SLD Eligibility Manual

Ottawa Area Intermediate School District

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BACKGROUND AND LAW

Changes in federal special education rules and regulations have now made it possible for states to consider the use of a Response to Intervention (RtI) model for identifying students suspected of possessing a specific learning disability. The RtI model is an alternative to the discrepancy mode which has a long history in our state. 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…*

The State of Michigan finalized rules to address the requirement that states adopt criteria for determining whether a child has a specific learning disability in the fall of 2008. It was at this time that language allowing for the use of an RtI model was included in the rules. The State of Michigan rules language closely 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, 2009, Dr. Jacquelyn Thompson, Michigan Director of the Office of Special Education and Early Intervention Services, indicates three processes that may be used by the field in the evaluation of Specific Learning Disabilities. The three processes are:

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."*

OAISD RECOMMENDATION

Under the federal and state guidelines to the field, Michigan districts have options for establishing eligibility for students suspected of having a Specific Learning Disability. As is the practice in OAISD, a county wide practice or guidance will be instituted but each Local Education Agency (LEA) can make their own decision with regard to implementation. As part of a comprehensive evaluation, the evaluation team may utilize the following two possibilities:

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.

LEAs must establish their own local guidelines for implementing either an RtI process or establishing a PSW. OAISD does not subscribe to one process or structure of RtI. Parameters for assessment results will also be provided in this document as a way of standardizing PSW decision making for LEAs. Determining which process to use to document achievement and learning needs will depend on district policies, status of RtI implementation, staff training, specific areas of concern, length of time the child has attended district programming, and grade level interventions. The following rules are suggested in determining whether to use RtI or PSW in establishing achievement levels and documenting interventions:

Rule #1: If you have the ability to use the RtI option, this is the default approach.

Rule #2: Use PSW if RtI is not being used or is not fully implemented at the child's grade level ***OR*** if the parent requests a special education evaluation and will not extend timelines to accommodate recommended implementation of interventions.

Once a decision has been made by the evaluation team as to which process to use, this choice should be the basis for making decisions about which assessments are needed.

EVALUATION REQUIREMENTS

A comprehensive assessment 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 clarify eligibility and to define the starting point for further interventions. Federal regulations indicate the need for planning to determine the scope of an evaluation which must include "ruling in":

1) Inadequate achievement and progress in age and/or grade level content
2) Adverse impact to the point that the child requires special education and/or related services

The scope of an evaluation must also include "ruling out":

1) Inadequate achievement due to other disabilities/factors
2) Inadequate achievement due to lack of appropriate instruction

The evaluation provides the basis for further instruction by establishing the Present Level 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

Federal regulation §300.309 provides the framework for determining SLD eligibility and defines the elements of the evaluation process. A written report will provide documentation of the evaluation components. A summary of the evaluation information will also be included on the MET cover sheet.

I. Rule in lack of achievement relative to age or state approved grade level standards

§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

Federal rule specified that an evaluation must address the age appropriate instruction that the student has received and the achievement of the student related to grade level standards. Although age is one variable, the emphasis on State-approved grade-level standards reflects the priority that all instruction address grade level content standards.

II. Rule in insufficient progress to meet age or grade level standards

§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

Documentation that the student is not making adequate progress may be completed in one of two ways:

1) Determine that the student has not responded, despite the provision of high quality, individualized interventions (RtI), or
2) By demonstrating a pattern of strengths and weaknesses, given appropriate instruction, an example of each follows:

Response to Intervention

According to the National Association of State Directors of Special Education (NASDSE), 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

Districts throughout the Ottawa Area Intermediate School District must determine the model they will use that meets the above criteria. Models may include:

1) Problem Solving e.g. Instructional Consultation Team (ICT)
2) School Wide Model e.g. MiBLSi

Federal commentary makes it clear that RtI is only one component of the evaluation. "Determining why a child has not responded to reached-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 tolls 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

Pattern of Strengths and Weaknesses

Determining a pattern of strengths and weaknesses is the second option described by federal regulations. This option, although not required, may be used in districts 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 RtI, assessment includes a review of research based intervention data and student achievement on state approved content.

III. Rule out inadequate achievement due to other disabilities/factors

§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 assessment and evidence that differentiates between learning disabilities and cognitive impairments. It is also necessary to rule out emotional disturbance which would involve assessment and 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

IV. Rule out inadequate achievement due to lack of appropriate instruction

§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 demonstrates 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 and reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Federal guidance indicates that "children should not be identified as having a disability before concluding that their performance deficits are not the result of a lack of appropriate instruction." 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. The student may be provided with interventions

either prior to the evaluation or as a part of the evaluation process. New to the SLD regulations is the requirement to provide data based documentation of repeated assessments of achievement, with the following characteristics:

1) Reasonable intervals
2) Formal assessment of student progress during instruction
3) Provided to parents

V. Adhere to timelines

§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.

Districts are 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. The length of time may vary, depending on the circumstances, but the district should not delay unnecessarily. Once a disability is suspected the district should complete the SEP.

Michigan rules 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 and examples include:

1) Student absences
2) Staff absences
3) Time needed to collaborate with outside agencies
4) Time required for intervention implementation and data collection

If a parent does not agree to extend the timeline, then the evaluation must proceed and be completed within the 30 school days allowed under state rules.

VI. Conduct an observation

§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.
(3) 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.

While completing the SEP, the team must determine whether previous observation data is sufficient to meet observation requirements. If not, observation data will be collected as part of the evaluation. In either case observations must occur in the regular classroom, 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, given exceptional circumstances, the child must be observed in an age appropriate environment.

Guidance for Determining SLD Eligibility using Response to Intervention

The *Response to Intervention* (RtI) Model is a school-wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support. RtI provides a system of interventions and resources, which allow at-risk students to make significant progress. Although IDEA 2004 encourages utilizing the RtI process as an approved approach for the identification of students for special education services, the intent of the process is much broader than eligibility alone. The RtI model utilizes instructional strategies such as universal screening and ongoing data analysis to inform instructional interventions, flexible use of building personnel to address student needs, as well as collaborative problem solving among staff and parents to enhance all students' performance. Ultimately, school teams must determine if the student is making adequate progress towards grade level expectations. The federal law refers to this in terms of:

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.
   AND
2) The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

In one or more of the following areas:

Areas of SLD:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Fluency Skills
- Reading Comprehension
- Mathematical Calculation
- Mathematical Problem Solving

In accordance with the two criteria stated above and when using an RtI model, Michigan Rules require a body of <u>evidence</u> demonstrating academic skill deficit(s) and insufficient progress when using a process based on the child's response to scientific, research-based intervention in one or more areas of specific learning disabilities.

When considering the student results that rely on a student's response to scientific, research-based intervention, the multidisciplinary team needs to be able to ensure that:

(1) There was a research/evidence base for the interventions implemented; and
(2) The interventions were implemented with fidelity, i.e., implemented as intended or prescribed with attention to the what, how, and intensity of instruction.

Guidance in the Determination of an Academic Skill Deficit

One issue that makes it difficult to establish the existence of a Specific Learning Disability is its multi-dimensional nature. "Most of the research on LDs, particularly those affecting reading, shows that they occur along a continuum of severity rather than presenting as an explicit dichotomous category delineated by clear cut-points on the achievement distribution." (Fletcher et al, p. 28).

Because of this lack of discrete cut-points, the decision as to what constitutes a "significant" deficit is a complex one and will require degree of professional judgment; however, the decision needs to be based on valid and reliable data.

In identifying the existence of SLD, a determination must be made that a student continues to have a significant academic skill deficit even after obtaining evidence of effective instruction in the general education classroom and the provision of targeted and/or intensive intervention. Below are some parameters for deciding the significance of a deficit. These are NOT intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the eligibility team.

At least one measure needs to reflect a comparison to state/national benchmarks or norms in order to provide some consistency across schools and districts in the interpretation of "significance."

- Curriculum-Based Measurement (CBM) results that include at least 6 data points that are at or below the 9th percentile (based on national norms) may be considered significant.

- Criterion Reference Measures (CRMs) compare a student's performance to the goals of the curriculum. These may be provided within program materials or set by teachers. A significant deficit would be indicated by results that are at or below 50% of the grade level expectancy. Thus, grade level criteria must be determined for CRMs. (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 significant 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 be considered to represent a significant deficit.

Again, the finding of an academic skill deficit should not be based on any one measure.

Guidance in the Determination of Insufficient Progress

Problem-solving teams monitor student progress toward norms/benchmarks. The Colorado Department of Education's *Guidelines for Identifying Students with Specific Learning Disabilities* (http://www.cde.state.co.us/RtI/ToolsResourcesRtI.htm) discusses determining insufficient progress by identifying expected rates of progress. When utilizing normative or

benchmark data, commonly used options are research based norms, local norms or criterion-referenced benchmarks.

- Research-based norms: Research is available that identifies average rates of student progress in basic academic skills over time. (However, these norms should be used with caution whenever they are based on small sample sizes.) Research-based norms can be a helpful starting point for estimating expected student rates of growth. Examples of this type of norm can be found on Aimsweb for reading, math, spelling, and written language.

- Local norms: Some districts may have developed local norms, which allow teams to use the grade-level norms for the district in determining the goal the student is working toward. Evaluation teams will be able to calculate a rate of weekly improvement the student must attain to close the gap with their peers and the expected target.

- Criterion-referenced benchmarks: Benchmarks that are set as a standard of mastery against which a student's performance on an academic task or behavior can be compared. The evaluation team sets weekly rates of student improvement necessary to achieve the benchmark in a reasonable time period. The time period would be determined based on the significance of the gap to begin with. [Disadvantage: The setting of benchmarks can be somewhat arbitrary. Advantage: They can be applied flexibly to a very wide range of student academic skills and behaviors for which formal peer norms are unavailable.]
  Wright, Jim. RTI Toolkit (2007)

In *Making Decisions About Adequate Progress in Tier 2* (Dexter & Hughes, http://www.rtinetwork.org), the authors outline six methods to identify "non-responders" to interventions. The table below lists the six methods of identification, author, and how the non-responders are identified.

Methods of Identifying Non-responders to Tier 2 Intervention Using Progress Monitoring Data

Method of Identification	Author(s) Introducing Method	How are Non-responders Identified?
Dual discrepancy	L.S. Fuchs and Fuchs (1998)	Slope of improvement during treatment and performance level at the end of treatment. Slope and performance levels below a given point (e.g., 1 SD) in comparison with classroom peers.
Median split	Vellutino et al. (1996)	Slope of improvement never meets or exceeds the rank ordered median of the intervention group.
Final normalization	Torgesen et al. (2001)	Standard scores on a mastery test at the end of a tutoring intervention. A non-responder would have to score below a given percentile rank (e.g., 25th percentile).
Final benchmark	Good et al. (2001)	Criterion-referenced benchmark at the end of the intervention. A non-responder would have to score below a given benchmark (e.g., <40 on DIBELS ORF).
Slope discrepancy	D. Fuchs et al. (2004)	Slope of academic performance compared to a normative cut-point referenced by the classroom, school, district, or nation.
Exit groups	Vaughn et al. (2003)	After 30 weeks of supplemental instruction, failing three times (once every 10 weeks) to meet criteria on the TPRI and TORF measures.

Curriculum-Based Measurement

The most effective assessment available for monitoring student progress on a specific skill is Curriculum-Based Measurement (CBM). CBM is an alternative to other procedures that may be too costly, time consuming, disruptive to instruction or ineffective for identifying progress frequently. CBM is comprised of standard directions, materials, scoring rules, and is a timed assessment. CBM is characterized by several attributes:

1. Alignment—students are tested on the curriculum being taught.
2. Technically adequate—CBM has established reliability and validity.
3. Criterion-referenced—CBM is used to determine if students can demonstrate their knowledge by reaching specified performance levels on certain tasks.
4. Standard procedures are used to administer CBM.
5. Performance sampling—CBM employs direct, low inference measures through which correct and incorrect student behaviors, on clearly defined tasks, are counted within a set time interval.
6. Decision rules are in place to provide those who use the data with information about what it means when students score at different levels of performance or illustrate different rates of progress on the measures over time.
7. Repeated Measurement—CBM can be used over time and to identify insufficient progress as well as level of performance.
8. Efficient—Training is minimal and measures can be given quickly.
9. Summarized efficiently—a variety of techniques are available that make data accessible to classroom teachers and students.

Local Guidance for Determining SLD Eligibility using a Pattern of Strengths and Weaknesses

OAISD supports the use of the RtI model for Specific Learning Disabilities (SLD) determination when it is possible; however, there are circumstances in which an RtI model cannot be used and then a Pattern of Strengths and Weaknesses (PSW) will be used. Examples would include if RtI is not being used or is not fully implemented at the child's grade level or if a parent requests a special education evaluation where timelines are not extended to allow for RtI or a student moving into the district with a signed special education referral. This section describes how Specific Learning Disabilities (SLD) will be identified using a pattern of strengths and weaknesses (PSW). General parameters are provided for determining significant deficits which are not intended to be absolute cut points, as this decision is complex and will require the use of multiple sources of data and professional judgment.

Permutations of the Pattern of Strengths and Weaknesses *

Pattern of strengths and weaknesses in:	**Relative to:**	**Or**	**Or**
Performance	Age	State approved grade level standards	Intellectual Development
Or Achievement	Age	State approved grade level standards	Intellectual Development
Or Performance and Achievement	Age	State approved grade level standards	Intellectual Development

The language in §300.309 (a)(2)(ii) creates nine possible ways for the IEP team to determine that there is a pattern of strengths and weaknesses (see chart above). The regulations expressly leave to the IEP team the judgment as to the significance of the pattern in determining SLD eligibility. In the discussion accompanying the issuance of the final regulations, the USDOE reminded readers that the finding of inadequate achievement and a pattern of strengths and weaknesses, even with the instructional and non-instructional rule-outs, is not sufficient to determine special education eligibility as learning disabled. Although the requirement is not written into the language of any of the SLD regulations, the IEP team still has to make a determination that the impact of any learning disability is so significant that the student needs special education to benefit from his or her education.

***Response to Intervention: Enhancing the Learning of All Children (MAASE, Second edition, January 2007).**

Background Information

There are four research based PSW models and three of the four models include relating PSW to cognitive processes. The fourth model is an Academics Only model that allows but does not require an assessment of cognitive processes. For a complete review of the models please refer to the article PSW in SLD What's It All About? (12/18/08) OSPA. The Academics Only Model was proposed by Fletcher, Lyon, Fuchs, and Barnes. (2007)

> The Academics Only model may neglect assessment related to cognitive development other than to rule out cognitive impairments. This model establishes patterns of strengths and weaknesses in several academic areas and implies associated neurological deficits. Since the law requires only one of the nine possible comparison areas, the Academics Only model emphasizes six of the nine comparison areas due to the elimination of the intellectual comparison options.

This model makes an assumption rather than provides documentation of disorders in basic psychological processing; therefore, it does not address the federal definition of a learning disability. Secondly, the lack of emphasis on neurological assessment does not specify interventions based on or in the areas of cognitive deficits.

However the OAISD feels that the comments stated below by the United States Department of Education (USDOE) addresses these concerns:

> "The Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD. There is no current evidence that such assessments are necessary or sufficient for identifying SLD. Further, in many cases, these assessments have not been used to make appropriate intervention decisions. However, §300.309(a)(2)(ii) permits but does not require, consideration of a pattern of strengths and weaknesses or both relative to intellectual development."

The OAISD suggests the use of an Academics model which is based on the fourth model (i.e., the Academics Only model) described above. This model is recommended because of the following reasons:

> As quoted above the USDOE states that there is no current evidence supporting the assessments of psychological or cognitive processing to be necessary or sufficient for identifying SLD.
>
> Research does not consistently support the effectiveness of intervening in the areas of cognitive deficits to improve academic outcomes.
>
> Finally the lack of consistency across the cognitive models' methodologies contributed to the OAISD recommendation of the use of the proposed Academic model for PSW. The Academic model recommended by the OAISD includes evaluating all data for patterns of strengths and weaknesses including cognitive factors obtained as part of the evaluation when deemed necessary. In order to have consistency across districts, the OAISD recommends the following definitions in order to clarify and promote consistency across districts when using the PSW approach:

Guidance on Determining a Pattern in SLD Eligibility

In order to be eligible under the SLD rule, student(s) must demonstrate a pattern of at least one area of weakness and at least one area of strength. A worksheet for determining pattern of strengths and weakness is provided in the appendix and may be helpful in documenting a pattern of PSW. A pattern of weakness is demonstrated by documenting at least four weaknesses across the areas of academic, performance, and/or intellectual/functional areas (one of which must be from an individually administered norm referenced academic achievement assessment). A pattern of strength is demonstrated by documenting at least three strengths across the areas of academic, performance, and/or intellectual/functional areas. The suggested guidelines for what constitutes a strength or weakness for each type of assessment are also provided in this document and on the PSW worksheet. It is critical that standardized tests meet the requirements of reliability and validity for individual placement (e.g., reliability coefficients of .90 or above and validity coefficients of .80 or above).

Guidance on Determining an Academic Skill Strength or Weakness

Establishing the existence of a SLD is multi-dimensional and due to the lack of discrete cut-points, the decision as to what constitutes a significant deficit will need to be determined using ISD and local district policies. The following are some of the parameters to be considered by the evaluation team based on the Michigan Criteria for Determining the Existence of a Specific Learning Disability.

1. At least one measure needs to reflect a comparison to Michigan (or national benchmarks or norms).
2. CBM results that include at least six data points that is at or below the 9th percentile may be considered significant.
3. Criterion Referenced Measures/Assessments (CRMs) compare a student's performance on the goals of the curriculum. These may be provided within program materials or set by the teachers. A significant deficit would be indicated by results that are at or below 50% of the grade level expectancy.
4. When a measure is utilized that provides a percentile rank, such as an individually administered norm referenced achievement test, a score at or below the 9th percentile may be considered to be a significant.

To further define a strength, the OAISD recommends the following options:

- Progress monitoring meeting or exceeding an aimline
- Curriculum based measures at benchmark or above grade level median if using local norms
- Norm referenced scores at or greater than 30th percentile
- Curriculum assessment scores at or greater than 80% (If using teacher made tests, an average score of three of the most recent assessments is recommended)
- Professional teacher judgments compared to other students in the classroom
- Classroom Observations indicating average grade level performance compared to other students in the classroom
- Grades of A or B or meets/exceeds expectations
- Goals and Objectives met or exceeded from student's Individualized Education Program (IEP)

To further define a weakness, the OAISD recommends the following options:

- Progress monitoring falling below aimline for at least six consecutive data points
- Curriculum Based Measures in the at risk range or below the 9th percentile if using local norms
- Norm referenced test scores at or below the 9th percentile
- Curriculum Reference Measurement/assessments at or below 50th of the grade level expectancy
- Curriculum Assessment scores at or less than 70% (if using teacher made tests, an average three or more assessments is recommended)
- Professional teacher judgment compared to other students in the classroom
- Classroom Observations indicating below grade level performance in comparison to other students in the classroom
- Grades of Ds or Es or does not meet expectations
- Goals and Objectives not met from student's Individualized Education Program (IEP) (i.e., 60% or below falling below the aimline for at least six consecutive data points

Other Considerations related to strengths and weaknesses

In addition teams need to distinguish between normative and relative strengths and weaknesses. A normative weakness is reflected in a standard score at or below 80. A relative weakness is a weakness in achievement or cognitive ability compared to the average of the student's other achievement or cognitive scores or compared to another specific achievement or cognitive score. Both normative and relative weaknesses are important to consider is SLD identification. (Reynolds & Shaywitz, in press).

Also teams need to consider if a strength or weakness is clinically meaningful, even if it is statistically significant. For example, a student may have a pattern of weaknesses in written expression based on the PSW worksheet, however special education is not needed in order to meet the age or state approved grade level expectations.

Considerations for Reevaluations

A major consideration in the reevaluation process should be the student's ability to successfully engage with grade level instructional demands without special education support. During the reevaluation process caution is recommended when interpreting classroom grades, observational data and teacher comments as they pertain to identifying strengths and weaknesses. Consideration should be given to mandated accommodations, modifications, grading practices, and classroom placement. For example, if a student was initially identified as a student with a learning disability in basic reading skills and began receiving special education services to accommodate the reading difficulties, and is placed in a special education classroom, then this should be considered when looking at patterns of strengths and weaknesses.

Also in regards to reevaluations, it may be necessary to consider three to four data points of weaknesses (instead of the four data points required for an initial evaluation) to be required with one being from a norm referenced individually administered achievement test unless there is no additional data needed for the reevaluation. In discussion accompanying the final IDEA 04 regulations, the USDOE reminded readers that eligibility could not be changed solely on the basis of RtI data. In addition, the Federal Register indicates that "States that change their eligibility criteria for SLD may want to carefully consider the reevaluation of children found eligible for special education services

using prior procedures. States should consider the effect of exiting a child from special education who has received special education and related services for many years and how the removal of such supports will affect the child's education progress. If the special education has been appropriate and the child has not been able to exit special education, this would be strong evidence that the child's eligibility needs to be maintained."

APPENDIX

SLD Evaluation Resources

Worksheet for Charting PSW, Suggested Guidelines for Determining Strengths and Weakness, and Examples of Published Assessments

SLD Multidisciplinary Evaluation Team Report

Exclusionary Factors Worksheet for SLD

Suggested Questions for Parent Input for Initial Evaluations

Suggested Questions for Parent Input for Reevaluations

Examples of Published Assessments

Observation Checklists for Elementary & Secondary

Student Intervention and Data Review

EXCLUSIONARY FACTORS WORKSHEET

Specific Learning Disability

Mark each exclusionary factor. Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum.	**Yes**	**No**
1. Lack of instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum? Report Page _____		
2. Limited English Proficiency		
Answer the following questions		
• Is there a language other than English spoken by this student?		
• Is there a language other than English spoken by the student's home?		
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
Is limited English proficiency the primary reason for the student's deficit scores? Report Page _____		
3. Cognitive Impairment		
Document all information gathered in assessment that would exclude cognitive impairment as the determinant factor for this student's academic deficits.		
• Do you have evidence, through interviews, observations and/or testing that the student has a cognitive impairment? Report Page _____		
4. Emotional Impairment		
Document all information gathered in assessment that would exclude emotional impairment as the determinant factor for this student's academic deficits.		
• Does the student exhibit emotional difficulties that interfere with learning?		
• Does the student have a medical history and/or school history of emotional difficulties?		
Is emotional disturbance the primary reason for the student's deficit scores? Rpt. Page _____		
5. Vision, Hearing, or Motor Impairments		
Document all information gathered in assessment that would exclude vision, hearing, or motor impairments as the determinant factor for this student's academic deficits.		
• Do vision screening results indicate concern?		
• Do hearing screening results indicate concern?		
• Does the student have a history of significantly delayed motor development?		
Is visual, hearing or motor disability the primary reason for the student's deficit scores? Report Page _____		
6. Environmental, Cultural, or Economic Disadvantage		
Document all information gathered in assessment that would exclude environmental, cultural, or economic disadvantage as the determinant factor for this student's academic deficits.		
a. Lack of Opportunity		
• Does the assessment data indicate that lack of opportunity to learn due to environmental, cultural, or economic disadvantage is not the cause of the student's academic deficits.		
b. Motivational Factors		
• Does the student attempt classroom assignments and/or homework?		
• If no, is the student's performance on grade level during classroom activities?		
• Are group achievement scores consistent with the student's grades?		
• Does information gathered indicate lack of motivation is the determinant factor?		
c. Situational Trauma		
• Has the student's academic performance fallen dramatically within the last 6-12 months?		
• Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance?		
• Does information gathered indicate situational trauma is the determinant factor?		
d. Attendance		
• Does the student have a high absentee rate either due to illness, disciplinary issues or other factors?		
• Does information gathered indicate that absences are the determinant factor?		
Are environmental, cultural or economic disadvantage the primary reason for the student's academic deficits? Report Page _____		

Suggested Questions for Parent Input for Initial Evaluation

Student's Name: _____ Parent/Guardian Name: _____

Method of Interview (Check one): □ Personal Interview □ Telephone □ Written

Person collected 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 for this school year? For older students, long range goals/plans?

   _____

5. Do you have any concerns about your child's progress? □ Yes □ No
   If yes, what are they 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? _____
   Hearing concerns? _____
   Wears hearing aid(s)? _____
   Any other medical/health concerns?

   _____

   Medical history: accidents, injuries, surgeries? _____
   Taking medication (Type, reason, side effects)?

   _____

   Any psychological (thinking/emotional) 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 night? _____
    Length of time sleeping? _____
    Does your child have a good appetite? _____
    Eats 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 – Younger students

    a. Communication skills at home: Understands directions? Communicates needs? Converses?

    _____

    b. Types of chores or responsibilities at home?

    _____

    c. Self care skills (Bathing, brushing teeth, toileting, etc.)

    _____

    d. Be Behavior in the community: (Behavior in public places, can get to places nearby, orders meals, etc.)

    _____

    e. Follows safety rules at home and in the community (walking, riding bike)

    _____

    f. Leisure: Shares, has friends

    _____

    Optional Functional Questions – Older students

    a. Communication skills at home: Understands directions? Communicates needs? Converses?

    _____

    b. Types of chores or responsibilities at home?

    _____

    c. Behavior in the community: Can get to places independently? Shops independently? Knowledge about places in the community like banks, post offices, gas stations, grocery stores, clothing stores? Other?

    _____

    d. Follows safety rules and home and in the community (walking, riding, driving)? Self-care for minor injuries

    _____

    e. Leisure: Has friends? Participates in school or 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 may be helpful to your child's evaluation? □ Yes □ No If yes, what? _____

Suggested Questions for Parent Input for Reevaluation

Student's Name: _____ Parent/Guardian Name: _____

Method of Interview (Check one): □ Personal Interview □ Telephone □ Written

Person collected input: _____ Date: _____

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

   _____

   _____

2. What goals you have for your child for this school year? For older students, 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?

   _____

   _____

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? _____
   Hearing concerns? _____
   Wears hearing aid(s)? _____
   Any other medical/health concerns?
   _____
   Medical history: accident, injuries, surgeries? _____
   Taking medication (Type, reason, side effects)?
   _____
   Any psychological (thinking/emotional) 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 during the last 3 years?
    □ Yes □ No If yes, please describe:

    _____

11. Optional Functional Questions – Younger students
    a. Communication skills at home: Understands directions? Communicates needs? Converses?

    _____

    b. Types of chores or responsibilities at home?

    _____

    c. Self care skills (Bathing, brushing teeth, toileting, etc.)

    _____

    d. Be Behavior in the community: (Behavior in public places, can get to places nearby, orders meals, etc.)

    _____

    e. Follows safety rules at home and in the community (walking, riding bike)

    _____

    f. Leisure: Shares, has friends

    _____

    Optional Functional Questions – Older students

    a. Communication skills at home: Understands directions? Communicates needs? Converses?

    _____

    b. Types of chores or responsibilities at home?

    _____

    c. Behavior in the community: Can get to places independently? Shops independently? Knowledge about places in the community like banks, post offices, gas stations, grocery stores, clothing stores? Other?

    _____

    d. Follows safety rules and home and in the community (walking, riding, driving)? Self-care for minor injuries

    _____

    e. Leisure: Has friends? Participates in school or 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 may be helpful to your child's 3-year reevaluation? □ Yes □ No If yes, what?

    _____

Worksheet for Charting Patterns of Strengths and Weaknesses

	Analysis made relative to: grade-level expectations age-level expectations intellectual development						
	Academic Achievement / Classroom Performance Areas						
	Progress monitoring, CBM screening or criterion-referenced assessments	MEAP	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher report	Classroom observation
Basic Reading							
Reading Fluency							
Reading Comp.							
Math Calc.							
Math Prob. Solving							
Written Express.							
Oral Express.							
Listening Comp.							

Indicate in the boxes above if area is a Strength (**S**), Weakness (**W**), or Neither (**N**).

Age-appropriate functional / intellectual skills	Observation, interviews, IQ assessment	

Area(s) of Strength (at least 3 "S" checks for each area): _____

Area(s) of Weakness (at least 4 "W" checks for each area, including at least 1 individually administered academic achievement assessment): _____

Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress monitoring	Meeting / exceeding aimline	Falling below aimline for at least 6 consecutive weeks on most recent tests.
CBM (Benchmark) screening	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 9%ile 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	Scores ≥ 80%	Scores ≤ 70%
Grades	A / B or 'meets / exceeds' expectations	D / E or 'does not meet' expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that s/he 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.

Examples of Published Assessments

(This is not a complete list)

Assessment Type	**Examples:**
Progress monitoring, Benchmark screening	DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup
Criterion-referenced assessments	Brigance
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TWS-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

Observation Checklist-Elementary

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

Directions: First, identify the area(s) 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 the student's learning.

Check area(s) of concern for SLD evaluation			
☐ Basic Reading Skills	☐ Reading Fluency	☐ Mathematics Calculation	☐ Oral Expression
☐ Reading Comprehension	☐ Written Expression	☐ Mathematics Problem Solving	☐ Listening Comprehension

ACADEMIC SKILLS

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

Notes: _____

_____

Reading (Basic Reading, Reading Comprehension, Reading Fluency)	
☐ Grade appropriate skills	☐ Difficulty with retention of new vocabulary
☐ Difficulty identifying sounds/blending sounds into words	☐ Difficulty demonstrating comprehension of sentences/stories
☐ Difficulty reading phonetic words	☐ Difficulty re-telling what has just been read
☐ Difficulty reading irregular sight words	☐ Slow oral reading skills that may interfere with comprehension *Skill for Grades 2 and up
☐ 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	
☐ Grade appropriate skills	☐ Difficulty with naming, copying, or writing letters
☐ Completes written assignments to grade expectations	☐ Frequent letter, number, and symbol reversals
☐ Difficulty with holding writing instruments	☐ Messy and incomplete writing, with many cross-outs and erasures
☐ Difficulty copying/tracing	☐ Difficulty remembering shapes of letters and numbers
☐ Difficulty with drawing familiar shapes	☐ Inaccurate copying skills (e.g., confuses similar looking letters/numbers)
☐ Uneven spacing between letters and words, has trouble staying on the lines	☐ Poor and inconsistent spelling *Skill for Grades 2 and up
☐ Difficulty proofreading and self-correcting work *Skill for Grades 2 and up	

Notes: _____

_____

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

Notes: _____

_____

FUNCTIONAL SKILLS

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

Notes: _____

_____

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

Notes: _____

_____

Observation Checklist-Secondary

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

Directions: First, identify the area(s) 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 the student's learning.

Check area(s) of concern for SLD evaluation			
☐ Basic Reading Skills	☐ Reading Fluency	☐ Mathematics Calculation	☐ Oral Expression
☐ Reading Comprehension	☐ Written Expression	☐ Mathematics Problem Solving	☐ Listening Comprehension

ACADEMIC SKILLS

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

Notes: _____

_____

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

Notes: _____

_____

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

Notes: _____

_____

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

Notes: _____

_____

FUNCTIONAL SKILLS

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

Notes: _____

_____

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

Notes: _____

_____

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

Notes: _____

_____

SPECIFIC LEARNING DISABILITY

Eligibility Recommendation

Ottawa Area Intermediate School District

Purpose: ☐ **Initial Evaluation** ☐ **Reevaluation**

Student's Name: _____ Date of Report: _____

District/School: _____ Date of Birth: _____

EVALUATION FINDINGS AND DOCUMENTATION

Required Information	**Name/Date of Attached Report/Document**
Diagnostic Report(s) including RSBI and/or PSW information documenting student's achievement/ability	
Classroom observation (required for initial evaluations) documenting performance/behavior in *areas of difficulty*	
Information from parents	
Educationally relevant medical information (*If none, write "none")*	
Evidence of disorder in basic psychological processes	

DIAGNOSTIC ASSURANCE STATEMENTS

The Multidisciplinary Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

☐ The student was provided appropriate instruction by qualified personnel in the general education setting

☐ The student was provided repeated assessments of achievement at reasonable intervals and information was shared with parents

☐ The under achievement of the student is not due to lack of appropriate instruction in reading or math

☐ These findings are not primarily the result of:

- Visual, hearing or motor impairment
- Cognitive impairment
- Autism Spectrum Disorder
- Emotional impairment
- Cultural factors
- Limited English proficiency
- Environmental or economic disadvantage

The Multidisciplinary Evaluation Team must make a determination of the evaluation option used regarding this student's eligibility:

☐ The student did not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the student's response to scientific, research-based intervention.

AND/OR

☐ The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to student's age or to state approved grade level standards or intellectual development.

The above determinations are related to one or more of the following areas:

☐ Basic reading skills ☐ Reading fluency skills ☐ Mathematics problem solving ☐ Oral expression
☐ Reading comprehension ☐ Written expression ☐ Mathematics calculation ☐ Listening comprehension

☐ The student does not achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the areas identified above, when provided with experiences and instruction for their age or state-approved grade-level standards.

☐ The suspected disability adversely affects this student's educational performance.

☐ The student requires special education programs/services.

ELIGIBILITY RECOMMENDATION

As members of the Evaluation Team, we recommend to the IEPT, that this student is:

☐ Eligible for special education services under the Specific Learning Disability rule (R340.1713)
☐ Ineligible

General Education Teacher	School Psychologist	Signature/Title

Student Intervention and Data Review

A. Demographics			
Student:	**DOB:**	**Age:**	**Gender:**
Race/Ethnicity:	**ELL:**	**Native Language:**	
District:	**School:**	**Grade:**	**Teacher:**
Parent/Guardian:			
Address:	**City:**	**State:** MI	**Zip Code:**
Home Phone:	**Work Phone:**	**Email:**	
Student Intervention and Data Review (SIDR) start date:			

B. Area(s) of Concern

(Record date first noted in column to the left) [help]

	Basic Reading		Listening Comprehension		Hearing
	Reading Fluency		Oral Expression		Vision
	Reading Comprehension		Communication/Language		Sensory
	Written Expression		Adaptive Functioning		Health / Medical
	Math Calculation		Social / Emotional		Motor Functioning
	Math Problem Solving		Behavior		Other:

Describe areas of concern (e.g. compared to GLCE, typical peer performance, etc.):

List the student's strengths and interests:

C. Parent Communication

1) Date and school staff members who first notified parents/guardians of concern:

2) Do the parents share the staff's concern?

3) Date state or district policies given to parents:

Communication Log

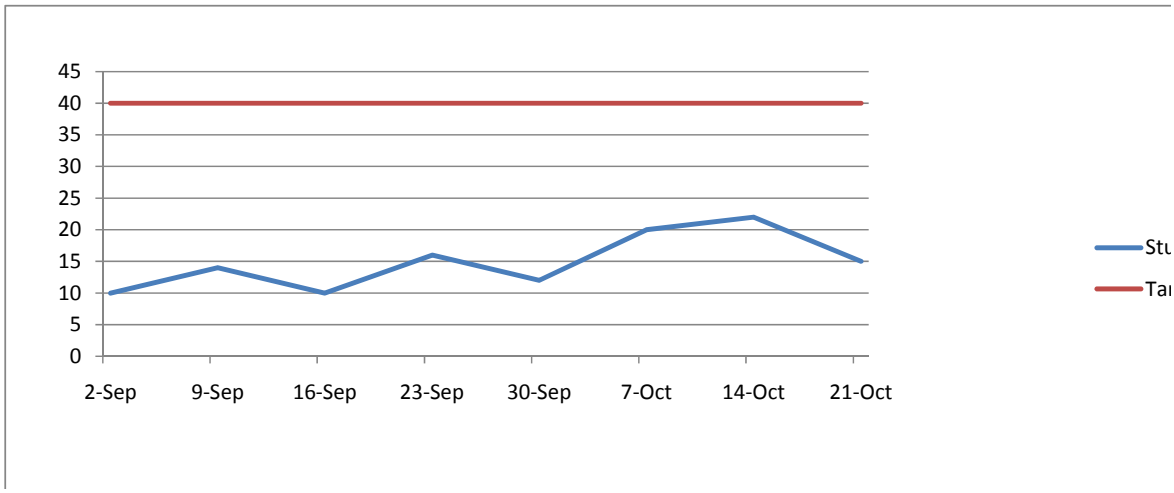
Date	Staff	Type of Contact (e.g., email, phone, conference)	Information shared	Were repeated assessments shared?	Outcome of contact

D. Intervention Log

Intervention	Date Parents Notified	Start Date	End Date	Person Implementing	Days Per Week	Min. Per Day

E. Rate of Progress

Attach-Paste charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc.



F. Team Meetings Log

Record all meetings the school staff convened to discuss the student's specific needs. Use the following rubric to indicate the outcome of the meeting (i.e., teams decision on next steps taken):

1) Address inadequate general education instruction noted above
2) Create intervention plan
3) Continue with current intervention plan
4) Modify current intervention plan
5) Implement new intervention plan
6) Intervention plan no longer needed
7) Special education evaluation recommended
8) More information needed (specify)

Date of Meeting	Meeting Type [help]	Team Participants (name, title)	Next Steps

G. Attendance and Discipline [help]

	Total number of:				Briefly describe or attach documentation: [help]		
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support

H. Achievement [help]		
Criteria: Data documenting achievement relative to age/state approved grade-level standards.		
Assessment Type	**Date**	**Existing data**
Grades		
Teacher reports		
Student input		
Benchmark (CBM) screening [help]		
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]		
Criterion referenced assessments [help]		
Norm-referenced achievement tests [help]		
District curriculum assessments aligned with State Grade Level Content Expectations (GLCEs) and classroom instruction [help]		

MEAP/Other state assmnts.	**Year**	**Reading**	**Writing**	**Math**	**Science**	**Social St.**

I. Additional Data [help]		
Assessment Type	**Date**	**Existing data**
Cognitive assessment		
Adaptive behavior		
Social/emotional/behavior scales		
Functional behavior assessment data		
Developmental history (summarize)		
Outside evaluations/reports		

J. Other Factors That May Affect Performance
(check each area with sufficient data and specify) [help]

Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.

☐	Vision:	☐	Cognitive:	☐	Environmental, Economic Disadvantage:
☐	Hearing:	☐	Social/Emotional:	☐	English As Second Language:
☐	Health:	☐	Cultural:	☐	Autism Spectrum Disorder:
☐	Motor Functioning:	☐		☐	

List data needed for any unchecked area(s)

K. Problem Specification and Validation

Rate each main category below according to grade level expectations 1-4 (check one)
1. Significantly below avg. 2. Below avg. 3. Average 4. Above avg.
Following each main category, check the specific sub skills of concern.

Reading ☐1 ☐2 ☐3 ☐4		**Math** ☐1 ☐2 ☐3 ☐4	
☐Phonemic Awareness	☐1 ☐2 ☐3 ☐4	☐Number sense	☐1 ☐2 ☐3 ☐4
☐Phonics	☐1 ☐2 ☐3 ☐4	☐Computational & procedural fluency	☐1 ☐2 ☐3 ☐4
☐Fluency	☐1 ☐2 ☐3 ☐4	☐Concepts & reasoning/problem solving	☐1 ☐2 ☐3 ☐4
☐Comprehension	☐1 ☐2 ☐3 ☐4	☐Algebra	☐1 ☐2 ☐3 ☐4
☐Vocabulary	☐1 ☐2 ☐3 ☐4	☐Geometry & measurement	☐1 ☐2 ☐3 ☐4
Written Expression ☐1 ☐2 ☐3 ☐4		**Communication/Lang.** ☐1 ☐2 ☐3 ☐4	
☐Legibility	☐1 ☐2 ☐3 ☐4		
☐Fluency	☐1 ☐2 ☐3 ☐4		
☐Conventions	☐1 ☐2 ☐3 ☐4	☐Articulation	☐1 ☐2 ☐3 ☐4
☐Syntactic	☐1 ☐2 ☐3 ☐4	☐Pragmatics	☐1 ☐2 ☐3 ☐4
☐Semantic	☐1 ☐2 ☐3 ☐4	☐Oral Expression	☐1 ☐2 ☐3 ☐4
☐Content	☐1 ☐2 ☐3 ☐4	☐Listening Comprehension	☐1 ☐2 ☐3 ☐4
☐Writing process	☐1 ☐2 ☐3 ☐4		
Social/Emotional ☐1 ☐2 ☐3 ☐4		**Behavior** ☐1 ☐2 ☐3 ☐4	
		☐Attends to instruction	☐1 ☐2 ☐3 ☐4
☐Adult relations	☐1 ☐2 ☐3 ☐4	☐Motivation and effort	☐1 ☐2 ☐3 ☐4
☐Peer relations	☐1 ☐2 ☐3 ☐4	☐Work completion	☐1 ☐2 ☐3 ☐4
☐Even Temperament	☐1 ☐2 ☐3 ☐4	☐Low frustration tolerance	☐1 ☐2 ☐3 ☐4
☐Sensitive to social cues	☐1 ☐2 ☐3 ☐4	☐Follows directions/rules/routines	☐1 ☐2 ☐3 ☐4
		☐Other (specify) _____	☐1 ☐2 ☐3 ☐4
Adaptive Functioning ☐1 ☐2 ☐3 ☐4		**Health/Medical** ☐1 ☐2 ☐3 ☐4	
		☐Energy level	☐1 ☐2 ☐3 ☐4
		☐Sleep patterns	☐1 ☐2 ☐3 ☐4
☐Age appropriate self-help skills	☐1 ☐2 ☐3 ☐4	☐Chronic illness	☐1 ☐2 ☐3 ☐4
☐Functions independently	☐1 ☐2 ☐3 ☐4	☐Gross motor	☐1 ☐2 ☐3 ☐4
		☐Fine motor	☐1 ☐2 ☐3 ☐4
		☐Other _____	☐1 ☐2 ☐3 ☐4

Documentation of Evidence

List evidence confirming the extent of the student's areas of deficit in the section below. May cite data within this document (e.g., assessment results, progress monitoring, observation data, etc)

Concern	Date	Evidence

L. Observation Data [help]

Criteria: Summarize observations of the student in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty noted above. Observations must specifically note the following: **Date** and **time** of observation; **Observer name** and **title**; **Instructional activities** (i.e. individual seatwork, small group cooperative work, etc.); **Instructional Materials** (i.e. worksheets, computers, overhead projector, etc.); **Manner of Presentation** (i.e. teacher-directed, small group, whole group, etc.); and **Comparison to peers'** performance in the classroom.

Date/Time	
Observer Name/ Title	
Instructional Activities	
Instructional Materials	
Manner of Presentation	
Peer Comparison	

M. Appropriate Instruction [help]

Criteria: Data demonstrating appropriate instruction in one or more of the first eight SLD areas from section B- Area/s of Concern (Basic Reading. Reading Fluency, Reading Comprehension, Written Expression, Math Calculation, Math Problem Solving, Listening Comprehension, Oral Expression).

Note: *Consider the following only with respect to appropriate instruction in the student's area(s) of concern. Answer questions below with a checkmark in the appropriate box.*

When answering "Yes" list data, or cite documents that provide evidence each standard has been met.

* When answering "No" complete the last section of this table below.

Area of concern (Should match 1st 8 areas from section B)	**Do the teachers meet NCLB "highly qualified" standards?**	**Are the district curriculum materials research-based and aligned to the state GLCEs?**	**Have the teachers received training in curriculum materials?**	**Has the curriculum been implemented with fidelity?**	**Has the student attended at least 85% of instructional days?**
	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO
	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO	☐YES ☐NO

* **If no data is available to document appropriate instruction (i.e., any boxes checked "No"), describe what will be done to document and/or provide appropriate instruction in space provided here. Make brief note in the "next steps" column of the Team Meetings Log (**section F**).**

Overview of process:

The overall purpose of the SIDR is detailing student progress in relation to intervention implementation, evaluation and modification for at-risk students. It can also be used when reviewing existing evaluation data for developing a Student Evaluation Plan for a suspected disability.

Stage I (replace green folder documentation):

The SIDR would be started when the general education teacher has exhausted classroom level interventions (Tier 1) and the student continues to have areas of performance that are of concern. The teacher completes Sections A, B and C to begin the SIDR. These are: Demographics, Areas of Concern and Parent Communication.

The intervention specialist assigned to the student's grade level would begin completing Sections D, E and F. These are Intervention Log, Rate of Progress and Team Meeting Log. As new graphs/charts are generated, they can be added to the SIDR.

Interventions in this stage would most likely be Tier 2.

Stage II:

When a student is not making adequate progress and a Student Assistance Meeting may be scheduled. A Student Support Staff member (S. Psy, SSW, SLP) would begin completing Sections G, H, I and J. These sections include: Attendance/Discipline by Year, Achievement, Additional Data, Other Factors. These can be completed primarily through a file review or screening assessments prior to the SAT meeting.

The team would continue to complete Sections: K, L and M (Problem Specification & Validation, Observation, Appropriate Instruction) as a group. The team may decide to gather more information (assessments, observations, etc.) in order to develop more effective interventions. The team may decide to proceed to a special education referral. The team may decide to modify the intervention plan based on their discussions and available data.

Interventions in this Stage would be Tier 2 or Tier 3.

Purpose

The Student Data and Review (SIDR) Form was created to assist district intervention teams in developing appropriate intervention strategies for at-risk students.

When a student is first identified as being at-risk either behaviorally or academically, it is not unusual for an intervention team (e.g. child study team, student assistance team, RtI team, individual consultation team) to conduct a record review as part of its problem solving /intervention process. With increased use of response to intervention models it is becoming ever more apparent that this single snapshot is an inadequate tool for ongoing planning. At-risk students may require a series of increasingly intense interventions before they are successful. Other students may respond to interventions at one point in their career but reemerge as at-risk at a subsequent time. A smaller number of students may not respond adequately to general education interventions and ultimately present with a suspected disability. In the case of a suspected disability a district must have data either prior to, or as part of the referral/evaluation process that any underachievement in reading or math that might be used as a basis for eligibility is not primarily the result of lack of appropriate instruction. Ongoing documentation of appropriate instruction is extremely useful in this context because it eliminates the need to reconstruct a student's educational history.

The Student Data and Review Form is a Microsoft Office based electronic file (Word, Excel) that documents relevant factors affecting the at-risk student's educational performance over time. Because it is an ongoing data review it eliminates episodic record reviews that soon become artifacts in the student's CA60. The Student Data and Review Form is also a helpful tool when a student is referred for a special education evaluation because of a suspected disability and the district must conduct a review of existing evaluation data (REED) as a prelude to evaluation planning for the student.

The Student Data and Review Form uses links to:

- Assist in general navigation through the document
- Display a ScreenTip box when the cursor hovers over a link
- Connect to information contained in this manual
- Connect to information on the web, e.g. MAASE LD wiki and other external sites.

Section A: Demographics

This section provides general contact information as well as ELL status. Information can be found in the student's CA-60. SIDR start date is included here.

Who? General education teacher

When? Completed when student begins to receive strategic instructional support at Tier II.

A. Demographics			
Student: Joe Smith	**Date of birth:**10/12/01 **Age:** 9		**Gender:** Male
Race/Ethnicity: Caucasian	**ELL:**	**Native Language:**	English
District: Jenison	**School:** Rosewood	**Grade:** 3rd	**Teacher:**Warren
Parent/Guardian: Mary & Brad Smith			
Address: 487 Oak Street	**City:** Jenison	**State:** MI	**Zip Code:** 49428
Home Phone: 788-2222	**Work Phone:**893-4444	**Email:** mbsmith@yahoo.com	
Student Intervention and Data Review (SIDR) start date: 2/15/11			

Section B: Area of Concern

Once an area of concern has been identified and dated, describe details for that area of concern and describe the student's current performance relative to grade-level peers.

Who? General education teacher

When? Completed when student begins to receive strategic instructional support at Tier II.

B. Area(s) of Concern *(Check all that apply and record date first noted)* [help]								
	1/09	Basic Reading			Listening Comprehension			Hearing
	10/09	Reading Fluency			Oral Expression			Vision
		Reading Comprehension			Communication/Language			Sensory
		Written Expression			Adaptive Functioning			Health / Medical
		Math Calculation			Social / Emotional			Motor Functioning
		Math Problem Solving			Behavior			Other:
List the student's strengths and interests: Joe is very friendly and has a great sense of humor. He is well liked by his peers and has many friends. He does very well in math and reports that it is his favorite subject.								

Example:
Writing- 4th graders are able to use the writing process to develop clear and focused narrative and informational text of ten or more sentences. Jack uses prewriting activitiesbut when writing rarely uses grade appropriate purpose, organization, details, voice/tone, grammar, usage, or mechanics.

Section C: Parent Communication:

This section provides a framework for logging communication with parents/guardians regarding a student's progress. Initial concerns, progress monitoring, assessments, district RTI procedures and distribution of parental rights need to be shared with parents and should be documented in this section.

District policies should be shared:

State policies should be shared:

Right to request an evaluation should be shared:

C. Parent Communication
• Date and school staff members who first notified parents/guardians of concern: 1/14/11-Steve Warren 3rd grade teacher & Jane Landen Principal
• Do the parents share the staff's concern? Yes, parents are concerned about Joe's lack of progress in reading
• Discussions/Interviews with parents (summarize, indicate date and staff): 1/14/11 School staff shared concerns regarding Joe's lack of progress in reading. Parents agree with concerns and would like Joe to be evaluated for special education services.
• Repeated assessments were shared with parents (specify progress monitoring):
• Strategies used to increase the child's rate of learning were shared with parents:
Date State or district policies given to parents: 1/14/11
❑ Date parent informed they have can request an evaluation:1/14/11

Section D: Intervention Log:

Intervention procedures/programs are listed in this section. Frequency, duration, person implementing along with start and end dates are detailed. Corresponding progress monitoring data is included in Section E.

D. Intervention Log						
Intervention	**Start Date**	**Date Parents Notified**	**Person Implementing**	**Days Per Week**	**Min. Per Day**	**End Date**
Phonological Awareness in Children	1/27/09	1/23/09	Intervention Specialist	3	30 min.	3/15/09
Phonics for Reading	3/16/09	3/15/09	Intervention Specialist	4	30 min.	6/5/09
Reading Mastery	9/19/09	9/16/09	Intervention Specialist	4	30 min.	1/16/10
Corrective Reading	1/19/10	1/17/10	Intervention Specialist	5	30 min.	6/4/10

Section E: Rate of Progress:

Graphs/charts detailing progress for each area of concern (identified in Section B) should be added here. Intervention effectiveness will be evaluated based on the student's rate of progress and/or specific goal as determined by the school team.

E. Rate of Progress
Attach-Paste charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc.

Section F: Meeting Log

This section is a log of intervention team meetings. This could be a data review meeting or Student Assistance Meeting. Each meeting will occupy a row in this section. At the beginning of the meeting date, grade, school, district, area(s) of concern and participants are filled in columns one and two. The participants review student performance data that has been prepared and entered onto the form either prior to and during this meeting. At the conclusion of the meeting the participants are to identify "Next Steps".

Next Steps could include:

*Continue with current intervention plan
*Modify current intervention plan
*Implement new intervention plan
*Intervention plan no longer needed
*More information needed
*Disability suspected, referral for Section 504 or special education evaluation

Any changes or additional steps should include adequate details for implementation.

F. Team Meetings

Record all meetings the school staff convened to discuss the student's specific needs. Use the following rubric to indicate the outcome of the meeting (i.e., teams decision on next steps taken):

1) Address inadequate general education instruction noted above
2) Create intervention plan
3) Continue with current intervention plan
4) Modify current intervention plan
5) Implement new intervention plan
6) Intervention plan no longer needed
7) Special education evaluation recommended
8) More information needed (specify)

Date of Meeting	Meeting Type [help]	Team Participants (name, title)	Next Steps
1/22/09	Benchmark Data Review	Lori Green-1st grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	2
3/13/09	Data Review	Lori Green-1st grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	5
5/2/09	Benchmark Data Review	Lori Green-1st grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	3
9/10/09	Benchmark Data Review	Karen Boss-2nd grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	5

11/9/09	Data Review	Karen Boss-2nd grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	3
1/12/10	Benchmark Data Review	Karen Boss-2nd grade teacher, Jane Landen-Principal, Mike Jacobs-School Psychologist, Grace Marne-Intervention Specialist	5

Section G: Attendance, Discipline by Year

The team will review the student's attendance and disciplinary record year by year from entry into school through the date of the intervention team meeting in the current school year. Available SWIS data may be attached.

"Office Referral" is any time a student was sent to the office for behavioral concerns within a given school year. There may be more than one entry for a single behavior if the office referral is followed by an ISS or OSS.

- ISS- In School Suspension
- OSS- Out of School Suspension

Describe the behaviors-Describe the behavior(s) leading to OR, ISS and OSS, including the type and frequency of given violations of the discipline code.

Describe instructional supports provided during period of behavioral concern-
*Positive behavior supports – attach FBA/BIP as applicable
*Instruction provided during ISS and OSS

G. Attendance and Discipline [help]							
	Total number of:					Briefly describe or attach documentation: [help]	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support
07-08	3	0	0				
08-09	6	1	1	1		See attached SWIS report	
09-10	5	2	1				

Section H: Achievement

Examples include (and are not limited to):

Benchmark/CBM Screening (DIBELS, AIMSWEB**,** DRA**,** STAR**)**
Progress Monitoring (DIBELS, AIMSWEB, Yearly Progress Pro, EdCheckup)
Criterion Referenced tests (Brigance)
Norm referenced tests
Reading (CTOPP, GORT-4, PAT, TERA-3, WJR-III, WRMT-R)
Language (CELF-4, CASL, OWLS, TOWL-4, TOWS-4)
Math (CMAT, KeyMath-3, TEMA-3)
Achievement (DAB-3, KTEA-II, PIAT-R, TELD-4, WIAT-3)
Curriculum Assessments aligned with GLCEs and classroom instruction
State/District Assessments (MEAP, MEAP-ACCESS, MME, NWEA)

H. Achievement [help]		
Criteria: Data documenting achievement relative to age/state approved grade-level standards.		
Assessment Type	**Date**	**Existing data**
Grades	1/25/11	Reading-D, Math-A, Science-B, Writing-B
Teacher reports		
Student input	2/2/11	Joe feels embarrassed that he needs additional help in reading. He doesn't like to read in front of his peers.
Benchmark (CBM) screening [help]		See attached DIBELS reports
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]		See attached DIBELS reports
Criterion referenced assessments [help]		
Norm-referenced achievement tests [help]	2/22/11	GORT-4 Oral Reading Quotient=78, KTEA-II Reading=79
District curriculum assessments aligned with State Grade Level Content Expectations (GLCEs) and classroom instruction [help]		

MEAP/Other state assmnts.	Year	Reading	Writing	Math	Science	Social St.

Section I: Additional Data

Cognitive Assessments (KABC-2, KBIT-2, CTONI-2, WAIS-4, WASI, WISC-4)
Adaptive/Functional Behavior Scales (ABBES-2, ABI, AAMR ABS-2, VABS-2)
Grades (Letter grades, Descriptive: Meets/Exceeds/Does Not Meet Expectations)
Teacher Report (Narrative based on professional judgment of the teacher comparing student to others in the classroom.)
Observation in area of concern- (Documented observation of the area of concern done by someone from the team. Needed for each area of concern. See Classroom Observation Checklist.)

I. Additional Data [help]		
Assessment Type	**Date**	**Existing data**
Cognitive assessment	2/27/11	WISC-IV Full Scale=92
Adaptive behavior		
Social/emotional/behavior scales		
Functional behavior assmnt. data		
Developmental history (summarize)		
Outside evaluations/reports		

Section J: Other Factors that may Affect Performance

In this section the intervention team participants are looking at possible non-instructional barriers to performance. Here the team should check any box where they have sufficient data to rule the factor in or out as a "contributor" to the academic or behavioral area of concern. The relevant data should be entered in the text box along with the information source and the date the information was obtained.

Examples of information to consider:
Vision- vision screening, nurse/records
Hearing- hearing screening, nurse/records
Motor- teacher, PE observation, physicals
Cognitive- child's rate of learning in other skills, listening comprehension, adaptive skills
Emotional- office referral rates, teacher/parent input whether child presents with dysfunctional behavior(s) in the educational setting with respect to being fearful, isolated, anxious, depressed, or angry
Cultural- individual performance in comparison to disaggregated performance data for the child's cultural/ethnic group
Environmental, Economic Disadvantage- individual performance data in comparison to disaggregated performance data for students qualifying for free and reduced lunch
LEP- English language proficiency test, received ELA services, targeted interventions in additional to ELA services, ELA and other services provided for a sufficient length of time so growth can be measured.

J. Other Factors That May Affect Performance (check each area with sufficient data and specify) [help]					
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.					
	Vision: Glasses		Cognitive:		Environmental, Economic Disadvantage:
	Hearing:		Social/Emotional:		English As Second Language:
	Health:		Cultural:		Autism Spectrum Disorder:
	Motor Functioning:				
List data needed for any unchecked area(s)					

Section K: Problem Specification and Validation

This section requires further analysis of the areas of concern. General functioning is assessed in 8 areas Reading, Math, Written Expression, Communication/Language, Social/Emotional, Behavior, Adaptive Functioning, Health/Medical. Each area is assigned a numeric rating: 1 = Significantly Below Average, 2 = Below Average, 3 = Average, 4 = Above Average. For areas with a "1" or "2" rating, the corresponding subskills should also be rated in order to better assess intervention needs/effectiveness.

There is an additional chart included to document evidence of the skill deficiency.

K. Problem Specification and Validation

Rate each main category below according to grade level expectations 1-4 (check one)
1. Significantly below avg. 2. Below avg. 3. Average 4. Above avg.
Following each main category, check the specific sub skills of concern.

Reading	**1 2 3 4**	**Math**	**1 2 3 4**
Phonemic Awareness	1 2 3 4	Number sense	1 2 3 4
Phonics	1 2 3 4	Computational & procedural fluency	1 2 3 4
Fluency	1 2 3 4	Concepts & reasoning/problem solving	1 2 3 4
Comprehension	1 2 3 4	Algebra	1 2 3 4
Vocabulary	1 2 3 4	Geometry & measurement	1 2 3 4
Written Expression	**1 2 3 4**	**Communication/Lang.**	**1 2 3 4**
Legibility	1 2 3 4		
Fluency	1 2 3 4		
Conventions	1 2 3 4	Articulation	1 2 3 4
Syntactic	1 2 3 4	Pragmatics	1 2 3 4
Semantic	1 2 3 4	Oral Expression	1 2 3 4
Content	1 2 3 4	Listening Comprehension	1 2 3 4
Writing process	1 2 3 4		
Social/Emotional	**1 2 3 4**	**Behavior**	**1 2 3 4**
		Attends to instruction	1 2 3 4
Adult relations	1 2 3 4	Motivation and effort	1 2 3 4
Peer relations	1 2 3 4	Work completion	1 2 3 4
Even Temperament	1 2 3 4	Low frustration tolerance	1 2 3 4
Sensitive to social cues	1 2 3 4	Follows directions/rules/routines	1 2 3 4
		Other (specify) _____	1 2 3 4
Adaptive Functioning	**1 2 3 4**	**Health/Medical**	**1 2 3 4**
		Energy level	1 2 3 4
		Sleep patterns	1 2 3 4
Age appropriate self-help skills	1 2 3 4	Chronic illness	1 2 3 4
Functions independently	1 2 3 4	Gross motor	1 2 3 4
		Fine motor	1 2 3 4
		Other _____	1 2 3 4

Documentation of Evidence

List evidence confirming the extent of the student's areas of deficit in the section below. May cite data within this document (e.g., assessment results, progress monitoring, observation data, etc)

Concern	Date	Evidence

Section L: Observation

The child is observed in the child's learning environment documenting the child's academic performance and behavior in the areas of difficulty by a member of the team. Log the intervention team's observation results in the SIDR log or use the following observation checklists:

- Pre-K / Kindergarten
- Grades 1 - 4
- Grades 5 - 8
- Grades 9 - 12

The checklists provide useful data by examining academic and behavioral areas in which a student is experiencing difficulties, including consideration of factors such as setting, accommodations (skills related to information input and output) and methodology of instruction. To obtain a more complete and accurate picture of the student's performance, it is recommended that the student be observed more than once, and if possible in different settings and different times of the day. Because no checklist can be all-inclusive, the forms provide a space for the observer to make notes regarding other behaviors, including strengths and weaknesses that may impact student learning and achievement.

L. Observation Data [help]	
Criteria: Summarize observations of the student in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty noted above. Observations must specifically note the following: **Date** and **time** of observation; **Observer name** and **title**; **Instructional activities** (i.e. individual seatwork, small group cooperative work, etc.); **Instructional Materials** (i.e. worksheets, computers, overhead projector, etc.); **Manner of Presentation** (i.e. teacher-directed, small group, whole group, etc.); and **Comparison to peers'** performance in the classroom.	
Date/Time	3/1/11 11:00
Observer Name/ Title	Mark Jacobs, School Psychologist
Instructional Activities	Small group reading instruction with Intervention Specialist
Instructional Materials	Corrective Reading books
Manner of Presentation	Small group, teacher-directed
Peer Comparison	Joe was on-task 97% of the time while a comparison peer was on-task 98% of the time. During the observation, the teacher called on him to answer questions but Joe answered incorrectly both times.

Section M: Appropriate Instruction

In this section the intervention team will examine two key factors to the student's progress in school- the student's availability for instruction and the quality of instruction provided. With regard to availability for instruction, the team will examine whether there has been excessive instructional time lost due to absenteeism, disciplinary sanctions, tardiness and/or frequent school transfers. With regard to quality of instruction there are number of research-based factors associated with student proficiency. This section identifies these factors. Although there is no single formula for determining appropriate instruction, the intervention team is asked to document existing data supporting these factors and to make an informed, professional judgment as to whether any of the factors deserve further consideration when developing intervention plans for the student.

For purposed of identifying supporting data, the intervention team should refer to the following definitions:
Explicit- modeling, guided practice, practice to automaticity, integration
Systematic- sequential, hierarchical, cumulative review. For reading, a "systematic" including daily instruction in all reading components.
Active- student engagement/high levels of academic learning time.

M. Appropriate Instruction [help]

Criteria: Data demonstrating appropriate instruction.
Note: *Consider the following only with respect to appropriate instruction in the student's area(s) of concern.*
Answer questions below with a checkmark in the appropriate box.
When answering "Yes" list data, or cite documents that provide evidence each standard (FACTORS?) has been met.
* When answering "No" complete the last section of this table below.

Area of concern	Do the teachers meet NCLB "highly qualified" standards?	Are the district curriculum materials research-based and aligned to the state GLCEs?	Have the teachers received training in curriculum materials?	Has the curriculum been implemented with fidelity?	Has the student attended at least 85% of instructional days?
	YES NO	YES NO	YES NO	YES NO	YES NO
	YES NO	YES NO	YES NO	YES NO	YES NO

*** If no data is available to document appropriate instruction (i.e., any boxes checked "No"), describe what will be done to document and/or provide appropriate instruction in space provided here. Make brief note in the "next steps" column of the Team Meetings section.**

Resources

Colorado Department of Education

Grandville Public Schools

Ionia County Intermediate School District

Kalamazoo Regional Educational Service Agency (KRESA)

Michigan Department of Education

Oregon School Psychologists Association

Response to Intervention: Enhancing the Learning of All Children (MAASE, Second edition, January 2007).