

Toby Johnson Response to Intervention (RTI) Model Team/Classroom Interventions

We recognize that interdisciplinary teams provide the foundation to our RTI model. The team acts as the touchpoint to services and resources available on campus that help students be successful. You are the most powerful advocate for students to help provide strategies and support as we move through the RTI model.

In addition to an explicit and consistent classroom management plan that works in conjunction with our PBIS framework, describe additional interventions in place within your classroom:

- Have student sit near an appropriate peer model
- Student in close proximity to staff
- Reduce/minimize distractions
- Predictable daily routine/visual schedule with changes discussed ahead of time
- Classroom rules are simple, clear, and stated positively and reviewed on an ongoing basis
- Build a rapport with the student (e.g. ask empathetic questions, find their interests, encourage)
- Incorporate student strengths/interests into learning
- Build a history of academic success for the student
- Offer structured choices
- Use cues, prompts, and redirection
- Modify/monitor nonacademic times
- Allow short breaks between assignments
- Provide student with opportunity for responsibility
- Focus on the positive, ignoring behavior not drastically outside class limits
- Teach new skills and replacement behaviors
- Provide social reinforcers/positive reinforcement (e.g. praise)
- Provide concrete reinforcement (e.g. stickers, prizes, tickets)
- Utilize self-monitoring devices (e.g. stress ball)
- Provide regular communication with parents/guardians
- Request parent/guardian reinforcement for behavior
- Implement individualized rules and behavior contract
- Other: _____
