



Intervention Strategies Learning Checklist

STUDENT'S FULL NAME (LAST, FIRST):

DATE:

PARENT(S) NAME'S :

DOB

TEACHER(S) NAME:

SCHOOL:

GRADE

TEAM MEMBERS (Individuals who should be present at RTI meeting) :

OBSERVER'S POSTITION:

**LENGTH OF TIME EACH DAY WITH STUDENT:
(HOURS) (MINUTES)**

ACADEMIC PERFORMANCE

1. Does not demonstrate problem-solving skills in new or unique situations (i.e., in situations that are different from previous events)
2. Does not demonstrate problem-solving skills in typical situations (i.e., in situations that are experienced on a regular basis)
3. Has difficulty understanding directions and/or carrying out instructions and often requires repetition or rephrasing
4. Has difficulty with short-term and long-term memory (e.g., cannot remember directions, cannot memorize a poem, cannot recall information previously learned, etc.)
5. Has limited test-taking skills
6. Is unprepared for tests
7. Performs classroom tests or quizzes at a failing level
8. Remembers information one time but not the next
9. Requires repeated drill and practice to learn what other students master easily
10. Does not demonstrate the ability to maintain concentration on a particular activity for extended periods of time.
11. Does not demonstrate an effective organizational system when completing homework assignments
12. Does not demonstrate an understanding of directionality
13. Fails to demonstrate logical thinking
14. Has difficulty generalizing information from one situation to another
15. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)
16. Does not check completed work for accuracy
17. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)
18. Does not follow multi-step directions
19. Does not grasp basic concepts or information related to academic tasks
20. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
21. Does not perform or complete classroom assignments during class time
22. Does not prepare for assigned activities
23. Does not remain on task
24. Does not turn in homework assignments
25. Fails to perform assignments independently
26. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)
27. Has difficulty attending when directions are given
28. Has difficulty classifying (e.g., does not recognize similarities, difference, etc.)
29. Has difficulty describing objects or events across several dimensions including category, function, composition, similarities/differences, and other attributes
30. Has difficulty pretending, role-playing, and imagining

ACADEMIC PERFORMANCE CONT.

31. Has difficulty retrieving, recalling, or naming objects, persons, places, concepts, etc. (i.e., does not think of them at all or is slow to respond)
32. Has difficulty understanding analogies (e.g., Hot is to cold as up is to down.)
33. Has difficulty understanding cause-and-effect relationships (e.g., If you oversleep, you will be late for school.)
34. Has limited task focus and task completion
35. Is slow to process thoughts or information
36. Fails to improve skills, learn from mistakes, etc.
37. Performs assignments carelessly
38. Requires one-to-one situation in order to follow directions
39. Requires slow, sequential, substantially broken-down presentation of concepts
40. Turns in incomplete or inaccurately finished assignments

COMMUNICATION:

1. Does not express thoughts in verbal and written form
2. Can only speak in short, simple sentences with lack complexity
3. Does not communicate name, address, and phone number
4. Does not comprehend graphic symbols, sign language, etc.
5. Does not comprehend typical verbal communications
6. Demonstrates difficulty understanding the meaning of words indicating a question
7. Does not carry on conversations with peers or adults
8. Does not complete statements or thoughts when speaking
9. Expresses incomplete thought when speaking
10. Has difficulty using ritualistic greetings/closings
11. Is slow to respond and/or fails to make relevant responses
12. Lacks spontaneity, originality, and/or variety in verbal interactions
13. Omits, adds, substitutes, or rearranges sounds or words when speaking
14. Uses incorrect grammar when speaking
15. Voice is intermittent or completely lost

MATH

1. Confuses operational signs when working math problems (e.g., +,-,x,%)
2. Does not make use of columns when working math problems (e.g., puts numbers in wrong columns, adds across columns, etc.)
3. Does not remember math facts
4. Does not understand abstract math concepts without concrete examples (i.e. must have manipulatives in order to work math problems.)
5. Does not understand the concept of skip counting (e.g., may be able to count by fives, but does not know that five is being added to each consecutive number.)
6. Does not understand the concept of time (e.g., does not know how to tell time, does not use a calendar, does not work problems involving time, etc.)
7. Fails to change from one math operation to another (e.g., starts with addition and does not change to subtraction when needed.)
8. Fails to correctly solve math problems involving fractions or decimals (e.g., understanding parts of the whole, recognizing fractional values, performing operations, etc.)
9. Fails to correctly solve math problems requiring addition
10. Fails to correctly solve math problems requiring division
11. Fails to correctly solve math problems requiring multiplication
12. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying)
13. Fails to correctly solve math problems requiring subtraction
14. Fails to correctly solve problems involving money (e.g., coin recognition and value, counting money, making change, etc.)
15. Fails to correctly solve problems using measurement (e.g., length, volume, weight, etc.)
16. Fails to demonstrate knowledge of place value
17. Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)
18. Has difficulty grasping concepts involving time, space, quantity, quality, and directionality (e.g., before/after, above/below, most/least, smooth/rough, and left/right)
19. Has difficulty solving math word problems
20. Has difficulty understanding abstract concepts (e.g., dimensionality, size, space, shape, time, distance, speed, units of measurement, etc.)
21. Works math problems from left to right instead of right to left

READING

1. Comprehends written communication (e.g., understands written directions, signs, symbols, warnings, etc.)
2. Does not comprehend what he/she reads
3. Does not discriminate between similar letters and words (e.g., "m" and "n," "cat" and "cap," etc.)
4. Does not know all the letters of the alphabet
5. Does not read independently (i.e., does not choose reading as an independent activity, avoids reading, etc.)
6. Does not read or follow written directions (e.g., instructions for homework, assignments directions, etc.)
7. Does not summarize/retell important concepts after reading a selection
8. Fails to correctly answer comprehension questions from reading activities
9. Fails to demonstrate word attack skills (e.g., phonics, context clues, picture clues, etc.)
10. Fails to demonstrate word comprehension (i.e., does not know the meaning of words read)
11. Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)
12. Fails to recognize words on grade level
13. Has difficulty applying decoding skills when reading
14. Has difficulty following written directions
15. Has difficulty understanding what he/she reads even though he/she has adequate word attack skills
16. Has difficulty with phonic skills when reading (i.e., fails to sound out words correctly or blend sounds into words)
17. Has difficulty with sound-symbol relationships (e.g., does not know that the letter "d" makes the /d/ sound)
18. Loses place when reading (e.g., leaves out words, lines, or sentences when reading)
19. Reads words correctly in one context but not in another (e.g., does read a word from a flash card but not in a sentence)
20. Understands what is read to him/her but not what he/she reads silently

WRITING

1. Can only write simple, short, non-complex sentences
2. Composes incomplete sentences or expresses incomplete thoughts when writing
3. Does not use appropriate subject-verb agreement when writing
4. Fails to copy letters, words, sentences, and numbers from a model at a close proximity (e.g., does not copy from a textbook)
5. Fails to copy letters, words, sentences, and numbers from a model at a distance (e.g., does not copy from the chalkboard)
6. Fails to correctly organize writing activities (e.g., does not sequence events, develop a paragraph, use correct word order, etc.)
7. Fails to form letters correctly when printing or writing (e.g., a's do not look like a's, b's do not look like b's, does not connect letters, etc.)
8. Fails to punctuate correctly when writing
9. Fails to use capitalization when writing
10. Fails to use verb tenses correctly when writing (e.g., past, present, future)
11. Fails to write within a given space (e.g., writes off of the page, does not write on a line, etc.)
12. Has difficulty understanding and using synonyms, antonyms, and homonyms (e.g., pretty/beutiful, uip/down, and sea/see)
13. Omits, adds, or substitutes words when writing
14. Reverses letters and numbers when writing
15. Uses inappropriate letter size when writing (i.e., too large or too small)
16. Uses inappropriate spacing between words or sentences when writing
17. Uses incorrect grammar when writing not due to dialect
18. Has limited note taking skills

Choice 2

LISTENING

1. Attends more successfully when close to the source of sound
2. Demonstrates difficulty with auditory memory
3. Does not direct attention or fails to maintain attention to important sounds in the immediate environment
4. Does not hear all of what is said
5. Does not listen to or follow verbal directions
6. Does not listen to what other students are saying
7. Does not take notes during class when necessary
8. Has difficulty differentiating speech sounds heard
9. Has difficulty taking class notes
10. Is unsuccessful in activities requiring listening
11. Needs oral questions and directions frequently repeated
12. Requires eye contact in order to listen successfully

SPEECH

1. Omits a sound in a word
2. Inserts an extra sound in a word
3. Articulation interferes with communication
4. Demonstrates difficulty with topic initiation, maintenance, and/or closure including irrelevant, tangential, or associative responses, and/or tends to circumlocute-talking "around" instead of "on" the topic
5. Demonstrates inappropriate (or inaccurate) sequencing skills when speaking
6. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
7. Does not form questions appropriately when speaking
8. Does not use appropriate subject-verb agreement when speaking
9. Dysfluency interferes with daily communication
10. Dysfluent speech causes unfavorable listener reaction
11. Exhibits difficulty using verbal language as a tool to obtain desired results
12. Has limited expressive and/or receptive vocabulary
13. Has difficulty comprehending passive sentence form
14. Has difficulty comprehending picture and/or verbal absurdities
15. Has difficulty imitating speech sounds
16. Has difficulty recognizing and using multiple-meaning words
17. Has difficulty sequencing speech sounds in multisyllabic words
18. Has difficulty understanding nonliteral forms of speech such as idioms, proverbs, similes, metaphors, jokes, puns, and riddles
19. Omits function words when speaking
20. Omits present progressive when speaking

SPEECH CONT.

21. Voice pitch is too high or too low for age and gender
 22. Rate of speech is too fast or too slow
 23. Secondary characteristics are present while speaking
 24. Speaks dysfluently
 25. Speaks in an unnatural voice
 26. Speaks incoherently
 27. Speaks slowly, pauses when speaking, speaks softly, speaks monotonously, speaks less than previously, etc.
 28. Speech cause unfavorable listener reaction
 29. Substitutes one sound for another sound
 30. Uses inappropriate verb tenses when speaking
 31. Uses inappropriate verbal and/or nonverbal language in social situations or interactions with peers and/or adults
 32. Uses negation inappropriately when speaking
 33. Uses plurality incorrectly in noun and verb forms
 34. Uses pronouns incorrectly
 35. Uses sentences which are grammatically incomplete when speaking
 36. Voice quality causes unfavorable listener reaction
 37. Voice quality interferes with daily communication
 38. Voice quality sounds harsh, breathy, and/hoarse
 39. Voice quality sounds hypernasal (e.g., sounds like the student is talking through his/her nose)
 40. Volume is too loud or too soft for the situation
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Source: Hawthorne Educational Services, Inc., 2004