Rutter RTI Model Team/Classroom Interventions

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

In addition to an explicit and consistent classroom management plan that works in conjunction with our PBIS framework, describe additional interventions in place within your classroom:

\_\_\_ Have sit near an appropriate peer model (grouping, partners)

\_\_\_ Students in close proximity to staff (strategic seating)

\_\_\_ Reduce/Minimize distractions

\_\_\_ Predictable daily routine/visual schedule with changes discussed ahead of time

\_\_\_ Classroom rules are simple, clear, and stated positively and reviewed on an ongoing basis

\_\_\_ Build a rapport with student (i.e. asks empathetic questions, find their interests, encourage)

\_\_\_ Incorporate student strengths/interests into learning

\_\_\_ Build opportunities for a history of academic success for the student

\_\_\_ Offer structured choices

\_\_\_ Use cues, prompts, and redirection

\_\_\_ Modify/monitor nonacademic times

\_\_\_ Allow short breaks between assignments

\_\_\_ Provide student with opportunity for responsibility

\_\_\_ Focus on the positive, ignoring behavior not drastically outside class limits

\_\_\_ Teach new skills and replacement behaviors

\_\_\_ Provide social reinforcement (prizes, tickets, 3R star cards)

\_\_\_ Utilize self-monitoring devices (stress ball) ARE WE PURCHASING STRESS BALLS?

\_\_\_ Provide regular communication with parents/guardians

\_\_\_ Request parent/guardian reinforcement for behavior

\_\_\_ Implement individualized rules and behavior contract

\_\_\_ Other

**Have I Explicitly Taught it? Have They Learned It?**

|  |  |  |  |
| --- | --- | --- | --- |
| How to enter the classroom |   | Borrowing/returning classroom materials |   |
| Lining up |   | How to share out – modes of response |   |
| Hall procedures |   | Drills (fire, lockdown, earthquake) |   |
| Indoor voice / Group Voice |   | Transitions |   |
| Procedure for office requests |   | Verbal / Non-verbal Cues |   |
| Navigating the classroom |   | Appropriate response to redirection |   |
| How to respectfully disagree with teacher or classmate |   | Language awareness (tone, body language, code switching) |   |
| Sharpening pencils |   | Water procedures |   |
| Restroom procedures |   | Guest teacher procedures |   |
| Managing school supplies |   | Dismissal procedures |   |
| Getting the teacher’s attention |   | Respectful language  |   |
| What to do when finished |   | Greeting the teacher / other adults |   |
| Small group interactions – positive dynamics  |   | Cleaning up the room – floor, desks |   |
| Strategic seating (partners, grouping) |   | Department Three R’s |   |

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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