



RtI Tier II Action Plan - Secondary

Student: _____

Date Initiated: _____

Teacher: _____

Grade/Class: _____

1st 9 Week Average: _____

2nd 9 Week Average: _____

3rd 9 Week Average: _____

*Parent Contact Date _____

Conference Telephone Note E-mail

*Second Contact Date _____

Conference Telephone Note E-mail

| | Intervention/Strategy | (Circle one) | | | | How Often | | |
|----|---|----------------|-------------------|----------------|---------------------|-----------|--------|---------|
| | | Successful (S) | Unsuccessful (US) | Not Tried (NT) | Not Applicable (NA) | Daily | Weekly | Monthly |
| 1 | Tutorials (Dates Attended: _____) | S | US | NT | NA | | | |
| 2 | Small group instruction, in class | S | US | NT | NA | | | |
| 3 | Hard copy of text for home use | S | US | NT | NA | | | |
| 4 | Break task into smaller steps | S | US | NT | NA | | | |
| 5 | Providing outline of class notes | S | US | NT | NA | | | |
| 7 | Teaching with a different modality | S | US | NT | NA | | | |
| 8 | Peer tutoring | S | US | NT | NA | | | |
| 9 | Frequent checks for progress | S | US | NT | NA | | | |
| 10 | Allow more time (in class) | S | US | NT | NA | | | |
| 11 | 1 on 1 tutoring with teacher | S | US | NT | NA | | | |
| 12 | Preferential seating | S | US | NT | NA | | | |
| 13 | Maintain proximity | S | US | NT | NA | | | |
| 14 | Minimize distractions | S | US | NT | NA | | | |
| 15 | Minimize transition time | S | US | NT | NA | | | |
| 16 | Frequent, discrete reminders to stay on task | S | US | NT | NA | | | |
| 17 | Individual instruction/attention | S | US | NT | NA | | | |
| 18 | Positive reinforcement | S | US | NT | NA | | | |
| | <input type="checkbox"/> verbal <input type="checkbox"/> concrete | | | | | | | |
| 19 | "Brain Breaks" during class | S | US | NT | NA | | | |
| 20 | Planned ignoring of attention-seeking behavior | S | US | NT | NA | | | |

| | | | | | | | | |
|----|---|---|----|----|----|--|--|--|
| 21 | Behavior Contract/Plan | S | US | NT | NA | | | |
| | <input type="checkbox"/> Academic <input type="checkbox"/> Behavioral | | | | | | | |
| 22 | Loss of privileges | S | US | NT | NA | | | |
| 23 | Privileges/Responsibilities | S | US | NT | NA | | | |
| 24 | School/Home note system | S | US | NT | NA | | | |
| 25 | Direct teach/review of expectations | S | US | NT | NA | | | |
| 26 | Behavior-specific praise | S | US | NT | NA | | | |

Adapted from Andrea Ogonosky's *Response to Intervention Handbook* (2008)

What other activities or strategies have you tried to resolve this problem?

Note to the Teacher: This form is to document interventions for any student who fails a course for a 9 weeks, or who is experiencing significant difficulty. Once a teacher determines the appropriate Tier II interventions for a student, establish a close-ended time period for interventions to be implemented and monitored. Allow enough time between implementation and review for the intervention to take effect. This will vary from 6-9 weeks. Interventions should occur regularly for at least a 6-week period before a Tier III referral to the Rtl Team is made.

This Tier II Action Plan form should be included with the Tier III referral, if progress monitoring checks and data indicate regression or no progress. This Tier II Action Plan should also be made available, upon request, to the Rtl Team, in the event that a student is identified as needing Tier III interventions.