

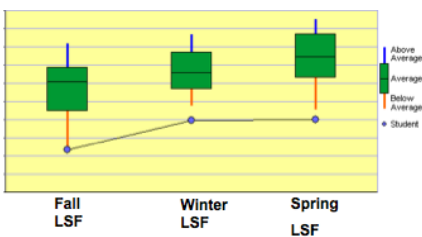
**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS  
(SPECIFIC LEARNING DISABILITY)  
(Required as of the 2010-2011 School Year)**

**Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.**

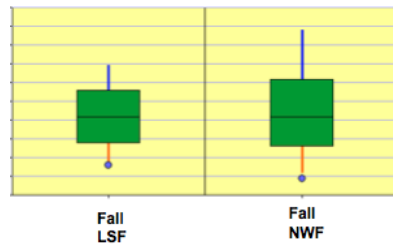
**PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:**

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

**An individual intervention plan was developed for Michael because his early literacy skills were below average/discrepant compared to K and 1<sup>st</sup> grade peers. As shown in Figures 1 & 2, Michael's Letter Sound Fluency (LSF) scores were all at or below the 10<sup>th</sup> percentile in the spring of K and again in the fall of 1<sup>st</sup> grade, as was Nonsense Word Fluency (NWF), meaning that he performed equal to or better than 10% of his grade level peers.**



**Fig. 1- K**



**Fig. 2- 1<sup>st</sup> grade**

**PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:**

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

**As indicated in Fig. 3, Michael has mastered pre-reading skills such as identification of colors, shapes, and body parts. He has passed vision and hearing screenings. However, in the area of early literacy skills, he is only 60% accurate in discriminating word pairs containing one different phoneme as the same or different. In addition, Michael currently has not mastered the skills of blending, segmenting, and manipulating sounds at the earliest, compound word, level. He currently correctly says initial sound for orally presented words beginning with those letter sounds that he knows.**

**Problem Analysis: Michael X**

Contributing Factors:	Causal Hypothesis:
<b>Curriculum:</b> Greater than 85% of students in the 1st grade class are learning letter sounds using 1st Grade PALS and Signs for Sounds	The Core curriculum is not contributing to Michael's difficulties.
<b>Instruction:</b> Observations in the classroom indicated that instruction is based on sound instructional principles. Michael's teacher provides him with much individual assistance.	The basic instruction is not contributing to Michael's difficulties, although he needs more of the same and something more intensive to supplement.
<b>Environment:</b> Observations in the classroom indicate that the environment is conducive for learning. It is positive and reinforcing.	The classroom environment is not contributing to Michael's difficulties, although he needs smaller groupings.
<b>Learning:</b> Michael has mastered pre-reading skills such as identification of colors, shapes, and body parts. He has passed vision and hearing screenings. However, in the area of early literacy skills, he is only 60% accurate in discriminating word pairs, containing one different phoneme, as the same or different. Michael currently has not mastered the skills of blending, segmenting, and manipulating sounds at the earliest, compound word, level.	Michael's early literacy skills are below the 10 <sup>th</sup> percentile because he needs more intensive instruction and practice with the phonemic awareness skills of discriminating same and different word pairs and blending, segmenting, and manipulating sounds at the compound word, syllable, and phoneme levels.

**Fig. 3**

**PLAN DEVELOPMENT / INTERVENTION(S):**

Describe the previous and current intervention plans (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

As illustrated in his 1st grade individual Instructional Planning Form (Fig. 4), Michael received 90 daily minutes of core instruction in phonemic awareness and alphabetic principle skills as part of the core 1<sup>st</sup> grade language arts block that also supplemented the 1<sup>st</sup> grade PALS and Signs for Sounds programs. This core programming is effective for the majority of students in Michael's grade, as evidenced by Fig. 3B. On Oct. 3<sup>rd</sup>, Michael also began receiving an additional 30 minutes daily of 1<sup>st</sup> gr PALS in a small group setting. When adequate progress was not met on a Nov 7<sup>th</sup> data review, following some additional informal assessment (fig. 3), the team added 60 minutes daily of small group (2 students) using the Great Leaps program, and added 15 minutes daily of computer instruction using Earobics (Fig. 5). The majority of students responded positively to Great Leaps, as evidenced by Fig. 3C. These targeted interventions matched Michael's specific reading needs. Michael's core program of Harcourt Trophies (fig 6), and supplemental interventions of PALS, Great Leaps, and Earobics have all received positive reviews as scientifically-based reading programs from the Florida Center for Reading Research ([www.fcrr.org](http://www.fcrr.org)). (Fig. 7) All implementers were trained in these interventions prior to their use, and bi-monthly accuracy of implementation self-ratings for each program were completed by each implementer. Results of these ratings as well as principal and reading coach observations/walk throughs indicate that the interventions were implemented as intended. (Fig. 9) Michael's core reading program, Harcourt Trophies, contains all the essential components of reading instruction (Fig. 6) and was implemented as intended. (Fig. 8)

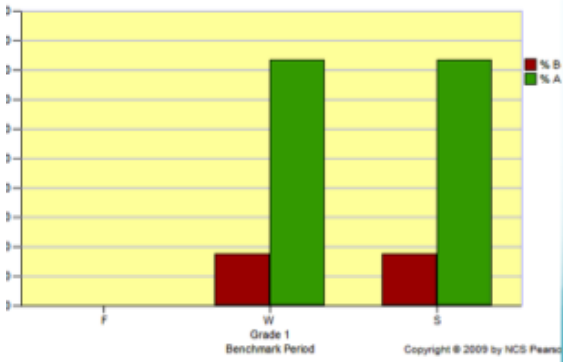


Fig. 3B

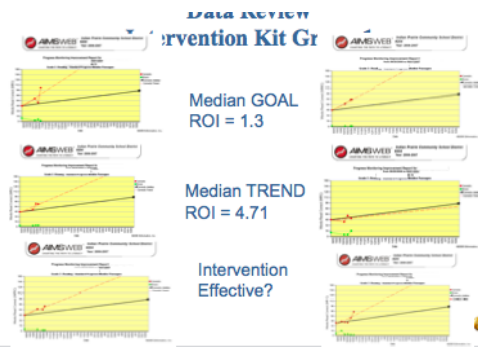


Fig. 3C

Goal: Michael will achieve at the 50%ile on *AIMSweb Early Literacy measures by May 2006*

Focus or Skill (which of 5 Big Areas)	Teaching Strategy	Materials/ Intervention	Arrangement/ Implementer, etc.	Time	Motivational Strategies
Phonemic Awareness	Letter name & letter sound correspond	1 <sup>st</sup> grade PALS	Whole class broken into dyads - classroom	Daily - 20 min	Verbal praise
Alphabetic Principle	Sound/symbol correspondence	Signs for Sounds	Whole class	Daily - 30 min	Verbal praise - for Michael give credit for getting 1 <sup>st</sup> sound correct
Phonemic Awareness	Compound word level segmenting	Great Leaps	Sm grp of 2 str - 20 min	Daily - 40 min	Verbal praise
Phonemic Awareness	Sound discrimination	Earobics	Computer station in class - classroom	Daily - 15 min	

Fig. 4

Figure 2: Intervention 2 - INSTRUCTIONAL PLANNING FORM

Student Name: Michael X Grade: 1 Teacher Name: [redacted]

Goal: Michael will achieve at the 50%ile on *AIMSweb Early Literacy measures by May 2006*

Focus or Skill (which of 5 Big Areas)	Teaching Strategy	Materials/ Intervention	Arrangement/ Implementer, etc.	Time	Motivational Strategies
Phonemic Awareness	Letter name & letter sound correspond	1 <sup>st</sup> grade PALS	Whole class broken into dyads - classroom	Daily - 20 min	Verbal praise
Alphabetic Principle	Sound/symbol correspondence	Signs for Sounds	Whole class	Daily - 30 min	Verbal praise - for Michael give credit for getting 1 <sup>st</sup> sound correct
Phonemic Awareness	Compound word level segmenting	Great Leaps	Sm grp of 2 str - 20 min	Daily - 40 min	Verbal praise
Phonemic Awareness	Sound discrimination	Earobics	Computer station in class - classroom	Daily - 15 min	

Fig. 5

**1. Research Base of Harcourt Trophies**

- Florida Center for Reading Research

In 2002, The Florida Center for Reading Research conducted a formal review of several core reading programs intended to be used as initial instruction. The process for these reviews was a little different than the one used for the programs below, but it produced a list of core reading programs that were aligned with the basic Reading First standards and were suitable for use by Reading First schools in Florida. These core reading programs were: Trophies published by Harcourt (2003), A Legacy of Literacy published by Houghton Mifflin (2003), Open Court published by SRA (2002), Reading Mastery Plus published by SRA (2002), and Scott Foresman Reading as long as the manual called Links to Reading First is used (2002). All of the aforementioned programs should be considered to have been positively reviewed by the Florida Center for Reading Research.

Fig. 6



peer score of 30. Michael's Phonemic Segmentation Fluency score as of Dec. 12<sup>th</sup> was 18 compared to a median peer score of 42.

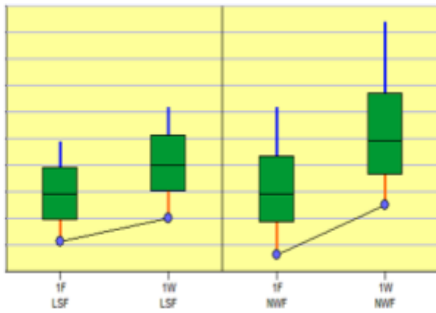


Fig. 12

**PLAN EVALUATION / INSTRUCTIONAL NEEDS:**

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.



While Michael's rate of improvement was higher than that of typical peers with the addition of 99 supplemental and intensive minutes per day of small group instruction, the intensity of these supports is significantly different from those of general education peers. In order to sustain or accelerate his current rate of improvement and generalize these skills to passage reading, the team recommends that everything under Figure 13 continue, but that Great Leaps increase to 90 minutes per day. Reading Mastery also is recommended once Michael's early literacy skills have improved enough to meet the prerequisites for this program. A small group environment will be needed for implementation of Reading Mastery and 1<sup>st</sup> gr. PALS. Progress Monitoring will need to continue weekly, and will switch to Reading-Curriculum Based Measurement as soon as Michael can read 15 words correctly in one minute from a primer AIMSweb passage. The materials and environment described, as well as the planning and personnel that they would require for successful implementation, are substantially different from those of general education peers. Michael has a need for on-going, additional, and substantial support beyond the scope of general education.

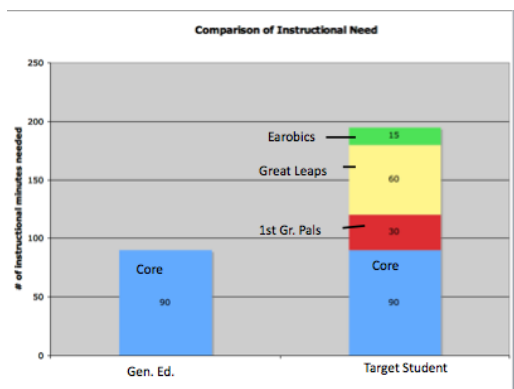


Fig. 13

Figure 2: Intervention 2 - INSTRUCTIONAL PLANNING FORM

Student Name: Michael X Grade: 1 Teacher Name: \_\_\_\_\_

Goal: Michael will achieve at the 50<sup>th</sup>ile on AIMSweb Early Literacy measures by May 2009.

Focus or Skill (which of 5 Big Areas?)	Teaching Strategy	Materials/ Intervention	Arrangements/ Implementation, etc.	Time	Motivational Strategies
Phonemic Awareness	Letter name & letter sound matching	2 <sup>nd</sup> grade PALS	Vertical class breaks into groups - Based on age app. - 15 min. - Based on app. - 15 min.	Daily - 20 min. Daily - 15 min. Daily - 15 min.	Vertical praise for graphing Vertical praise for graphing
Alphabetic Principle	Sound-symbol correspondence	Signs for sounds	Vertical class	Daily - 30 min.	Vertical praise for Michael give credit for getting 2 <sup>nd</sup> sound app.
Phonemic Awareness	Compositional word level segmentation	Great Leaps	100 app. of 2 min. app. - 20 min.	Daily - 40 min.	Vertical praise
Phonemic Awareness	Sound discrimination	Earobics	Computer software to allow - 15 min.	Daily - 15 min.	

Fig. 5 repeated

**ADDITIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):**

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

**Exclusionary Factors were addressed using RIOT tools and disaggregate data. Vision, hearing and motor screening indicates no current concerns in these areas. Average achievement in math and other areas & typical adaptive behavior skills reported in interview indicates no current cognitive disability. Based on record reviews (Fig. 14), teacher and parent interviews & systematic observation, results indicate adaptive behaviors similar to typical peers (no emotional disability). Parents & staff have no current concerns in cultural factors; his achievement in early reading is much below other Asian students in this district in terms of both level & rate of improvement (Fig. 14). Michael is not receiving free/reduced lunch and interview indicates no economic or environmental disadvantage (Fig. 14).**

**iii. Record Review by Psychologist**

LEP ruled out  
By Record Review

**Cumulative Folder Review**

Name: \_\_\_\_\_  
 Student Number: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_  
 Ethnicity: \_\_\_\_\_  
 Special Education: \_\_\_\_\_

In this student's aggregate norms for grade level? \_\_\_\_\_  
 If no, indicate why: \_\_\_\_\_

What is the primary language spoken at home? \_\_\_\_\_  
 What is the student's primary language? \_\_\_\_\_

In the chart below, indicate school absences, number of days absent, and any special services received (Speech, Language, Reading Support, Social Work, Resources, etc.)

Month	School Absences	Special Services Received
8		
9		
10		
11		
12		
1		
2		
3		
4		
5		
6		
7		

In the chart below, indicate the average report card grades:

Month	Reading	Math	Writing	Science	Soc. Sci.	Other
8						
9						
10						
11						
12						
1						
2						
3						
4						
5						
6						
7						

Fig. 14

Targets: AIMSweb Aggregate Norms

Category: Ethnicity

Drop down menu:  
 Service Code  
 Meal Status  
 Ethnicity  
 ELL/ESL

	Fall	Winter	Growth Rate
Target	80.0	100.0	1.2 WRC/week
Unknown	N/A	N/A	N/A
American Indian	N/A	N/A	N/A
African American	55.0	59.0	0.2 WRC/week
Asian	99.0	121.0	1.3 WRC/week
White	102.3	120.5	1.4 WRC/week
Hispanic	88.5	96.0	0.4 WRC/week
Pacific Islander	N/A	N/A	N/A
Multiple/No Response	129.5	137.5	0.5 WRC/week

Fig. 14

**ELIGIBILITY DETERMINATION  
(SPECIFIC LEARNING DISABILITY)  
(Required as of the 2007-2008 School Year)**

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

**DETERMINANT FACTORS**

The determinant factor for the student's suspected disability is:

- Yes  No Lack of appropriate instruction in reading, including the essential components of reading instruction (Evidence Provided)\_\_\_\_ **See Figs. 3B, 3C, 6 & 8; 7 & 9.**
- Yes  No Lack of appropriate instruction in math (Evidence Provided)\_\_\_No math concerns, 60 min/day of classroom math instruction that Michael has participated in regularly\_\_\_\_\_
- Yes  No Limited English Proficiency (Evidence Provided)\_\_\_Michael's first language is English and only English is spoken in the home\_\_\_**Record review, parent interview, Fig. 14**

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete the Eligibility Determination section accordingly. If all of the answers are "no," complete the following sections.

**EXCLUSIONARY CRITERIA**

The team determined that the following factors are the primary basis for the student's learning difficulties. Document the source of evidence in each area:

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	A visual, hearing or motor disability: - <b>Current screening and record review</b> indicates no current concerns in these areas
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Cognitive Disability: -Average achievement in math and other areas & typical adaptive behavior skills reported in <b>parent and teachers interviews</b> indicates no current concerns.
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Emotional disability: No current concerns in these areas based <b>on teacher and parent interviews &amp; systematic observation</b> ; observation results indicate adaptive behaviors at rates similar to typical peers
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Cultural factors: <b>Parents &amp; teacher interviews</b> indicate no current concerns in this area; his achievement in early reading is much below other Asian students in this district in terms of both level & rate of improvement. <b>Fig. 14</b>
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Environmental or economic disadvantage: No current concerns reported by <b>parents or teacher interviews</b> ; not receiving free/reduced lunch <b>Fig. 14</b>

If any of the boxes immediately above is checked "yes," the student cannot have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.

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## INCLUSIONARY CRITERIA

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### Educational Progress (Over Time)

**Evidence in the Documentation of Evaluation Results should support the team's answer to this question.**

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Is the student progressing at a significantly slower rate than is expected in any areas of concern?  
(Select One) With 99 supplemental minutes per day of intensive reading instruction, Michael is progressing at a slightly higher rate than his 1<sup>st</sup> grade peers

No

Yes - The student is progressing at a significantly slower rate than expected

Yes - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided. **Figs. 10, 11, & 13**

If yes, in which area(s)? Basic Reading

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### Discrepancy (At One Point in Time)

**Evidence in the Documentation of Evaluation Results should support the team's answer to this question.**

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Is the student's performance significantly below performance of peers or expected standards in any areas of concern?

(Select One) .After intensive intervention, Michael's performance on early literacy measures remains at a level that's less than half of his 1<sup>st</sup> grade peers and when compared with other students of Asian descent.

No

Yes - The student's performance is significantly discrepant.

Yes - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided. **Fig. 12**

If yes, in which area(s)? Basic Reading Skills – Phonemic Awareness/Phonics/Fluency

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### Instructional Need

**Evidence in the Documentation of Evaluation Results should support the team's answer to this question.**

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Are this student's needs in any areas of concern significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources? While the gap between Michael's early literacy skills and those of his peers has begun to close, the materials, planning, an personnel currently required to sustain or improve his rate of growth is very different from those of general education peers.

(Select One)

No

Yes - The student's instructional needs are significantly different and exceed general education resources. **Fig. 13**

If yes, in which area(s)? Basic Reading Skills – Phonemic Awareness/Phonics/Fluency

**If any of the boxes in this section (Inclusionary Criteria) are marked "No", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.**

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### Optional Criteria

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After determining that the criteria in the preceding section are met, the district may choose to use an IQ-achievement discrepancy model. If using this model, complete this section.

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*IQ-Achievement Discrepancy:*

Yes       No       NA      Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services? *(Please refer to evidence in Documentation of Evaluation Results)*

If yes, in which area(s)?

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## ELIGIBILITY DETERMINATION

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### Step 1: Disability Adversely Affecting Educational Performance

Yes       No      Based on the answers to the questions in the “Determinant Factors, Exclusionary Criteria,” and “Inclusionary Criteria,” sections, does the student have a specific learning disability?

If the answer is “no” the student is not eligible for special education services under the category of Specific Learning Disability and the team must complete Step 2 below.

If the answer is “yes,” indicate the area below and complete Step 2.

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Basic reading skills   | <input type="checkbox"/> Mathematical calculation     | <input type="checkbox"/> Oral expression         |
| <input checked="" type="checkbox"/> Reading fluency skills | <input type="checkbox"/> Mathematical problem solving | <input type="checkbox"/> Listening comprehension |
| <input type="checkbox"/> Reading comprehension             | <input type="checkbox"/> Written expression           |  |