

Early Childhood MTSS		
Checklist for Intensifying Universal and Additional Support		
Date:	Teacher:	Observer/Coach (if applicable):
General Area (Reading, Math, Behavior, Language, Other):		
Skill Area Being Targeted: (Ex. Phonemic Awareness, Alphabet Knowledge, Number Sense, Respectful Behavior, Receptive Language)		
Specific Skill to Target: (Ex. Identify Rhyming Words)		

Intensifying Universal Support and Intervention		
Grouping	Y/N/NA	Notes or Next Steps (If Applicable)
Can small, flexible groups be used differently? Or individual learning opportunities be provided?		
Can peer model be used differently?		
Can groups/centers be more appropriately matched to student need?		
Instruction	Y/N/NA	
Can we increase or change modality for opportunities to respond?		
Can concrete examples be used?		
Do we need to break the tasks or skills down into smaller parts?		
Do we need to teach any pre-skills?		
Can we make changes to our modeling and opportunities for practice?		
Do we need to change instruction to demonstrate culturally responsive practices?		
Feedback	Y/N/NA	
Can we enhance the immediate, positive feedback that is provided?		
Would self-monitoring strategies make sense?		
Frequency and Duration	Y/N/NA	
Can we change the frequency of the intervention or support?		
Can we change the duration of the intervention or support?		
Other Considerations	Y/N/NA	
Can we provide opportunities for families to engage in instruction?		
Can we better communicate progress to family(ies)?		
Have we learned anything about the child from the family that should be considered?		
Could additional support be provided to family(ies) to engage in targeted skill instruction?		