Including Eligibility Data in IEP Development

Julie Flippo and Sylvia Hicks
Limestone County Schools
Data Collected for an Evaluation

- Cognitive Assessment
- Achievement Assessment(s)
- Documentation of Appropriate Instruction
  - Prong I
  - Prong II
  - Dates Data Shared with Parents
- Work Samples
- Behavior Scales
- Classroom Teacher Observation
- ABC Charts/FAST
- FBA
- Adverse Affect Statement
Cognitive Assessment

- Verbal Comprehension
- Visual Spatial
- Fluid Reasoning
- Working Memory
- Processing Speed
Bell Curve

- Extremely High: 130 and above
- Very High: 120-129
- High Average: 110-119
- Average: 90-109
- Low Average: 80-89
- Very Low: 70-79
- Extremely Low: 69 and below
Verbal Comprehension

**Meaning**
- Ability to access and apply acquired word knowledge

**Impact of High Scores**
- Good writing skills
- Ability to express their ideas
- Good vocabulary

**Impact of Low Scores**
- Difficulty with group discussions
- Difficulty with auditory memory
- Difficulty reasoning aloud
- Difficulty reading
- Difficulty writing and expressing ideas
- Difficulty with multi-step directions
Verbal Comprehension

Strategies for Growth

- Encourage student to paraphrase instructions/directions
- Use graphic organizers
- Teach with visuals, demonstrations, videos, etc.
- Highlight key vocabulary/major concepts in texts/assignments
- Relate new information to acquired knowledge
- Provide a word bank and/or glossary
- Insure that test items do not include vocabulary which has not been taught
- Prior to lecture, provide an advance organizer
- During oral lecture/presentation, use a cloze strategy to help the student be vigilant to key vocabulary and concepts to be presented

Accommodations on Service Page
Visual Spatial

Meaning
- To manipulate abstract visual thoughts

Impact of High Scores
- Benefits from hands-on activities

Impact of Low Scores
- Difficulty with puzzles
- Difficulty learning to read
- Gets lost easily
- Difficulty with charts, graphs, tables
- Difficulty storing and recalling visual information
- Difficulty with tasks requiring awareness of visual detail
Visual Spatial

**Strategies for Growth**

1. Have student use graph paper to assist in lining up numbers/letters properly and for guiding spaces between words
2. Highlight or underline important phrases in assigned reading
3. Provide visual markers to guide students
4. Copy math problems with a color marker but work them in pencils
5. Break spatial tasks into component parts and provide a verbal set of instructions to match each part
6. Provide hands on, concrete experiences and manipulatives when teaching an abstract concept that is visual in nature
Fluid Reasoning

Meaning
- Ability to think and reason using pictures/visual information
- To see what is being asked
- To understand and respond, and to organize information in one’s head through images
- To reason with rules, generalizations and logical thinking

Impact of High Scores
- Learns well with visuals and demonstrations

Impact of Low Scores
- Difficulty learning math facts & formulas
- Difficulty with deductive reasoning
- Difficulty with inductive reasoning
Fluid Reasoning

Strategies for Growth

1. Provide verbal information along with visual presentations
2. Reduce the amount of visual information on a page - easier to focus on information at hand
3. Allow a calculator for math activities
4. Provide various examples of how the rule or procedure can be used across different situations
5. Use discovery learning to provide experiences to assist the student to understand why a rule or principle works
6. Break complex tasks or procedures into component parts
7. Use a concept or skill in real life contexts (using subtraction to determine money left after a purchase)
8. Before teaching a new concepts, use semantic maps to organize key vocabulary and prior knowledge
Working Memory

**Meaning**
- Ability to hold information in head and manipulate it in some way
- Measures attention, concentration, working memory, ability to encode information and rehearsal strategies

**Impact of High Scores**
- Good short term memory
- Ability to sustain attention

**Impact of Low Scores**
- Difficulty with self-monitoring
- Difficulty with multi-step directions
- Difficulty with organization
- Difficulty spelling
- Difficulty reading - phonetic decoding
- Difficulty in math
- Difficulty following oral directions
Working Memory

**Strategies for Growth**

1. Seat student close to teacher
2. Encourage and teach good listening skills (eyes on teacher, active listening, asking questions, writing notes)
3. Teach memory enhancing techniques (mnemonics, rehearsal, repetition, visualizing/verbalizing, categorizing)
5. Teach student how to effectively use a daily agenda
6. Reduce quantity of work in favor of quality
7. Monitor student understanding
8. Seat student away from distractions
9. Use top down approach in instruction (whole to part)
10. Teach sight words
11. Write important information such as key terms, people, and/or events on the board
Processing Speed

**Meaning**
- Ability to respond to simple, visual motor tasks quickly, especially when under pressure to maintain focus, attention and concentration

**Impact of High Scores**
- Mental quickness
- Ability to work under pressure
- Good computer skills
- Motivation
- Persistence

**Impact of Low Scores**
- Difficulty copying notes from board
- Difficulty working under time pressure
- Difficulty taking notes with speed and ease
- Difficulty with expressing self quickly and efficiently
Processing Speed

Strategies for Growth

1. Develop fine motor coordination through appropriate activities
2. Teach how to skim and scan for information in text
3. Chunk work so it is not visually overwhelming
4. Provide a copy of the notes
5. Highlight math symbols as they can be easily confused
6. Avoid timed tasks
7. Allow extra time
8. Shorten tasks that are repetitive
9. Allow the student time to formulate responses
Documentation of Appropriate Instruction

- This form is in accordance with the Alabama Administrative Code regarding documentation of appropriate instruction (AAC page 516 #4)
- State Department’s form for Prong 1 is located at this web address
  - http://www.alsde.edu/sec/ses/Pages/forms-all.aspx?navtext=Forms
- State Department does not provide a Prong 2 form
  - If a program is checked in Prong 2, the corresponding intervention report is attached
  - Prong 2 programs vary among school systems
- Data provided to parent
    - Ninth Circuit - “the District violated the IDEA by failing to ensure that the RTI data was documented and carefully considered by the entire IEP team and failing to furnish the parents with the data, thereby making the parents unable to give informed consent for both the initial evaluation and the special education services C.M. received” (p. 853)
Documentation of Repeated Assessments

- 4th Grade 3-Year Reevaluation
- Math Performance
  - Below Average
  - NPR = 11
  - 2 years of gain followed by a semester of neither gain nor loss
  - Interpretation = IEP ineffective
    - Math goal?
    - Math services?
- Reading Performance
  - Below Average
  - NPR = 6
  - More than a year’s gain 3rd and 4th grade
  - Interpretation = While student is performing below average, services are working because of yearly growth.
Documentation of Repeated Assessments

- **Scantron Performance Series**
- **8th Grade Initial Referral**
- **Math Performance**
  - Below Average
  - NPR = 12
  - Two years of gain and one semester of neither gain nor loss
  - Interpretation = Even with yearly gains in 6th and 7th grade, student performing below average
- **Reading Performance**
  - Below Average
  - NPR = 8
  - Two and a half years of neither gain nor loss
  - Interpretation = Regression over the three years; possible language evaluation?
### Classroom Teacher Observation

#### Limestone County Schools

**CLASSROOM TEACHER OBSERVATION FORM**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject taught</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Date of Birth</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is being used to:  
☐ Determine Initial Eligibility  
☐ Determine Continued Eligibility for 3 year Re-evaluation

**TEACHER OBSERVATIONS**

Based on your knowledge and observation, please rate this student’s performance in the following areas:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Almost</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Hardly</th>
<th>Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to complete assignments</td>
<td></td>
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<tr>
<td>Keeps pace with lecture/project</td>
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<tr>
<td>Is able to follow instructions and classroom activities</td>
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<tr>
<td>Brings required supplies</td>
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<tr>
<td>Turns in class/home work</td>
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<td></td>
<td></td>
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<tr>
<td>Prepared for test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average student in overall productivity</td>
<td></td>
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</tr>
</tbody>
</table>

Please rate this student’s performance in the following areas as compared to his or her non-disabled peers. For each skill, mark: 1=poor, 2=below average, 3=average, 4=above average, 5=superior

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Reading Skills (right word/meanings awareness)</td>
<td></td>
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</tr>
<tr>
<td>Reading Fluency</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Calculation Skills:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Problem Solving:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRE-REFERRAL ACTIONS TAKEN**

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Better</td>
</tr>
</tbody>
</table>

**Accommodations/Interventions**

- Work Samples
- Compliance for OHI-ADHD

**Behavioral Characteristics**

- Class behavior
- Academic performance
- Social interaction
- Class discipline

**Emotional/Behavioral/Social Characteristics**

-��識面
-情動面
-社会面

**Strength of the Student**
**ABC Charts**

- Used when considering:
  - Autism
  - ED
  - OHI - ADHD

- Request at least two weeks worth of ABC data from general ed teacher(s)

- ABC data is given to resource teacher/SLP to write FBA to prove or disprove that behavior is the reason a student needs specially designed instruction

- Ideally, this data mirrors the results on the behavior scales and classroom observation form

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**ABC Recording Sheet**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Antecedent</th>
<th>What behavior occurred</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 10th, 8:30</td>
<td>Where were you and the student? in classroom while student @ his desk.</td>
<td>Student doing something before behavior?</td>
<td>Request at least two weeks worth of ABC data from general ed teacher(s)</td>
</tr>
<tr>
<td>Dec 10th, 9:30</td>
<td>What was student doing/saying before behavior?</td>
<td>student playing with pencil.</td>
<td>ABC data is given to resource teacher/SLP to write FBA to prove or disprove that behavior is the reason a student needs specially designed instruction</td>
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**Student: Ben**

**Teacher: Smith**

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Functional Assessment Screening Tool

- Used when considering
  - Autism
  - ED
  - OHI - ADHD

- Request from core teachers

- FAST Tool is given to resource teacher/SLP to write FBA to prove or disprove that behavior is the reason a student needs specially designed instruction

- Ideally, this data mirrors the results on the behavior scales and classroom observation form
Scoring Summary - Likely Maintaining Variables

VARIABLES

- Social Reinforcement - Attention
- Social Reinforcement - Access to Specific Activities/Items
- Social Reinforcement - Escape
- Automatic Reinforcement - Sensory Stimulation
- Automatic Reinforcement - Pain Attenuation

Helps narrow focus of FBA

Adapted from the Florida Conductive Facility
$100 + 10 + 3 = 113$

$\frac{1}{2} \div \frac{1}{2} = 1$  

$H \rightarrow O$

$12H = 62$ tens
Example of a Bad Work Sample

Who does this belong to?

When was this completed?

What grade did the student receive for this work sample?

What accommodations did the student receive for this work sample?
Work Samples

1. Student Name
2. Date
3. Grade for Assignment
4. Accommodation Sticker
5. In Area of Difficulty (AAC page 516 #6)
A possessive pronoun is a word that may take the place of a possessive noun. Examples: his, her, our, yours, theirs, its, mine.

Directions: Read each sentence. Circle the possessive pronoun.

Example A: My day today has been wonderful.
Answer: My

1. You can have one of mine.
2. Your new bag looks expensive.
3. I knew that their team was very disciplined.
4. One of its best qualities is that they never give up.
5. Our favorite food is spaghetti.
6. My house is located on a hill.

Directions: Write a sentence with each possessive pronoun given below.

Example A: My heart aches every time I see him hurt.
7. Its -

8. Your -

9. His -

Circling and Writing Possessive Pronouns Worksheet
Documentation of Appropriate Instruction
  + Observation
  + Work Samples
  + Behavior Scales
  + ABC/FAST/FBA
  = ADVERSE AFFECT STATEMENT
Adverse Affect Statements

Statement of Adverse Affect - OHI
(Student) (list of common behaviors). These behaviors have been confirmed on the ADDES-4 rating scales and the functional behavior assessment. Two out of three raters from home and school indicated significant (at least two standard deviations below the mean) results in the areas of inattention and hyperactivity-impulsivity. These behaviors adversely impact the student’s educational performance.

Statement of Adverse Affect – SLD – Evidence
While XX does not exhibit behaviors that adversely affect his educational performance, his severe discrepancy between his ability and achievement levels does. This is confirmed on his behavior scales; his work samples showing a lack of progress even with support from XX, additional time/attempts to complete assignments, small group instruction; and his below-average results on his criterion-referenced assessments.

Statement of Adverse Affect – SLD – Lack of Evidence
XX does not exhibit behaviors that adversely affect his educational performance; this is confirmed on his behavior scales. While XX does exhibit academic difficulties based on work samples, benchmark assessments and achievement testing, he does not have a severe discrepancy between his ability and his achievement or a pattern of strengths/weaknesses that adversely affect his educational performance.
Reminders for Profile Page

- Use general information from IQ and achievement tests ONLY to support standards-based or behavior data
  - Do NOT use specific scores from IQ and achievement
    - Example: Due to Johnny’s below average working memory, transferring information from one lesson to another is difficult.
    - Example: Johnny’s processing speed is in the very low range which makes it difficult to copy from the board and complete timed assignments.

- Use data
  - Scantron Performance Series, ACT Aspire, curriculum assessments, DIBELS, etc.
  - Is behavior improving?
    - ABC charts/FAST → FBA → BIP
    - pbisworld.com has behavior plans and data tracking charts for progress monitoring

- Look at impact statement
Reminders for IEP Goals

- Does IEP reflect area of eligibility/disability? Use most current eligibility report
  - Example: Student who qualifies OHI (ADHD) should have a behavior goal which may or may not include a BIP, depending on the severity of the behavior
  - Example: Student who qualifies SLD (reading) should have a reading goal plus any other academic goal (such as math) if back-up test was given and/or achievement testing showed it as weakness even though there wasn’t a 16-point discrepancy

- Consideration for areas beyond area of eligibility
  - Example: Student who qualifies SLD (especially with low IQ) with low adaptive behavior scores should address adaptive behavior weaknesses
  - Student qualifies OHI (ADHD) but needed written expression backed up. No written expression discrepancy but still a weakness
  - Student qualifies SLD but OHI (ADHD) considered and rejected because only one scale had a significant score
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