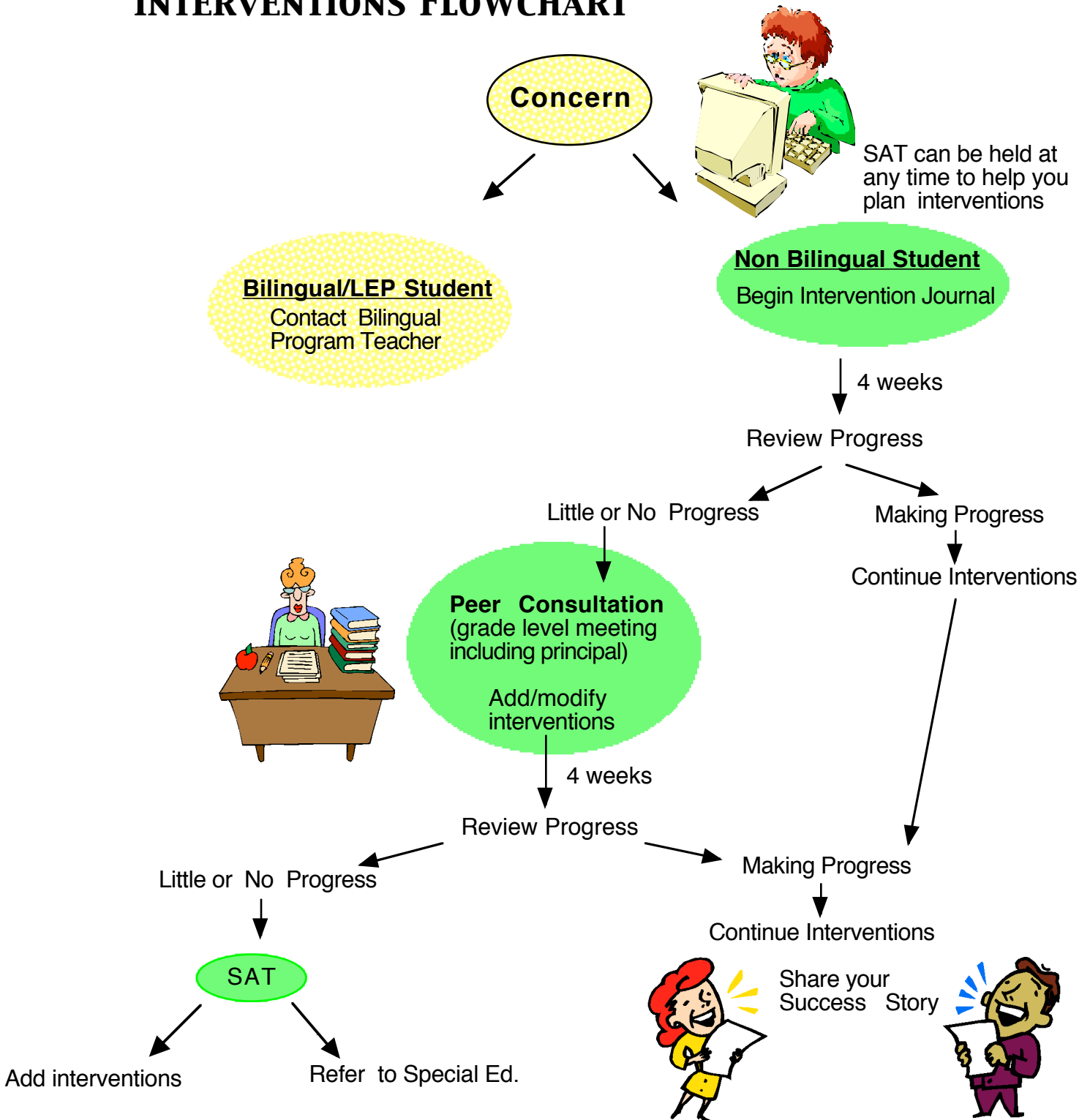


Intervention Journal



INTERVENTIONS FLOWCHART



Subject:

Intervention Log



DATE Started: _____

Intervention:

Review Date : _____

(4-6 weeks):

Progress:

DATE parent contacted: _____

Home Intervention:

DATE Started: _____

Intervention:

Review Date : _____

(4-6 weeks):

Progress:

DATE parent contacted: _____

Home Intervention:

DATE Started: _____

Intervention:

Review Date : _____

(4-6 weeks):

Progress:

DATE parent contacted: _____

Home Intervention:

S.A.T. REQUEST FORM



NEW

REVIEW

DATE: _____

STUDENT: _____

BOY/GIRL

TEACHER: _____ GRADE: _____

DATE INTERVENTION JOURNAL STARTED: _____

DATE OF 1ST REVIEW: _____

No change Minimal progress Good
Progress

DATE OF PEER/PRINCIPAL CONSULTATION: _____

DATE OF 2ND REVIEW: _____

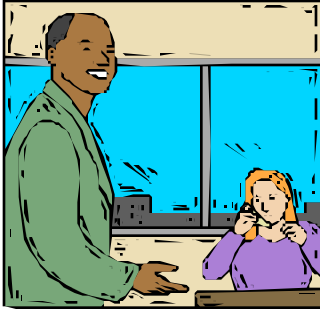
No change Minimal progress Good
Progress



Attach a copy of Intervention Journal and Intervention Log to this form and submit to the guidance counselor.



Bring Intervention Journal, cum file and working file along with work samples to S.A.T.



Resources

People Who Can Help

Last year's teacher

Grade level team

Title I tutors (1st grade)

Family School Service Coordinator (FSSC)

Bilingual Teacher and Staff

Guidance Counselor

Big Brother/Big Sisters Program

Psychologist

Principal

Indian Education tutor

Teacher assistants

Parent Helpers

Special Ed teachers

Speech/Language Specialist



Professional References

Professional Reference Collection located in the
Title I Book Room

Tools for Diverse Learners Kit (located in the
Resource Room)

Classroom Supports

- Educating Children With Multiple Disabilities Creating Collaborative IEPs
- Educating Children with Disabilities in General Education Classrooms
- The Paraprofessional Guide to the Inclusive Classroom
- Recipes for Success
- Instructional Modifications

Behavior Supports

- Designing Positive Behavior Support Plans
- Skillstreaming the Elementary School Child
- Skillstreaming: New Strategies for Teaching Pro-Social Skills
- Teaching Children to Care

Reading

- Literacy is for Everyone!
- On Solid Ground: Strategies for Teaching Reading
- Phonemic Awareness in Young Children
- Teaching Children to Read
- Unlocking the Door: Current Research on How Children Learn to Read

Counseling Referral Form



Student: _____ Date: _____

Referred by: _____ Teacher: _____

Reason for referral:

- _____ Attendance concerns
- _____ Academic problems
- _____ Behavioral problems
- _____ Doesn't accept responsibility
- _____ Extremely withdrawn. uncommunicative
- _____ Family changes (death, divorce, remarriage, moving)
- _____ Poor peer relations
- _____ Sudden changes in mood, attitude, or behavior
- _____ Other _____

Problem/concern has been observed for:

*Less than a week *1-2 weeks *more than 2 weeks

I would like the student to be able to _____

I would like the counselor to

- _____ Come observe at counselor's convenience
- _____ Come observe at this time/date: _____
- _____ Contact me as soon as possible

Sample Intervention Strategies

**For a comprehensive list of strategies, consult the
Pre-Referral Intervention Manual
located in the resource room.

Reading

- Set up a system of motivators, either tangible or intangible to encourage the student to be more successful in reading.
- Tape record difficult reading material for the student to listen to as he/she reads along.
- Reduce distracting stimuli in order to increase the student's ability to concentrate.
- Have student outline, underline or highlight important points in reading material.
- Have student identify words and phrases that he/she does not recognize. Make these words the student's word list to be learned.
- Have student read orally to a peer daily.
- Have student practice phonics skills daily.

Writing

- Identify letters and numbers the student reverses and have him/her practice making one or more of the letters correctly each day at home or at school.
- Give student a series of written phrases and have him/her indicate which expresses a complete thought.
- Provide student a paragraph in which a sentence does not belong and have him/her find the sentence.
- Have the student keep a dictionary of his/her most misspelled words.

Math

- Make certain student's math difficulties are not the result of inability to read the math materials (reading problem vs. math problem)
- Teach student to look for key words or clue words in word problems
- Have students orally analyze steps that are required to solve a problem. (What is used? What operations are used or needed? What question is asked? etc.)
- Have students restate problems in their own words.
- Use daily drill activities in the areas of concern.
- Check for concept understanding.

Behavior

- Post expectations on student desk for frequent reminder
- Set up a personal contract with clear expectations/consequences

Wonder Park Elementary Bilingual Department

The following are ways that the bilingual department can offer support to classroom teachers.

- Plan/develop/adapt curriculum for Limited-English Proficient (LEP) students.
- Instruct LEP students on the four language skills: listening, speaking, reading and writing.
- Assist classroom teachers on techniques, methods, and materials for use with LEP students.
- Diagnose individual student competencies and needs in English and home language.
- Administer student assessment instruments, review, compile and interpret data.
- Facilitate multicultural events.
- Contact parents and families.
- Provide for translators and interpreters when necessary.
- Attend parent conferences and student assessment meetings when necessary.
- Provide for bilingual staff to support students in and/or out of classrooms.

Let us know how we can help with your LEP students.



Wonder Park School Counselor Intervention Services

As an elementary school counselor, my role is to support student achievement in meeting academic standards and mastering necessary social and emotional self-management skills. I am available to assist teachers with students demonstrating behaviors that are interfering with their school success.

I want to let you know I will do my best in offering my assistance to you in order to help our students succeed. My number one goal is maintaining the counseling program so as to serve our students' academic, social and emotional needs.

Some services I can provide include:

- Consultation with teachers
- Consultation with parents
- Classroom guidance on a specific topic of interest
- Student observation and feedback
- Individual meetings with students
- Small group meetings with students
- Behavior plan development assistance
- Kid-focus problem solving meetings to plan for individual students (post SAT meeting)

In order to provide documentation of student needs and teacher requests, I am requesting a written referral form (at the front of this journal) when you have a student concern. or are initiating the Intervention Journal.

You can contact me by e-mail or by calling extension #238.

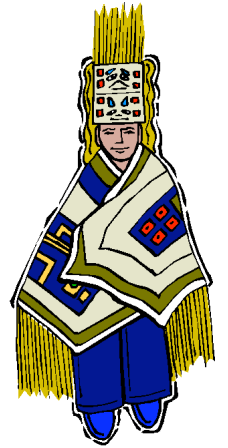
I look forward to working together with you and assisting your students.



Wonder Park Indian Education Program



The goal of the Indian Education Program is to target Native Alaskan and Native American students who are performing at a below proficient level in any subject and who are not receiving Special Education Services. Based on 2005 third quarter report card data, 37 of 74 Native students were below proficient in either math or language arts here at Wonder Park.



My role is to provide academic support under the direction of the classroom teacher.

Services include:

- In-class support
- Small group extra help
- 1:1 extra help when needed
- Homework club after school
- Lightspan and Plato
- Parent contact to follow up on attendance problems, homework, health issues, home issues, transportation, diet concerns cultural concerns, self-concept concerns
- Academic engagement issues.
- Cultural activities such as assemblies and native crafts club.



Wonder Park Family School Services Coordinator (FSSC)

The Family School Services Coordinator (FSSC) provides communication between the school, the Anchorage School District, the Child in Transition Program, and the children and families of Wonder Park. Services include:

- Consultation and collaboration with community agencies, organizations and ASD teams to maximize educational opportunities for Wonder Park students.
- Parent involvement activities.
- Newsletters
- Parent consultations to address academic, attendance, health and social service needs.
- Home visits as needed.
- Collaboration with Child in Transition Program to address needs of the homeless student.
- In-class support for students when needed.
- Extra support for classroom teachers when needed.

