

## e-Impact Process



### Overview of IMPACT Process

A teacher, parent, counselor, or school administrator may request an IMPACT meeting. At this meeting, the team discusses the student's strengths and concerns and then collaborates to develop an action plan. The action plan provides the team with an opportunity to implement strategies other than those currently in place and to monitor progress on the additional strategies/interventions. The IMPACT committee may seek advice from behavior specialists, curriculum specialists, reading specialists, etc. This action plan must be *specific* and include the following:

- Specific, measurable *goals*, or targets
- Specific *strategies* to meet those goals
- A plan for *who* will provide the interventions, including the duration, frequency and grouping of the interventions
- A plan for how *progress* will be *monitored* weekly (IMPACT teams are required to monitor the success of these strategies and adjust accordingly.)

During the allotted time (usually over the course of 6-9 weeks), a detailed weekly record is kept of the student's progress with each goal. The IMPACT committee reconvenes to discuss the student's progress and to consider next steps:

- Discontinue action plan due to student success
- Modify existing action plan
- Continue action plan for an additional time period
- Consult with a specialist
- Consider testing for dyslexia/dysgraphia
- Consider completing the ADHD IV Rating Scale
- Consider 504 services
- Consider requesting a special education evaluation

### e-IMPACT Referral Checklist

1.  Concerned individual (e.g., teacher, counselor, administrator, parent) refers the student, and the teacher completes the referral and Tier 1 intervention information on e-IMPACT via AIMS. *Should a parent request special education testing, please explain the RTI process and have them sign the Notice of Decision.*
2.  Teacher either prints Impact Referral data or sends electronic notification of Impact Referral to the Impact Chair.
3.  Principal or IMPACT designee ensures the following items are completed or addressed *prior* to the IMPACT meeting:
  - Vision and Hearing passed within one year of IMPACT meeting date
  - LEP testing completed within 6 months of IMPACT meeting date
  - Specific strengths and concerns identified in one or more of the following areas: Speech, Language Arts, Math, Behavior/Social, Attendance, Physical/Medical, and/or Other
  - Specific *strategies* and classroom interventions listed and *aligned with the area of concern*
  - Frequency, duration and instructional grouping of strategies/interventions listed
  - Strategies/interventions implemented for a period of 6-9 weeks
  - Data from AIMS link when applicable is attached to referral
  - Parent contact information recorded on referral
4.  IMPACT team schedules the initial IMPACT meeting  
Date: \_\_\_\_\_

### Initial IMPACT Meeting Checklist

5.  Conduct the IMPACT meeting using the following steps:
  - Impact Team via E-Impact reviews teacher referral data
  - IMPACT team members ask questions regarding the referral to obtain additional information
  - Team considers other pertinent information including health, social, and educational history
  - Team consults resources and identifies strategies by which to attain goals

- ❑ Team develops and completes Tier II action plan information via E-Impact. Action plan must include the following:
    - *Specific, measurable* and *reasonable goals* related to the area of concern
    - *Specific* intervention *strategies* to meet goals
    - Person(s) responsible for intervention
    - Frequency and duration of intervention (e.g., M-F; 30 minutes)
    - Instructional grouping (e.g., 1:3; 1:4)
    - Progress review date
  - ❑ Teacher and/or other interventionist(s) implement action plan for a period of 6-9 weeks and record weekly progress on *Progress Monitoring* form
  - ❑ If the parents are not in attendance, the team provides feedback to them regarding summary/conclusion of IMPACT meeting
6. ❑ IMPACT team schedules Progress Review Meeting 6-9 weeks from initial IMPACT meeting  
Date: \_\_\_\_\_

**IMPACT Progress Review Meeting & Subsequent Meeting**

7. On the initial Impact Referral page- Click on Edit, then click on Tier II and applicable area(s) of concerns to provide input on progress of interventions tried (reference guidelines below).

**IMPACT REFERRALS**

☐= Latest Impact (no completion date)    ☐= Older Impact (has completion dates)

Form Dates	Referral School	Last Changed	Last Changed By	Actions	View
1. Referral date: 01/10/2009 Completion date:	142	07/06/2009 04:39 P.M.	IMPACT District Test User	<a href="#">Edit</a>	<a href="#">View</a>
<b>Meeting Log:</b>			<a href="#">add meeting log</a>	<a href="#">View All Logs</a>	
1. Meeting date: 02/26/2009	Chair: Donna Detjen	<a href="#">edit log 1</a>   <a href="#">delete log 1</a>		<a href="#">View</a>	

Conduct the Progress Review meeting using the following steps: **(MEETING MAY NOT BE CONDUCTED WITHOUT WEEKLY PROGRESS MONITORING FORMS.)**

- ❑ Teacher and/or interventionist review *Action Plan* including student progress on each goal and record progress/mastery in e-IMPACT (Tier II)
  - ❑ IMPACT team decides to do one or more of the following and enters information on the **ADD Meeting Log** located on the initial Impact Referral page.
    - Discontinue the action plan due to the student’s adequate progress, but continue to monitor the progress of the student
    - Continue the action plan and monitor student progress for an additional 6-9 weeks
    - Modify the action plan by adding, deleting or changing goals and strategies
    - Consult with a specialist (e.g., AISD curriculum specialist, behavioral specialist, speech and language pathologist) and modify the action plan based on the specialist’s recommendations
    - Consider testing for dyslexia/dysgraphia
    - Consider completing the ADHD IV Rating Scale **(If behavior is a concern, a behavior specialist observation and consultation is required.)**
    - Consider 504 services
    - Consider requesting a special education evaluation. **Note:** *Ensure that vision and hearing screening has been completed within the last year & LEP testing within 6 months.*
8. ❑ If the parents are not in attendance, the team provides feedback to them regarding summary/conclusion of IMPACT meeting