

# RESPONSE TO INTERVENTION FLOWCHART

## IDENTIFICATION

### IDENTIFY

#### TIER 1 (CLASSROOM TEACHER)

##### Engage

Observe the child in the specified domain

Engage with the child in the domain, observe their responses to activities.  
Build understanding of **child's ways of knowing**.

##### Describe

Add information to the **student's learner profile**.

Check with other **teaching staff or parents** for input to further understanding the child's ways of knowing.

## ASSESSMENT

### ASSESS

Classroom teacher conducts targeted assessments and screening processes in the specified domain.

Gathers **evidence** from classroom and forms conclusions as to whether further intervention is required to meet learning goals.

## ANALYSIS AND INTERPRETATION

### ANALYSE INTERPRET

Adjustment team and learning and teaching team assists with analysis and mentors classroom teacher on Tier 1 by following these steps.

##### Explain

Attempt to explain your understanding of this difficulty and possible causes.

Meet with Adjustment team and learning and teaching team to discuss student.

##### Recommend

1. Classroom teacher and Adjustment team and learning and teaching sets goal and recommends Tier 1. This may be a 1-1 or small group with classroom support staff.
2. Adjustment team and learning and teaching may recommend further assessments, **data and evidence** to interpret whether Tier 1 intervention has been effective.
3. Recommendation of possible Tier 2 intervention and explanation as to why this student requires additional intervention outside of Tier 1. Adjustment team and learning and teaching to ratify this decision.
4. Classroom teacher puts in google form to learning adjustment team. This form includes classroom teacher and Adjustment team and learning and teaching designing goals, targets and possible program and assessments.

# LEARNING AND TEACHING

## IMPLEMENT

### TIER 2

Adjustment team consider google form that has been submitted.

Adjustment team **decide** on which intervention is required and **allocate** a 10-week adjustment allocation.

Adjustment team and learning and teaching meets with Tier 2 adjustment staff member and **discusses** the goals and the learning sequence for the 10-week case allocation.

Classroom teacher informs child and parent as to the planned 10-week caseload.

10-week caseload is implemented.

Classroom teacher must fill out a co created goal setting sheet with the child and inform parents of the adjustment and gain permission

## EVALUATION

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At the mid round stage, the Adjustment team and learning and teaching meets with the adjustment team member and **discusses** the **progress** of the intervention looking at evidence of growth.

Adjustment team and learning and teaching then takes this information back to the classroom teacher and the team and a **decision** is made as to whether another google form is lodged for further intervention or whether the child will go back to a Tier 1 intervention in the classroom.

Adjustment team and learning and teaching will **inform** adjustment team of the progress of the intervention at the adjustment team meetings and a decision will be made as to the **next step** for this child.

### TIER 3

Adjustment team may decide further assessments are required by either qualifies staff in User B testing or that the child needs to be referred to the CEM or a health professional.

Adjustment leader will then meet with the learning diversity leader and arrange for further investigation and referral.