

## Standard Treatment Protocol Cheat Sheet

### Initial: Document Intervention Basics

- **State area of concern with category targeted by the intervention-** Ex. Reading: Fluency
- **State intervention name-** Ex. Read Naturally

### Step 1: Problem Identification

Question: What is the discrepancy between what is expected and what is occurring?

- **List data reviewed by the team-** Prioritizes concern, defines targeted behavior, and established a baseline
  - Sources support converging evidence for area of concern (at least two)- Ex. R-CBM and STAR Reading
  - Quantitative sources (at least one)- Ex. R-CBM score
  - Organize sources by RIOT (Review, Interview, Observation, Test)- Ex. Test: R-CBM
- **List criteria for inclusion in the intervention**
  - Focus on discrepancy of performance (identify students below grade-level expectations)
  - Focus on category of problem- Ex. R-CBM target for a reading fluency intervention
  - Quantitative criterion (measurable)- Ex. Below grade-level Basic Fact target (fall target 12 [gr. 2])

\*Before moving to Step 2, teams need to establish and graph a baseline performance for frequent progress monitoring.

### Step 2: Problem Analysis

Question: Why is the problem occurring?

- **Consider common hypotheses-** Organized by Domains of Learning: ICEL (Instruction, Curriculum, Environment, Learner)
  - It is too hard (Curriculum).
  - They have not had enough help to do it (Instruction).
  - They have not spent enough time doing it (Instruction).
  - They have not had to do it in that way before (Instruction).
  - They do not want to do it (Learner).
  - The environment is not supporting learning (Environment).
- **Describe common needs identified among the group-** Linked to common hypotheses (alterable factors)
  - Students need pre-requisite instruction (Curriculum: Pre-requisites).
  - Students need additional instruction/guidance (Instruction: Acquisition).
  - Students need additional practice (Instruction: Fluency/Proficiency).
  - Students need additional opportunities for generalization (Instruction: Generalization).
  - Students need motivation to perform (Learner: Motivation).
  - Students need supportive environmental changes (Environment).

### Step 3: Plan Development

Question: What is the goal?

#### Write the goal

- Measureable- Ex. By May 2014, students will read at least 92 words correct per minute on 2<sup>nd</sup> grade reading fluency probes.
- Expected outcomes- Use grade-level targets

Question: What is the intervention plan to address the goal?

### **Describe the intervention**

- Brief description- Ex. Students will participate in a supplemental intervention using Touch Points. This intervention is in addition to core instructional time (15 min.). See intervention script for additional details.
- Description of needed material- Teacher material, student material, or any other material needed for the intervention.
- Intervention implementor- Ex. Betty Sue
- When- Ex. 1:30-1:45PM
- Where- Ex. Rm. 101
- How often- Ex. Daily

Question: How will progress be monitored?

- **Define Measurement logistics**
  - Data collection system- Ex. AIMSweb R-RCBM Grade 2
  - What will be recorded- Ex. Words correct per minute and errors
  - When will data be collected- Ex. 9:00AM
  - Data collector- Trained staff that will be administering the assessment
  - Frequency of monitoring- Ex. Weekly
- **Decide on a decision-making rule**
  - Consecutive data-point rule (3-5 data points above or below aimline)
  - Level of performance (consistently meets grade-level expectation)
  - Slope/trend analysis (8-12 data points are used to calculate rate of improvement)

### **Additional Information**

- Start date of intervention
- Review date of intervention (data reviews occur at least monthly)
- Time of grade-level or PLC meeting

### **Step 4: Plan Implementation**

Question: How will the intervention integrity be ensured?

- **Intervention Protocol Review**- Intervention was implemented as designed, including a direct observation
- **Plan Logistics Fidelity**- Intervention occurred for designed number and duration of sessions

### **Step 5: Plan Evaluation**

Question: Was the intervention plan successful?

- **Mid-Intervention Checks**
  - Date and data Points
  - Decision-making rules (see Plan Development)
    - Maintain current intervention plan
    - Adjust intervention and document adjustments on graph, including significant student absences
    - Change or discontinue current intervention plan
- **Results and Next Steps**
  - Minimum intervention (intervention occurred for 7 weeks with 12 data points)
  - Attach the graph
  - Team decisions