TeachME Professional Development

Identifying and Supporting Students through Early Intervention

1. Which strategy best represents intentional academic support for an at-risk student?

A. Assigning additional independent work to reinforce accountability
B. Providing small-group instruction and extended time on assignments
C. Reducing academic expectations to minimize frustration
D. Encouraging the student to manage challenges independently to build resilience

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2. Which statement best captures the long-term benefit of implementing MTSS with fidelity?

A. Students are permanently placed into support tiers once they show signs of being at-risk
B. Schools rely less on data to guide instructional planning
C. Academic and behavioral outcomes improve through sustained early support
D. Teachers discontinue progress monitoring once interventions begin

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3. Which classroom practice helps create a safe and supportive learning environment for at-risk students?

A. Maintaining consistent routines and predictable expectations
B. Allowing flexible rules based on student mood and behavior
C. Using public accountability to motivate participation
D. Minimizing structure to encourage student independence

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4. Which circumstance may signal the need for proactive academic support?

A. A student managing outside responsibilities that affect attendance or assignment completion
B. A student enrolled in advanced coursework who maintains consistent academic performance
C. A student who is struggling to make friends with grade level peers
D. A student collaborating with peers to form informal study groups before assessments

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5. A teacher wants to increase engagement for a student who rarely seeks help but appears overwhelmed. Which strategy best supports approachability and open communication?

A. Waiting for the student to request assistance independently
B. Referring the student to administration for academic monitoring
C. Providing written reminders about missing assignments only
D. Scheduling structured check-in times to invite private conversations

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6. Which statement best defines early intervention in K–12 educational settings?

A. A structured process for identifying students for special education after repeated academic failure has occurred
B. A systematic and proactive approach to identifying students at risk and providing support before challenges become severe
C. An instructional method focused on correcting learning gaps after students have already fallen significantly behind
D. A schoolwide system designed to manage behavioral infractions and enforce disciplinary consequences

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7. Which situation represents a potential social-emotional warning sign?

A. A student experiencing difficulty in a specific academic area
B. A student that is crying after a fight with a peer
C. A student expressing interest in social opportunities to make more friends
D. A noticeable change in mood combined with increased behavior referrals

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8. Which of the following is NOT a known benefit of MTSS?

A. Increased reliance on exclusionary discipline practices as a primary intervention strategy
B. Equitable access to tiered instructional supports
C. Early identification and intervention for academic and behavioral needs
D. Improvement in student behavior and academic achievement

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9. A student works after school to help support their family and frequently submits assignments late. Which response reflects a supportive and responsive strategy?

A. Enforcing strict deadlines to promote responsibility
B. Reducing the number of assignments required for the course for that student
C. Offering flexible deadlines while maintaining academic standards
D. Advising the student to reconsider outside commitments that interfere with school

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10. Which attendance pattern should prompt closer monitoring for potential risk?

A. Occasional absences due to documented illness
B. Chronic absenteeism or repeated tardiness
C. Leaving class early for scheduled school activities
D. Arriving late once in awhile during a grading period

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