**Tier 2 Referral At-a-Glance – Elementary**

**PART 1: AREAS OF CONCERN** Strong Tier 1 instruction and support will be enough for most students and will identify student groups that may need more intensive supports than their peers in the areas of Reading, Math, Writing, Organization/Academic Behavior, Social/Emotional & Behavior, Adaptive/Self-Help, Cognitive Development, Health/Medical, Speech and Language, and Motor.

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| **READING** | **WRITING** | **MATH** |
| * Letters and Sounds * Decoding * Phonics * Phonological Awareness * High-Frequency Words * Vocabulary * Fluency * Comprehension: Literature * Comprehension: Informational Text | * Writing alphabet letters * Developing sentences * Conventions * Writing fluency * Ability to put thoughts on paper * Idea development * Organization * Using digital tools | * Counting & Cardinality: single digit counting, counting collections * Number Sense * Number and Operations * Algebra and Algebraic Thinking * Measurement and Data * Geometry * Computational Fluency * Problem Solving and Reasoning |
| **ORGANIZATION/ACADEMIC BEHAVIOR** | **SOCIAL-EMOTIONAL/BEHAVIOR** | **SELF-HELP** |
| * Organizing binder/desk/backpack * Coming to class prepared * Initiating Tasks * Completing assignments * Turning in assignments * Consistent performance * Working independently * Managing time * Quality of work * Long or disorganized transitions * Retaining information (day-to-day or over time) | * Appears anxious in mood or behavior * Appears sad/withdrawn * Appropriate social interactions * Concerning content in essay, discussion, reported by peer * Developing/maintaining friendships * Disrespectful/defiant * Focusing/staying on task * Hyperactive/impulsive * Inappropriate comments/behavior * Problem solving skills * Somatic complaints * Tolerating change * Working cooperatively with partner/group | * Asking for help when needed * Cleaning up work area at end of activity * Eating (opening snack, messy eater) * Finding way safely to a variety of locations * Following school rules/routines * Maintaining expected pace in class work * Managing clothing (coat, zippers, buttons) * Personal hygiene (runny nose, dirty hands) * Toileting |
| **HEALTH/MEDICAL** | **SPEECH AND LANGUAGE** | **MOTOR** |
| * Vision problems * Wears glasses * Hearing problems * Other known medical concern or diagnosis | * Phonological/articulation errors * Stuttering * Does not speak in complete sentences * Difficulty expressing ideas * Difficulty sequencing pictures or events * Gives an off-topic response to a question * Limited speaking vocabulary * Reluctant to speak * Struggles to understand spoken instructions | * Difficulty drawing, coloring, cutting, and/or copying * Letter formation * Handwriting legibility * Clumsy, bumps into others/objects * Confused by visual spatial concepts (e.g., up down; left-right) * Crossing midline of body (shifts body, switches hands) * Difficulty hopping, jumping, skipping, or running * Sensory concerns |

**PART 2: STRATEGIES AND SUPPORTS** Tier 1 instruction includes a variety of strategies to differentiate instruction to meet learner needs. Through PLC work, and support from instructional coaches, counselors, administrators a plan is developed for strong instruction and interventions that includes a variety of strategies that are available to all students although some may need them more than others. A robust set of differentiation tools and interventions at the Tier 1 level might include adaptations to Academics (Classroom Environment or Curriculum and Instruction Supports), Behavior or Social-Emotional Learning including:

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| **Academic (Classroom Environment Supports)** | **Academic (Curriculum and Instruction Supports)** |
| * Access to preferred activities * Explain expectations verbally * Frequent checks for understanding * Parent/Guardian contact * Post daily schedules * Preferential seating/line placement * Provide physical activity/sensory activity * Scheduled Breaks (i.e. chunk work, cognitive breaks, access to preferred activities) * Use of study carrels or screens * Use of teacher proximity * Use of visuals reminders * Other | * Allow oral responses on assignments and tests * Break assignments into manageable parts * Differentiated groups * Explicit instruction in gap areas * Targeted small groups * Goal setting for extra time to complete assignments * Goal setting when reducing assignment length * Pre-teaching specific skills * Re-teaching * Re-assessing after re-teaching * Shorten or simplify directions * Student orally repeats directions * Use of visuals or graphic organizers * Other |
| **Behavior Supports** | **Social-Emotional Supports** |
| * Behavior chart/contract/plan * Break opportunities built into schedule * Define and teach skill deficit * Homework contract * Identifying antecedents and setting events and provide support/routine change * Incentive system * Individual conference with student * Involve student in planning goals for improvement * Positive behavior-specific feedback * Positive note home * Provide 5:1 positive to corrective feedback * Provide choice * Prepare student for changes in routine * Reinforce/Reteach school-wide expectations * Re-teach classroom commitments or respect agreements * Visual prompts for expectations and routines * Other | * Assign peer buddy/tutor * Binder/locker/backpack clean-out * Breathing/Calming/Mindfulness strategies * Building or community mentor/champion * Classroom discussion and group problem solving * Connecting with family * Consider ACEs and potential triggers and provide support/routine change * Emotion coaching * Provide 5:1 positive to corrective feedback * Provide leadership opportunities * Reinforce/Reteach Social-Emotional Learning curriculum * Relationship building strategies * Restorative Process * Positive recognition for goal attainment * Special recognition for achievement/behavior * Other |