During PLT’s use the **ROMP Talk** portion of the Agenda to document. **IF** a student(s) appears for 3 weeks, **THEN** administer DIGGING DEEPER ASSESSMENTS. (These are found in *K-5 Reading: Moving from Assessment to Instruction* binder)

Some of these may have already been done by Title I staff, check with them first.

These individuals will move to **OTTER Talk**, complete Digging Deeper assessments prior to Otter Talk and schedule the child ON the Otter Talk calendar.

For a first time Otter Talk form, if DDA’s are not up to date (within 4-6 weeks) then administer.

Continue to monitor other students in **ROMP Talk** and as needed move individuals onto the **OTTER Talk** discussion.

During **OTTER Talk**, analyze the Digging Deeper Assessment data with PLT.

Determine an appropriate intervention for the child based on the **most foundational sub-skill deficit and immediately begin interventions.**

The Otter Talk form is documented electronically in EasiPEP as a DRAFT (not finalized at this time.)

\_\_\_\_\_\_\_\_\_will receive intervention in the area of\_\_\_\_\_\_ to focus on the skill of \_\_\_\_\_\_\_\_\_\_\_. Ms./Mr. \_\_\_\_\_\_\_\_\_\_ will use\_\_\_\_\_\_\_\_\_\_\_\_\_\_ strategies, in a group of \_\_\_\_ other students, \_\_\_ days a week for \_\_\_\_\_ minutes per session.

What is the plan for **monitoring progress**? You can start PROGRESS MONITORING using AIMSweb as an **option** if you are comfortable.

Contact parent of at-risk student.

After **3 weeks** of intervention, determine if **A)** student has made progress or **B)** no progress, therefore, is in need of additional support from a Case Manager.

Case Manager will help you to set up PROGRESS MONITORING if it is not already in place from original **OTTER Talk**.

**IF** student is not making progress, **THEN** begin the SST Process.Go to **StARS** and fill in the rest of the SST Request.

**IF** student is now making progress, **THEN** no SST is necessary. Continue to monitor student using data during **OTTER Talk** and determine when to wean student off of interventions.

Case Manager will assist the teacher in modifying the intervention. The adjusted intervention will be monitored for 3 more weeks and then Teacher and Case Manager will meet to review progress/data.

**B)**Grade chair will email SST Coordinator (Deb R.) with the name of the student(s). Case Manager will be assigned.

**A)**Continue intervention and continue to monitor child’s progress during upcoming **OTTER Talks**.