

	Standard Treatment Protocol
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Team Meeting Date: _____ Area of Concern: _____

Student: _____ Intervention: _____

Problem Identification

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

List the criteria determined for inclusion in the group intervention:

Problem Analysis

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

- | | |
|--|--|
| <input type="checkbox"/> Students need pre-requisite instruction | <input type="checkbox"/> Students need additional instruction/guidance |
| <input type="checkbox"/> Students need additional practice | <input type="checkbox"/> Students need additional opportunities for generalization |
| <input type="checkbox"/> Students need motivation to perform | <input type="checkbox"/> Students need supportive environmental changes |

Plan Development: Goal

Goal:

Plan Development: Intervention

Brief Description:

Description of Needed Materials:

Intervention Implementor:

When: _____ Where: _____ How often: _____

Plan Development: Measurement

Data collection system: _____ Data collector: _____

What will be recorded: _____ Frequency of monitoring: _____

When will data be collected: _____

Plan Development: Decision Making Rule

- Consecutive Data Point Rule Level of Performance Slope/Trend Analysis

Start Date: _____ Review Date: _____ Time: _____

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		
		<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
		<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
		<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: _____ Intervention End Date: _____

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