

## Instructional Support Process (Appendices 3 & 4)

If a teacher has concerns about a student's educational or social-behavioral progress...

Ensure that student is being provided with Core Curriculum and Best Instructional Practices. (pg. 2)

Provide student with relevant General Education Classroom Accommodations. (pgs. 3-4)

**If...** student is unable to meet grade level expectations in one or more academic skill/area, **and/or** Student is exhibiting social, emotional, or behavioral difficulties in one or more settings, **then...**

### Gather Student Information

- Complete **Classroom Instructional Support Worksheet**. (pgs. 17-18)
- Learn about student's educational history, and cultural / linguistic background.
- Review the student's cumulative file / previous report cards / attendance.
- Check the student's health records for vision and hearing screening results; consider nutrition.
- Consult with the student's parents, previous classroom teacher, specialists, and other education professionals who have worked with the student.

### Observe and Assess in Area(s) of Concern

- Identify student's strengths and areas of need using **Student Learning Profile Checklist**. (pgs. 19-22)
- Collect and analyze data (universal screenings, common assessments, state and district testing, classroom work samples and assessments.)
- Administer additional informal assessments and/or collect behavioral data.
- Observe frequency and nature of student's difficulty in different settings.
- Consider student's work habits, attention, organization, learning style, etc.

### Choose and Implement Strategies

- Determine specific, manageable, short-term goal for student.
- Select and implement classroom instructional strategy / Tier I intervention.
- Collect data and document student progress for 4 to 6 weeks.
- *Consult with colleagues and/or specialist – reading, math, counselor, OT, PT, SLP. (if needed)*

#### If student performance improves...

Continue classroom strategies and monitor student progress.

#### If student continues to struggle...

- Consult with colleagues and/or specialist – reading, math, counselor, OT, PT, SLP.
- Implement additional and/or revised classroom intervention and document student response for 4-6 weeks.

**If student performance improves....**Continue classroom strategies and monitor student progress.

**If student continues to struggle...**  
Initiate the Student Support Team Process and inform parents.