**Initial SAT Meeting (Date\_\_\_\_\_\_\_\_\_\_)**

*\*\*Attach to referral*

**Step 1: Define and Analyze the Problem** (Define the main concern in observable, measurable terms using the referral information).

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**Step 2: Baseline Data** (Compare current level of performance/behavior vs. expected level of performance/behavior).

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**Goal** (e.g. at the end of 6 weeks, when given a 2nd grade reading passage, student will read with an expected performance of 45 words per minute).

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Progress Monitoring Data Collection Plan to determine if the student is making progress toward the above stated goal (e.g. weekly progress monitoring with DIBELS level 2 ORF).

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**Step 3: Intervention Plan**

Intervention Procedures

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Interventionist** | **Materials** | **When/Where** | **Minutes/Session and Sessions/Week** | **Start Date** |
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**Classroom accommodations** in addition to implementing interventions to allow the student to experience more success.

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| **Lesson Presentation**   * Pre-teach vocabulary * Give directions in small distinct steps * Have students repeat instructions. * Increased “think time” | * Increased “think time” * Extend time requirements * Visual daily schedule * Calendar/Assignment book * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Behavior/ Classroom Environment**   * Teach expected behaviors * Seat near teacher * Reduce/minimize distractions * Planned seating | * Additional breaks for movement * Positive, specific verbal praise * Offer choices * Use strengths/interests often * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Assignments/Grading**   * Avoid penalizing for spelling errors * Dictate ideas to a peer/adult. * Reduced assignments * Provide a structure for writing, such as a graphic organizer * Brainstorming techniques * Shorten spelling lists. | * Use audio books * Use high interest text * Don’t ask student to read a loud * Use of a calculator * Use of number line, multiplication tables * Use of manipulatives * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Test-Taking**   * Provide extended time * Allow to answer questions orally * Allow for short answer format * Modify format * Shorten length | * Paraphrase test items * Allow student to refer to notes * Re-teach/re-test material * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Schedule Follow Up Meeting**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Members in attendance**

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