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SLD Overview

Wisconsin's new SLD rule states that the impairment of SLD (in an initial evaluation) means the student demonstrates <u>inadequate classroom achievement</u> **and** <u>insufficient progress</u>. The team identifies whether the primary cause of inadequate achievement or insufficient progress is due to <u>exclusionary factors</u>, and then determines whether the child has need for special education if he or she meets eligibility criteria.
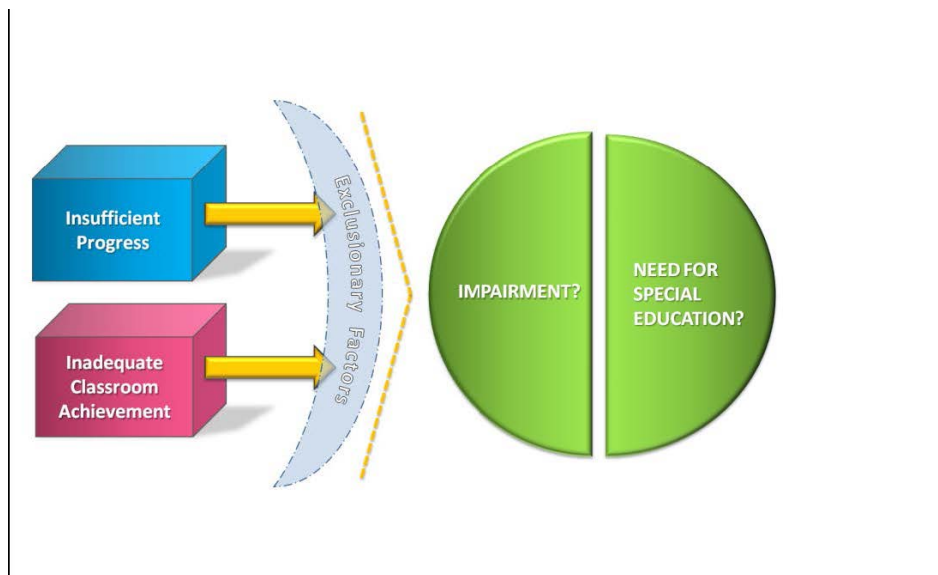
▪ Inadequate Classroom Achievement *(Determined by Academic Testing)*
After intensive intervention, the student does not achieve adequately for his or her age, or meet state-approved grade level standards in one or more of the eight achievement areas of SLD when provided with age-appropriate learning experiences and instruction.

A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities.

*Translation: Inadequate Classroom Achievement = scores of **81.25 or lower**, when using assessment tools with the average range of standard scores being 85 to 115.*

▪ Insufficient Progress *(Determined by Student's Response to Intervention based on Progress Monitoring Data)*:
The student has made insufficient progress as documented by insufficient response to intensive, scientific research-based (SRBI), or evidence-based intervention.

▪ Eight SLD Areas
The eight achievement areas of SLD referenced throughout the rule are:

- Basic reading skills
- Reading fluency
- Reading comprehension
- Written expression

- Oral expression
- Listening comprehension
- Mathematics calculation
- Mathematics problem solving

- <u>Observations</u>
  In all evaluations for SLD, a systematic observation <u>during routine classroom instruction</u> in the area of concern being evaluated is always required. A second observation, conducted <u>during intensive intervention</u>, is required for initial SLD evaluations under the new rule. *Note: observations cannot be conducted by the same individual who is administering the intervention.*

- **<u>Considering Core</u>**
  An important factor prior to considering a student for a specific learning disability is the impact of core education on the student's learning. Students need strong core instruction to access learning and make academic gains. The school's referral and data teams should consider how core instruction plays a role in the learning of all students in the building and specifically with the student in question.

- <u>Exclusionary Factors</u>
  The team determines if inadequate achievement/insufficient progress are primarily caused by:
  - Environmental, cultural or economic factors
  - Limited English proficiency, or
  - Lack of appropriate instruction in any of the eight areas of achievement being considered
  - Other disability

- **<u>Intensive Intervention</u>**
  Before administering achievement testing, the student must undergo intensive intervention

  When determining insufficient progress, the new SLD rule requires **two scientific research-based or evidence-based interventions (SRBIs)**. A second intervention can be an increase in intensity or duration.

  The intervention must be implemented within general education by **appropriately licensed general education staff** and can occur **before or after a referral** for special education is made.

  *Interventions may be delivered by special education staff … IF the student is already a student with a disability **AND** the student receives specialized instruction in one of the SLD achievement areas. If those criteria are present, a special education teacher may implement the 2 interventions.

- **<u>Appropriately Licensed General Education Staff</u>**
  Generally refers to licensed general education teachers and interventionists
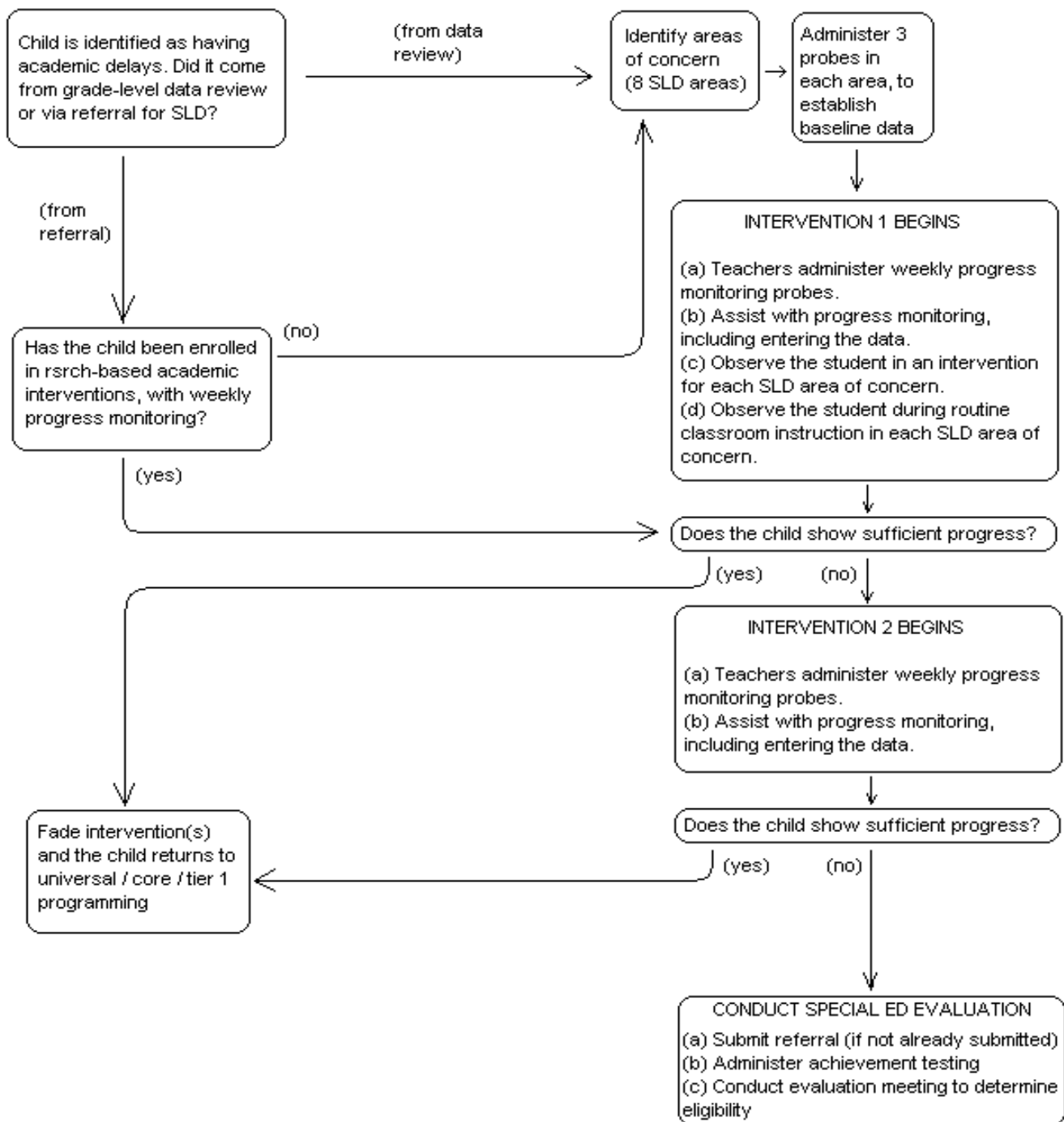
- **<u>Determining Need for Special Education</u>**

   After determining eligibility, the team must determine whether there is a need for special education for the individual student. These criteria remain the same as for previous SLD evaluations, although teams may now add data from progress monitoring the student's response to intervention. *(E.g. The student's rate of progress is greater than his/her same-age peers but the intensity of resources needed to obtain the rate of progress cannot be maintained in general education.)*

   In determining the need for special education, the IEP team answers the following questions:

   1. Does the student have needs that cannot be met in regular education as structured?

   2. Are there modifications that can be made in the regular education program to allow the student access to general education curriculum and to meet the educational standards that apply to all students? (Consider adaptation of content, methodology and/or delivery of instruction.)

      a. Modifications that do not require special education
      b. Modifications that require special education

   3. Are there additions or modifications that the child needs which are not provided through the general education curriculum? (Consider replacement content, expanded core curriculum, and/or other supports.)

Flow Chart for Initial SLD Evaluation

Child is identified as having academic delays. Did it come from grade-level data review or via referral for SLD?

(from data review)

Identify areas of concern (8 SLD areas)

Administer 3 probes in each area, to establish baseline data

(from referral)

Has the child been enrolled in rsrch-based academic interventions, with weekly progress monitoring?

(no)

INTERVENTION 1 BEGINS

(a) Teachers administer weekly progress monitoring probes.
(b) Assist with progress monitoring, including entering the data.
(c) Observe the student in an intervention for each SLD area of concern.
(d) Observe the student during routine classroom instruction in each SLD area of concern.

(yes)

Does the child show sufficient progress?

(yes)   (no)

INTERVENTION 2 BEGINS

(a) Teachers administer weekly progress monitoring probes.
(b) Assist with progress monitoring, including entering the data.

Fade intervention(s) and the child returns to universal / core / tier 1 programming

Does the child show sufficient progress?

(yes)   (no)

CONDUCT SPECIAL ED EVALUATION

(a) Submit referral (if not already submitted)
(b) Administer achievement testing
(c) Conduct evaluation meeting to determine eligibility

SLD INITIAL EVALUATION CHECKLIST

For MMSD internal use only: The following checklist is intended to guide individuals through the SLD process utilizing the MTSS framework. Click here for a sample evaluation

Student Name:	ID#:

PART 1: Referral

Date referral is received: _____

Begins 15-business day timeline to send *Need or No Need for Additional Assessment form*

Identify Team Members	
Parent/Guardian	☐
Student (Required for 14 & older)	☐
General Education Teacher	☐
Special Education Teacher	☐
LEA	☐
School Psychologist	☐
Bilingual Psychologist (*when applicable)	☐
Related Services (if needs suspected)	☐
Interventionist or person providing intervention	☐
ESL/BRT teacher (Recommended for ELLs)	☐
Speech and Language (*when applicable)	☐

Note: one person may take more than one role

PART 2: Review of Existing Data

Hold Review of Existing Data Meeting   (date): _____

Background Information/Data Collection:					
Elementary		**Middle School**		**High School**	
MAP		MAP		Aspire	
AIMSweb		AIMSweb		ACT	
Smarter Balanced		Smarter Balanced		AIMSweb	
PALS		Other:		Workkeys	
MONDO				Other:	
Grade History:					
Attendance History:					
Establish all plans for potential SLD evaluation .					

Identified area(s) of concern for this student:	
Reading fluency	*Basic reading skills*
Reading comprehension	*Written expression*
Math calculation	*Oral expression*
Math problem-solving	*Listening comprehension*

Determine intervention plans with timelines for each SLD area of concern	
After a need is determined, student is placed in a SRBI aligned to directly support the identified academic deficit.	
First Intervention:_____	
Delivered by: _____ Must be delivered/taught by a general education teacher/interventionist	
Progress Monitoring Checklist Clarify who will be collecting data on a weekly basis	
Establish baseline (median scores of 3 probes)	Baseline:
Set goal based on ROI x 1.5 acceleration rate	Goal:
Probe/tool(s) used to monitor academic progress each week	Probe:
Date(s) that progress is reviewed to determine next steps:_____	
Second Intervention or (1st intervention intensified)_____	
Delivered by: _____ Must be delivered/taught by a general education teacher/interventions	
Progress Monitoring Checklist Clarify who will be collecting data on a weekly basis for 2nd intervention	
Continue to administer probes on a weekly basis	
Modify goal/ROI if needed	Goal:
Probe/tool(s) used to monitor academic progress each week	Probe:

Establish plan for academic achievement testing
Assessment to be used: _____
Person who will administer: _____
When assessment will be administered: _____

Review current information on exclusionary factors. The team determines if inadequate achievement/insufficient progress are primarily caused by:
☐ Environmental, cultural or economic factors ☐ Limited English proficiency, or ☐ Lack of appropriate instruction in any of the eight areas of achievement being considered (i.e. attendance, etc.) ☐ Other disability

	PART 3: Implementation of the Intervention(s)
	Complete Need to Conduct Additional Assessment form
	Obtain Parent Signature and fax to Student Services records office (204-0571) Begins 60-day timeline for evaluation upon receipt (may need to request extension, if the projected timeline of two interventions exceeds 60 days)
	Administer TWO interventions in each SLD area of concern with fidelity, at 80% or more of the recommended frequency/length of time
	ONGOING: Progress monitor for EACH SLD area of concern during interventions. Must progress monitor weekly! Monitor the timeline and keep track of whether there is any need to request an extension, based upon the student's rate of progress in interventions
	Observations At least one observation during **routine classroom instruction**, in each SLD area of concern. (consider observing at beginning and end of intervention) – *by psychologists, program support teachers or special education teachers* At least one observation during **each** intervention, for each SLD area of concern – *by psychologists or program support teacher*
	Academic achievement testing May only take place after one or more intensive classroom interventions have been administered

PART 4: ELIGIBILITY DETERMINATION
Prepare to apply decision-making rules using progress-monitoring data: The student's performance in each identified SLD area of concern, after intervention, indicate eligibility based on: ☐ Inadequate classroom achievement   ☐ Insufficient progress: according to SLD law   *See document Applying Decision-Making Rules worksheet*
Determine whether there is a need for special education

Referral and Evaluation Timelines

Extending the 60 Day Timeline for an Initial SLD Evaluation (N/A for SLD Reevaluations)

There are a number of timelines in an evaluation:

a) 15 business days from referral to determination of need/no need for addt'l assessment
b) 60 days from determination of need/no need additional assessment to eligibility determination
c) 30 days from eligibility determination to offering written IEP Placement

▪**The new SLD criteria/law allows an extension of b) the 60 day timeline IF additional assessment is needed and both the parent and district agree to extend the deadline for the SLD evaluation.** The team then determines a reasonable time that eligibility can be determined, staff complete the Agreement to Extend the Time Limit to Complete the Evaluation of a Child suspected of having SLD form and eligibility must be determined by the newly agreed upon date. **Multiple extensions are allowable.**

Adding initial SLD during a three-year reevaluation - Reevaluation due date cannot be extended
For students who already have a disability, are in the three-year reevaluation process, and initial SLD is being considered, there is no extension of the three-year reevaluation timeline. If it is determined that no SLD determination can be made before the three-year reevaluation due date, the reevaluation must be completed to determine eligibility for the prior disability areas, and then a new reevaluation must be started for the initial SLD consideration. The timeline could then be extended because no other deadlines prevent the extension.

If a student is being evaluated for SLD and additional areas, and when both the parent and district agree to extend the deadline for the SLD evaluation, **the extension also applies to the evaluation for the additional areas**. The eligibility determination date for all areas of consideration becomes the new date as stated on the timeline extension form.

For further guidance around the following questions please see DPI FAQ:

9. Is an evaluation timeline extension allowable when conducting an initial SLD evaluation?
10. Is there a limit on how long of an extension can be agreed to after a referral has been made?
11. Do any of the eight areas of SLD concern need to be specified on the referral form in order to begin the evaluation process?

12. Can an LEA delay accepting a referral for a special education evaluation to consider SLD, if the school has started, but not finished, implementing an intensive intervention with the student when the referral is made?

13. May a timeline extension be granted after parental consent has been given for additional testing, but before a final eligibility decision is made? For example, may the timeline be extended if it is determined there will not be enough time to complete required intensive interventions or to collect needed progress monitoring data?

Scientific Research-Based Interventions

Two or more Scientific Research-Based or Evidence-Based Interventions (SRBIs) are progress monitored to identify insufficient progress. (Note: the second intervention can be an intensification of the first intervention.)

Characteristics of SRBIs

- Scientific research-based or evidence based
- Used with individual or small groups of students
- Focused on single or small numbers of discrete skills
- Provide substantial numbers of instructional minutes beyond what is provided to all students
- Are culturally appropriate, and
- Are implemented consistent with its design, and closely aligned to student learning needs.
- Implemented with adequate fidelity (**at least 80 %** of the recommended sessions, weeks, and minutes per session, according to administration guide for the intervention)

For further guidance around the following questions please see DPI FAQ:

15. For how long must an SRBI be implemented and what would be considered a "substantial number of instructional minutes in addition to those provided to all pupils?"
16. What is meant by "a single or small number of discrete skills closely aligned with student need?"
17. What is "adequate fidelity" and how is it documented?
18. Must separate interventions be implemented for each area of concern if there is more than one area of concern (e.g. reading decoding and reading fluency)?
19. Under what circumstances may an LEA implement, or continue implementing, the same program, practice, or technique as the second of the two required interventions for each area of SLD concern?
20. Must parents be notified before beginning to implement an intervention when a referral for a special education evaluation has not been made?
21. What are the qualifications for an individual implementing an SRBI?
22. **Can a special education teacher implement the intensive interventions if the interventions will begin after the student has been referred for an evaluation?**
23. Can a paraprofessional support the implementation of intensive intervention?
24. If SRBIs were not implemented prior to referral, how should the IEP team proceed?

MTSS Intervention Flowcharts

The following decision making flowcharts are available on the staff only section of our MTSS site.

Literacy
K-5 Initial Literacy Intervention Considerations
- Intervention Matching flowchart (process) - below benchmark
- Considerations for student support matrix (Details)

6-8 Initial Literacy Intervention Considerations
- Intervention Matching flowchart (process) – below benchmark
- Considerations for student support matrix (Details)

9-12 Initial Literacy Intervention Considerations
- Intervention Matching flowchart (process) – below benchmark
- Considerations for student support matrix (Details)

Math
K-5 Initial Math Intervention Considerations
- Intervention Matching flowchart (process) - below benchmark
- Considerations for student support matrix (Details)

6-8 Initial Math Intervention Considerations
- Intervention Matching flowchart (process) – below benchmark
- Math Curriculum and Intervention Matching Table (Combined) 6-8

9-12 Initial Math Intervention Considerations
- Intervention Matching flowchart (process) – below benchmark

Writing

Writing instruction and Intervention Strategies (Link Coming Soon)

SRBI Intervention Checklist

Student Name:_____   ID#:_____

Date of observation:_____

Grade/Teacher:_____

Identified area(s) of concern for this student:

	Reading fluency		_Basic reading skills_
	Reading comprehension		_Written expression_
	Math calculation		_Oral expression_
	Math problem-solving		_Listening comprehension_

All criteria below must be checked in order for the intervention(s) to meet the legal requirements of the SLD law.

□ Implemented or supervised by a qualified general education teacher with subject experience

□ Delivered on an individual or small-group basis

□ In addition to core subject instruction

□ Includes weekly progress monitoring schedule   *[PM Tool: _____]*

□ Closely aligned to individual student need

□ Closely aligned to intervention design (implemented with fidelity)

□ Intervention accepted by peer review journal or other rigorous scientific review

1. What are the discrete skills that are targeted by the intervention?

2. Is the intervention being administered over 80% of the recommended number of weeks, sessions, and minutes per session?

Met 80% of Total Projected Weeks	Met 80% of Sessions per Week	Met 80% of Minutes per Session

Intervention Summary Examples

Below are several examples of intervention summaries that can be written by interventionists to document data and information from interventions when a student is being considered for a specific learning disability. These paragraphs are designed to be helpful to organize the data that is needed to answer the specific questions in the specific learning disability criteria. There are other ways the information can be summarized; this is just an optional tool. A summary paragraph can be written for a student when a sufficient amount of data is available and interventions have occurred. More information can be added or the information can be changed as interventions continue.

More specifically, this paragraph may be written for a review of existing data meeting if the student has received extensive interventions OR this paragraph may be written/updated for the findings meeting after more intervention has occurred. This paragraph is not meant to be read word for word at a meeting and more discussion should occur about what skills were targeted in the intervention and what the data shows related to student progress.

READING:
Responding to Intervention:
Beginning February 3, 2014, Ed received daily reading intervention support for approximately 30 minutes per day using the intervention system Pasaporte. This intervention teaches reading skills in Spanish for all five areas of literacy. Ed attended 93% of intervention sessions. Fidelity of the intervention was monitored with self-checklists by the interventionist and through an observation of the intervention. Ed's progress was assessed once a week (in Spanish) using AIMSweb Grade 2 oral reading fluency progress monitoring passages. See attached graph. After eight weeks of intervention, his graphed data indicated that he has not yet reached his short-term goal of reading 30 words correctly per minute. At the start of the intervention on April 2, 2014, Ed read 17 words correctly in a minute. Ed most recently read 26 words a minute. To reach his short-term goal of 30 words read correctly, he should be improving 1.08 words read correctly per week. Ed appears to be improving at a rate of 1.2 words read correctly per week. Based on his current progress which is above the aimline, the likelihood that Ed will reach his short-term goal is high. It appears that Ed is responding to the intervention. During intervention, Ed pays attention and regularly participates. He demonstrates positive reading behaviors and is able to answer questions about the text and make strong inferences. Ed has difficulty with summarizing information from text and reading with prosody, or expression.

Not Responding to Intervention:
Beginning February 3, 2014, Nikki received daily reading intervention support for approximately 30 minutes per day using the intervention system Leveled Literacy Intervention. This intervention teaches skills in all five areas of literacy daily. Nikki attended 89% of intervention sessions. Fidelity of the intervention was monitored with self-checklists by the interventionist and through two observations of the intervention. Nikki's progress was assessed once a week using AIMSweb Grade 3 oral reading fluency progress monitoring passages. See attached graph. After ten weeks of intervention, her graphed data indicated that she has not yet reached her short-term goal of reading 60 words correctly per minute. At the start of the intervention in February 2014, Nikki read a baseline of 29 words correctly in a minute. Most recently, Nikki read 45 words per minute. Although Nikki appears to be improving at a rate of .75 words read correctly per week, she should be improving at the rate of 1.02 or higher with intervention. The likelihood that Nikki will reach her short-term goal in the specified time is low. During the intervention, Nikki follows along with small group practice, but needs prompts

to stay on-task when reading independently. Nikki sounds out most words, syllable by syllable, and has not developed strong skills with high frequency words.

MATH:

<u>Responding to Intervention:</u>
Jose began a targeted math intervention (Do the Math) in January 2014 for 30 minutes a day, 4 days a week. This intervention focuses on building math fact skills. Jose attended 87% of intervention sessions. Fidelity of the intervention was monitored with self checklists by the interventionist and through an observation of the intervention. At the start of the intervention, Jose received 16 points on a timed math fact probe (below 10th percentile). Jose's progress was monitored using AIMSweb Computation Grade 3 probes, where Jose has a limited amount of time to complete basic math facts. See attached graph. After ten weeks of intervention, his graphed data indicated that Jose is making progress along the aimline to meet his short-term goal of 40 points in the expected time. Jose most recently received 32 points on a timed math fact probe. Jose is improving approximately 1.1 points per week, above the expected rate of improvement of .72 points per week. During the intervention, Jose answers questions, sometimes asks questions, and generally is focused on the intervention activities. Jose needs to continue to build his fact fluency with basic facts, especially 8s and 9s.

<u>Not Responding to Intervention:</u>
Maya began a targeted math intervention (Do the Math) in January 2014 for 30 minutes a day, 4 days a week. Maya attended 90% of intervention sessions. Fidelity of the intervention was monitored with self-checklists by the interventionist and through an observation of the intervention. This intervention focuses on building math fact skills. At the start of the intervention, Maya received 10 points on a timed math fact probe (below 10th percentile). Maya's progress was monitored using AIMSweb Computation Grade 2 probes, where Maya has a limited amount of time to complete basic math facts. See attached graph. After ten weeks of intervention, her graphed data indicated that Maya did not make adequate progress to meet her short-term goal of 17 points. Maya most recently received 14 points on a timed math fact probe. Maya is improving approximately .4 points per week, well below the expected rate of improvement of .92 points per week. During the intervention, Maya rarely asks questions, but is generally focused during the intervention activities. Maya continues to use her fingers and tally marks to answer basic computation questions.

Intervention Fidelity Checklists

☐ **Six minute solution integrity checks**

☐ **Fidelity Literacy Lessons Implementation**

      Fidelity Literacy Lessons Implementation - Primary

      Fidelity Literacy Lessons Implementation - Red System

☐ **Fidelity Reading Recovery**

☐ **Additional Integrity Checklists**

Progress Monitoring

In the Wisconsin SLD rule, progress monitoring is "a scientifically based practice to assess pupil response to interventions."

Progress monitoring must include three **baseline** data points before intensive intervention begins.
> To determine baseline - give a student three grade level probes. These probes must be administered on different days. After all three grade level probes have been administered, the median score of the probes is considered your baseline.

Progress monitoring data is collected weekly at grade level.

Data must be collected for EACH SLD area of concern (e.g. concurrent progress monitoring for Basic Reading Skill, Reading Fluency, and Reading Comprehension).

Progress monitoring requires the use of scientifically based tools, namely probes, to measure progress. Probes are "brief, direct measures of specific academic skills, with multiple equal or nearly equal forms, that are sensitive to small changes in student performance and that provide reliable and valid measures of pupil performance during intervention."

Determining Insufficient Progress *(using progress monitoring data)*
- A student's rate of progress during intensive intervention is insufficient if any of the following apply:
  - The rate of progress is the same or less than that of his/her same-age peers,
  - The rate of progress is greater than his/her same-age peers but will not result in reaching the average range of achievement in a reasonable period of time, or
  - The rate of progress is greater than his/her same-age peers but the intensity of resources needed to obtain the rate of progress cannot be maintained in general education.

For further guidance around the following questions please see DPI FAQ:

27. Can a district use locally developed progress monitoring tools that do not have normative data and are not supported by formal reliability and validity research?
28. What if an intensive intervention is evidence or research based but the accompanying progress monitoring probe calls for biweekly progress monitoring? Can it still be used?
29. What if an SRBI does not exist for an area of concern under consideration or reliable and valid probes do not exist to assess a student's response to interventions?
30. Must progress monitoring always be conducted at the student's grade level?

AIMSweb Progress Monitors
How to videos on using the AIMSweb Data Base

Basic Reading
- Letter Naming Fluency (K Fall - 1 Fall)
- Letter Sound Fluency (K Winter – 1 Fall)
- Phoneme Segmentation Fluency (K Winter – 1 Winter)
- Nonsense Word Fluency (K Winter – 1 Spring)

Reading Fluency
- **R-CBM** Reading Fluency (1 Winter – 12)

Reading Comprehension
- MAZE (2-12)

Spanish Literacy
- MIDE LNF - Letter Naming Fluency (K Fall - 1 Fall)
- MIDE LSF - Letter Sound Fluency (K Winter – 1 Fall)
- MIDE SSF - Syllable Segmentation Fluency (K Winter – 1 Winter)
- MIDE SRF - Syllable Reading Fluency (K Winter – 1 Spring)
- R-CBM Spanish Reading Fluency, (1 Winter – 12)

Math Calculation
- M- COMP -Computation (1 – 12)
- Addition (1 – 12)
- Subtraction (1 – 12)
- Addition/Subtraction (1 -12)
- Multiplication (3 – 12)
- Division (3 -12)
- Multiplication/Division (3 – 12)

Math Problem Solving
- M-CAP - Concepts and Applications (2 – 12)

Writing
- Written Expression (2 - 12)
  - WE- TTW Total Words Written
  - WE – CWS Correct Writing Sequences

AIMSweb Norms
Quick Reference: Using the Norms Chart

AIMSweb National Norms

Basic Reading
- Letter Naming Fluency
- Letter Sound Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency

Reading Fluency
- R-CBM Reading Fluency

Reading Comprehension
- MAZE

Spanish Literacy
- MIDE LNF - Letter Naming Fluency
- MIDE LSF - Letter Sound Fluency
- MIDE SSF - Syllable Segmentation Fluency
- MIDE SRF - Syllable Reading Fluency
- R-CBM Spanish Reading Fluency

Math Calculation
- M- COMP -Computation

Math Problem Solving
- M-CAP - Concepts and Applications

Writing
- Written Expression
    - WE- TWW Total Words Written
    - WE – CWS Correct Writing Sequences

How to videos on using the AIMSweb Data Base
We have created short 1 to 5 minute videos on navigating the AIMSweb data base.

✓ Progress monitoring: All steps (add student, set baseline, goal)
✓ Progress monitoring: Add a student
✓ Progress Monitoring: Set baseline, goal, and SLA
✓ Progress monitoring: Delete a student/transfer a student
✓ Progress monitoring: changing the schedule
✓ Progress monitoring: adding a score
✓ Progress monitoring: looking at the graphs
✓ Find Norms tables
✓ AIMSweb measures on technology
✓ Set a growth goal
✓ Find materials: Benchmark
✓ Find materials: Progress monitoring
✓ Find materials: Administration guides
✓ Exporting data to excel

Setting Growth Goals

Setting Growth-Referenced Goals for Students in Intervention

Step1: Grade Level Baseline

Take baseline at student grade level

		Date
#1		
#2		
#3		
MEDIAN		

Depends on the measure
Reading Fluency: WRC/Error
MAZE: Correct/Errors
Math Comp: Correct ….

*Take the Median (middle number) of both corrects and errors separately

NOTE: If student is in initial evaluation for SLD, you must always progress monitor at grade level**

Step 2: Setting Growth-Referenced Goals

Student Goal Grade is **always** at grade level.
Baseline Median Score: _____

Norm Rate of Improvement (ROI) (from AIMSweb Norm Table) _____

(For most cases, we look at the ROI from the 25th percentile)

WRC	Group ROI
128	1.69
97	1.83
67	1.50
40	0.94
22	0.56
71	1.31

25th Percentile

Acceleration Rate (AR):   1.5

Number of Weeks:

Goal Calculation:

Baseline + (ROI **x**   AR) **x** # of weeks = **Goal**

☐   + (☐ X 1.5) X ☐ = ☐   *** Remember Order of Operations***

Rate of Progress

When determining rate of progress, please use AIMSweb data secured during implementation of intensive interventions.

For further guidance around the following questions please see DPI FAQ:

31. How does the IEP team decide if a student demonstrates insufficient progress using data from SRBIs?

32. What is "least squares regression" and how is it used to determine rate of progress?

33. Does a student's intellectual ability affect how the IEP team looks at the student's rate of progress to determine insufficient progress? Is a different rate of progress acceptable for students with measured low ability?

34. When analyzing insufficient progress, how can one determine if the intensity of resources needed to maintain the student's rate of progress cannot be maintained in general education?

Inadequate Classroom Achievement

<u>Achievement Testing Questions</u>
A formal standardized academic achievement test needs to be administered **after** the completion of both interventions. Testing should only be completed in the area of concern that was identified at the Review of Existing Data meeting, which is the same area that should have been targeted with intervention. For example, if a student received intervention in basic reading skills and was progress monitored in nonsense word fluency, the subtests on a formal achievement test for basic reading should be completed. Or, if a student received intervention for math computation and was progress monitored for math computation, then the subtests on a formal achievement test for math calculation should be completed.

If a student makes progress in the first intervention, an academic achievement test still needs to be completed as a part of the information to review at the Findings meeting.

The achievement test needs to be administered in the language of instruction, i.e., Spanish if the student is learning in Spanish; English if the student is learning in English. There are specific academic achievement assessments available in Spanish; English assessments should not be translated. The academic achievement test needs to be a test from the MMSD approved test kits list.

For further guidance around the following questions please see DPI FAQ:

36. Does a student's intellectual ability affect how the IEP team applies the inadequate classroom achievement criterion?

37. Are there any exceptions to the 1.25 standard deviation (SD) criterion for determining inadequate classroom achievement?

38. Should age or grade norms be used to determine inadequate classroom achievement?

39. Should the evaluator wait to administer the required achievement test until after both SRBIs have been implemented with the student?

40. If a student was administered a standardized achievement test sometime before receiving intervention, can the scores from this test be used to decide if the student meets the inadequate classroom achievement criterion?

Exclusionary Factors

In an evaluation for special education eligibility in the area of Specific Learning Disabilities (SLD), the IEP team determines whether the child's inadequate achievement or insufficient progress is *primarily* due to any of the following factors:

1. **Environmental, economic** or **cultural factors**
2. **Limited English proficiency**
3. **Lack of appropriate instruction**
4. **Other disability**

If there is evidence that any one of the exclusionary factors is the primary reason for a student's inadequate achievement or insufficient progress, the IEP team should **not** find the student to have the impairment of SLD.

1.Environmental, economic, or cultural factors   (see checklist)

1. When considering whether **environmental or economic factors** are exclusions, the IEP team may need to review data related to:

   a. Family mobility
   b. School attendance
   c. Family change
   d. Recent trauma that may substantially impact school performance

2. Compare the student's performance to other members of the same group:
   a. How are the majority of students in the aggregate grade or age group achieving in the area(s) of concern for the referred student?
   b. How does the referred student's performance compare to the performance of the aggregate group?
   c. If the student is a member of an economic, limited English proficient, or cultural subgroup, how does the performance of the subgroup compare to the performance of the grade or age group?
   d. How does the referred student's performance compare to that of other members of the subgroup? Is the referred student's performance significantly different?

NOTE: It is possible that even if his/her performance is similar to students in the aggregate group/subgroup, the student may still have the impairment of SLD. The IEP team may review additional student-specific information about the student's instructional history and performance to determine whether underachievement/inadequate progress is PRIMARILY due to any of the exclusionary factors above.

3. When a referred student has attended many schools or has frequent absences, analysis of data from intensive, culturally responsive interventions can assist the IEP team in determining the impact of instruction on the student's learning and progress.

2.Limited English proficiency   (see checklist)

1. The IEP team must give careful consideration to whether the student's inadequate classroom achievement and insufficient progress are primarily the result of **limited English proficiency** or cultural factors. In determining whether this exclusionary factor applies, the IEP team considers the student's current and previous educational experiences.

2. Questions to consider, regarding culture and language:
   a. What is the student's native language and culture?
   b. Is the student proficient in his/her native language?
   c. Has the student failed to develop age appropriate native language skills despite appropriate instruction?
   d. What is the gap between the student's proficiency in English and his/her native language; and what is the potential impact on learning?
   e. Has the student failed to gain English language skills despite instruction?
   f. Is there a difference in the student's performance by subject area?
   g. Are the student's learning difficulties pervasive in both his/her native language and English?
   h. Are expectations of student's culture consistent with school expectations?
   i. Can any social or psychological factors (e.g., refugee or immigrant status; mental health concerns; racial or ethnic bias) be identified?
   j. Did someone with expertise in the student's dominant culture and language participate in the IEP team?
   k. Was someone with expertise in the student's dominant culture and language involved in conducting and interpreting the evaluation data?

NOTE: It is possible that even if his/her performance is similar to students in the subgroup, the student may still have the impairment of SLD. The IEP team may need to review additional student-specific information about the student's instructional history and performance. Areas of focus may include:

   a. Whether, given high quality culturally responsive instruction in all areas, the referred student is making progress toward grade level standards in some academic areas but not others
   b. The referred student's progress when culturally responsive interventions aligned to grade level standards and student need are implemented and monitored
   c. The impact of extended absences on retention of new information as compared to grade or age peers.

When evaluating an English Language Learner's eligibility for SLD, the IEP team may include an expert on ELL instruction and someone with expertise in the student's dominant culture/language.

3. Lack of appropriate instruction in the identified SLD area(s) of concern: (see checklist)

Reading fluency	*Basic reading skills*
Reading comprehension	*Written expression*
Math calculation	*Oral expression*
Math problem-solving	*Listening comprehension*

1. If the IEP team finds a student's inadequate classroom achievement and insufficient progress in one or more of the eight achievement areas for SLD are due to a **lack of appropriate instruction**, it may **not** identify the student as having the impairment of SLD. The IEP team needs to verify that appropriate instruction has occurred in the achievement area(s) of concern being considered in the evaluation.

2. To determine whether the student received **appropriate instruction** in the area(s) of concern identified at referral, the IEP team may review:
   a. Evidence that explicit, systematic universal (core) instruction with differentiation was provided regularly in general education in the area(s) of concern for the referred student
   b. Evidence that universal (core) instruction was delivered according to its design and methodology
   c. Evidence that instruction was provided by qualified personnel
   d. Data that the student attended school regularly for instruction. If the student was frequently absent, the team may consider how the student learns when he/she is present and if the learning difficulties persist when the student is present.
   e. Data indicating that universal (core) instruction was sufficiently rigorous to assist the majority of students, including a comparable peer group for culturally and linguistically diverse students, in achieving grade level standards

3. When considering the area of **reading** in particular, federal regulations reference the essential components of reading identified in the Elementary and Secondary Education Act (ESEA) which include:
   a. Phonemic awareness
   b. Phonics
   c. Reading fluency, including oral reading skills
   d. Vocabulary development
   e. Reading comprehension strategies

4. Grade level information may also be used to verify appropriate instruction in the area(s) of student concern. Performance data for all students in the same grade level as the referred student may help establish that the core instruction in the identified SLD area(s) of student concern, (e.g. reading comprehension), is effective for most students. Such data may include:
   a. State assessment results
   b. Districtwide assessments aligned with state common core and local standards
   c. Grade level common assessments

4. Other disability (see checklist)

1. The IEP team **may not** identify the student as having the impairment of SLD if the child is identified as having a cognitive disability.

2. For a student to be found eligible as having SLD, other impairments may not be the primary reason for inadequate classroom achievement. The following disabilities **may** co-exist with SLD:
   a. Sensory and motor impairments (hearing, vision, orthopedic)
   b. Other Health Impairment (OHI)
   c. Emotional Behavioral Disability (EBD)

3. When significantly impairing social/emotional/behavioral concerns impact student learning, the IEP team may consider:

   d. Student performance in academic area(s) of concern when individual positive support or instruction in social/emotional behavior is implemented
   e. Behavior when teaching is at the student's instructional level
   f. Level of sustained attention during instruction
   g. Differences in student performance across school subjects, settings, or teachers

Exclusionary Factors Checklist

Student Name:_____   ID#:_____

Date:_____

Identified area(s) of concern for this student:

	Reading fluency		*Basic reading skills*
	Reading comprehension		*Written expression*
	Math calculation		*Oral expression*
	Math problem-solving		*Listening comprehension*

EXCLUSIONARY FACTORS: The IEP team must determine whether inadequate achievement, or insufficient progress, or both, are primarily due to any of the following:

1. **Environmental, economic,** or **cultural factors**
   a. *Is there evidence of any of the following?*

	Family mobility issues
	School attendance issues
	Family change(s)
	Recent trauma that may substantially impact school performance

   b. *If any of the areas above are indicated, please answer the following…*

(i.) Are the majority of students in the same aggregate grade or age group achieving grade level standards in the area(s) of concern for the referred student? □ Yes   □No

(ii.) How does the referred student's performance compare to the performance of the aggregate group?
_____
_____
_____

(iii.) If the student is a member of an economic, limited English proficient, or cultural subgroup, how does the performance of the subgroup compare to the performance of the aggregate grade or age group?
_____
_____

 (iv.) How does the referred student's performance compare to that of other members of the subgroup? Is the referred student's performance significantly different?
_____
_____

2. Limited English proficiency

Is there any indication that the child has limited proficiency in English?	□ Yes	□No

a. If "yes", please describe:

1. What is the student's native language and culture?		
2. Is the student proficient in his/her native language?	□ Yes	□No
3. Has the student failed to develop age appropriate native language skills despite appropriate instruction?	□ Yes	□No
4. What is the gap between the student's proficiency in English and his/her native language; and what is the potential impact on learning?		
5. Has the student failed to gain English language skills despite instruction?	□ Yes	□No
6. Is there a difference in the student's performance by subject area?	□ Yes	□No
7. Are the student's learning difficulties pervasive in both his/her native language and English?	□ Yes	□No
8. Are the expectations of the student's home culture consistent with school expectations?	□ Yes	□No
9. Can any social or psychological factors (e.g., refugee or immigrant status; mental health concerns; racial or ethnic bias) be identified?	□ Yes	□No
10. Did someone with expertise in the student's dominant culture and language participate in the IEP team?	□ Yes	□No
11. Was someone with expertise in the student's dominant culture and language involved in conducting and interpreting the evaluation data?	□ Yes	□No

3. **Lack of appropriate instruction** in the identified SLD area(s) of concern:

   a. *Is there evidence of inappropriate instruction in any of the 8 SLD areas of concern? (Answer the questions below to help determine appropriate instruction)*

	Reading fluency		Basic reading skills
	Reading comprehension		Written expression
	Math calculation		Oral expression
	Math problem-solving		Listening comprehension

To determine whether the student received appropriate instruction in the area(s) of concern identified at referral, the IEP team may review:

☐	Evidence that explicit, systematic universal (core) instruction with differentiation was provided regularly in general education in the area(s) of concern for the referred student
☐	Evidence that universal (core) instruction was delivered according to its design and methodology
☐	Evidence that instruction was provided by qualified personnel
☐	Data that the student attended school regularly for instruction *(If the student was frequently absent, the team may consider how the student learns when he/she is present and whether the learning difficulties persist when the student is present)*
☐	Data indicating that universal (core) instruction was sufficiently rigorous to assist the majority of students, including a comparable peer group for culturally and linguistically diverse students, in achieving grade level standards
☐	Data indicating that, given high quality culturally-responsive instruction in all areas, the referred student is making progress toward grade level standards in all academic areas (as opposed to progress in only some areas, and not others)

   b. *Grade level information may also be used to verify appropriate instruction in the area(s) of student concern. Performance data for all students in the same grade level as the referred student may include:*

☐	State assessment results
☐	Districtwide assessments aligned with state common core and local standards
☐	Grade level common assessments

4. **Other disability**

a. Does the child have a Cognitive Disability? *(If "yes", the IEP team **may not** identify the student as having the impairment of SLD).*	□ Yes □No
b. Is the child's inadequate achievement/insufficient progress primarily due to one of the following disabilities? *(If "yes", the IEP team **may not** identify the student as having the impairment of SLD)* • Sensory or motor impairments (hearing, vision, orthopedic) • Other Health Impairment (OHI) • Emotional Behavioral Disability (EBD)	□ Yes □No
c. Does the child have significantly impairing social/emotional/behavioral concerns that impact his/her learning? *(If "yes", please review the following sources)*	□ Yes □No
□ Student performance in academic area(s) of concern when individual positive support or instruction in social/emotional behavior is implemented	
□ Behavior when teaching is at the student's instructional level	
□ The student's level of sustained attention during instruction	
□ Differences in the student's performance across school subjects, settings, or teachers	

Observations

Federal Requirements
You must observe in the regular education setting, during routine classroom instruction, before or after referral.

Wisconsin DPI Requirements
First, you must observe in routine classroom instruction in each SLD area of concern. Also, observe during each of the intervention(s) for SLD areas of concern. You may have one observation count for 2+ areas of concern if the intervention covers 2+ areas. You do NOT need to observe during every intervention; just cover each SLD area of concern.

The observation must be conducted by a member of the IEP team to gather information about student performance during instruction. The observer should not be the person providing instruction.

The IEP team must consider information from: 1) Systematic observation of routine classroom instruction and 2) Systematic observation during intensive scientific research-based or evidence-based intervention.

Wisconsin DPI: Observation Guidelines
1. Identify what SLD area(s) of concern you're observing
2. Define target behaviors (e.g. time on task)
3. Select method of data recording (e.g. interval recording)
4. Conduct the observation
       a. Take note of environmental factors (e.g. seat arrangement)
       b. Record the data
       c. Include something positive
5. Compile and record data

<u>1. Prior to the observation:</u>
    a. Identify the area(s) of potential SLD concern that are the target of the observation (e.g., oral expression, listening comprehension, basic reading skills, reading fluency, reading comprehension, written expression, mathematical calculation, mathematical problem solving),
    b. Define the target behavior(s) to be observed in an objective, explicit and precise manner (e.g., process for solving math problems; active engaged time on task),
    c. Select a method of recording data, and
    d. Specify the time and location of the observation.

2. During the observation:
      a. Make note of environmental factors and classroom dynamics that may be related to student performance such as: classroom arrangement, number of students, availability of materials, student engagement, visual and auditory distractions,
      b. Collect the data, and document the observed student strengths.

3. After the observation:
      a. Compile the data for the IEP team to discuss and analyze.

Wisconsin DPI: Questions to Consider

Questions the IEP team might consider regarding the results of systematic observation include:

- Was the student's performance and behavior in the area of concern "typical" during the observation compared with how the student performs at other times?

- What learning skills were difficult for the student?

- What student strengths were noted during the observation?

- Was the student engaged and cooperative during instruction?

- Did behaviors interfere with learning to such an extent that they may be the primary reason the student is not making sufficient progress?

- Did the student have the prerequisite skills to perform the tasks being observed?

- Is the data collected during systematic observations consistent with other formal and informal data about the student in the area(s) of concern?

- What is the relationship between the targeted student's performance and behavior to other students?

Observation Forms

Student Name:	Activity:
Observer:	Setting:
Date/Time:	*(circle one):* Routine Instruction or Intervention

1. What are the academic area(s) of concern being observed?

Reading fluency	*Basic reading skills*
Reading comprehension	*Written expression*
Math calculation	*Oral expression*
Math problem-solving	*Listening comprehension*

56. What is the target behavior being observed?

---

56. What method of observation data recording is being used?

Frequency Recording   Duration Recording   Latency Recording

   Interval Recording –   Whole Interval / Partial Interval / Momentary Time Sampling

Student:									
Peer:									

Observation Recording Methods

- **Frequency Recording**
    - Taking a tally of how many times a behavior occurs
    - Most useful with behaviors that are discrete and short in duration
    - Useful for low-frequency behaviors
    - Examples: short verbal outbursts, initiating peer interactions, physical aggression

- **Duration Recording**
    - Marking the start and end times of a behavior as it occurs
    - Used for behaviors lasting more than a few seconds or for varying lengths of time
    - Most useful when the behavior has a clear beginning and end

- o Examples: on-task behavior, tapping a pencil, in-seat behavior to include the times that the student is exhibiting such behaviors so as to interfere with the behaviors of the class that may be tangentially related, or that may affect others on a secondary or tertiary basis thereof.

- **Interval Recording**
  - o Marking the presence or absence of a behavior at predetermined times
    - *Partial Interval* – did the behavior take place at any time during this interval?
    - *Whole interval* – did the behavior take place for the whole duration of this interval?
    - *Momentary time sampling* – was the behavior taking place at the moment of the recording interval?
  - o Use this method if the behavior occurs at a high frequency or if the behavior occurs continuously
  - o Examples: on-task behavior, tapping a pencil, in-seat behavior

- **Latency Recording**
  - o Measuring the time that it takes for the student to respond to a prompt
  - o Record the time of the teacher prompt, then the time when student responded to the prompt
  - o Most useful when the behavior has a clear beginning
  - o Examples: how long it takes to go sit at one's desk, how long it takes to take out materials, how long it takes to begin writing
  - o

For further guidance around the following questions please see DPI FAQ:

44. Where is information from the required observation documented?

45. Do observations need to be completed for each suspected area of concern?

46. Must an observation be completed during each of the two SRBIs?

Applying SLD Decision-Making Rules

Student Name:	ID#:
Grade:	
Area(s) of SLD Concern:	

	Review data
	Compare trendline to aimline
	What do the results show? (Check one) □ The student shows sufficient progress to meet the aimline in a reasonable amount of time. □ The student shows insufficient progress: *The rate of progress is the same or less than that of his/her same-age peers* □ The student shows insufficient progress: *The rate of progress is greater than his/her same-age peers but will not result in reaching the average range of achievement in a* **reasonable period of time** □ The student shows insufficient progress: *The rate of progress is greater than his/her same-age peers but the* **intensity of resources** *needed to obtain the rate of progress cannot be maintained in general education*
	If progress was insufficient, then is classroom achievement inadequate After intensive intervention, the student does not achieve adequately for his or her age, or meet state-approved grade level standards in one or more of the eight achievement areas of SLD when provided with age-appropriate learning experiences and instruction. A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities on a standardized assessment.

SLD Reevaluations

IEP team requirements:

- ☐ Determine whether the student continues to be eligible to receive special education

    - o Student must continue to demonstrate a need for special education, which includes specially designed instruction in one of the eight areas of SLD

    - o IEP team must consider whether any exclusionary factors are the primary reason for any continued need for special education.

    - o Information about the student's response to educational programming will help the IEP team determine both the extent to which the student is able to meet general education expectations without specially designed instruction, and, ultimately, whether the student continues to need special education.

- ☐ Identify the student's continuing disability related needs

- ☐ Conduct a systematic observation of routine classroom instruction, including instruction in the student's general education classroom

Considering Achievement, Progress, and Exclusions upon Reevaluation

- ☐ The student's ability to participate in general education classes and meet grade level standards are the key SLD reevaluation considerations.

- ☐ Analysis of classroom achievement data is an essential part of the reevaluation process

- ☐ Following initial SLD identification, it is anticipated a student will have made significant improvement in the area(s) of concern after receiving special education services for a period of time.

Some Questions to Ask Upon Reevaluation of a Student with SLD

1. Can the student meet general education expectations in general education environments when provided with reasonable options, interventions, adaptations, or other general education strategies?

   OR

   Does the student's specific learning disability continue to interfere with his or her participation in general education classes or ability to meet general education standards?

2. Is the student's achievement within the range of performance of other students in the same grade?

   OR

   Does the student continue to exhibit significant achievement delays and is the student failing to make progress in the general education curriculum?

3. Can the student independently use supports and accommodations, such as e-books, video lectures, peer note takers, scanners, text readers, or other assistive technology to assist the student in meeting general education requirements?

   OR

   Does the student continue to require specially designed instruction that cannot be provided within general education to address needs that result from the student's SLD (e.g., specialized reading methods, explicit instruction in writing strategies, self-advocacy training, explicit instruction in the use of technology, pre-teaching or re-teaching, generalization training, etc.)?

For further guidance around the following questions please see DPI FAQ:

52. Must inadequate classroom achievement and insufficient progress be documented for SLD reevaluations?

53. If a student was previously found eligible for SLD, would a reevaluation be needed before adding special education services to address an area of concern not initially identified as meeting the criteria?

English Language Learners and SLD

Prior to referral for SLD, the SSIT and teacher teams in the building should have conversations about ELL students' access to core instruction and how instruction supports ELL language development and understanding of academic content. There are strategies that can be in place to support ELL access to core. Information and strategies to help support ELL students in MMSD can be found on the MTSS website (link is below). Additionally, access to core related to attendance, mobility, and length of time in an English environment should be considered. Students who are ELLs need a minimum of 3-5 years of experience in English to develop conversational skills and basic academic language proficiency in English. True academic language proficiency in English typically takes 5-7 years. Students who are ELLs should make continual progress towards achieving academic standards, but it may not be at the same rate as English only peers due to simultaneously learning language and academic skills.

When considering a student who is an ELL for a specific learning disability, that student needs to be compared to true peers. This means that the student should be compared to students who have similar language, cultural, and academic backgrounds, if at all possible. Using true peers for comparison makes it possible to see if the student's performance is truly different from others who are simultaneously learning language, culture, and academic skills. Similarly, there are ELL norms available in AIMSweb to compare ELL students to similar peers based on language proficiency level (ACCESS level). Those percentiles, as well as the rate of improvement, should be considered when setting goals and measuring progress in an intervention for ELL students. For more information about how to access the AIMSweb ELL norms, please see the link below.

It should be noted that Limited English Proficiency is an exclusionary factor for SLD and should carefully be considered. More information about this is available in this document in the Exclusionary Factors section.

Resources:
- Multi-tiered System of Supports for the Language Learner (OMGE)
- AIMSweb ELL Profile Reports and Norms Development Guide

DLI/DBE Programs:
For students in Dual Language Immersion and Developmental Bilingual programs, the information above still applies. Research also supports that students who are in DLI/DBE in early grades (K-3) may perform below grade level and lower than peers in other programs, however, by the end of elementary school or middle school they perform as well as or higher than peers. This indicates that we should be very cautious in referring students early on in their bilingual education for a specific learning disability, as lower academic performance may be part of a typical experience early on in DLI/DBE. Demonstrating consistent growth in skills, both in language and academics, may be a better indicator if students are showing significant difficulty.

Additionally, local norms are available for AIMSweb measures in Spanish that were created from UW-Madison with students from MMSD in our DLI/DBE programs. These norms should be used when considering a student for SLD. These norms should also be used to determine goals and appropriate rate of improvement for interventions. More information on how to access these norms is forthcoming.

Parent/Staff Referrals

- Explain the new SLD law and processes.
- If parent wants to continue, make the referral.
- If no interventions have been done an intervention needs to start at the initiation of the referral and fill out 60 day timeline extension in GUI.
- If child is currently in an intervention, evaluate the effectiveness of the intervention in a problem-solving meeting after a minimum of ten data points; then, either:
    (1) Continue the intervention *as-is*
    (2) Adjust the intervention by increasing the amount of time or
    (3) Switch to another intervention

Parent/Staff Referral Scenarios for SLD

SCENARIO A – Parent/school staff member is considering referring a student, who is showing significant problems in reading ~ child responds well to intervention.

SCENARIO B- Parent/school staff member is considering referring a student, who is showing significant problems in reading ~ child shows insufficient progress to intervention.

SCENARIO C – Parent/teacher is considering referring a student, who is NOT showing significant problems in any of the eight SLD areas.

SCENARIO A

Parent/school staff member is considering referring a student, who is showing significant problems in reading ~ child responds well to intervention.

1. School psychologist, PST, or other team members encourage that we begin the process by problem-solving at SSIT and potentially enrolling the child in reading intervention. With parent permission, we do NOT begin the special ed referral because the child's needs may be met by the intervention, and therefore special education may not be necessary.

2. SSIT meets, and determines that the child needs intervention. The child is enrolled in intervention.

3. During intervention, weekly progress monitoring takes place. School psychologist or PST observes the child in intervention and regular classroom setting.

4. Ten weeks later, the **child has responded very well to intervention** and shows sufficient progress. Trendline is on track to meet the aimline within a reasonable period of time.

5. The SSIT determines there is no need to submit a referral to special education, because the student is demonstrating "adequate achievement" and "sufficient progress". The intervention is faded and the process is complete.

~~~IF PARENT/TEACHER WANTS TO CONTINUE WITH REFERRAL~~~

56. The team discusses that the child would likely not qualify, since he or she is demonstrating "adequate achievement" and "sufficient progress". His or her needs are clearly being met in regular education placement

~~~IF PARENT/TEACHER *STILL* WANTS TO CONTINUE WITH REFERRAL~~~

7. The referral is processed

8. Hold Review Existing Data meeting, which reveals that we do not need to collect additional information to determine eligibility, because the child is demonstrating "adequate achievement" and "sufficient progress". Alternatively, the team may decide to collect achievement testing data to further support the child's demonstration of "adequate achievement".

SCENARIO B

> **Parent/school staff member is considering referring a student, who is showing significant problems in reading ~ child shows insufficient progress to intervention.**

1. School team encourages that we begin the process by problem-solving at SSIT and enrolling the child in reading intervention. With parent permission, we do NOT trigger the special ed referral because the child's needs may be met by the intervention, and therefore special education may not be necessary.

2. SSIT meets, determines the child needs intervention. The child is enrolled in intervention.

3. During intervention, weekly progress monitoring takes place. School psychologist or PST observes the child in intervention and regular classroom setting.

4. Ten weeks later, the **child is showing insufficient progress in the intervention**. His or her trendline is not on track to meet the child's growth-referenced goal. The SSIT has a conversation with parents to discuss the need for a second intervention.

5. Continue weekly progress monitoring

6. After several weeks, the child is still not responding to intervention. The interventionist, school psych, PST may connect with parent and suggest we move forward with special education referral

7. Referral

8. RED meeting

9. Achievement testing

10. Eligibility determination

11. IEP programming, if the child qualifies

SCENARIO C

Parent/teacher is considering referring a student, who is NOT showing significant problems in any of the eight SLD areas.

1. School team encourages that we begin the process by problem-solving at SSIT. With parent permission, we do NOT begin the special ed referral because the child may be responding to instruction in the current placement and it may not be necessary.

2. SSIT meets, and determines the child does not need intervention.

~~~IF PARENT/TEACHER WANTS TO CONTINUE WITH REFERRAL~~~

56. The team discusses that the child would likely not qualify, since he or she is demonstrating "adequate achievement" and "sufficient progress". His or her needs are clearly being met in regular education placement.

~~~IF PARENT/TEACHER **_STILL_** WANTS TO CONTINUE WITH REFERRAL~~~

4. The referral is processed

5. Hold Review Existing Data meeting, which reveals that we do not need to collect additional information to determine eligibility, because the child is demonstrating "adequate achievement" and "sufficient progress". Alternatively, the team may decide to collect achievement testing data to further support the child's demonstration of "adequate achievement"

Please note: in any of the above scenarios, a formal referral for special education may be triggered earlier in the process. In this case, the team may need to fill out a request for extension form with parents, to extend the timeline of the evaluation process.

The Role of the Speech and Language Clinician
In the SLD Evaluation

- SLD and S&L can coexist
- It is best practice to include a Speech and Language clinician on an SLD referral if there are any language concerns, including Oral Expression and Listening Comprehension (this is highly recommended by MMSD).
- When discussing the need for additional testing, also discuss some sort of intervention and the use of empirical data to make a decision for SLD in the areas of Oral Expression and Listening Comprehension.

For further guidance around the following questions please see DPI FAQ:

56. Are there any special considerations when addressing concerns in the areas of oral expression and listening comprehension?

Yes. Students being considered for potential SLD often exhibit language concerns. If the only area(s) of concern are oral expression or listening comprehension, the IEP team may decide to consider if the student only has a speech and language impairment. Before identifying any student with SLD, at least two SRBIs must be implemented and there must be evidence of inadequate classroom achievement and insufficient progress compared to the expectations for same age/grade peers, in one or more of the eight potential areas of concern. When the areas of oral expression or listening comprehension are considered as part of an SLD evaluation, it is recommended a speech and language pathologist (SLP) be included on the IEP team. An SLP must be included on the IEP team if eligibility for a speech and language impairment is being considered. A speech and language impairment may coexist with SLD and is not considered exclusion to SLD identification.

Private and Parochial Schools and SLD Referrals

It is important to remember that intellectual assessments will still be necessary for evaluations of students who are parentally placed in private/parochial schools. DPI and public schools cannot mandate interventions for private school students suspected of having a learning disability. Therefore, the discrepancy model will continue to be used for students attending private/parochial schools.

Transfer Students

For students who transfer in the middle of an SLD evaluation, it is incumbent for the sending school to notify points of contact (psychologist and PST) at the receiving school. It is recommended that the IEP team convenes with the parent to discuss any change of interventions and/or intervention progress. For out of district transfers, contact the Records Office 663-8480, to determine status of the evaluation and future steps.

For further guidance around the following questions please see DPI FAQ:

54. If a student previously found eligible for SLD by a Wisconsin LEA moves to a new Wisconsin LEA, must a reevaluation be conducted?

55. If a student previously found eligible for SLD transfers to a Wisconsin LEA from another state, must the new LEA conduct an evaluation?

56. What happens when a referred student transfers from one LEA to another before an eligibility decision has been made?

Summer Evaluations

For students whose initial SLD evaluations will be spanning across the summer, the following must occur:

- □ **Sending school** notifies a point of contact (psychologist or PST) at the receiving school that a student is in the middle of interventions and an initial SLD evaluation.

- □ **Receiving school** must, upon the start of school, reinstate the interventions where they were left off at the end of the last school year.

An agreement to extend the timeline for initial SLD evaluations form will likely need to be completed and submitted to the Records Office

Click here for a sample SLD Evaluation

SLD Key Contacts

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