# Access for Success

## Guidance for Interpreting the Results of the Implemented ULDA

*After you have tried and tracked the action(s) for the suggested time period,   
look for the overall trend. Generally, here’s how you can interpret the results.*

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| If student’s work **approached** task expectations most of the time | AND | Work was consistent with his/her skills and prior performance | THEN | Continue the action for three more weeks to determine if the student can eventually meet the task expectations. |
| If student’s work **approached** task expectations most of the time | AND | Work was **not** consistent with his/her skills and prior performance | THEN | Try another action. |
| If student’s work **met** task expectations most of the time | AND | Work was consistent with his/her skills and prior performance | THEN | Continue with this action in the classroom. |
| If student’s work **met** taskexpectations most of the time | AND | Work was **not** consistent with his/her skills and prior performance, and it was a **decline** in quality | THEN | Try another action. |
| If student’s work **met** task expectations most of the time | AND | Work was **not** consistent with his/her skills and prior performance, and it was an **increase** in quality | THEN | Continue with this action in the classroom. |
| If student’s work **surpassed** task expectations most of the time | AND | Work was consistent with his/her skills and prior performance | THEN | This task may not have posed difficulty for the student in relation to the targeted challenge; the action impact was negligible. |
| If student’s work **surpassed** task expectations most of the time | AND | Work was **not** consistent with his/her skills and prior performance, and it was a **decline** in quality | THEN | Change the action during this task; it could be that task familiarity limited impact of action. |
| If student’s work **surpassed** task expectations most of the time | AND | Work was **not** consistent with his/her skills and prior performance, and it was an **increase** in quality | THEN | Keep up with this action! It’s a clear benefit to the student. |

🡪 If the targeted action did **not** have a favourable impact on student success, choose one more action and monitor the recommended time period. You may also want to begin other parts of the protocol if a student’s work continues to decline.

🡪 If the targeted action **did** have a favourable impact, continue its use and continue to monitor student progress.