

The 25-Minute Process for **ACADEMIC CONCERNS**

Adapted from Academic Assistance: Intervention D from Sprick, Sprick, & Garrison, 1993: INTERVENTIONS Sopris West

PRIOR TO MEETING: Conduct informal assessments (including running records/oral reading fluency checks); analyze student's work samples; work 1:1 with student on assignment. Review student's repertoire of school success strategies (note-taking, test-taking, study skills, organizational strategies). Contact parents' as school policy or situation requires.

Step 1: **BACKGROUND** (6 minutes)

- DESCRIBE/PRESENT the academic problem using collected information. (If more information is needed STOP here and reschedule)
- Describe the student's academic **STRENGTHS** and **NEEDS** based on gathered information

Step 2: **PROBLEM & GOAL** (3 minutes)

- Target **SPECIFIC AREAS** for which to provide assistance (remediation/intervention AND accommodations)
- Discuss **GOALS** for improvement

Step 3: **STRATEGIES** (8 minutes) (Brainstorm; don't evaluate!)

Review and brainstorm:

- Classroom Adaptations (classroom structure & organization; presentation of information; use of written assignments & structured grading systems)
- Adaptive Accommodations (highlighting, use of audio-tapes, study buddies; reduced work load, etc.)
- Remediation/interventions to improve the student's skills & strategies

Step 4: **CREATE THE PLAN** (5 minutes)

- Teacher(s) select a manageable set of strategies to implement

Step 5: **FINAL DETAILS** (3 minutes)

a) Evaluation:

- Identify ways to determine if the plan is working

b) Support:

- Identify things other adults can do to assist the student and the teacher(s)
(Be *specific*—who, what, where, when)

c) Plan Summary:

- Identify each person's responsibilities & when actions will be taken
- Identify who will discuss the plan with the student and when
- Schedule follow-up