

# Integrating Multiple Sources of Data

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Psychologist

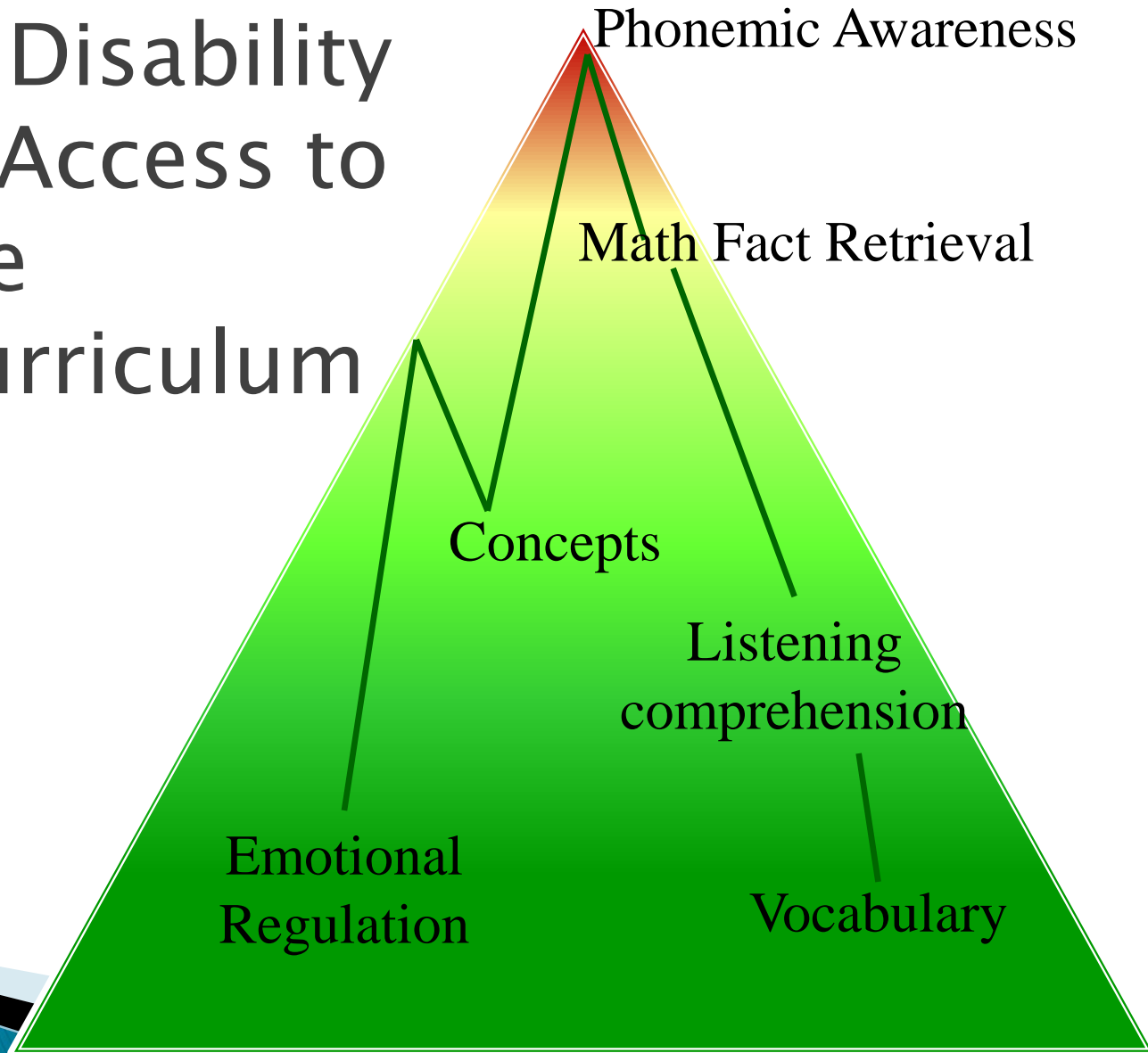
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# All Students Need to Make Progress Towards Proficiency

Job #1 = Make progress towards grade level content standards . . .

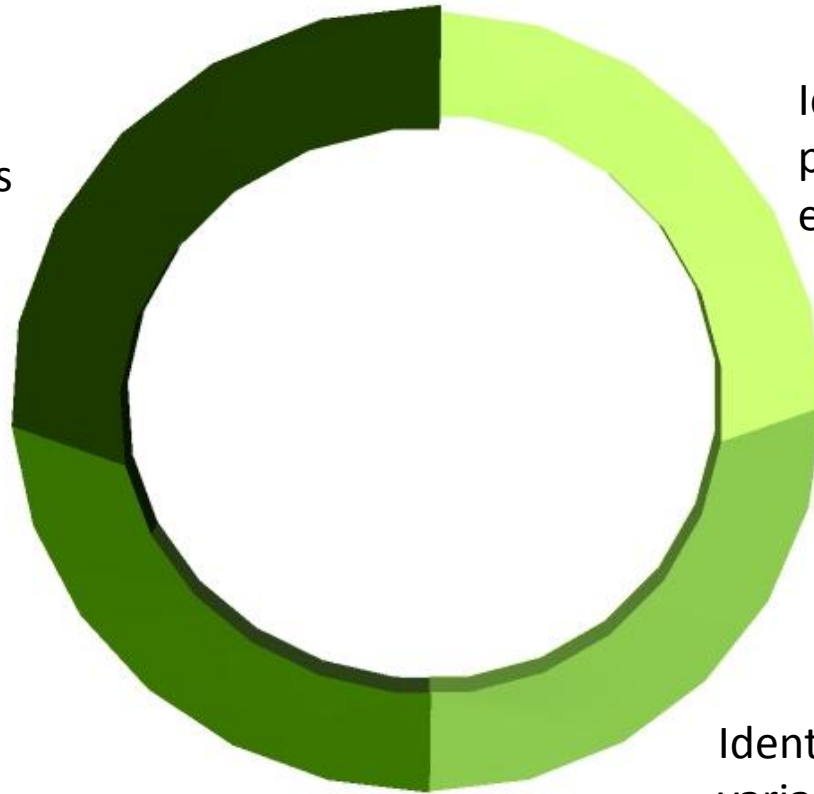
Eligibility  
Determination

# A Student With a Learning Profile that Suggests a Disability Must Have Access to the General Curriculum



# We Improve Achievement with Problem Solving

Evaluate the data and determine if the plan is working.



Identify gaps between performance and grade-level expectations.

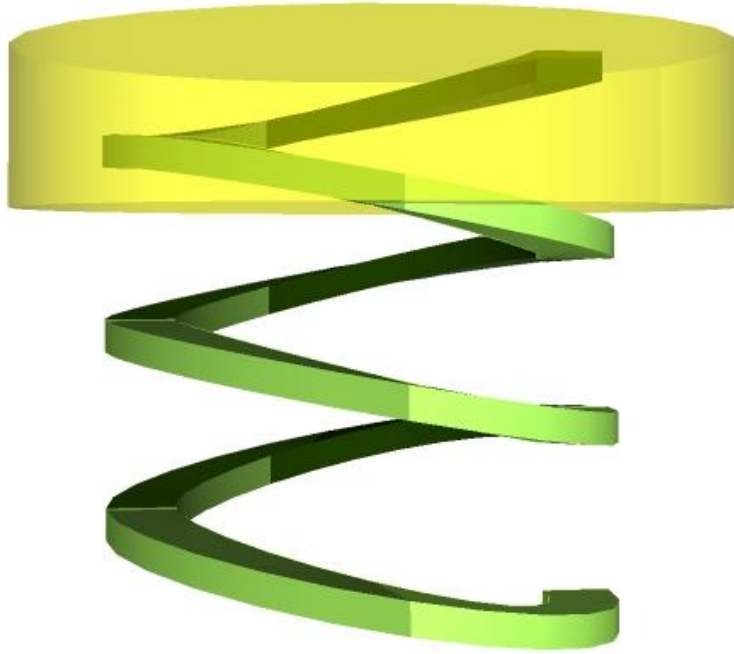
Carry out the intervention as intended.

Identify the instructional variables to be included in plan to address the gap.

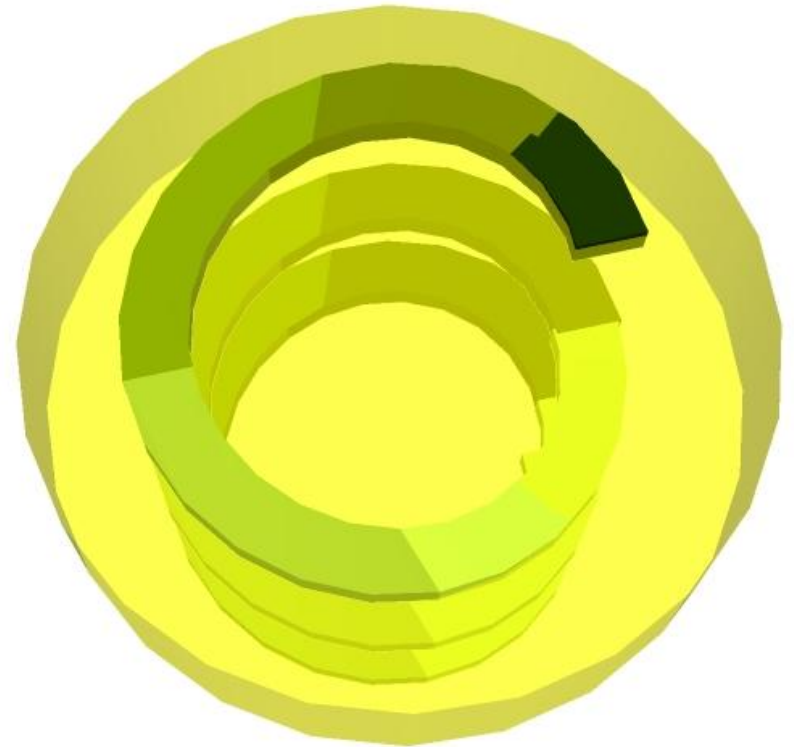
Chapter 4–15, 6, 8, 9,  
10

# Even Comprehensive Evaluation is Problem Solving

Chapter 9 and  
10



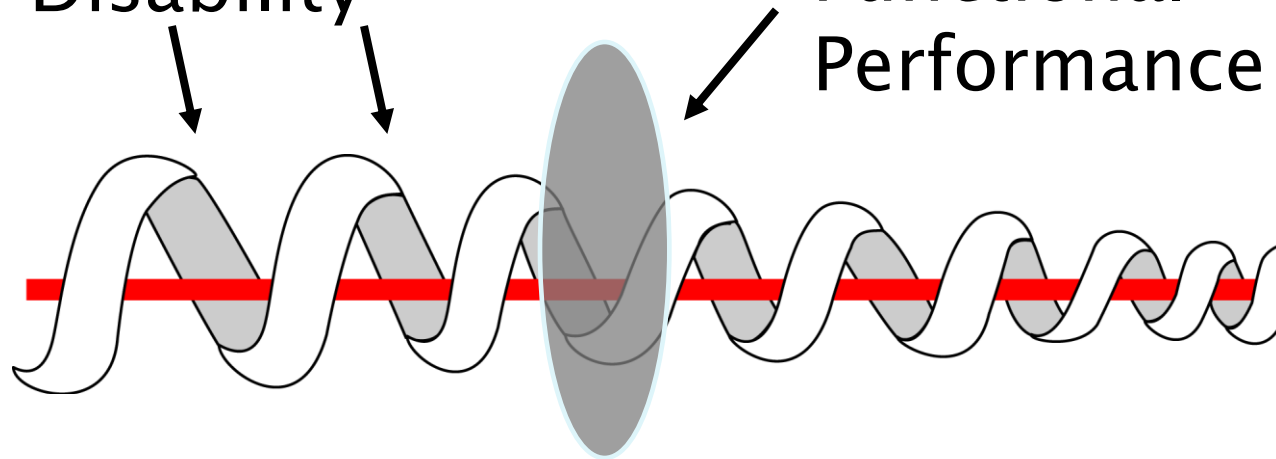
Comprehensive evaluation is  
next formal cycle of problem  
solving



Evaluation report reflects all that  
is known from previous cycles

# We Are Always Evolving a Picture of the Learner to Improve Response to Instruction

- ▶ Problem Solving Prior to Suspicion of Disability
- ▶ Present Levels of Academic and Functional Performance



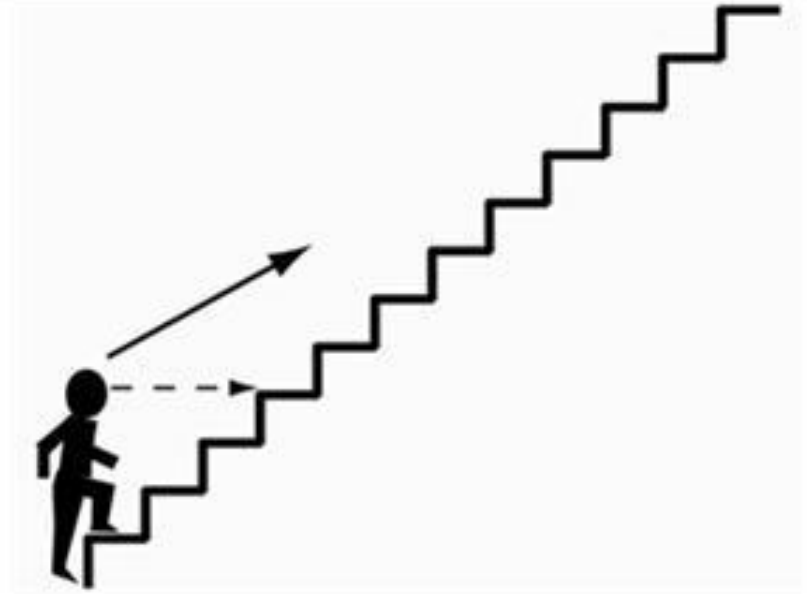
Formal Evaluation Process

# Problem Identification Statements: What is the Learning Problem?

- What is grade-level content standard or peer group expectation?
  - Do we understand what grade-level performance looks like?
- Do we see where the learning is breaking down?
- Do we have data that targets what we thought was constraining growth?

Grade Level Expectation

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Current level of  
functional  
performance

# Problem Identification Statement:

## Grade Level Expectations for Jane

**Accurate and Fluent reading:** The expected fluency rate for 8<sup>th</sup> grade benchmark assessments is 133 wcpm.

**Comprehension Standard:** The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, inferential, interpretive, and evaluative comprehension.

- Recall and use prior learning and preview text to prepare for reading.
- Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies
- Make inferences and draw conclusions based on explicit and implied information from texts.

*The expected accuracy rate for comprehension activities is at or above 70%.*

**Vocabulary:** Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.

Determine the meaning of unknown words by using a dictionary or context clues.

# Effective Problem Statement: Jane–8<sup>th</sup> grade

## Grade Level Standards / Expectations:

- **Fluency:** 133 wcpm
- ▶ **Comprehension Standard:**
  - Understand the meaning of texts using a variety of strategies and demonstrate literal, inferential, interpretive, and evaluative comprehension:
    - Recall and use prior learning and preview text to prepare for reading.
    - Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies
    - Make inferences and draw conclusions based on explicit and implied information from texts.
  - The expected accuracy rate for comprehension activities is at or above 70%.
- ▶ **Vocabulary:**
  - Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.
    - Determine the meaning of unknown words by using a dictionary or context clues.

## Jane's Achievement:

- **Fluency:** 110 wcpm
- **Comprehension:**
  - Jane's comprehension is markedly improved when she is familiar with the topic.
  - Unable to summarize what she reads.
  - She **misses** 90% of inferential questions asked of her.
- **Vocabulary:**
  - She **misses** 75% of vocabulary questions asked of her.

# Your turn:

Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Objective 1:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Objective 2:

\_\_\_\_\_

\_\_\_\_\_

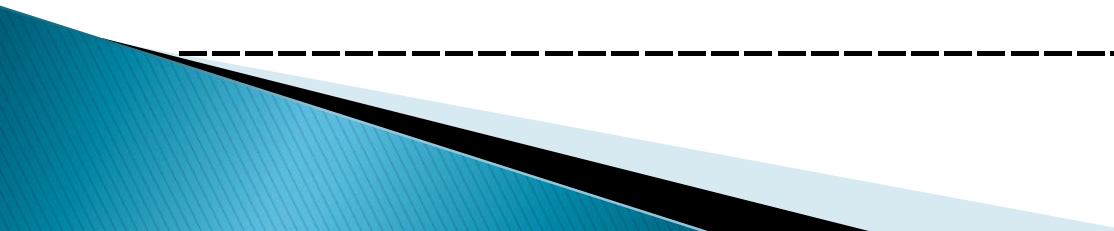
\_\_\_\_\_

Objective 3 (if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Problem Identification Statement for Jane

In the area of vocabulary, she is unable to consistently use context clues to determine the meaning of unfamiliar words (25% accuracy.) To reach grade level expectations, she needs to learn and practice strategies aimed at increasing her ability to use context clues to define vocabulary words at 70% or above.

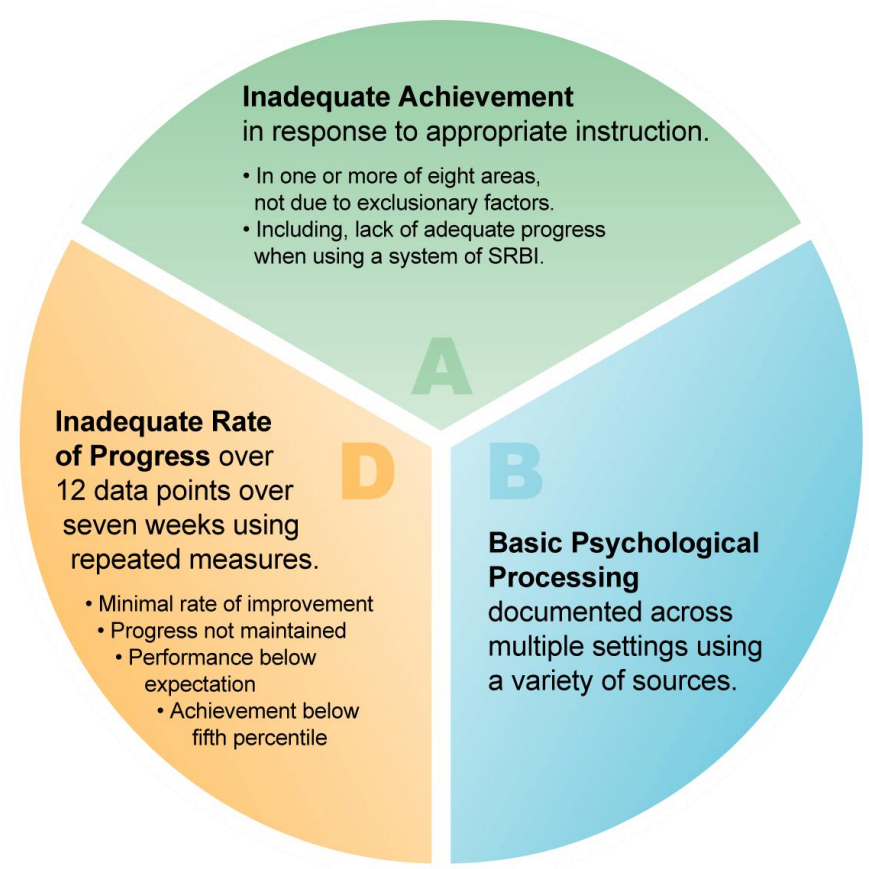
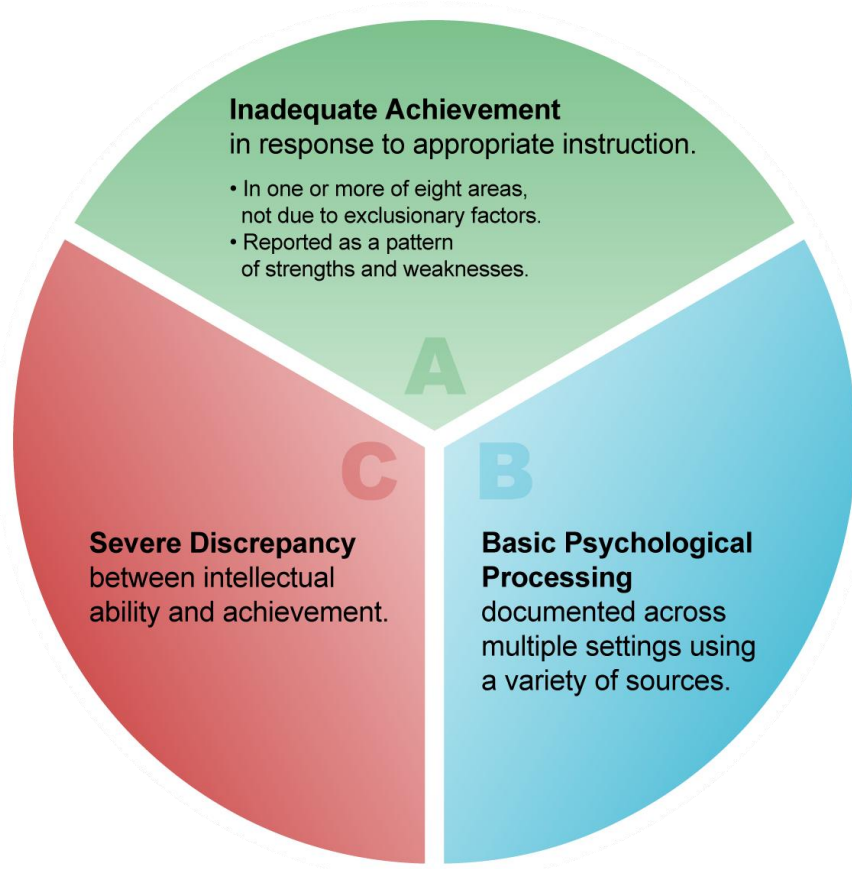
In the area of reading comprehension, she is currently unable to summarize what she has read and is unable to answer inferential comprehension questions correctly (10% accuracy.) To reach grade level expectations, she needs to learn and practice strategies aimed at increasing her accuracy to 70% or above.

In the area of reading fluency, Jane is currently reading 110 wcpm on 8<sup>th</sup> grade passages. To reach grade level expectations, she needs to increase her rate to 133 wcpm by use of repeated readings.

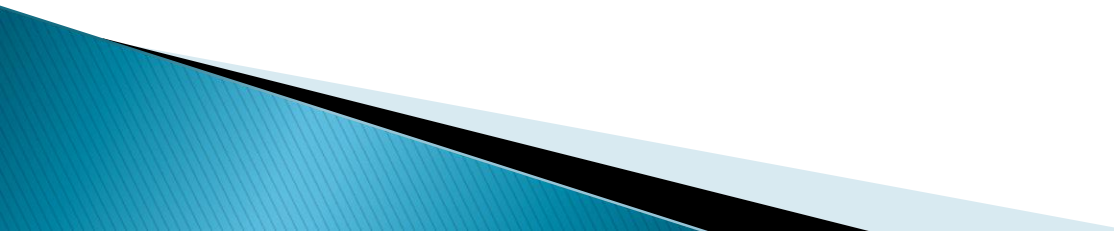
# Evaluations must:

- ▶ Assess the students in all areas related to suspected disability
- ▶ Be sufficiently comprehensive for the team to identify all of the student's special education and related services needs, whether or not linked to the disability category in which the child has been classified.
  - For example, student has a specific learning disability in reading. Student also displays anxiety in school settings. Evaluation team should consider completing assessment relating to anxiety.

# Specific Learning Disabilities Eligibility Criteria Options



# Sources of Data for Criteria A: Inadequate Achievement

- ← Repeated measures of achievement
  - ← Cumulative record review
  - ← Class work samples
  - ← Teacher records
  - ← State or district assessments
  - ← Formal & informal tests
  - ← Curriculum Based Evaluation results
  - ← Results from targeted support programs
- 

# Sources of Data for Criteria B: Basic Psych Processes

## Must include:

- Aptitude tests (cognitive) AND Achievement tests
- Parent input
- Teacher recommendations
- Data used to document exclusionary factors
- Should not be based on one piece of evidence
- Additional evidence may come from student input, classroom observation/checklists, behavior observed during assessment, screening data, relevant medical data, input from other school personnel, independent evaluations, etc.
- Multiple sources of data across multiple environments

# C and D

## Sources of data for Criteria C: Severe Discrepancy

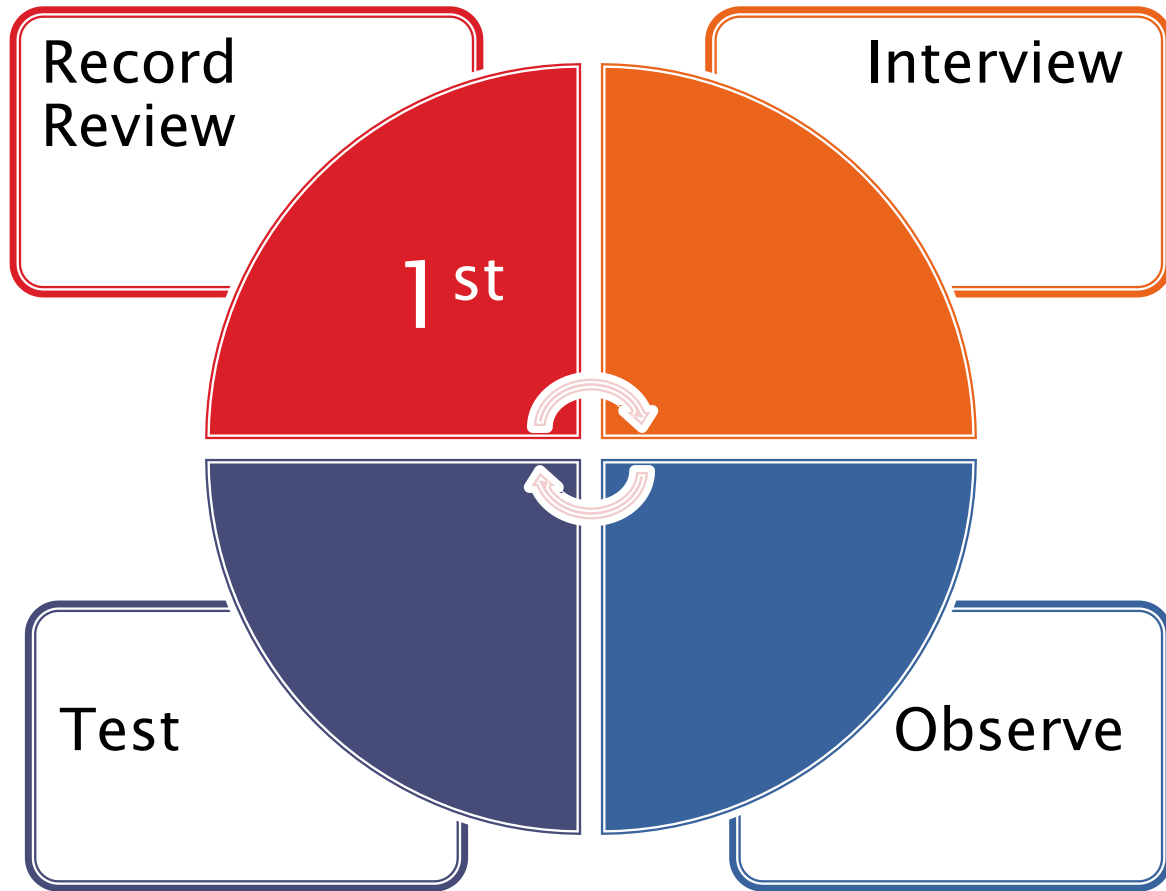
- Aptitude (cognitive) full scale score
- Achievement test
  - See p. 8–22 in the manual for a list of comprehensive achievement batteries

## Sources of data for Criteria D: Inadequate Rate of Progress

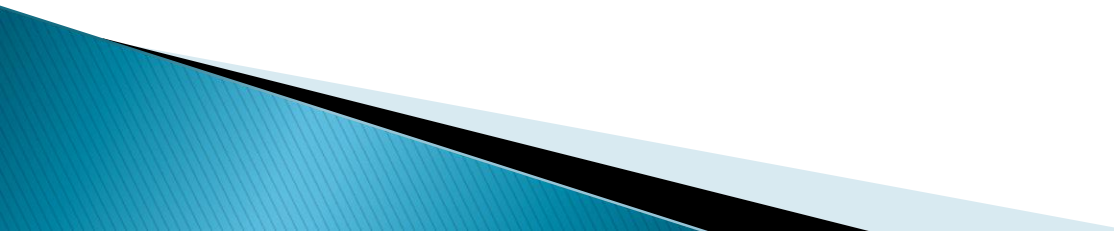
- This will be covered in trainings when you team is ready to move forward into using SRBI for SLD eligibility.

# Sequence the Data Collection to Find Patterns

1. Review records
2. Conduct Interviews
3. Make Observations
4. Corroborate Suspicions with Testing



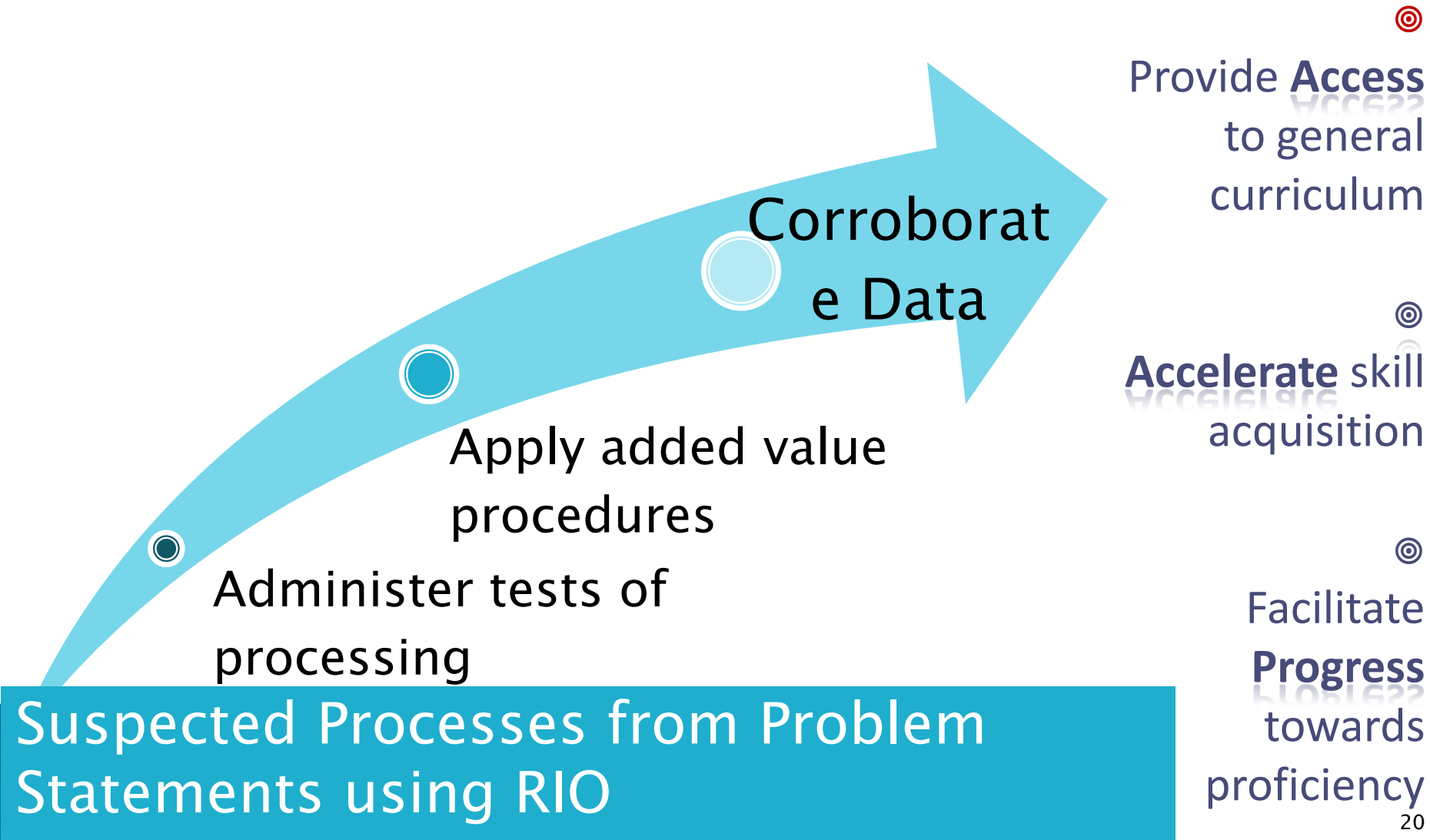
# Interviews

- ▶ See pages 4–25 and 10–40 for sample parent interview questions.
  - ▶ Please do these interviews voice to voice so that follow up questions can be asked if necessary.
  - ▶ Remember to document questions and answers from referral or child study discussions with teachers as a form of interview.
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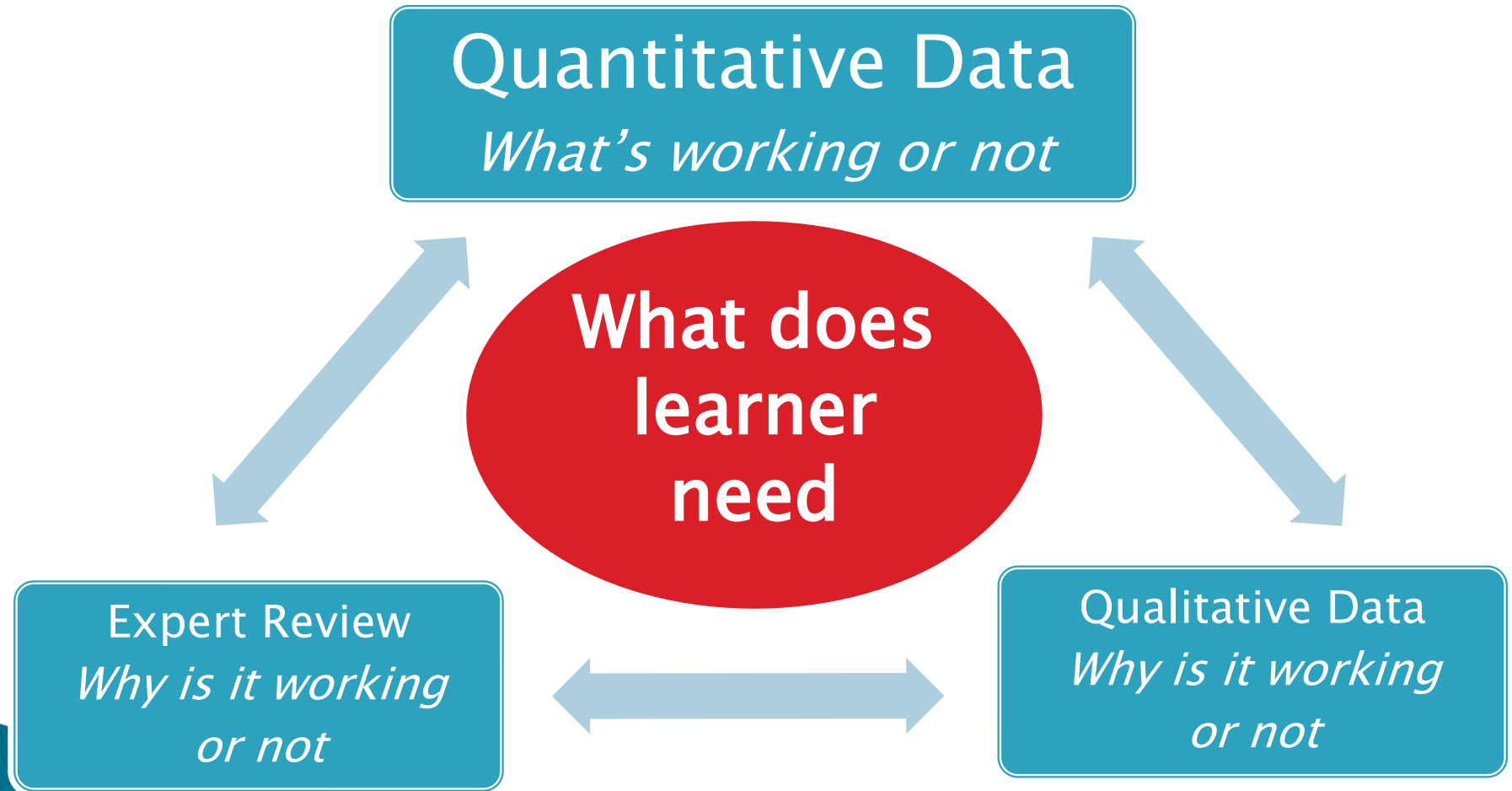
# Observations

- ▶ This is the form the state is currently disseminating.
  - It is not mandatory, however, the observation is!
- ▶ The front page can be completed before the observation by using referral information and by talking with the teacher.
- ▶ The next three pages are to be completed during or immediately following the observation.
  - Remember, the observation needs to take place in the area of concern.

# Test: Corroborate Findings and Plan Next Right Instructional Step



# All Data Is Important for Creating a Picture of the Learner



# Evaluation Report

- ▶ Use Documentation of Basic Psych Processes Chart to organize and identify convergence of data. This can be placed in the evaluation report under achievement, and it is available under local templates.
  - Use this form to document pieces of information your assessment team has within the report in each BPP.
  - Remember, you can use information you have from pre-referral as well.
  - This form should help you see a convergence of data to help you identify relative strengths and weaknesses.
  - If there are gaps in information, you should work with your team to gather more information. This doesn't necessarily mean more assessment but using what you have and discussing information.

### Documentation of Basic Psychological Processes

Basic Psychological Process	Below Average Standardized Assessment (SS<85) Informal Assessment (compared to typical peer)	Average Standardized Assessment (SS 85-115) Informal Assessment (compared to typical peer)	Above Average Standardized Assessment (SS >115) Informal Assessment (compared to typical peer)
Acquisition of Information			
Organization			
Planning and Sequencing			
Working Memory			
Visual and Auditory Processing			

# Eligibility Criteria Worksheet

- ▶ Recommending that teams use this document until team members are comfortable with the changes and new information.
- ▶ P. 10–10 through 10–17

# Evaluation Report Summary

- ▶ Paragraph 1: Eligible or not? How did they meet criteria?
  - Summarize criteria sheet in sentence format.
- ▶ Paragraph 2:
  - Summary of strengths and weaknesses including information from all sections of the ER plus...
    - Basic psych processes information from multiple sources:
      - Observable and measurable weaknesses
      - Observable and measurable strengths
      - Notable compensatory strategies or accommodations that have been successful
  - What do they do well?
    - Mitigate impact of disability.
  - Identify areas where existing instructional supports are sufficient.
    - What should we continue to do because it is working?
  - What interferes with making progress in the general curriculum?
    - Cognitive demands or Basic Psychological Processes

# Next Right Instructional Step

- ▶ Primary goals of interpreting achievement data:
  - To document all areas of concern
  - Identify areas where existing instructional supports are sufficient
  - Identify need for continued intervention or specialized instructional supports may be altered to improve achievement in Special Education Needs portion of ER
  - Identify need for accommodations or modifications that must be made to provide access to grade-level standards in Accommodations/Modifications portion of ER

# Case Study Activity

## ▶ Individual Activity

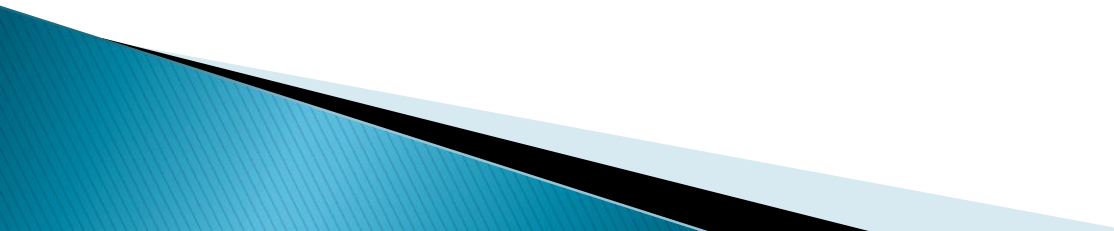
- Participants need to read through the information, highlight information as participants see fit. Jot down questions you have and where you may need to seek more information.
- Place valuable information onto the BPP Organization sheet.
- Complete Activity 1–Hypothesis
  - “What do you think it is?”

## ▶ Group Activity

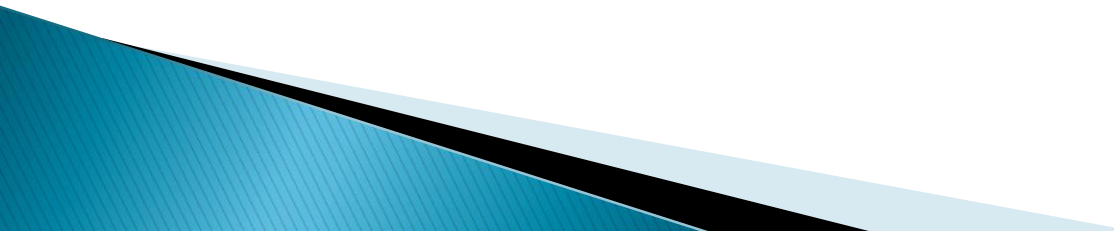
- Complete the referral review form with assessments your “team” feels are necessary to do a comprehensive evaluation and gather the necessary information to guide the next right instructional step.

# Activity, cont.

## ▶ Group Activity

- Take information from Assessment Results document and place it in the appropriate column and row of the BPP Organization Sheet.
  - Read paragraph 1 of the summary.
  - Work as a team to write paragraph 2 along with special education needs and accommodations/modifications.
- 

# Evaluation Report Drives IEP

- ▶ Based on your summary, identified special education needs, and identified needs for accommodations and/or modifications, you have the foundation needed to write the IEP.
  - ▶ Information on basic psychological processes should be a strong driving force for instruction regardless of whether or not the student qualifies for special education services.
- 

# If the student does not qualify...

- ▶ What should you do? What is the next step?
- ▶ Think, pair, share.

# Q and A

- ▶ Feel free to contact Megan or Keely with questions or assistance with BPP information or procedure.
- ▶ [kswartzer@mawseco.k12.mn.us](mailto:kswartzer@mawseco.k12.mn.us)
- ▶ [manderson@mawseco.k12.mn.us](mailto:manderson@mawseco.k12.mn.us)