

General Education Intervention Documentation

Student: _____ Date: _____

Grade: _____ Teacher: _____ DOB: _____

Social Security #: _____ School: _____

Parent(s): _____

Address: _____

Home Phone Number: _____

Cell Phone: _____

Work Phone Numbers: Mother _____

Father _____

Number of School Transfers: _____

Number of Retentions: _____

Attendance Record:

Absences: _____

Tardies: _____

Discipline Referrals:

ISS: _____

OSS: _____

Primary Language Spoken at Home: _____

Hearing (Date/Results): _____

Vision (Date/Results): _____

Medical Diagnosis/medications: _____

Does the team have gross or fine motor concerns? Yes or No

Does the team have concerns with: Voice (volume too loud/soft) Yes or No

Fluency (stuttering) Yes or No

Articulation (clarity of speech) Yes or No

Ability to express needs/wants Yes or No

Ability to follow verbal directions Yes or No

Please Provide specific concerns regarding this request: (use back if necessary)

Results of parent involvement (attach A1) or describe parent involvement with interventions:

Is student aware of presenting concerns? Attach A2 or describe student involvement with interventions?

Has the student received a psychoeducational evaluation before? Yes No

If yes, what new information is being considered?

Social/Emotional Information Checklist

Peer relationships: Assets/Strengths

- Understands rules and consequences
- Peers model responsible behavior
- Demonstrates empathy, sensitivity, and friendship skills
- Initiates access to resources as needed
- Has knowledge of/is comfortable with students
- Can resist negative peer pressure
- Optimistic about his/her future
- Seeks to resolve conflict in non-violent manner
- Involved in music, theater or other arts
- Involved in sports, clubs and organizations
- Places a high value on helping others
- Acts on pro-social convictions, stands upon his/her beliefs
- Tells the truth even when it is not easy
- Accepts and takes personal responsibility
- Receives support from 3 or more non-parent adults

Family issues: Assets

- Positive family communication
- Parental involvement in school
- Family supports rules and consequences
- Family monitors whereabouts of student
- Both parents and teacher support student to achieve

Community Assets:

- Caring neighborhood
- Involved in community service
- Feels safe in school and neighborhood
- Given useful roles in community
- Perceives that adults value him/her

Concerns:

- Disruptive in class
- Lack of concentration
- Extreme negativism
- Defiance: breaking rules
- Destruction of school property
- Frequently needs discipline
- Impaired memory
- Inattentiveness
- Fighting
- Defiance of authority
- Verbally abusive
- Obscene language, gestures
- Sudden outbursts of temper
- Frequent visits to the nurse
- Hyperactivity, nervousness
- Change in friends or peer groups
- Inappropriate emotional response
- Other students express concern
- Talks freely about alcohol/drug use
- Frequent trips to the restroom
- Odd/inappropriate behaviors
- Throwing objects
- Mood swings
- Vandalism
- Low affect

Concerns:

- Non-participation in parent/teacher conferences
- Low parental involvement in the school
- Running away from home
- Caretakers other than parent(s)
- Isolating self at home

Community Risk Indicators:

- Vandalism (outside of school)
- Possession of alcohol and/or other drugs
- Any known arrests/convictions
- Any known involvement with juvenile officers
- Frequent moves

Possible contributing causes for targeted area(s):

Check areas that: 1) may be lacking, or
2) are thought to be contributing to the identified problem

A. Curriculum

- Appropriate independent work activities
- Appropriate match between learner skill level and curriculum demands
- Alignment between curriculum and school standards
- Relation with post school outcomes and students' interests
- Curriculum approach-e.g. explicit vs. generative
- Curriculum type-e.g. spiral vs. sequential
- Other: _____

B. Instructional

- Pace of instruction
- Time allocated to activities
- Positive, supportive classroom interactions
- Clear expectations
- Sufficient teacher-student interaction, questioning, re-explaining, check for understanding
- Frequent and direct measurement of student progress
- Other
- Explicit and frequent feedback
- Instructional demands match student skill level
- Sufficient practice, application, and review activities
- Classroom management procedures/routine
- Effective error correction procedures
- High rate of academic engaged time
- Provisions of guided practice prior to independent practice

C. Environment:

- Seating arrangement
- Lighting
- Noise level
- Teacher/pupil ratio
- School atmosphere
- Hallway monitoring
- Parent support for learning
- Family management
- Other
- Availability of drugs, alcohol, or firearms
- Transitions and mobility
- Collaborative staff efforts
- Clarity of classroom rules
- High expectations with necessary support
- Use of out-of-school time
- Time devoted to homework with monitoring
- Neighborhood and community attachment

D. Learner

- Prior learning or knowledge
- Peer relationships
- Motivation
- Community to school
- Attendance
- Time needed to learn
- Medical and physical background
- Connection with school, community, adults, family
- Other
- Task persistence
- Ability to understand instruction
- Abilities (cognitive, psychomotor, etc.)
- Self-efficacy
- Learning rate
- Learning strengths

INTERVENTIONS RECOMMENDED BY TEAM

Intervention target (write in measurable terms and include baseline data):

Intervention strategy (including resources needed):

Date began: _____ Date to review: _____

Date reviewed: _____

Analysis of Intervention strategy (how did it work?):

Intervention target (write in measurable terms and include baseline data):

Intervention strategy (including resources needed):

Date began: _____ Date to review: _____

Date reviewed: _____

Analysis of Intervention strategy (how did it work?):

Intervention target (write in measurable terms and include baseline data):

Intervention strategy (including resources needed):

Date began: _____ Date to review: _____

Date reviewed: _____

Analysis of Intervention strategy (how did it work?):

