

Ideas for Teacher-Family Conversations about Progress Monitoring

Progress Monitoring Interview

Refer to the list of suggestions below for conducting interviews for progress monitoring purposes:

	<p>Discuss general factors with family to determine how the activities have been going.</p> <ul style="list-style-type: none"> • Ask the family to describe some positive things they've seen their child do during the week. • Ask them to include things that might not have been on the activity sheets. • Ask questions to determine concerns, as well as difficult activities, routines, and times of the day.
	<p>Review the IEP goals and activities associated with them. Discuss only two or three, not all of the IEP.</p>
	<p>Discuss the Targeted Activities and IEP Goals:</p> <ul style="list-style-type: none"> • Ask parents if they were able to do any of the targeted activities. You might need to name the activities to help them recall your prior discussions. • <u>If they were unable</u> to do activities related to IEP goals, ask for information about other activities. • <u>If they were able</u> to do IEP activities, ask them to describe how their child did on those. <p>If you or related service providers have observed the child during any of your remote instruction provide the information to the family.</p>
	<p>Ask them to describe the level of help their child needed during activities and routines. Examples:</p> <ul style="list-style-type: none"> • Did he / she do it by themselves or need some help? • How did you help them? (Give some examples: reminding, showing, physically guiding, visual) • Ask about wait time? Did you need to wait a minute or so or did they do it in a few seconds?
	<p>Ask about the child's responses (you don't have to necessarily use the word "behavior")</p> <ul style="list-style-type: none"> • Did your child leave the activity or routine? Were you able to get him to return to work some more or finish? • Did your child seem to resist or refuse to participate? How did he show or tell you that he did not want to participate? • Talk about reasons the child might have refused. Did it seem that the activity was too hard, boring, at the wrong time of day, too many other things going on?
	<p>Briefly review the information the parent has given you. Review quickly without discussion if the parent seems in a hurry or defensive.</p>
	<p>Discuss plans for goals and activities to target during the upcoming week. Decisions will depend on</p> <ul style="list-style-type: none"> • your data review related to the child's IEP progress, maintenance, or regression • family input and their views of successes and challenges
	<p>Plan with them for sending next steps ideas and activity suggestions.</p>
	<p>Ask for their questions and concerns. Offer your appreciation for their work and your understanding of the challenges of remote learning.</p>