

Name _____

SPED 179

Date October 3rd**Scoring Rubric for IEP Reflection Paper**

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
<i>Identify Participants at the IEP Meeting and their roles</i>	Student identified participants attending the IEP meeting, (i.e. parent(s), student, school administrator or designee, general education teacher, special education personnel, other support personnel, parent advocate) and their respective roles. Parent and student confidentiality was maintained by utilizing false names.	5 = Achieved 4 = Developing 3 = Beginning 2-1 = Limited 0 = Not met	5
<i>Meeting Process and Results</i>	Student discussed the details of the meeting (i.e.: introduction of participants, discussion of evaluation data, parents being given information regarding their rights, parents being involved in the discussion of each element of the IEP, transition goals being discussed if appropriate, placement options-least restrictive environment considered first). Student discussed his/her observations of the meeting including: whether the facilitator set a positive tone for the meeting by having an agenda, introducing participants and their roles, keeping the group focused on the positive and the present, allowing for questions, focusing on the strengths of the student, ending the meeting at the designated time, etc.	5 = Achieved 4 = Developing 3 = Beginning 2-1 = Limited 0 = Not met	4
<i>Reflection</i>	Comprehensive discussion of what the student learned and any concerns or questions after attending the IEP	5 = Achieved 4 = Developing 3 = Beginning 2-1 = Limited 0 = Not met	5
<i>Structure Deductions only</i>	Paper is error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility	-0
<i>Headings Deductions only</i>	*Used headings in far left column..	-5 Headings do not match the rubric or are not used.	-0
<i>Total Points</i>		Total possible points= 15 If late, maximum points possible = 13	14

Grading Criteria:

Achieved = Grade A
 Developing = Grade B
 Beginning = Grade C
 Limited = Grade D
 Not met = Grade F

Excellent response, exceeding criteria. Much detail/explanation provided.
 Expectations met. Some details/explanation needed.
 Partially met. Basic details / explanation provided but more needed.
 Minimal response. Few details / explanations provided; much more needed
 Very minimal or no response / understanding demonstrated significant detail/
 explanation needed.

What school?

SST Reflection Paper

What grade?

Identify Participants at the IEP Meeting and Their Roles

The people who were present at the Level 1 SST meeting were the teacher, Jessica, Jessica's parent and her sister. The role of the teacher was to explain to the parents what she is seeing in the classroom and feels her strengths and weaknesses are and share things that she is doing in the classroom to help Jessica. Then the parent shared what she was seeing at home, in this case Jessica's older sibling helps her a lot with her homework and reading and encourages her to do her best. The teacher then asked the parents and sibling what they feel were her strengths and weaknesses as well. All of this is documented on the Level 1 forms and they use this to document what is going on to better help Jessica.

Meeting Process and Results

Just as The teacher started out by explaining why they are having the meeting. Jessica was retained last year so the teacher wanted to make sure that she is being given everything she needs in the classroom to help her succeed and get her on grade level. The parent of Jessica and her sister and the teacher all talk about strengths and weaknesses they see in Jessica. They agreed that her strengths are that she is a good listener, works hard and is friendly with all the students. They then talked about levels of concerns and the teacher showed examples of Jessica's work. She showed a math benchmark, a Daily Language test and another subtraction quiz. She explained that Jessica needs one on one help when it comes to math because once she gets that help, she understands it. ~~Like with subtraction~~ she missed most of the problems on the benchmark, but after one on one teaching she understand it and didn't miss any on the math quiz. So the teacher is having Jessica go to an afterschool math lab starting next week to get extra one on one help with her math. She then used the Daily Language Quiz to show that she did a lot of things right, but would work too fast and did not copy the right answers down. *Good idea* So, one of her weaknesses is she works too fast and does not take her time and that is why she misses a lot of problems. The other major area of concern is Jessica's comprehension and reading. The teacher pulled out Jessica's AR quizzes for the year so far. She talked about how

she is only getting half of the questions or less right on books she is testing on. She expressed concern that she never sees Jessica continually reading a book and is always grabbing new books and then just flipping through the books. The parent and teacher both agreed that Jessica is ^{yes} probably not reading the books all the way through when she takes tests on them which is why she is getting such low scores on her AR tests. The parent and teacher both agreed on a plan to help her read at home. After she reads a page, ask her to summarize it. If she can't do it then that means she is not actually reading the page or does not understand what she is reading. The teacher encouraged the parent to really monitor her reading at home and discuss what she is reading. The parent also agreed to take Jessica to the library in the mornings before school to take AR tests once they know she has actually read a book and understands it. The teacher also asked the student how many books she thinks she can read in a week and the student said 2. So they decided as a team to make that her weekly goal of 2 books and to take 2 AR tests. All of these were written down on the Level 1 sheet and they then set up a meeting for 2 weeks from then to meet again with the principal, school psychologist and RSP teacher. At the next meeting they will discuss what more can be done to help the student.

*She had
said books at
home, I feel*

*What AR
Level 1*

Reflection

I learned a lot from this interview. I had attended an IEP meeting already ^{Good} last semester so now I really got to experience what leads up to an IEP meeting. It starts out with an SST and the teacher meets with the parents to discuss concerns and come up with goals and plans to help the student succeed. Then they meet with the principal and school psychologist and RSP teacher and discuss what they are seeing and what is being done. They then evaluate all the information and if the parent or teacher or school psychologist feel that the student should be tested for special education then they discuss it at the meeting. If they feel the student does then the school psychologist administers the tests and then reports back in an IEP meeting. So I thought it was great to see how the whole process starts out. I think it is important because you cannot just automatically assume that every student ^{Very true} needs to be tested. The teacher and parent start out with goals and plans to help the student and then get extra input from the RSP teacher and school psychologist on what the teacher and parent can further do to help the

student. The goal is not to get the student approved for IEP, but to help the student succeed and get back on grade level. My only concern from this interview was that I would like to see the Level 2 meeting, but the principal said she would not allow student teachers to attend any Level 2 SST meetings. I would have liked to see what the role of the principal is and suggestions that the RSP teacher would have given to the teacher and parent to help Jessica out. But Overall I feel like I have a much better understanding for how the process works and what my role will be as a teacher when I have a student with an SST.

*I wish you
had been
approved.*

Level 1: Riverview Parent/Teacher Action Plan Conference

Date _____ (Please fill out all sections including address, birth date, etc.)

Student Name: _____ Birth date: _____

Address _____ Phone Number _____

Parent(s): _____

Teacher _____ Grade: _____ Child Retained: No Yes Gr. _____

Consulted:

Nurse: _____ Speech/Lang: _____ RSP: _____ Previous Teacher: _____

SST Intervention Book: _____ Other: _____

Strengths	Observable Learning Concerns	Observable Behavioral Concerns
*	Reading <ul style="list-style-type: none"> • Decoding • Vocabulary • Comprehension 	Social Difficulties
*	Math <ul style="list-style-type: none"> • Computation • Application • Math Facts 	Focusing/Staying on Task
*	Written Language <ul style="list-style-type: none"> • Grammar Structure • Language Usage 	Rejects Help
*	Oral Language <ul style="list-style-type: none"> • Expressive • Receptive 	Disorganized
*	Difficulty Remembering Learned Skills	Aggressive
*	Incompletion of Work	Overactive
*	Listening Skills	Doesn't Follow Rules
*	Difficulty Following Directions	Attendance/Tardies
*	Class Participation	Disrespectful
*	Excessive Time to Complete Work	Daydreams/Passive
*	Other	Tired, Listless
		Disruptive
		Other

INTERVENTIONS CURRENTLY BEING IMPLEMENTED

Environment:

Preferential seating: _____

Organize materials: _____

Time out areas: _____

Change grouping: _____

Special study area: _____

Other: _____

Materials:

Whiteboard: _____

Computer: _____

Tapes: _____

Manipulatives: _____

Other: _____

Assignments:

Modify Quantity: _____

Assignment sheet/Contract: _____

Alternative assignments: _____

Tutor, help: _____

Modify Level: _____

Buddy system: _____

Extended time: _____

Other: _____

Communication with Parent:

How? _____

How Often: _____

Home/School Action Plan Agreement:

What will be implemented?

By whom?

1.	
2.	
3.	

Date to review outcomes of action agreement plan (**within 3-4 weeks**): _____

Parent's signature

Child's Signature
(when applicable)

Teacher's Signature

1st Follow-up

Comments and/or Revised Plan

Date

Parent Signature _____

Date for 2nd Follow-up w/parent: _____
(optional)

Refer to Level 2 Date: _____

2nd Follow-up (optional)

Comments and/or Revised Plan

Date:

Parent Signature _____

Resolved at Level 1: _____

Progress to Level 2: _____ Level 2 refers to the possibility of an observation by RSP, psychologist, principal, nurse and/or speech teacher

Overview of Three Level SST/Rti Process Protocols

What happens when a student is having difficulties academically or behaviorally?

- ❑ Meet with grade level and complete Individual Student Review Form Classroom Intervention-Rti (electronic form to be kept by teacher)

What Happens at Level One?: Teacher/Grade Level / Parent Interventions (Allow 4-6 weeks)

- ❑ Teacher Check-off sheet and documentation of interventions
- ❑ Teacher Follow-Up Parent Conference One
- ❑ Teacher Follow-Up Parent Conference Two
- ❑ Place Level One form in Kristie's box with a post-it requesting a meeting. An appointment will be scheduled and you will be notified

What happens at Level Two?: Meeting with Teacher/Principal and or Auxiliary Staff Meeting

- ❑ Complete the yellow Level Two form at the meeting (forms will be in Kristie's office)
- ❑ Observation of student by auxiliary staff member
- ❑ Possibly a hearing and vision screening done by school nurse

What happens at SST Level Three?: Parent/Teacher/SST Team Meeting (SST coordinator will schedule a meeting and place the parent notification note in your box)

- ❑ Strengths and weaknesses discussed
- ❑ Health and developmental history and milestones
- ❑ General information gathered
- ❑ Review of previous interventions
- ❑ Assign roles and responsibilities for on-going and new interventions
- ❑ Decision: Refer to SAT Team → Special Ed Team Evaluation
- ❑ Decision:

Advantages of Multi-Stage Approach to SST/Rti:

- ❑ Increases active participation by teachers
- ❑ Increases active participation by principal
- ❑ Synchronized process and channels of communication facilitate identification, assessment, provision of services (keeps us on the same page)
- ❑ Encourages teachers to seek support from grade level peers
- ❑ Encourages dialogue between teachers and parents about identified issue
- ❑ Interventions must be made and documented early in process, prior to full team meeting
- ❑ Increases parent comfort level by increasing "buy-in" and giving them full knowledge about concerns *before* the level 3 SST meeting.
- ❑ Provides documentation for teacher, parent, special ed. team
- ❑ Teacher can seek assistance from Psychologist, RSP teacher, principal before the "big" level-3 meeting.
- ❑ The 3 level process becomes uniformly accepted and part of the school culture (but, reminders will initially be necessary)

The Bottom Line: Level-3 SSTs are reserved for the most involved cases requiring the most Intervention by the most staff members...many will qualify for special ed. services, optimizing our psychologist assessment time.

Individual Student Review Form Classroom Intervention- Rti

Student Name: _____ Teacher: _____ Grade: _____ School Year: _____

Area of Concern: Academic/Behavioral	Grade Level/Specialists consulted:	Date/Suggestions:	Intervention & Duration:	Describe progress: (What data will determine progress?)
1.				
2.				
3.				

I believe this student is in need of small group intervention in the area of _____.

Teacher Signature: _____ Date: _____

Grade Level Chair: _____ Date: _____