

Target Skill/Behavior	Intervention	Goal	Progress Monitoring
Define the top 1-2 concerns in observable terms (difficulties that most interfere with the student's functioning in the classroom)	Describe the intervention that will be utilized to teach the student the specific target skill or replacement behavior.	Define the academic and or behavior outcome goal(s) desired for the student to meet.	Describe how and when progress monitoring data will be collected to monitor the student's progress toward academic and/or behavioral goal(s).
<b>Date: 3/30/23</b>			
<ul style="list-style-type: none"> <li>• Maddy struggles with monitoring her reading for context and meaning</li> <li>• Maddy struggles to hear the medial sound in words orally</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs. Parks will orally present Maddy with scenarios to help her identify logical responses and sentence structure during WIN time three times a week</li> <li>• Mrs. Parks will give visual examples and sentences to help Maddy determine what is appropriate during WIN time three times a week</li> <li>• Mrs. Parks will continue using Heggerty to help Maddy isolate the medial sound in words during WIN time three times a week</li> <li>• Mrs. Parks will provide Maddy with a visual cue card to help with using context and meaning for use throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• When Maddy is reading she will be able to monitor for meaning and context and self correct</li> <li>• When Maddy is presented a word orally she will be able to isolate and identify the medial sound</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs. Garrison will administer Star CBM tests with Rapid Naming of letters and pictures</li> <li>• Mrs. Garrison will administer the PAST test at the end of interventions to look at progress with medial sounds</li> <li>• Mrs. Parks will orally present scenarios to Maddy weekly and document for correct responses</li> <li>• Mrs. Parks will give informal running records pre/post intervention to look at her errors and see if she is using meaning and context to help</li> </ul>
<b>Date:</b>			

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