



SLD Eligibility Manual

Ionia County Intermediate School District

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Table of Contents

Background & Law.....	2
ICISD Perspective on SLD.....	4
Critical School District Decisions.....	5
Comprehensive Evaluations.....	8
Overview of SLD Eligibility Components.....	11
Determining Inadequate Achievement.....	12
Evidence of Appropriate Instruction.....	14
Response to Research-Based Intervention.....	18
Pattern of Strengths and Weaknesses.....	21
Establishing the Need for Special Education.....	23
Evaluating Exclusionary Factors.....	24
Bibliography.....	25
Appendix.....	26

Background & Law

Since 2001 our country has experienced a number of landmark legislative changes that have changed the landscape of education. In 2001, the Elementary and Secondary Education Act (ESEA) established a heightened emphasis on improvement of our educational systems with a focus on state and local accountability, student outcomes, parent involvement, data-driven planning and systems, and the use of scientific, research-based methods and interventions. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 introduced a new and deliberate effort to connect federal special education legislation with federal general education legislation, the ESEA. This deliberate effort has resulted in an IDEA that embraces the use of data driven decision making and new educational methods based on scientific research. The use of data driven decision making processes includes the IDEA requirements for determining a student's eligibility for special education programs and services. Of particular relevance for this document is the IDEA 2004 stance on identifying students with a Specific Learning Disability (SLD). In 2004, the Federal regulations took the position that states may consider the use of a Response to Intervention (RtI) model for identifying students with SLD as an alternative to the discrepancy model. Language from IDEA-2004, §300.307, states, in part:

- (a) A State must adopt...criteria for determining whether a child has a specific learning disability...In addition the criteria adopted by the State -*
- (1) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability...*
 - (2) Must permit the use of a process based on the child's response to scientific, research-based intervention...*

In September, 2006, the Michigan Administrative Rules for Special Education (MARSE) addressed the IDEA 2004 requirement that states adopt criteria for determining whether a child has a SLD. Language mirrors federal language in §300.308(b)(10):

- R 340.1713 Specific learning disability defined; determination.*
- Rule 13. (1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.*
- (2) In determining whether a student has a learning disability, the state shall:*
- (a) Not require the use of a severe discrepancy between intellectual ability and achievement*

(b) Permit the use of a process based on the child's response to scientific, research-based intervention.

(c) Permit the use of other alternative research-based procedures.

R 340.1713 also adds the following language that mirrors federal language in §300.309:

(3) A determination of learning disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:

(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.

(b) At least 1 person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, an authorized provider of speech and language under R 340.1745 (d), or a teacher consultant.

In a letter of clarification to the field, dated January 22, 2009, Dr. Jacquelyn Thompson, Michigan Director of the Office of Special Education and Early Intervention Services, indicated that there are three processes that may be used by the field in the evaluation of Specific Learning Disabilities. These processes are as follows:

- 1) **Consideration of a severe discrepancy:** *“but only as one part of a full and individual evaluation. Severe discrepancy may never be used alone to determine a student eligible as a student with a SLD.”*
- 2) **Response to scientific, research-based intervention:** *Dr. Thompson notes that, “depending on the local district's practice, this process may have a variety of names; e.g., Instructional Consultation Team, Response to Intervention, Michigan's Integrated Behavior and Learning Support Initiative. The Michigan Department of Education (MDE) does not mandate any specific scientific, research-based intervention process.”*
- 3) **Pattern of strengths and weaknesses:** *“The MDE does not mandate any specific process to determine a pattern of strengths and weaknesses. Any determination of SLD requires a full comprehensive evaluation according to the evaluation procedures in the federal regulations at §300.301-§300.311, including those particular to a student suspected of having a SLD in §300.307-§300.311.”*

In 2010, the Michigan Department of Education (MDE) released the Michigan Criteria for Determining the Existence of a Specific Learning Disability. These criteria outlined the options districts may select in order to determine the presence of a SLD. Consistent with IDEA and the MARSE, the Michigan Criteria also endorsed the use of identification through either the process of the student's response to research based interventions or a pattern of strengths and weaknesses. The purpose of the current document is to provide clarification and guidance for parents and school teams within Ionia County Intermediate School District on the local implementation of the previously discussed Federal and State legislation and MDE Criteria.

ICISD Perspective on SLD

This document was created after a comprehensive review of legislation and research on the topic of SLD eligibility. While the remainder of the document will provide more detailed guidance, the principles listed below provide an overview of the ICISD perspective on SLD eligibility.

1. Student achievement is the result of the complex interactions of variables within the instructional environment. At the forefront is the concept of the “instructional match”; that is, the match between the student’s prior knowledge and skills, the specific academic demands of the task, and teacher behavior (instruction). These are the variables that have the most influence on student academic outcomes.
2. Low achievement that is responsive to research-based interventions is both expected and common, and would not constitute SLD. Research suggests that up to 20% of students will require intervention beyond the core classroom instruction and most will experience success with that intervention. Only 1-5% would be expected to have a failed response to that intervention, necessitating a referral for a special education evaluation (Kovaleski, VanDerHeyden, & Shapiro, 2013).
3. SLD is a construct manifested by:
 - a. Significant deficiency in level of achievement relative to age-level norms and state standards
 - b. Significantly deficient response to both core instruction and scientifically supported interventions that were implemented with high degrees of treatment integrity
 - c. Not achieving minimal levels of proficiency without an intensive special education program
 - d. Academic and intervention response deficiencies that are not caused by factors other than SLD (Kovaleski et al., 2013)
4. SLD exists on a continuum of severity, and any established cut-point is essentially arbitrary. SLD, however, clearly represents the lower end of the achievement distribution (Oakland Schools, 2011).
5. Deficits in cognitive processing are not a research-based characteristic of SLD. There is little evidence that the assessment of cognitive processes improves the accuracy of identifying students with SLD or leads to robust interventions that would improve the academic performance of students with SLD (U.S. Department of Education, 2006). Therefore, if all other factors indicate SLD eligibility the lack of a cognitive processing deficit cannot be used to rule out SLD eligibility.

Critical School District Decisions

Options Available to Michigan Districts

Given the previously reviewed Federal and State legislation and guidelines to the field, Michigan districts have options for establishing eligibility for students suspected of having a Specific Learning Disability. As part of a comprehensive evaluation, the evaluation team may:

- 1) Use the data from a Response to Intervention (RtI) process in its consideration of eligibility for SLD, or
- 2) Use assessment results to determine whether a child exhibits a pattern of strengths and weaknesses (PSW) in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development. The use of a severe discrepancy between achievement and intellectual ability may be used as a portion of the data to establish a pattern of strengths and weaknesses.

Federal commentary makes it clear that RtI is only one component of the evaluation. "Determining why a child has not responded to research-based interventions requires a comprehensive evaluation," and cites §300.304 (b) which requires that assessment of SLD include a variety of assessments.

An RtI process does not replace the need for a comprehensive evaluation. A public agency must use a variety of data gathering tools and strategies even if an RtI process is used. The results of an RtI process may be one component of the information reviewed as part of the evaluation procedures required under § 300.304 and § 300.305. As required in § 300.304(b), consistent with section 614(b)(2) of the Act, an evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion for determining eligibility for special education and related services.

71 Fed Reg. 46,648

Response to Intervention, Multi-Tiered System of Supports, and Instructional Consultation Teams

Before delving further into the process for SLD identification, it is important that the reader have a better understanding of the concept of RtI. The literature provides a variety of definitions of RtI, which all contain similar components. According to the National Association of State Directors of Special Education (NASDSE) in 2005, Response to Intervention includes:

- 1) Early identification of students not achieving at benchmark
- 2) High quality instruction and interventions matched to student need
- 3) Frequent monitoring of student progress to make decisions about instruction or goals
- 4) Use of child response data to make educational decisions, including professional development, curriculum, and individual intervention decisions.

Recently a similar concept called Multi-Tiered System of Supports (MTSS) has emerged. In September of 2011, the Michigan Department of Education released a document entitled, "Response to Intervention: A Multi-Tiered System of Supports". According to this document, RtI-MTSS must contain the following eleven elements:

- 1) Implementation of effective instruction for all learners
- 2) Early intervention
- 3) A multi-tiered model of instruction and intervention
- 4) Collaborative problem-solving model
- 5) Research-based core curriculum
- 6) Implementation of evidence-based instruction & intervention
- 7) Monitoring student progress to inform instruction
- 8) Use of data to make instructional decisions
- 9) Use of assessments for 3 purposes: universal screening, diagnostics, and progress monitoring
- 10) Fidelity with implementation
- 11) Engagement with parents and the community

The Ionia County Intermediate School District has implemented Instructional Consultation Teams (ICT), which is a research-based process that fits well with the hallmark components of both RtI and MTSS. The ICT process is a collaborative problem-solving approach with a goal to enhance, improve, and increase student and staff performance. In this process teachers seek early intervention for their students by requesting assistance from the team as soon as an academic or behavioral concern is observed. This can be based on data from universal screenings, classroom work, or teacher observations. From there, instructional assessments are completed and individual interventions and goals are developed. The use of research based interventions ensures an instructional match within the general education setting. Data is collected on a regular basis to evaluate progress toward individual student goals and grade level benchmarks. This data is used to determine the effectiveness of the interventions, guide further instructional decisions, and also may be used as one component of a comprehensive evaluation for SLD.

ICT's emphasis on early intervention, the problem-solving process, research-based instruction, intervention fidelity, and data-based decision making make it an essential component of both the RtI and the MTSS framework. For the remainder of this document the term RtI will be used to represent both RtI and MTSS.

Pattern of Strengths and Weaknesses

Determining a pattern of strengths and weaknesses is the second option described by federal regulations. This option should be used in situations when an RtI option is not appropriate or feasible. Determination using a pattern of strengths and weaknesses is based on a review of achievement scores and performance in a variety of academic areas. Assessment findings describe the student's abilities and achievement in relation to Michigan standards and benchmarks either at the student's age level, or assigned grade level. The evaluation must include documentation of student strengths as compared to areas of significant academic weakness. As with the RtI method, the comprehensive

evaluation must include a review of research based intervention data and student achievement on State approved content.

Local Guidance

Determining which process to use as part of a comprehensive evaluation for SLD eligibility will depend on a variety of factors, including status of RtI implementation, length of time the child has attended the district, and availability/quality of intervention data. Evaluators are strongly advised to investigate the status of a comprehensive RtI system in each building before choosing which process to use. The following rules are suggested in determining whether to use RtI or PSW:

Rule #1: If there is the opportunity to use RtI, this is the default approach.

Rule #2: Use PSW if RtI is not being used or is not fully implemented in the building **OR** if the parent requests a special education evaluation and will not extend evaluation timelines to accommodate recommended implementation of interventions. It is important to note that use of PSW still requires a thorough documentation of the research based interventions that have been put into place.

The following table has been created to illustrate the status of ICT implementation for all school buildings within the Ionia County Intermediate School District. This table serves as a guide for determining which buildings have a fully implemented ICT process as part of their system for RtI.

School Buildings That Have Implemented Instructional Consultation Teams	School Buildings That Have Not Implemented Instructional Consultation Teams
<u>Belding Area Schools:</u> Ellis Elementary, Woodview Elementary	<u>Belding Area Schools:</u> Belding Middle School & Belding High School
<u>Ionia Public Schools:</u> Rather Elementary, Jefferson Elementary, Emerson Elementary, Boyce Elementary, & Twin Rivers Elementary	<u>Ionia Public Schools:</u> Ionia Middle School & Ionia High School
<u>Lakewood Public Schools:</u> Lakewood Early Childhood Center & Lakewood Elementary	<u>Lakewood Public Schools:</u> Lakewood Middle School & Lakewood High School
<u>Portland Public Schools:</u> Oakwood Elementary, Westwood Elementary, & Portland Middle School	<u>Portland Public Schools:</u> Portland High School
<u>Saranac Community Schools:</u> Saranac Elementary	<u>Saranac Community Schools:</u> Saranac Junior/Senior High School
<u>Grattan Academy</u> Grattan Elementary	<u>Grattan Academy</u> Grattan Middle/High School

Comprehensive Evaluations

Regardless of whether using the RtI or the PSW process for SLD eligibility, it is imperative to remember that either approach is only one component of a comprehensive evaluation. According to IDEA a comprehensive evaluation requires:

- 1) *"A variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, [and] not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child." §300.304(b)(1) and §300.304(b)(2)*
- 2) *"Assess[ment] in all areas related to suspected disability, including, if appropriate, health, vision, hearing, social/emotional status; general intelligence; academic performance; communicative status; motor abilities." §300.304(c)(4)*
- 3) *"Sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified." §300.304(c)(6)*
- 4) *"Information from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior." §300.306(c)(1)*

The evaluation for SLD eligibility is completed for two purposes: to make a recommendation for eligibility and to define the starting point for further interventions. A comprehensive evaluation provides the basis for further instruction by establishing the Present Levels of Academic Achievement and Functional Performance (PLAAFP), which includes:

- 1) Data and other specific descriptive information on the student's current academic performance, indicating both strengths and areas of need.
- 2) Data and other specific descriptive information on functional skills, including behavior, communication, motor, daily living or other skills related to school and age appropriate activities.
- 3) Defining specific needs that are a priority for the student's learning or support in the general education program.
- 4) Describing the impact of the characteristics of the student's disability on his/her performance and access to the general education curriculum and setting which will lead to decisions on supports, accommodations, and modifications that are necessary for the student's participation in general education instruction and activities.

Parent Consent & Timelines

In initiating a comprehensive evaluation, it is important that the district understand their responsibilities regarding parent consent and adherence to timelines. IDEA provides

guidance on the district's responsibility to seek an evaluation and request parental consent for that evaluation.

§300.309 Determining the existence of a specific learning disability.

(c) The public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in §300.301 and §300.303, unless extended by mutual agreement of the child's parents and a group of qualified professionals, as described in §300.306 (a)(1)-

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and

(2) Whenever a child is referred for an evaluation

The district is required to address the question of disability if a student has not made progress after appropriate interventions have been implemented for a reasonable period of time. It is reasonable to allow adequate time for ICT, or other, interventions before initiating a special education evaluation. Best practices suggest the utilization of data-based decision making which would involve redesigning ineffective interventions and evaluating multiple data points (see pg. 5 in the appendix). Research indicates that between 8 and 14 data points are needed in order to establish a reliable trend. The length of time determined to be reasonable may vary depending on the circumstances, but the district should not delay unnecessarily. Once a disability is suspected the district should complete a Review of Existing Evaluation Data (REED) and seek parent consent for evaluation.

The MARSE specify a 30 school day timeline from consent for evaluation to the initial IEP meeting. This timeline must be followed unless the parent and district mutually agree to extend it. There are several circumstances where an extension may be appropriate. Examples include: student absences, staff absences, time needed to collaborate with outside agencies, or time required for intervention implementation and data collection. If a parent does not agree to an extension of the timeline, then the evaluation must proceed and be completed within the 30 school days allowed under state rules.

Observation

An important, and required, component of a comprehensive evaluation for a Specific Learning Disability is the information obtained from classroom observations.

§300.310 Observation

(a) The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty

(b) The group described in §300.306 (a)(1), in determining whether a child has a specific learning disability, must decide to –

(1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or

(2) Have at least one member of the group described in §300.306 (a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with §300.300 (a), is obtained.

(c) In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

Prior to the evaluation, some relevant observational information may have been gathered regarding the student's academic performance and behavior. This data may have been collected through ICT, or other avenues. During the REED, the team must determine whether previous observation data is sufficient to meet the IDEA observation requirements. If not, observation data will be collected as part of the evaluation. In either case observations must occur in the regular classroom during regular classroom instruction and be specific to the academic performance area of concern. Exceptions to observations occurring in the regular classroom include:

1. Students who are out of school due to disciplinary or health reasons
2. Older students who had previous eligibility but have been out of school for an extended period of time
3. Younger students who are not yet attending K-12 programming

Regulations specify that in these exceptional circumstances, the child must still be observed in an age appropriate environment.

Overview of SLD Eligibility Components

The scope of a comprehensive evaluation must be sufficiently thorough to take into consideration both the inclusionary criteria and the exclusionary criteria necessary to establish SLD eligibility. The following sections will provide greater detail on each component, including guidance for both the RtI and the PSW approach. Figure 1 sets the stage for this discussion with an overview of the inclusionary and exclusionary criteria.

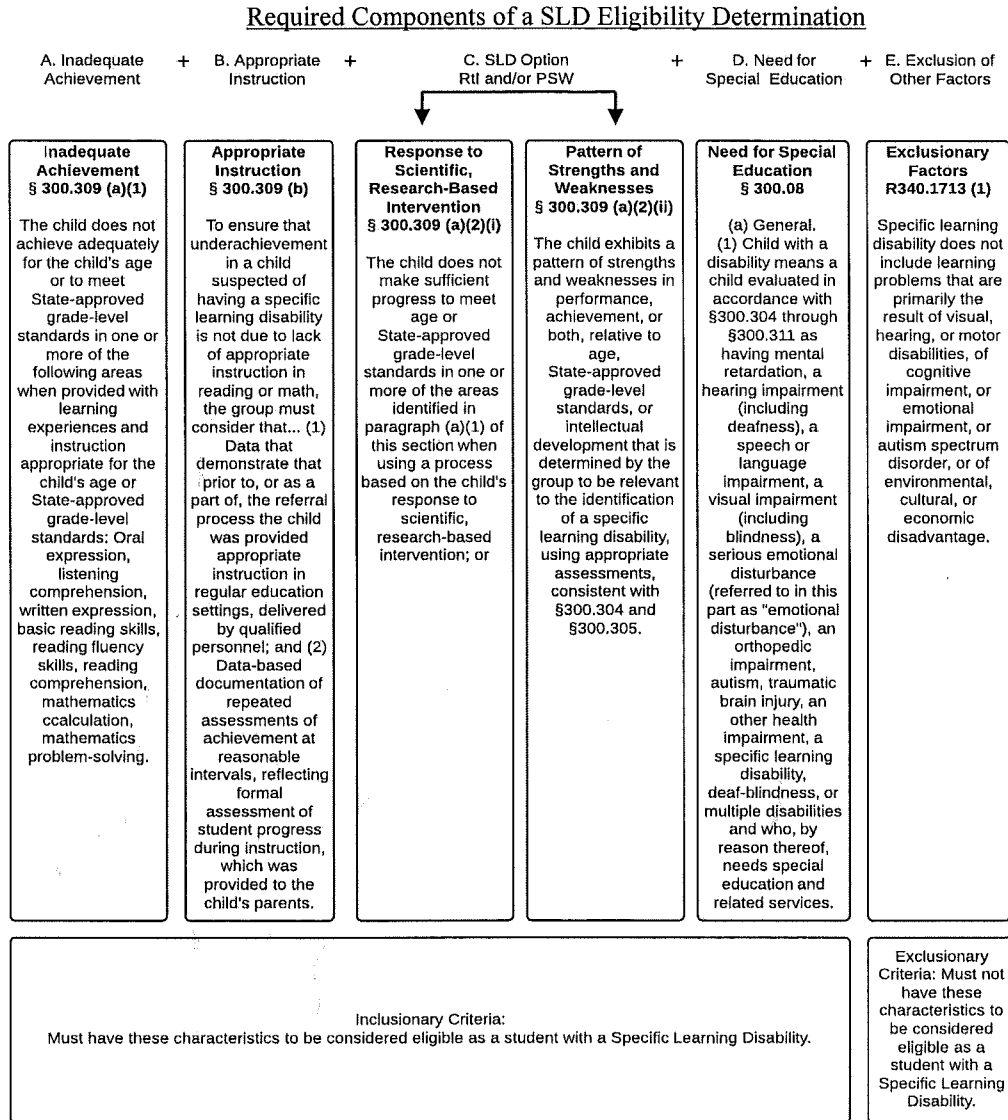
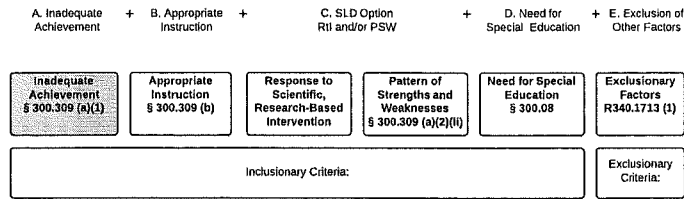


Figure 1 Required components of a SLD eligibility determination

Determining Inadequate Achievement

The first criteria in establishing SLD eligibility is to determine that the student demonstrates inadequate achievement. Inadequate achievement is a

broad term that is more specifically defined in IDEA 2004 §300.309 as well as the Michigan Criteria for Determining the Existence of a Specific Learning Disability (May 2010).



§300.309 Determining the existence of a specific learning disability.

(a) The group described in §300.306 may determine that a child has a specific learning disability as defined in §300.8(c)(10), if -

(1) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression*
- (ii) Listening comprehension*
- (iii) Written expression*
- (iv) Basic reading skill*
- (v) Reading fluency skills*
- (vi) Reading comprehension*
- (vii) Mathematics calculation*
- (viii) Mathematics problem solving*

In the Michigan Criteria for Determining the Existence of a Specific Learning Disability (May 2010), inadequate achievement is described as an “academic skill deficit”. The MDE SLD Criteria guidance document also provides specific parameters in establishing the presence of an academic skill deficit. Schools and evaluation teams must follow these criteria:

- 1) The finding of an academic skill deficit (see Figure 2 “Suggested Parameters for Establishing an Academic Skill Deficit”) must not be based on any one measure.
- 2) The finding of an academic skill deficit must be based on the school district’s established objective criteria as applied to data on a student’s level of performance.
- 3) The IDEA clearly states that one benchmark for considering a student’s extent of adequate achievement must be age or State-approved grade level standards.
- 4) The student’s level of intellect must not be used to exclude the student from SLD eligibility if the student otherwise qualifies for and requires special education programs and services.

Suggested Parameters for Establishing an Academic Skill Deficit

These are not intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the evaluation team. The decision as to what constitutes an academic skill deficit is a complex decision and will require a degree of professional judgment. The decision must be based on valid and reliable data.

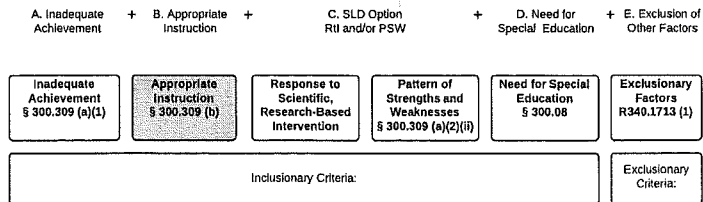
- At least one measure needs to reflect a comparison to Michigan (or national) benchmarks or norms in order to provide some consistency across schools and districts in the interpretation of an academic skill deficit
- Curriculum-Based Measurement (CBM) results that include at least six data points that are at or below the ninth percentile may be considered significant.
- Criterion Reference Measures compare a student's performance to the goals of the curriculum. These may be provided within program materials or set by teachers. An academic skill deficit could be indicated by results that are at or below 50% of the grade level expectancy. For example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy, and a student's accuracy through repeated trials is at 40% or less, then a deficit might be indicated.
- When a measure is utilized that provides a percentile rank, such as an individually administered norm referenced test, a score at or below the 9th percentile may represent an academic deficit.

Figure 2

Evidence of Appropriate Instruction

An important task for evaluation teams is determining whether a student has been provided with appropriate instruction. SLD eligibility criteria specifically require that the district has

provided appropriate instruction and documented the student's progress over time. The importance of evaluating the appropriateness of instruction is mentioned in the overall eligibility criteria of IDEA, as well as specific to SLD eligibility.



§300.306 Determination of eligibility

(a)(b) Special rule for eligibility determination. A child must not be determined to be a child with a disability under this part – (1) If the determinant factor for that determination is – (i) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); (ii) Lack of appropriate instruction in math...

§300.309 Determining the existence of a specific learning disability.

(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction...the group must consider, as part of the evaluated described in §300.304 through §300.306 – (1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents

In discussion accompanying the final IDEA regulations it was noted that appropriate instruction is scientifically research based, provided by qualified personnel, and has student progress data that is systematically collected and analyzed. According to the Oakland Schools SLD Guidance Document (2011), "The appropriate instruction requirement encourages general education and special education personnel to have a shared understanding of the curriculum content..., instructional delivery, and tools necessary to assess student progress and outcomes." There is a great deal of research available on the hallmark characteristics of appropriate instruction. When evaluating appropriate instruction, teams are advised to consider 4 key areas:

1. Qualifications of the teacher
2. Core instruction that is scientifically-based
3. Student participation
4. Reporting to parents

Indicators of Appropriate Instruction			
Area	Indicators	Source for Documentation	If information not available, alternatives that may be used to meet requirement
Highly-Qualified Teacher	<ul style="list-style-type: none"> Meets ESEA highly qualified standards Teacher has been trained in curriculum materials 	School principal & public reporting	During the evaluation process, ensure appropriate research-based instruction using qualified personnel in the general education setting to determine how the student learns within a solid general education program.
Scientifically-Based Core Instruction and Effective Instructional Methods in Reading & Mathematics	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> District curriculum is aligned to State-approved grade level standards Contains a well-defined scope and sequence with units of study Reading – All essential areas of instruction are targeted for beginning reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and adjusted for student need across upper grade levels Mathematics – All essential areas of instruction identified by the National Math Panel are targeted (conceptual understanding, computational fluency, problem-solving) <p><u>Instruction</u></p> <ul style="list-style-type: none"> Instructional materials are research-based Explicit: Sufficient modeling, guided practice, and independent practice is employed in a variety of grouping formats Systematic: Clearly defined, follows a scope and sequence that is logically ordered, students have prior knowledge for new concepts being taught Provides access to curricular content Provides frequent opportunities to respond with corrective feedback from the teacher Differentiated to meet the needs of all learners (e.g., time, content, grouping, materials, instructional delivery, instructional match) Sufficient time allocated to meet goals (Reading: 90 minutes K-5, less for half day K or secondary grades. Mathematics: 60-90 minutes K-5, could be distributed for early elementary grades) Active student engagement in learning <p><u>Assessment (Effectiveness)</u></p> <ul style="list-style-type: none"> Assessments are used for a variety of purposes, including formative and summative assessments Assessments are administered and analyzed at reasonable intervals to determine student's instructional level and document progress (min. 4x/yr) At least 80% of students are meeting state or district standards on universal screening (formative) and/or outcome (summative) assessments Universal screening/CBM benchmark (formative) data on all students collected multiple times during the school year Progress monitoring and diagnostic (formative) data collected for individuals or groups of students at regular intervals Evidence of multiple levels of student support 	<p>Review: District curriculum, curriculum review and adoption process, professional development plan to support implementation, lesson plans, documentation from grade level meetings</p> <p>Interview: teachers, curriculum specialist, principal, interventionists working with student</p> <p>Observe: the student in the instructional environment measuring active engagement and response to curriculum materials and tasks, use classroom walk-throughs or treatment integrity checklists</p> <p>Test: State-wide assessment results, district assessments, CBM benchmark and progress monitoring results, diagnostic assessments</p>	<p>Document the nature of the instruction (e.g. attendance, group size, instructional focus, response) to inform educational needs of the student</p> <p>Implement progress monitoring with weekly data collection</p> <p>Provide documentation of student progress to parents.</p> <p>Progress monitoring data is considered by the IEP team in making the eligibility decision.</p>
Student Attendance	<ul style="list-style-type: none"> Attendance rate of 85-90% of scheduled days 	Review: Academic record review including school enrollment history, attendance, and grades	
Reporting to Parents	<ul style="list-style-type: none"> Parents were provided with data-based documentation of repeated assessments of achievement at reasonable intervals Parents were notified of interventions being implemented to address student needs Parents were notified of school's concern about student 	Review: academic record review including report cards, progress notes, and parent notes	

Figure 3 Indicators of Appropriate Instruction (adapted from Oakland Schools, 2011)

Qualifications of the Teacher

In order to ensure appropriate instruction, the evaluation team must first consider the qualifications of the teacher providing the instruction. Teachers must meet ESEA requirements for highly qualified. Districts should have policies and procedures in place to ensure that all of their teachers are highly qualified for the subjects/grade levels that they are teaching. In addition to meeting the standards to be highly qualified it is also important for evaluation teams to investigate whether the teacher has received training specific to the curriculum being implemented. Evaluation teams should consult with building or district administration for documentation in this area.

Core Instruction that is Scientifically-Based

A large component of appropriate instruction is the curriculum that is being delivered in the classroom. This curriculum must be aligned to State-approved grade-level standards and be scientifically-based. The term scientifically-based indicates that the practices and programs have been thoroughly reviewed through an objective, external validation.

The methods and materials used to deliver the curriculum should also be reviewed. This applies to both the core instruction delivered in the classroom, as well as any interventions that the student may have received. It is advised that evaluation teams conduct structured observations to ensure that the curriculum is being delivered as intended. Teams may also choose to use a checklist (see pg. 15 in the appendix) to assess the integrity of the core instruction.

Another essential characteristic of effective instruction is the evidence of ongoing assessments. These assessments provide teachers and other stakeholders with the information needed to inform decision-making. If a student does not show improvement as a result of instruction, then the instruction is not effective and a change is warranted. Assessments provide an indication of effectiveness for not only a particular student, but also for the classroom as a whole. A general rule of thumb is that if 80% or more of students are responsive to the instruction then it is likely to be effective. When an evaluation team encounters a situation where less than 80% of students are responsive to the instruction, they will have to consider carefully whether lack of appropriate instruction is a factor in the student's inadequate achievement.

Student Attendance

In determining whether a student has been provided with appropriate instruction it is important to also consider a student's attendance. Students that experience chronic absenteeism may also experience a lack of appropriate instruction due to their inconsistent attendance. A report published in 2012 by the Johns Hopkins University School of Education cites several important links between school attendance and school achievement.

1. In a nationally representative study, chronic absence in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.
2. A Baltimore study found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation.
3. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.

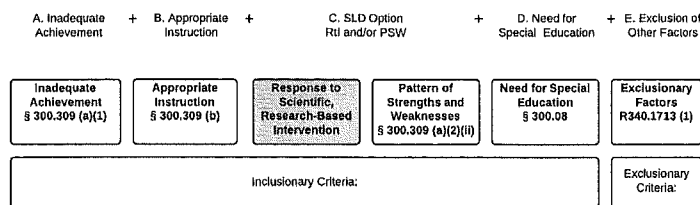
This data illustrates the importance of school attendance for student achievement. In a comprehensive evaluation, teams must consider the impact that chronic absenteeism may have had on access to appropriate instruction. Chronic absenteeism was defined as a student missing 10% or more of the school days in any given school year, or missing a month of school in the previous school year. The Oakland Schools SLD Guidance document (2011) suggests that 85% attendance should be the minimum percentage of time a student must participate in regular instruction prior to determining SLD eligibility. While there is no set threshold established in either IDEA or MARSE, the above parameters give evaluation teams some reference points when considering the impact of absenteeism on exposure to appropriate instruction. According to the MDE SLD Criteria (2010), if the evaluation team determines that the student has missed significant instruction due to absenteeism, it is the responsibility of the team to implement a plan to provide instruction and assess the student's response to that instruction.

Reporting to Parents

Parental involvement is another well researched factor that contributes to increased student success. Because of this correlation, the language in IDEA is very clear about a district's responsibility to keep parents informed of their child's progress. It is the responsibility of the district to conduct repeated assessments of achievement at reasonable intervals and provide this information to parents. While IDEA does not define "reasonable intervals", other resources suggest that updates be provided to parents at least as often as regular progress notes are sent home. This parent communication should include not only information on student progress, but also information on any interventions that are being implemented.

Response to Research-Based Intervention

The identification of SLD based on a process of a child's response to scientific, research-based intervention was a much anticipated change in the field of special education.



In the years leading to this change, research had consistently refuted the validity of a discrepancy model and instead supported a model that focused on assessments that reflected learning and behavior in the classroom. IDEA 2004 §300.307 made it clear that States could no longer require the use of a discrepancy model and that they must permit the use of a process based on the child's response to scientific, research-based intervention. Additional pertinent citations from IDEA are listed below:

§300.309 Determining the existence of a specific learning disability.
(2)(i) The child does not make sufficient progress to meet age or State approved grade level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention; or (ii) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §300.304 and §300.305

§300.311 Specific documentation for the eligibility determination
(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility...must contain a statement of
(7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention
(i) The instructional strategies used and the student-centered data collected; and
(ii) The documentation that the child's parents were notified about -
(A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided
(B) Strategies for increasing the student's rate of learning; and
(C) The parent's right to request an evaluation

Determining Inadequate Achievement Through ICT

In the ICT process, the use of instructional assessments provides evidence of the student's performance in age or grade level standards. During the problem solving stage of ICT the case manager and teacher assess the student's performance using peer expected materials. This assessment provides information about what the student knows,

what the student can do, and also how the student approaches unknowns. This data is valuable in creating an instructional match for the student. In the event of an SLD evaluation, this same data should be included as a way of documenting lack of achievement relative to age or state approved grade level standards. However, it is important to note that this data does not replace the need for a comprehensive evaluation. It is the responsibility of the REED team to determine what information is needed in addition to the data collected through the ICT process. Additional data could include: norm-referenced achievement tests, curriculum based assessments, criterion-referenced assessments, grades, or teacher report. It is important to remember that the Michigan Criteria for Determining the Existence of a Specific Learning Disability (May 2010), states that the finding of an academic skill deficit must not be based on any one measure.

Determining Appropriate Instruction Through ICT

It has been stated that appropriate instruction is scientifically research based, provided by qualified personnel, and has student progress data that is systematically collected, analyzed, and reported to parents. Interventions implemented with fidelity through the ICT process would include all of these components. ICT interventions are research-based and designed to be implemented in the classroom by a highly qualified teacher that has received training in the instructional methods of the intervention.

In the Contracting stage of ICT the case manager and teacher discuss the methods for parent notification. The teacher assumes the responsibility for parent notification throughout the ICT process. An informational brochure on ICT has been created for purposes of informing parents of ICT procedures and their rights to request an evaluation. Throughout the process, the teacher communicates specific information to the parents on the collection of student performance data and strategies for increasing the student's rate of learning.

In the Strategy/Intervention Design stage of ICT, the case manager and teacher set goals and develop a specific, detailed, research-based intervention to create an instructional match for the student. It is important that the intervention be designed with sufficient intensity to produce the desired outcome. The case manager and teacher will need to consider frequency, duration, and group size. Those variables will need to be adjusted depending on the gap between the student's current performance and the peer expected performance. The larger the gap, the more intense the intervention will need to be.

That intervention is then implemented by the highly-qualified classroom teacher who has been trained in the intervention strategy. Shortly after the Intervention Implementation stage it is the responsibility of the case manager and teacher to determine the extent to which the intervention has been implemented as planned. This is a crucial step as ICT data should only be utilized as part of an SLD evaluation if the intervention was implemented with fidelity and appropriately designed to meet the student's needs. When it has been determined that an intervention has been implemented with fidelity it is then appropriate to use ICT data as a part of the SLD evaluation. For a sample intervention fidelity checklist please see page 6 in the appendix. It is important that evaluation teams complete a thorough review of information, conduct staff interviews, and also complete

observations during instructional time to adequately determine the appropriateness of all instruction.

Determining Insufficient Progress Through ICT

When utilizing data from the ICT process in an SLD evaluation, the team has a wealth of information readily available, especially data related to student progress. The ICT process requires frequent progress monitoring of students receiving intervention. During the Evaluation of Strategy/Intervention stage of the ICT process, data is collected weekly and recorded on the Student Documentation Form (SDF). This data is then evaluated by the teacher and case manager to determine if the student is making progress toward the goals. If adequate progress is not being made the teacher and case manager would consider the possible need to redesign the intervention. In the event of an SLD evaluation, this data from the SDF should be included as a way of documenting the student's rate of progress.

There are a variety of methods for progress monitoring and analyzing how that data can be used to determine sufficiency of progress. One example would be determining the student's rate of improvement (ROI) and conducting a gap analysis. Additional information on this topic can be found on page 1 in the appendix. It is important for school teams to understand that progress monitoring data provides important information about student progress, but also about effectiveness of the intervention for that student.

Determining the Need for Special Education Through ICT

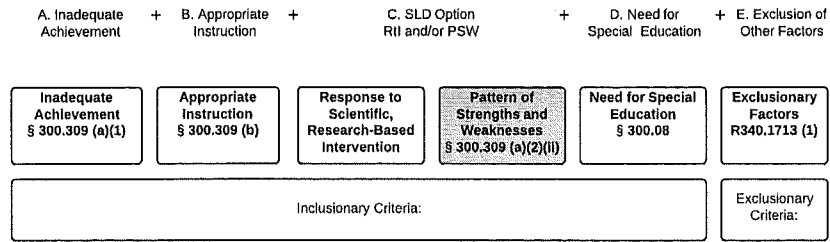
The ICT process provides a great deal of information on a student's performance when provided with appropriate instruction, including research-based intervention. The question for evaluation teams is whether the instruction that is available in general education is sufficient for the student to make meaningful progress. The ICT progress monitoring data can be used to calculate ROI and conduct a gap analysis to determine whether the current instruction is sufficient. If it is not the team must consider the possibility that the student requires specially designed instruction in order to make meaningful progress.

Evaluating Exclusionary Factors Through ICT

The ICT process does not specifically address the presence of other disabilities or factors. However, research indicates that early intervention can reduce the effects of some of these factors, particularly environmental or economic disadvantage. To appropriately address all of these factors, the REED team needs to consider what additional information is necessary. All information relevant to other disabilities or factors must be documented in the evaluation report. A thorough parent interview is an important component of any evaluation and could provide important information on other disabilities/factors. A suggested format for parent interview is included on pages 7-10 in the appendix.

Pattern of Strengths and Weaknesses

In determining a pattern of strengths and weaknesses (PSW), the evaluation team must consider data from a variety of sources.



These sources must include at least one norm-referenced test in the suspected area of weakness. Other possible sources for data could include performance on state-wide assessments, progress monitoring, classroom assessments, teacher report, grades, and observations. It is crucial that the evaluation team consider all sources of data when making eligibility determinations.

*§300.309 Determining the existence of a specific learning disability.
(2)(i) The child does not make sufficient progress to meet age or State approved grade level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention; or (ii) **The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §300.304 and §300.305***

Determining Inadequate Achievement Through PSW

In a PSW model, the use of a variety of assessment tools provides the evidence of the student's performance in age or grade level standards. The following are examples of data that could be included: norm-referenced achievement tests, curriculum based assessments, criterion-referenced assessments, grades, teacher report, etc. The Worksheet for Charting Patterns of Strengths and Weaknesses found on page 3 in the appendix should be used to document a lack of achievement.

In order to be eligible under the SLD rule, the student must demonstrate at least one area of weakness and at least one area of strength. In each area the student's performance on a variety of assessments is evaluated. When using this worksheet, an area of weakness is defined as having at least 4 W's circled (one of which must be from an individually administered academic achievement assessment). An area of strength is defined as having at least 3 S's circled **or** an S circled in the intellectual/functional box. The suggested guidelines for what constitutes a strength or weakness for each type of assessment are provided on page 4 in the appendix.

Determining Appropriate Instruction Through PSW

When completing a comprehensive evaluation using a PSW model the evaluation team must consider the appropriateness of all instruction that has been provided to the student. As stated earlier in this document, appropriate instruction is scientifically research based, provided by qualified personnel, and has student progress data that is systematically collected, analyzed, and reported to parents. It is important that evaluation teams complete a thorough review of information, conduct staff interviews, and also complete observations during instructional time to adequately determine the appropriateness of instruction.

Determining Insufficient Progress Through PSW

In cases where the ICT process has not been used, districts are still required to document a student's progress and report that progress to parents. The Ionia County ISD has provided a method of documentation for this purpose (see pages 16-21 in the appendix). In the event of an SLD evaluation, this data should be included as a way of documenting the student's rate of progress. That rate of progress can then be analyzed using rate of improvement (ROI) and gap analysis, as explained in the appendix. It is important for school teams to understand that progress monitoring data provides important information about student progress, but also about effectiveness of the intervention for that student.

Determining the Need for Special Education Through PSW

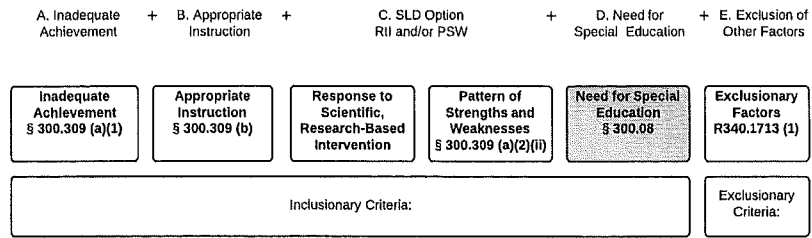
A comprehensive evaluation provides a great deal of information on a student's performance when provided with appropriate instruction, including research-based intervention. The question for evaluation teams is whether the instruction that is available in general education is sufficient for the student to make meaningful progress. In the PSW model any available progress monitoring data can be used to calculate ROI and conduct a gap analysis to determine whether the current instruction is sufficient. If it is not the team must consider the possibility that the student requires specially designed instruction in order to make meaningful progress.

Evaluating Exclusionary Factors Through PSW

To appropriately address all of the exclusionary factors, the REED team needs to consider what additional information is necessary for the evaluation. All information relevant to other disabilities or factors must be documented in the evaluation report. A thorough parent interview is an important component of any evaluation and could provide important information on other disabilities/factors. A suggested format for parent interview is included on pages 7-10 in the appendix.

Establishing the Need for Special Education

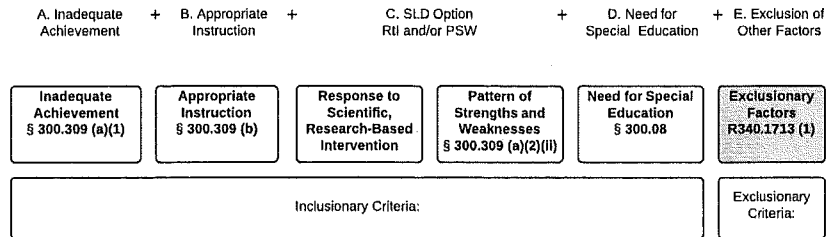
The determination of SLD eligibility is a complicated process consisting of both inclusionary and exclusionary criteria. Perhaps the simplest, but most overlooked, criteria is determining whether or not the student has a need for special education.



A child may meet all other SLD eligibility criteria and **not qualify** for special education. A child will be eligible for special education **only if** the disability adversely affects the student's educational and behavioral performance to the degree that special education and/or related services are necessary for this student. Therefore, evaluation teams must provide documentation that the student's disability results in adverse impact. To address this issue, documentation of school-based interventions which have been unsuccessful should be included in the final evaluation report. These interventions may have occurred prior to completing the REED, or throughout the evaluation process. These interventions may have been implemented through ICT, or other district programs.

Evaluating Exclusionary Factors

Teams evaluating for SLD eligibility must consider both the inclusionary, and the exclusionary criteria. There are a variety of factors



that could potentially be causing a student's academic difficulties that are not due to disability. It is imperative that these issues are evaluated through either a file review, interviews, observations, or direct assessment. The REED will either establish information on these factors through the existing data or will describe the type of evaluation needed to gather this information. Documentation of the presence, or absence, of these factors must be made in the final evaluation report. If the team determines that the student's difficulties are primarily the result of any of these factors then the student is not eligible for special education as SLD. However, dependent upon the exclusionary factor detected it may be appropriate for the evaluation team to consider other areas of eligibility.

§300.309 Determining the existence of a specific learning disability.

(3) The group determines that its findings under paragraph (a)(1) and (2) of this section are not primarily the result of—

- (i) A visual, hearing, or motor disability;*
- (ii) Mental retardation;*
- (iii) Emotional disturbance;*
- (iv) Cultural factors;*
- (v) Environmental or economic disadvantage; or*
- (vi) Limited English proficiency*

Ruling out the areas of visual, hearing, or motor disabilities may require an evaluation by a family physician, ophthalmologist, optometrist, audiologist, otolaryngologist, or neurologist, combined with observation by teacher, occupational therapist, or other evaluation staff. To rule out mental retardation (cognitive impairment), the evaluation must involve evidence that differentiates between learning disabilities and cognitive impairments. It is also necessary to rule out emotional disturbance which would involve evidence that differentiates between a learning disability and an emotional impairment. In addition, the evaluation team must consider cultural or ethnic differences, as well as limited English proficiency, which may impact the student's learning. Any assessments that are done must be non-discriminatory with respect to the student's culture and native language. It is also required that the evaluation team rule out environmental or economic disadvantage including the following factors:

- 1) Poor school attendance
- 2) Frequent school changes causing inconsistent instruction or gaps in learning
- 3) Family stressors, including pressures from family situations or poverty

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Appendix: Table of Contents

Guidelines for Calculating Rate of Improvement.....	1
Worksheet for Charting Patterns of Strengths and Weaknesses.....	3
(This worksheet must be attached to the MET when utilizing the PSW model)	
Suggested Guidelines for Determining Strengths & Weaknesses in PSW.....	4
Data Based Decision-Making Reference.....	5
Intervention Integrity Checklist.....	6
Suggested Questions for Parent Input for Initial Evaluation.....	7
Suggested Questions for Parent Input for Re-evaluation.....	9
Observation Checklist (Elementary).....	11
Observation Checklist (Secondary).....	13
Suggested Guidelines for Appropriate Instruction.....	15
General Education Intervention Process.....	16

Guidelines for Calculating Rate of Improvement

It is imperative that evaluation teams have the knowledge and skills needed to adequately consider the student's response to intervention. Understanding a student's rate of improvement (ROI) in comparison with typical ROI, and also the ROI needed for academic mastery is essential in determining whether a student has sufficiently responded to intervention. It is also important to be able to conduct a gap analysis on this data.

This section provides an example of a full year ROI. While the process is the same, it is important to note that when teams have the option to choose between either a full year or half year ROI, the half year is more reliable (Kovaleski et al., 2013). In determining ROI there are three important calculations to consider: typical ROI, target ROI, and attained ROI. The typical ROI is defined as the rate of progress observed in a student that begins and ends the year at benchmark. The target ROI is the rate of progress that would be needed for the student that started the year below benchmark to ultimately end the year at benchmark. Attained ROI is the rate of progress that describes that targeted student's actual rate of progress. There are several methods for determining this trend but the most precise is the ordinary least squares (OLS) regression line, or slope. While it is possible to calculate these trends manually, the formulas are complex and the work can be greatly expedited by importing the data into Microsoft Excel. Figure 1 provides an example of typical, target, and attained ROI as calculated in Excel for a 2nd grade student. This visual representation of typical, target, and attained ROI allows evaluation teams to clearly see how the target student's ROI compares to both typical and attained ROI.

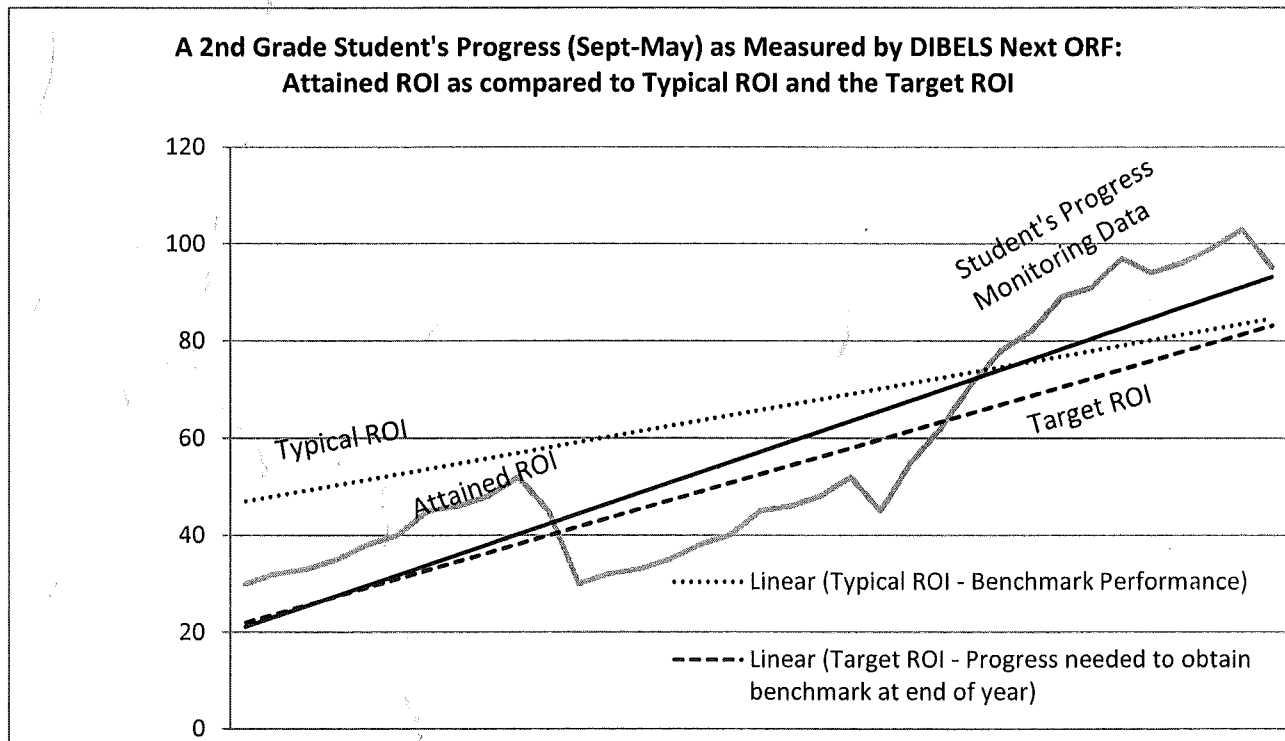


Figure 1: Example of ROI (typical, target, & attained) for a 2nd grade student using DIBELS Next ORF

The next important calculation is the gap analysis. In order to do this, evaluation teams need to be able to calculate a two-point ROI. This calculation is simple and requires only the beginning data point, the end data point, and the number of weeks between the beginning and end data point. This will provide the team with the answers to some important questions: 1) Has the intervention been successful to bring the student up to benchmark? And if no, 2) What is the impact of the student’s current ROI on achieving or making progress toward the benchmark? Figure 2 provides an example of the gap analysis calculations using the same data that was presented in Figure 1.

	A = Beginning Data Point <i>(Beginning of year in this example)</i>	B = End Data Point <i>(End of year in this example)</i>	Difference (B-A)	C = Number of weeks between A and B	ROI (B-A) ÷ C
Typical	52 words correct per minute	87 words correct per minute	35 words correct per minute	35	Gain of 1 word correct per minute per week
Target	30 words correct per minute	87 words correct per minute	57 words correct per minute	35	Gain of 1.63 words correct per minute per week
Attained	30 words correct per minute	95 words correct per minute	65 words correct per minute	35	Gain of 1.86 words correct per minute per week
Possible Gap Analysis Comparisons:					
Attained vs. Typical $(1.86 \div 1) \times 100 = 186\%$					
Attained vs. Target $(1.86 \div 1.63) \times 100 = 114\%$					

Figure 2: Example of gap analysis for a 2nd grade student using DIBELS Next ORF

While this information is valuable to evaluation teams, the empirical evidence is not clear on exactly how deficient a ROI should be in order for a student to meet SLD eligibility criteria. However, as expressed by Kovaleski et al., 2013, “a student with SLD would be significantly deficient in level of performance and sufficiently deficient in ROI such that the student would not attain acceptable performance in a reasonable amount of time”. Evaluation teams must apply their professional judgement when applying ROI to eligibility recommendations:

- 1) Where is the student’s current performance in comparison to typical peers?
- 2) What is the student’s current ROI in comparison to the ROI of typical peers?
- 3) How long will it take the student to reach benchmark at the current ROI?

The evaluation team must use their professional judgement and a review of other factors to determine the acceptable level of performance and a reasonable amount of time to achieve that performance. If the student’s ROI indicates that they will achieve the desired performance level within that time then the student should not be considered for eligibility. Students that will not achieve the desired performance level in a reasonable time with their current ROI may be appropriate candidates for SLD eligibility.

Student Name: _____

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations		Classroom performance with respect to grade-level expectations						IQ/Adaptive Behavior Assessment
	Progress monitoring, CBM screening or criterion-referenced assessments	State or District wide assessments (i.e. MEAP)	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher reports	Classroom observation	Classroom observation			
Basic Read.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Read. Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Read. Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Math Reas.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Written Express	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Oral Express	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
List. Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W

S = Strength

N = Neither Strength/Weakness

W = Weakness

The area(s) of Strength is: _____

(Must include at least 3 circled S's for each area OR functional/intellectual)

The area(s) of Weakness is: _____

(Must include at least 4 circled W's in any one area – 1 of which must be an individually administered academic achievement measure)

Suggested Guidelines for Determining Strengths and Weaknesses

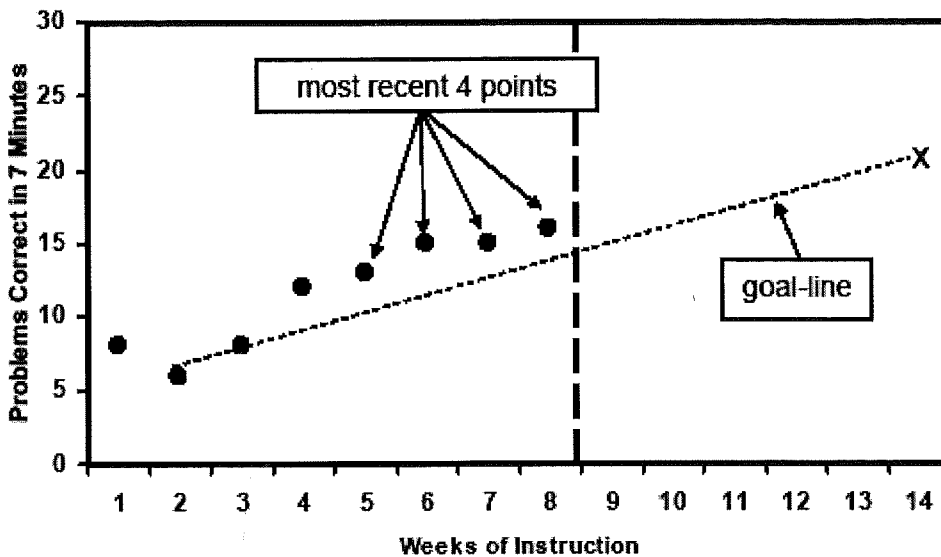
Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks
CBM (Benchmark) screening	At “benchmark” level or above grade level median score if using local norms	At “at-risk” level or below 10 th percentile if using local norms
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 30	Percentile rank ≤ 9
Curriculum assessments	Score $\geq 80\%$	Score $\leq 70\%$
Grades	A/B or “meets/exceeds” expectations	D/E or “does not meet” expectations
Teacher report	Based upon professional judgement of teacher in comparing student to others in classroom	Based upon professional judgement of teacher in comparing students to others in classroom
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he/she does not understand the academic content
Observations/Interviews/ Scales – Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 30	Most of the student’s functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 9 .

Data Based Decision-Making Reference: 4 Point Rule

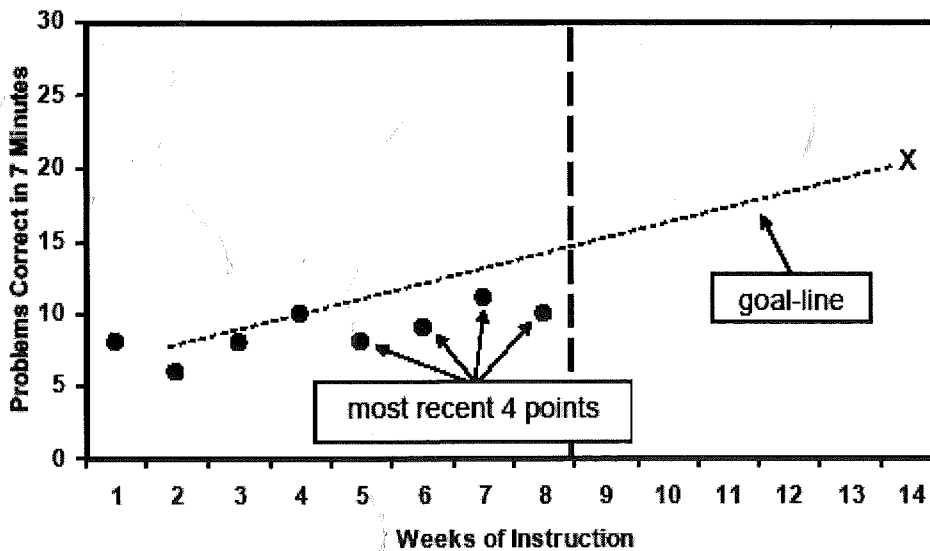
(Fuchs, 2008)

This rule can be applied if 3 weeks of instruction have occurred AND at least 6 points have been collected. To apply the rule, examine the 4 most recent data points.

- If all 4 are above goal line, increase goal



- If all 4 are below goal line, make a teaching change



- If data points are both above and below, keep collecting data until the 4 point rule can be applied

Intervention Integrity Checklist

	Yes	No
<i>Intervention was developed based on student need</i>		
Was a functional academic/behavioral assessment conducted to establish intervention targets and baseline level of performance?		
Was the intervention tested to verify that it produces improved learning when it is correctly used prior to installing it in the classroom?		
<i>Interventionist support and training was provided</i>		
Was the intervention developed to ensure that it required minimal classroom time and resources and fit within daily classroom routines?		
Has the teacher accepted and committed to conduct the intervention?		
Are materials (e.g., rewards, worksheets) readily available to the teacher?		
Was a step-by-step protocol describing how to implement the intervention provided?		
Was the teacher shown how to implement the intervention by a "coach"?		
Did the coach observe implementation of the intervention to ensure that the teacher could use the intervention correctly and had all needed materials?		
Was weekly follow-up support provided to the teacher after initial training?		
<i>Integrity of the intervention is monitored</i>		
Is integrity monitored via permanent products?		
Do permanent products accurately indicate intervention use?		
Are permanent products reviewed with the teacher?		
<i>Performance management is occurring.</i>		
Are integrity data graphed?		
Are target skill/behavior performance data graphed?		
Has performance feedback been used?		
Is an administrator involved?		
<i>Is the intervention occurring daily as planned?</i>		
<p>Summary</p> <p>If yes is marked in all rows, then the teacher has been adequately trained to use an intervention and intervention integrity is accurately assessed. If the intervention did not change the target skill/behavior, then proceed to the remaining questions.</p>		
	Yes	No
Is the student making errors during the intervention? If so, has task difficulty been reduced?		
Have incentives been added and adjusted to support improved performance?		
Does the student need acquisition-type learning supports (e.g., more extensive demonstrations of correct and incorrect responding, guided practice with more elaborate feedback)?		
Does the student need fluency-building learning supports (e.g., more opportunities to respond, goal setting, incentives for more fluent performance each day)?		

Suggested Questions for Parent Input for Initial Evaluation

Student Name: _____ Parent/Guardian Name: _____

Method of Interview (check one): Personal interview Telephone Written

Person collecting input: _____ Date: _____

1. What are some of your child's strengths, interests, and/or favorite activities?

2. What does s/he like best about school? _____
Least? _____

3. If your child has homework, does s/he complete it without help? Yes No
If no, what type of help is given? _____

4. What goals do you have for your child this school year? For older students also include long range goals/plans. _____

5. Do you have any concerns about your child's progress? Yes No
If yes, what are they and when did you first notice these concerns? _____

6. Have you seen any recent changes in your child's behavior or school performance? Yes No
If yes, please explain: _____

7. Medical information:

Vision concerns? _____ Wears glasses? Yes No

Hearing concerns? _____ Wears hearing aid(s)? Yes No

Medical history: accidents, injuries, surgeries? _____

Medications currently taking (type, reason, side effects): _____

Any psychological (thinking/emotional) concerns? _____

Any other medical/health concerns? _____

8. Has your child had a psychological or education evaluation from outside of the school? Yes No
If yes, who did it, when was it done, and what were the results? _____

9. Has your child had additional community services in the last 3 years (tutoring, counseling, residential care)? Yes No
If yes, please describe: _____

10. Home life:

With whom does your child live at home? _____
What language is spoken at home? _____
How well does your child sleep at home? _____
Number of hours of sleep per night? _____
Does your child have a good appetite? _____
Eat a variety of foods? _____

11. Have there been any significant changes in your home or family relationships recently? Yes No
If yes, please describe: _____

12. Optional functional questions:

Describe communication skills at home (understand directions, communicates needs, converses):

Describe chores/responsibilities at home:

Describe self-care skills (independence with bathing, brushing teeth, toileting, meal prep., etc.)

Describe behavior in the community: (for younger students - behavior in public places, can get to places nearby, orders meals, etc; for older students - getting to places/shopping independently, knowledge about places in the community, etc)

Follows safety rules at home and in the community (for younger students - walking, riding bike, etc.; for older students - walking, riding bike, driving, self-care for minor injuries):

Leisure (for younger students - shares, has friends, etc.; for older students - has friends, participates in school/community activities):

13. Do you have any suggestions for improving the school services being given to your child? Yes No
If yes, what are they? _____

14. Is there any other information about your child that you think might be helpful to your child's evaluation?

Yes No

If yes, please describe: _____

Suggested Questions for Parent Input for Re-evaluation

Student Name: _____ Parent/Guardian Name: _____

Method of Interview (check one): Personal interview Telephone Written

Person collecting input: _____ Date: _____

1. What are some of your child's strengths, interests, and/or favorite activities?

2. What goals do you have for your child this school year? For older students also include long range goals/plans.

3. Have you seen improvement in your child's academic performance/behavior/speech and language during the past 3 years? Yes No

Please describe: _____

4. Do you have any current concerns about your child's progress? Yes No

If yes, please describe: _____

5. Have you seen any recent changes in your child's behavior or school performance? Yes No

If yes, please explain: _____

6. Medical information:

Vision concerns? _____

Wears glasses? Yes No

Hearing concerns? _____

Wears hearing aid(s)? Yes No

Medical history: accidents, injuries, surgeries? _____

Medications currently taking (type, reason, side effects): _____

Any psychological (thinking/emotional) concerns? _____

Any other medical/health concerns? _____

7. Has your child had a psychological or education evaluation from outside of the school in the last 3 years?

Yes No

If yes, who did it, when was it done, and what were the results? _____

8. Has your child had additional community services in the last 3 years (tutoring, counseling, residential care)? Yes No

If yes, please describe: _____

9. With whom does your child live at home? _____

10. Have there been any significant changes in your home or family relationships recently? Yes No
If yes, please describe: _____

11. Optional functional questions:

Describe communication skills at home (understand directions, communicates needs, converses):

Describe chores/responsibilities at home:

Describe self-care skills (independence with bathing, brushing teeth, toileting, meal prep., etc.)

Describe behavior in the community: (for younger students - behavior in public places, can get to places nearby, orders meals, etc; for older students - getting to places/shopping independently, knowledge about places in the community, etc)

Follows safety rules at home and in the community (for younger students - walking, riding bike, etc.; for older students – walking, riding bike, driving, self-care for minor injuries):

Leisure (for younger students - shares, has friends, etc.; for older students – has friends, participates in school/community activities):

12. Do you think your child continues to need special education services? Yes No
Why? _____

13. Do you have any suggestions for improving the school services being given to your child? Yes No
If yes, what are they? _____

14. Is there any other information about your child that you think might be helpful to your child's 3 year re-evaluation? Yes No
If yes, please describe: _____

Observation Checklist – Elementary

Student Name: _____ Teacher Name: _____ Grade: _____

Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the areas of concern in the box below. Your observation should focus on the identified area(s). During the observation place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want to make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with learning.

Check area(s) of concern for SLD evaluation			
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Mathematics Calculation	<input type="checkbox"/> Oral Expression
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Listening Comprehension

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading – Phonemic Awareness)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty with phonemic awareness tasks
<input type="checkbox"/> Difficulty in explaining things due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., ability to use language for various purposes, changing language for the situation, following conversational rules)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Limited interest in books/stories
<input type="checkbox"/> Difficulty re-telling what has just been said	<input type="checkbox"/> Poor grammar or misuses words in conversation

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty identifying sounds/blending sounds into words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories
<input type="checkbox"/> Difficulty reading phonetic words	<input type="checkbox"/> Difficulty re-telling what has just been read
<input type="checkbox"/> Difficulty reading irregular sight words	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty when reading sentences: may lose place; omit, insert, substitute, or reverse words; guess from initial sounds; make self-corrections *Skill for Grades 1 and up	

Notes: _____

Written Expression	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with naming, copying, or writing letters
<input type="checkbox"/> Completes written assignments to grade expectations	<input type="checkbox"/> Frequent letter, number, and symbol reversals
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures
<input type="checkbox"/> Difficulty copying/tracing	<input type="checkbox"/> Difficulty remembering shapes of letters and numbers
<input type="checkbox"/> Difficulty with drawing familiar shapes	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar looking letters/numbers)
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying on the lines	<input type="checkbox"/> Poor and inconsistent spelling *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty proofreading and self-correcting work *Skill for Grades 2 and up	

Notes: _____

Math (Math Calculation, Math Problem Solving)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty counting aloud
<input type="checkbox"/> Difficulty in one-to-one correspondence when counting objects	<input type="checkbox"/> Difficulty with comparisons
<input type="checkbox"/> Difficulty in recognizing numbers	<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects
<input type="checkbox"/> Difficulty counting by other numbers (2's, 5's, 10's)	<input type="checkbox"/> Difficulty estimating quantity *Skill for Grades 2 and up
<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time *Skills for Grades 2 and up	<input type="checkbox"/> Difficulty solving one step word problems *Skill for Grades 1 and up
<input type="checkbox"/> Difficulty solving facts and longer equations *Skill for Grades 1 and up	

Notes: _____

Functional Skills

Social/Emotional & Attention	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty with sharing
<input type="checkbox"/> Difficulty joining in and maintaining positive social status in a peer group	<input type="checkbox"/> Difficulty with self-control when frustrated
<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior	<input type="checkbox"/> Difficulty in "picking up" on other people's moods/feelings
<input type="checkbox"/> Difficulty responding appropriately to negative comments from peers	<input type="checkbox"/> Difficulty in knowing how to share/express feelings
<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment, and unexpected challenges	<input type="checkbox"/> Difficulty in following directions
<input type="checkbox"/> Difficulty sustaining attention in work or play activities	<input type="checkbox"/> Difficulty organizing tasks and activities
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Easily distracted (by others or self)	

Notes: _____

Gross and Fine Motor	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Difficulty coloring or writing "within the lines"
<input type="checkbox"/> Appears awkward and clumsy; dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting/drawing
<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps, tying shoes	<input type="checkbox"/> Difficulty with small objects that require precision (e.g., Legos, puzzles, scissors)
<input type="checkbox"/> Art work immature for age	<input type="checkbox"/> Difficulty with activities that require hand-eye coordination

Notes: _____

Observation Checklist – Secondary

Student Name: _____ Teacher Name: _____ Grade: _____
 Observer: _____ Date: _____ Time: _____ Activity: _____

Directions: First, identify the areas of concern in the box below. Your observation should focus on the identified area(s). During the observation place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want to make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with learning.

Check area(s) of concern for SLD evaluation			
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Mathematics Calculation	<input type="checkbox"/> Oral Expression
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Listening Comprehension

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading – Phonemic Awareness)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Inserts malapropisms into conversation (substituting an incorrect word with a similar sound)
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Difficulty in explaining things due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., ability to use language for various purposes, changing language for the situation, following conversational rules)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Difficulty re-telling what has just been said

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading content area sight words	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Difficulty retelling what has been read	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension
<input type="checkbox"/> Difficulty when reading sentences: may lose place; omit, insert, substitute, or reverse words; guess from initial sounds; make self-corrections	

Notes: _____

Written Expression	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)
<input type="checkbox"/> Difficulty completing written assignments	<input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief	<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures
<input type="checkbox"/> Difficulty proofreading and self-correcting work	<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying on the lines

Notes: _____

Math (Math Calculation, Math Problem Solving)	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty counting by single digit numbers, 10's, 100's	<input type="checkbox"/> Difficulty solving word problems
<input type="checkbox"/> Difficulty aligning numbers resulting in computation errors	<input type="checkbox"/> Difficulty solving facts and longer equations
<input type="checkbox"/> Difficulty with comparisons	<input type="checkbox"/> Difficulty understanding/applying measurement concepts
<input type="checkbox"/> Difficulty estimating quantity	<input type="checkbox"/> Difficulty interpreting/creating charts and graphs

Notes: _____

Functional Skills

Social/Emotional & Attention	
<input type="checkbox"/> Grade appropriate skills	<input type="checkbox"/> Difficulty in knowing how to share/express feelings
<input type="checkbox"/> Difficulty joining in and maintaining positive social status in a peer group	<input type="checkbox"/> Difficulty with self-control when frustrated
<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior	<input type="checkbox"/> Difficulty in "picking up" on other people's moods/feelings
<input type="checkbox"/> Difficulty responding appropriately to negative comments from peers	<input type="checkbox"/> Difficulty in following directions
<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment, and unexpected challenges	<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school
<input type="checkbox"/> Difficulty with "getting to the point" (e.g., gets bogged down in details of the conversation)	<input type="checkbox"/> Difficulty organizing tasks and activities
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Easily distracted (by others or self)	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Fails to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____

Gross and Fine Motor	
<input type="checkbox"/> Age appropriate skills	<input type="checkbox"/> Has limited success with games and activities that demand hand eye coordination
<input type="checkbox"/> Appears awkward and clumsy; dropping, spilling, or knocking things over	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting/drawing
<input type="checkbox"/> Art work immature for age	

Notes: _____

Other Skills	
<input type="checkbox"/> Confuses left and right	<input type="checkbox"/> Is slow to learn new games and master puzzles
<input type="checkbox"/> Often loses things	<input type="checkbox"/> Has difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Has difficulty listening and taking notes at the same time
<input type="checkbox"/> Is disorganized and poor at planning	

Notes: _____

Suggested Guidelines for Appropriate Instruction

	Elements of Instruction	Evidence of Effectiveness	Other Evidence of Effectiveness
What	Documented Curriculum	School district has a written curriculum that is aligned with State content expectations.	<p>At least 80% of all of the school district's students within a grade are meeting district or state standards after being instructed with the district's core instructional program.</p> <p>At least 80% of students using an intervention within the school have showed improved progress.</p> <p>Observations of interventions during the evaluation period indicate that they are being implemented with fidelity.</p>
	Core/ Intervention Curriculum Materials	Materials systematically teach and review skills and have scientific-research evidence of effectiveness. (See worksheet for Evaluating Explicit Instruction and Systematic Curriculum)	
	Reading	Instruction emphasizes the following big ideas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	
	Math	Instruction emphasizes the following big ideas: conceptual understanding, computational and procedural fluency, fact fluency and problem solving skills.	
	Writing	Instruction emphasizes the following areas: basic mechanics and conventions, the content aspects of writing that convey meaning, and higher-level cognitive processes involved in planning and revising.	
	Oral Expression		
	Listening Comp.		
Who	Teacher Qualifications	Teacher meets NCLB highly qualified standards and has been trained to use the curriculum materials.	
How	Instructional Techniques/ Strategies	When teaching new skills, teacher uses explicit instructional techniques.	
	Differentiated /Tiered Instruction	Students are provided with the appropriate intensity of instruction to meet their individual needs. All students receive core instruction, some students receive targeted, strategic instruction, a few students receive targeted intensive instruction.	
	Fidelity of Instructional Implementation	There is documentation that the core and intervention programs are implemented with fidelity.	
	Assessments/ Use of Data	School screens all students three times a year to assess their progress. Students receiving strategic interventions are assessed weekly/monthly with formative assessments (e.g., progress monitoring tests) and students receiving intensive interventions (through general or special education) are assessed weekly. Schools regularly use assessment data to evaluate their instructional programs and modify accordingly.	

General Education Intervention Documentation Process

Teacher Name: _____ Student Name _____
School: _____ Grade: _____ Date of Birth: _____
 Male Female Parent/Guardian: _____
Address: _____
Day Time Phone: _____ Evening Phone: _____

Step 1: Parent/Teacher Concerns

Parent / Teacher Meeting Date: _____ Check if by phone

Please record the specific concerns expressed to parent(s):

Priority Concern:

Secondary Concern (additional Step 3):

Step 2: Teachers / Principal Meeting Summary

Date of Meeting: _____

Date of Next Meeting: _____

Strategy Implementation Checklist

Student Name _____ School _____

- | | N | Y |
|--|--------------------------|--------------------------|
| 1. The student's baseline data in the area(s) of concern was described in specific, measurable terms? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The goal(s) for the student was described in measurable terms on the written intervention plan? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A method for measuring progress toward the goal (desired level of performance) was described in writing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A strategy to improve student performance was designed in the form of a written intervention plan? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The frequency of the data collection was specified in writing and was documented weekly? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is evidence that the intervention was implemented with integrity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There is evidence of the principal's involvement in the General Education Documentation Process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The parent(s) of the student receiving the intervention was aware of the identified concern and the intervention process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A date for the review of the intervention plan and of the progress monitoring data was specified was scheduled in advance and put in writing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A copy of the intervention plan including the progress monitoring data with dates is present? | <input type="checkbox"/> | <input type="checkbox"/> |

Signature of Principal

Date

References:
IDEA 2004

General Education Intervention Documentation Process Principal's Guide

For use when a teacher approaches with concerns about a student's academic achievement.

Suggested Principal Steps:

1. Teacher approaches principal with a student's academic and/or behavioral concern. Suggested line of questioning:
 - What have you done so far and what previous intervention data exists?
 - Strategies that do not target the true area of concern will not lead to increased achievement. Without assessment data it is difficult to determine the true area of concern.
 - Ask whether or not the teacher has talked with the parents.
 - If ICT is available, ask if the teacher would be willing to participate in the process. Then, complete an ICT Request for Assistance.
 - If ICT is not available or the teacher prefers not to participate, either present the General Education Documentation Process and review the required components or set up a meeting to do so.
2. Review the General Education Documentation Process (Steps 1-3), paying extra attention to the Strategy Documentation Page. (Step 3)
 - Have a conversation about accommodations and strategies/interventions.
 - Accommodations and strategies are supplemental to existing curriculum.
 - Have a conversation about importance of using data to drive instruction. Discuss how to complete the Strategy Documentation Page, including the statement of concern, short term goal, baseline data collection and weekly data collection. The sample documents provided may help you accomplish this.
 - Schedule an appointment for 4-6 weeks to review the data and decide upon future actions.
 - Offer to be available to answer questions along the way.
3. Review the information collected and the Strategy Implementation Checklist. (Step 4) Make a recommendation for future actions. Options include redesign the strategy, set new goals, contact the special education coordinator regarding the possibility of a Review of Existing Evaluation Data (REED) meeting.

General Education Intervention Documentation Process Teacher's Guide

1. Fill out student information.
2. List the concerns that were discussed with the parent. This discussion may occur prior to or following a meeting with the principal. (Step 1)
3. Meet with the principal to discuss the concerns. Summarize the discussion and the future actions. (Step 2)
4. Identify the specific concern you are choosing to collect data on. (Step 3)
5. Take 3 samples of the student's performance in this area. These are your baseline data points. Chart them on the graph individually. Average them and place this point on the bold line of the graph. This is your starting point. (Step 3)
6. Set a specific short term goal for 4-6 weeks. (Step 3) When estimating reasonable progress within 4-6 weeks, keep in mind these facts:

<u>Working Memory</u>			<u>Repetitions</u>
Age	Memory Capacity	Time on Task	
3	0	5 minutes	80 IQ=55x
5	00	7 minutes	
7	000	9 minutes	
9	0000	11 minutes	100 IQ=35x
11	00000	13 minutes	
13	000000	15 minutes	
15	0000000	17 minutes	120 IQ=25X

Instructional Match

Lower than 93% known words = frustrational level
93% - 97% known words = Instructional match level
 Higher than 97% known words = independent level

7. Design the strategy to implement and describe it below the graph. (Step 3) This should be something different than you are currently doing. It should be specific to the student's needs and should match the student's current performance level. This strategy should occur regularly, preferably daily. Strategy adjustments may be necessary. Indicate the changes on the graph and in the strategy description.

8. Measure the student's progress toward the goals weekly for at least 4-6 weeks. Clearly label the graph to indicate what is being measured and graph the data collected. (Step 3)
9. Schedule a meeting to discuss the data with the principal and document the recommended next steps: redesign of the strategy, set new goals, contact the special education coordinator to schedule a Review of Existing Evaluation Data (REED) meeting. (Step 4)

How to know if you are implementing a strategy with integrity? (Evidence of the following is required if the information will be used within the special education evaluation process.)

- The student's baseline data was described in specific, measureable terms.
- The goal(s) for the student was described in measurable terms and recorded.
- The method for measuring progress toward the goal was described in writing.
- A strategy to improve student performance was designed and documented.
- Weekly data was collected.
- There is evidence that the intervention was implemented.
- There is documentation of the meetings with the principal.
- The student's parent(s) are aware of the identified concern and the intervention process. They may have even participated in the intervention.
- A meeting to review the data collected was scheduled in advance and documented in writing.
- There is documentation of the intervention plan and the progress monitoring data with dates.