Tier 1 Interventions

Targeted Skill:__

| Tier 1 Academic Interventions Tried | Tier 1 Speech Interventions Tried: |
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| Flexible grouping within the classroom | Student given extra time to respond |
| One-on-one help from teacher or paraprofessional | Teacher models correct speech |
| Moved seat to assist in learning | Parent/Teacher conference |
| Informal collaboration with other educators | Positive encouragement from teacher |
| Parent/Teacher/Student conferences | Student reminded to slow down when speaking |
| | Attach labels to unfamiliar items |
| Skill reinforcement by various school | Student reminded to speak louder or softer |
| Classroom instruction by specialist Computer-based instruction | |
| | Encourage student to use speech rather gestures |
| Use of agendas | Tier 1 OT Interventions Tried |
| Use of rubrics, graphic organizer, etc. | Teacher models correct way to hold pencil, scissors, etc. |
| Classroom buddies | |
| Cooperative learning | Child uses oversized pencil to stabilized grip |
| Parent training (Curriculum Night) | Child uses clipboard to hold paper still |
| Study guides, organizers, outlines | Child works with clay to strengthen hand muscles |
| Visual clues and reminders posted on desks | Child uses pencil grip |
| Student graph or chart weekly progress | Allow student to use alternative writing positions as |
| | appropriate (standing, kneeling, lying on stomach, etc.) |
| Collaborative Teaching | Give extra time to finish task |
| Title 1 school wide plan | Provide student opportunity to strengthen fine motor skills |
| | (building with legos, stinging beads, playing checkers, etc. |
| Repeated directions and instruction | Student traces to practice forming letters and numbers |
| Use of highlighters to find important text | Give student opportunities to use a variety of tools to write |
| | (pencils, pens, markers, crayons, chalk) |
| Flashcards | |
| Use of manipulative objects | Tier 1 Behavior Interventions: Tried |
| Infuse instructional strategies for different learning styles into instruction | Uses behavior contract |
| Give alternate assignments based on learning style | Isolated from peers |
| Use overhead projector | Talks with counselor |
| Give explanations in small, distinct steps | Teacher/Student/Parent conferences |
| Provide both auditory and visual directions and information | Time out in classroom or other teacher's classroom |
| Point to things you are talking about | Referral to the office |
| Relate information to past experiences | Verbal praise and encouragement |
| Provide concert examples | Participates in incentive program |
| Use drama and role playing | Communication via agenda |
| Use parallel curriculum (same subject, different content) | School-wide behavior plan |
| Higher grade level buddy | Use on nonverbal cues to correct behavior |
| Student given choices on how to complete an assignment | Visual cues or reminders posted on desk |
| Alphabet strip on desk | Correct student in private |
| Number line on desk | Love and Logic behavioral strategies |
| Use a timer for completion of assignment | Classroom management plan |
| Sequence work with easiest problems first | Proximity control |
| Provide word banks | |
| Other | |
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