

**Intensive Instruction Plan  
Evaluation of Implementation and Performance Data**

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Educational Progress:**

J1. Was this Intensive Instructional Plan developed, implemented and monitored as planned? Yes No

J2. How does this individual's actual rate of skill acquisition compare to an expected rate of skill acquisitions?

Expected rate of acquisition: \_\_\_\_\_

Current rate of acquisition: \_\_\_\_\_

Difference in acquisition: \_\_\_\_\_

J3. If the area of concern is behavior, what are the frequency, intensity and duration of the behavior?

Before Intensive Instruction: \_\_\_\_\_

After Intensive Instruction: \_\_\_\_\_

J4. Under what conditions did the individual experience the most growth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Discrepancy:**

J5. What are the multiple sources of data which demonstrate that the individual's performance is significantly discrepant from that of peers or expected standards?

*Multiple sources of data are stated on pages 2 and 3 and the graph on page 5 of the Intensive Instruction Form*

Additional sources of data are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

J6. Following instruction, how does the individual's current level of performance compare to that of typical peers or expected standards?

Expected level of performance: \_\_\_\_\_  
(e.g. peers or standard)

Current level of performance: \_\_\_\_\_

Difference in performance: \_\_\_\_\_

J7. What is the magnitude of the discrepancy?

\_\_\_\_\_ Less discrepant

\_\_\_\_\_ More discrepant

\_\_\_\_\_ Same discrepancy

\_\_\_\_\_ Insufficient data for decision making

J8. Based on the assessment summary, is the individual's performance in the area of \_\_\_\_\_ significantly below that of peers or expected standards? Yes No

**Educational Need:**

J9. What are the individual's needs in the areas of instruction, curriculum and environment?  
*See ICEL on page 2 and the graph on page 5 of the Intensive Instruction Form.*

J10. What instructional strategies, accommodations and modifications are needed to enable the individual's learning performance to improve and allow equal opportunity to acquire educationally relevant skills?  
*See ICEL on page 2 and the graph on page 5 of the Intensive Instruction Form.*

J11. What is the pervasiveness of the area of concern across settings and time?

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J12. Team Decision:

- \_\_\_\_\_ a. Discontinue the intensive instruction plan because the goal has been met/concern has been resolved (return to core instruction or supplemental instruction)
- \_\_\_\_\_ b. Continue the intensive instruction plan because progress is evident although goal has not been met (a new review date must be agreed upon)
- \_\_\_\_\_ c. Revise the intensive instructional plan because goals have not been met
- \_\_\_\_\_ d. Consider the development of a 504 plan
- \_\_\_\_\_ e. Consider the need for special education services.

J13. Follow-up: *Describe any follow-up steps or activities as determined by the team.*

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