**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 ApprenticeshipTier 2 Interventions:Programs:[ ] Letter Land[ ] Reading Recovery[ ] Barton Program[ ] Early Intervention Reading[ ] Later Literacy [ ] Small group/teacher lead instruction[ ] Modified academic outcomesComments: | Tier 1 Interventions:Programs:[ ] Words their ways[ ] Daily Five Literacy CaféAdaptations/Differentiated instruction[ ] Scribes[ ] Read/write software[ ] Graphic organizers/mind maps[ ] Editing Strategies[ ] Word banks[ ] Spell Check[ ] Shorter Assignments[ ] More time to complete assignmentsTier 2 Interventions:Programs:☐Writing without tears[ ] Keyboarding without tearsComments: | 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 testsTeach 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 classAdaptations:[ ] 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 problemsTier 2 Interventions:[ ] Math Recovery[ ] Saxon MathComments | Tier 1 Interventions:Programs[ ] PAX Program[ ] Classroom based restitution[ ] Social/emotional curriculum[ ] WEVAS training[ ] Fill up my bucket[ ] Spirit Buddies**Srategies:** [ ] Teacher/resource collaborationClassroom code or contract[ ] Determining and addressing basic needs[ ] Beat the Timer[ ] Random Calling[ ] Quiet Cue[ ] Positive reinforcement[ ] Activity rewards[ ] Pre-mack principle[ ] Behavioural syntaxContingent 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[ ] PunishmentTier 2 Interventions:[ ] Time Outs[ ] ABC analysis[ ] Behavioural contract[ ] Behaviour Plan[ ] Medication[ ] Response Cost[ ] Modified behavioural outcomesComments: |
| 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 |
| Comprehension1 [ ] 2[ ]  3[ ]  4[ ] Fluency1 [ ] 2[ ]  3[ ]  4[ ] Word Recognition1 [ ] 2[ ]  3[ ]  4[ ] Decoding1 [ ] 2[ ]  3[ ]  4[ ] Comments:  | Fine Motor Skills1 [ ] 2[ ]  3[ ]  4[ ] Vocabulary1 [ ] 2[ ]  3[ ]  4[ ] Spelling1 [ ] 2[ ]  3[ ]  4[ ] Fluency1 [ ] 2[ ]  3[ ]  4[ ] Composition1 [ ] 2 [ ] 3[ ]  4[ ] Comments:  | Number1 [ ] 2[ ]  3[ ]  4[ ] Patterns and Relationships1 [ ] 2[ ]  3[ ]  4[ ] Shape and Space1 [ ] 2[ ]  3[ ]  4[ ] Statistics and Probability1 [ ] 2[ ]  3[ ]  4[ ] Comments: |  Personal management skills1 [ ] 2[ ]  3[ ]  4[ ] Active participation in learning1 [ ] 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[ ] MemoryComments: |

**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.