

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?
 - If yes: Example of appropriate cultural context:
 - 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?
 - Will this affect its validity?
 - 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