

Rutter RTI Model Team/Classroom Interventions

Student Name _____ ID # _____
Teacher Name _____ Class _____ Period _____

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 sit near an appropriate peer model (grouping, partners)
- ___ Students in close proximity to staff (strategic seating)
- ___ 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 student (i.e. asks empathetic questions, find their interests, encourage)
- ___ Incorporate student strengths/interests into learning
- ___ Build opportunities for 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 reinforcement (prizes, tickets, 3R star cards)
- ___ Utilize self-monitoring devices (stress ball) ARE WE PURCHASING STRESSBALLS?
- ___ Provide regular communication with parents/guardians
- ___ Request parent/guardian reinforcement for behavior
- ___ Implement individualized rules and behavior contract
- ___ Other

Have I Explicitly Taught it? Have They Learned It?

How to enter the classroom		Borrowing/returning classroom materials	
Lining up		How to share out – modes of response	
Hall procedures		Drills (fire, lockdown, earthquake)	
Indoor voice / Group Voice		Transitions	
Procedure for office requests		Verbal / Non-verbal Cues	
Navigating the classroom		Appropriate response to redirection	
How to respectfully disagree with teacher or classmate		Language awareness (tone, body language, code switching)	
Sharpening pencils		Water procedures	
Restroom procedures		Guest teacher procedures	
Managing school supplies		Dismissal procedures	
Getting the teacher's attention		Respectful language	
What to do when finished		Greeting the teacher / other adults	
Small group interactions – positive dynamics		Cleaning up the room – floor, desks	
Strategic seating (partners, grouping)		Department Three R's	

Other:
