

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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