

Classroom Intervention Planning Sheet

Tier 1 and Accommodations

Teacher/Team: _____ Date: _____ Student: _____

Student Problem Definition #1: _____

Student Problem Definition #2: _____

- Interventions: Essential Elements** (Witt et al., 2004)
- Clear problem-definition(s)
 - Baseline data
 - Goal for improvement
 - Progress-monitoring plan

Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	(Intended ratio, frequency, and session length)	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.	
	Who: Student/Teacher Ratio: Frequency: Length:		Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
	Who: Student/Teacher Ratio: Frequency: Length:		Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
	Who: Student/Teacher Ratio: Frequency: Length:		Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.

Accommodation Description	Person(s) Responsible
Describe the accommodations used with this student. Remember, accommodations change the way an assignment or assessment is given or take and/or changes the environment to allow equal access to educational programming without alerting the standards.	