



## On the Spot Check for One Student:

*DIRECTIONS: Put one of your students with significant lagging skills in an academic area, in your mind. Think of him/her when answering the following questions:*

What is the lagging skill you are focusing on?

What interventions are in place?

Are they working? How do you know this?

Are you collecting data for this student and has this been valuable? Why?

Have you found that you have needed to give interventions a certain amount of time to know if they are working? Why? How much time seems reasonable?

What would be, or has been, the effects of not following through with fidelity and consistency on the interventions? Why?

With this support, what is a reasonable timeline to expect that this student will be performing on level with peers?

What would, or does, gradual release look like for this student?

*DIRECTIONS: Put one of your students with significant lagging skills in a social, emotional or behavioral area, in your mind. Think of him/her when answering the following questions:*

What is the lagging skill you are focusing on?

What interventions are in place?

Are they working? How do you know this?

Are you collecting data for this student and has this been valuable? Why?

Have you found that you have needed to give interventions a certain amount of time to know if they are working? Why? How much time seems reasonable?

What would be, or has been, the effects of not following through with fidelity and consistency on the interventions? Why?

With this support, what is a reasonable timeline to expect that this student will be performing on level with peers?

What would, or does, gradual release look like for this student?