

Brookwood School District 167

Response to Intervention (RTI)

Tier II. Diverse Learners Strategies Checklist

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READING COMPREHENSION:

A. 1. Student has difficulty reading words.

Questions:

- ↑ Does the student have difficulty perceiving or producing complex sounds?
- ↑ Does the student have a deficiency in awareness of sounds (phonological awareness)?
- ↑ Does the student have difficulty reading one/two/multisyllabic words?
- ↑ Does the student have difficulty reading words with affixes?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Provide opportunities for several re-readings of the same text
- ↑ _____ Reduce the amount of required reading
- ↑ _____ Reduce the complexity of the required reading
- ↑ _____ Allow for extra time
- ↑ _____ Teach phonemic awareness skills
- ↑ _____ Teach word reading strategies (e.g. letter-sound relationships, reading by analogy, variable vowels sounds, affixes)
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/strategies tried in the classroom:

- ↑ _____
- ↑ _____
- ↑ _____

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A. 2. Student has difficulty finding the main idea or identifying important information in the text (either listening or reading comprehension).

Questions:

- ↑ Does the student have difficulty reading the words (see word reading difficulties)?
- ↑ Does the student have appropriate reading fluency (see fluency difficulties)?
- ↑ Does the student have the relevant background knowledge?
- ↑ Can the student make the connections between prior knowledge and new information?
- ↑ Can the student identify inconsistencies between prior knowledge and new information?
- ↑ Does the student know the essential vocabulary?
- ↑ Can the student formulate appropriate/relevant questions about the text?
- ↑ Can the student make inferential connections?
- ↑ Can the student identify and differentiate several types of text structures?
- ↑ Does the student have familiarity with text features (e.g., table of contents, headings, glossary)?
- ↑ Can the student paraphrase or summarize what he or she has just read?
- ↑ Is the student aware when he or she is experiencing difficulties understanding the text?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Highlight the important ideas and have the student read those first
- ↑ _____ Provide a study guide for the student to follow when reading independently
- ↑ _____ Let the student use books written slightly below their reading level
- ↑ _____ Provide visual/audio support for ideas in text
- ↑ _____ Teach pre-reading strategies (e.g., activate prior knowledge, identify text structure, set purposes for reading)
- ↑ _____ Teach vocabulary strategies (e.g., how to determine meanings of unfamiliar words,)
- ↑ _____ Teach comprehension strategies (e.g., summarization, predication, clarification, inferences, questioning)
- ↑ _____ Use predesigned graphic organizers to document prior and new knowledge
- ↑ _____ Pre-teach vocabulary
- ↑ _____ Provide the student with generic question prompts to use while reading (e.g., what did the character just do? How does this fit in with what I already know?)
- ↑ _____ Reduce the amount of information presented at one time
- ↑ _____ Teach students how to identify main ideas
- ↑ _____ Teach visual imagery of ideas
- ↑ _____ Teach self-monitoring of comprehension
- ↑ _____ Use flexible grouping strategies so that student can work on key skills in small groups
- ↑ _____ Allow the student to take notes, highlight or provide a copy of the text so that the student can mark directly on the text
- ↑ _____ Use simple instructions, or provide visuals
- ↑ _____ Provide study guides that feature the most important content

Additional accommodations/strategies tried in the classroom:

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↑ _____

A. 3. Student has difficulty understanding what he/she should learn from a lecture or discussion.

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have problems with listening comprehension (see Reading comprehension difficulties)?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts
- ↑ _____ Provide an overview of the content at the beginning of the lesson
- ↑ _____ Introduce new vocabulary and concepts before the lesson
- ↑ _____ Provide a summary of important information from the lecture with a list of questions to be answered
- ↑ _____ Provide study guides that feature the most important content
- ↑ _____ Review previously learned content prior to the activity
- ↑ _____ Provide a glossary of content related terms
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Teach student how to ask clarification questions
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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A. 4. Student has difficulty following the ideas during the lecture or discussion.

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have problems with listening comprehension (see Reading comprehension difficulties)?

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have problems with listening comprehension (see Reading comprehension difficulties)?

Accommodations/Suggestions for Instruction:

↑ *(check box if tried); _____ (fill in date(s) that accommodation was used)*

- ↑ _____ Keep student involved by encouraging him/her to ask questions or by breaking up the lecture
- ↑ _____ Identify the main steps or key components of the information
- ↑ _____ Write important ideas down on the board/chart. Use colored markers for emphasis
- ↑ _____ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Teach student how to ask clarification questions
- ↑ _____ Use flexible grouping strategies so that student can work on key skills in small groups
- ↑ _____ Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- ↑ _____ Use visual aids, such a whiteboard, overheads, PowerPoint, or charts
- ↑ _____ Provide an overview of the content at the beginning of the lesson
- ↑ _____ Provide a summary of important information with a list of questions to be answered.

Additional accommodations/strategies tried in the classroom:

- ↑ _____
- ↑ _____

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↑ _____

A. 5. Student has difficulty taking notes and remembering the ideas.

Questions:

- ↑ Does the student use shorter, less complex sentences for their age (see Writing suggestions)?
- ↑ Does the student have difficult understanding what should be written?
- ↑ Does the student have difficulty understanding sentences that express relationships?
- ↑ Does the student frequently use the same sentence structures (see Writing suggestions)?
- ↑ Does the student have difficulty with handwriting or spelling (see Fine Motor control or Spelling suggestions)

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Identify the main steps or key components of the information
- ↑ _____ Write important ideas down on the board. Use colored markers for emphasis
- ↑ _____ Introduce new vocabulary and concepts before the lesson
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups
- ↑ _____ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion
- ↑ _____ Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- ↑ _____ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts
- ↑ _____ Provide a summary of important information with a list of questions to be answered
- ↑ _____ Provide a pre-designed graphic organizer

Additional accommodations/strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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READING FLUENCY:

B. 1. Student has poor reading fluency.

Questions:

- ↑ Does the student have difficulty reading the words (see Word reading difficulties)?
- ↑ Does the student have difficulty understanding what he or she reads (See Reading comprehension difficulties)?
- ↑ Does the student read with prosody (inflection)?
- ↑ Does the student have adequate reading speed?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Allow the student to reread the same text multiple times
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups
- ↑ _____ Pair good and poor reading for activities
- ↑ _____ Provide multiple interactions with the same text

Additional accommodations/strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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SPELLING:

C. 1. Student has difficulty with spelling.

Questions:

- ↑ Does the student have difficulty spelling predictable spelling patterns?
- ↑ Does the student have difficulty spelling irregular or multi-syllabic words?
- ↑ Does the student have difficulty spelling words while writing?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Let the student use a spelling dictionary
- ↑ _____ Grade content and mechanics separately in written assignments
- ↑ _____ Give the student a chance to correct spelling errors
- ↑ _____ Provide a glossary of content related terms
- ↑ _____ Allow for extra time
- ↑ _____ Teach specific spelling skills to improve word spelling, fluency, and retrieval
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups
- ↑ _____ Teach word processing skills (keyboarding; use a spell check)

Additional accommodations/ strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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MATHEMATICS:

D. 1. Student has difficulty with mathematical concepts and processes

Questions:

- ↑ Does the student have difficulty performing simple addition/ subtraction problems?
- ↑ Does the student have difficulty performing simple multiplication/ division problems?
- ↑ Does the student have difficulty performing multi-step math problems?
- ↑ Does the student have difficulty organizing his/her math problems on the paper?
- ↑ Is the problem due to difficulties in word reading and comprehension?
(see appropriate area for suggestions)
- ↑ Does the student understand the material?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Let the student use concrete materials and manipulatives
- ↑ _____ Use computer-based models to represent mathematical concepts
- ↑ _____ Let the student practice skills using computer-based instruction
- ↑ _____ Let the student use a calculator for routine computation tasks
- ↑ _____ Let the student use a chart or table with basic math facts
- ↑ _____ Color-code or highlight key words in word problems
- ↑ _____ Let the student use a flowchart to plan strategies for problem solving
- ↑ _____ Let the student use graph paper or modified paper with box cues for number placement
- ↑ _____ Allow extra time
- ↑ _____ Teach the student how to organize and approach a multi-step math problem
- ↑ _____ Provide time each week for the student to practice his/her basic math facts
- ↑ _____ Use flexible grouping strategies so the student can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

↑ _____

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↑ _____

WRITTEN EXPRESSION:

E. 1. Student has trouble with fine motor control and handwriting.

Questions:
↑ Does the student have large handwriting that doesn't stay within the lines?
↑ Does the student have small, cramped handwriting?
↑ Is the student's handwriting legible?
↑ Does the student have difficulty with cursive handwriting?
↑ Is the student's handwriting slow and labored?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Let the student write directly in the workbook or on a copy of the workbook page
- ↑ _____ Provide an outline where the student has less to write
- ↑ _____ Reduce the amount of written work
- ↑ _____ Grade content and mechanics separately in written assignments
- ↑ _____ Let the student use a word processor
- ↑ _____ Let the student dictate his/her work to a teacher/assistant/ classmate who will write the ideas for the student
- ↑ _____ Let the student tape record his/her ideas before writing them down
- ↑ _____ Allow the student to respond orally
- ↑ _____ Let the student use adaptive devices: pencil grips, erasable pens, etc.
- ↑ _____ Allow the student to write in either print or cursive when writing for an extended period
- ↑ _____ Reduce the amount of copying
- ↑ _____ Allow for extra time
- ↑ _____ Teach handwriting skills to improve legibility and fluency
- ↑ _____ Teach handwriting skills within writing assignments
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

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↑ _____

↑ _____

↑ _____

E. 2. Student has difficulty taking notes and remembering the ideas.

Questions:

- ↑ Does the student use shorter, less complex sentences for their age (see Writing suggestions)?
- ↑ Does the student have difficulty understanding what should be written?
- ↑ Does the student have difficulty understanding sentences that express relationships?
- ↑ Does the student frequently use the same sentence structures (see Writing suggestions)?
- ↑ Does the student have difficulty with handwriting or spelling (see Fine Motor control or Spelling suggestions)

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Identify the main steps or key components of the information
- ↑ _____ Write important ideas down on the board. Use colored markers for emphasis
- ↑ _____ Introduce new vocabulary and concepts before the lesson
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups
- ↑ _____ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion
- ↑ _____ Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- ↑ _____ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts
- ↑ _____ Provide a summary of important information with a list of questions to be answered
- ↑ _____ Provide a pre-designed graphic organizer

Additional accommodations/strategies tried in the classroom:

↑ _____

↑ _____

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↑ _____

E. 3. Student has difficulty expressing his/her ideas in writing

Questions:

- ↑ Does the student write only a few sentences?
- ↑ Does the student complain of not knowing what to write?
- ↑ Does the student have difficulty with handwriting? (see handwriting suggestions)
- ↑ Does the student have difficulty with spelling? (see spelling suggestions)
- ↑ Does the student frequently write on the same topic?
- ↑ Does the student's writing lack detail?

Accommodations/ Suggestions for Instruction:

↑ *(check box if tried); _____ (fill in date(s) that accommodation was used)*

- ↑ _____ Let the student use a thesaurus to find words to write and say
- ↑ _____ Provide brainstorming activities before writing
- ↑ _____ Provide graphic organizers that prompt the student in specific areas before writing
- ↑ _____ Let the student tape record their ideas before writing them down
- ↑ _____ Provide a glossary of content-related terms
- ↑ _____ Allow for extra time
- ↑ _____ Teach brainstorming or prewriting skills and strategies
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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E.4. Student has poor written vocabulary

Questions:

- ↑ Does the student frequently use the same words when writing?
- ↑ Does the student have difficulty with handwriting? (see handwriting suggestions)
- ↑ Does the student have difficulty with spelling? (see spelling suggestions)

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Provide brainstorming activities before writing
- ↑ _____ Use graphic organizers to brainstorm vocabulary and ideas before writing
- ↑ _____ Provide a glossary of content-related terms
- ↑ _____ Let the student tape record his/her ideas before writing them down
- ↑ _____ Allow extra time
- ↑ _____ Teach new vocabulary appropriate to the writing situation
- ↑ _____ Teach brainstorming or prewriting skills and strategies
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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Organization / Lack of Materials / Slow Work Rate

F.1. Student has difficulty keeping materials and belongings organized

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student frequently lose materials?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Provide a specific, consistent location for each subject's assignments
- ↑ _____ Use predictable, consistent routines for assignment submission and return
- ↑ _____ Use color-coding to help the student identify different kinds of materials/ tasks
- ↑ _____ Give the student a checklist of materials needed for each class. Provide a consistent place to keep the checklist.
- ↑ _____ Develop consistent and predictable routines in your classroom for managing materials and belongings
- ↑ _____ Keep the classroom organized so that the student knows where to find materials
- ↑ _____ Do not rearrange the classroom frequently. If rearranged, take time to re-orient student.
- ↑ _____ Provide time each week for the student to organize his/her desk and materials
- ↑ _____ Teach the student organizational skills
- ↑ _____ Teach self-regulation strategies
- ↑ _____ Use flexible grouping strategies so the student can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

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↑ _____

↑ _____

F.2. Student has difficulty keeping track of their assignments

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student frequently lose assignments and belongings?
- ↑ Is the student's desk frequently disorganized?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Provide a specific, consistent location for each subject's assignments
- ↑ _____ Use predictable, consistent routines for assignment submission and return
- ↑ _____ Use color-coding to help the student identify different kinds of tasks or materials
- ↑ _____ Let the student use a special folder to keep subjects organized and use a different color for each unit
- ↑ _____ Break a long assignment into parts. Set a separate due date for each part
- ↑ _____ Reduce or eliminate redundant work
- ↑ _____ Have the student mark assignments in an assignment notebook or planner
- ↑ _____ Reduce the total amount of work. Be sure to select the tasks or items that are needed to accomplish all of the learning objectives
- ↑ _____ Give partial credit for late assignments or incomplete work until the student is able to complete work on time
- ↑ _____ Allow for extra time
- ↑ _____ Provide time each week for the student to organize his/her desk and materials
- ↑ _____ Teach student organizational skills
- ↑ _____ Teach the student to monitor his/her behavior
- ↑ _____ Teach self-regulation strategies
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

Tier II. Level Pink (# weeks TBD)

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↑ _____

↑ _____

↑ _____

F.3. Student works slower than his/her classmates

Questions:

- ↑ Is the problem due to difficulties in word reading, comprehension, handwriting, spelling, or writing skills? (see appropriate area for suggestions)
- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Present a smaller amount of work at one time
- ↑ _____ Reduce or eliminate redundant work
- ↑ _____ Give partial credit for late assignments or incomplete work until student is able to complete work on time
- ↑ _____ Let the student use resources and instructional materials outside of class
- ↑ _____ Allow for extra time
- ↑ _____ Use flexible grouping strategies so the student can work on key skills in small groups
- ↑ _____ Teach the student to monitor his/her behavior
- ↑ _____ Teach self-regulation strategies

Additional accommodations/ strategies tried in the classroom:

↑ _____

↑ _____

↑ _____

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Attention Problems

G.1. Student has trouble remembering what to do and difficulty understanding directions

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Have the student say or show the directions in his/her own words
- ↑ _____ Provide an assignment notebook or a personal planner
- ↑ _____ Give step-by-step instructions. Outline the steps in writing or use pictures.
- ↑ _____ Rewrite the directions (simplify)
- ↑ _____ Model sample problems or tasks
- ↑ _____ Combine spoken directions with pictures, words, or diagrams
- ↑ _____ Teach how to use assignment notebooks/ personal planners
- ↑ _____ Teach how to ask clarification questions
- ↑ _____ Teach self-regulation strategies
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

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↑ _____

↑ _____

G.2. Student is confused by complex instructions and materials

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have difficulty following multiple step directions?
- ↑ Does the student understand the material?
- ↑ Is the problem due to difficulties in word reading, comprehension, handwriting, spelling, or writing skills? (see appropriate area for suggestions)

Accommodations/ Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Use color-coding to help the student identify different kinds of tasks or materials
- ↑ _____ Use uncluttered materials
- ↑ _____ Arrange problems or work so that it is easy to know where to start and how to proceed
- ↑ _____ Let the student use color coded folders for each unit or subject
- ↑ _____ Underline or highlight important directions in the assignment
- ↑ _____ Avoid cluttered or crowded worksheets or materials
- ↑ _____ Given the student a checklist for common instructional routines
- ↑ _____ Reduce the complexity of the material or present one at a time
- ↑ _____ Write down or illustrate multiple step directions
- ↑ _____ Present multiple step directions one at a time
- ↑ _____ Teach the student how to organize and approach complex assignments
- ↑ _____ Teach self-regulation strategies
- ↑ _____ Use flexible grouping strategies so the student can work on key skills in small groups

Additional accommodations/ strategies tried in the classroom:

↑ _____

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↑ _____

↑ _____

G.3. Student has difficulty understanding what he/she should learn from lecture or discussion.

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have problems with listening comprehension (see Reading comprehension difficulties)?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Use visual aids, such as whiteboard, overhead, PowerPoint, or charts
- ↑ _____ Provide an overview of the content at the beginning of the lesson
- ↑ _____ Introduce new vocabulary and concepts before the lesson
- ↑ _____ Provide a summary of important information from the lecture with a list of questions to be answered
- ↑ _____ Provide study guides that feature the most important content
- ↑ _____ Review previously learned content prior to the activity
- ↑ _____ Provide a glossary of content related terms
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Teach student how to ask clarification questions
- ↑ _____ Use flexible grouping strategies so that students can work on key skills in small groups

Additional accommodations/strategies tried in the classroom:

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↑ _____

↑ _____

↑ _____

G.4.: Student has difficulty following the ideas during the lecture or discussion.

Questions:

- ↑ Does the student have a short attention span?
- ↑ Is the student frequently off-task?
- ↑ Does the student have problems with listening comprehension (see Reading comprehension difficulties)?

Accommodations/Suggestions for Instruction:

↑ (check box if tried); _____ (fill in date(s) that accommodation was used)

- ↑ _____ Keep student involved by encouraging him/her to ask questions or by breaking up the lecture
- ↑ _____ Identify the main steps or key components of the information
- ↑ _____ Write important ideas down on the board/chart. Use colored markers for emphasis
- ↑ _____ Repeat, use other words, and summarize all key points. This is particularly important at the end of the lecture or discussion
- ↑ _____ Teach student how to identify main ideas and important information; teach summarization skills
- ↑ _____ Teach student how to ask clarification questions
- ↑ _____ Use flexible grouping strategies so that student can work on key skills in small groups
- ↑ _____ Use pictures, written words, charts, or diagrams to reinforce what is presented orally
- ↑ _____ Use visual aids, such a whiteboard, overheads, PowerPoint, or charts
- ↑ _____ Provide an overview of the content at the beginning of the lesson
- ↑ _____ Provide a summary of important information with a list of questions to be answered.

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Additional accommodations/strategies tried in the classroom:

↑ _____

↑ _____

↑ _____