**Pulaski County Preschool Intervention System**

**Summary of Data & Intervention Form**

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| Student Name: | SSID: | | | Age: | | | DOB: |
| School: | | Gender: | | | Race/Ethnicity: | | |
| Student represented by:  Parent  Guardian  Self  Surrogate | | | | | | | |
| Does student live with parents?  Yes  No | | | | | | | |
| If **No,** with whom does the student live?(name) | | | | | | Relationship: | |
| Mother’s Name: | | | Father’s Name: | | | | |
| Home Address: | | | Home Address: | | | | |
| Home Address: | | | Home Address: | | | | |
| Home Phone:       Work :       Cell: | | | Home Phone:       Work :       Cell: | | | | |
| Primary mode of communication? Used by Student: Used in the Home: | | | | | | | |
| Is Student Currently Enrolled?  Yes  No | | | | | | | |
| Current Teacher(s): | | | Grade: | | | | |
| Referred By: | | | | | | | |

**Major Areas(s) of Concern:** *Ensure that major areas of concern are addressed by relevant, research-based instruction and intervention services with data-based documentation of repeated assessments of achievement or measures of behavior. Data must be collected and evaluated at reasonable intervals, delivered in the regular education setting, and delivered by qualified personnel.* Check all that apply:

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| **Communication**  Cognitive-communication (difficulty with thinking skills including perception, memory, awareness, reasoning, judgment, intellect and imagination)  Expressive Language  Articulation  Voice Quality  Knowledge of Sound/Letter Association  Receptive Language  Other - Specify:        Non-verbal  Communicates through gestures  Pragmatic Communication  Comments: |

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| **Pre-Academic Performance**  Attending to adult direction  Follows simple directions  Responds to reading materials  Shows interest & understanding of print  Knowledge of the alphabet  Emergent phonemic/phonological awareness  Draws meaning from pictures  Tells a story  Understanding of numbers & counting  Recognize shapes  Understand writing is for communication  Produces marks or pictures and symbols  Understanding of units of measure  Recognize colors  Rote count  Other- Specify:  Comments: |

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| Student’s Full Name: |

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| **General Intelligence**  Understanding New Concepts  Predicting Events/Results  Complete Simple Puzzles  Problem Solving  Uses Attributes to Describe Objects  Applying Knowledge  Perceptual Discrimination  Memory (recall from previous experiences)  Knows Personal Information  Identifying Colors  Identifying Pictures  Identifying Body Parts  Other-Specify:    **Check all assessments/screeners below that apply to the student. MUST attach scores.**  Kindergarten Screener  Classroom Assessment  Developmental Screener  Communication Screener  Comments: |

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| **Health, Vision, Hearing and Motor Abilities**  Gross Motor Skills  Fine Motor Skills  Body Control  Perceptual Motor  Locomotion  Sensory  Vision  Hearing  Developmental History  Other-Specify  Student has a current Health, Vison, Hearing or Motor condition?  Yes  No If yes, specify:  Is student currently on medication?  Yes  No Specify type and dosage:  Comments: |
| **Physical Functioning:**  Attach documentation for results of each screening. A NEW screening MUST be completed if current ones are more than a year old.   | VISION | HEARING | MOTOR  Currently Not Applicable | COMMUNICATION  Currently Not Applicable | | --- | --- | --- | --- | | ***Required for all students referred for special education*** | | *Required when* ***Specific Learning Disability*** *suspected* ***as determined by the ARC*** | *Required* ***as determined by the ARC*** | | Screening Date:  Passed  Failed | Screening Date:  Passed  Failed | Screening Date:  Passed  Failed | Screening Date:  Passed  Failed | |

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| Student’s Full Name: |

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| Social and Emotional Status  Interaction with Peers  Mood Swings  Interaction with Adults  Repetitive Behaviors  Acceptance of Rules  Self-Concept  Acceptance of Correction  Inactivity or Withdrawal  Acceptance of Redirection  Cooperation  Self-Help Skills/Play Skills  Self-Control  Team or Membership  Expression of Feelings/Affect  Other Specify:    Student is currently monitored in PBIS (behavior RTI). **MUST** attach documentation.  Attach Discipline Reports and any behavioral screening data if this is an area of concern.  Comments: |

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| Work Skills/Technical/Vocational Functioning  Attending to Task  Sustains working on activities  Following Directions  Completing Work  Independent Work Habits  Organizing Materials/Belongings  Seeking Assistance When Needed  Recognizing Personal Limitations  Identifying Preferences/Interests  Other-Specify  Maintaining Physical Stamina  Comments: |

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| **Specialized equipment used by student**:  Yes  No Explain: |

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| **School Information**:  Student Attendance: Please complete and check all that apply. **MUST** attach copy of attendance/enrollment report.    Attended RTI sessions  Participated in First Steps therapy sessions  Student has attended multiple schools/daycares  Student has preschool curriculum data  Comments: |

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**Summary of Past and Present Support:**

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| Has this student been evaluated for special education previously?  Yes  No  If yes,   * when was the student evaluated? * what was the suspected area of disability? |
| Does student currently or has he/she had an IFSP?  Current  Past  If yes,   * when was the student evaluated? * what was the suspected area of delay? |

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| Involvement with outside agency(ies):  Yes  No Agency:  Describe services that are being provided to this student by agency(ies) listed above: |
| Describe the parental involvement in the RTI process, including any training received: |
| Has this student attended any previous daycares or preschool settings?  Yes  No  List: |

**INTERVENTION STRATEGIES AND DOCUMENTATION OF STUDENT PROGRESS:**

**DOCUMENT ATTEMPTS TO MEET STUDENT NEEDS WITHIN UNIVERSAL/CORE INSTRUCTION (TIER I)**

**Indicate strategies/accommodations/modifications used to in response to this student’s need(s).**

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| Alternative reading materials  Provide study sheet for review and drill  Flexible small groups (teacher directed)  Cooperative learning groups  Individualized reading instruction  One-on-one with teacher  Increase use of manipulatives  Help from parent/volunteer tutor/paraeducator  Alternative math materials  Increase repetition and drill  Skill-based learning groups | Additional use of graphic organizers  Instruction using similarities  Increase positive reinforcement  Break assignments into small steps  Frequent feedback by teacher  Provide rewards for task completion  Enlist parent support to review skills at home  Other  Other  Other  Other |

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| Student’s Full Name: |

**INTERVENTIONS IMPLEMENTED:** (Documentation of progress data **MUST** be attached for **EACH** intervention listed.)

**DOCUMENT RESEARCH BASED INTERVENTIONS PROVIDED TO MEET STUDENT NEEDS**

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| --- | --- | --- | --- | --- | --- |
| **TIER 2 Cognitive Interventions** (first attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| **TIER 3 Cognitive Interventions** (second attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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**INTERVENTIONS IMPLEMENTED:** (Documentation of progress data **MUST** be attached for **EACH** intervention listed.)

**DOCUMENT RESEARCH BASED INTERVENTIONS PROVIDED TO MEET STUDENT NEEDS**

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| --- | --- | --- | --- | --- | --- |
| **TIER 2 Self-Help/Adaptive Interventions** (first attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **TIER 3 Self-Help/Adaptive Interventions** (second attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **TIER 2 Social/Emotional Interventions** (first attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| **TIER 3 Social/Emotional Interventions** (second attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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**INTERVENTIONS IMPLEMENTED:** (Documentation of progress data **MUST** be attached for **EACH** intervention listed.)

**DOCUMENT RESEARCH BASED INTERVENTIONS PROVIDED TO MEET STUDENT NEEDS**

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| **TIER 2 Motor Interventions** (first attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| **TIER 3 Motor Interventions** (second attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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**INTERVENTIONS IMPLEMENTED:** (Documentation of progress data **MUST** be attached for **EACH** intervention listed.)

**DOCUMENT RESEARCH BASED INTERVENTIONS PROVIDED TO MEET STUDENT NEEDS**

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| --- | --- | --- | --- | --- | --- |
| **TIER 2 Communication Interventions** (first attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
| Notes: | | | | | |

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| **TIER 3 Communication Interventions** (second attempt to intervene beyond attempts in core instruction) | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| Modeling  Direct Instruction  Delayed Response  Most-to-Least Prompts  Least-to-Most Prompts  Time Delay  Social Stories  Prompting/Cueing  Other:  Other:  Other |  |  |  |  |  |
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| Student’s Full Name: |

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| **TIER 2 Other Interventions** (first attempt to intervene beyond attempts in core instruction)  **List Area Targeted**: | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
| ‘  ‘ |  |  |  |  |  |
|  |  |  |  |  |
| Notes: | | | | | |
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| **TIER 3 Other Interventions** (must reflect a change in type or intensity of Tier 2 intervention)  **List Area Targeted**: | | | | | |
| Title of Intervention(s) | Frequency  of  Service | Amount  of  Time | Dates | | Impact on Targeted Area  (progress data must show impact) |
| From | To |
|  |  |  |  |  |  |
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| Notes: | | | | | |

**Summary of Data & Intervention Form**

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| Student’s Full Name: |

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| **Date of RTI Team Meeting:** |  |

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| **Names of Those in Attendance:** |

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| **Committee Decisions:**  Move from Tier 2 to Tier 3 Intervention Level  Continue Tier 3 Interventions with modifications/adaptations (continue tracking data and updates)  Next RTI team meeting scheduled for: (date)      \_\_\_\_\_\_\_\_  Refer to 504 committee  Refer for multi-disciplinary evaluation (all information goes to special education liaison)  Other services needed:      \_\_\_  (Inform appropriate staff members)      \_\_\_       \_\_\_ |

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| **Meeting Notes:** |

**Summary of Data & Intervention Form**

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| Student’s Full Name: |

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| **Date of RTI Team Meeting:** |  |

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| **Names of Those in Attendance:** |

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| **Committee Decisions:**  Move from Tier 2 to Tier 3 Intervention Level  Continue Tier 3 Interventions with modifications/adaptations (continue tracking data and updates)  Next RTI team meeting scheduled for: (date)      \_\_\_\_\_\_\_\_  Refer to 504 committee  Refer for multi-disciplinary evaluation (all information goes to special education liaison)  Other services needed:      \_\_\_  (Inform appropriate staff members)      \_\_\_       \_\_\_ |

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| **Meeting Notes:** |