

Sheffield-Sheffield Lake City Schools
RTI Team Observation Checklist (Secondary)

Check all that apply.

Content Area Academic Skill Deficiencies	
	Language Arts
	Math
	Science
	Social Studies

Oral Expression/Speech	
	Difficulty expressing thoughts and ideas
	Limited speaking vocabulary
	Stutters
	Difficulty articulating speech sounds
	Public speaking anxiety
	Other:

Memory	
	Difficulty retaining information over time
	Difficulty remembering what is seen
	Difficulty remembering what is heard
	Other:

Attention and/or Organization	
	Difficulty with organization
	Easily distracted
	Difficulty beginning a task
	Difficulty completing a task
	Under-active/lethargic
	Loses or forgets work/materials
	Overactive/excessive motor movements
	Difficulty following classroom routines
	Homework not completed and turned in
	Other:

Perceptual/Motor Skills	
	Difficulty with coordination
	Difficulty with body space awareness
	Difficulty with letter formation
	Difficulty with spacing
	Letter/number reversals
	Difficulty copying from the board/book
	Difficulty with directional tracking
	Other:

Social/Emotional	
	Excessively tardy
	Excessively absent
	Lacks motivation
	Lacks self-control
	Easily frustrated
	Sudden change(s) in mood
	Inconsistency in performance
	Seeks frequent approval
	Interrupts/distracts class
	Verbally aggressive toward others
	Physically aggressive toward others
	Difficulty interpreting social cues
	Difficulty making/keeping friends
	Difficulty accepting responsibility for behavior
	Easily influenced by others
	Poor self-concept
	Expresses thoughts of dropping out
	Legal issues
	Sleeps in class/lethargic
	Poor hygiene or deterioration in appearance
	Home support concerns
	Wellness concerns-(briefly explain)
	Seems tense and edgy
	Frequent psychosomatic complaints/nurse visits

Tier 1 Classroom Intervention Plan

Student	
Classroom Teacher	
Specific Skill Addressed by Intervention	
Tier 1 Intervention	
Frequency & Duration	
Progress Monitoring Tool	
Goal	
Start Date	

- A ***minimum of three data points*** needed to indicate a trend.
- For all interventions, ***provide either a graph or an organized list*** of your data identifying the progress monitoring tool you used to gather that data.