**RESOURCE TEACHER CASE MANAGEMENT WORK SHEET**

Student’s Name:

Grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Data Collection | | | | |
| Record Interventions below: includes core & differentiated instruction | | | | |
| Literacy | | | Mathematics | Behaviour |
| Reading | Writing | |  |  |
| Tier 1 Interventions:  Adaptations/Differentiated  Instruction  Books at Reading Level  Choral Reading  Books on tape  Graphic organizers; mind maps  Pre-teaching vocabulary  Comprehension Strategies: KWL etc,  Programs:  Daily Five Literacy Café  Reading Apprenticeship  Tier 2 Interventions:  Programs:  Letter Land  Reading Recovery  Barton Program  Early Intervention Reading  Later Literacy  Small group/teacher lead instruction  Modified academic outcomes  Comments: | Tier 1 Interventions:  Programs:  Words their ways  Daily Five Literacy Café  Adaptations/Differentiated instruction  Scribes  Read/write software  Graphic organizers/mind maps  Editing Strategies  Word banks  Spell Check  Shorter Assignments  More time to complete assignments  Tier 2 Interventions:  Programs:  ☐Writing without tears  Keyboarding without tears  Comments: | | Tier 1 Interventions:  Direct Instruction  Teach number correspondence  Math at ‘just right level’  Flash cards  Manipulatives  Curriculum based assessment  Teach to gaps  Math games  Teach math across curriculum  Teach ordinality when lining students up  Math fact computer games  Teach skip counting to learn math facts  Reinforce pattern recognition skills through sorting exercises  Provide graph paper to help line up numbers  Make math relevant by incorporating money etc.  Construct math sentence from verbal sentence  Teach estimation  Have students identify wrong from correct answers  Encourage visual cues i.e. show work  Avoid timed tests  Teach multiple ways to solve problems  Teach only one problem solving method  Put algorithms to song  Schedule math classes when students have energy  Provide exercise prior to math class  Adaptations:  Color Code operation signs  Use picture cues for operation signs  Less/work & more time  Use of calculator or abacus  Tape number line to desk  Limit complexity of word problems  Tier 2 Interventions:  Math Recovery  Saxon Math  Comments | Tier 1 Interventions:  Programs  PAX Program  Classroom based restitution  Social/emotional curriculum  WEVAS training  Fill up my bucket  Spirit Buddies  **Srategies:**  Teacher/resource collaboration  Classroom code or contract  Determining and addressing basic needs  Beat the Timer  Random Calling  Quiet Cue  Positive reinforcement  Activity rewards  Pre-mack principle  Behavioural syntax  Contingent exertion  Pre-teaching expectations  Collecting  Building social currency  Correction routines  Compliance routines  Limiting statements  ‘I’ statements  Bridging  Map Making  Debriefing  Connecting before redirecting  Behavioural momentum  Over-correction  Guided correction  Response Cost  Stimulus Control i.e. inside recess  Positive reinforcement  Consequences:  Natural  Logical  Punishment  Tier 2 Interventions:  Time Outs  ABC analysis  Behavioural contract  Behaviour Plan  Medication  Response Cost  Modified behavioural outcomes  Comments: |
| Assessment Data/Benchmarks i.e. running records/provincial exams etc. | | | | |
| Reading | Writing | Mathematics | | Behaviour |
|  |  |  | |  |
| Assessment Conclusions: 4 point system as on report card | | | | |
| Reading | Writing | Mathematics | | Behaviour |
| Comprehension  1 2 3 4  Fluency  1 2 3 4  Word Recognition  1 2 3 4  Decoding  1 2 3 4  Comments: | Fine Motor Skills  1 2 3 4  Vocabulary  1 2 3 4  Spelling  1 2 3 4  Fluency  1 2 3 4  Composition  1 2 3 4  Comments: | Number  1 2 3 4  Patterns and Relationships  1 2 3 4  Shape and Space  1 2 3 4  Statistics and Probability  1 2 3 4  Comments: | | Personal management skills  1 2 3 4  Active participation in learning  1 2 3 4  Social responsibility.  1 2 3 4  Select the following that apply  (areas of challenge)  Gross Motor Skills  Noncompliance  Aggression  Impulsive  Lying/Stealing  Self-Harm  Attendance Problems  Drug/alcohol Use  Attention  Memory  Comments: |

**Note!**

* Tier 1 Interventions can be identified by going over a differentiated instruction checklist with the classroom teacher (see additional attachment)
* Failure to respond to tier 2 interventions could involve a clinical consult
* A clinical consult could involve a clinical assessment
* Failure to respond to tier 2 interventions should involve tier 3 interventions; it could also involve modified class work

Tier 3 interventions could also be documented in the above format, but often would also involve an IEP so a separate form was not completed at this time.