

Student Resources Packet: Intensified Support Intervention Plan (Domain 4 – HLPs)

Case Study 1: Mia (Grade 3)

Background:

Mia is a bright, creative 8-year-old who enjoys storytelling and art. She has been identified with a Specific Learning Disability (SLD) in reading comprehension and decoding. Mia receives small-group Tier 2 interventions but has not shown expected progress over the past two academic periods. Mia lives with her grandmother and two younger siblings. Family engagement is consistent, though her grandmother reports limited literacy support at home.

Academic Data:

- DIBELS Oral Reading Fluency (ORF): 58 WPM (benchmark: 93 WPM).
- DIBELS Maze Comprehension: 45% accuracy (benchmark: 80%).
- Phonics Inventory: struggles with vowel teams, 60% accuracy.
- Classroom comprehension checks: 50-55%.
- State Reading Assessment: Below Proficient.

Behavior Data:

- Teacher logs indicate 4 out of 5 days off-task during independent reading.
- On-task behavior improves during paired reading with reinforcement (token system).
- Mia participates actively in class discussions but avoids silent reading tasks.

Intervention History:

- 16 weeks of Tier 2 small-group intervention (3x/week).
- Limited fluency growth (baseline 52 WPM; current 58 WPM).
- Informal observations show higher engagement with visual supports.

Case Study 2: Caleb (Grade 7)

Background:

Caleb is a 12-year-old student receiving special education services under OHI for ADHD and exhibits characteristics of ODD. He has average cognitive abilities but demonstrates academic difficulties in math problem-solving and organizational skills. Caleb lives in a single-parent household, receives school counseling, and has a strong interest in sports and mechanics.

Academic Data:

- STAR Math: 38th percentile (benchmark: $\geq$ 50th percentile).
- Unit tests: 55-65% on multi-step math problems.
- In-class assignments: completion rate of 45%.
- Homework completion: averages 40% per week.

Behavior Data:

- Office referrals: 3-4 per week, mainly for defiance and non-compliance.
- Functional Behavior Assessment (FBA): identifies task avoidance as primary function.
- Response to Check-in/Check-out (CICO): improved compliance during implementation periods.

Intervention History:

- Tier 2 behavioral supports with inconsistent follow-through.
- Math interventions applied sporadically; no formal Tier 3 math support.

Case Study 3: Isabella (Grade 10)

Background:

Isabella is a 15-year-old high school student with ASD and Speech-Language Impairment (SLI), included in general education classes with co-teaching support. She excels in fact-based tasks but struggles significantly with writing and group-based projects. She participates in animal care club and attends bi-weekly social skills counseling.

Academic Data:

- Writing Benchmark: 3 out of 6 on narrative rubric (goal: 5).
- Reading Comprehension: 62% average on grade-level texts.
- Science labs: participation at 40% due to anxiety triggers in group settings.
- IEP Goal Progress: Limited progress on extended writing tasks.

Behavior Data:

- Daily anxiety checklist: anxiety behaviors during group tasks 3-4x/week.
- Positive reinforcement system: moderate effectiveness during structured routines.
- Decreased engagement in unstructured tasks (documented via classroom observations).

Intervention History:

- Tier 2 academic supports: graphic organizers, scaffolded writing prompts.
- Tier 2 behavioral supports: calm-down routines, preferential seating.
- Mixed success; team recommending data-based intensification.

Progress Monitoring Template

Student Name: _____

Intervention Focus: Academic / Behavioral (circle)

SMART Goal:

Baseline Performance:

Intervention Start Date:

Progress Monitoring Tool(s):

Frequency of Data Collection (e.g., 2x/week):

Intervention Delivery (e.g., 4x/week, 30 min):

Weekly Progress Monitoring Log

Week	Goal Performance Target	Student Actual Performance	Notes/Adjustments
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			

Review Decision Point (after 6-8 data points):

- ✓ Is the student meeting expected growth?
- ✓ Do we intensify (change group size, frequency, instructional strategies)?
- ✓ Do we modify intervention materials?