

The 25-Minute Process for ACADEMIC CONCERNS

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

PRIOR TO MEETING: Conduct informal assessments 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; and
- Schedule follow-up.