

Follow-up on Recommended Actions

Steps for follow-up:

- Those interventions, actions and modifications decided in good faith at a SAP or SST meeting are only as good as the follow-up that ensures that the strategies agreed to in the meeting are implemented.
- The process or method of “gluing” together those needs, interventions, modifications, strategies, and actions with the individuals and programmatic resources that have been identified to address and implement them is often referred to as “case management.” Since case management is not a very user friendly term, it is best to talk about what follow-up needs to be done, rather than putting a label on it.
- If one is serving in the role of “point person” (or case manager) for an individual student, one must check back with the action plan and do one or more of the following:
 1. Make a phone call to determine if the agreed upon action has occurred.
 2. Chat with the teacher or student.
 3. Send a reminder note.
 4. Check in at intervals with those who have agreed to an action item.
 5. Set up a meeting on-site with a service provider to help bridge the student/family to a particular program or agency.
- A master A-Z binder containing a summary plan for each student brought before the SAP should be kept by the SAP facilitator and be available at each meeting. Please see the new recommended SAP Action Form to be kept on each student brought before the SAP.
- It is also important that the referring person(s) receive feedback on the action plan that was developed as an outcome of the referral. It is also beneficial to involve them in some ownership of the plan, particularly the classroom strategies and modifications and adaptations, especially if the person(s) had not been involved in the actual SAP/SST meeting that was held.
- Remember that the four arenas for developing interventions and follow-up, are as follows:
 1. The classroom
 2. The larger school environment and its programs and resources
 3. The home
 4. The community
- Working with students to “own” the plan and to undertake actions on their own behalf is an important part of the follow-up. The student has to feel that s/he has some control over their own destiny, and that we are an ally with them, rather than the adults having all the control. The same is obviously true for the student’s caregiver.