

Preparing and Supporting Self Managers (PASS)

Basic Targeted Group Interventions that Address Academic Support

“Big Idea”

Elementary: Students are taught and supported by a PASS Mentor using a planning process for successful work completion and self-advocacy

Middle: Students are taught and supported by a PASS Mentor using a Homework Planning process designed teach and support successful homework completion planning and self-advocacy

PASS Process: Teaching

The PASS Mentor teaches and provides practice in PASS components.

Teach and practice completing a PASS Work Plan:

- 1. Subject**
- 2. Materials Needed**
- 3. Knowing When & How to Ask for Help**
- 4. Getting Started**

Teaching of the Work Plan process includes:

- **Verbal instruction with visual tools**
- **Opportunities to practice the planning process**
- **Frequent feedback**
 - Acknowledge successful planning**
 - Simplify planning form when necessary**
 - Corrective Feedback : Remind and re-teach**
- **Precorrections**
- **Assessment and monitoring of progress using Daily Progress Report form**

PASS Implementation Process – Elementary School

Student Receives thorough instruction about the PASS Process

- 1) Instruction and Practice in completing a WORK PLAN
- 2) Instruction and Practice in when to ask for help
- 3) Instruction and Practice in how to ask for help

Student meets with PASS Mentor at beginning & end of each day to provide an AM readiness check and a PM review

Student has PASS reminder card attached neatly to desk; Work Plan forms are easily accessed

Work tasks are teacher prompted throughout the day; a pre-correct is provided to get started right away on Work Plan

Completed Work Plans are handed to Teacher
– Bonus Points awarded on Daily Progress Sheet for Work Plan completion

Daily Progress Sheets completed by teachers and turned into PASS Mentor's mail box at end of day









Mentor reviews progress with student daily; summarizes data weekly; feedback for positive performance is emphasized; address patterns that indicate instructional / tutoring needs

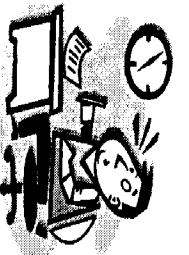
Tutoring and instructional boosters are provided

Mentor summarizes progress data for sharing at review meetings with classroom teacher and parents after one month (20 school days)

PASS: Work Plan (complete when there is work to do)

Subject (circle): Reading Writing Math Art Science Social Studies

<p>Question:</p>	<p>Answer</p>	<p>What to do next?</p>
<p>Do I have what I need to do the work?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p> <input type="checkbox"/> Book or Workbook <input type="checkbox"/> A Pen or Pencil <input type="checkbox"/> Paper <input type="checkbox"/> Something else? </p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No or Not Sure </p>  	<p> If Yes: Move to next question </p> <p> If Not Sure: ASK FOR HELP  </p>
<p>Can I get started now?</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> Not Sure </p>  	<p> If Yes: Do your work </p> <p> If Not Sure: ASK FOR HELP  </p>
<p>Each Time a WORK PLAN is completed, hand it in for a bonus point</p>		



Work Plan



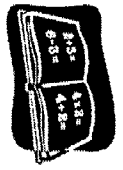
1. Subject? Read



Write



Math

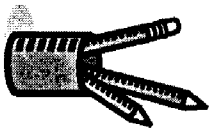


Art

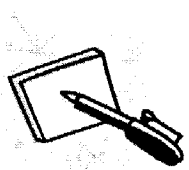


2. Do I Have?

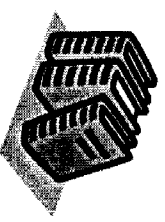
Pencil



Paper



Book

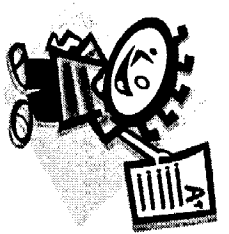


3. Should I:

Ask for help?



Get to work?



PASS: DAILY PROGRESS REPORT

(Completed Daily by Teacher)



2 = Very Successful



1 = Sometimes Successful



0 = Not Successful Today

Date: _____	Got Started on PASS WORK PLAN after task instructions (within 1 minute)	Appropriately Asked for Help When Needed	Completed the Work Assignment	Total Points	Bonus Points for handing in PASS WORK PLAN
Reading					
Math					
Totals				$\frac{\quad}{\quad}$ % $\frac{\quad}{\quad}$	

PASS Implementation Process – MS/HS

Mann & Muscott (2007)

Student receives thorough instruction of the PASS process and in each item of the homework planning form

Student practices completing the assignment portion of the form to fluency

PASS schedule is determined: Student meets with Mentor at the end of day (either last period or after school) to complete a PASS HW Plan and review with PASS Mentor

AM: Student picks up
PASS HW Planning Form

Student Completes
the 'Assignment'
section for each class
throughout the day

Daily Progress Sheets are completed
by teachers and turned into PASS
Mentor's mail box at end of day

Progress Sheets are gathered by mentor and shared with students and positive feedback is emphasized (If reports indicate work not completed, review what occurred without judgment and incorporate what is learned into tonight's plan)

Student meets with Mentor and completes a HW plan and gets started on homework

Mentor Summarizes Progress Data to Share at Review Meetings

Homework Planning Form

	Math	English	Science	Soc. St.	Art	Health	Time for Myself
Assignment							
Materials needed							
Estimated time to complete							
Place to work without distraction							
Start time / End time							
Problems that may arise							
Who to contact if stuck							
Who to contact for encouragement							
Plan makes sense given what I know about myself							

Baseline Homework Completion Data Form

Subject: _____

Week of _____	Homework was Assigned	Homework was Completed (completed means done to 70% accuracy or greater)	Problem Behaviors During Class Time (state behavior and frequency if applicable)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total			
	# Completed ___ / # Assigned ___ ___% Completed		

Daily Data Form for PASS

Date: _____ Subject: _____	Homework was due today (yes/no)	Homework was handed in today (yes/no)	Homework was completed with > 70% accuracy	Student met behavioral expectations (2 = The full period 1 = Some of the time 0 = Not at all)
Math				
Science				
Social St.				
Art				
English				
Health				