

Student _____

Dates of Intervention _____

Teacher _____

It is important to clearly describe the steps of the plan and to rate how often you did each step every day. Place the number from 1 to 4 in the daily box squares that describes how often you did each step.

Intervention Steps	DAYS				
	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Comments about the plan and your ability to do the steps:

FIGURE 10.1. Intervention worksheet.

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Student _____

Dates _____

Teacher _____

Behavioral Goal:

Goal Attainment Scale with Descriptions for Monitoring Change

+2

+1

0

-1

-2

PROGRESS GRAPH

Rating							
+2							
+1							
0							
-1							
-2							
Dates							

Place an X in the box for your rating on each date.

FIGURE 10.2. Goal attainment scale worksheet.

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Student _____
Teacher _____
Date _____
Referral Concern(s):

1. File Review Data

Previous assessment results:

Previous interventions and outcomes:

2. Current Assessment Data

Interview data:

Observation data:

Test and other assessment data:

3. Problem Validation and Definition

4. Intervention Plan with Defined Goals

5. Intervention Assessment Data

Intervention integrity:

Progress monitoring data:

6. Problem Solution

Problem solution data:

Decision to modify or continue the intervention:

FIGURE 10.3. Intervention summary worksheet.

Student: _____

Case Manager: _____

1. Problem Definition

Date of meeting when problem was defined: _____

State the problem in the space here: _____

2. Intervention Activities

Teacher/aide responsible: _____

Specific teaching steps or methods: _____

Frequency of instruction: _____

3. Progress Monitoring Activities

Assessment method(s) used to track student's progress: _____

Date for next report and/or meeting: _____

Intervention discontinuation criteria: _____

Procedure for phasing out intervention: _____

FIGURE 13.1. Intervention planning worksheet.

Readability

- ___ Language can be understood by the intended audience
- ___ Jargon and acronyms are absent
- ___ Smallest font size on page is easily read (generally a font size of 10 points is the minimum)
- ___ Horizontal (x) axis is clearly labeled
- ___ Vertical (y) axis is clearly labeled
- ___ Each trend line is labeled so the label abuts the trend line
- ___ When two outcome measures are included on a graph, the markers for the individual data points are large enough to easily differentiate

Consistency

- ___ Same font type is used for the title, axis labels, trend line labels, and captions
- ___ Since teachers, administrators, parents, and other professionals with whom you work see more than one graph from you, the layout and style of your graphs remain similar (so the audience does not have to accommodate to new formats)

Error Bars

- ___ Individual test scores are presented with error bars to convey the confidence interval around each score

Line Graphs (for progress monitoring)

- ___ Data path is represented by a line that connects individual observations of the same outcome measure over time
- ___ Line between the two adjacent points is omitted when there is a phase change (e.g., between the baseline and intervention)
- ___ Line between adjacent points is deleted when observations are missing as a result of the student's absence, school vacation, or any temporal break in the data collection sequence
- ___ Phase change is marked with the vertical dashed line
- ___ Actual dates of sessions or observations are used along the (x) horizontal axis (not session numbers)
- ___ No more than two outcome measures are included on a graph
- ___ Only one scale left (y) vertical axis is included on the graph (all data points are referenced to the left (y) vertical axis)
- ___ Date and start time of the session are recorded where there are multiple sessions per day
- ___ Date and the setting are included if sessions are in different settings

FIGURE 16.1. Checklist for evaluating graphs.

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