Tiered Instruction Matrix: Intensifying

Intent: To review the "Intensifying Checklist" to launch thinking and generate ideas about ways to intensify Universal and Additional support.

Instructions

1. Review the "Intensifying Checklist" below.
2. Consider a student or students who may need further intensification of Universal and Additional support.
3. Review the "Intensifying Prompts" (see below) with student/students in mind.
4. Review Field Trip and sample in Leading Equity Based MTSS pages 110-111.
5. Discuss ways this checklist might be useful for individual support planning.

Variation:

- If the team is large, divide into smaller groups to discuss and share.
- Jigsaw parts of the document with the team.

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Support Plan		
Date:	Teacher:	Support Provider:
General Area (Reading, Math, Behavior, Language, Other):		
Skill Area Being Targeted: (Ex. phonemic awareness, self-regulation, fractions, organization)		
Specifics of Plan: · Frequency of support: · Arrangements: · Materials: · Format:		

Intensifying Prompts		
Grouping	Y/N/NA	Notes or Next Steps (If Applicable)
Can small, flexible groups be used differently? Or individual learning opportunities be provided?		
Can peer models be used differently?		
Can groups/centers be more appropriately matched to student need?		
Instruction	Y/N/NA	Notes or Next Steps (If Applicable)
Can we increase or change modality for opportunities to respond?		
Can different examples be used?		

Do we need to break the tasks or skills down into smaller parts?		
Do we need to teach any pre-skills?		
Can we make changes to our modeling and opportunities for practice?		
Do we need to change instruction to demonstrate culturally responsive practices?		
Feedback	Y/N/NA	Notes or Next Steps (If Applicable)
Can we enhance the feedback that is provided?		
Would self-monitoring strategies make sense?		
Frequency and Duration	Y/N/NA	Notes or Next Steps (If Applicable)
Can we change the frequency of the intervention or support?		
Can we change the duration of the intervention or support?		
Other Considerations	Y/N/NA	Notes or Next Steps (If Applicable)
Can we provide opportunities for families to engage in instruction?		

Can we better communicate progress to family(ies)?		
Have we learned anything about the child from the family that should be considered?		
Could additional support be provided to family(ies) to engage in targeted skill instruction?		

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