Guide for Selecting Intensive Interventions and Services

☐ Is the language of intervention accessible? Are services provided in an accessible language?

☐ Is native language provided if needed or anticipated? Are native-language services needed and, if so, are they available?

☐ Are there processes in place for securing more language support if it turns out to be needed?

☐ Is the cultural context of the intervention and service appropriate and relevant?
  o If yes: Example of appropriate cultural context:
  o If no: Plans to ensure cultural appropriateness:

☐ Does the intervention or support take the student’s level of schooling into account?

☐ Does the intervention or support provide assistance with literacy and other subjects?

☐ Will progress monitoring occur in the native language, English, or a combination?
  o Will this affect its validity?
  o Will interpreter or translator services be needed?

IEP Goal Planning Tool - Evaluation tool for IEP goals

Date:

Student:  
Grade:

Disability:

Goal:
  • Reading skills needed to meet goal:
  • Writing skills needed to meet goal:
  • Listening skills needed to meet goal:
  • Speaking skills needed to meet goal:

ESOL proficiency level:
  • Present reading skills:
  • Present writing skills:
  • Present listening skills:
  • Present speaking skills:

Does IEP goal match current language proficiency? ____Yes; ____No

Unique cultural, social, or family circumstances:

Is IEP goal culturally appropriate and responsive? ____Yes; ____No