

SLD Manual Overview

Keely Swartzter–Special Education Coordinator

kswartzter@mawseco.k12.mn.us

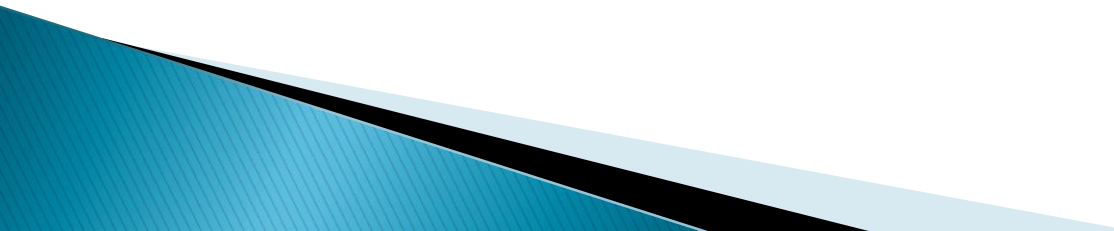
Megan Anderson–School Psychologist Intern

manderson@mawseco.k12.mn.us

Keeping Up with Change...

<http://www.youtube.com/watch?v=uztA6JCKB4s>

Agenda

- ▶ 4 SLD Changes
 - ▶ Why do you need to know about SRBI?
 - ▶ Eligibility Change
 - ▶ SRBI Process
 - ▶ Evaluation Guidelines
 - ▶ Good Resources in the Manual
 - ▶ Future Training Opportunities
- 

Chapter One

- ▶ Old discrepancy model continues
- ▶ Some wording changes
 - Information Processing > Basic Psychological Processes
 - Response to Intervention (RTI) > Scientific Research Based Intervention (SRBI)
- ▶ Refer to MN Rule handout

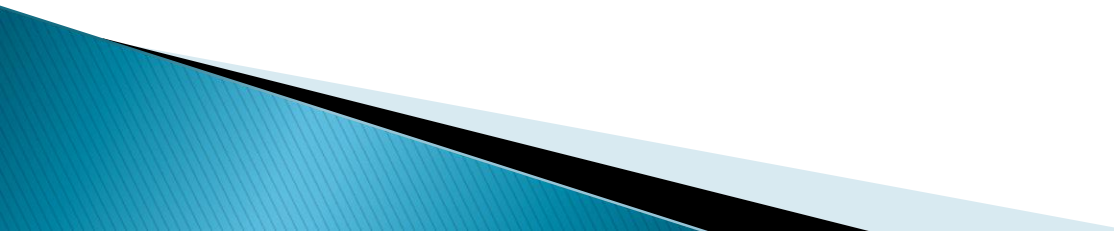
4 Changes in SLD Rule

- Acceptable process choices for determining SLD eligibility
 - Acceptable determination criteria
 - Required observation
 - Acceptable composition of determination team
- (p. 1–5)

Change One

- ▶ Acceptable process choices for determining SLD eligibility
 - ▶ This simply means that we can use the RTI model to determine eligibility.
 - ▶ This is a choice that each school building and district will need to make. In order to get to that choice, many things must be in place.

(p. 1–5)



Change Two

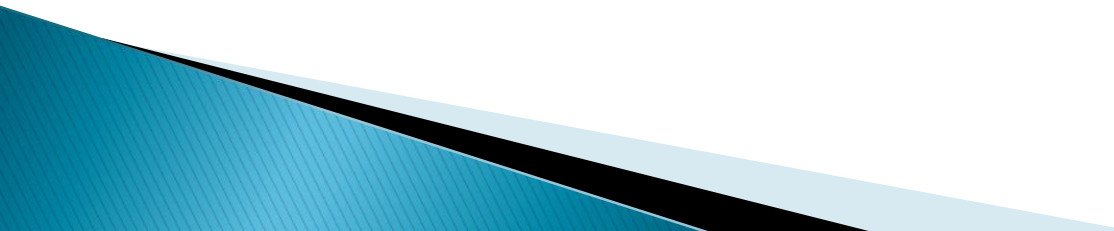
- ▶ Acceptable determination criteria
 - This simply means that the new option of using RTI in qualifying students is “acceptable.”
- (p. 1–6)

Change Three

► Required Observation

- An observation must be done in routine classroom instructional setting and monitoring of the child's performance must be done before referral for evaluation, or
- One member of evaluation team must conduct an observation of performance in the regular classroom after referral and consent for evaluation. This must be done in the area of concern.

(p. 1–7)

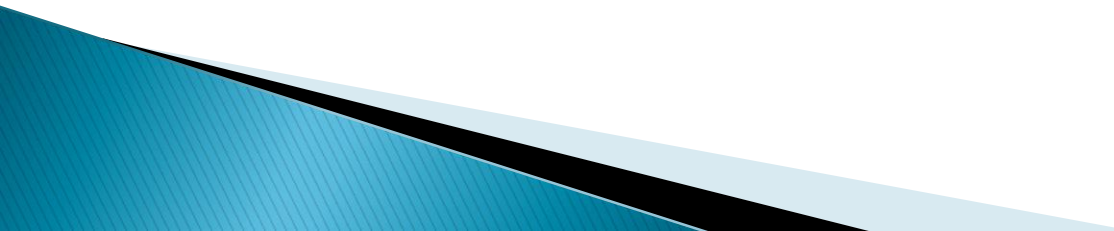


Change Four

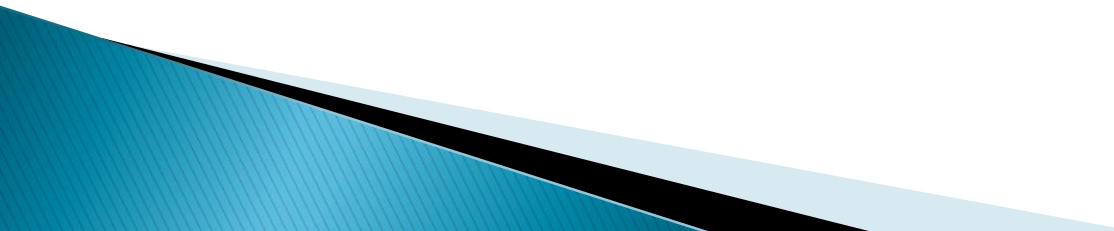
- ▶ Acceptable composition of determination team
 - Must include:
 - Parents
 - Qualified professionals (special education teacher licensed SLD)
 - Regular education teacher
 - At least one person qualified to conduct individual diagnostic examinations of children:
 - School psychologist*
 - Speech language pathologists*
 - Remedial reading teacher

(p. 1–7)

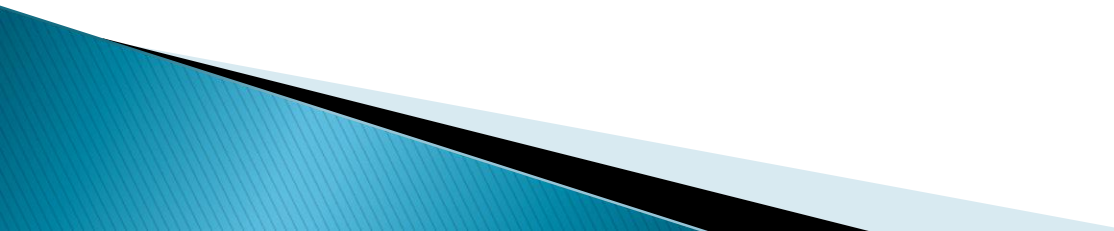
Reasons for you to know SRBI

- ▶ This is quality practice...even for students who are already identified.
 - ▶ You will need to know what the pre-referral requirements are for an ABD evaluation.
 - ▶ You will know what to look for in pre-referral/SRBI data and not have to reinvent the wheel during assessment.
 - ▶ Even though this is a regular education initiative, special educators will be asked for guidance and input in developing these procedures.
- 

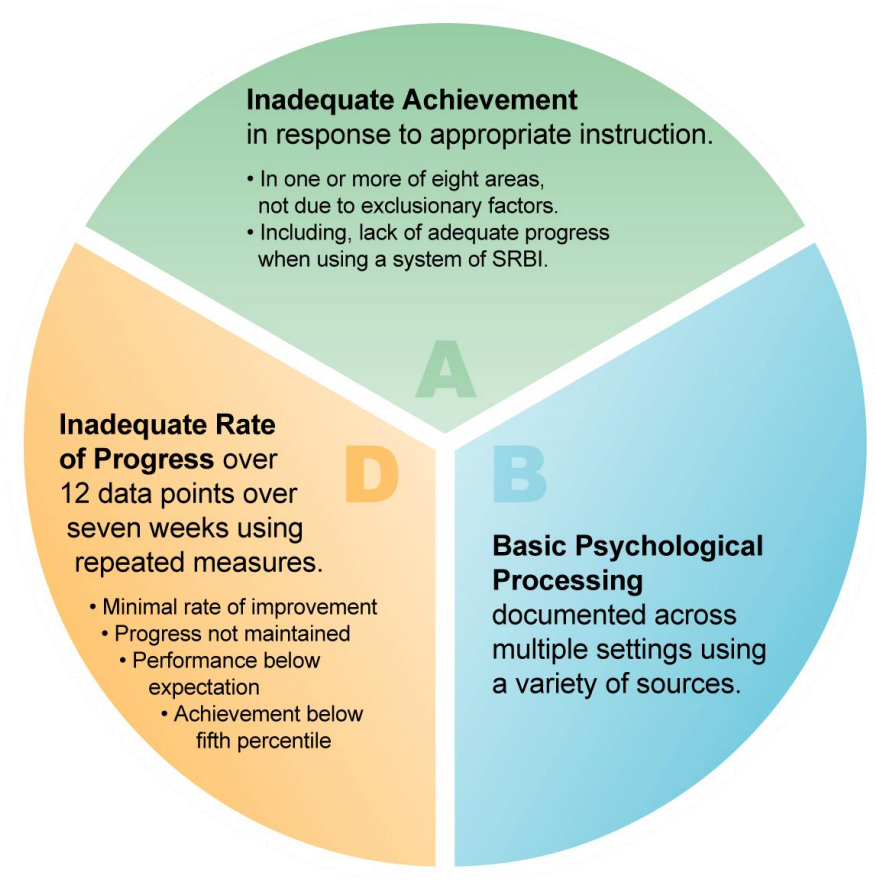
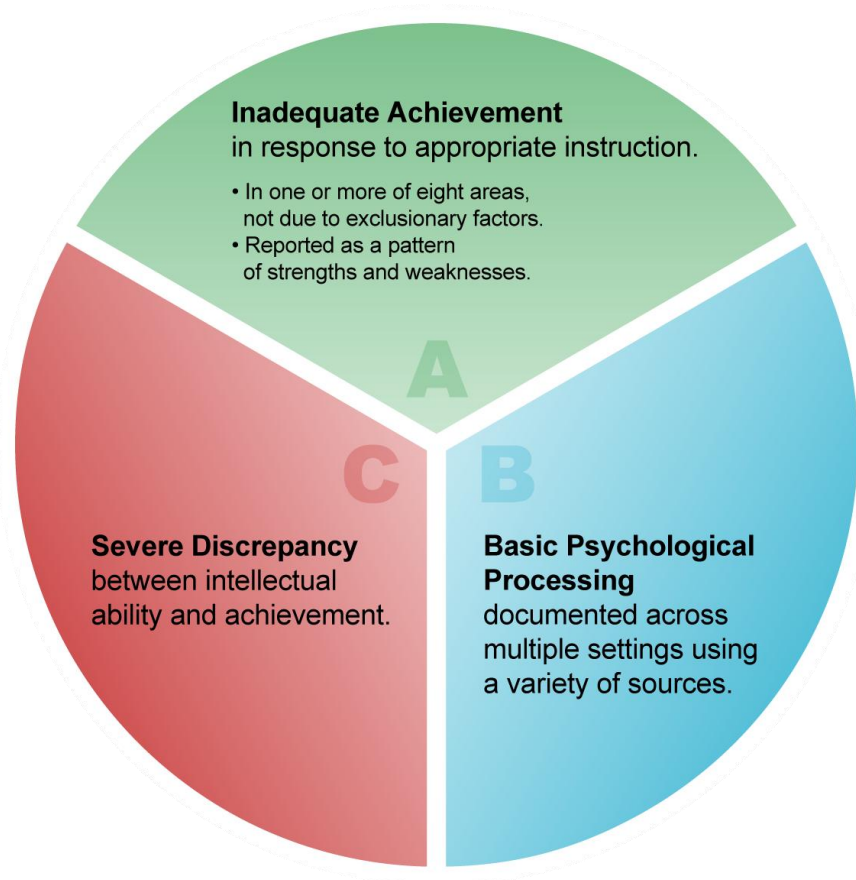
SRBI...

- ▶ Although SRBI can be used as an SLD criteria option, it is also used to improve the quality of services/instruction in the general education environment.
 - ▶ It provides services early on at the student's level of need in specific areas of concern.
- 

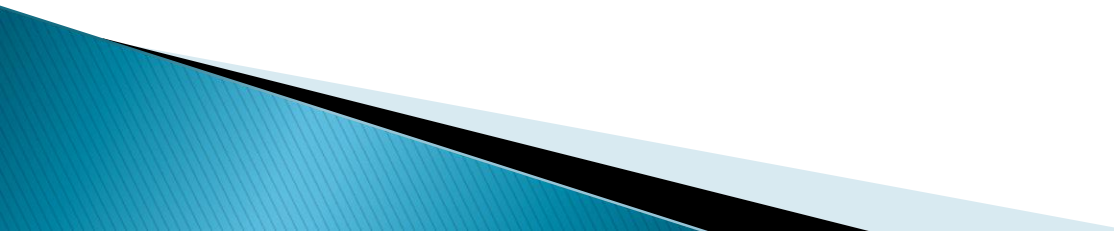
Scientific Research Based Intervention (SRBI): A value added practice

- ▶ SRBI increases the success rate of students receiving general education instruction.
 - ▶ SRBI provides research based instruction as an early intervention to students.
 - ▶ SRBI provides critical data needed to design, implement, and monitor instructional interventions.
 - ▶ SRBI may reduce the number of referrals to special education.
 - ▶ SRBI can be beneficial to document and improve the likelihood that students will respond to intervention across concern areas. This may provide additional data for other categorical areas of special education.
- 

Specific Learning Disabilities Eligibility Criteria Options



Criteria A, B, C, D

- ▶ A: Severe underachievement (no change)
 - ▶ B: Basic psychological processes
 - Used to be “information processing”
 - See handout
 - ▶ C: Severe discrepancy (no change)
 - ▶ D: Inadequate rate of progress
- 

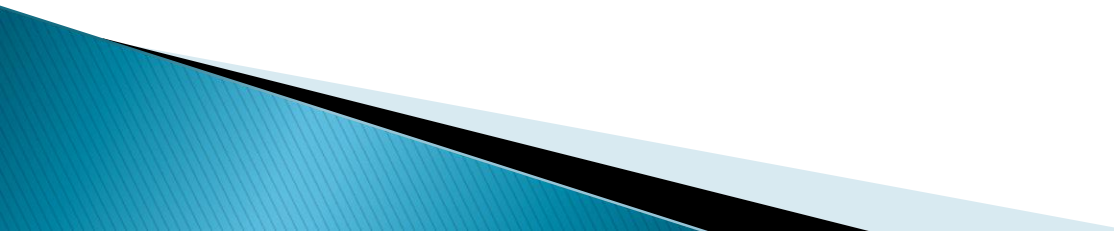
D: Inadequate rate of progress

- ▶ 12 data points over 7 weeks through progress monitoring during intensive SRBI
 - ▶ Minimal rate of improvement
 - ▶ Progress not maintained
 - ▶ Performance below expectation, AND
 - ▶ Achievement below 5%tile (standardized)
- (p. 1–11)

Choice in Criteria

- ▶ School wide systems must be fully implemented in order to exercise the choice of using the SRBI (RTI) model.
- ▶ Infrastructure and fidelity of implementation must be fully established.
- ▶ After full implementation, teams will be able to choose which criteria to use before evaluation for each individual student.

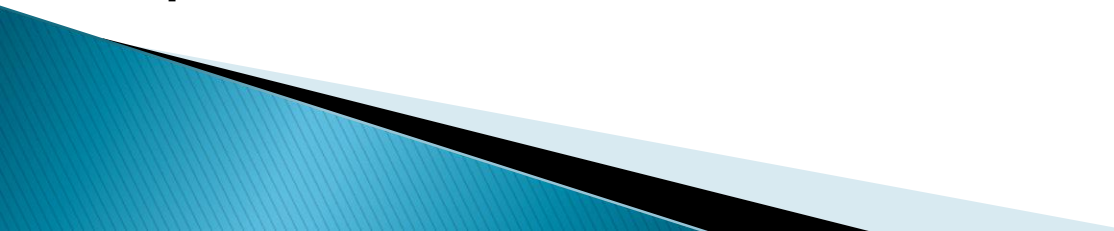
(p. 1–8)



Dual Eligibility Option

- ▶ There are limitations to the discrepancy model.
- ▶ Full implementation of SRBI can take 3–7 years.
- ▶ MDE does not anticipate a rise in the number of students qualifying for services under the SLD category.
- ▶ MDE believes dual eligibility options and SRBI may lead to earlier identification of at-risk learners than discrepancy alone.

(p. 1–9)



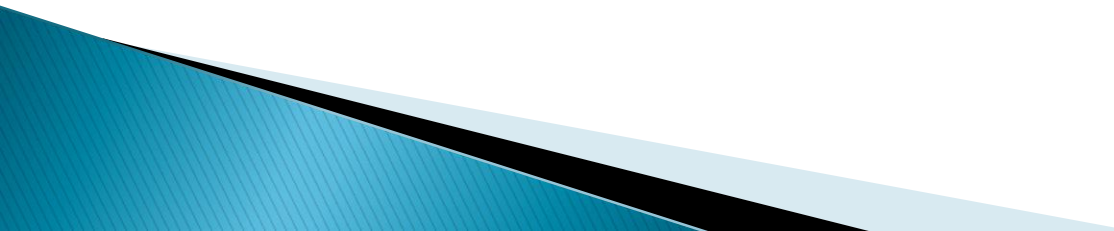
Pre-referral Interventions

- ▶ These are still required prior to special education referral.
- ▶ 2 interventions must be completed prior to evaluation
 - If parent requests evaluation or the team deems the evaluation urgent, your child study coordinator should be involved in this process.
- ▶ It remains quality practice to have a conversation with parents regarding the need for supplemental instruction/intervention.

Additional Evidence Required

- ▶ P. 1–12 through 1–13 discuss items that must be included and specify evidence that must be considered in eligibility determination.
- ▶ Take 5 minutes to review these pages.
- ▶ Notice the section labeled, “Verification Requirement”
 - This means evaluation team members must sign the signature page at the end of the evaluation report and agree with conclusions (or write a separate statement disagreeing with conclusion.)
No change!

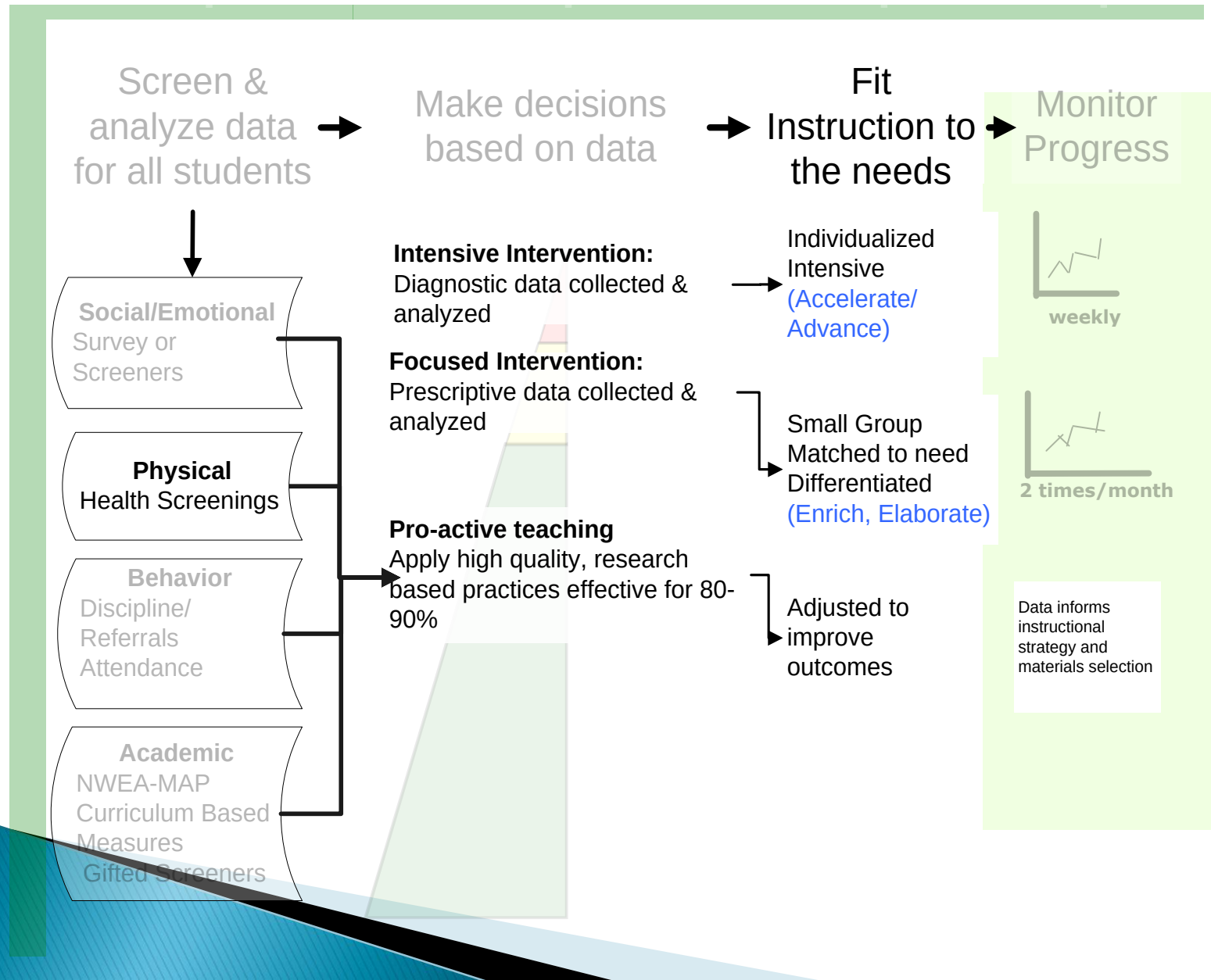
IMPORTANT!!

- ▶ Because systems of SRBI must be in place and implemented with fidelity before teams can exercise choice, all districts/buildings/teams should ONLY be using the discrepancy model.
 - ▶ You will be notified when your building has met criteria to be allowed to exercise choice in criteria.
- 

Chapter 2–Chapter 6

- ▶ Please look at p. 2–8 through 2–10
- ▶ This flow chart reviews chapter 3–11 in the new SLD Manual.
- ▶ It may serve as a good reference tool for later.

System of Assessment for RtI



Screen all students at least 2 x per year

- ▶ Social Emotional (Surveys or Screeners)
 - ▶ Physical (Health screenings, attendance records, vision/hearing, physical wellness)
 - ▶ Behavior (Discipline/referrals and attendance)
 - ▶ Academic (NWEA–MAP, Learnia, MClass, Curriculum Based Measures (Dibels/Aimsweb), Gifted Screeners, YCAT, OWLS, Iowa Acceleration Scale)
 - ▶ These screenings would be used to determine the level of risk for each individual student.
 - ▶ Imperative to look at the whole child.
 - ▶ Benchmarking is synonymous with screening.
 - ▶ General screening answers the question, “Who needs extra help?”
- 

Screening Procedures for Culturally and Linguistically Diverse Students

- ▶ Include non-discriminatory practices and procedures
 - ▶ Disaggregate data to see how well core instruction meets the needs of these learners.
 - ▶ Screening tools normed on students similar to those served in the school.
 - ▶ Collection of five weeks of progress monitoring data in addition to screening results to improve selection accuracy.
 - ▶ Examination of additional relevant data:
 - Instructional methods are appropriate
 - Teachers are trained to assess and intervene
 - Students are actively engaged and receiving core instruction
- 

Remember...

- ▶ Students may be identified as at risk through either the screening process or by parent/teacher referral.

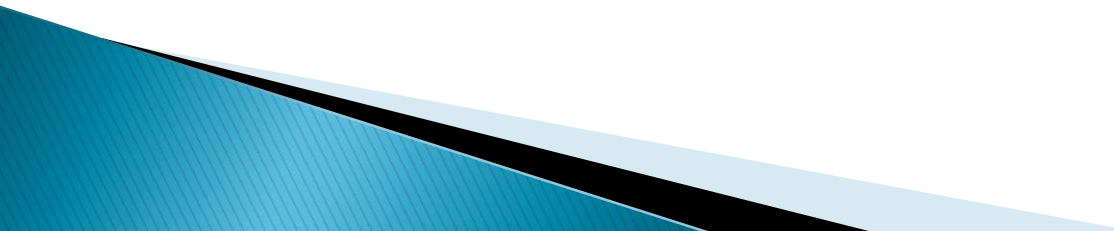
Further data and analysis of identified students

- ▶ After screening is complete and students have been identified, further screening and/or analysis of information is necessary based on the individual.
 - ▶ This is important to weigh screening data, teacher data, any additional information, and extenuating circumstances.
 - For example, Bobby's score on the math NWEA was approximately 2 grade levels below his own. Through additional data, the team determined that Bobby hadn't eaten breakfast and fell asleep during the assessment. Teacher data indicates Bobby's math skills have been at grade level for the last two year. Bobby likely does not need intervention.
 - We don't want to digitize students.
- 

If screening results are determined to be valid, more specific screening is needed.

- ▶ Targeted screening – Used to answer the question “What type of extra help is needed?”
 - For example, a student with a low reading fluency score may need to be screened to determine their ability to decode and recognize sight words.
- ▶ Typically, the answers to this question sort into *skill sets* like math calculation or reading comprehension.
- ▶ Informal diagnosis – Used to pinpoint specific skills and instruction needed like reading fluency or sight word recognition.
- ▶ Test backward, teach forward.

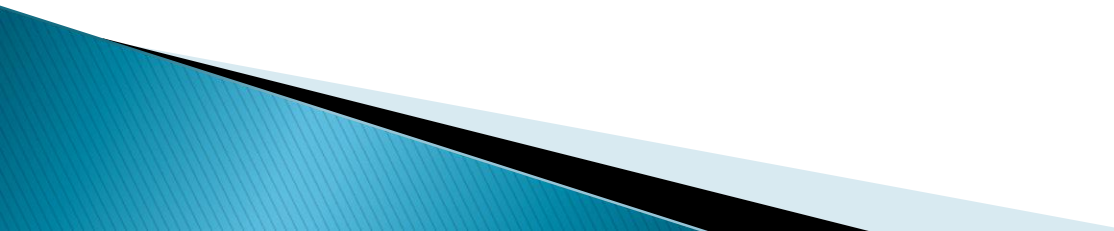
Test backward, teach forward

- ▶ Testing backward means backtracking through the diagnostic sequence to determine the students instructional level and identify the appropriate intervention starting point.
 - ▶ Teaching forward means you start at the “starting point” and move forward.
 - ▶ Refer to p. 4–18 for reading skills diagnostic sequence
- 

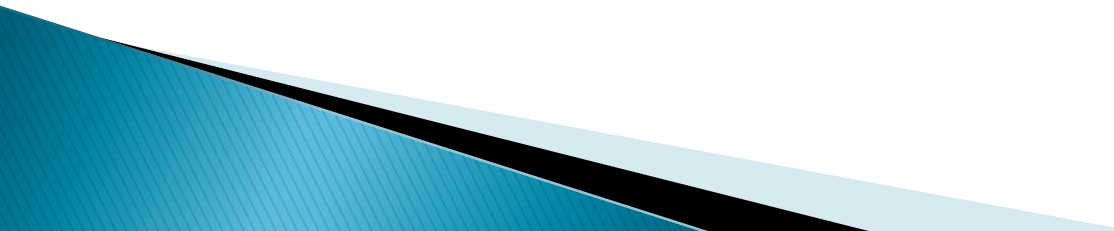
Fit instruction to the need identified by more in depth assessment

- ▶ Interventions must:
- ▶ Be research based
- ▶ Be done in addition to core instruction
- ▶ Be done with fidelity as prescribed in the research
- ▶ Specifically address skill deficit(s) identified through data
- ▶ Be guided by and responsive to student data from progress monitoring (use problem solving process p. 4–15)

Remember...

- ▶ Students may have needs that do not fit into a pre-existing intervention program.
 - ▶ Scientifically research based interventions may need to be implemented individually in these cases.
- 

Activity

- ▶ Turn to p. 4–15.
 - ▶ Take 2 minutes to review the problem solving process.
 - ▶ Stand up, walk at least 15 paces, and find someone to talk with about how you could use the problem solving process in your current practice.
- 

Conceptual Model: Tiers +

Academic

Intensive, Individual

Strategic Group

Universal

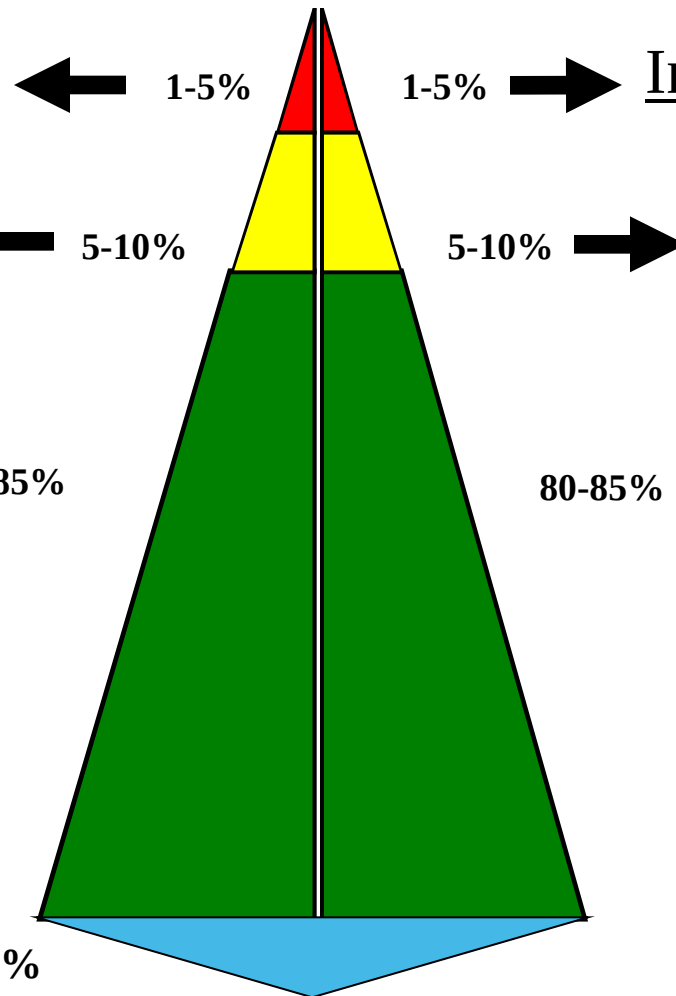
Advanced

Behavior

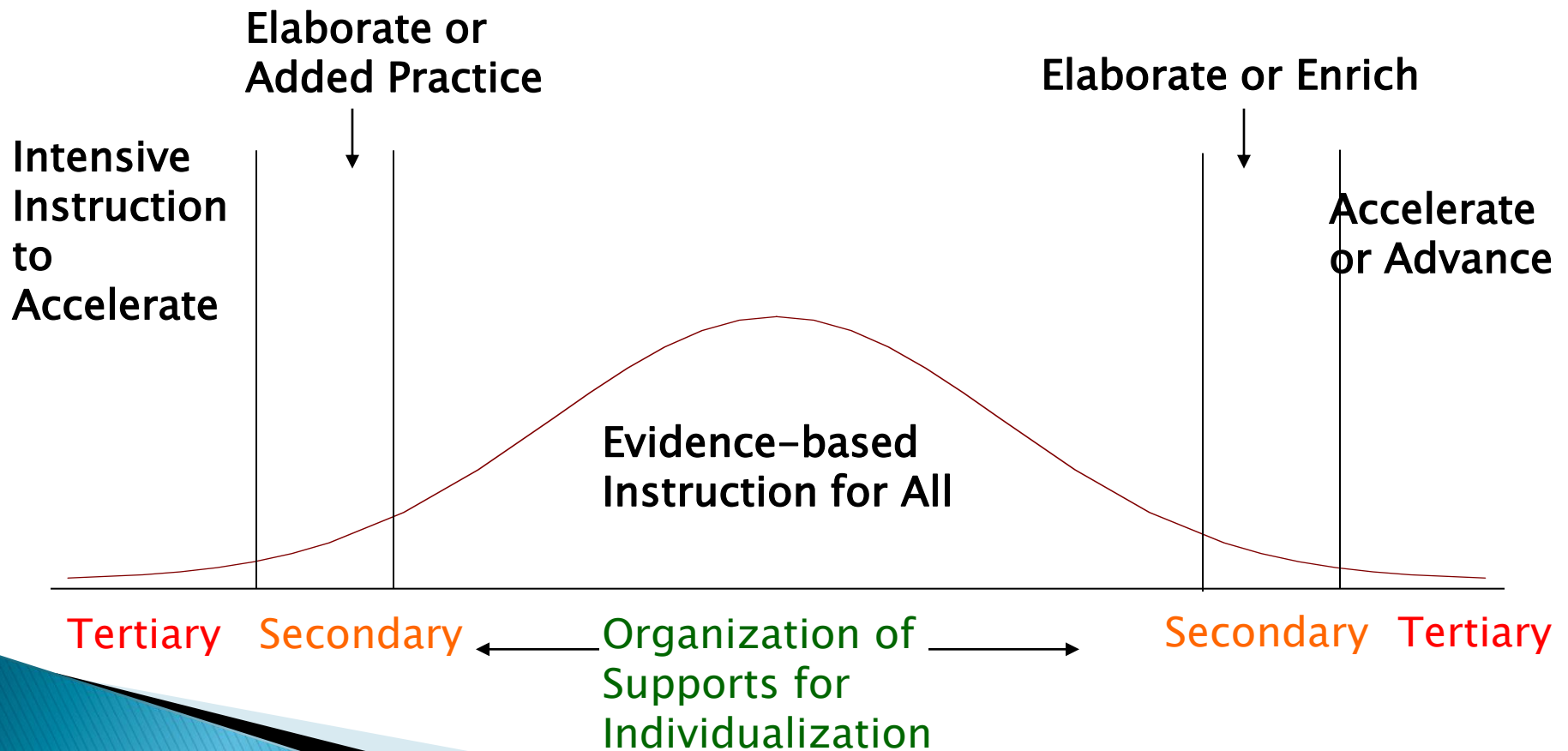
Intensive, Individual

Strategic Group

Universal



Conceptual Model: Continuums of Support



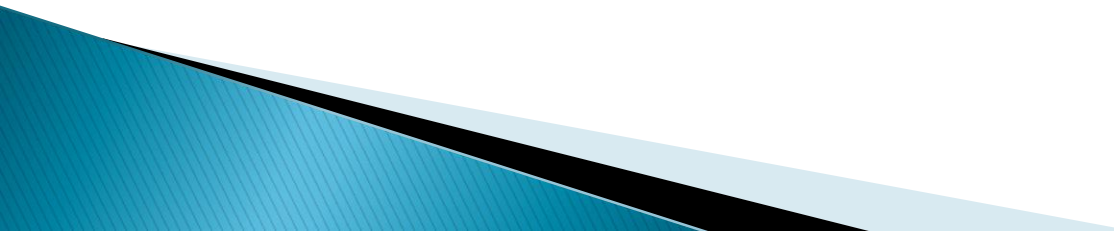
The three tiers of SRBI intervention/support

- ▶ Tier One: Core instruction and universal interventions for all learners.
 - 80–90% of population
 - If 80–90% are not at bench mark, then core curriculum should be reviewed and/or modified to meet students' needs.
 - ▶ Tier Two: Small group, focused (skill specific) intervention based on area of need identified.
 - 10–15% of population
 - ▶ Tier Three: Intensive, individualized intervention.
 - 1–5% of population
- 

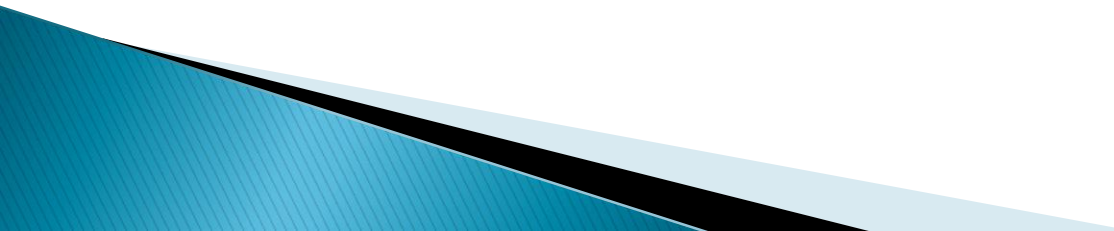
Movement between tiers?

- ▶ Tiers are fluid.
- ▶ Students can move between them.
- ▶ Based on progress monitoring data collected during intervention.

Implementing intervention > progress monitoring

- ▶ Different areas of concern/tiers need to be progress monitored at different frequencies.
 - ▶ For example, behavior interventions may need to be monitored daily or hourly depending on the student, the concerning behavior, and the intervention.
 - ▶ Academic interventions can be monitored between 1 x per week and 2 x per month depending on the tier.
- 

Components of progress monitoring

- ▶ Baseline data–Must be collected before the intervention is started and will be used to set the goal line.
 - ▶ Progress monitoring tool–Must directly measure growth in the area of concern.
 - For example, a math fact fluency probe would not directly measure improvement in a student's math reasoning skills.
 - Decision rules should be determined before the implementation of the intervention. This is important because it is used to evaluate the success of the intervention or the need to change the intervention.
- 

Progress monitoring tools

- ▶ Curriculum based measures:
 - AIMSWEB Probes
 - Dibels
 - Teacher created CBM's
 - www.interventioncentral.com
- ▶ Progress monitoring tools are NOT:
 - MCA-II's
 - NWEA–Measures of Academic Progress
 - End of unit/chapter tests

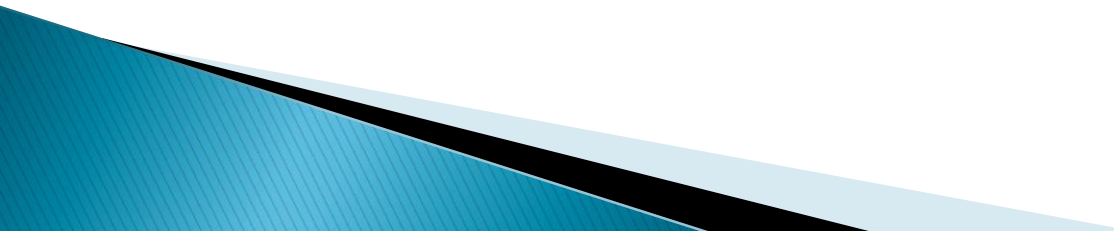
Rate of Progress

- ▶ Is measured over time through progress monitoring while using interventions
- ▶ A minimum of 12 data points are required over at least 7 school weeks to establish a rate of progress.

What does the progress monitoring tell us?

- ▶ Depending on the student's progress with intervention, we can determine:
 - If an intervention needs to be modified
 - If a different intervention is needed
 - If a student needs to switch to a different intervention tier
 - If a student should be referred for a special education evaluation
 - ▶ Refer to p. 5–5 for table on appropriate PM practices
- 

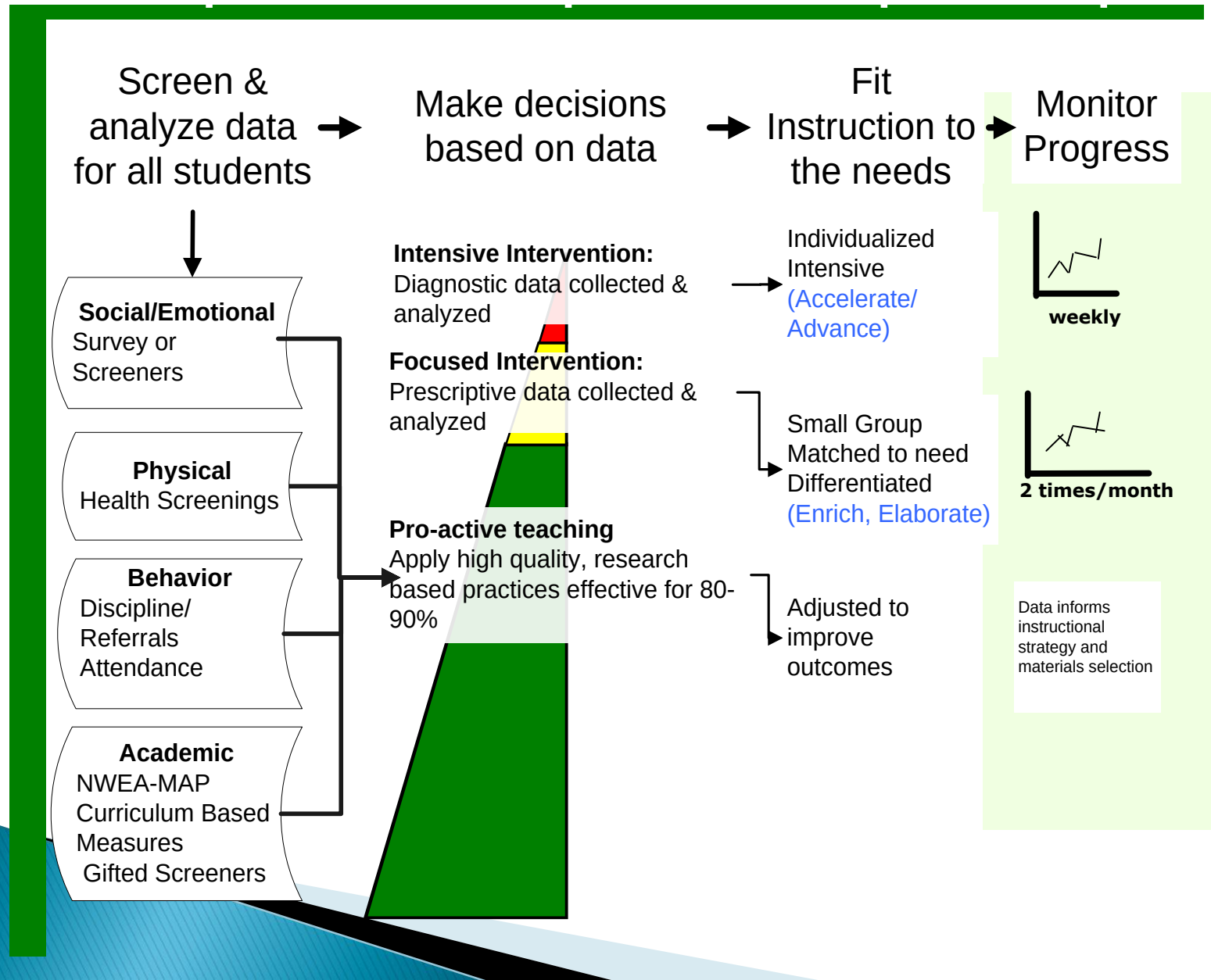
Remember...

- ▶ Progress monitoring can and should be used with students already in programming.
 - ▶ This data can and should be used to inform your instruction.
 - ▶ If progress monitoring shows an inadequate rate of progress over data points (trend/slope), you may want to adapt your instructional methods, curriculum, or environment.
- 

Look at ICEL

- ▶ If things aren't working, you may need to analyze using ICEL:
 - I=Instruction
 - C=Curriculum
 - E=Environment
 - L=Learner

System of Assessment for RtI



Chapter Seven–Suspecting a Disability

- ▶ Interventions did not prove successful
 - ▶ Buildings should have a process in place for moving from intervention to evaluation for special education services
 - ▶ Areas of underachievement:
 - Listening comprehension
 - Oral expression
 - Basic reading skills
 - Reading fluency
 - Reading comprehension
 - Written expression
 - Math calculation
 - Mathematical problem solving
- 

Exclusionary Factors

- ▶ Exclusionary factors are present on p. 7–6 through 7–14. Guiding questions are also included as further information in decision making.

Activity

- ▶ Inconsistent educational programming is now worded as “lack of appropriate instruction in reading or math.”
 - Turn to p. 7–10
 - Review Factor 6 and the guiding questions which continue through p. 7–12
 - We will do a Think–Pair–Share on how these questions may have influenced an evaluation you have done in the past.

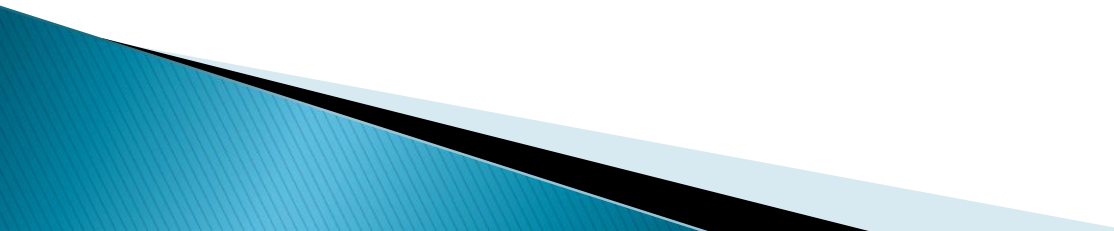
Chapter Eight–Gathering Data for Evaluation

- ▶ Special Education Evaluation Changes–Right Now
 - Reading Fluency is now an area to consider.
 - Basic psychological processes replace information processes (refer to handout.)
 - Do not leave SRBI or pre-referral data at the door when you start a comprehensive evaluation.
 - All other evaluation procedures can remain the same.
 - P. 8–14 through 8–32 provide ideas for data sources and assessments.

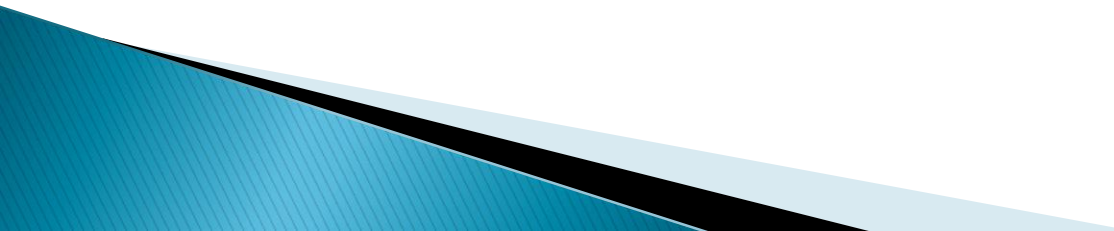
Evaluations must:

- ▶ 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.
- 

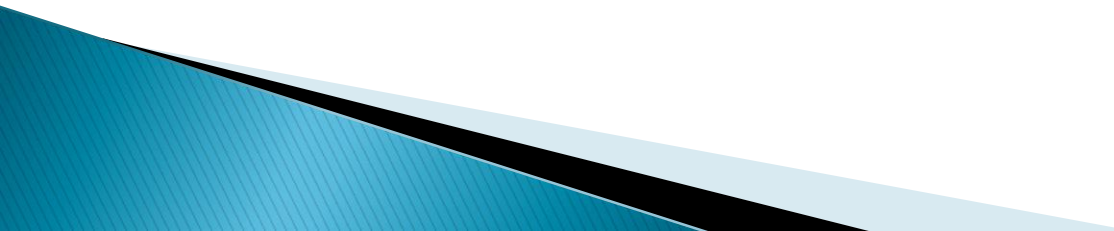
Documentation sources for basic psych processes must include:

- ▶ 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.
- 

Chapter 9–Interpretation of Data

- ▶ 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
 - Identify need for accommodations or modifications must be made to provide access to grade-level success
- 

Inadequate Achievement in Reading Fluency

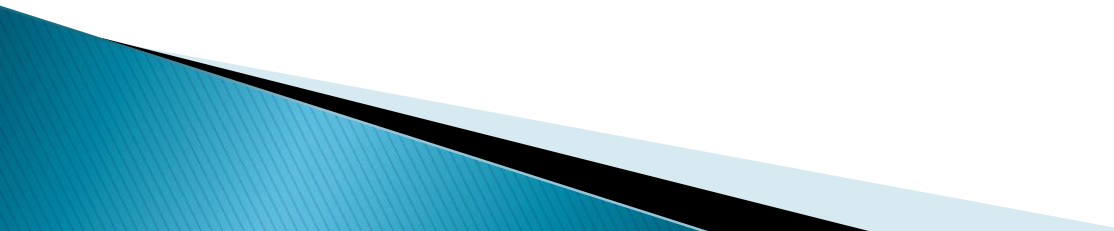
- ▶ Student was referred for reading fluency and interventions have been done.
 - ▶ Team should look at Basic Reading Skills and Reading Comprehension first. Teams can document a need for specialized instruction in reading fluency in the evaluation report.
 - ▶ If team determines (with multiple sources of data) that student has accurate decoding skills, inadequate reading rate and poor prosody despite high quality instruction, further evaluation for meeting criteria in reading fluency may be justified.
 - ▶ Look at p. 9-47 through 9-48 for this procedure.
- 

Interpreting IQ/Cognitive Functioning Data

- ▶ Test results used to make eligibility decisions must be evaluated in light of the student's:
 - Developmental history
 - Psychological history
 - Family history
 - Home and school environmental influences

Note to psychs: p. 9–29 provides mitigating factors to be reviewed

Interpreting data...

- ▶ Review background information and intervention data
 - Data source p. 9-5 through 9-7
 - ▶ Basic Psych Processes Handout
 - Sources of data p. 9-27
 - ▶ Interpret achievement data p. 9-10
 - ▶ Likely Patterns of Performance for SLD Identification p. 9-13
 - ▶ Do not ignore data that does not support eligibility.
- 

Chapter 10–Deciding Eligibility

- ▶ Evaluation is used to determine the next instructional step...eligibility for special education is just one possible next step.
- ▶ Eligibility Criteria Worksheet p. 10–10
 - Includes, but is not limited to:
 - Required documentation provided to parents
 - Areas of achievement matrix p. 10–12
 - Documentation of exclusionary factors p. 10–13
 - Documentation sources for basic psych processes
 - Basic psych processes chart p. 10–15
 - Severe discrepancy and data from SRBI p. 10–16 through 10–17

At a minimum, the ER must include:

- ▶ Parent input in all three areas
 - ▶ A summary of all evaluation results
 - ▶ Documentation of whether the pupil has a particular category of disability or, in the case of a re-evaluation, whether the pupil continues to have such disability
 - ▶ Present levels of performance and educational needs that derive from the disability
 - ▶ Whether the child needs special education and related services, or in the case of a re-evaluation, whether the pupil continues to need special education and related services, and
 - ▶ Whether any additions or modifications to the special education or related services are needed to enable the pupil to meet the measurable annual goals set out in the pupil's IEP and to participate, as appropriate, in the general curriculum.
- 

Evaluation Report Summary

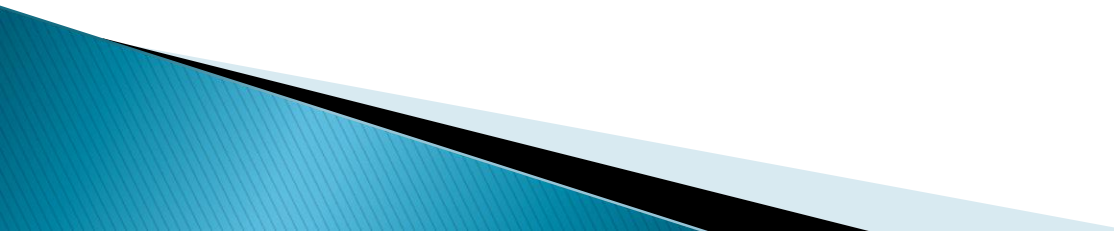
- ▶ Paragraph 1: Eligible or not? How did they meet criteria?
 - Summarize criteria sheet in sentence format.
- ▶ Paragraph 2:
 - Summary of strengths and weaknesses including...
 - What do they do well? What interferes with general education?
 - Basic psych processes information from multiple sources:
 - Observable and measurable weaknesses
 - Observable and measurable strengths
 - Notable compensatory strategies or accommodations that have been successful

p. 9–27
- ▶ Paragraph 3: Identifying needs
 - Which areas might the team target for instruction/accommodations in order to improve performance over the next 3 years?
 - What do they need to learn to access general education? What accommodations/modifications are needed to access general education curriculum and instruction?

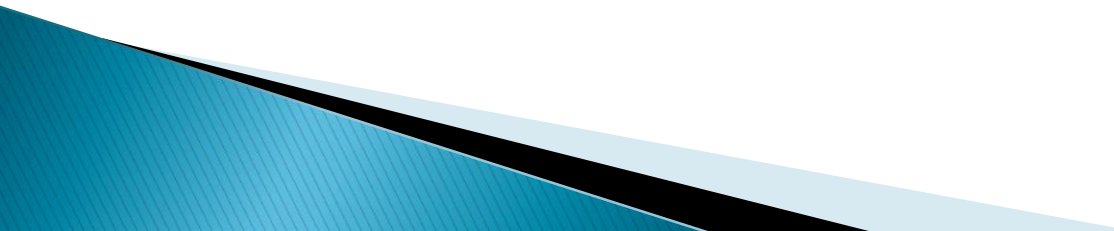
Special Education Needs/Accommodations

- ▶ Understanding present and future demands are important for making the general education curriculum accessible

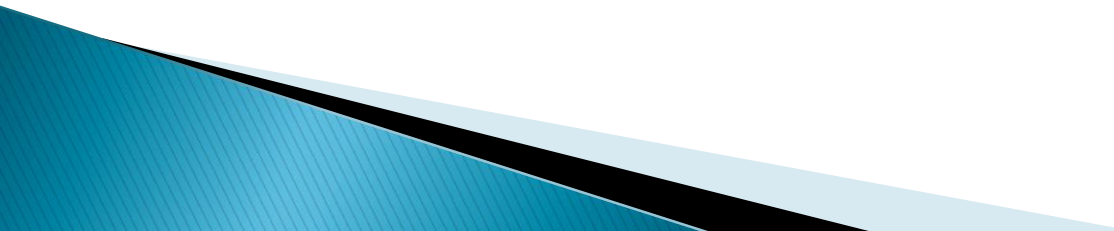
Evaluation Data Should Inform Instruction

- ▶ Information on basic psychological processes should be a strong driving force for instruction
 - ▶ Instructional Implication charts found on p. 9–14 through 9–24
 - ▶ Evidence based practices for designing special education services p. 10–39
- 

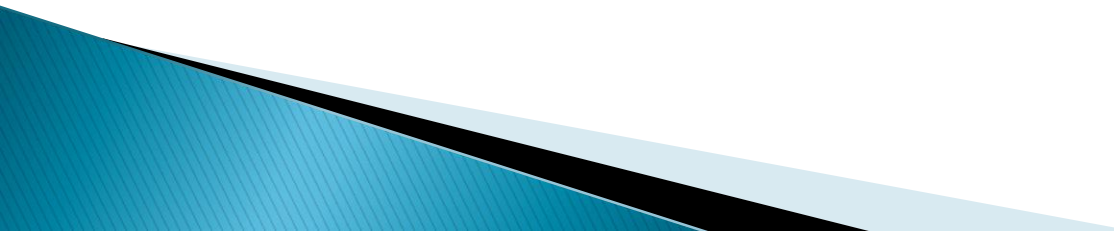
School Psychologist

- ▶ Guidelines and Resources for School Psychologists can be found on p. 9–30 through p. 9–52.
 - ▶ Happy reading!
- 

Other Good Resources in Manual

- ▶ Script for parent interview p. 4–25
 - ▶ Diagnostic sequences p. 4–16, 4–18, 4–19, 4–20
 - ▶ Guiding questions for determining exclusionary factors p. 7–7 through 7–14
 - ▶ Referral concerns and corresponding psychological processes Table 7.3 on p. 7–22
 - ▶ Likely patterns of performance in SLD identification p. 9–13
- 

More good resources...

- ▶ Regression table p. 9–44
 - ▶ Examples of common pitfalls in making valid decisions p. 10–21
 - ▶ Questions for Parents p. 10–39
 - ▶ Standard Score Range, Classification, Performance p. 9–8
- 

Future Training Opportunities

- ▶ Culturally and Linguistically Diverse Students
- ▶ Basic Psychological Processes–Fall of 2011
- ▶ SRBI teams will be trained when buildings are deemed ready in the following:
 - Systems of Assessment
 - Systems of Scientific Research Based Interventions
 - Using Multiple Methods of Data Collection for Integrating Data, Determining Eligibility, and Developing Specially Designed Instruction
 - Linking Profiles of Achievement with Basic Psychological Processes
- ▶ Possible trainings when areas of need are identified: Middle/High School and SRBI, Research Based Interventions

Questions and Answers

