



THE DIOCESE OF COLUMBUS

Diocese of Columbus - Office of Catholic Schools

Student Monitoring and Support Plan Data Gathering Form (SMSP)

CHILD'S INFORMATION

NAME:

DOB:

GRADE:

Student ID#:

STREET:

CITY:

STATE:

ZIP:

DISTRICT OF RESIDENCE:

COUNTY OF RESIDENCE:

DISTRICT OF SERVICE:

PARENT/GUARDIAN INFORMATION

NAME:

STREET:

CITY:

STATE:

ZIP:

Home Phone:

Work Phone:

Cell Phone:

Email:

OTHER INFORMATION:

Response to Intervention Process

**PART 1**

*Identify student concerns from your perspective:*

Observations made from (dates):

Describe situations/settings:

Give specific examples/data to validate your classroom observations of Tier 1/Universal Accommodations used and results (including dates):

Notes from student file and previous teacher:

Tier 1 accommodations used and results:

Dates:

1.	1.
2.	2.
3.	3.
4.	4.

Results:

Accommodations are working and will continue

Evidence that it is time to move to Tier II Interventions

**PART II**

Determine the Tier II intervention(s) you will apply to student/classroom:

1st Intervention(s)	Time	Frequency	Who is responsible? (classroom teacher, consultant/assistant. Academic support tutor, other personnel)	Results (data, graphics)
				Copies of interventions - measurement

How are these interventions different than the first series of interventions?

2nd Intervention(s)	Time	Frequency	Who is responsible? (classroom teacher, consultant/assistant. Academic support tutor, other personnel)	Results (data, graphics)
				Copies of interventions - measurement

Only if necessary...

3rd Intervention(s)	Time	Frequency	Who is responsible? (classroom teacher, consultant/assistant. Academic support tutor, other personnel)	Results (data, graphics)
				Copies of interventions - measurement

Based on the effectiveness of the intervention strategies used:

Interventions/Universal Accommodations will be the continued course of action (complete PART III)

Recommend that the student be referred for testing

Date Data Reviewed/completed by the Team: \_\_\_\_\_

Referral made by Teacher/ Team/ Administrator for an ETR:      YES              NO

Administrator Signature: \_\_\_\_\_

**PART III**

*Student Monitoring and Support Plan (if no testing needed, continue with plan)*

Continued Universal Accommodations:		
Teacher Responsibilities	Parent Responsibilities	Student Expectations
1.		
2.		
3.		
4.		

  

Continued Interventions:		
Teacher Responsibilities	Parent Responsibilities	Student Expectations
1.		
2.		
3.		
4.		

This plan will be reviewed: (from 6weeks to annually) \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Teacher(s) Signature: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have had the opportunity to participate in the development of my child's support plan.

Parent/Guardian signature: \_\_\_\_\_ DATE: \_\_\_\_\_

Student signature: \_\_\_\_\_ DATE: \_\_\_\_\_

(when age appropriate)

## Communication Log

DATE	Teacher Support(s)	DATE	Parent Support(s)	DATE	Student Responsibility

## **\*Tier 1- Universal Classroom Accommodations Checklist (not all-inclusive)**

### **Environment, Behavior/Motivation**

clear and concise classroom rules  
allowing for frequent breaks/time out of seat  
supervise use of self-monitoring strategies  
praising specific behaviors/ignoring minor inappropriate behaviors  
consistent classroom routine  
preferential seating  
seating near a role model/buddy  
limit distracting stimuli  
student work area free of unnecessary materials  
use of timer  
tactile fidget/fidget device  
redirection/cueing to task

### **Lesson Presentation, Assignments/Classwork**

study guide prior to start of unit/guided notes  
overview of lesson prior to presentation  
provide copies of notes/peer note taker  
provide graphic organizers/ rubrics  
provide auditory AND visual directions and information  
provide visual editing checklists  
provide extra set of textbooks/e-books for home  
multi-modality/multi-activity based lessons when possible  
chunking of material/presentations broken into shorter segments  
long term assignment rubric with written directions and timeline  
student oral review of key points in lesson, chapter, unit  
small group instruction when possible

### **Classroom Testing**

flexible scheduling for exams  
clarification of test questions  
reading guides/filters to cover parts of test  
multiple short quizzes vs. one long exam  
small group testing when possible and appropriate

### **Organization**

provide assistance/peer assistance with organization of materials  
daily assignments given orally and/or in writing  
daily teacher check of assignment book  
daily/weekly progress report

### **Other**

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