



MONROE CITY SCHOOLS
Tracking World Class

Response to Intervention District Handbook

Revised April 2012

Monroe City Schools’ RESPONSE TO INTERVENTION [RtI] IMPLEMENTATION PLAN

Introduction

Monroe City Schools believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality educational environment, student academic and behavioral needs are identified and monitored continuously by using documented student performance data, to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. Response to Intervention (RtI) is a general education framework through which a school creates a high-quality educational environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of individual students; and continually monitoring progress to ensure success. High quality education requires collaborative efforts from all district staff, general educators, special educators, and bilingual/ELL educators to facilitate that process.

Explanation of Need

Although students in general are able to progress through the general education curriculum without the need for extra supports, some students struggle to meet academic and behavioral expectations. If students lack access to high-quality core instruction and to timely and appropriate interventions targeted to their individual needs, this can lead to poor student outcomes and inappropriate identification of students with disabilities. It is important to employ strategies that provide the most appropriate educational environment for our students. RtI provides an effective general education framework to meet the needs of students. Within an RtI framework, teachers will use differentiated instruction to ensure they meet the unique needs of all students.

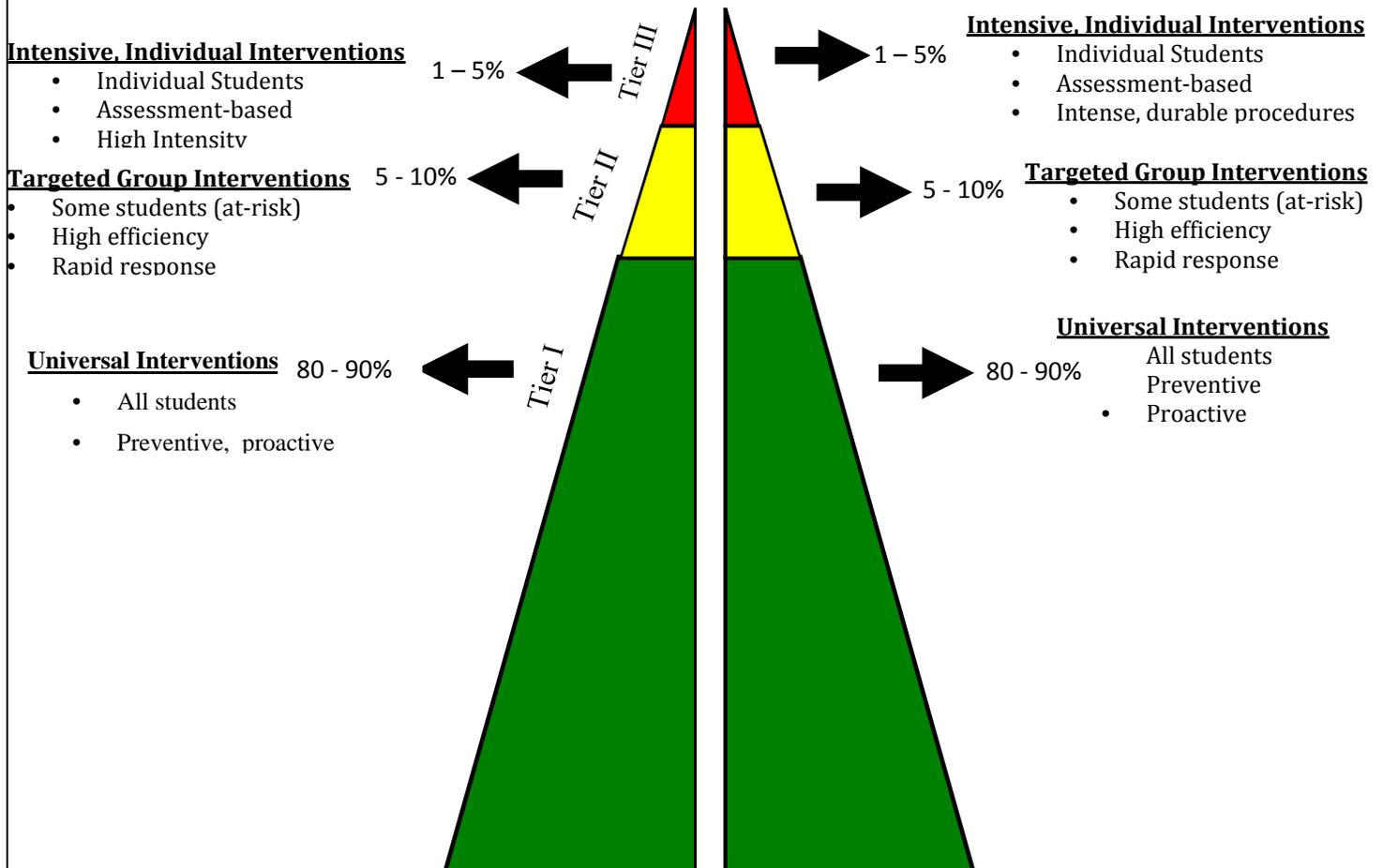
What is RtI?

RtI is a general education framework through which a school provides all students with high-quality, research based, differentiated core instruction; identifies specific students with academic or behavioral needs; and provides interventions that are matched to those needs. Data are used to drive decisions about student progress and to determine the appropriate instructional plan and/or behavioral support necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize core instruction and intervention benefits.

Monroe City Schools uses a three-tiered approach to address student academic and behavioral needs. Tier I provides high-quality, research-based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who continue to need support in addition to core instruction. Tier III provides, in addition to core instruction and targeted interventions, intensive interventions for students with significant academic or behavioral needs.

Academic Systems

Behavioral Systems



Tier I: Universal Screening and Core Instruction

80% to 90% of student population receive this only.

Universal academic and behavioral screenings are utilized to assist schools in identifying students who may be at risk. Preschool students are assessed for reading with the Test of Early Reading. Universal screenings for reading and math are administered to all students (K-3) three times per academic year. DIBELS is used to assess reading for all students in grades K-3. All students (K-12) are also assessed with the STAR Reading, and STAR Math. Students at certain schools in grades 6-9 are assessed with the iSTEEP for reading. Universal behavior screenings are administered using the Systematic Screening for Behavior Disorders, in which teachers complete questionnaires regarding social, emotional and behavioral characteristics of each student in their class. All students in grades K-12 are considered during behavior screening. Recommendations for providing both academic and behavioral support will be made for those students found to be at-risk, as determined by results of the respective screening instruments. Recommendations may include the need for Tier II interventions.

Universal supports and instruction are the core programs and strategies provided to all students within the school building to promote successful student outcomes and prevent school failure. Effective universal supports alone should be sufficient to meet the needs of most students (80-90%).

Tier I (Universal) Support Components

Core Curriculum

- o Louisiana Comprehensive Curriculum
- o School-wide Positive Behavior Intervention Support (SW-PBIS)

Appropriate instruction

- o Differentiated instruction of academic content
- o Teaching expectations and rules in identified settings
- o Effective classroom management practices

Monitoring

- o Determines whether students are performing at age-appropriate levels
- o Allows school personnel to intervene early in order to
 - Correct errors
 - Reteach academic concepts and/or expected behavior

Feedback and encouragement

- o Frequent positive feedback on academic and behavior performance

- o Reinforcement for appropriate performance

Tier II: Secondary Interventions

5%-10% of student population receive this and Tier I.

Tier II interventions are provided in addition to core academic and behavioral instruction provided in Tier I. The interventions are to be matched to the student's deficit area(s). Academic interventions are implemented in a small group setting for at least 30 minutes, three-to-five times a week, for a minimum of 12 weeks. Behavioral interventions are implemented on a regular basis (e.g. daily or weekly) for a minimum of one grading period (6-9 weeks).

Students may be identified as needing Tier II support through the universal screening process or by parent/teacher referral to the School-based Rtl team. A School-based Rtl team meeting must document a student's moving into Tier II on the districts Response to Intervention Plan (Rtl Plan).

Progress monitoring of students receiving Tier II interventions is conducted on a regular basis (every 3-4 weeks) to determine intervention effectiveness. If documentation indicates an intervention is not successful, the Rtl team will make appropriate changes and continue to monitor student progress.

School-based Rtl team reviews results of student progress to determine if the student needs

- o Continued Tier II interventions or change of intervention within Tier II
- o Discontinue Tier II intervention but continue Tier I, universal instruction
- o Increase support and begin Tier III intervention

See Appendix for Flowcharts with timelines

Tier II Components

Academic Interventions

- o Research-based interventions matched to student's targeted deficit area(s)
- o Small groups that meet for thirty minutes, three-to-five times a week
- o Documented attendance and progress monitoring data

Behavioral Interventions

- Appropriate Tier II interventions for behavior determined by Rtl team in conjunction with the district Behavior Rtl Coordinator.
- Behavioral interventions include, but are not limited to the following:
 - Mentor-based system (Check-In/Check-Out)
 - Social skills training
 - Home school note system
 - Self-monitoring system
 - Academic interventions

Academic and Behavioral Interventions

- Student progress is documented and monitored throughout the course of the intervention
- Progress reports sent home to parents every 6-9 week grading period
- Progress reviewed regularly by the Rtl team
- Interventions monitored for integrity and fidelity
- Intervention adjusted based on student's response to intervention
- Adjustments in interventions reviewed within 4-6 weeks
- Interventions and start dates documented on the Intervention Log
- Rtl team identifies students to be referred for Tier III intervention based on results of the academic and/or behavioral data

Tier III: Intensive Interventions for Academics

1-5% of student population plus Tier II and Tier I interventions

Students who do not respond to a combination of Tier I core and differentiated instruction, Tier II interventions, and adjusted Tier II interventions move into Tier III. These students should receive intensive interventions that target the student's skill deficit area(s). These intensive interventions need to take place in groups of three or less, five times a week for 6-8 weeks. Tier III student progress is monitored weekly using the appropriate progress monitoring tool.

Rtl team must document a student moving into Tier III on the existing Rtl plan.

See Appendix for Flowcharts with timelines

Tier III: Intensive Intervention for Academics

Progress should be reviewed frequently to determine a student's response to the Tier III interventions. Student attendance in the intervention should be at a minimum of 85%. Proper implementation of the interventions needs to be reviewed periodically for fidelity.

The Rtl team could consider a referral to Pupil Appraisal Services for students who do not show adequate progress with these Tier III interventions, Tier II interventions, and Tier I core instruction.

Tier III: Academic Components

- Research-based interventions are matched to student's targeted skill deficit area(s)
- Intervention groups of three or less five times a week
- Attendance and progress monitoring data is documented on the district's Intervention Log
- Student performance charted weekly by staff providing interventions
- Progress reviewed regularly by Rtl team.
- Progress reports sent to parents every 6-9 week grading period
- Interventions and start dates documented on Intervention Log
- School-based Rtl team determines if student needs:
 - Continued Tier III interventions
 - Discontinue Tier III interventions and return to Tier II and Tier I interventions
 - Referral to Pupil Appraisal Services for possible special education evaluation

Tier III: Behavioral Components

- School-based Rtl team must document student moving into Tier III on the existing Rtl plan
- Request for assistance made to identified school-based mental health provider
- Functional Behavior Assessment conducted
- Behavior Intervention Plan developed based on results of the Functional Behavioral Assessment
- Behavior plans are monitored, evaluated, and reassessed as necessary

In some cases, the Behavior Intervention Plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes,

such as changes in school placements, in cases where more substantive environmental changes are needed.

Documentation of Rtl

The School-based Rtl team must use the district's Rtl Plan during each meeting to document decisions made. Attendees should sign after the initial meeting and initial after subsequent meetings. A copy of the current progress monitoring chart and appropriate intervention logs must accompany the Rtl plan in the school-based Rtl team folder after each meeting.

Reporting to Parents

According to Bulletin 1508, "Parents must be provided a report or summary by the School-based Rtl team on the status of the student's response to scientifically research-based interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the school-based Rtl team actions or decisions, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the school-based Rtl team that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation."

In Summary

Students who are not progressing in the general curriculum and/or who may be suspected of having a disability require Rtl. This will be determined by sufficient data derived from universal screenings (DIBELS, STAR Reading, STAR Math and/or iSTEEP) and other information such as report cards and standardized tests (LEAP and iLEAP), etc. These students begin the Rtl team process and their progress is monitored. School-based team Rtl shall coordinate and document results of the interventions.

RtI PROCESS

TIER I	<ul style="list-style-type: none">• Provide high-quality instruction in regular classroom setting• Implement School-wide Positive Behavior Support• Conduct universal screening in reading, math and behavior• Identify at risk students• Provide differentiated instruction• Monitor progress of students• Make initial school-based RtI team referrals for students not responding to Tier I
TIER II	<ul style="list-style-type: none">• Conduct school-based RtI meeting to review student's Tier I progress• School-based RtI meeting recommends additional supports for Tier I or place students in Tier II• Design appropriate targeted Tier II interventions• Provide intervention in a group of five or less• Document attendance and progress monitoring data• Review Tier II interventions after 4 weeks• Modify or change Tier II intervention if necessary• School-based RtI team makes recommendation for students to move to Tier III• Continue with Tier I
TIER III	<ul style="list-style-type: none">• Conduct school-based RtI meeting to determine appropriate intensive intervention• Provide intervention in groups of 3 or less• Document attendance and weekly progress monitor data• Review progress and data after 4 weeks• Modify intervention if necessary• Continue to review progress and data• Make decision in school-based RtI meeting to remain in Tier III, return to Tier II or refer to Pupil Appraisal for possible evaluation

Leadership at all levels will best support and sustain RtI implementation in districts and schools

District Level Teams

A district's leadership team is essential for ensuring consistency and effective implementation across all of its schools. The team is responsible for developing district level RtI guidance, providing appropriate professional learning opportunities, and completing the district RtI plan.

School Level Teams

A school's leadership team is designated by the principal and provides support to teachers and other school personnel as the school strives to accommodate the needs of all students in the general education setting. The leadership team is responsible for student and school progress in the areas of behavior and academics. Throughout the school year, the leadership team is responsible for monitoring data, ensuring fidelity of the intervention process, and making decisions about student instruction based on the data review. The team's responsibilities may include, but are not limited to, the following:

- Provide teachers and support staff with the training, support, and materials necessary to differentiate core instruction to meet the individual needs of all students
- Assist school personnel to identify (through universal screening data) students who may need additional support or assessment
- Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the general education setting
- Facilitate the intervention process
- Assist teachers in monitoring the progress of students receiving interventions
- Assist with analyzing data from the intervention process
- Participate in data-driven decisions about grade, class and student-level progress
- Review progress monitoring data from RtI and Positive Behavior Support teams which indicate that specific students may be eligible for special education consideration
- Coordinate referral process according to Bulletin 1508 guidelines to determine if a referral for evaluation is appropriate and make referral when appropriate
- Review information and begin process for referral when student information indicates that a low-incident disability is suspected
- Review Annual Yearly Progress

- Develop action plans to promote improvement in target areas
- Monitor data in all school improvement areas

Suggested team members include the principal, assistant principal, instructional coaches, interventionists, senior teachers, appraisal staff, counselor, social worker, nurse, speech pathologist, special education chairperson, parent, and any other support person the principal may designate. To facilitate communication between the various school-based teams providing support to students, at least one member of the SW-PBIS team and one member of the School Building Level Committee (SBLC) should serve as members of the school level Rtl team.

The following areas will be a part of the state evaluation of Rtl implementation and the district improvement planning process. Many of these areas of focus involve student data currently collected at local, regional and state levels.

- Skill development and implementation by educators
- Satisfaction of educators and parents based on survey results
- Evaluation of training and technical assistance
- Impact on students of the following variables:
 - a. Achievement
 - b. Behavior
 - c. Referral rates
 - d. Disproportionality rates
 - e. Graduation rates
 - f. Attendance
 - g. Special education placement rates
 - h. Retention
- The relationship between implementation integrity and student outcomes

Conclusion:

Our intent is to provide the best education for all students. Response to Intervention provides high quality, research based, targeted interventions to individual students to increase school success. Response to Intervention in Monroe City Schools will provide a collaborative effort from all district staff for improved student achievement.

Response to Intervention (Rti) Website Resources

National Center on Response to Intervention <http://www.rti4success.org>

»»Excellent RTI resource website with links to additional resources.

»»Math progress monitoring (go to site above and type math progress monitoring in the live search window and several resources will be listed.

Center on Instruction <http://www.centeroninstruction.org/index.cfm>

»»Collection of scientifically based research and information about K-12 instruction in reading, math, science, special education, and ELL.

Florida Center for Reading Research <http://www.fcrr.org>

»»Disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/table.asp?rep=supp.

Institute for the Development of Educational Achievement <http://reading.uoregon.edu>

»»Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

Institute for Reading Research http://www.smu.edu/teacher_education/irr/index.asp

»»Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

International Reading Association www.reading.org

»»Promotes high levels of literacy for all by improving reading instruction, providing reading research and encouraging reading.

Intervention Central www.interventioncentral.org

»»Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Joe Witt www.joewitt.org

»»Site offers evidenced-based practices for Response to Intervention.

Louisiana RTI Webpage <http://www.louisianaschools.net/1de/lan/2999.html>

»»Provides information and resources about RTI processes in Louisiana.

Louisiana Department of Education www.louisianaschools.net

»»Site has extensive information about education in Louisiana. Literacy and Numeracy includes a clearinghouse of information about interventions & the state RTI website. The Office of School and Community Support is Positive Behavior Supports, and the Learning Support System. The Office of Student and School Performance includes links to

EAGLE (an assessment and data collection program) and Leap Query. The Office of Educator Support includes links to Special Education information and the ACCESS Guide.

National Center for Culturally Responsive Educational Systems <http://www.nccrest.org>

Provides technical assistance and professional development to close the achievement gap.

National High School Center www.betterhighschools.org

»»Provides information and research about high quality high school practices

Oregon Reading Center <http://reading.uoregon.edu>

»»Provides information, technology, and resources to teachers, administrators, and parents on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

Positive Behavioral Interventions and Supports (PBIS) <http://www.pbis.org/main.htm>

»»Provides schools with capacity-building information and technical assistance for identifying, and sustaining effective school-wide disciplinary practices.

RTI Action Network www.RTINetwork.org

»»Site explains various aspects of RTI process, and offers strategies for process implementation.

Math supports <http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>

TIERS Team www.accountabilitydata.org

»»Developed by Dr. Alan Coulter and colleagues at the Louisiana State University Health Sciences Center, the site provides instruction in the RTI process through PowerPoint and data research information.

Vaughn Gross Center for Reading and Language Arts www.texasreading.org

»»Translates research into practice for online professional development that emphasizes scientifically based reading research and instruction; is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and students receiving special education services.

What Works Clearinghouse www.whatworks.ed.gov

»»Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

Math progress monitoring information (go to site above and enter “math progress-monitoring information” and several resources will be listed).

References

- Barnett, D. W., E. J., Jones, K. M., & Lentz, F. E. (2004). Response to intervention: Empirically based special service decision from single-case designs of increasing and decreasing intensity. *The Journal of Special Education*, 38, 66-79.
- Chafouleas, S. M., Riley-Tillman, T. C., & McDougal, J. L. (2002). Good, bad, or in-between: How does the daily behavior report card rate? *Psychology in the Schools*, 39(2), 157-169.
- Chafouleas, S. M., Riley-Tillman, T. C., & Sassu, K. A. (2006). Acceptability and reported use of daily behavior report cards among teachers. *Journal of Positive Behavior Interventions*, 8(3), 174-182.
- Fuchs, D., Compton, D. L., Fuchs, L. S., & Bryant, J. (2008). Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal reading study at the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal*, 21, 413-436.
- Fuchs, D., & Fuchs, L. S. (2005). Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38, 57-61.
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to responsiveness-to-intervention: What, why, and how valid is it? *Reading Research Quarterly*, 4, 93-99.
- Fuchs, L. S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 27-49). Newark, DE: International Reading Association.
- Fuchs, L. S., & Stecker, P. M. (2003). Scientifically based progress monitoring. National Center on Student Progress Monitoring: Washington, DC. Retrieved May 15, 2009.
- Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257-288.
- Gresham, F. M. (2002). Responsiveness to intervention: An alternative approach to the identification of learning disabilities. In Bradley, R., L. Danielson, & D.P. Hallahan (Eds.), *Identification of learning disabilities: Research to Practice* (pp 467-564). Mahwah, NJ: Erlbaum.
- Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B.A., Torgesen, J. K., Wood, F. B., Schulte, A., & Olson, R. (2001). Rethinking learning disabilities. In C. E. Finn, Fr., A. J. Rotherham, & C. R. Hokanson, Jr. (Eds.) *Rethinking special education for a new century* (pp 259-287). Washington, DC: Thomas B. Fordham Foundation and Progressive Policy Institute.
- McMaster, K. L., & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 223-233). New York: Springer.
- New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior. [Sde.state.nm.us/seo/discipline/4.fba.11.28.pdf](http://sde.state.nm.us/seo/discipline/4.fba.11.28.pdf)
- Speece, D. L., & Kristen, D. R. (2004). Early identification of reading disabilities: current status and new directions. *Assessment for Effective Intervention*, 29 (4), 13-24.
- Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, 40, 7-26.
- VanDerHeyden, A.M., Witt, J. C., & Gilbertson, D. Effect of a problem-solving model (STEEP) on accurate identification of children.
- Witt, J. C., Martens, B. K., Daly, E. J., & Dool, E.J. (1997). A model for conducting a functional analysis of Witt, J. C., academic performance problems. *School Psychology Review*, 26(4), 554-574.

Appendix Documents

Reading Rtl Flowchart

Math Rtl Flowchart

Behavior Rtl Flowchart

Intervention Logs

- Dibels Next Reading Intervention Log

- iSteep Reading Intervention Log

- Individual Student Reading and Math Intervention Log

- Small Group Math Intervention Log

Reading RtI Flowchart

Tier I: All Students

Current District-Approved Reading Curriculum Implemented by all teachers responsible for that subject

Universal Screening – conducted 3 times yearly

STAR Early Literacy: All Kindergarten (& 1st, if needed)

STAR Reading: All schools grades 1-12

DIBELS Next: All schools grades K-3

iSTEEP: Most schools grades 6 – 8

Not At Risk

Continue with general reading curriculum

At Risk:

Students are placed in intervention groups according to their skill deficit

Tier II: Intervention

- In addition to Tier I
- In area of specific academic weakness (as determined by results of the Universal Screening)
- Provided 3-5 times per week for a minimum of 6 weeks
- Must be documented on district intervention log
- Interventions implemented by classroom teacher

Accuracy

- Curriculum embedded interventions
- Sight Words
- The Reading Center
- Essential Skills
- DIBELS Next Interventions

Fluency

- DIBELS Next interventions
- Curriculum embedded interventions
- Sight Words
- The Reading Center
- Success Maker
- Essential Skills
- www.starfall.com
- Read 180
- Read Now Power Up

Comprehension

- DIBELS Next interventions
- Curriculum embedded interventions
- Accelerated Reading (with mentored support)
- Success Maker
- Essential Skills
- STAR Reading embedded interventions
- Read 180
- Read Now Power Up

Progress:

- If student is making progress towards their goal:
- Continue Tier II until student has reached Benchmark on progress monitoring tool
 - Return to Tier I
 - RtI Team must be aware of/informed in the decision to return to Tier I

Tier II: Progress Monitoring

- Conducted every 2-3 weeks
- DIBELS
- STAR Reading
- STAR Early Literacy
- iSTEEP (6th-8th)

No Progress:

- Check Implementation Integrity & fidelity - Has it been implemented as prescribed? If not, integrity & fidelity must be corrected and improved
- Consult with assigned personnel to modify intervention as needed
- Continue implementation after appropriate changes

Tier II: Progress Monitoring

- Conducted every 2-3 weeks
- DIBELS
- STAR Early Literacy
- STAR Reading
- iSTEEP (6th-8th)

Progress:

- Continue Tier II until the student reaches Benchmark on either STAR or DIBELS then return to Tier I

No Progress:

- Modify intervention \geq 1 time
- Move to Tier III
- SBLC must be notified of students' move to Tier III and provided with intervention documentation

Tier III: Intervention

- Tier III is in addition to Tier I and Tier II
- Focused on specific area of weakness in reading
- Provided 3-5 times per week for a minimum of 6 weeks
- Smaller group setting and/or increased intervention time
- Implemented by classroom teacher, reading coach, or other individual assigned

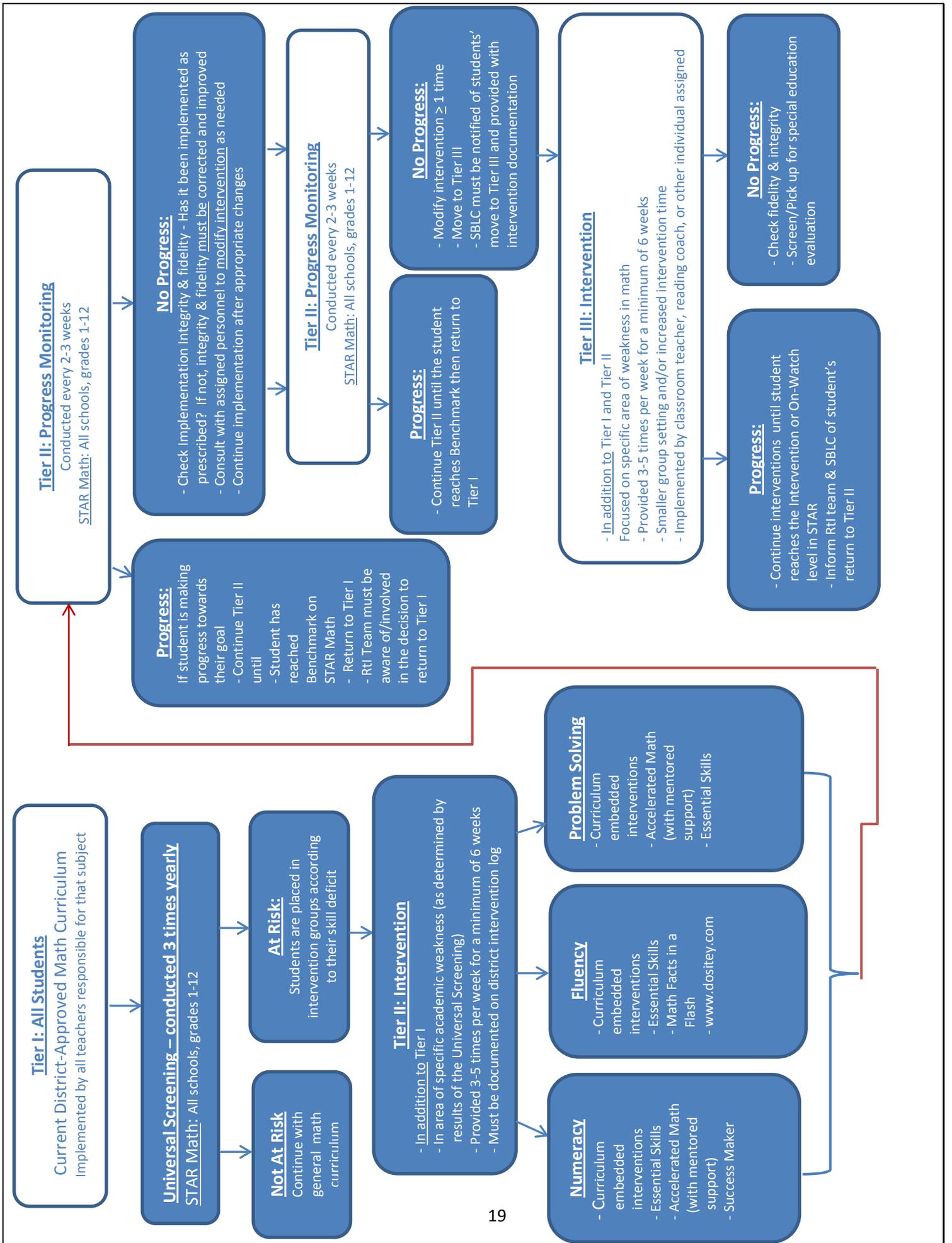
Progress:

- Continue interventions until student reaches the intervention or On-Watch level in STAR or Strategic in DIBELS
- Inform RtI team & SBLC of student's return to Tier II

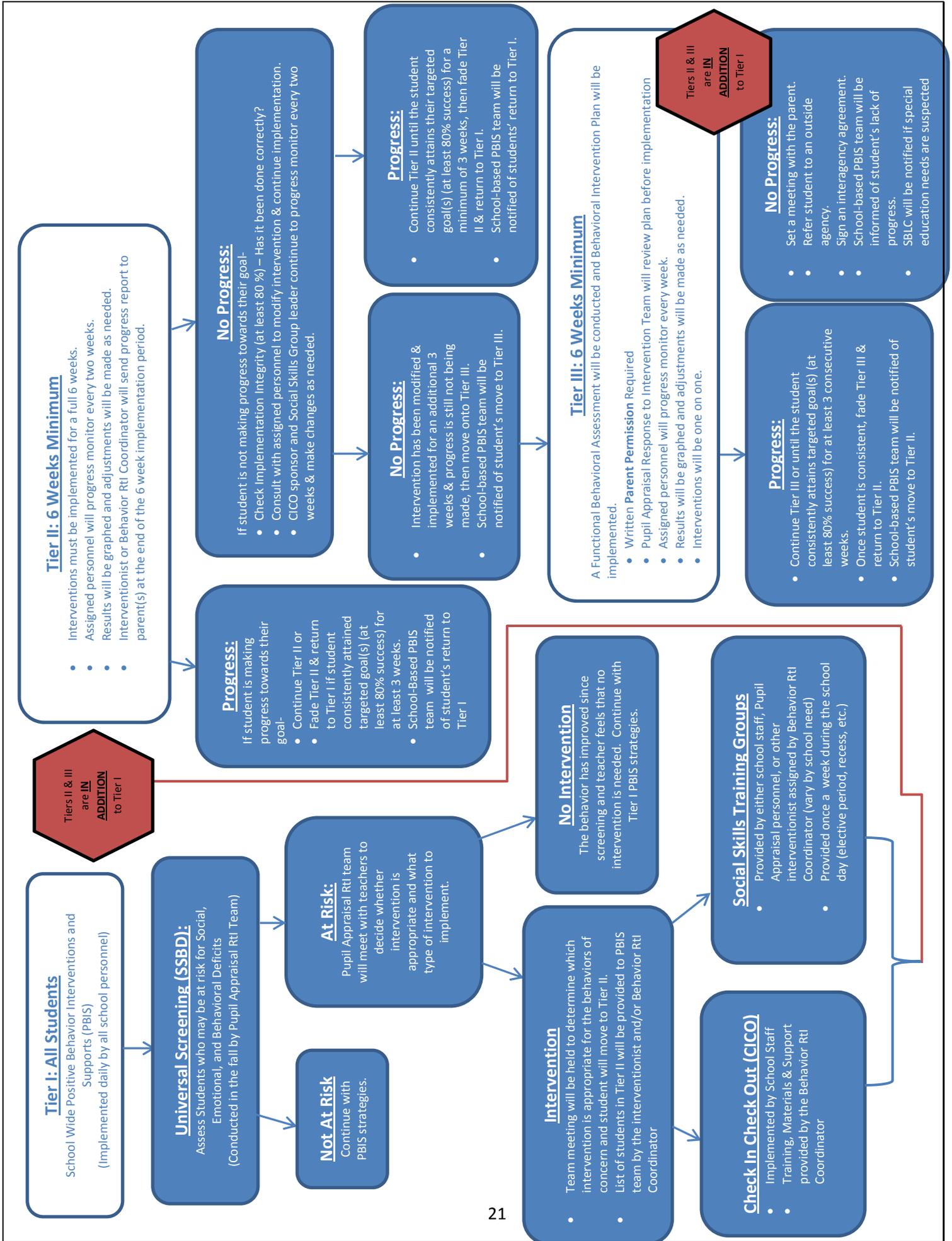
No Progress:

- Check fidelity & integrity
- Screen/Pick up for special education evaluation

Math RtI Flowchart



Behavior RtI Flowchart



**Individual Documentation Log
READING INTERVENTION**

Student Name: _____

Interventionist: _____

Start date: _____

	DATE	M	T	W	TH	F	SKILL & ACTIVITIES	COMMENTS
Week 1								
week 2								
week 3								
week 4								
week 5								
week 6								

**Individual Documentation Log
READING INTERVENTION**

Student Name: _____

Interventionist: _____

Start date: _____

	DATE	M	T	W	TH	F	SKILL & ACTIVITIES	COMMENTS
Week 7								
week 8								
week 9								
week 10								
week 11								
week 12								

**Individual Documentation Log
MATH INTERVENTION**

Student Name: _____
Interventionist: _____ Start date: _____

	DATE	M	T	W	TH	F	SKILL & ACTIVITIES	COMMENTS
Week 1								
week 2								
week 3								
week 4								
week 5								
week 6								

**Individual Documentation Log
MATH INTERVENTION**

Student Name: _____
 Interventionist: _____ Start date: _____

	DATE	M	T	W	TH	F	SKILL & ACTIVITIES	COMMENTS
Week 7								
week 8								
week 9								
week 10								
week 11								
week 12								

