

Willard School District

Level 1 Intervention

Problem Solving with Students and Parents

The SIT process begins in the classroom with the teacher working closely with the student and his/her parents in identifying the areas of concern, analyzing needs, and providing interventions and strategies to support the student's progress. This communication and teamwork should begin to be documented on the Level 1&2 Documentation Form (Form A)

☞ What Do I Do? ☞

Tools to choose from that might help you gather information.

- ☐ **Intervention Resources in your building-See Counselor**
- ☐ **Thoroughly examine the cum folder and consider these questions:**
 - Has the student always attended Willard Schools? _____
 - Has the student attended 3 or more school districts? _____
 - Does the student have many tardies/absences that may impact their performance in the classroom? _____
 - As a result of this examination, comment here what you have learned about your student: _____

- ☐ **Thoroughly examine the student's grade card(s) and any pertinent test results.**
 - As a result of this examination, comment here what you have learned about your Student: _____

- ☐ **Check with the school nurse to determine the following:**
 - * Vision _____
 - * Hearing _____
 - * Medication _____
 - * Medical Diagnosis _____
- ☐ **Gather Student Intervention Team (SIT) history (see counselor/principal)**
- ☐ **Interview Student and Parent (Optional Forms in this packet)**
- ☐ **Collect specific student data/samples illustrating your concern**
- ☐ **Document any strategies and interventions you've tried**

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Below are some things to think about when a student displays an academic or behavioral concern. These can be helpful in determining where to start with classroom level interventions/individual strategies.

∞ "Classroom Teacher "Some Things to Think About" ∞

- Is this a new concern for you?
- How often does this concern occur?
- Are there times of the day when this is not a concern?
- Does this occur more frequently in structured or unstructured activities?
- Is this more prevalent in the morning? Afternoon?
- Does this happen only in a certain subject or across all subjects?
- Is there something that is happening in this child's life apart from school that may cause a change in performance or behavior?
- Have you noticed a change in physical appearance, friends, or demeanor?
- Does the instructional level in the classroom match the student's? Do I have a good feeling for where this student is performing? Do I need to check the data?

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These are general guidelines to help you in talking with the student about the concern. They can be adapted according to the age of the student.

↻ Student Interview Questions ↻

1. What is your favorite part of school?
2. What do you feel comes most easily to you academically?
3. What is something that is difficulty to do in school?
4. When does this cause you the most difficulty?
5. How long does it last?
6. What do you find (have you found in the past) to be most helpful with this concern?
7. Are things happening with friends/family that contributes to this area of concern?
8. Is this area of concern too hard for you? Have you always struggled with this?
9. Do you know where to go to get help with this concern?

Level 1 Intervention

Parent contact at Level 1 is very important. Below are some questions that may help guide your communication with the parent. This will help involve the parents early on and accomplishes several things. The parents are aware that there is a concern AND you can get them involved in the intervention process.

Parent Interview Questions

1. What does your child do when things are going well for her at school?
2. How do you know your child is feeling like she is not doing well in something at school?
3. Does your child appear to be upset about school or does she share that there are things that are hard for her?
4. What aspects of school does your child consider most difficult?
5. Is this a new area of concern or do you feel your child has had trouble before in this area?
6. When you help your child with homework, what does she seem to need the most help in?
7. How much time does your child spend doing homework each night?
8. What resources could I provide that would help you to help your child at home?
9. What do you see as your child's strengths? What does she do best? What is she most proud of?
10. In what area(s) could your child use the most improvement? What things does she seem to struggle with the most?
11. If we only targeted one area at a time, what do you see as a priority?
12. When you think about the things your child needs to improve, what could be possible causes that we could change in order to make things better? Think about the following areas:
 - *Curriculum (examples: the curriculum materials brought home are difficult for your child to read, the materials are too easy and are things your child already knows, there are not many practice items for your child to completely understand what is being taught)
13. What are things you think would help address the areas your child has difficulty with? In what ways does your child appear to learn best? Are there any arrangements that seem to work best? Are there certain things that motivate your child to learn or participate?
14. If we develop a successful plan to help, how will things look different for your child? (In other words, how will we know we are successful?)

Level 2 Intervention

Problem Solving with Other Resources

Teachers sometimes find it necessary to access other resources in the building for the generation of further interventions and strategies as needed. These resources are referred to as *Professional Learning Communities* and may consist of, for example support through school counseling, additional general education reading or math programs, or consultation and materials from various special education staff. Communication and teamwork between school and home continue to be an important part of this process.

What Do I Do?

Time spent at this level varies according to student need but should not typically exceed eight weeks. In all, 80-90% of students will have their needs met at this level.

- Continue to document all contacts on the Contact Log (Form B).
- Keep documentation of strategies or interventions attempted along with the results.
- Continue discussions with school resource personnel and contact others you might not have considered:
 - *Other grade level teachers
 - *Previous teacher
 - *Counselor
 - *Pioneers Teacher
 - *Teaching Specialist
 - *In building Resource Teachers
 - *Parent
 - *Nurse
 - *Occupational Therapist/Physical Therapist
 - *Principal
 - *Speech/Language Specialist
 - *ISS Teacher
- Be thinking about how what you've discovered seems to work and not work with this student in regards to ICEL:
 - * Instruction _____
 - * Curriculum _____
 - * Environment _____
 - * Learner _____

Level 3 Intervention

Problem Solving with the Student Intervention Team (SIT)

If you have completed the components in levels 1 and 2 and the student has not made adequate progress, you are ready for SIT.

☞ What Do I Do? ☞

Time spent at this level varies according to student need. On the average, 5-15% of students will have their needs met at this level.

What Should be done?

- Contact the SIT Coordinator to schedule a SIT meeting.
- Turn in the completed Level 1&2 Student Intervention Team Form (Form A) along with the contact log (Form B) and any other forms (interviews, graphs, health information) you may have to your SIT coordinator. Be sure to make copies of these forms for yourself.
- Complete the *Problem Identification Form* (Form D) and bring it to the meeting. This form will help you summarize the information from Levels 1&2 to share with the team.
- Contact the parent and make them aware of your referral to SIT. Inform them that someone will be contacting them to schedule a meeting.
- SIT Coordinator will send home the Parent/Family Information Form (Form C). The school may also send a cover letter or brochure for parents explaining the Student Improvement Team process.

SIT MEETING

Problem Solving with the Student Intervention Team (SIT)

Please keep in mind that the process is in place to support the teacher, the student and the family. Every member plays a key role with their participation. As a teacher you will not be asked to defend your case, but will be part of a team whose goal is to collaborate and design interventions and supports to help the student succeed.

What Do I bring to a SIT Meeting?

Key Information

- Level 1 and 2 documentation (Form A):
- Documented contacts with parents-Contact log (Form B)
- Documented contacts with Professional Learning Communities, Special Services Staff, IRT's, Counselor, Math and Literacy Coaches, Curriculum Coordinators, etc.
- Grades
- Any data to show student's response to interventions (includes baseline and progress data)
- Assessment Results
- Copies of monitoring sheets
- Student work samples
- Problem Identification Form

Supportive Information

- You may choose to bring work samples from an average student in the classroom for comparison. Please be sure to black out the name for confidentiality purposes.
- You may choose to bring student intervention progress documented on graphs or charts. This gives the team a quick and professional view of how much the student has improved.