

General Education Intervention Documentation Process

Teacher Name: _____ Student Name _____
School: _____ Grade: _____ Date of Birth: _____
☐ Male ☐ Female Parent/Guardian: _____
Address: _____
Day Time Phone: _____ Evening Phone: _____

Step 1: Parent/Teacher Concerns

Parent / Teacher Meeting Date: _____ Check if by phone ☐

Please record the specific concerns expressed to parent(s):

Priority Concern:

Secondary Concern (additional Step 3):

Step 2: Teachers / Principal Meeting Summary

Date of Meeting: _____

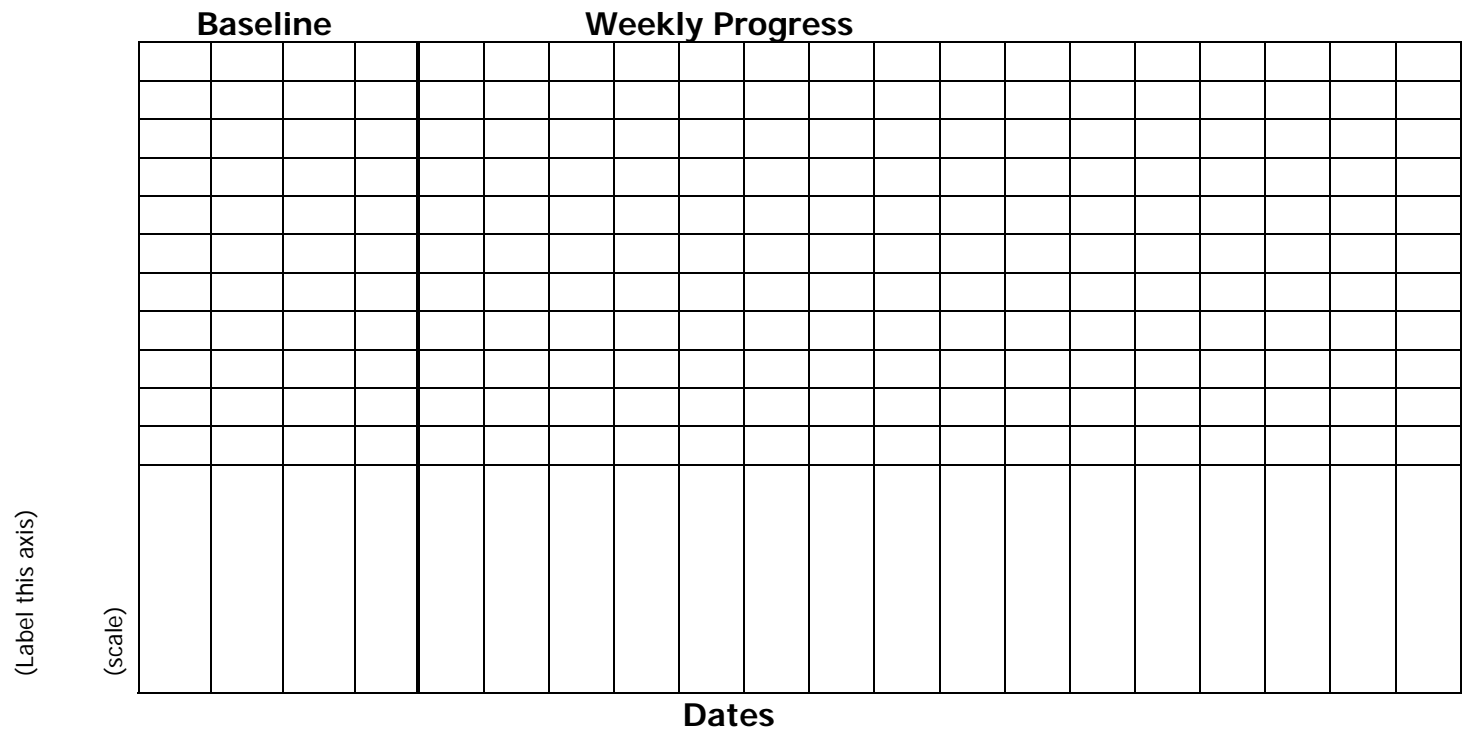
Date of Next Meeting: _____

Step 3: Strategy Documentation Page

What is the baseline (current) performance? The student can/ is

What is the specific and measurable short term goal? The student will

Strategy Start Date (after baseline): _____



Describe strategy designed & materials	When?	How Often?	Person Responsible?

* This form can be reproduced for additional concerns.

Step 4: Conference with Building Principal

Date of Meeting: _____

Recommendations: _____

Teacher Signature: _____

Principal's Signature: _____

Strategy Implementation Checklist

Student Name _____ School _____

- | | N | Y |
|--|--------------------------|--------------------------|
| 1. The student's baseline data in the area(s) of concern was described in specific, measurable terms? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The goal(s) for the student was described in measurable terms on the written intervention plan? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A method for measuring progress toward the goal (desired level of performance) was described in writing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A strategy to improve student performance was designed in the form of a written intervention plan? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The frequency of the data collection was specified in writing and was documented weekly? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is evidence that the intervention was implemented with integrity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There is evidence of the principal's involvement in the General Education Documentation Process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The parent(s) of the student receiving the intervention was aware of the identified concern and the intervention process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A date for the review of the intervention plan and of the progress monitoring data was specified was scheduled in advance and put in writing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A copy of the intervention plan including the progress monitoring data with dates is present? | <input type="checkbox"/> | <input type="checkbox"/> |

Signature of Principal

Date

References:
IDEA 2004

General Education Intervention Documentation Process

Principal's Guide

For use when a teacher approaches with concerns about a student's academic achievement.

Suggested Principal Steps:

1. Teacher approaches principal with a student's academic and/or behavioral concern. Suggested line of questioning:
 - What have you done so far and what previous intervention data exists?
 - Strategies that do not target the true area of concern will not lead to increased achievement. Without assessment data it is difficult to determine the true area of concern.
 - Ask whether or not the teacher has talked with the parents.
 - If ICT is available, ask if the teacher would be willing to participate in the process. Then, complete an ICT Request for Assistance.
 - If ICT is not available or the teacher prefers not to participate, either present the General Education Documentation Process and review the required components or set up a meeting to do so.
2. Review the General Education Documentation Process (Steps 1-3), paying extra attention to the Strategy Documentation Page. (Step 3)
 - Have a conversation about accommodations and strategies/interventions.
 - Accommodations and strategies are supplemental to existing curriculum.
 - Have a conversation about importance of using data to drive instruction. Discuss how to complete the Strategy Documentation Page, including the statement of concern, short term goal, baseline data collection and weekly data collection. The sample documents provided may help you accomplish this.
 - Schedule an appointment for 4-6 weeks to review the data and decide upon future actions.
 - Offer to be available to answer questions along the way.
3. Review the information collected and the Strategy Implementation Checklist. (Step 4) Make a recommendation for future actions. Options include redesign the strategy, set new goals, contact the special education coordinator regarding the possibility of a Review of Existing Evaluation Data (REED) meeting.

General Education Intervention Documentation Process

Teacher's Guide

1. Fill out student information.
2. List the concerns that were discussed with the parent. This discussion may occur prior to or following a meeting with the principal. (Step 1)
3. Meet with the principal to discuss the concerns. Summarize the discussion and the future actions. (Step 2)
4. Identify the specific concern you are choosing to collect data on. (Step 3)
5. Take 3 samples of the student's performance in this area. These are your baseline data points. Chart them on the graph individually. Average them and place this point on the bold line of the graph. This is your starting point. (Step 3)
6. Set a specific short term goal for 4-6 weeks. (Step 3) When estimating reasonable progress within 4-6 weeks, keep in mind these facts:

<u>Working Memory</u>			<u>Repetitions</u>
Age	Memory Capacity	Time on Task	
3	O	5 minutes	80 IQ=55x
5	OO	7 minutes	
7	OOO	9 minutes	
9	OOOO	11 minutes	100 IQ=35x
11	OOOOO	13 minutes	
13	OOOOOO	15 minutes	
15	OOOOOOO	17 minutes	120 IQ=25X
<u>Instructional Match</u>			
Lower than 93% known words = frustrational level			
93% - 97% known words = Instructional match level			
Higher than 97% known words = independent level			

7. Design the strategy to implement and describe it below the graph. (Step 3) This should be something different than you are currently doing. It should be specific to the student's needs and should match the student's current performance level. This strategy should occur regularly, preferably daily. Strategy adjustments may be necessary. Indicate the changes on the graph and in the strategy description.

8. Measure the student's progress toward the goals weekly for at least 4-6 weeks. Clearly label the graph to indicate what is being measured and graph the data collected. (Step 3)
9. Schedule a meeting to discuss the data with the principal and document the recommended next steps: redesign of the strategy, set new goals, contact the special education coordinator to schedule a Review of Existing Evaluation Data (REED) meeting. (Step 4)

How to know if you are implementing a strategy with integrity? (Evidence of the following is required if the information will be used within the special education evaluation process.)

- The student's baseline data was described in specific, measureable terms.
- The goal(s) for the student was described in measurable terms and recorded.
- The method for measuring progress toward the goal was described in writing.
- A strategy to improve student performance was designed and documented.
- Weekly data was collected.
- There is evidence that the intervention was implemented.
- There is documentation of the meetings with the principal.
- The student's parent(s) are aware of the identified concern and the intervention process. They may have even participated in the intervention.
- A meeting to review the data collected was scheduled in advance and documented in writing.
- There is documentation of the intervention plan and the progress monitoring data with dates.