

Questions About Strengths and Needs for Students Needing Targeted Support

As described in chapters 2 and 4, these questions, and the approach presented in this chapter, all assume that social functioning is as important as academic functioning (or perhaps more so!), particularly for English learners, whose access to oral language can dramatically influence their development of written skills.

- What academic strengths does this student have?
 - Data to substantiate:
- What academic needs does this student have?
 - Data to substantiate:
- What behavioral strengths does this student have?
 - Data to substantiate:
- What behavioral needs does this student have?
 - Data to substantiate:
- What social strengths does this student have?
 - Data to substantiate:
- What social needs does this student have?
 - Data to substantiate:
- What health needs does this student have?
 - Data to substantiate:
- Home language/impact of language diversity:
- Is language acquisition and language skill on par with expectations for ESOL and developmental status?
- Might other factors (health needs, socioeconomic status, family living situation) be possible causes of the student's difficulties? Elaborate.
 - Data supporting this response:
- Intervention/targeted support selected:

- Is the language of the intervention accessible? (Consider phonological and phonetic differences in the native and intervention language; vocabulary; syntax and sentence structure/length.)
- If the language of the intervention is not accessible, will additional language supports be provided during the intervention? If so, describe here:
- Describe progress-monitoring plan, including instruments used, frequency of monitoring, and language accessibility considerations:
- Anticipated goal/benchmark and date anticipated:
- Reevaluation date: