



Education Intervention Process

The Educational Intervention Process helps parents and teachers figure out how to help a student experiencing challenges in school, step by step.

1. Recognition of Educational Problems

- Parents or teachers notice signs of educational challenges when the student has lower grades, attendance issues, or behavior changes in a student.
- The parents or teachers request a meeting to discuss these concerns and understand their seriousness.

2. Creating an Initial Plan

- Parents and teachers work together to make an intervention plan.
- This plan includes watching closely how the student does, trying new ways to help, and setting a timeline to check progress.
- Examples of “trying new ways to help” could be better communication between the family and teacher, changing how the classroom is set up, or making assignments easier.

3. Checking if the Plan Works

If the first plan doesn't help enough:

- Teachers might ask other teachers for ideas.
- They might also ask other people who know the student, like family, for help.
- The teachers may ask school-based professionals and specialists to help design appropriate interventions as well.

If the problems are because of things outside school, they might ask people from outside the school to join the plan.

4. Thinking About Special Help

If the plans still don't help enough, or if the student needs more help than the school can give:

- They might test the student to see if they need special accommodations, like special education classes.

- If the student needs special education services, they will make a written plan for their education called an Individualized Education Program (IEP).

5. Other Ways to Help

If the student doesn't qualify for special education services but does need additional accommodations, they can get special services to help them in regular classes. They can ask a person at school called the 504 Coordinator for these accommodations.

Resource:

[**ADE; Navigating the School System; Education Intervention Process Flowchart, Page 28**](#)