• Use folders to organize</li> <li>• Maintain assignment calendar/newsletter</li> <li>• Clean workspace</li> <li>• Timer</li> <li>• Rewards for starting and completing work</li> <li>• Teach planning and pacing for larger assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Varying testing methods (open book, multiple choice, short answer, verbal, or taped responses)</li> <li>• Shortened assessment</li> <li>• Verbal assessment</li> <li>• Read aloud</li> <li>• Allow use of aides (book, notes, charts, etc.)</li> <li>• Modified test (on ability level)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily/weekly monitoring sheet</li> <li>• Classroom performance contract</li> <li>• Role play</li> <li>• Providing choices</li> <li>• Positive notes</li> <li>• Logical consequences</li> <li>• After school program</li> <li>• Loss of privileges</li> <li>• Time out</li> <li>• Picture schedule</li> <li>• Class Dojo</li> </ul>