



Assessment & Intervention Supplemental Materials

March 17 & 18, 2010

“When a student’s behavior (i.e. actual progress) does not meet the standard (i.e., expected growth rate), it is our obligation to find a way to fix that problem. We might do this by building up a prerequisite skill, increasing the length of daily lessons, or altering the way we respond when an error is made. We would *not* do it by lowering the expectations. Learning is the result of instruction, so when the rate of learning is inadequate, it doesn’t always mean there is something wrong with the student. It does mean the instruction needs to be changed to better meet the student’s needs.”

- Hosp, M. , Hosp, J., & Howell, K. (2007) *The ABCs of CBM*