

MTSS Intervention List

Academic Interventions

Extended time

Graphic organizers to help with writing tasks

Scribe

Adapted tests/quizzes (no more than three multiple choice distractors, word bank for fill-in-the blank and matching in sets no more than four)

Remedial reading (ELA)

Remedial math

Scaffolding

Extended wait time

Small group testing

Alternate testing environment

Resource room testing

Resource room study hall

Read answers/questions and material orally

Use of calculator

Use of math chart

DNTI (Did not turn it in) You saw the student working on the assignment but did not receive it:grading code with preference set to 65%

Chunking

Review main concepts

Use of manipulatives

Reduce workload

Copy of notes

Do not be asked to read orally

Do not be asked a question without volunteering first

Checkbook bag and planner and make sure all materials are placed inside

Use of assignment planner

Use of homework folder(s)

Use of number line

Use of alphabet strip

Teach/practice organizational skills

Extra set of textbooks in class

Extra set of textbooks at home

Study guides for all tests/quizzes

Prompt student individually for directions, to turn in assignments and get specific items out of his desk

Fail a test, retest or correct mistakes

Check for understanding of expectations, directions and/or assignments

No cursive writing

Adapted assignments/activities

Parent/Guardian contacts

Teachers meet

Small group support

Attendance intervention

One-on-one support

MTSS Intervention List

Behavior Interventions

Preferential seating

School social work

Tangible reinforcement

Activity reinforcement

Verbal reinforcement

Additional breaks

Reinforcement of proximally developing behavior

Verbal gestures/prompts to remain on-task

Redirection back to task

Structured setting

Teach/practice coping skills

Incentives for completed work

Ignore the behavior of concern, when it is safe to do so

Extra time to transition between classes

Set consistent boundaries

Proximity control

Playdoh/stressball

Review of classroom rules

Practice/teach focus techniques

Give two positive choices for nonpreferred tasks

Speak in a calm manner

Removal of desired activities

Discuss inappropriate behavior

Discuss making good choices

Visit guidance counselor

Obtain student's eye contact before giving directions

Use of a visual cue or prompt (ex. Timer) when transitioning between activities

Behavior tracking system

Consistency

Parent/guardian contacts

Teachers meet

Free time as reinforcement

Cooperative learning with focus on matching learning needs, levels and behaviors)

Situational counseling

Quiet room/cool down area

Home visits

Communication logs

Give student choices