The paper is the fifth of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper describes the procedures used by project staff in the treatment of student information collected on the California individual student record form (Form 13). The procedures are described in four sections. The first covers the examination of student records and classification into categories. The second describes procedures used to identify those student records suitable for analysis. The third section describes the coding of the narrative content of the student records and the final section describes the procedures of data entry and data analysis. An appendix contains the complete individual record survey form. (DB)
Coop Agreement No. G0084C3505

Procedural Treatment of Individual Student Record Form [Form 13] Data

A Working Paper From:
Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts and Schools in California: A Descriptive Evaluation Study

Prepared by
Program Evaluation and Research Division
Special Studies and Evaluation Reports Unit
Kay Slavin Smith, Research Assistant

June 6, 1986

Cooperative Agreement Number G0084C3505
Working Paper No. 5
PROJECT DIRECTOR'S FOREWARD

This document is one in a series of five working papers produced by staff members of a project established to conduct a cooperative evaluation study of existing student study team processes. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education. The Division assigned the responsibility for administering the project to the Special Studies and Evaluation Reports Unit. The study was conducted in close collaboration with a Project Advisory Committee and staff from 31 schools in 22 school districts in nine randomly selected Special Education Local Plan Areas in California. All local participating agencies and schools were volunteers and were operating some form of student study team process. The duration of the study was from October 1984 through June 1986.

The purpose of this series of working papers is to augment the final report of the study by providing detailed descriptions of (1) the methods developed and used in the study and (2) the preliminary findings which had been presented to local and state-level participants in the study for their review and comment. The title of the final report is "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study." The report, like the working papers, has been submitted to ERIC for dissemination.

The working papers are listed below in the order in which they were completed in final form.


To the project staff's knowledge, this study is the first in the nation to yield information on the characteristics of students brought to the attention of student study team processes. There were no tested data collection instruments available for use or adaptation. Project staff, members of the Advisory Committee, and local staff worked cooperatively to develop, review, and complete the data collection forms; to review and critique the preliminary findings; and to review the draft of the final report. The analysis of the data was done by project staff. Analyzing survey data was fairly straightforward; analyzing the intensive student data was a task of another order of magnitude. Much credit is due to the project staff, who successfully carried on the simultaneous tasks of data analysis and flood control. It is common to safeguard one's data from ordinary mishaps such as misfiling or inadvertent discarding of subtotals. It is rare to safeguard one's data from the ever-rising waters of a river threatening to overflow the levee behind the building in which one is working.

In the spirit of shared scholarship the staff offers these working papers as a record of their thought and work and as an assist to scholars who may be examining similar topics in the future. In the spirit of giving credit where credit is due, I wish to acknowledge the creative and assiduous work of the members of the project staff, all of whom were graduate students at California State University, Sacramento, during their work in the project. In the order in which they began their work, they are Geoffrey Stockdale, Andrew Hickman, Kay Slavin Smith, and Roxanne Moger. Staff members Stockdale, Smith, and Moger are in the field of communication studies; Mr. Hickman's field is psychology.

As one of the first evaluation studies funded under the expanded evaluation authorization of Public Law 98-199, the information may be used at local, state, and federal levels. It must be noted that nothing in these working papers, or in the final report, is to be construed as an official policy or position of either the California State Department of Education or the U.S. Department of Education. Finally, the responsibility for omissions and inaccuracies must remain mine, as project director.

Margaret Merrick Scheffelin, Ph.D.
Consultant, Program Evaluation & Research Division
Sacramento, California
June 1986.
# TABLE OF CONTENTS

Foreward to the Working Paper Series
Introduction. ........................................... 1

Section A. Examination of Form 13's, the
Individual Student Records. ......................... 2

1. Receipt and Verification Procedures .......... 2
2. Record Sorting Procedures .................... 3
3. Raw Data Entry Charts ......................... 4
   Schematic of Raw Data Entry Charts for
   Form 13 Data (Figure 1) ......................... 5
   Schematic of Information Sets: Parts I-V
   from Form 13 (Figure 2) ......................... 6

Section B. Content Examination and Editing Procedures. .... 7

1. Determination of Substantially Complete
   Student Records, Form 13's. ..................... 7
2. Treatment of Partial, Ambiguous or Inconsistent
   Information, Including Sample Sheets, in Form 13. .. 9
   Part I Sample Sheet .......................... 11
   Part V Sample Sheet .......................... 12
   Part II (Use of the Modification Journal Form 12). 14
   Part III Sample Sheets ........................ 16
   Part IV Sample Sheet .......................... 20
3. Example of Data Transfer Procedures
   Between Parts I - V of Form 13. ................ 21

Section C. Content Coding System for Part II, Form 13
Narrative ............................................. 22

1. Procedures of Part II Content Coding ......... 22
   Figure 3. Summary of Content Coding System,
   with Descriptors of Judgment of Student "Success" 24
   Figure 4. Part II Sample Sheet, Including the
   Information Sets of Part II for Coding. .......... 26
2. Treatment of Partial, Ambiguous or Inconsistent
   Information in Part II ........................... 27
3. Example of Content Coding and Data Transfer
   Procedures in Part II ............................. 27
4. Examples of Form 13, Part II Coding Procedures
   for Nine Students (Chart I) ..................... 31
5. Partial Listing of Modifications, with
   Additional Descriptors as Reported in Part II Data. 33

Section D. Procedures of Data Entry and Data Analysis. .... 42

1. Data Entry Procedures ........................ 42
2. Data Analysis Procedures ....................... 42

Appendix A. Complete Part II, Form 13, Including Additions
of Specific Descriptors of Student "Problem"
Characteristics as Reported in Part II Data ...... A- 43

(i) 5
INTRODUCTION

The purpose of this working paper is to describe the procedures used by Project Staff in the treatment of student information collected for this study on [Form 13], the Individual Student Record. The information was collected by volunteer school-level participants in the context of the students' classroom and school.

The procedures are described in four sections. The first covers the examination of the Student Records received and how they were sorted into categories for analysis. The second section describes the procedures used to determine those Student Records suitable for analysis, which includes how partial, ambiguous or inconsistent information was treated. The third section describes the coding of the narrative content of the Student Records, using explanatory examples. The fourth section describes the procedures of data entry and of data analysis.

Schematics of the raw data entry chart and the information sets contained in the Student Record are presented in Figure 1 and Figure 2. Summary of the content coding system and the information sets to be coded in Part II are presented in Figures 3 and 4. An Appendix contains the complete twenty-four page Part II of Form 13, with the additional descriptors of student "problem" characteristics as reported by school project record-keepers.
This page left blank for ease of reading.
Section A. Examination of the Individual Student Records [Form 13's].

During the student data collection period of the Fall 1985 semester, 316 students were brought to the attention of a student study team process in his/her school. Local school participants selected those student problems which they saw as reflective of the diversity of problems their student study teams dealt with at their individual schools. For these selected students, the local participants maintained the 30 page Individual Student Record [Form 13] and through their Special Education Local Plan Area (SELPA) representative forwarded a total of 216 Records to Project Staff for analysis.

1. Receipt and Verification Procedures.

.1 Sets of Form 13's were received from SELPA representatives from December 19, 1985 to February 18, 1986. They were date-stamped upon receipt by project staff.

.2 The confidentiality encoding numbers for each Record were verified and where necessary reconciled to the encoding numbers of the master list of participating schools. Changes to the list of schools, through additions and replacements, were assigned a number serially and incorporated into the master list of participating schools.

.3 A record was kept of the number of Form 13's received by grade level, from each school, district and SELPA. The grade level of each Record, taken from Part I of the Record, was noted in the upper left hand corner of each Record in preparation for future sorting procedures.

The count of Records received were tallied and reconciled to Form 17, the Compilation of Individual Student Record Forms completed by the SELPA representatives.

.4 Each Record was examined for internal consistency of the confidentiality encoding number. Errors and omissions were corrected and completed.
To maintain the confidentiality of student information, no names were to be included in the Individual Student Records. In those few cases where a name was present, it was excised.

All blank pages were removed for future ease of paper handling. Pages not received were presumed, as per instructions to the participants, as not applicable to that student case. A record was kept of blank pages and of pages not received, for possible future use in data reconciliation or validity checks. This procedure proved useful to a subsequent need in the reconciliation of Part III information.

2. Record Sorting Procedures.

To organize the sets of information in Parts I through V for later analysis, a four level sort was used.

First the Records were arranged by grade level from K-12. This eliminated information sets of school, district and SELPA in the raw data entry charts and maintained focus on the individual student information.

Second the Records were organized into four grade level groups: Primary [K-3], Elementary [4-6], Intermediate [7-9] and lastly, Secondary [9-12].

a) Schools termed Elementary differed in grade level ranges ie. K-6 and K-8. The Records were distributed into the appropriate grade level sets by the individual grade level reported on the Record. Thus, students from an "Elementary" school will be represented at the Primary, Elementary and Intermediate grade groupings.

b) The 9th grade student information at the Intermediate and the Secondary level was entered into the level at which the Record was reported.

Arrangements of the Records from the youngest to oldest student, by grade, was made within each of the four grade level sets. Records with no date of birth information in Part I were placed after the oldest student at each grade level within the four grade level groups.
The final sort was a two-step process and was determined by educational program enrollment(s) at the end of the student data collection period in mid-December 1985.

a) Each Record was "program-lettered" consistent with Part V program enrollment category information. The categories are: [A] Regular Education, [B] Categorical Programs, [C] School/District Programs, [D] Special Education Programs and [E] Other.

A student enrolled, for example, in a regular education program only, received program-lettering [A].

b) Most students were concurrently enrolled in two or more programs, creating sub-groups within the five program categories [A] through [E]. To example: Two students, one enrolled in programs [A] and [C], the other in [A], [B] and [C], would be alphabetically arranged in program category [C]. Two students, one enrolled in program [A] and [D], the other in [A], [B] and [D] would be similarly arranged into category [D] and so on.

Order of Records by grade level and age (procedure 2.3) was retained within the alphabetized sub-groups of the five program categories. Each grade level set (ie. Primary, Elementary, Intermediate, Secondary) was ordered in the same way.

Summary: These procedures conclude the organization of Individual Student Records [Form 13] for analysis by information from:
1. Part V: Program enrollment at end of the data collection period.
2. Part I: Student Record number, grade level and age.
3. Part I: The four grade level sets.

3. Raw Data Entry Charts.

The sorting procedures introduce the general organizational framework for the four raw data entry charts. Data was entered by the five program/sub-group categories [A-E], by Student Record number, across the variables of Parts II, III and IV, shown in Figure 1. Figure 2 presents the information sets of Parts II, III and IV variables and also includes the Part I and Part V information sets.
# SCHEMATIC OF RAW DATA ENTRY CHARTS

## FOR FORM 13 DATA

<table>
<thead>
<tr>
<th>PART V</th>
<th>PART I</th>
<th>PART II</th>
<th>PART III</th>
<th>PART IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Program Enrollment Category</td>
<td>Student Record Code #</td>
<td>Student Program Enrollment Category</td>
<td>Student &quot;Problem&quot; Characteristics</td>
<td>Team Referral for Services/Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 Categories</td>
<td>24 Items</td>
</tr>
<tr>
<td>[ A ]</td>
<td>[ A - E ]</td>
<td>A</td>
<td>O</td>
<td>(a)</td>
</tr>
<tr>
<td>[ B ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ C ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ D ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ E ]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Space for Coder Comments**

**FIGURE 1**
Section B. Content Examination and Editing Procedures.

Determination of records suitable for analysis for this study and the procedures for treatment of partial, ambiguous or inconsistent information are discussed in this section.

1. Determination of Substantially Complete Student Records.

Examination of the content of the 216 student records by project staff determined 194 records met the analysis requirements for the evaluation questions of this study. First, each of the 194 records were substantially complete across the five parts of each record, thus providing comparable data sets, relevant to the study, across the aggregated records. Secondly, the discrete and differing information sets of Parts I, II, III, IV and V of each record yielded data relevant to the procedural treatment of partial, ambiguous or inconsistent data. These records are the information base for analyses.

By substantially complete is meant that partial information in one part of a given record could be completed by direct transcription of explicit and relevant information from another part(s) of the record. Similarly, an ambiguity or inconsistency in one part of a record could be clarified or resolved by the transfer of explicitly stated and relevant information from another part(s) of the record.

The information sets open to transfer within a record are observable in Figure 2. and an example, taken from a Student Record, shows how one information transfer between Parts of a Record was done. The information given was:

Part V report of ending program enrollment: "[A] Regular Program".
Part II statement of modification used: "Placed in RSP 10% day".

Discussion of information transfer: Resource Specialist Program (RSP) is a specific Special Education Program, which is Part V category [D]. Enrollment in [A] Regular Education, as marked in Part V, is indicated by "...10% day". The coder can reliably transfer program category [D] from Part II to Part V, leaving intact the [A] category. Coding procedures required marking [D] on the record in Part V and initialling the coder entry.
Partial information not relevant to the evaluation questions did not exclude a record from the information base for analysis (eg. partial demographic data). Irreconcilable information in data sets relevant to the evaluation questions did exclude the record from the information base (eg. modification data, student problem data, ending program enrollment data). There were 22 student records which did not meet the requirements for analysis and no information from these records is included in the data analysis. However, content analysis of the partial information in the 22 records found descriptive information useful to the additions to specific descriptors of student problems, to the partial list of modifications and to the language of measures of success.

Location of these sets of descriptive information is as follows:

a) Specific descriptors of student problems are in Appendix A: Part II of Form 13. They are listed on the relevant problem category page of Part II in the "Comments" column.

b) Specific descriptors of modifications are in the "Partial Listing of Modifications" (33ff.). These additions are listed on the back of modification category pages to which they correspond.

c) Descriptors of measures of success are listed on page 25 of Figure 3, the "Summary Listing of Student 'Problem' Characteristics, Modifications/Interventions and Modification/Intervention Ratings".
2. **Treatment of partial, ambiguous or inconsistent information in Form 13.**

The five parts of the Student Record presented slightly different data transfer situations in the reconciliation between parts of partial, ambiguous or inconsistent information. The general procedures of data transfer have been described, with Figure 2 showing the data items that transfer between parts. The specific data transfer procedures followed in Parts I - V will be discussed and exampled.

**Part I:**
The two information sets are student demographics and the students' educational program enrollment(s) at the time he/she was brought to the attention of a student study team in that students' school.

a) From student demographic data, the code number provided identification of data across the variables of Parts II, III and IV. Specific grade level information was used for analytical purposes as stated in procedure 2.1. No analyses were done by specific grade level, but at the next larger unit of analysis, the four grade level groupings. Omission of specific grade level data (e.g., grade 1, grade 5) was a concern only if the larger grade level set was indeterminate. In those (few) cases, the set could be located through information recorded in procedure 1.3. Other student demographic data describing the students of this study was tabulated and reported in the findings.

b) The second information set was the educational program enrollment(s) of students at the beginning of the data collection period. The program categories are as listed on the sample page Part I and noted as [A], [B], [C], [D], and [E].

A content analysis of [E] entries found three types of information. The types and how each was treated is as follows:

1) Specification of an educational program or service category already provided for by [A] through [D], such as Chapter I/Math, which is [B] Categorical Program. A staff coder marked the appropriate category [B] and initialed the entry.

*As corrected by recode C=D, D=C-*
2) Specification of a community or public agency service to the student outside the school setting (eg. "an agency for the Deaf and Hearing Impaired"). The information type exampled was that of Part III data. Coders checked Part III for the data, transferring it if absent into space "(x) other", and marking level of service "4" as "served". If the service was new to the Partial List of Modifications, it was added in category [H] Outside Resource Intervention.

3) Special circumstances of students new to the district or to the school, whose program enrollment was as yet undetermined. Health and personal concerns were the comments noted.

Since Part I and Part V program enrollment information sets were identical in categories and substantially the same in type [E] information, Part V is discussed here.

**Part V:** Part V differs from Part I in the time of reporting the student program category. Part I reports the program category at the beginning of the data collection period and Part V at the end. Enrollment data from Part I was not used in analyses; Part V data was used in the organization of the Records for analysis (procedure 2.4).

Part V data (e) through (h) was collapsed and termed [E] "student moved". Content analysis of [E] entries found the following:

1) student transferred to other educational setting (ie. hospital, continuation high school, home teaching).
2) reported child abuse or severe developmental delay.
3) for students never in attendance and for whom the school acted as a referring agency.
4) no explanation of "moved". Part II data showed very low academic performance for these (very few) students.

**Procedures of treating Part V [E] data:** Program category [E] Student Records were included for analysis when 1) Parts I-IV were substantially complete and 2) other program categories [A-D] were also reported. In these cases, student enrollment was treated as the program category(s) prior to leaving the school. An [A][B][E] enrollment was treated as [A][B] enrollment; an [A][E] was treated as [A]. Records not meeting these requirements were not included in the data for analyses.
A. Student's name: ________________________________
   Last          First          Middle

B. Identification codes: ________________________
   SELPA       School       Student

C. Student's birthdate: ________________________, 19____
   month       date

D. Gender (check one)  Male [ ]  Female [ ]

E. Grade level of enrollment in fall semester 1985-86: ____________________________

F. Dominant language: ________________________, other language(s) (specify) __________

G. Program enrollment(s) as of referral date: ________, 19____.
   (a) regular education (specify) ____________________________  [ ]
   (b) categorical programs (specify) ____________________________  [ ]
   * (c) special education programs (specify) ____________________________  [ ]
   * (d) school/district developed programs (specify) ____________________________  [ ]
   (e) other (specify) __________________________________________  [ ]

*Recode C = D, D = C to correspond to program categories as lettered in Part V.
FORM 13, Part V, Student Enrollment at End of Data Collection Period (December 13, 1985)

Student Name________________________
Student I.D.#________________________

Instructions.
Check all that apply and specify where required.

(a) regular education (specify) [ ]

(b) categorical programs other than special education (specify) [ ]

(c) school/district developed programs (specify) [ ]

(d) special education programs (specify types of instructional program and exceptional need classification, for example: resource specialist program (RSP), speech therapy (DIS) and speech impaired) [ ]

(e) student has moved out of school attendance area [ ]

(f) student has dropped out of school [ ]

(g) student has transferred to another school [ ]

(h) other (graduation, illness, death, specify) [ ]

COMMENTS: 
Part II: The four information sets of Part II are (1) the student problem characteristics, (2) the provider of (3) the modification(s)/intervention(s) used and (4) the success of the modification/intervention(s).

a) Twenty-one Modification Journals [Form 12] were received for the study although the Form had been dropped during discussion at the September 1985 Workshop as too time consuming and as redundant to the Individual Student Record [Form 13]. The Journals provided explicit information consistent with the information sets of Part II data. Therefore, the 17 Journals received with Form 13's with partial Part II information, were included in the Records for analysis. The procedure of transfer of equivalent data items from the Journal to Part II, by transcription, was used to complete Part II data.

The four Journals received without Form 13's added new information to the modifications list and a richness of detail to the descriptors of success. The descriptive information was later included in those lists. (Page 8).

b) Specific procedures of treating partial, ambiguous or inconsistent information in Part II were formulated in the process of coding the complex and extensive narrative detail of Part II data. These procedures are described separately in Section C, in the discussion and exampling of the content coding system. A complete Part II (24 pages) is included in Appendix A.
Modification Journal

[Form 12] X5

DRAFT DATA COLLECTION FORM #12
Modification/Intervention Journal

Recorded for the last eight weeks of Fall Semester, 1985, by

______________________________ (name of person responsible for intervention)

______________________________ (position) ______________________________ (school).

Instructions

A number of possible modifications of the regular class/program are listed on the attached partial list of Modifications. Please use the attached Journal pages to describe your use of any of these modifications, or others not listed, during this fall semester period. Please keep a separate journal for each student. Enter the name of the student with whom you used one or more modifications. Please note the dates you began and ended a particular modification and date any remarks you make, including the effects of the modification. Please use additional journal pages if necessary for a particular student. At the end of the data collection period, please return this journal to the school representative for returning to the SELPA representative, who will return it to the project director at the State Department of Education. Thank you in advance for your participation in the study and your time and effort during the data collection period.

Instructions for Assuring Confidentiality of Personally Identifiable Information.

Before the completed form is returned to the project director at the State Department of Education; the student's name must be removed, and his or her project identification number must be marked on the form.
MODIFICATION JOURNAL [FORM 127]

JOURNAL ENTRY

Recorded by __________________________
(Name)

__________________________
(School)

Students __________________________
(Name)

(Project I.D. Number)

<table>
<thead>
<tr>
<th>Title of Modifications Used</th>
<th>Dates &amp; Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23
Instructions.

Complete only for those students whom the team refers to other school or community services or to assessment. Check all that apply.

Example.

This part of the Individual Student Record has four response options for each item in a listing of possible services. In some cases all options may be necessary to describe the service/assessment levels for a student. In some cases one, two, or three, or none of the options apply to a particular student. Below is an example of a student who was referred, reviewed and found eligible for medical services but who had not begun therapy for a continuing health problem at the end of the fall semester 1985-86 data collection period:

<table>
<thead>
<tr>
<th>Referred</th>
<th>Reviewed</th>
<th>Eligible</th>
<th>Served</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td>[x]</td>
<td>[x]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If, alternatively, the student had been referred and assessed and was ineligible for services only the first two options would have been checked.

1. Other school programs and community services

(a) public health [ ] [ ] [ ] [ ]
(b) mental health [ ] [ ] [ ] [ ]
(c) rehabilitation [ ] [ ] [ ] [ ]
(d) vocational/career education [ ] [ ] [ ] [ ]
(e) English as a Second Language (bilingual) [ ] [ ] [ ] [ ]
(f) GATE (Gifted and Talented Education) [ ] [ ] [ ] [ ]
(g) C-E (Chapter 1/SCOE (State Compensatory Education)) [ ] [ ] [ ] [ ]
(h) employment/job service [ ] [ ] [ ] [ ]
(i) service clubs (example: Lions) [ ] [ ] [ ] [ ]
(j) social services, welfare, family services [ ] [ ] [ ] [ ]
(k) child protective services [ ] [ ] [ ] [ ]
1. Other school programs and community services, cont.

(1) Head Start
(m) truancy control officer
(n) school district attendance and review board (SARB)
(o) remedial math
(p) remedial reading
(q) school office (principal)
r) counselor
(s) school nurse for medical evaluation, followup, home visits
(t) psychologists
(u) general education consultant
(v) School Improvement Program (SIP)
w) assessment for possible special education services
(x) other, specify:__________________________

COMMENTS:
Part III: The two information sets of Part III are (1) the set of 24 service providers or types of service to which student study teams referred students and (2) the four levels of service provided.

Initially, Part III data was directly transcribed onto the raw data chart from the information provided by school level participants in the Student Record. Because all parts of Form 13 data for an individual case were entered onto the raw data entry chart before moving to the next case, some inconsistencies between Part II and Part III data became apparent to staff coders. In one case, for example, the narrative in Part II stated that the school principal had conferred with a student and the students' parents about a behavioral difficulty. Yet in Part III "(q) Principal" was not marked at any service level.

As the frequency of these occurrences became problematic, the Research Associate directed staff coders on two tracks. The first was to track the Part III's that were received blank and those not received, using procedure 1.6. Secondly, a staff coder was directed in the transfer to Part III of school and community service referral data found in Part II. A simple transfer of data was noted by circling and initialling the entry. "Corrections" made to the original entries, from the transfer of Part II data, were noted by a slash through the original service level number with the corrected service level number circled and initialled by the staff coder.

Of the 67 students for whom no Part III information was provided by the school level participant, nearly all were found to have received at least one of the services listed in Part III, as reported in the narrative of Part II.

Simple frequency counts of Part III school and community service providers and of assessment for possible special education were done. The Part III list of service providers, although more comprehensive, does correspond in part to modification/intervention category [H] Outside Resource Intervention. Service providers found in Part III data that were new to either the Part III listing or to the modification lists were later included in the Partial List of Modifications under [H] Outside Resource Intervention.
The three categories are: 1) the amount and type of multitasking or change to the multitasking; 2) the source of a criticism or the continued or increased use of the current study team; and 3) the current study data collected in entire surveys for the student.

The 'other' category cannot predict future dates of assessments when considered for surveys and information on the severity of the students' problems.

To more ensure the information are allowed a clearer interpretation of the responses to Part (ii), in the entire answer, the transfer of data to Part (ii) allowed completion of Part (iv) data. The general procedures of data transfer, described earlier, were followed.

An example of the procedure of data transfer between the Parts of the Student's Court is given on page 81. The example shows how certain categories of assessment information can reconcile between Parts of the Student's Court. The process will be further expanded on Section 4, on the demonstration on wording of the narrative aspects of Part (ii).
Instructions.

Complete this part of the Individual Student Record for all students in your school sample. Check all that apply.

(a) original modifications still in progress [ ]
(b) modifications have been changed, new modifications are in progress [ ]
(c) student succeeding with modifications, team is still involved [ ]
(d) student successful with modifications, team is no longer involved (case closed) [ ]
(e) student has been referred for other school or community services [ ]
(f) other, specify______________________________ [ ]

COMMENTS:
3. **EXAMPLE OF DATA TRANSFER PROCEDURE BETWEEN PARTS I – V of FORM 13**

**Narrative Information Given:**

**Part I:** The student was enrolled in program category [A] Regular Education and in [B] Categorical Program, specified as Chapter I/Math.

**Part II:** Modifications and success reported as "shortened assignments, is making little to no progress". A second modification was used, "use of small group and more one-to-one assistance. Much difficulty".

"Student is awaiting assessment for possible special education services."

A later notation reads: "RSP placement made". (ie. Resource Specialist Program).

**Part III:** Two items were checked: (1) "(s) school nurse" and "served". (2) "(w) assessment for possible special education services" and marked as "referred".

**Part IV:** Modifications were continuing and new modifications were added.

Student study team was still involved. Comment entered reads "little progress".

Referral to other school service (x) was marked, but not specified.

**Part V:** Program categories marked were [A] Regular Education and [B] Categorical Program.

**Reconciliation of Information:**

1) Transfer Part II data "RSP placement made" to Part III to read: for (w): referred, assessed, eligible and served. The coded entry on the raw data entry chart reads "4" in the (w) column of Part III data.

2) Part IV data, modifications continue, indicate continued enrollment in program categories [A] and [B]. The referral to other school services in Part IV supports the assessment/placement data of Part II; and is also in agreement with the partial Part III information.

3) The partial and inconsistent program category data of Part V (ie. [A,B] can now be accurately completed from the information in Part II.

Part II data item "RSP placement made" was coded as program category [D], Special Education Programs. The completed coding for this Record was [A] [B] [D].
Section C. Content Coding System for Part I, Form 13, Narrative.

1. Procedures of Part II content coding.

Part II of the Individual Student Record [Form 13] comprises the 15 categories of student "problem" characteristics. Specific descriptors of the students' problem were check-marked by school level participants on the page for each problem category. A complete Part II (24 pages) is included in Appendix A.

The content coding and rating system used to identify data items in the Part II narrative is summarized in Figure 3. A sample page from Part II (Figure 4) shows one of the 15 problem categories (General Academic Performance) and the three information sets coded by the content coding and rating system. Coding of the data was done on the pages of Part II before entering the information onto the raw data entry charts.

The three information sets and procedures of coding are:

a) The modifications/interventions. The specific modification or intervention noted (eg. shorten assignments) was located by the coder in the Partial List of Modifications. The specific descriptor was then letter-coded to the identified modification/intervention category (A-I). The letter-coded data item was marked on the page where the narrative information was given.

b) The provider of the modification/intervention. When the provider was a person or service other than one within the students classroom (ie. teacher, aide, peer-tutor) the information was coded as modification [H] Outside Resources Intervention. When the provider was a parent, coding [G] Parent Contact was used. Again, the code was marked (in the lower right side) on the page of occurrence.

c) The success of the modification/intervention. The rating system, developed from the descriptive language of success as reported in Part II, and summarized in Fig. 3, was used to rate each reported modification and intervention. The rating of "success" was made at the category level of the student problem/modification interaction, not at the level of specific descriptors of the problem/modification relationship. That is, a count of the specific descriptors of problems and of modifications was not included as a numerical index of problem intensity. The varied specific descriptors of a problem were
treated as one unit as were the descriptors of modifications and interventions. There is a direct relationship at the specific level of descriptors between the problem and the modification. The relationship is made evident in examining the coding examples included in this section. Rating the success of the problem/modification interaction at the category level then did not obscure the relationship at the specific level of problem/modification descriptors.

In the coding process, the modification (or intervention) and its success rating are written together, using the coding and rating scales shown in Figure 3. For example: The moderately successful use of modification (C) Assignments (e.g. shorten assignments) is coded [C 2.4]. If modification (C) was still being developed (a point in the referral process) it would be coded [C 1.2].

The narrative content of the 194 Student Records was letter and number coded by the system described. Project staff worked interactively during part of the coding process, discussing and clarifying problematic data or ambiguous information. Upon completion of the coding, all of the Records were reviewed by one staff member to check for consistency in the application of the coding and rating system. A last pass through of the Records was done by the Research Associate.
FIGURE 3

Summary Listing of Student "Problem" Characteristics, Modifications/Interventions and Modification/Intervention Ratings.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>MODIFICATIONS/INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Reading</td>
<td>(a) Environment</td>
</tr>
<tr>
<td>(B) Math</td>
<td>(b) Materials</td>
</tr>
<tr>
<td>(C) Spelling</td>
<td>(c) Assignments</td>
</tr>
<tr>
<td>(D) Writing</td>
<td>(d) Teaching Techniques</td>
</tr>
<tr>
<td>(E) Speaking</td>
<td>(e) Learning CHANNELS</td>
</tr>
<tr>
<td>(F) Handwriting</td>
<td>(f) Miscellaneous</td>
</tr>
<tr>
<td>(G) General Academic Performance</td>
<td>(g) Parent Contact</td>
</tr>
<tr>
<td>(H) Academic Behavior</td>
<td>(h) Outside Resource Intervention</td>
</tr>
<tr>
<td>(I) Social/ Emotional Adjustment</td>
<td>(i) Behavior Shaping</td>
</tr>
<tr>
<td>(J) School Behavior</td>
<td></td>
</tr>
<tr>
<td>(K) Motor Coordination</td>
<td></td>
</tr>
<tr>
<td>(L) Preschool Development</td>
<td></td>
</tr>
<tr>
<td>(M) Perceptual Dysfunction</td>
<td></td>
</tr>
<tr>
<td>(N) General Health</td>
<td></td>
</tr>
<tr>
<td>(O) Other Characteristics</td>
<td></td>
</tr>
</tbody>
</table>

MODIFICATION/INTERVENTION RATINGS:

0 = Modification Not Pursued/Rejected By Parent

Referral Process:

1.0 = Status Unknown
1.1 = Awaiting Assessment
1.2 = Modifications Being Developed
1.3 = Referral Complete; No Active Modification Warranted

Active Modification:

2.0 = Unable to Judge "Success" (Too soon to tell/No comments offered/
"success" not applicable)
2.1 = Modification Terminated - Unsuccessful
2.2 = Modification Proceeding - No Change Indicated; Not Apparently Working
2.3 = # # - Marginal or Limited Success
2.4 = # # - Moderate to Good Results
2.5 = # # - Extremely Successful
2.6 = Modification Terminated - Problem Resolved/Modification Successful
The criteria of judgement of the successful results of modification/intervention(s) to student problems were reported both qualitatively and quantitatively. The terms used to describe the relative success of students differed between the elementary and secondary levels: The former tended to use qualitative terms and the latter tended to rely on quantitative measures of success.

a. Difficulties: “still having, having great, disability evident”
b. Effective: “somewhat, very, extremely”
c. Excellent: “fine, good, fair, OK, poor”
d. Growth: “thriving, showing some, making no”
e. Improvement: “some, limited, slight, little, moderate, much, noted, no consistent, improving”
f. Needs: “more help, further assistance, desperately needs help”
g. Problems: “on-going, continuing, relapse”
h. Progress: “slow, slow and painful, slow with much frustration, some, making fair progress, progressing satisfactorily, little, progress being made, in progress”
i. Undetermined: “unable to assess, too soon to tell, need more time to implement modification(s), no judgement/in progress, no follow-up”
j. Test results: “failed/passed proficiency test(s), getting all A’s, or C’s or grades are satisfactory, class placement i.e. 303/303 of graduating class”
k. Descriptions from Form 12, the Modifications Journal:
“Seems happier, seems more relaxed, works better one-to-one than in groups, stays on task in unstructured situations, beginning to use more complex works (replacing simple words), using different beginning sentences in story writing, success measure = stamp on hand 3X week for completed assignments, hitting behaviors reduced in number per week, student says this (task, assignment) is getting easier, retains spelling words for three weeks”
**STUDENT CHARACTERISTICS**

<table>
<thead>
<tr>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
<tr>
<td>grade point average (GPA)</td>
<td>[ ]</td>
</tr>
<tr>
<td>credits: behind, completed</td>
<td>[ ]</td>
</tr>
<tr>
<td>performance in comparison to grade</td>
<td>[ ]</td>
</tr>
<tr>
<td>low achievement in relation to &quot;ability&quot;</td>
<td>[ ]</td>
</tr>
<tr>
<td>slow learner</td>
<td>[ ]</td>
</tr>
<tr>
<td>few academic strengths</td>
<td>[ ]</td>
</tr>
<tr>
<td>&quot;appears to be very bright&quot;</td>
<td>[ ]</td>
</tr>
<tr>
<td>previous intervention/ modification history</td>
<td>[ ]</td>
</tr>
<tr>
<td>test results</td>
<td>[ ]</td>
</tr>
<tr>
<td>does not exhibit reasoning</td>
<td>[ ]</td>
</tr>
<tr>
<td>difficulty in learning and using concepts</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(Continued on G-2)

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem!

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

- **Type(s) of modification:**
- **Date(s) of modification:**
- **Provider(s) of modification:**
- **Team judgment of student success after modification:**

**COMMENTS:**

---

**INFORMATION SET 1**

**INFORMATION SET 2**

**INFORMATION SET 3**
2. **Treatment of partial, ambiguous or inconsistent information in Part II.**

In the majority of cases, the coding system was adequate for the unambiguous content coding of the student information pages. In those records which appeared to have inconsistencies or were ambiguous in Part II, information on pages of Part III, IV and/or V were used if they more accurately reflected a valid coding of the modification(s) being used, or the status of a service referral, or the students' progress as noted by the provider.

Prior discussion of the treatment of these kinds of information, in Section B (page 9ff.) is relevant here, and the examples that are presented next describe the kinds of reasoning and judgements used by staff members in coding these "problematic" cases for data entry.

3. **Example of content coding and the data transfer procedures in Part II.**

The first example is typical of the usual pattern of content coding, using only information on that page of Part II. This is a straightforward procedure, using the Summary of Content Coding System and the Partial List of Modifications.

Examples 2 and 3 are extensions of the first example, taken from the same page of the same Student Record. These two examples are coded in response to subsequent discovery of relevant information in Parts II, IV and V. They example the procedure of data transfer as applied to information within Part II.
### Example # 1. Content Coding in Part II of Individual Student Record

**[Form 13, Part II, Page J—School Behavior]***

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
</tr>
<tr>
<td>Descriptors of student &quot;problem&quot; characteristics taken from Student Record, pages J-1 through J-3:</td>
<td>[ ]</td>
</tr>
<tr>
<td>Does not &quot;own&quot; actions/blames others</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is impulsive</td>
<td>[ ]</td>
</tr>
<tr>
<td>Completes little work</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is easily distracted</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is defiant</td>
<td>[ ]</td>
</tr>
<tr>
<td>Cannot/will not work with others</td>
<td>[ ]</td>
</tr>
<tr>
<td>Has difficulty working independently</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is hostile towards adults</td>
<td>[ ]</td>
</tr>
<tr>
<td>Does not follow rules in class/ on playground or school property</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poor attitude towards adult authority</td>
<td>[ ]</td>
</tr>
<tr>
<td>Will not follow directions</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**(Pre-coded to Problem Category)**

- **Typical Coding of Information**
  - AS REPORTED ON SPECIFIC PAGES OF PART II, FORM 13.

### Modifications/Interventions: (please be specific and concrete)

**I** Type(s) of modification: **[Regular Program Behavior Controls]**

**II** Date(s) of modification: __________________________

**III** Provider(s) of modification: **[Assistant Principal]**

From the list of modifications (A-I):

- The Assistant Principal is coded (H) Outside Intervention or Referral.
- Behavior Controls were taken to mean Behavior Shaping (I) in the list of modifications.

Action on the referral seems to have occurred, and is coded 2. for active modification and not 1. for referral.

There is no comment on the student progress. We are unable to judge the "success" of the modification, or it is too soon to tell. This is a rating code of .0

The completed coding reads H 2.0
I 2.0

---

*Example 3-6-86 GS/KS*
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
<tr>
<td>Descriptors of student &quot;problem&quot; characteristics taken from Student Record, pages J-1 through J-3:</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Does not &quot;own&quot; actions/blames others</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is impulsive</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Completes little work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is easily distracted</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is defiant</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Cannot/will not work with others</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Has difficulty working independently</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Is hostile towards adults</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Does not follow rules in class/on playground or school property</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poor attitude towards adult authority</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Will not follow directions</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td><em>(PRE-CODED TO PROBLEM CATEGORY)</em></td>
<td>[X]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

I Type(s) of modification: [Regular Program Behavior Controls]

II Date(s) of modification: ____________________________

III Provider(s) of modification: [Assistant Principal]

Information from Part III, (t): A referral was made to the Psychologist. The added comment read "Parent would not consent". From the list of modifications (A-I), the Psychologist is coded as (H) Outside Intervention or Referral and the Parent (G). The modification/intervention was not pursued due to parental non-consent and is rated (G). The completed coding reads (H G). The initial coding (on page 1) of the Assistant Principal and Behavior Shaping is still valid. To the initial coding is added the coding of the information from Part III and more accurately represents the efforts made to assist the student.

Final coding notation: G \( \Box \), H \( \Box \); H 2:0, I 2:0

Example 3-6-86 GS/KS
### Example #3. Content Coding in Part II of Individual Student Record

[Form 13, Part II, Page J—School Behavior]

#### STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
</tbody>
</table>

- Descriptors of student "problem" characteristics taken from Student Record, pages J-1 through J-3:
- Does not "own" actions/blames others
- Is impulsive
- Completes little work
- Is easily distracted
- Is defiant
- Cannot/will not work with others
- Has difficulty working independently
- Is hostile towards adults
- Does not follow rules in class/on playground or school property
- Poor attitude towards adult authority
- Will not follow directions

\[\text{"Pre-coded" to Problem Category}\]

#### MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

I. Type(s) of modification: [Regular Program Behavior Controls]

- Date(s) of modification:__________________________________________

II. Provider(s) of modification: [Assistant Principal]

III. Information from Part IV (a): "original modifications still in progress" and no other comments. This removes ambiguity from the narrative in Part II and validates coding for active modification (2.), as was done.

As in Part II and III, there is no comment on progress or "success" in Part IV and receives rating 2.0 as "unable to judge 'success' (no comments offered/too soon to tell)".

Conclusion: Information from Part IV (a) reinforces the initial coding decision.
<table>
<thead>
<tr>
<th>Example</th>
<th>Narrative Description</th>
<th>Modification Coding</th>
<th>Narrative Description</th>
<th>Of Progress or Status Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Written Language: all elements.</td>
<td>[A] Environment [H] Outside Resource (Chapter I Specialist) [D] Teaching Technique [C] Assignments</td>
<td>Some improvement in fluency of written work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress rated 2.3</td>
<td>C 2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coded as: A 2.3, H 2.3, D 2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress rated 2.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coded as: B 2.4, D 2.4</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>General Academic Performance: Below grade level work and struggling.</td>
<td>[G] Parent Contact [H] Outside Resource (Psychologist &amp; Principal)</td>
<td>Moved back and has been working well at new grade level. Seems happier. Successful.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress rated 2.6</td>
<td>H 2.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coded as: G 2.6, H 2.6, A 2.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>Spoken Language: all elements; often refuses to speak.</td>
<td>[H] Outside Resource Intervention</td>
<td>Difficulty processing the information in either language. Continuing problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress rated 2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coded as: H 2.2, A 2.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On-going ESL Instruction Classroom instruction in English Small group work. Refer to psychologist Parents refuse testing.</td>
<td>[A] Environment [H] Outside Resource [G] Parent Contact</td>
<td>Unsuccessful/not pursued. Rated 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coded as: G 0, H 0</td>
<td></td>
</tr>
</tbody>
</table>
### CHART I

**EXAMPLES OF FORM 13, PART II CODING PROCEDURES FOR NINE STUDENTS (cont.)**

<table>
<thead>
<tr>
<th>Example</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Description Of Problem</strong></td>
<td><strong>Of Modification</strong></td>
<td><strong>Coding</strong></td>
<td><strong>Narrative Description Of Progress or Status</strong></td>
</tr>
<tr>
<td>Reading: decoding, word attack skills, sight vocabulary.</td>
<td>[A] Environment</td>
<td></td>
<td>Making steady but very slow progress.</td>
</tr>
<tr>
<td>Specialized Reading Program</td>
<td>[C] Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor school performance in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly grade check on assignments by teacher</td>
<td>[D] Teaching Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Language: Skills well below oral skills.</td>
<td>[B] Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reciprocating Question Technique</td>
<td>[D] Teaching Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: forgets letters and numbers</td>
<td>[B] Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactile approach and sand letters and numbers</td>
<td>[D] Teaching Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assign buddy and use Magic Circle</td>
<td>[I] Behavior Shaping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More I:1 &amp; placed with quiet, low-key teacher.</td>
<td>[A] Environment and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[D] Teaching Technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making steady but very slow progress.</td>
<td>Progress rated 2.3</td>
<td>Coded as: A 2.3, E 2.3</td>
<td></td>
</tr>
<tr>
<td>Progress rated 2.2</td>
<td>Coded as: D 2.2, H 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress rated 2.4</td>
<td>Coded as: D 2.4, B 2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attentive to materials; very slight improvement</td>
<td>Rated 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seems embarrassed</td>
<td>Too soon to tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Way of falling out of chair not the usual. &quot;Learned of history of child abuse&quot;</td>
<td>Child moved before any further help could be given.</td>
<td>Coded: B 2.2, D 2.0, I...</td>
<td></td>
</tr>
</tbody>
</table>
Additional Descriptors As Reported in Part II Data
(Source: Form 13 and Form 12)

[A] ENVIRONMENT
- class library visits
- field trips
- change of assigned school
  bus schedule of student
- One-to-one interaction,
  notated as I : I
- grade change (to 3rd) with
  continued, appropriate
  participation in the
  former grade level
  activities (ie. 4th).

[B] MATERIALS
- tracing exercises to
  replace copy exercises
- tactile-kinesthetic manip-
  ulatives

[C] ASSIGNMENTS
- Adjust assignments &
  adjust expectations
- break tasks into
  reachable components
D. Teaching Techniques

agreement on learner's part to accept designated responsibilities

classroom contracts
have learner keep study book
if learner is told something it is done (i.e., compliance with directions)

have a joint teacher/pupil signal that the student gives when he doesn't understand materials, directions, etc., or needs more help

teach child strategies on "how to remember"

team the student with a higher functioning student as a role model

have student close his/her eyes & try to visualize the information, seeing things in their minds

determine time of day student feels and works best

vary voice volume as required, vary pace (speak slowly)

use eye contact

use hand on shoulder contact

reduce situational amount/degree of work when appropriate

teacher circulates through room

repeat instruction-same way

list assignments and/or instructions on board

use behavior modification

use visual aids in giving instructions (overhead/board)

don't grade during the learning phase - but do analyze and feed back to learner

use language master

"show me" cards or other whole class participation

use stopwatch/timer to motivate children to master combinations, etc.

build concepts by dramatization, movement, concrete materials

an agreement to "back-off" from the student to see if he or she responds to a type of "benign neglect"

reinforce correct responses promptly

use praise

reward for starting, continuing or completing tasks

clarify rules

provide routine schedule

list & use student's interests

teach to student's strength areas

use modifications on whole class (rather than single-out student)

compare student to him/herself - not to others

grade student on progress from point A to point B

Re-teaching (defined as presenting instructions with a different modality, technique or material)

have student rehearse expectations during the day

grade on quality of work

with administration approval allow student to take course pass/fail

simplify communication, adapt style to learner

repeat directions slowly and have student repeat them

simplify oral directions to a maximum of three sequential actions

spend extra time reviewing what happened yesterday, what will happen today, and what will happen tomorrow

walk through or rehearse new classroom activities, routines, or habits

establish simplified, consistent routines & provide assistance/ supervision during transition from one activity to another

use visual exercises

vary instructional materials/methods

emphasize auditory materials & methods such as rhymes, songs, records, tapes, etc.
[D] **TEACHING TECHNIQUES**
- activities in acting out
directions for expression
  of feelings
- use combined visual/phonetic
  approach
- neumonics
- teacher designed individual
  materials—sequenced
- screening for language dominance
  for pre-reading skills
  academic screening
- request classroom observation
  from principal, psychologist,
  reading or speech specialist
E. Learning Channel

for auditory sequencing problems:
- limit number of oral instruction
- teach note taking skills
- use lessons on overhead/tape recorder

auditory
visual
kinesthetic

review kindergarten inventory of development
give the Learning Methods Test and/or Learning Rate Test (from reading center)
nervoligical impress system
determine strongest sensory modality & structure assignments around it.

F. Miscellaneous

retention in grade
adjustment of grade
social promotions
make documentation of interventions/modifications
history available to other staff, special education personnel
keep work samples
review cumulative folder
develop special classes for study skills, homework (and other needs that arise for students unable to fit into the "special education" mold)

G. Parent Contact (continued)

develop home-school contracts for monitoring, disciplining, encouraging or shaping behavior of student effectively and consistently
- be explicit, frank & tactful
- encourage parents to express their feelings about what's happening and/or to give additional background information (diet, sleep habits, behavioral history, etc.)
- use active listening
- offer direction & specific assistance require parent to assume responsibility for some specific activity
- do not hesitate to use such statements as: "I need you to...get back to me by Friday...", "It is absolutely necessary to...
- put problem into broader perspective, e.g., "If we allow this to continue, down the road, Susie will..."
- be generous with "I care" messages & statements about what the child does do that is right & appropriate in conferences with parent & pupil:
- state problem in terms of specific behavior, instead of "you are a bad kid" or "he/she" is a "bad kid" type messages in conferences, con't.
- use specific & concise statements of where "we are" & where "we want" to go, should be positive, a way of sharing, discussion of different ways to "get there"
- be frank, but nonpunitive about possible negative consequences if behavior continues
- setup timeline in near future to review effects of plan in teacher/parent/principal conferences:
- focus on relative severity of problem, review effects of alternatives used already
- encourage parent to express feelings about situation and/or to give additional background information
- plan strategies & define solutions
- be specific about what teacher, principal, & parent should/will do
Additional Descriptors As Reported in Part II Data
(Source: Form 13 and Form 12)

[E] LEARNING CHANNEL
- tracing exercises
- change to more abstract approach
  when /if increasingly concrete
  approach is failing

[F] MISCELLANEOUS
None reported

[G] PARENT CONTACT
- to build social/emotional bonding
  and security, suggested mother
  - take child to library, park
  - read stories to child, holding
    child
- request parent drill for reinforce-
  ment only. (Not introduce
  "new" materials)
- parent contacts school regarding
  - needs of hearing impaired child
  - medication
  - request for private academic
    evaluation/assessment
  - requests private counselling
    rather than school counselling
H. Outside Resource Intervention

referrals to other programs,
offices & agencies: -Head Start
-public health
-mental health
-far northern
-evacuee control officer
-school district attendance
-review board
-Bilingual Education
-ESL
-remedial math program/specialist
-remedial reading program/
specialist
-refer for special education
assessment
-refer to office
-refer to counselor
-refer to nurse for medical
evaluation, followup, home
visits
-refer to psychologist
-refer to general education
consultant
-refer to speech and language
specialist
-refer to School Improvement
Program
-refer to Title I
refer to other agencies as student
eligible/resources are
available
consult with other staff on
appropriate and/or available
resources for referral
establish a school-level guidance
or solution committee
refer to community special
services family counseling

I. Behavior Shaping

1) Set aside five minutes at same
time everyday to allow and
encourage student to express
feelings and attitudes about
himself and school. Be as
nonjudgmental, open ended, and
warm as possible. Then briefly
review progress and make a few
directive statements.

2) Perform thorough task-analysis of
problem behavior; sequence
all components and shape through
frequent feedback and
reinforcement.

3) Teacher and student establish a
signal or cue to help monitor/
control the problem behavior.

4) Work with aide: train aide in
shaping procedures and learning
theory as much as possible. After
teacher given instructions and
demonstration, have aide provide
positive, guided practice before
allowing student to start work
independently.

5) Use cross-age tutor, peer tutor,
or peer counselor to model specific
types of behavior.

6) Use a "classroom contingency
management program, a) including
systematic monitoring of some kind.
Teacher monitored or child
monitored, must be quiet and easy to
do; b) benefits include more
immediate and predictable feedback,
makes it easier to be accountable/
responsible for oneself, makes work
more manageable, less confusing,
visual representations help
motivate; c) perform a thorough
behavioral analysis, identify
antecedent behavior consequence
sequences, manipulate/experiment
with antecedents and consequences;
d) collect data to share with other
personnel, administrators, parents
(may be frequency, duration or
interval data).

enlist student in active problem
solving through elicitation of
information pertaining to goals,
interests:
-areas in which student feels he/she
does really well
-areas in which student would like
more help
-student goals or ambitious for the
rest of the year, for next year,
after finishing school.
Additional Descriptors As Reported in Part II Data
(Source: Form 13 and Form 12)

[H] OUTSIDE RESOURCE INTERVENTION

- PTA Clothes Closet
- temporary free lunch (PTA)
- explore continuation school
- vocational education program
- Magnet Arts School
- Basic Skills Classes (NGB)
- Outside counsellor who meets with student group at the school
- Poets/musicians in the school programs; outside expert on subjects of interest

[I] BEHAVIOR SHAPING

- reinforce desired social behavior
- encourage positive interaction
- use behavior token system
  use stamp/star on hand
- power struggle problems: limit the number of issues; reduce the number of issues
- use strategy of in-house systematic exclusion; use instead of detention
- offer more choice/less choice
- student keep tally of hitting behavior
- set-up consequences for aggressive behaviors
- try "assertive discipline"
- encourage student to express self, using role-enactment, dramatization, clay, paint, music, movement in action-oriented, multi-sensory program and/or activities
I. Behavior Shaping (continued)

- student goals for a job/career he/she would like after finishing school
- ways student learns best
- school activities enjoyed most
- community activities enjoyed most
- home activities enjoyed most
- involve student in extra curricular activities/other special interest groups
- pursue before or after school
- contact time with student
- encourage student to express feelings about situations, use "active listening"
- state problem in terms of specific behavior, instead of "you are a bad kid" type messages"
- reiterate limits, guidelines and consequences in a calm manner
- discuss ways of helping student stay within guidelines
- require student to choose and be accountable for a plan of action
- provide student with special times to discuss problems, feelings, accomplishments
Section D. Procedures of Data Entry and Data Analysis.

1. Data entry procedures.
Data entry was made onto the raw data charts (Fig. 1) on a case by case basis; by ending educational program categories (Part V data) across the data items of Part II, III and IV. The four grade level sets (Part I data) were each entered on separate charts for Primary, Elementary, Intermediate and Secondary.

The coded narrative data (Part II data) of modification/intervention success and of the referral status of modification(s)/intervention(s) were entered into relevant problem categories [A - O] as provided on the raw data entry chart(s). Entry was made for each Outside Resource Intervention [H] involved in a single problem. Thus, a single cell may contain more than one [H] entry as would be the case when several Outside Resource Interventions are brought to bear on a students' problem.

Other modification categories were entered more than once if one entry represented an active modification (coded 2) and one entry in the same modification category was in the referral process (coded 1). This was often the case in entering [H] Outside Resource Intervention and not often with any other modification.

Part III data was entered by the numbered level of service 1, 2, 3 or 4 into the provider or service designated by letters (a) to (x). Part IV data was entered into the lettered column (a) to (f) as designated on the page of the record. A check mark was used to make the entry.

2. Data analysis procedures.
Data analysis procedures included tallies, simple and relative frequencies, two-way cross tabulations and clustering. In general, the frequencies sought were in response to the questions posed for this study and the relations between variables of interest to the study were cross-tabulated. The clustering of the student problem characteristics went through a series of changes from differing perspectives of what clusters were most reflective of their occurrence in the reality of student experiences at school. Clustering facilitated the search for patterns between student problem characteristics and successful modifications.
APPENDIX A

Complete Part II [Form 13], Including Additions of Specific Descriptors of Student "Problem" Characteristics as Reported in Part II Data at the Primary, Elementary, Intermediate and Secondary Grade Level Sets.
### Student Characteristics

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>In Relation To Modifications:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td><strong>AFTER</strong></td>
<td><strong>BEFORE</strong>/AFTER</td>
</tr>
<tr>
<td>decoding</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>word attack skills/phonics</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>comprehension</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>speed</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>fluency</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sight vocabulary</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>confuses words (was/saw, on/no, want/went)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

- **Type(s) of modification:**
- **Date(s) of modification:**
- **Provider(s) of modification:**
- **Team judgment of student success after modification:**
- **Criteria used:**
- **COMMENTS:**

---

**A-43**

---

**APPENDIX A.**

**FORM 13, Rev. 10-3-85; GS/MS**
### Student Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>facts/terms/symbols (=), (+), (-), (±), (x)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>basic computation</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>word problems</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>concepts</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>application (money, time, measurement)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>numeral reversals (12/21)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

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### Mathematical/Arithmetic

- Good at mechanical tasks, but unable to learn concepts
- Does not retain math facts
- Slow to grasp concepts like time; or relationships of addition and multiplication
- Below grade level (# years)
- Inappropriate use of math manipulatives: swallows, puts in nose, ear

### Modifications/Interventions

- Type(s) of modification:
- Date(s) of modification:
- Provider(s) of modification:
- Team judgment of student success after modification:
- Criteria used?

### Comments:

---

**Student Name:**

**Student I.D.#:**
**SPELLING**

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>skill well below reading achievement</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>omits or adds letters</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>poor sequencing</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>spells phonetically</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>poor visual memory</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>sound-symbol difficulty</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>endings</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>cannot spell from list or dictation</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>spells poorly in written assignments</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>guesses wildly when spelling</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>skills well below grade level</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE: Check if a characteristic is a problem BEFORE modification.**

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

Type(s) of modification: _________________________________

Date(s) of modification: _________________________________

Provider(s) of modification: ______________________________

Team judgment of student success after modification: _______________________________

Criteria used? ________________________________________

COMMENTS: ___________________________________________
<table>
<thead>
<tr>
<th>ASSESSMENT FEATURE</th>
<th>BEFORE</th>
<th>AFTER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written Language**

- Big discrepancy between oral and written language
- Cannot proof read and correct errors
- Difficulty conceptualizing construction of sentences
  - Components of sentences
  - Simple sentences are OK
  - Non-alphanumeric writing proficiency exam
  - Difficulty with complex sentences

**Revision/Modification**

- Please be specific and concrete
- Purpose of modification:
- Nature of modification:
- Procedure of modification:
- Over judgment of student success after modification:

  Example usage:

  **Example**:

  **Comments**:

  **Form 13, Rev. 10-3-85: GS/HS**
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor grammar, articulation</td>
<td>[ ]</td>
<td>[E] SPOKEN LANGUAGE</td>
</tr>
<tr>
<td>poor listening skills</td>
<td>[ ]</td>
<td>- Unilateral lisp P</td>
</tr>
<tr>
<td>poor understanding of commands or directions</td>
<td>[ ]</td>
<td>- Unable to form sentences P</td>
</tr>
<tr>
<td>limited vocabulary: speaking listening</td>
<td>[ ]</td>
<td>- Refuses to speak P</td>
</tr>
<tr>
<td>poor comprehension of discussion</td>
<td>[ ]</td>
<td>- Reverts to baby talk P</td>
</tr>
<tr>
<td>poorly retained auditory input</td>
<td>[ ]</td>
<td>- Gap between written and oral language P</td>
</tr>
<tr>
<td>confusion between dominant and secondary language</td>
<td>[ ]</td>
<td>- Language delay P</td>
</tr>
<tr>
<td>poor pronunciation</td>
<td>[ ]</td>
<td>- Difficulty speaking about visually presented materials P</td>
</tr>
<tr>
<td>blocks on &quot;easy words&quot; (word finding/retrieval difficulty)</td>
<td>[ ]</td>
<td>- Mumbles P</td>
</tr>
<tr>
<td>poor verbal organization</td>
<td>[ ]</td>
<td>- English language not developed P</td>
</tr>
<tr>
<td>uses words inaccurately</td>
<td>[ ]</td>
<td>- Difficulty focusing S</td>
</tr>
<tr>
<td>(Continued on E-2)</td>
<td></td>
<td>- Difficulty processing information in either language E</td>
</tr>
</tbody>
</table>

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

**Type(s) of modification:**

**Date(s) of modification:**

**Provider(s) of modification:**

**Team judgment of student success after modification:**

**Criteria used?**

**COMMENTS:**
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>unable to express thoughts and feelings</td>
<td>[ ] before, [ ] after</td>
<td></td>
</tr>
<tr>
<td>nonfluency</td>
<td>[ ] before, [ ] after</td>
<td></td>
</tr>
<tr>
<td>voice disorders</td>
<td>[ ] before, [ ] after</td>
<td></td>
</tr>
<tr>
<td>language processing difficulty</td>
<td>[ ] before, [ ] after</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ] before, [ ] after</td>
<td></td>
</tr>
</tbody>
</table>

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: ____________________________

Date(s) of modification: ____________________________

Provider(s) of modification: ________________________

Team judgment of student success after modification: ________________________

Criteria used? ________________________________

COMMENTS: ______________________________________
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegible</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Reverses (7-7, J-J)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Difficulty copying from page and blackboard</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Skills well below grade level</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tense-tight writing style</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poor rhythm</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poor writing posture or pencil grip</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Unusual difficulty staying on lines</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Crowds writing at margins</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: ___________________________

Date(s) of modification: ___________________________

Provider(s) of modification: _______________________

Team judgment of student success after modification: ___________________________

Criteria used? ___________________________

COMMENTS: ___________________________
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade point average (GPA)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>credits: behind, completed</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>performance in comparison to grade</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>low achievement in relation to &quot;ability&quot;</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>slow learner</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>few academic strengths</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>&quot;appears to be very bright&quot;</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>previous intervention/ modification history</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>test results</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not exhibit reasoning</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>difficulty in learning and using concepts</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on G-2)

**GENERAL ACADEMIC PERFORMANCE**
- Has little interest in school
- Student claims to be bored
- Short-term auditory memory deficit
- Seems to have broad general knowledge (does nothing in class)
- Attention deficit. "Forgets things". (Excuses?)
- Falls asleep in class
- Class placement reported as #303/303 students
- 'Tuned out' of routine of study and academics

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

Type(s) of modification: ____________________________________________

Date(s) of modification: ____________________________________________

Provider(s) of modification: _________________________________________

Team judgment of student success after modification: ____________________

Criteria used? ______________________________________________________

COMMENTS: _________________________________________________________
### Student Characteristics

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>forgets previously learned material</td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td>knowledge gaps (surprises with what does/doesn't know)</td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td>learns better through some channels than others</td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td>learns some skills better than others</td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>![BEFORE](this is a sample)</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem **BEFORE** modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

- **Type(s) of modification:**
- **Date(s) of modification:**
- **Provider(s) of modification:**
- **Team judgment of student success after modification:**
- **Criteria used?**

**COMMENTS:**

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor study habits</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not bring materials to class</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not use textbook effectively</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not follow directions, cannot follow directions</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not turn in homework</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>wastes class time</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>has difficulty in taking notes</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>gives up easily, acts helpless</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>has limited attention span (less than ten minutes)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>has difficulty understanding directions, questions or comments</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>cannot estimate classroom expectations without more data</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on H-2)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_________________________

Date(s) of modification:_________________________

Provider(s) of modification:_____________________

Team judgment of student success after modification:_________________________

Criteria used?_________________________

COMMENTS:______________________________________________
### STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>carelessly executed work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>poor quality work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

Type(s) of modification: ________________________________

Date(s) of modification: ________________________________

Provider(s) of modification: ____________________________

Team judgment of student success after modification: ____________________________

Criteria used? ________________________________

**COMMENTS:**

______________________________
### STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation to Modification[1]</th>
<th>SOCIAL/EMOTIONAL ADJUSTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional cycle (good days and bad days)</td>
<td>BEFORE</td>
<td>• Refuses to interact with peers</td>
</tr>
<tr>
<td></td>
<td>AFTER</td>
<td>• Cannot accept failure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Constant power struggles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Temper tantrums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initiates social contact by hitting</td>
</tr>
<tr>
<td>cries easily</td>
<td>[ ]</td>
<td>• Unaware of appropriate play-ground behavior</td>
</tr>
<tr>
<td>seems withdrawn</td>
<td>[ ]</td>
<td>• Tense</td>
</tr>
<tr>
<td>nervousness</td>
<td>[ ]</td>
<td>• Sullen</td>
</tr>
<tr>
<td>nailbiting, other nervous tics</td>
<td>[ ]</td>
<td>• Sucks thumb, other objects</td>
</tr>
<tr>
<td>is often angry</td>
<td>[ ]</td>
<td>• Not dealing with grade level change</td>
</tr>
<tr>
<td>inadequate self-concept</td>
<td>[ ]</td>
<td>• Not dealing with new life-situation arrangements</td>
</tr>
<tr>
<td>does not display emotion</td>
<td>[ ]</td>
<td>• Unable to wait for help or attention: frustrated and angered by</td>
</tr>
<tr>
<td>often appears depressed</td>
<td>[ ]</td>
<td>• Tactile defensive</td>
</tr>
<tr>
<td>hypoactive</td>
<td>[ ]</td>
<td>• Puts undue pressure on self to perform academically</td>
</tr>
<tr>
<td>hyperactive</td>
<td>[ ]</td>
<td>• Possible food allergies</td>
</tr>
<tr>
<td>temperamental</td>
<td>[ ]</td>
<td>• Verbalizes low self-esteem: &quot;I'm so dumb. I wish I was dead.&quot;</td>
</tr>
</tbody>
</table>

(Continued on I-2)

### SOCIAL/EMOTIONAL ADJUSTMENT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE: Check if a characteristic is a problem BEFORE modification.</td>
<td>AFTER: Note &quot;OK&quot; if no longer a problem; &quot;CP&quot; if a continuing problem; and &quot;NF&quot; if the characteristic is a new problem.</td>
</tr>
<tr>
<td>MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)</td>
<td></td>
</tr>
</tbody>
</table>

**Type(s) of modification:**

**Date(s) of modification:**

**Provider(s) of modification:**

**Team judgment of student success after modification:**

**Criteria used?**

**COMMENTS:**

---

FORM 13, Rev. 10-3-85; GS/MS
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor frustration tolerance</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>does not adjust to changes in routine</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is often afraid</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is loud and boisterous</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>frequently fights</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>destroys property</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>steals</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>lies</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>does not relate well to peers</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is hostile to other students</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is argumentative</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is very social (has many friends)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(Continued on I-3)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: ________________________________

Date(s) of modification: ________________________________

Provider(s) of modification: ____________________________

Team judgment of student success after modification: ________________________________

Criteria used? _______________________________________

COMMENTS: _________________________________________
**STUDENT CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>In Relation To Modifications</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>seems threatened by other students</td>
<td>[ ]</td>
<td>___</td>
</tr>
<tr>
<td>does not participate in games or other sports activities</td>
<td>[ ]</td>
<td>___</td>
</tr>
<tr>
<td>is withdrawn/shy</td>
<td>[ ]</td>
<td>___</td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td>___</td>
</tr>
</tbody>
</table>

**BEFORE**: Check if a characteristic is a problem BEFORE modification.

**AFTER**: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS**: (please be specific and concrete)

Type(s) of modification: ________________________________

Date(s) of modification: ______________________________

Provider(s) of modification: __________________________

Team judgment of student success after modification: __________________________

Criteria used? __________________________

COMMENTS: __________________________
**APPENDIX A.**

**FORM 13, Part II, Page J-1. SCHOOL BEHAVIOR**

**Student Name:**

**Student I.D. #:**

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
<tr>
<td>does not participate in class activities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>does not &quot;own&quot; actions, blames others for his actions</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>makes &quot;excuses&quot;</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>makes inappropriate noises</td>
<td>[ ]</td>
<td>[J]</td>
</tr>
<tr>
<td>is impulsive</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>has difficulty working independently</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>completes little work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is inattentive</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>is easily distracted</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>often daydreams</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>has vacant expression</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(Continued on J-2)

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

- Type(s) of modification: ________________________________
- Date(s) of modification: ________________________________
- Provider(s) of modification: ____________________________
- Team judgment of student success after modification: __________________________
- Criteria used? ________________________________

**COMMENTS:** ________________________________
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheats on tests</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>is defiant</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>talks without permission</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>plays with objects while working or listening</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>often out of seat</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>cannot/will not work with others</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>does not follow rules in class or on playground/school property</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>is in constant motion</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>is a passive resister</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>has excessive absences</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>is excessively tardy</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>is hostile toward adults</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on J-3)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:__________________________________________

Date(s) of modification:__________________________________________

Provider(s) of modification:______________________________________

Team judgment of student success after modification:_______________

Criteria used?__________________________________________________

COMMENTS:______________________________________________________

FORM 13, Rev. 10-3-85; GS/MS
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>encourages peers to disrupt class/other activities . . . . .</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>will not follow direction/guidance . . . . . .</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>poor attitude towards adult authority . . . . .</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:________________________________________

Date(s) of modification:________________________________________

Provider(s) of modification:____________________________________

Team judgment of student success after modification:______________

Criteria used?______________________________________________

COMMENTS:__________________________________________________
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modification:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
<tr>
<td>Tired; coordination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pooping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>seeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficulty in making designs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gross coordination;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>running</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gross eye-hand coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>draw, specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: note "B" if no longer a problem; "C" if a continuing problem; and "N" if the characteristic is a new problem.

MODIFICATION/IMPROVEMENTS: (please be specific and concrete)

Type of Modification:______________________________

Detail of Modification:____________________________

Procedural of Modification:________________________

From payment of student success after modification:___________________

Criteria used:______________________________

Comments:__________________________________________
## STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
<tr>
<td>self-feeding</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>uses spoon</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>uses fork</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>uses knife</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>self-dressing</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>ties own shoes</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>self-toileting</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>washes self</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS:** (please be specific and concrete)

- **Type(s) of modification:**
- **Date(s) of modification:**
- **Provider(s) of modification:**
- **Team judgment of student success after modification:**
- **Criteria used:**

**COMMENTS:**

---

No additional entries were made.
**STUDENT CHARACTERISTICS**

<table>
<thead>
<tr>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFOR E</td>
<td>AFTER</td>
</tr>
</tbody>
</table>

| Reversals | [ ] | [ ] |
| Distortions | [ ] | [ ] |
| Visual problems: | | [M] |
| Decoding | [ ] | [ ] |
| Discrimination | [ ] | [ ] |
| Constancy | [ ] | [ ] |
| Figure-ground confusion | [ ] | [ ] |
| Auditory problems: | | |
| Discrimination | [ ] | [ ] |
| Closure | [ ] | [ ] |
| Sound blending | [ ] | [ ] |
| Memory problems: | | |
| Visual input | [ ] | [ ] |

(Continued on M-2)

**BEFORE**: Check if a characteristic is a problem BEFORE modifications.

**AFTER**: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

**MODIFICATIONS/INTERVENTIONS**: (please be specific and concrete)

- Type(s) of modification: ________________________
- Date(s) of modification: ________________________
- Provider(s) of modification: ________________________
- Team judgment of student success after modification: ________________________
- Criteria used? ________________________

**COMMENTS**: ________________________
### Student Characteristics

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>memory problems, cont.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oral input</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>retrieval/output:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oral</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>written</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>kinesthetic</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**BEFORE:** Check if a characteristic is a problem BEFORE modification.

**AFTER:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

### Modifications/Interventions

Type(s) of modification:

Date(s) of modification:

Provider(s) of modification:

Team judgment of student success after modification:

Criteria used?

COMMENTS:
<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>excessive physical symptoms (pains)</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>low vitality</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>frequent illness</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>headaches: frequent or severe</td>
<td>[ ]</td>
<td>[N]</td>
</tr>
<tr>
<td>dizzy spells</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>visual problems</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>wears glasses</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>auditory problems</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>wears hearing aid</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>takes a regular medication</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>uses illicit drugs</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>frequent bathroom trips</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

(Continued on N-2)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: ____________________________________________

Date(s) of modification: ____________________________________________

Provider(s) of modification: _______________________________________  

Team judgment of student success after modification: ____________________

Criteria used?: _______________________________________________  

COMMENTS: ___________________________________________________ 

---

GENERAL HEALTH

- Dental decay P
- Birthing difficulties P
- Sneezing attacks E
- Stomach aches E
- Thin/underweight E
- Health problems interfere seriously with academic and social life S
- Difficulty with eyes and feet S

* Report of Delayed Respirations at Birth YES.
### Student Characteristics

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEFORE</td>
<td>AFTER</td>
</tr>
</tbody>
</table>

**Student Name:**

**Student I.D. #**

<table>
<thead>
<tr>
<th>drooling</th>
<th>[ ]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>continual or severe drainage of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eyes</td>
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<tr>
<td>ears</td>
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<tr>
<td>nose</td>
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<tr>
<td>fondles self excessively (this has been reported as a possible early clue to child molestation, sexual abuse)</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

**Other, specify:**

**Comments:**

**Before:** Check if a characteristic is a problem BEFORE modification.

**After:** Note "OK" if no longer a problem; "CP" if a continuing problem; and "MP" if the characteristic is a new problem.

**Modifications/Interventions:** (please be specific and concrete)

**Type(s) of modification:**

**Date(s) of modification:**

**Provider(s) of modification:**

**Team judgment of student success after modification:**

**Criteria used?**

**Comments:**
### STUDENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>In Relation To Modifications:</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>BEFORE</td>
<td>AFTER</td>
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</tbody>
</table>

#### SPECIFY CHARACTERISTICS NOT COVERED IN OTHER SECTIONS OF THE INDIVIDUAL STUDENT RECORD, PART II:

- Poor attitude toward school
- Single parent has poor control of student at-home behavior
- Mother lacks basic parenting skills
- Student lacks basic social entry skills for most school experiences
- Too much "adult" demand on student at home: crowded conditions with parents, aunts & uncles, cousins, grandparents and siblings all in home
- Student lives with single male alcoholic adult
- Baby sitter drunken family member
- Recent divorce situation
- Conduct of broken home
- Medical history reports on: Brain scan; ear surgery; history of abuse, frequent moves; dietary concerns

**BEFORE**: Check if a characteristic is a problem before modification.

**AFTER**: Note "OK" if no longer a problem; "CP" if a continuing problem; and, "NP" if the characteristic is a new problem.

#### MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

- **Type(s) of modification:**
- **Date(s) of modification:**
- **Provider(s) of modification:**
- **Team judgment of student success after modification:**
- **Criteria used?**

#### COMMENTS: