

Target Skill/Behavior	Intervention	Goal	Progress Monitoring
Define the top 1-2 concerns in observable terms (difficulties that most interfere with the student's functioning in the classroom)	Describe the intervention that will be utilized to teach the student the specific target skill or replacement behavior.	Define the academic and or behavior outcome goal(s) desired for the student to meet.	Describe how and when progress monitoring data will be collected to monitor the student's progress toward academic and/or behavioral goal(s).
<b>Date: 3/30/23</b>			
<ul style="list-style-type: none"> <li>Ryker struggles with reading and recognizing SNAP words</li> <li>Ryker struggles with generating ideas for writing and planning out a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Mrs. Merritt will work with Ryker two days a week during WIN time to help with SNAP word recognition (four steps from guided reading plan, SNAP word games)Mrs. Merritt will work with Ryker in a small group setting and provide topics to help him write about at least three times a week</li> <li>Mrs. Merritt will have Ryker work on one page at a time and check in with her after each page</li> <li>Mrs. Merritt will allow Ryker to work on Lalilo for 30 minutes weekly</li> </ul>	<ul style="list-style-type: none"> <li>Ryker will be able to read and recognize 9 out of the 24 SNAP words he doesn't know after 6 weeks of intervention</li> <li>Ryker will be able to generate ideas for writing independently and get started on his own</li> </ul>	<ul style="list-style-type: none"> <li>Mrs. Merritt will do a quick check with Ryker every other week to assess his 9 unknown SNAP words</li> <li>Mrs. Merritt will take anecdotal notes during her writing small group time with Ryker</li> </ul>
<b>Date:</b>			

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