



RtI Tier III Teacher Feedback Form

Teacher _____ Date Submitted _____

Student Name _____ Grade _____ Age _____

Concerns in your class: Academic Absences (# ___) Tardies (# ___) Behavioral _____

Office Referrals (# ___)

Current Grade: _____

*Parent Contact Date _____ Conference Telephone Note E-mail

*Second Contact Date _____ Conference Telephone Note E-mail

Please describe any **specific concerns** for the student in your class. What makes this student difficult to teach? List any academic, social, emotional, or medical factors that negatively impact the student's performance.

How do this student's academic skills compare with those of an average student in your classroom?

In what settings/situations does the problem occur **most** often?

In what settings/situations does the problem occur **least** often?

What are the student's strengths, talents, and/or specific interests?

- 1. _____ 2. _____
- 3. _____ 4. _____

What would be the best day(s) and time(s) for someone to observe the student having the difficulties that you describe above?

Tier II Interventions/Strategies Implementation Summary

Intervention/Strategy		(Circle one)				How Often		
		Successful (S)	Unsuccessful (US)	Not Tried (NT)	Not Applicable (NA)	Daily	Weekly	Monthly
1	Tutorials (Dates Attended: _____)	S	US	NT	NA			
2	Small group instruction, in class	S	US	NT	NA			
3	Hard copy of text for home use	S	US	NT	NA			
4	Break task into smaller steps	S	US	NT	NA			
5	Providing outline of class notes	S	US	NT	NA			
7	Teaching with a different modality	S	US	NT	NA			
8	Peer tutoring	S	US	NT	NA			
9	Frequent checks for progress	S	US	NT	NA			
10	Allow more time (in class)	S	US	NT	NA			
11	1 on 1 tutoring with teacher	S	US	NT	NA			
12	Preferential seating	S	US	NT	NA			
13	Maintain proximity	S	US	NT	NA			
14	Minimize distractions	S	US	NT	NA			
15	Minimize transition time	S	US	NT	NA			
16	Frequent, discrete reminders to stay on task	S	US	NT	NA			
17	Individual instruction/attention	S	US	NT	NA			
18	Positive reinforcement <input type="checkbox"/> verbal <input type="checkbox"/> concrete	S	US	NT	NA			
19	"Brain Breaks" during class	S	US	NT	NA			
20	Planned ignoring of attention-seeking behavior	S	US	NT	NA			
21	Behavior Contract/Plan <input type="checkbox"/> Academic <input type="checkbox"/> Behavioral	S	US	NT	NA			
22	Loss of privileges	S	US	NT	NA			
23	Privileges/Responsibilities	S	US	NT	NA			
24	School/Home note system	S	US	NT	NA			
25	Direct teach/review of expectations	S	US	NT	NA			
26	Behavior-specific praise	S	US	NT	NA			

What other activities or strategies have you tried to do to resolve this problem?