



TARGET: Teachers Accessing Resources through General Education Team (TARGETTeam)

TARGET is a component of Problem-solving/Response to Intervention. Response to Intervention is simply another term for “data-based decision making” applied to education.

The TARGET process is a proactive, problem-solving approach to address the individual student’s educational needs. An effective response to intervention process promotes early intervention when implemented with fidelity and driven by data-based decision making.

A prerequisite to successful learning outcomes is the readiness of teachers to create and implement strategies early in the problem identification process, and then to seek and accept when those strategies alone are not enough to promote positive outcomes for struggling learners.

The TARGET process has four distinct phases, each of which is accessed according to the individual student’s needs, and includes:

Phase I – directed by the student’s general education teacher(s) and generally involves the utilization of classroom and school-based resources. During this phase the teacher communicates the areas of concern to parent(s) via conferences. Phase I is the foundation of the intervention process and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports for all students in the general curriculum, *as well as supplemental instruction and interventions that are in addition to and in alignment with effective core instruction for those students for whom data suggests additional instructional/behavioral support is warranted*. At this point, the teacher makes a referral to the TARGETTeam - thus Phase II begins.

Phase II involves the TARGETTeam and provides support and assistance to the general education teacher in developing and implementing interventions through a group problem-solving model. Data collected at Phases I and II are used to measure response to intervention so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. Students receiving this level of support may or may not be considered eligible for specialty designed instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (IDEA).

Parents are invited to participate in the TARGET process which consists of at least three (3) meetings every 4-6 weeks to discuss whether interventions/strategies need to be continued, modified or intensified.

Phases III and IV are dependent on outcome of Phase II.

For more information, you are encouraged to contact the school counselor.

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