

Fake School District

890 Georgia Street
City Limit, MN 55022
Tel: 555-260-2555

Standard Treatment Protocol

Team Meeting Date: 10/6/2014

Area of Concern: Reading: Comprehension

Student: _____

Intervention: Group Comp. Strategy Intervention

Problem Identification

List the data reviewed by the team for selection of students: **(at least two converging sources)**

Review: R-CBM, STAR Rdg., MCA Rdg. Interview: Teacher-Reflection on comprehension in class

Test: STAR Rdg., R-CBM

List the criteria determined for inclusion in the group intervention:

STAR Rdg. Scaled Score is Below Current Target (gr. 6: 686 [spring]; gr. 7: 710 [fall], 757 [winter])

Problem Analysis

Describe the common instructional need identified among this group of students: **(select one)**

Students need pre-requisite instruction

Students need additional instruction/guidance

Students need additional practice

Students need additional opportunities for generalization

Students need motivation to perform

Students need supportive environmental changes

Plan Development: Goal

Goal: By May 2015, students will read 170 words correct in a minute on a seventh grade oral reading fluency probe.

Plan Development: Intervention

Brief Description: Students participate in a supplemental intervention in addition to core ELA instructional time (additional 20 min.). Intervention includes three stages (1-reciprocal teaching, 2-main idea, 3-inferencing). See intervention script for additional details.

Description of Needed Materials: Leveled expository text (social studies, science, etc.) at instructional level. Comprehension questions for each passage to support skill practice.

Intervention Implementor: Ms. Johnson (interventionists)

When: 9:00-9:20

Where: Rm 101

How often: 3 X Week

Plan Development: Measurement

Data collection system: R-CBM Gr. 7

Data collector: Pam Smith (para)

What will be recorded: WCPM/Errors

Frequency of monitoring: Weekly

When will data be collected: Per para schedule

Plan Development: Decision Making Rule

Consecutive Data Point Rule Level of Performance Slope/Trend Analysis

Start Date: 10/10/2014

Review Date: 11/10/2014

Time: 8:00AM

Plan Implementation: Intervention Protocol Review

Team agrees that the written intervention script fully matched the implemented intervention from the initial observation.

(OR)

Team agrees that the written intervention script fully matched the implemented intervention after revisions/corrections were made documenting fidelity. **(revisions must be documented on script)**

(AND)

Attached is the completed intervention script observation form documenting intervention fidelity.

Plan Implementation: Plan Logistics Fidelity

Team agrees that the intervention occurred for the number and duration of sessions as designed in the Plan Development: Intervention section.

(OR)

Team agrees that the intervention **did not** occur for the number and duration of sessions as designed on the Plan Development: Intervention section. **(differences must be documented on graph)**

Describe differences between planned and actual intervention session number and length:

Plan Evaluation: Mid-Intervention Checks Resulting in No Change of Plan

Date	Data Points	Comments		
10/10/2014	0	<input checked="" type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
11/10/2014	4	<input checked="" type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
12/10/2014	8	<input checked="" type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
1/10/2015	10	<input type="checkbox"/> Maintain	<input checked="" type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
2/10/2015	14	<input type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input checked="" type="checkbox"/> Change/Discontinue Plan
		<input type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
		<input type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan
		<input type="checkbox"/> Maintain	<input type="checkbox"/> Adjust*	<input type="checkbox"/> Change/Discontinue Plan

*Adjustments are documented as updates to current plan on student's graph, including significant student absences

Plan Evaluation: Results and Next Steps

Intervention Start Date: 10/10/2014 Intervention End Date: 2/12/2015

Intervention: minimum of 7 weeks w/ 12 data points. Progress monitoring graph is attached.

1. As a result of this intervention implementation:

Goal was met **or** on track to meet goal: **(see decision making rule)**

Trend line shows student is **not** on track to meet **or** exceed goal

2. For **K-12 academic** concern for which student is **not** on track: **(others skip to item 4)**

Trend line shows student making at least one year's growth in one year's time

Consecutive data points show growth, with data points not far from aim line

Trend line shows student making less than one year's growth in one year's time

Consecutive data points show scores far below aim line with very flat growth

3. The next steps for the team will be to:

Discontinue intervention - goal met or on track to meet

Maintain or generalize current plan

Select a new problem **(New Problem Identification)**

Select a new hypothesis for the same problem **(New Problem Analysis)**

Retain current hypothesis, but modify the intervention plan **(New Plan Development)**

4. Will (or has) a Teacher Request for Assistance form been filled out?

Yes *If yes, is student case managed by the school team?* Yes No

No