ESU 7

Educational Service Unit 7

SAT/Intervention Meeting

Student: _____

Referral Source: _____

Age/Grade: _____

Date of Meeting: _____

Assigned Case Manager: _____

Date of Follow Up Meeting: _____

Parents: _____

Parents Attended? ☐ Yes ☐ No

Those in Attendance:

_____

_____

_____

_____

_____

_____

Target Area 1: _____

_____

READING/COMPREHENSION (Indicate which Target Area is addressed)

****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Additional Phonics								
Direct Instruction								
Repeated Reading								
Repeated Listening								
Reciprocal Teaching								
Tapping								
Listen/Practice/Preview								
Paired Reading								
Chunk Strategy								
Click Strategy/ Self-Questioning as reads								
Additional Letter Identification								
Sound to Work (a apple /a/)								
Choral Responding								
Story Map								
Use of Visual Aids/ Pictures								
Multi-Step Text Review								
Whisper Phones								
Fluency Builders								
Vocabulary (Sorry Charlie Game)								
Vocabulary Builders								
Graphic Organizers (Main Idea; Elements of Literature)								
Breaking Tasks Down into Smaller Parts								
Other								

Math (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Cover/Copy/Compare								
Math Manipulative								
Highlight the Operation to be performed								
Breaking Tasks Down into Smaller Parts								
Use of Visual Aids/ Pictures								
Flash Cards								
Number Line								
Folding In								
Touch Math								
Calculation Use								
Other								

Writing/Spelling (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Write-Say Method								
Multi-Sensory (writing in Jell-O, sand, etc)								
Graphic Organizer								
Idea Mapping								
Breaking Tasks Down into Smaller Parts								
Other								

Behavior/Organization (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Giving Breaks								
Use of a Timer								
Having Student Repeat Directions								
Assignments Book								
Breaking Tasks Down into Smaller Parts								
Rewards								
Teacher Proximity								
Praise								
Use of Checklists or Picture Schedule								
Time Out								
Use of Visual Aids / Pictures								
Other								

Speech/Language (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Articulation: Ask student to repeat what he/she said.								
Articulation: Ask student to slow down.								
Articulation: Ask student to use different words to express what he/she is saying.								
Articulation: Model the problem sound.								
Articulation: Draw attention to sound production as you teach phonics.								
Articulation: Encourage student to watch speaker's mouth.								
Language: Repeat directions using different words.								
Language: Break multiple directions into individual steps.								
Language: Provide visual supports for with verbal directions.								
Language: Pre-teach vocabulary.								
Language: Allow "wait time" to formulate a verbal response.								
Language: Ask student to repeat information in own words.								
Language: Help student develop a graphic organizer before writing or speaking.								
Language: Use the cloze procedure to cue student to expand.								
Language: Provide choices to cue student to expand.								
Language: Model/emphasize time words and word endings.								
Language: Add "so", "because", "when", etc to students verbalization or writing to encourage expansion of ideas.								
Fluency (stuttering): Allow extra time to finish own sentences.								

Fluency (stuttering): Maintain eye contact while student is speaking.								
Fluency (stuttering): Do not allow others to interrupt the student.								
Fluency (stuttering): Continue to call on student and include in classroom discussions.								
Fluency (stuttering): Give advance notice of when /he/she will be called on to speak in class.								
Fluency (stuttering): Model a slow relaxed manner of speech.								
Voice: Model appropriate loudness, pitch, and inflection.								
Voice: Encourage vocal rest at home and at school.								
Voice: Remind student to avoid excessive talking.								
Voice: Remind student to avoid speaking over background noise.								
Voice: Remind student to avoid use of novel voices such as cartoon voices, machine noise, etc.								
Voice: Have student move closer to listener.								
Voice: Ask student to use loudness level appropriate to situation (no yelling or excessive whispering).								
Voice: Remind student to use appropriate posture and breath support.								

Vision (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal: _____

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Seat student closer to board or other visual stimuli.								
Seat student where light is optimal. (You may need to ask student, since this is different for each individual.)								
Remind student to wear his/her glasses, if applicable.								
Enlarge print or font.								
Use bold lines and text.								
Use black markers on white paper for contrast.								
Provide audio recording for required reading.								
Allow extra time for reading and writing assignments.								
Allow frequent breaks to alleviate visual fatigue.								
Provide picture and graphics in black and white, as well as color.								
Use graph paper for math problems.								
Allow student to use visual markers to keep place, such as bookmark, finger, etc.								
Other								

****Please refer to the approved NeSA accommodation list for more specific information.**