

MMS Team Intervention Worksheet (TIW)

This worksheet is a step-by-step process to help organize a student's progress within the intervention process.

Instructions:

Step 1 - Make a copy of this original TIW & share with your team & CSAT Team Leader (file-->make a copy-->rename ie:gradelevel_lastname_firstinitial_teamname)

a. Please e-mail the copied form to:

- CSAT Team Leader

Step 2- Teacher(s) brings student concerns to the TEAM during team meeting to collaborate on possible interventions or instructional research-based strategies that may help the student. Implement research-based interventions for 4-6 weeks and monitor.

Step 3- Team Meeting minutes need to indicate when TIWs are completed with 4-6 week interventions and progress. Attach updated link of TIW on Team Meeting minutes

Step 4- CSAT team reports next steps and team continues to monitor and share progress.

Student Name

Referring Teacher(s)

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Team Name

Grade

G.P.A

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Student Strengths and/or Interests

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Primary Concern with Student: Academic, Emotional, or Behavioral Concern?

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Please 'X' any current concerns with student:

<input type="checkbox"/> Class Work Completion <input type="checkbox"/> Homework Completion <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Reading Skills <input type="checkbox"/> Outbursts/Disruption <input type="checkbox"/> Math Computation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression <input type="checkbox"/> Receptive Language	<input type="checkbox"/> Bullying <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Anxiety <input type="checkbox"/> Self-injury <input type="checkbox"/> Alcohol/Drug use <input type="checkbox"/> Theft of Property <input type="checkbox"/> Threats to Harm <input type="checkbox"/> Irritability <input type="checkbox"/> Suicidal Ideation
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__ Hyperactivity __ Expressive Language __ Listening Skills __ Understanding __ Retention of Information __ Inattention	__ Divorce __ Gang Interest __ Defiance __ Depression __ Social Withdrawal __ Grief/Loss __ Other:
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Previous Intervention Form Link

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Behavior Support Plan

Previous year

Current year

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Counselor cumulative record review date

Summary of findings

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[Current NWEA Data](#)

Reading

Language

Math

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[Current CELDT Data](#)

Overall

Speaking

Listening

Reading

Writing

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[Health Concerns](#)

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[Discipline Record](#)

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[Team S.M.A.R.T. Goal](#)

Specific: Exactly what is it you want to achieve with student.

Measurable: You must be able to track progress and measure the result of your goal.

Attainable: Your goal must be relevant to your student and agreed with them.

Realistic: Your goal should be realistic and relevant to student

Time-Specific Goal: Goals must have a deadline, when will student achieve his/her goal?

le: By Oct. 14th, Ariana will be able to stay in her seat 80% of time in each class.

By (date,) (student) will

Academic:

Behavior:

CLASSROOM Management Plan (proactive)	Intervention Comments	Date	Comments/ Results (After 4-6 weeks)
Give choices			
Check in beginning of the period			
Token economy			
Self reflection			
Peer Buddy			
Breaks during class			
Positive Praise			
Use different learning approaches (visual, auditory, kinesthetic)			
CLASSROOM Management Plan (reactive)	Intervention Comments	Date	Comments/ Results (After 4-6 weeks)
Seat change/ preferential seating			
Buddy room			
Differentiation			

Note to parent			
Parent contact (phone, text, e-mail, note)			
After School Academic Intervention (ASAI)			
Behavior reflection			
Infraction			
Implemented Pre-Referral Intervention Manual (PRIM) strategies			
Implemented PBIS World strategies			
Universal Design for Learning			
Behavior card			

Step 2- Teacher(s) brings student concerns to the TEAM during team meeting to collaborate on possible interventions or instructional research-based strategies that may help the student. Implement research-based interventions for 6-8 weeks and monitor

Team Interventions <i>(Resources- teacher expertise, counselors, social workers, admin, PRIM, menu of services, etc)</i>	Intervention <i>(Description of intervention & name of person responsible for facilitating/monitoring)</i>	Start & End Date of Intervention	Step 2- Comments/ Results <i>(After 4-6 weeks Was it effective? How was effectiveness measured?)</i>
Team meeting to discuss strategies/interventions			
After School Academic Intervention, (ASAI)			
1:1 Teacher/student meeting			
Team meeting with student & parent			
Consulted counselor/social worker			
Consulted assistant principal			
Consulted with literacy coach			

Consulted with math coach			
Weekly goal setting			
Use different learning approaches (visual, auditory, kinesthetic)			
Research-based instructional strategies			
Parent signature in agenda			
Parent conference			
Behavior contract			
Modified work			
Reading intervention class			
Wildcat Academy			
Connected to clubs/positive activities			
Universal Design for Learning			

Step 3 - Team Meeting minutes need to be indicated when TIWs are completed with 6-8 week interventions and progress. Attach updated link to TIW on Team Meeting minutes

Step 4- CSAT team reports next steps and team continues to monitor and share progress

CSAT	Date:	Update:
Teacher consults with CSAT CORE Team Member		
Teacher updates information on this Team Intervention Worksheet and only shares document with CSAT Team Leaders and specific grade level team: <ul style="list-style-type: none"> • RTI Team Leader 		
CSAT CORE team reviews referral		
CSAT CORE team informs teacher / team of outcome of referral		
Referral to Assistance Team (SST, 504, SART/SARB) Work samples to bring to meetings:		

<ul style="list-style-type: none"> ● pre-assessments ● formative assessments ● Engage New York samples ● mentor texts ● writing samples (informational, argument or narrative) ● journals ● benchmarks ● MAP scores ● CELDT scores 		
Behavior contract		
Student success plan		
Behavior summary form		
Outside referrals		
Before/after-school intervention support		
Home visit		
Schedule change (ie: ALC period placement)		

Step 5- SST Meeting

Step 6- Follow-Up SST Meeting