At Follow-up

Action 1: Look at graphed progress monitoring data.

Team Determination: Is the student making adequate progress? _______ yes x no
Team Discussion: Data interpretation...what does this lead us to believe about intervention effectiveness? 
Little change in reading performance. Susie has been trying harder and likes to boast about practicing at home and what she is learning with the reading specialist.

Action 2: Ask or summarize the teacher/student/or family perception of progress.

Team Determination: Is the student making adequate progress? _______ yes x no
Team Discussion: What does and does not appear to be working with this intervention?
Reading Specialist is seeing some progress in isolated phonics skills. Teacher reports going over stories is helping Susie participate in class discussion.
Team Action:
Based on Action 1 and 2, if Team determines that progress is adequate, make sure plan reflects what is being done.
Revisit: Continue as is?
Modify Supports?
Modify Monitoring?

If Team determines that progress is not adequate: Insure intervention was implemented as planned.
If it was not, determine why and adjust plan accordingly.
If it was, reaffirm hypothesis and either select a new intervention or adjust current intervention.

Team Recommendation ______ End
x Revision
(Follow-up ______/____/____)

CHANGES TO INTERVENTION PLAN:
(1) Add doing re-reads of passages at independent level to improve fluency
(2) Add developing pre-reading questions as a class and Susie writes down answers as she comes across them
(3)

WHO/WHEN
(1) Parents/Susie each night
(2) Teacher/each new story
(3)

CHANGES TO EXPECTED OUTCOMES?: Review in 5 weeks with same goals

CHANGES TO MONITORING PLAN?: