

INTERVENTIONS FOR STUDENTS NOT READY TO LEARN

FLOW CHART

- Step 1 Teacher identifies unsuccessful students, identifies obstacles to learning, and contacts parents/guardians.
- Step 2 Teacher employs intervention strategies and reasonable accommodations, noting dates and results of attempts.
- Step 3 If individual strategies have not been successful, teachers refer to their grade-level teams for review/assistance. Teams/partnerships suggest and employ intervention strategies, reasonable accommodations, noting dates and results.
- Step 4 If strategies are still not successful team/partnerships develop a written plan (include administrators, counselors, special education, and ESL staff, review all interventions taken so far).
- Step 5 Team implements plan, and either a teacher or a support team monitors progress, and counselor records dates and results.
- Step 6 Counselors, administrators or other specialists facilitate interventions or initiate access to services not available to teams.
- Step 7 If both the team's plan and specialists' interventions are not successful, counselor refers to S.I.T. (Student Intervention Team). Include referral form, counselor log of interventions, and any other pertinent information.
- Step 8 S.I.T. reviews interventions to date, develops a coordinated plan, assigns a case manager, sets a timeline, recommends services.
- Step 9 Case manager communicates with team (attending team meeting and/or using feedback form), monitors plan (timeline/results) and reports back to S.I.T.
- Step 10 If case manager reports lack of success to SIT an alternate plan is developed or alternate placement recommended.

OBSTACLES TO READINESS TO LEARN

I. LEARNING READINESS/ACADEMIC FOCUS

- a. Does not have/frequently lose materials
- b. Has poor organization
- c. Unable to complete assignments/does not turn in assignments
- d. Unable to follow steps in order/difficulty with memory work
- e. Has difficulty concentrating/does not remain on task
- f. Writes/passes notes
- g. Is easily distracted by visual/auditory stimuli
- h. Indicates home concerns as cause of inability to deal with classroom requirements

II. INTERACTION WITH OTHERS

- a. Makes inappropriate comments to teacher
- b. Makes inappropriate comments to other students

III. ISOLATION BEHAVIORS

- a. Has little or no interaction with teachers
- b. Has little or no interaction with peers
- c. Tries to avoid situations, assignments, responsibilities
- d. Ignores consequences of his/her behavior
- e. Does not smile, laugh, or demonstrate happiness
- f. Does not care for personal appearance

IV. DEVELOPMENTALLY/EMOTIONALLY IMMATURE

- a. Whines, cries
- b. Lies, denies, exaggerates, distorts the truth
- c. Speaks incorrectly
- d. Does not wait appropriately

V. TEACHER INTERVENTION STRATEGIES

Academic

- ___ a. Strategic Plan Focus
- ___ b. Tutoring
- ___ c. Peer Buddy
- ___ d. Adult Mentor
- ___ e. Tutoring
- ___ f. Study Skills
- ___ g. Parent at Home Plan
- ___ h. Parent/Student/Teacher Conference

- ____i. Performance Contracts
- ____j. Other (briefly describe)

Behavior

- ____k. Parent Phone Call from Teacher
- ____l. Parent/Teacher/Student Conference
- ____m. Teacher Letter Home
- ____n. Time-Out with Buddy Teacher
- ____o. Detention
- ____p. After School Detention
- ____q. Behavior Contract with Parent/Student
- ____r. Specific Incentives tied to improved behavior
- ____s. Other (briefly describe)

VI. GENERAL STRATEGIES/INDIVIDUAL TEACHERS

- ____a. Parent Phone Call
- ____b. Parent In-Person Conference with or without
- ____c. Check Students File/Previous History
- ____d. Letter Home to Parent
- ____e. Conference to Parent

VII. REFERRAL TO ADMINISTRATION - ONGOING SERIOUS BEHAVIOR PROBLEM

Please include date and a brief description of referral.