

Response to Intervention Tier One

Executive Functions

The following general strategies may be helpful with all areas of Executive Functions:

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| <ul style="list-style-type: none"> • Visual supports (schedule, graphic organizer, timer, color-coding, cue for direction) • Repetition and predictability | <input type="checkbox"/> Break down tasks/ chunking
<input type="checkbox"/> Check for understanding
<input type="checkbox"/> Positive behavior plan |
|--|--|

	Observable Indicators	Interventions	Accommodations/Modifications
Sustained Attention	<ul style="list-style-type: none"> • Distractibility • Difficulty following directions • Off-task behaviors 	<input type="checkbox"/> Self-Regulation chart <input type="checkbox"/> Teacher-Student conference/ feedback <input type="checkbox"/> Journal strategy use	<input type="checkbox"/> Frequent breaks <input type="checkbox"/> Rotate subjects/work areas <input type="checkbox"/> Use novelty in instruction
Working Memory	<ul style="list-style-type: none"> • Difficulty recalling information • Difficulty sequencing • Poor reading comprehension 	<input type="checkbox"/> Explicit instruction of memory strategies <input type="checkbox"/> Journal strategy use <input type="checkbox"/> Memory tasks using learned strategies	<input type="checkbox"/> Pre-teach information <input type="checkbox"/> Give a copy of class notes <input type="checkbox"/> Limit extraneous verbalization <input type="checkbox"/> Personalize instruction
Inhibition	<ul style="list-style-type: none"> • Difficulty waiting • Interrupts, excessive talking/activity • Many false starts 	<input type="checkbox"/> Explicit instruction of inhibition strategies <input type="checkbox"/> Journal strategy use <input type="checkbox"/> Self-Regulation chart	<input type="checkbox"/> Give explicit sets of expectations <input type="checkbox"/> Reward positive behavior <input type="checkbox"/> Ignore disinhibited response
Organizing	<ul style="list-style-type: none"> • Messy workspace • Incomplete work • Difficulty making decisions/ answering open-ended questions 	<input type="checkbox"/> Graphic organizers <input type="checkbox"/> Checklists/color-coding <input type="checkbox"/> Student verbalize plan of approach	<input type="checkbox"/> Provide model of completed projects <input type="checkbox"/> Provide predictability in independent work

Emotional Control	<ul style="list-style-type: none"> • Difficulty making or keeping friends, taking others' perspective • Extreme emotional reactions 	<input type="checkbox"/> Explicit instruction of regulation strategies <input type="checkbox"/> Journal strategies <input type="checkbox"/> Student writes down concerns to discuss later	<input type="checkbox"/> Anticipate problem situations <input type="checkbox"/> Physical activity breaks
Self-Monitoring	<ul style="list-style-type: none"> • Makes careless mistakes • Difficulty with time management 	<input type="checkbox"/> Explicit instruction of regulation strategies <input type="checkbox"/> Journal strategies	<input type="checkbox"/> Provide peer buddy <input type="checkbox"/> Model self-talk strategies <input type="checkbox"/> Provide class checklists
Shift	<ul style="list-style-type: none"> • Difficulty making transitions • Difficulty starting a new task before first task is complete • Perseveration 	<input type="checkbox"/> Explicit instruction of coping strategies <input type="checkbox"/> Journal strategies <input type="checkbox"/> Timer to signal shifts	<input type="checkbox"/> Give sufficient warning for upcoming transitions <input type="checkbox"/> Provide predictability <input type="checkbox"/> Breaks between activities <input type="checkbox"/> Model self-talk strategies <input type="checkbox"/> Visual supports
Abstract Reasoning	<ul style="list-style-type: none"> • Difficulty with social problem solving • Concrete learner • Difficulty with reading comprehension • Focuses on details and not "big picture" • Difficulty with irrelevant vs. relevant 	<input type="checkbox"/> Explicit instruction in abstract concepts <input type="checkbox"/> Read questions first to determine what looking for in written passage <input type="checkbox"/> Practice summarizing and retelling	<input type="checkbox"/> Multi-sensory lessons <input type="checkbox"/> Social stories/role-play

**Student Support Team – RTI
Goal / Intervention Plan**

Student Name: _____ Grade: _____

Teacher: _____ Bldg: _____

Goal 1: _____

- Interventions to be utilized : _____

- Progress: _____

Goal 2: _____

- Interventions to be utilized : _____

- Progress: _____

Goal 3: _____

- Interventions to be utilized : _____

- Progress: _____

Signature: _____ Date: _____

SST Meeting Scheduled for: _____

Please bring data and work samples to meeting