

Student Chats: 2023-2024 (Grade 4)

| Date | Teacher(s) | Student(s) | Concern(s)/ Lagging Skill(s) | Intervention(s) Already Tried | Team Suggestions | Start Date of Suggested Intervention |
|------|-----------------------|------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 9/21 | Michalski | | 1:1 attention decoding and encoding | <p>Chunking, orthographic mapping (teacher directed)</p> <p>Tier 3 (at least two full years)</p> <p>Starts vision therapy</p> | <p>Tier 3 reading, does a deeper dive need to be conducted?</p> <p>Personal word wall in response to patterns taught for reading and writing</p> <p>Font specific to dyslexia</p> | 9/21 |
| 9/21 | Michalski | | Listening Comprehension Inattention | Previous Tier 3 support | Check-ins for understanding before independent work time | 9/21 |
| 9/21 | Goodyear/ Sheridan | | Inattention Task Initiation | Small group and paraprofessional support | Use of timers for targeted amount of work and then a break (draw his | 9/21 Update: getting into a groove |

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| | | | | | attention to the task) Prepare for summarization of task before going into independent work time | |
| 9/21 | Goodyear/ Sheridan | | Attendance Inattention Impulsive Performing at Level K Overall | Daily Tier 3 Math Daily Small Group Reading | Continuation of Tier 3 supports, modification of core content materials, creation of visual vocabulary resource (lap book) | 9/21 |
| 10/19 | George | | -Impulsive -Difficulty persisting -Struggles to regulate emotions -Struggles to follow basic classroom expectations – wear shoes, pick | -daily behavior/ persistence chart 1. regulate (has list of choices to help with this) 2. meet with grown up to determine next step | Check-ins likely have to occur in the room or avoidance will be experienced Must build a connection first, or gains aren't likely | 10/9 |

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| | | | up garbage, don't sit on table | 3. implement next step -meets daily with ___ to share progress or struggle | WIN time need – SEL (10/23) | |
| 10/19 | Wall | | Language | Small group Reteach Buddy work Repeat back directions Retained | Currently building level support for speech Looking into linking supports to the classroom Relatively weak working memory and critical thinking skills (not largely discrepant from other skills) Comprehension based intervention (deriving | 10/23 |

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| | | | | | inferences from supporting details) | |
| 10/19 | Wall | | Inattention Language | Repeat directions Summarize in own words Checks for understanding Preferential seating | Matching an appropriate response with a posed question | 10/23 |
| 10/19 | Wall | | Executive functioning Attention | Checklist Repeat directions Buddy helper Minimize distractions | Continuation of checklist to improve the number of steps completed at a time | 10/23 |
| 10/19 | Stachura | | Attention Mood/ Connection | Checklist (advocated for by child) Conference with the child, contact with family | Continuation of checklist with visual cues | 10/16 |
| 10/19 | Stachura | | Emotions overriding (anxiety) | Mini conferences with child, conversation with family | Checklist for only "must dos" to manage stress and other strong emotions; | 10/16 |

| | | | | | positive notes; contact for SEL during lunch | |
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| 11/16 | Stachura | | | | | |
| 11/16 | Roberts | | | | | |
| 11/16 | Roberts | | | | | |
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