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| Slide # | Medical Analogy | Relating to Literacy (or other) |
| 1 | The medical model uses key indicators as screeners. They tell you some things, but not everything. | What screeners do you have for literacy?  How do you use them? |
| 3 | The blood pressure score has its own set of cut scores or decision rules. | What specific cut scores do you use either from your screener or other data? |
| 4 | There are people who are mildly at risk in a medical model. It is handled through more frequent checks and some “Tier 1” supports. | What do you offer for students mildly at risk for reading difficulties?  Elementary:  Secondary: |
| 5 | It is important to get a medical history before developing a plan. | What data sets are considered when a student is “flagged” for reading difficulties? |
| 6 | Aside from the medical history, other medical evaluations are ordered. | Before assigning a student to intervention, what other assessments do you consider? Are there assessments that you use for more specificity? |
| 7 | Treatment plans are written and part of the medical record. | What system do you have in place do document the intervention?? |
| 8 | Blood pressure is tracked weekly and graphed. | How often do you progress monitor if a student receives a literacy intervention? |
| 12 | Using decision rules, the rate of improvement is monitored as well as the level of improvement. | How is the rate and level of learning monitored in literacy for students receiving an intervention? |
| 14 | Once a level of success in reached regarding ideal blood pressure, decisions are made as to what can be maintained by the patient with less frequent monitoring. Mr. Smith will return to screening 3 times each year. | How are students faded from intervention? What decision rules are used to return to less intensive instruction? |