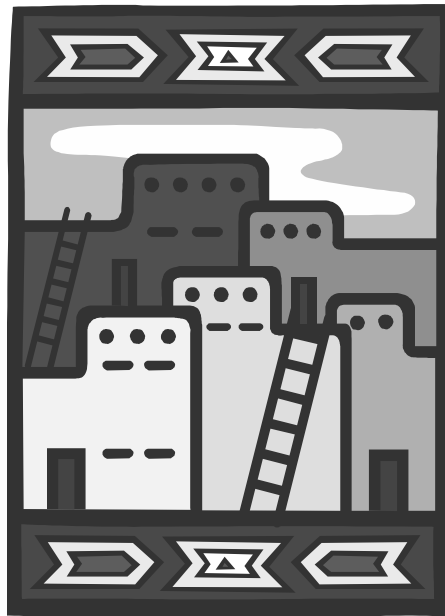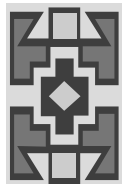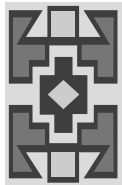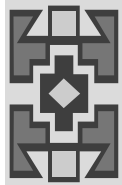# SAT

Student Assistance Team
and the Three-Tier Model
of Student Intervention

New Mexico Public Education Department
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Santa Fe, New Mexico 87501-2786
June 2004
Updated, June 2007

The State of New Mexico
Student Assistance Team Manual
June 2004
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An Introduction to the Three-Tier Model of Student Intervention

The Three-Tier Design Model

The term *three-tier* model of intervention is borrowed from public health treatment models that focus on levels of intervention. Simply put, it is a model consisting of three well-defined and separate processes running on different levels within a system. In New Mexico, this principle has been applied to develop a model of student intervention for school-aged students. The model has three distinct levels, or **tiers**, of instructional interventions that account for **all** students within a learning system. Each tier encompasses a layer of intervention or instruction that responds to student needs. As a student has more intense learning or behavioral needs, he or she may progress to the next tier that provides more intense intervention.
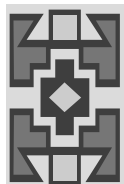
Tier I—Universal Screening/Appropriate Instruction

Tier I provides primary intervention in the form of universal screening, appropriate classroom instruction, and school-wide interventions to **all** students. The majority (80-90%) of school-aged students at this level will respond successfully in the regular education classroom to appropriate instruction based on state and district standards. A teacher may recognize that an individual student is struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the regular education classroom. At that point, the teacher tries typical classroom-or grade-level-based interventions. In some cases, a student will demonstrate little or no positive response to the teacher's informal interventions. Or, universal screening procedures will indicate a need. At that point, the student is referred to Tier II.
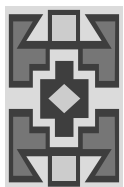
Tier II—Early Intervention: The Child Study Process by the Student Assistance Team (SAT) or the Section 504 Team

Tier II is designed to provide early intervention for a small percentage (5-10%) of students who are performing above or below standards in academics and/or behavior. Interventions for these at-risk students either are provided as targeted individual interventions in one or more areas. That is done, as described in this manual, through a **SAT Intervention Plan,** a **Section 504 Plan,** or through a specialized school program that includes small-group instruction. Tier II interventions are provided **in addition to** the appropriate instruction provided in Tier I. The interventions are designed to prevent, alleviate, or accommodate challenges a student may be facing. These interventions may be short-term or they
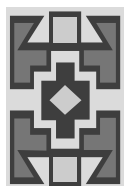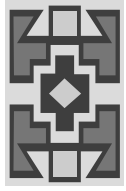
may continue for an entire school year. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. In spite of a school's best efforts at delivering appropriate Tier I instruction and Tier II interventions, a few students may not demonstrate a significant and positive response to intervention. In those cases, those students may be referred to Tier III.

Tier III—Multidisciplinary Evaluation/Special Education

Students formally referred to Tier III first receive a multidisciplinary evaluation to determine their need for services at this level. Tier III serves a very small percentage of students (1-5 %) who demonstrate a need for an individualized program to accommodate and/or modify their learning or behavioral needs. Special education teachers, related service providers, and regular education teachers provide Tier III interventions that consist of specially–designed instruction and supplementary aids and services. Tier III interventions are provided to a student through an Individualized Education Program (IEP). The goal of Tier III is for the student to be successfully involved in and progress in the general education curriculum, and achieve the goals in his or her IEP.

The Three-Tier Model of Student Intervention

Tier III

Special Education/IEP Team
- Specialized Program
- Provided by an IEP
- 1-5% of students

Tier II

SAT and /or Section 504 Team
- Targeted Individual Interventions
- Small-Group Instruction
- 5-10 % of students

Tier I

General Education
- Appropriate, Research-Based Instruction
- Standard Curriculum
- Universal Screening
- 80-90 % of students
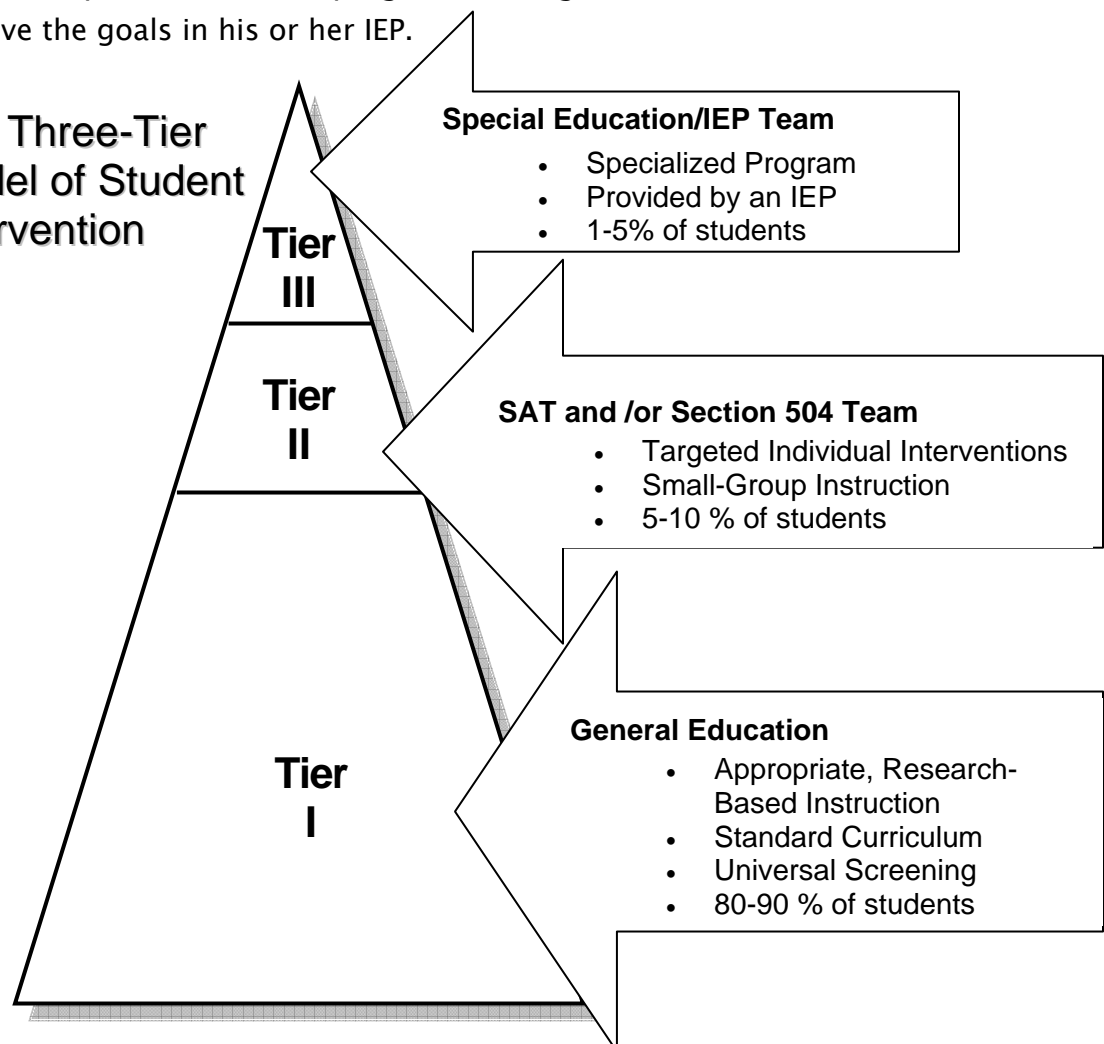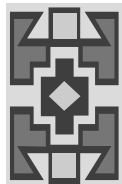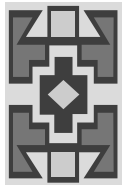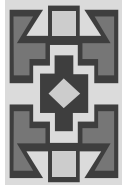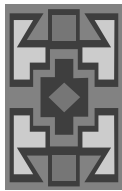
SAT Purpose and Mission

The Student Assistance Team (SAT) is a school-based group of people whose purpose is to provide additional Tier II support to students who are experiencing difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations. By "catching" these students in the child study phase, the SAT may not only help the student be able to remain and succeed in the general education program, but also reduce unnecessary referrals to special education. The SAT's mission is to approach and arrive at appropriate solutions to problems in the school environment through a cooperative team effort. Although the team may make referrals to special education and other special programs, **the SAT is not part of the special education process, but rather a general education responsibility.**

The SAT addresses problems found through general screening or those brought up as concerns by parents, teachers, or other staff. The SAT designs interventions for those students who show need for individual consideration. Further, the SAT suggests interventions and focuses on student strengths that may alleviate or resolve the situation prior to referral to Tier III. In many cases, the SAT is able to assist students who need interventions in order to succeed, but who are not necessarily disabled and, therefore, do not qualify for special education or a Section 504 Plan. **Simply put, the SAT is a "support group" for the regular education teachers and students who need it.**

Definitions of Terms

Familiarization with the following terms will help clarify the roles and responsibilities of the SAT as they are discussed in this guide.

Three-Tier Model: An intervention model that uses three levels of intervention depending on the student need's and his or her response to the intervention	**Universal Screening (Tier I)**: Tests given to <u>all</u> students to evaluate their health, language, achievement, and so on
Child Study Process (Tier II): Period during which a concern is raised and addressed with interventions prior to requesting a formal referral to Tier III	**Multidisciplinary Evaluation**: an evaluation that involves one or more disciplines to determine a student's possible need for special education

Interventions: A set of school-wide or individual activities designed to assist a student in achieving grade-level proficiency or appropriate behavior, possibly reducing the need for special education or other programs	**Response to Intervention (RtI)**: using appropriate research-based instruction/interventions and then monitoring student performance (academic or behavioral) to determine a significant increase and/or improvement
IDEA: Individuals with Disabilities Education Act (Federal law)	**IEP**: Individualized Education Program; developed for students served at Tier III
FERPA: Family Educational Rights and Privacy Act: protects the privacy of student education records (Federal law)	**Adequate Yearly Progress (AYP)**: measure adopted by the state to assess student achievement based on federal mandates
Standards-Based Assessment (SBA): a statewide yearly assessment based on state standards for required grade levels	**Academic Proficiency**: Mastery of subject-matter knowledge/skills specified in state standards for each grade. (See page 9.)
Section 504: Part of the Rehabilitation Act of 1973; aimed at non-discrimination against individuals with disabilities; includes temporary disabilities and conditions not covered under the IDEA (Federal civil rights law)	**Academic Improvement Plan (AIP)**: Under State law, a written document developed by the SAT for a student who needs specific remediation to achieve academic proficiency and be promoted to the next grade
Accommodation: As part of an intervention plan, any adaptation to the instruction, environment, and/or presentation to enable success in general education	

Relevant Federal Mandates

🏛 IDEA (Individuals with Disabilities Education Act)

The IDEA is the federal law that provides funding to states in their efforts to ensure a free appropriate public education (FAPE) for eligible students with disabilities. To be eligible for special education (Tier III), a student must have one or more of the 13 disabilities defined within the IDEA, and the disability must impact his or her ability to learn in the general education curriculum and/or environment. Qualifying disabilities include autism, deafness, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, specific learning disability, traumatic brain injury, visual impairment

including blindness, or speech or language impairment. Eligible students must have an Individualized Education Program (IEP).

*NOTE: New Mexico State Rules add **gifted** to the list of exceptionalities that qualify as eligible to receive special education and related services under an IEP.*

🏛 Section 504 (The Rehabilitation Act of 1973)

This is a federal civil rights law that protects the rights of individuals with disabilities. A person is eligible to receive accommodations if he or she has or has had a physical or mental impairment that substantially limits a major life activity that impacts the student's educational program. In schools, plans for accommodations and/or services are developed at Tier II (called a *Section 504 Accommodation Plan*). **The SAT usually also wears the hat of the Section 504 team and develops the plan.** Funding comes from the general education budget. Students with disabilities receive either a Section 504 Plan or an IEP— not both. The SAT/504 Team identifies accommodations for students with disabilities who **do not qualify** as eligible for special education under the IDEA (Tier II). An IEP team develops the education plan for a student with a disability who **qualifies** for special education under the IDEA (Tier III).
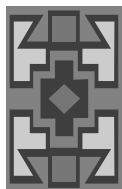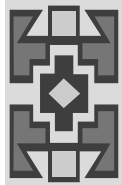
State Mandates Relevant to the SAT
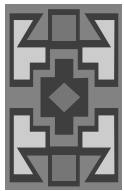
🏛 Subsections B–C of 6.31.2.10 NMAC [7/1/2007]
(The Three-Tier Model and Intervention Progress Monitoring)

<u>The mandate for the SAT as a general education process and responsibility is found in state special education rules and it applies to general education as well</u>. This rule provides that if, through universal screening (Tier I), parent referral, or teacher referral, a student is suspected of having a disability or need for educational support, then the SAT conducts further study in order to address possible causes for the educational difficulty. Prior to referral for special education evaluation, SAT-prescribed interventions are to be considered, implemented, and documented. If standards-based progress monitoring of Tier II interventions demonstrate that after no more than 18 weeks, the student's response to intervention has not been positive and significant, then the SAT may refer the child for a full special education evaluation. On the other hand, the SAT may continue to require the implementation of those Tier II interventions until the student no longer requires the interventions, or it may resume the child study process to implement additional interventions. Tier II interventions are to be provided through a properly-constituted SAT, or similar process, and the SAT must include the student's parents, and as, appropriate, the student.
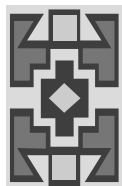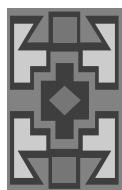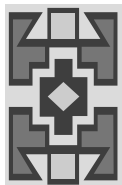
Public School Code (Subsections D (1) and (3) of 22-1-1.2 NMSA 1978)

This statute requires that "…students who do not meet or exceed expectations will be given individual attention and assistance through extended learning programs and individualized tutoring…[and that] public schools make adequate yearly progress (AYP) toward educational excellence."

Assessment and Accountability Act (Section 22-2C-6 NMSA 1978) Amended by House Bill 34 effective July 1, 2007

This statute addresses the responsibilities of districts to develop school-district-developed remediation and academic improvement programs and provide them to individual students who fail to make **academic proficiency** (as measured by grades, performance on school district assessments, and other measures identified by the school district). For students completing grades one through seven, an academic improvement plan (AIP) is developed by the SAT for those students and is to include time lines and monitoring methods designed to ensure progress toward overcoming academic deficiencies. At the end of grade eight, the SAT must develop an academic improvement plan that delineates the specific deficiencies and prescribes specific remediation designed to enable the student to succeed in high school.
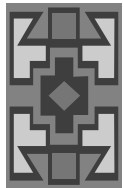
In addition to remediation, the SAT is responsible for ensuring that promotion and retention statutes are followed and that it recommends placement in an alternative program for those students who fail to make academic proficiency for two successive school years. (See Part 5, pages 48–51 for more information about the SAT and this state statute.)
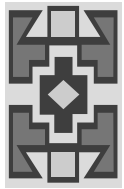
Q & A about State/Federal Mandates and "Best Practices"
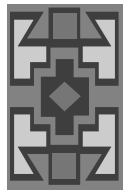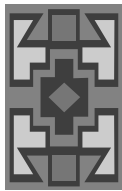
Q. How is an *academic improvement plan (AIP)* developed by the SAT different from an *individualized education program (IEP)* developed by an IEP team?

A. The SAT is a group of professionals that serves staff and students and their families who are experiencing difficulties **in the general education** program or environment. The SAT has the very important function of being a child study analysis, planning, and action team. When a student is identified through universal screening (Tier I) or referred by staff or parents as having academic or behavioral issues, the SAT identifies the challenge, reviews existing information, synthesizes the information to develop a hypothesis as to what is causing the challenges. Then, it decides as a group
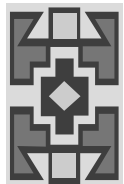
what can and should be done. The team identifies and implements interventions, monitors their effectiveness through data collection and documentation, and makes decisions about what additional steps or strategies may be needed.

By contrast, an IEP team is assembled for the sole purpose of addressing the needs of an *individual* student who has one or more disabilities **and** qualifies for special education or related services under the eligibility requirements of the IDEA (Tier III). In New Mexico, gifted students may also be eligible for special education services. The IEP team develops an IEP tailored to that student's educational and/or behavioral needs. Though regular education teachers are usually members of an IEP team, the IEP team and the IEP are part of the special education process under the IDEA at Tier III.
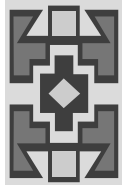
While the IEP team concentrates on one student receiving special education services, the SAT improves the quality of general education as a whole by offering interventions to other students who need them and specific help for regular education teachers about how to effectively handle and solve problems. The SAT has the vital role of eliminating unnecessary and inappropriate referrals to Tier III for a multidisciplinary evaluation due to misidentification of problems or a plain misunderstanding of the student's culture, language, situation, or other needs.

Q. What are the "musts" and "best practices" for general education and for SAT teams in particular? What about intervention timelines?
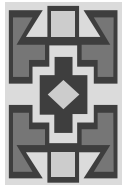
A. When a concern surfaces from universal screening or is brought to the school's attention by staff or parents (Tier I), the student must be referred to the school's group of professionals (SAT), which gathers and examines information about the student and then attempts to pinpoint the underlying issues that are causing the student to experience academic and/or behavioral challenges. The SAT then collaborates to design and implement academic and/or behavioral interventions that assist the student to be better able to benefit from his or her education. The SAT also needs to define a reasonable time frame for the intervention(s) to take effect, based on the nature of the intervention, and monitor their effectiveness—response to intervention. **State rules provide for period of no more than18 weeks (with monitoring recommended at no more than 2-week intervals) in order to determine whether the student has demonstrated a significant positive response to intervention, unless the student is in obvious crisis.** The SAT must keep documentation of all of its decisions and efforts on behalf of the student.
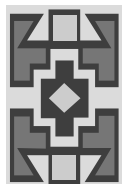
SAT records must be kept confidential as required by the federal law known as FERPA. (See page 7 and FERPA regulations at 34 CFR, Sec. 99.)

The SAT needs to make every effort to help the student succeed in the regular education setting. This includes involving the parent in the child study process as soon as a challenge surfaces. If, after a reasonable period of time, the SAT finds that the student has not demonstrated a significant positive response to intervention, it may decide to formally refer the student to Tier III for special education evaluation or to another program that will help meet his or her needs. **Remember, if any testing is to be done outside the scope of general screening or tests given to all students, prior written parental consent is needed**. If parents are not English proficient, the SAT may enlist the help of the district's bilingual education personnel or other supports to help find an interpreter, or other method of communicating with the parents.
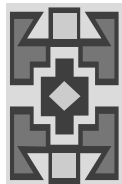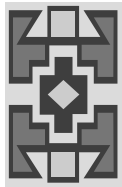
The SAT also has very specific state mandates to follow with regard to **promotion** and **retention**, including preparation of academic improvement plans. (These are addressed later in this manual.) Although the SAT is not a function of special education, it may be responsible for developing accommodations at Tier II under Section 504 for students with disabilities who are not eligible for special education (Tier III). One or more special education professionals may serve on the SAT, but must not serve as its "leader." The goal is to achieve a balance of knowledge, skills, and perspectives in solving individual problems. It is a best practice to ask these and other specialists, such as speech therapists or school psychologists, to join the SAT on an "as needed" basis.

The Student Assistance Team (SAT)

The SAT is a cooperative, peer problem-solving group that assists students, families, and teachers in seeking positive solutions for concerns about individual students. Through the SAT, school staff, parents, community agencies, and others who can offer insight, work together to plan a positive course of action, assign responsibilities, and monitor results to determine whether the student has responded to intervention. By drawing upon school, home, and community resources, successful intervention can and does occur. Although the SAT is a vehicle through which a student may be referred for a multidisciplinary evaluation, the team's main function is to use the resources available within the school and community to provide supportive and preventative measures needed to help students be successful in the regular education environment. Through offering appropriate interventions based on careful analysis of a student's unique situation
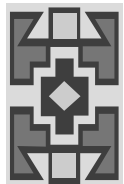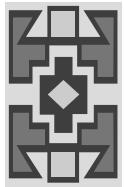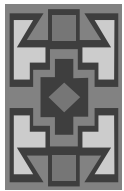
and strengths, the SAT not only helps students remain and succeed in the general education program, but also reduces unnecessary referrals to special education. The task of the SAT is to find and eliminate obstacles that are in a student's path toward success. This is best achieved by focusing on the obstacle, not placing blame or judgment. **The SAT's role is to be a support and resource to the teacher—not to replace or relieve the teacher of his or her responsibility for educating the child.** By laying a foundation that recognizes that *all* members of the team have the same goal—to create a learning environment that contributes to the achievement of the student—the team can work united rather than divided.

Who Comprises the Team

The SAT is made up of a core group that anchors the team. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.). Core team members may vary by school, but should include at minimum professional staff from administration, regular education, and specialists and/or resource areas. For example, the core SAT may be the school principal, one or two classroom teachers, and a school counselor. Those who serve on the core team must be willing to commit the time and effort needed to produce the desired results. Ideally, all staff should be trained in the basic operations of the SAT, but the core members must have a good understanding of the purpose and process. Annual training in SAT procedures should be provided. Core members also need skill training in social services, as well as in the selection of instructional and behavioral interventions. Principals may want to appoint individuals yearly to the SAT on a rotating basis so that the responsibilities are shared among the staff.

When the team is called upon to address the needs of an individual student, in addition to the core members, the person who referred the student (whether educator or parent) or brought up a concern joins the team. A varying number of other individuals may serve on the team, depending on the types of concerns and expertise needed. For example, specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses, social workers, school psychologists, or community agencies can bring valuable needed perspectives and ideas to the team. Every effort should be made to include the parent (or the family member legally serving as the "parent") and, if appropriate, the student on the team.
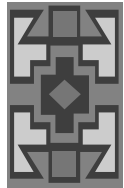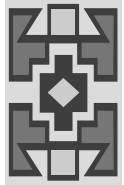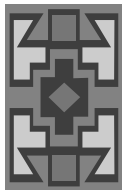
Procedural Guidelines for SATs

There is no one method or process for conducting the SAT meeting. However, the following guidelines may help your team work effectively and get results:

▶ The success of the SAT often hinges on the level of involvement of the parents and student. Always invite parents to participate and contribute, and treat them as equal team members. If possible and appropriate, include the student as well. He or she can be invaluable in providing insight into how to address the concern.

▶ One person serves as the SAT **supervisor** or **chairperson** and directs the activities of the team. This person could be an administrator or someone the administrator designates, such as school counselor. He or she receives referrals to the SAT from staff or parents and convenes SAT meetings. After a decision is made, this person is also responsible for seeing that the decision is implemented, proper documentation and data collection is maintained, and that timely follow-up is done.

▶ Appoint one person as team **facilitator**. This person is not the "leader" of the group in the sense of dominating it, but rather takes the responsibility for the flow and tone of the meeting. The facilitator keeps the group focused, makes sure that everyone has opportunities to contribute, elicits responses and comments, and ensures that the tone of the meeting stays positive and productive, as well as watches the timeframe. The facilitator is responsible for seeing that the purpose of the SAT is met and that each aspect— identifying the challenge and student strengths, developing the intervention plan, and assessing the probable effectiveness of the interventions—is addressed and given the appropriate time and consideration. The facilitator then ensures that the discussion is limited to the student and the concern that brought the referral and that, given the allotted time, no component is weighted such that others are neglected. The facilitator can achieve this by using guided questions and comments that redirect the discussion.

▶ Have one person serve as **recorder**. This person documents the discussion on the *SAT Summary Form* (pages 64 to 68), as well as completes all relevant paperwork. The recorder also serves as timekeeper, announces agreed-upon periods of time for discussion and other activities, and lets the team know when time is running short. *Tip:* The recorder might enlarge this form and post it on the wall where all members can see it as the discussion
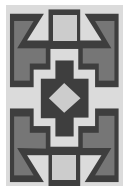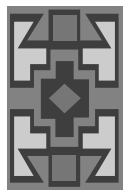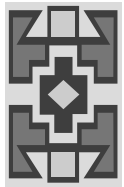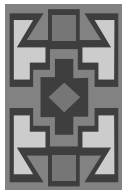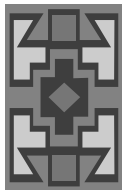
evolves. Then transfer the information to the regular-size form and destroy the wall poster at the end of the meeting so there are no confidentiality concerns.

▸ Identify school and/or community resources that can provide the SAT training on cultural diversity or other relevant factors that must be considered.

▸ Obtain **staff training on the SAT process, including understanding cultural, language, and socioeconomic differences that may be misidentified as problems**. Core team members should seek more in-depth training in the details of the process and their roles. Ideally, parent groups should also receive information and training in the SAT process.

▸ Obtain staff training on the three-tiered model of student intervention and response to intervention (RtI).

▸ Remember: If any tests outside those given in general screening are suggested, the team must get written parental consent. For example, the team cannot suggest a test such the Wide Range Achievement Test (WRAT-3) without **prior parent consent**, since the test is not given school-wide.

▸ Make sure that the interventions selected are possible within the school setting and are measurable. Use the student's strengths as the basis for designing interventions.

▸ Establish a close-ended time period for interventions to be implemented the intervention to take effect. This will **vary according to the type of intervention and the individual circumstances, but no more than18 weeks is required to ensure that interventions have time to take effect.** It is also recommended that a student's response to interventions be monitored in 2-week increments.

▸ Assign responsibilities and time lines for providing materials or training to teachers to implement an intervention, for contacting outside resources, and for monitoring and documenting the progress.

▸ Document everything! See the last section of this manual for reproducible forms for documenting SAT communications, meetings, decisions, plans, and follow-up.

The SAT process can assist teachers by offering peer support, professional development, and school-community networking.

Tier I:Universal Screening/Appropriate Instruction

Universal screening is the process by which all students are assessed in order to measure current levels of achievement and progress and to identify individual student needs in a variety of areas—academic, language, and health. (See the flowchart on the following page.) All students, including new students and transfer students, are screened for current levels of performance in academics, vision, hearing, language proficiency, general health, social and behavioral health, and socioeconomic status. An array of methods and instruments are used, including the results of state's standards-based assessments, language proficiency assessments, informal classroom-based assessments, short-cycle assessments, parent surveys, and observations. Each school district sets up a system of procedures for universal screening of students in the individual schools within its boundaries. Care must be given to **ensure that any and all tests used are appropriate, fair, and accurate**. This does not just apply to those tests used to measure academic knowledge and skills.

Ideally, a universal screening committee in each school oversees the process and notifies parents school-wide of this process. This committee may be composed of an administrator, teachers, school counselor, school nurse, and/or other staff as needed. Screening is then done under the direction of the universal screening committee. Careful documentation of universal screening results is important for accurate identification of students' needs.

Instruction at Tier I is predicated on appropriate, research-based instruction based on state and district standards. If the results of universal screening and/or ongoing assessments suggest that an individual student is performing below standards or exceeding standards, then a member of the screening committee needs to work with that student's teacher to facilitate a referral to the SAT. Although screening records should be accessible to teachers and staff who work with a student, confidentiality must be safeguarded. (See FERPA: Family Educational Rights and Privacy Act, the federal law that protects the privacy of student education records.) **Universal screening for the purposes of driving instruction and assessing student wellness is not considered to be an individual evaluation and therefore does not require prior parent notice or consent.**

Universal screening is an ongoing process and usually takes place in segments during the first months of school. For example, a class might be screened for hearing one week and vision the next. A new or transfer student would be screened based on a review of his or her cumulative folder by the receiving administrator or teacher. Title I schools screen students to determine their eligibility participation in school-targeted literacy programs.

NOTES: 1) One of the functions of universal screening is to identify students who may need assistance with the English language in order to benefit from their education. This is most accurately measured when students are screened in English. 2) A preschool student that comes to the school's attention is referred to the district's Child Find Office for screening.

Addressing Student Individual Needs

TIER I: Universal Screening

Status of General Heath and Well-Being
Vision, Hearing, Speech, Fine/Gross Motor Skills, General Health, Social/Behavioral Health, Socioeconomic Status

Student Identification as Potential ELL
Home Language Survey, Teacher Language Observation Form, Student Survey (HS students)

Academic Levels of Proficiency
Readiness, Academic Achievement

- Review of previous year's standardized test results
- Determination of eligibility for immediate Title I services
- Informal classroom-based assessments and observation

Begin Title I services, if appropriate*

Primary Home Language Other Than English (PHLOTE)

Home Language English

English Language Proficiency Assessment

English Language Learner (ELL)

Fluent English Proficient (FEP)

Steps 3-4 Student Placement & Evaluation (See TA manual for Bilingual Educational Programs)

As a result of the General Screening Process, students without any special need or concern are placed in general education. Those who demonstrate a possible need for assistance are referred to the SAT for further evaluation and to determine strategies, interventions, accommodations, or alternative programs that may be needed for the child to succeed.

Problem or Need Suspected?
Student demonstrates academic, language, behavioral or emotional difficulties, or family problem

No?
General Education

Teacher or Parent Raises a Concern

Yes?
Referral to SAT Child Study Process (TIER II)

*Only Title I schools are required to consider immediate Title I services, such as targeted assistance or school-wide services. If you are a Title I school, general screening includes a review of school-determined criteria.

Tier II: SAT Child Study Process

The members of the SAT are responsible for addressing a diverse spectrum of needs among the student population. The eight steps described below can help the team efficiently and appropriately identify needs, and then effectively tackle them.

Informal Problem Solving
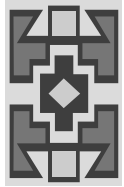
Sometimes a behavioral or academic concern is raised that may not have come about from the general screening process. Before the teacher makes a referral to the SAT, the teacher needs to contact the parents to share concerns and get the parents' perception of the situation. Working together, the parents and the teacher can then develop some informal or preliminary interventions. This informal first step facilitates open communication and problem solving. (Using the word "challenge" instead of "problem" with the parents may foster a more positive approach to change.) The teacher and parent may agree to try one or more strategies to help the student overcome the challenge before requesting help from the SAT. Of course, <u>if a student has an obvious disability or a serious and urgent problem, the teacher should refer him or her to the SAT immediately.</u>
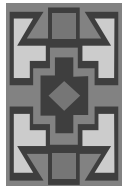
Step 1: Referral to the SAT (See *Tier II Flowchart*, page 32)
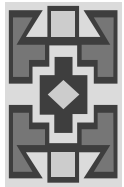
If the teacher and parent are unable to find a solution, then the teacher or the parent via the teacher refers the student to the SAT. (A sample *SAT Referral Packet* appears on pages 55–60.) The SAT chairperson reviews the request and schedules the student's SAT meeting. He or she contacts the parents and staff who need to be involved in this student's case to arrange a compatible meeting time. The school should make every effort to schedule the meeting so that parents can attend. (A *Parent Notice/Invitation* appears on page 61.) This form also has a space for the parents to give permission for further testing, as well as to indicate their desire to attend the meeting.) The SAT chairperson ensures that parents, teachers, and other SAT members are notified of the meeting (date, time, and place).
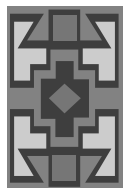
Step 2: Gathering Data and Information

Prior to the initial meeting, the SAT chairperson collects all relevant information, including the SAT Referral Packet, student work samples, parent contacts, results of general screening, student attendance, student performance reports and other data available in the student's cumulative records, as well as any observations or interviews done. (A sample *Student Observation Form* appears on pages 62–63.)
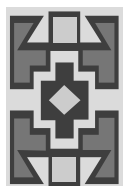
Step 3: Introductions and Agenda

The team decides who will serve as facilitator and recorder. After all introductions are made, the facilitator announces a target time period for the meeting and a brief agenda. The amount of time is determined on a case-by-case basis.

Step 4: Summary Statement of the Referring Teacher and Parent

The referring teacher describes the student and summarizes the student's strengths. The teacher also describes the circumstances that led to this referral, identifying the area of concern that led to the SAT referral: academic, behavior, language/fluency, social/emotional, health, or other. The teacher describes the challenge in measurable terms, and states the desired outcomes. For example, "Ricky is always late and disruptive" should be rephrased as "According to attendance records, 12 recorded tardies appear for Ricky in the last month. Ricky's arrival once class has begun disrupts the group and causes him to miss part of the lesson." (When worded this way, the behavior is measurably defined and the late arrival, not Ricky the person, causes the disruption.)

At this time, the teacher and parent are also encouraged to share with the team any interventions that have been tried. Then the team may ask clarifying questions or accept other additional information that the referring teacher or parent may bring to the meeting. (Example: information from the parents about their child's history and development)

Step 5: Sort and Sift of Records and Relevant Information

The next step is for the SAT to sort and sift the available data. This means the team performs a systematic scanning and organizing of data to organize and consider those nuggets most likely to contribute to **insight about the student**. The team reviews any existing information about the student that may be relevant. This may include academic records, results of general screenings, work samples, medical history, and so on. Through discussion and review, the team sorts and sifts the available information.

In this process, the SAT must pay particular attention to the following elements and **their impact on the student's learning:** (1) Culture and Acculturation, (2) English Language Proficiency, (3) Socioeconomic Status, (4) Mental/Behavioral Health, (5) Possible Lack of Instruction, and (6) Learning Style, Teaching Methods, Teaching Styles. These six elements are explained and discussed in further detail below.
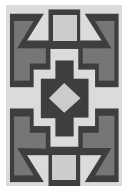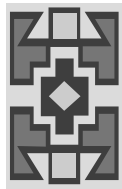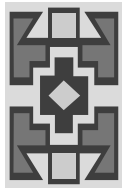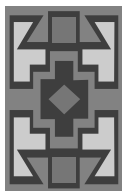
(1) Culture and Acculturation

The culture (that is, ethnicity, religion, gender, and socioeconomic background in which a person grows and develops) has an important impact on learning, learning styles, and an individual's aspirations. Therefore, the SAT needs to understand and look at the student's culture with attention to beliefs, values, styles, and practices that may influence the student's learning and behavior at school. In particular, the SAT should identify those aspects of the student's culture that may enhance the student's learning.

The SAT also needs to consider the level of the student's acculturation. *Acculturation* means the gradual process of adaptation to a new cultural environment. Four levels of acculturation are generally recognized:

▶ **Bicultural**—Integration with a new culture without the deterioration, or loss, of the cultural norms, languages, and beliefs of the first culture

▶ **Assimilated**—Rejection of the original culture and has full acceptance of the new culture in which one now lives and operates

▶ **Traditionalists**—Exposure to and rejection of the second culture, which leads one to cling to the original culture's values and beliefs

▶ **Marginalists**—Rejection of both the new and original cultures' norms and belief systems, thereby ostracizing oneself from society

Many students who are referred to the SAT for the purposes of conducting the child study process are experiencing the process of acculturation. It is imperative that during the child study process, the SAT carefully analyzes where the student is in his or her adaptation to the new cultural environment. This is especially important because students experiencing acculturation or acculturative stress may exhibit behaviors that are also indicative of a disability. According to Collier (2004), these may include the following behaviors:

▪ Distractibility—often confused with ADD. Can be addressed with intense transition and adaptation assistance

▪ Response fatigue—cyclical process where one becomes overwhelmed by environmental stimuli and shuts down

▪ Withdrawal—when one withdraws from situations where responses are expected of him or her

▪ Silence or not responding—when one spends a lot of energy listening, observing, and processing what is occurring prior to responding to a situation or interaction
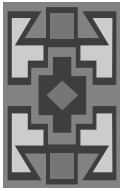
- Code-switching—insertion of sounds, words, syntax, etc. from existing language or communication process into new language or communication process
- Confusion in locus of control—one's perception of where something or events are controlled as determined internally by one's own behavior vs. fate, luck, or external circumstances

It is the function and the responsibility of the SAT to carefully analyze the information about the student in order to be able to distinguish between behaviors that are indicative of acculturation versus behaviors that are indicative of a disability.

For more **information on the process of acculturation,** please see:

Comprehensive Handbook of Multicultural School Psychology
Craig Frisby (Editor), Cecil R. Reynolds (Editor), August 2005
ISBN: 978-0-471-26615-0

(2) English Language Proficiency

The SAT must consider the student's level of English language proficiency during the child study process. Many students who enter public schools in New Mexico are considered circumstantial bilinguals. That is, they must learn a second language (L_2) in order to function within the society and community in which they find themselves. It is not a matter of choosing to learn a second language; it is a necessity. With this in mind, it is important to remember that English Language Learners (ELLs) are many times put in a position where they have to learn L_2 long before their primary language (L_1) is fully developed. This makes the acquisition of both languages much more difficult for a student under these circumstances.
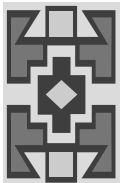
Recent research in the area of language development indicates that students acquire social language in L_2, also referred to as Basic Interpersonal Communication Skills (BICS), within 2–3 years. This basic social language enables students to interact with his or her peers in a variety of social settings, including the school cafeteria, the school playground, and in and around the community. A student who has mastered social language, or BICS, may appear to have mastered his or her second language because of his or her ability to interact with peers **informally** in a variety of settings, including in the classroom. **However, the mastery or acquisition of social language is not sufficient for a student to be able to access and understand curriculum and information presented in a formal classroom setting.** Research also indicates that a student requires 5–7 years to acquire a higher level of language development referred to as Cognitive Academic Language Proficiency (CALP). This is the level of language
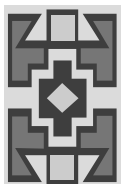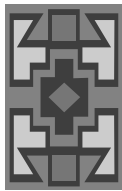
proficiency that a student requires in order to benefit from classroom instruction. With this in mind, it is important that SAT members and teachers do not assume that because a student is able to engage in social conversation that he or she has mastered the second language. It is also important to consider the student's level of communication and interaction during more formal classroom settings, as it may differ significantly from a student's level of interaction and communication within social settings.
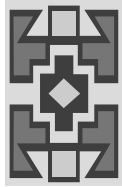
Despite similarities in characteristics, a student identified as ELL is not necessarily a student with a disability. It is important that the SAT include members of school staff who are able to distinguish between limited English proficiency and language disorder to determine whether the student's academic difficulties are attributed to language difference or language disorder.

For more **information on English language proficiency,** please refer to the following references:

"Distinguishing language differences from language disorders in linguistically and culturally diverse students," by Roseberry-McKibbin, Educating _Exceptional Children (10th ed.)_ (Dushkin Publishing Group, Guilford, CT, 1998). (Reprinted with permission from original article in _National Association of Multicultural Education_, 2 (4), pages 23-25.)

The Bilingual Special Education Interface, Third Edition, Chapters 10 and 12_,_ by Leonard M. Baca and Hermes T. Cervantes (Prentice Hall, New Jersey, 1998)
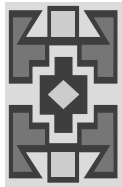
Technical Assistance Manual for Implementing Bilingual Education and Title III Programs. (2003). New Mexico State Department of Education.
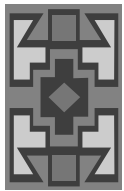
(3) <u>Socioeconomic Status (SES)</u>

Research shows that SES is associated with a wide array of health, cognitive, emotional, educational, and occupational outcomes in children, with effects sometimes beginning prior to birth and continuing into adulthood. Three levels of SES are recognized in society: poverty, middle-class, and wealthy. School and work environments are based largely upon the middle class rules and norms. Therefore, students from SES backgrounds other than the middle class may have difficulty functioning within the school setting. It is generally understood that students living in poverty are at greatest risk for having low school achievement and dropping out. Payne (1996) defines poverty as "the extent to which an individual does without resources," and identifies the following as resources:
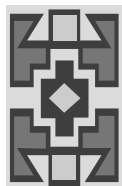
- Financial—access to money or other finances

- Emotional—mental stamina one requires to withstand difficult situations

- Mental—the ability to process information and use it daily

- Spiritual—belief that help can or will come from a higher power

- Physical—a healthy, strong body that is capable and mobile

- Support Systems—family and/or friends one can turn to when in need

- Relationships/Role Models—access to an individual who models nurturing and appropriate behavior

- Knowledge of Hidden Rules—unspoken, salient understandings that allow an individual to recognize another individual as either belonging or not belonging within the same SES class

Students living in poverty also fall within one of two categories: generational poverty or situational poverty. Students living in generational poverty come from families who have lived in poverty for at least two generations. Students who are living in generational poverty have a worldview that has been shaped and influenced by the experiences of their parents and grandparents and are typically surrounded by others who are also living in generational poverty. Students living in situational poverty have experienced some life event (loss of parent, loss of parent's job, divorce, etc.) that led to their current circumstances.
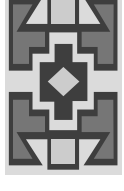
For students who are referred to the SAT and who may be living in poverty, the SAT members must carefully consider and analyze the circumstances surrounding the family unit in order to determine the impact that they may have on the student's learning. For example, a student experiencing situational poverty due to the unexpected death of a parent may have difficulties in the classroom setting that are attributed to the current circumstance as opposed to a learning deficit. Or, a student living in generational poverty may view education as valuable, but not necessarily a priority in comparison to other issues that the family unit may deem more critical or appropriate. The family, therefore, may not recognize that the child's classroom performance will potentially impact his or her future.

It is important to note that not only students living in poverty lack resources. Students who come from middle class or wealthy backgrounds may not have access to certain resources, which may impact their school performance as well. For example, a student from a middle class background may come home to an empty house because both parents work (from necessity or by choice). Therefore, the

student has no one to assist him or her with ensuring that homework is complete and correct prior to turning it in the next day. This circumstance is not due to a learning deficit, but rather to the student's lack of resources at home. In another situation, a student moves from a school that primarily serves students living in poverty to a school in a middle-class or wealthy community, and experiences difficulties adjusting to different expectations within the classroom setting. In addition, the student may experience difficulty adjusting to and following the hidden rules of the school and community.

For more information on **socioeconomic status, particularly the impact of poverty on learning,** please refer to the following resources:

- *A Framework for Understanding Poverty,* by Ruby Payne, Ph.D. (aha! Process, Inc. Highlands, TX, 1996). See Chapter 7 for a collection of appropriate interventions.
- *NCCP: National Center for Children in Poverty.* www.nccp.org

(4) Mental and Behavioral Health

Students who experience behavioral and/or mental health challenges may be predisposed to becoming at-risk students if the problems are not identified and effective interventions do not occur. Teachers and parents are often the first persons to observe students who are experiencing these kinds of problems. Research also shows that students will typically turn to a teacher to share a personal problem. Therefore, the SAT needs to develop knowledge around school behavioral and/or mental health issues, and learn to ask parents and teachers clarifying questions so the SAT can recognize students in possible need of mental health interventions. Specifically, the SAT needs to have a general understanding of the signs and symptoms following Mental/Behavioral Health disorders:
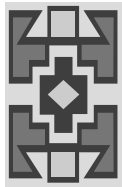
- Post-Traumatic Stress Disorder (PTSD)
- Attachment Disorder
- Disruptive Behavior (AD/HD, Conduct)
- Eating Disorders (Anorexia, Bulimia)
- Depression
- Anxiety Disorders (Separation, Generalized, School Phobia)
- Adjustment Disorders
- Substance Abuse
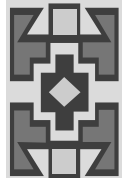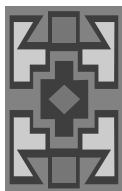
When examining behavioral and/or mental health issues, the team needs to consider 1) whether the student exhibits problematic behaviors more than expected for his or her chronological age or developmental level; and, 2) whether the behavior interferes with the student's learning and safety or the learning and safety of others.

Finally, students have often been informally diagnosed as either Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) as a result of demonstrated behavior problems. It is important to note that both conditions must be diagnosed by a trained mental health professional or physician. Further, behavior problems typically co-exist with other mental health conditions that may potentially be overlooked and ignored if the focus is only placed upon the student's difficulty with maintaining attention and appropriate behavior.
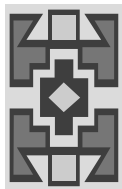
For more information and training on **school behavioral and mental heath issues**, please contact the New Mexico Department of Health, School Health Unit, (505) 841-5881.

(5) Possible Lack of Instruction

The Individuals with Disabilities Education Act (IDEA) requires that students not be classified as disabled if their academic difficulties are primarily due to "lack of instruction." Only through a full and thorough examination of the student's academic history, performance, and other circumstances, in addition to a classroom observation, can one fully assess this condition. So, how might the SAT assess this? For the purposes of Tier II: The SAT Child Study Process, the team needs to explore the following questions:
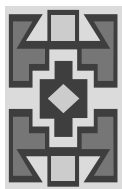
▪ Has the student had no prior schooling?

▪ Has the student experienced extended periods of no schooling (frequent moves, absences, illness)?

▪ Has the student not received appropriate instruction that matches student needs, readiness, or learning style?

▪ Has the student been uncooperative with the classroom teacher?

(6) Learning Style, Teaching Methods, and Teaching Styles

Learning style is the method by which an individual perceives, acquires, and processes information. Typically, the different styles are classified by how the student acquires and processes information.
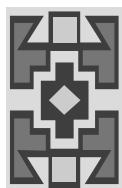
Methods of Acquiring	Methods of Processing
▪ Visual—prefers written word, pictures, charts ▪ Verbal/Auditory—prefers spoken word ▪ Tactile/Kinesthetic—prefers "hands on" ▪ Combination—Ex: Visual/Verbal	▪ Active—does something physical with the information ▪ Reflective—prefers analysis, observation, and thinking in his or her head

By contrast, *teaching methods* are the variety of instructional approaches a teacher uses to deliver information. The list is infinite, but common teaching methods include these:

▪ Lecture

▪ Lecture with discussion

▪ Small group

▪ Large group

▪ Individual

▪ Quiet, independent study

▪ Cooperative or collaborative learning

▪ Center-based

▪ Demonstration

▪ Discovery-based

▪ Problem-based

In addition, each teacher has his or her own *teaching style* that comes into play in the teaching-learning environment. It is the manner in which a teacher generally manages instruction and the classroom environment. It reflects the teacher's personality and/or the style that a teacher may choose to use to depending upon student need.

Five typical teaching styles are as follows:

Expert—The environment and/or or lesson is teacher-centered, highly, structured and controlled. The teacher presents the content and students receive it, but they may not be very actively involved.

Model/Coach—The teacher is very structured and the classroom is still teacher-centered. However, the environment and/or lesson include demonstration and the teacher encourages independence, participation, and performance in students.
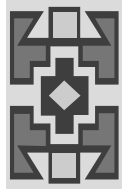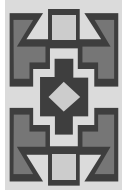
Tolerant/Facilitator —The teacher may appear to be more permissive and more social interaction exists in the classroom. The classroom may appear loose and unstructured in how lessons proceed and how students interact. However, a closer look *might* also reveal that, dispute its loose appearance, the class is student-centered, students are learning independently and collaborating, and the teacher serves as more of a facilitator.

Relaxed—The teacher may not have clear expectations for behavior and/or learning or may be still learning how to set them. The class may not appear to be either teacher- or student- centered.

Overlapping—The teacher's style appears flexible or inconsistent. He or she may utilize two or more styles in an attempt to match student-learning style, or to keep students engaged and controlled.

When trying to discern the teacher's style, consider the following questions:

- Does the teacher have clear rules and expectations?
- How much movement is tolerated in the classroom?
- How much talking or interaction among students is encouraged?
- How does the teacher spend most or his or her time?
- How does the teacher interact or "work the room" with students during a lesson?
- Does the teacher use praise or feedback? If so, how?
- How does the teacher respond to diverse ways of student learning?
- How do the students respond to the teacher and the lesson?
- How is the classroom furniture arranged?

While it might be challenging to look at how learning styles, teaching methods, and teaching styles intersect and/or converge for a particular student, it is crucial that the SAT contemplate them together to see how they might conflict or align. A classroom observation may be necessary in order to complete this analysis. The observation form on pages 62–63 guides the observer to note both the student's and the teacher's activities in the classroom. This will provide valuable information for understanding the nature of the student's problem and will assist the SAT and the teacher with planning for the student's individual learning needs.

Step 6: SAT Summary, Synthesis of Information

This is the pivotal step for the SAT. In a process similar to piecing together a puzzle, the SAT now examines and attempts to fit together the information fragments until patterns and some kind of picture about the student begin to emerge.

Using the *SAT Summary Form* provided on pages 64–68, or other means of documenting the team's considerations, the recorder fills in the information as the process of synthesizing (that is, relating knowledge from of a variety of sources) and discussing the information about the student progresses. Again, the team needs to keep in mind and make a determination about **the impact of each element on the student's learning.** In areas where the student does not demonstrate a challenge, there might be a positive impact on learning. <u>This, too, should be noted</u>. Any strengths that emerge may be useful in designing a plan to help him or her succeed in overcoming the challenging area(s).

Step 7: SAT Summary, Next Steps

The team, which includes the parent, discusses its insights and builds one or more hypotheses about why the student is struggling. <u>Any hypothesis must be able to be stated in measurable terms</u>. Avoid defining challenges with accusatory or judgmental words. When the team has agreed on the likely or probable factor or factors that are contributing to the challenge, the recorder documents the team's **Insights and/or Hypothesis** on the *SAT Summary Form*. At this point, the team is ready to map out **Next Steps**. The SAT then makes the most appropriate of the following three decisions:

1. The student appears to need no intervention at this time.
    No action is required or plan to follow up on a specified date.
2. The student's challenges suggest that a SAT Intervention Plan is warranted.
3. Existing data is insufficient for a complete determination.
    More information is needed.
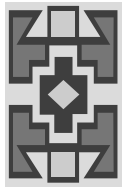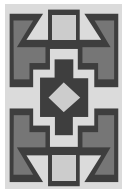
In the case of decision #3, the team needs to keep in mind that the quality of the "information harvest" from Step 5 affects whether or not the team has enough information to adequately complete its study of the student. If the team feels that there is insufficient existing data, it may want to do further screening or testing. Remember that *parent consent is required before taking any action involving a student that is not taken for <u>all</u> students.* In other words, the team must get consent in order to do additional tests, screenings, observations, or assessments. If the team does not already have permission on the parent notice/invitation form, the parent can give it during the meeting. If the parents are not present, the team must send the parents its request for their consent and signature. After new or additional information is obtained, the SAT meets again and begins
the child study process once more at Step 2.
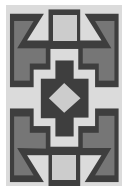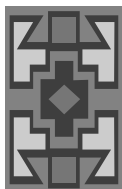
Step 8: The SAT Intervention Plan
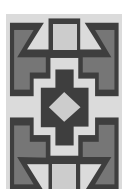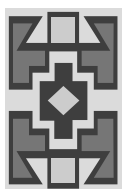
Interventions are actions taken to enhance student strengths and limit or remove obstacles that are blocking a student's path to learning. Interventions at the Tier II level may include targeted, individual or small-group instruction in a specific area of need that is provided in addition to the quality instruction already received in Tier I. This may involve changing some aspect of the presentation of lessons, the physical environment, the materials used, or instruction. Or it may involve providing adaptations for the student that enable him or her to function more effectively within the regular classroom, and/or provide attendance strategies for the student who is habitually absent or truant. (Examples of Interventions are given in Part 4, on pages 36–47.)

Once the SAT has built a hypothesis about what is causing the student to struggle, the entire team, including the parent, works together to brainstorm ideas for how to lessen the impact of or remove the obstacle. The facilitator asks the team for possible strategies that could be implemented in the individual classroom, the school environment, at home, or in the community. The recorder should note all suggestions—no judgments are made at this time.

Evaluating and Choosing the Most Appropriate Interventions

At this stage, the team evaluates each suggestion and selects the actions that have the most potential for success. One way to assess the ideas is through questioning.

- Which strategy is least intrusive, natural, and feasible?
- Does this strategy directly address the challenge?
- Is it a reasonable expectation of the person/people implementing it?
- Is it positive, not punitive?
- Does it build in some way on the student's strengths?
- Would it have any positive or negative effect on other students?
- What data collection method will the SAT use to measure student response?
- How can staff who are implementing the plan be supported?
- Which interventions are research-based and high quality?

Based on the answers to questions such as those suggested, the group can decide to eliminate an idea or to "star" it for further consideration. Then, from among the "starred" ideas, the team chooses one or more strategies that have the best chance of being effective for the student and are the least intrusive to others.

If none of the suggestions seem appropriate, the team needs to repeat the brainstorming process to generate additional possible strategies.

Completing the *SAT Intervention Plan* Form

When the team has selected one or more appropriate interventions or accommodations, the group identifies and documents its decisions about how they will be carried out:

- Who is responsible for implementing each intervention?
- What, if any, special materials, resources, or training are needed?
- What time period is reasonable for implementation of the intervention?
- What time period is reasonable for the intervention to have an observable effect?
- How will the student's response to the intervention be measured?
- Who will monitor the student's progress?

The recorder completes the written plan, such as the *SAT Intervention Plan* form on page 69, to document the accommodations, who is responsible, the time period, the desired outcome, and how the success of the intervention will be measured. A highly recommended final step is to have each team member sign or initial the form to document his or her presence and participation.

Ending the SAT Meeting
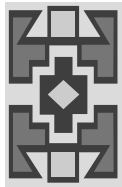
The facilitator ends the meeting by briefly restating what has been decided, and delineating responsibilities for implementing and tracking the progress of the interventions. (The *SAT Intervention Progress Report and Follow-Up Form* is supplied on page 70.) If other actions need be taken, such as additional tests requested or contacting a specialist, the facilitator identifies the individual(s) responsible for following through. He or she should then thank all the members for their participation and ask the group to reconvene **at a specified time**. An actual date is best, but identify at least a narrow range (e.g. "in 9–18 weeks" or "at the end of the grading period"). <u>Vague phrases such as "at a later date" or "as needed" do not convey true commitment to follow up on a student and are not an appropriate way to design an intervention plan.</u>

Follow-Up
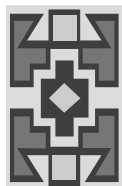
The SAT chairperson is responsible for following up on the actions and assignments agreed upon during the meeting. This may involve "checking in" with those who have been entrusted with implementing interventions, arranging for materials or training, or working with an outside specialist or community resource. This person also collects and safeguards the confidentiality of all documents related to the case.

Finally, he or she is responsible for contacting parents and other team members to schedule the follow-up meeting.

The purpose of the follow-up meeting is primarily to review the progress and effectiveness of the actions taken and the response to interventions implemented (progress monitoring). When the follow-up meeting is held, the facilitator should begin by reviewing the *SAT Summary* completed at the initial meeting. The team should discuss what happened (and did not happen) and each team member should be encouraged to give his or her input and observations. Together, the team evaluates the actions taken previously and makes recommendations for a revised SAT Intervention Plan or any other necessary next steps based on the effectiveness of the plan. If the response to intervention is deemed effective, the student may stay with a SAT Intervention Plan for an extended period of time. See Tier II Flowchart: Step 7.) The *SAT Intervention Progress Report and Follow-Up Form* can be used for this purpose.

SAT Determination of Further Referral

As a function of general education, the SAT is responsible for addressing concerns that arise about individual students in the universal screening process and through referral from parents or staff. The concern may be academic, behavioral, language-based, physical, social, or emotional. The team is entrusted with making decisions that are not only appropriate for the student, but also adhere to the law, which requires that students be educated to the maximum extent possible with peers in the regular education setting. **This means that if an obstacle *can* be overcome by providing accommodations within the regular classroom, it should be done.** When handled with knowledge and care, the intervention process of implementing accommodations designed to help the student succeed within the regular education setting has been effective in decreasing unnecessary or inappropriate referrals to special education and other programs. On the other hand, **the SAT must be careful not to unduly delay referring a student who may have an obvious disability or be in obvious crisis to the multidisciplinary evaluation process (Tier III) or 504 Plan Accommodation.**
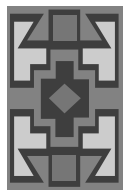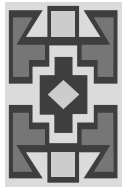
Clearly, the SAT shoulders the responsibility for making critical educational decisions. The team should carefully consider each case individually. Is the concern of a nature whereby it is reasonable to expect that it can be solved through minor intervention within the regular education setting (and within a reasonable length of time)? Or, does the concern call for intervention from *outside* the regular education setting? **It is important to remember that the SAT is a general education responsibility and**
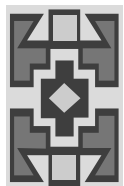
not part of special education or other programs. For those students whose SAT Intervention Plan has been unsuccessful and/or whose challenges fall outside the range of general education, the SAT can pursue several avenues in terms of further referral.

The avenues of further referral include
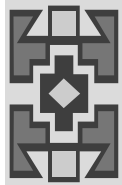
- ▶ Title I
- ▶ Indian Education
- ▶ Bilingual Education
- ▶ Multidisciplinary Evaluation to determine eligibility for Special Education services
- ▶ 504 Accommodation (See pages 52–54 and 73–74.)
- ▶ Community Agencies
- ▶ Other programs and supports that the local district may provide

How *does* the SAT decide the course of action that is most appropriate for a student? First, some cases will be obvious. Perhaps the student is clearly disabled as defined by the IDEA, or has a disabling condition that limits one or more life activities, long or short term. Perhaps the student is low performing on district short-cycle assessments, or the New Mexico Standards-Based Assessments (NMSBA) and qualifies for the Title I Targeted Program. Or, perhaps the student's English proficiency is not sufficiently developed enough to function in an English-only classroom. Cases such as these should be referred directly to the appropriate program. In other cases, the SAT may ask a specialist, such as a speech and language pathologist or special education teacher to join the team on a case-by-case basis and help determine the most appropriate intervention or action for a student. **Finally, if the SAT determines that the student has been unresponsive to a first or second round of interventions (or a round of more intensive and frequent interventions), the team needs to carefully consider whether another round of different or continuing interventions would assist the student, or whether the student needs to be referred for a multidisciplinary evaluation or to an alternative program that may better meet his or her needs.**
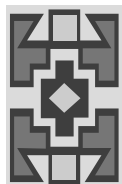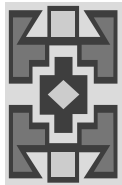
Once a student is formally referred to another program, a new referral process is begun. At that time, the SAT provides documentation from the general screening and its history with the student for use by the new program. **If the student is found to be ineligible for other programs, he or she must be referred back to the SAT. The student should not be left without any intervention process or program.**

Addressing Student Individual Needs

TIER II: The Child Study Process

Step 1: Referral
Student is referred to the Student Assistance Team (SAT) because a concern is raised.

Step 2: Data Gathering
(SAT) Collect and review new and existing information

- SAT Referral Packet
- Informal Assessments
- Parent Contacts
- Interviews
- Observations
- General Screening Info.

Step 3: SAT Meeting
Introduce SAT members, set agenda, etc.

CONT. AT STEP 4

Step 4: Summary Statements
(Referring teacher, parent, SAT)
- Describe the child. Summarize the reasons for the referral
- Share interventions tried
- Ask clarifying questions
- Accept additional information

Step 5: Sort and Sift
(SAT) Organize and review data. Sort and sift information likely to contribute insight about the student. Consider:
- Culture/Level of Acculturation
- ELL-Non-ELL Status
- Socioeconomic Status
- Mental/Behavioral Health
- Possible lack of instruction
- Analysis of Teaching and Learning Styles

Step 6: Summary, Synthesis
(SAT) Bring together the pieces of information from a variety of sources to form a total picture of the student. Determine elements that are impacting the student or appear to be obstacles to the student's learning.

CONT. AT STEP 7

Step 7: Determine Next Steps
(SAT) Develop hypothesis and identify the next steps needed to address the student's challenges

No action needed now

More information needed

Return to Step 2; consider additional information

Step 8: Interventions
Determine and implement Interventions

may loop more than once

Interventions are effective

Student remains in general education. Interventions remain in place, discontinued, or phased out with a follow up planned.

Interventions are NOT effective

The SAT gathers more information as needed. The SAT develops new interventions or makes appropriate referral.

New Interventions

(SAT) Refer the student for Multidisciplinary Evaluation, Section 504, Title I or other, Bilingual Ed., other Community Agencies*

* If ineligible, the student is referred back to the SAT.

Tier III:
The Multidisciplinary Evaluation Process/Special Education

When a student is referred to the SAT because a concern is raised, the team members are responsible for collecting information about the student and forming a hypothesis about the possible factors contributing to the student's difficulties. The SAT first considers specific factors in three broad categories: general health and well-being, language proficiency, and academic achievement. These factors are assessed for all students through the general screening process at Tier I. Based on its hypothesis, the SAT then determines how the student's needs may best be met through Tier II interventions, which are designed to remove obstacles that may be in the way of the child's path to learning. If, after implementing carefully designed interventions used within the regular education setting, the SAT determines that the student has not demonstrated a significant and positive response to intervention or that the student's needs fall outside the range of general education, the SAT has several avenues of further referral. These program options include Title I, Indian Education, Bilingual Education, Multidisciplinary Evaluation for Special Education, Section 504 Accommodations, community agencies, or other programs and supports. When considering referring a student for a Multidisciplinary Evaluation, the SAT must keep in mind that **the purpose of a Multidisciplinary Evaluation is to determine eligibility and possible need for special education and related services. A referral for this type of evaluation should only be made in cases where there is a crisis, obvious evidence of an exceptionality*, or when interventions have not yielded a significant positive response from the student. The Multidisciplinary Evaluation Process is NOT a substitute for careful analysis and effort by the SAT to address the concerns and the student's needs.**

*To receive special education or related services, the child must meet the eligibility requirements as having a disability as defined by the IDEA or as gifted under New Mexico regulations. (NOTE: Eligibility cannot be based solely on the determination that the student has limited English proficiency or has had lack of appropriate instruction in math or reading.)

When a student is referred for a Multidisciplinary Evaluation, the first step is formal assessment and evaluation. (NOTE: Assessments given outside the scope of general screening or state-or district-wide assessment given to all students require prior
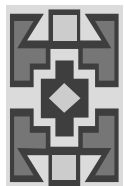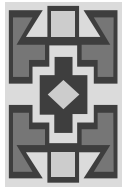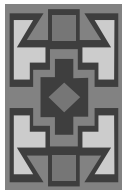
parent notice and consent.) The Multidisciplinary Team (MDT), which is a qualified group of professionals, including the parent, uses this information to determine the student's eligibility for special education and related services under the criteria of one or more of the 13 categories of disabilities as defined by the Individuals with Disabilities Education Act (IDEA). Based on all information gathered, the team makes its determination of eligibility. The three possible options are as follows:

▶ The student is ineligible for special education or related services, but shows need. In this case, the student is referred back to the SAT, which takes into consideration new information and readdresses the student's needs. The SAT may need to revise its hypothesis, redesign interventions that are more appropriate and/or pursue avenues of further referral such as Title I, Indian Education, Bilingual Education, Section 504 Accommodation (See pages 52–54 and 73–74), community agencies, or other programs and supports.

▶ The student is eligible, but does not show need for special education and related services. In other words, the student may have a qualified exceptionality, but the Multidisciplinary Team (MDT) that makes the eligibility determination finds that the student's disability *does not* affect his or her ability to learn or require specialized instruction. If the MDT determines that a student is ineligible for special education services, the student remains in the general education program and is referred back to the SAT for further assistance.

▶ The student is eligible and shows need for special education and related services. In this case, the SAT's role in the student's program ends. Instead, an IEP team (administrator, teachers, specialists, parents) convenes and designs a master plan for the student known as an Individualized Education Program (IEP) to provide what he or she needs to benefit from instruction. The IEP is then implemented, and the student's IEP team reviews it as needed, but it must be reviewed at least annually. A reevaluation must be done at least every three years to determine continued eligibility for special education, unless the parents and the school agree that a reevaluation is not necessary under IDEA provisions.

Addressing Student Individual Needs

TIER III: The Multidisciplinary Evaluation Process

Referral
Student is referred for evaluation to determine eligibility and possible need for special education and related services.

↓

Formal Assessment and Initial Evaluation
Note: Assessments that are not given as part of a general screening require prior consent of parents.

↓

Eligibility Determination by Multidisciplinary Team (MDT)
Does the student meet either the eligibility criteria as a "student with a disability" as defined by the IDEA, or as "gifted" as defined by state regulations?

→ **Eligible and Shows Need**

→ **Ineligible but Shows Need or Eligible and Does Not Show Need**
→ **Student remains in the General Education Program** with referral back to SAT to consider additional information, with or without SAT interventions

Eligible and Shows Need ↓

Develop Individualized Education Program (IEP)
The program is developed by an IEP team consisting of school personnel, other professionals, parents, and the student if possible.

↓

Implement the IEP

↓

Review the IEP
Done as needed, but must be done at least annually

↓

Reevaluation
Done as needed, but at least every three years

↓

Eligibility Determination
Does the student continue to be eligible for special education or related services?

Yes → **Continue Services**

No → **Exit from Services**

SAT Interventions

As a general education support group, one of the primary functions of the SAT is to design and implement academic and behavioral interventions for students experiencing difficulties in the regular education setting. Possible interventions are as numerous and diverse as the students themselves.

The most successful interventions will be those that

- ▶ address the student's specific individual needs and strengths
- ▶ have been based on teacher and parent input
- ▶ consider variables other than student performance (environment, personality conflict, health, teaching styles, cultural differences, etc.)
- ▶ are objective- or data-based so that effectiveness can be measured
- ▶ draw upon the expertise of educational specialists and resources
- ▶ are least intrusive, most natural, and most effective
- ▶ support the regular educator in implementing the interventions

It is beyond the scope of this general overview guide of the SAT and the child study process to address all the possible areas of concern and interventions. The pages that follow are intended to offer sample accommodations in seven major student areas of need and some teacher strategies for accommodation in the categories of presentation, physical environment, materials, and instruction. School districts may have other resources to support SATs in their efforts including school-wide literacy programs and community services.

There is also a jackpot of free ideas and on-line tools to assist school staff in designing academic and behavioral interventions available at _www.interventioncentral.org_. and _www.disciplinehelp.com_   Educators and the SAT may find these websites particularly helpful for locating effective teaching strategies and ideas for intervention and/or remediation plans for students who did not achieve progress with the first round of interventions and need a revised plan. In addition, the SAT may wish to consult the following resource:

- _Pre-Referral Intervention Manual (PRIM),_ by Stephen B. McCarney, Hawthorne Educational Services, 1993. ISBN# 1878372114

NOTE: The terms _he_ and _she_ are used for simplicity; the statements apply to either gender.

1 Attention Problems • Inability to Focus

Some accommodations to consider:

▶ It is easier for students to attend to learning activities when they are fortified with the energy food provides. Make sure students have access to school breakfast and lunch programs, as well as healthy snacks.

▶ Use a beach ball to focus students' attention as you speak. After you say a key point you want students to remember, toss the beach ball to a student. When the student catches the ball, he has to repeat what you just said. Since students do not know who you will toss the ball to, attention stays focused.

▶ Develop a set of silent signals and use them to signal the student that a certain type of information is coming. For example, touching your nose with your fingertip may mean "I am going to give directions next."

▶ Whenever possible, accompany oral explanations with visual back up. For example, draw diagrams or write key words on the board as you discuss a topic or process.

▶ When students are to be engaged in independent work, set a timer for the amount of time you expect they should be able to complete the task. If necessary, break longer tasks into a series of shorter sub-tasks and time them separately.

Some Specific "What Ifs":

What if a student needs oral directions repeated frequently?

☺ Appoint a "listening buddy" for these students. If students need something repeated, they just ask their listening buddy.

What if a student has trouble with visual memory?

☺ Give visual clues, such as showing part of a word or picture, and support it with a verbal hint. For example, if you were studying the water cycle, say "Yesterday we were learning about something that happens in nature." Then you could show a picture of a cloud (or draw it) and/or write W_ _ _ _ C_ _ _ _.

☺ Let the student use highlighter tape or brightly colored stick-on arrows to focus her attention to specific parts of text or illustrations. (Both are removable without damaging materials and are reusable and available commercially.) When using overhead transparencies or charts, use a pointer or light pen.
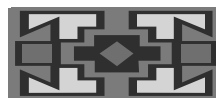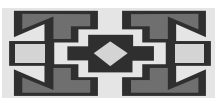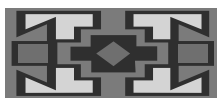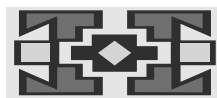
2 Completing Assignments • Homework

Some accommodations to consider:

▶ First, make certain that the material is at the student's independent level and that he has the skills to complete it successfully. If not, adjust the material so that the student can "easily" complete it successfully. If the problem is not a skill deficit, but a performance deficit (he *can*, but *does not*, complete the work), he may simply need more time than you are allowing.

▶ If the student won't even try to do the work, she may feel intimidated or overwhelmed by the task. Begin by requiring that the student do only part of the task, such as every third question or math problem. Praise or grade her as if she did the whole thing. Then, gradually increase the requirement. *Note: The object is not to push the student until she can do every problem; it is to reach the optimum she can do and still feel successful without crossing over into frustration.*

▶ Provide an assignment sheet that breaks down the total assignment or homework into sections. Have the student focus on one section at a time. Have him highlight or check off each section as he completes it.

Some Specific "What Ifs":

What if a student just doesn't seem motivated?

☺ She may respond to positive reinforcement, especially if it is a "trade" (15 minutes of focused work for 15 minutes of computer time).

☺ Do something unexpected—ask for his help. Say, "It seems that some students think this assignment is boring. What would *you* do to perk it up?"

What if the student never seems to have the needed materials?

☺ If the student has difficulty remembering to bring school materials home or home materials back to class, provide this student with *two* complete sets of everything she needs—one for school and one for home. If that is not possible, assign a buddy (or older sibling) to check that the student has materials needed before going home each day and have a parent or sibling do the same each morning before the student leaves for school.
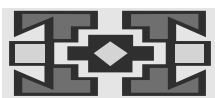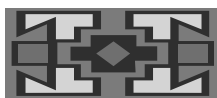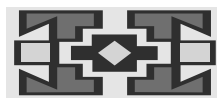
3 Organizational Skills Deficits

Some accommodations to consider:

▶ Arrange the classroom so that materials, books, supplies are always in the same place. Designate a specific place to turn in assignments, get library or restroom passes, etc. Label these areas and, if necessary, color code them.

▶ Post a daily schedule that shows the order and times of the day's activities. Set aside an area on a bulletin board where students can check for news and information (bus schedules, lunch menu, special activities, notices, etc.).

▶ Pair each student with a buddy. Allow them to confer briefly before, during, and at the end of class to check that they each have all the materials they need, the assignments, and that they understand the directions

▶ Encourage students to use stick-on notes as reminders.

▶ Begin each class with a "prep" talk—say what you will be doing and what materials they will need. Allow students to gather and organize materials before you start the lesson.

Some Specific "What Ifs":

What if a student needs help keeping track of different subjects?

☺ Make a chart that assigns a color for each subject, such as red for math, blue for writing, etc. Have the student organize a notebook with colored dividers and a zipper pouch with colored markers. Tell the student to color the corner of each paper she does or receives with the corresponding subject color. Then as soon as she is done with it, file it in the same color section of the notebook.

☺ Have the student place blank notebook paper in the front of his folder. When any homework is given that day, he is to write it down immediately and color code it by subject. At the end of the day, he checks his list and gathers the materials he needs to take home to complete the assignment.

What if the student has trouble organizing ideas?

☺ Teach the student how to use graphic organizers, such as webs, flowcharts, time lines, and Venn diagrams. Encourage students to design their own!

4 Difficulty Following Directions

Some accommodations to consider:

▶ Break compound directions into separate simple statements. For example, instead of "Take out your social studies book, find the chapter on simple machines, and read the first paragraph," break it into three separate directions, allowing time to complete one before presenting the next.

▶ Present directions in several forms to allow for different learning styles (verbal, written, graphic).

▶ Use a signal to let students know that you are about to give directions. This can be an action (such as flicking the lights), a sound (such as a bell or a clap), or a verbal cue (such as "Who is ready to "LAF"–*Listen and Follow Directions*).

▶ Play "Pete and Repeat." When you give oral directions, use a different voice—that of "Pete." Then ask who can "repeat" what you said. (With young children, you can be "Pete the Parrot.")

▶ Help students focus on written directions by highlighting them. (For materials that cannot be marked on, use highlighter tape.)

Some Specific "What Ifs":

What if a student doesn't wait until the directions are completed?

☺ Use yellow poster paper to make a 4x6 inch card. Hold the yellow card in your hand as you give directions. If you see a student attempting to begin before you are finished, at the end of the directions hold up the yellow card and say "false start." Ask a different student to restate the directions. This way the student who tends to "false start" will learn to listen when you are holding the yellow card and also will hear the directions again without being singled out.

What if the student gets confused by written directions?

☺ Isolate and teach the "key" words used in directions (circle, match, underline).

☺ Work through an example or the first part of the task for or with the student.

☺ Read the directions aloud, rephrasing difficult words or parts as needed.
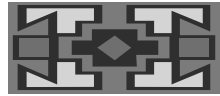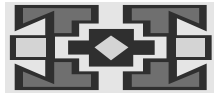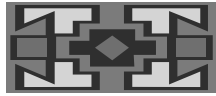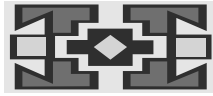
5 Exhibiting Inappropriate Behavior

Some accommodations to consider:

▶ First, make sure that your expectations are clear, that the student can do what you expect (as opposed to won't), and that your rules and consequences are consistent. Note: Consequences are the natural result of an action. They can be positive or negative. Teach students that behavior is a choice, and that choice results in consequences—positive or negative. This approach empowers the student with the internal responsibility for his choices, as opposed to punishment, which is imposed externally (and has little or no effect).

▶ Use positively worded statements rather than negatively worded ones. Tell students what to *do* rather than what *not* to do. For example, instead of saying, "Don't talk during the test," say, "Remain silent during the test."

▶ Teach students to use "Think First" strategies when confronted with a situation that requires a behavior choice. Young students can use the acronym "CAT"—Choose After Thinking. Teach older students to "STACK"—Stop, Think, Assess, Choose, Keep control.

Some Specific "What Ifs":

What if a student is constantly distracting himself and others?

☺ Divide the day into time periods or use the student's schedule. Make multiple half-sheet copies. At the start of each day, tape a sheet to the student's desk or notebook. At the end of each period, decide with the student how well he stayed on task for that time. (It helps to ask the student what rating he thinks he should get rather than just pronouncing your judgment.) Then, mark and initial a rating on his sheet for the period. With young students use smiley faces or stickers. You can use a number score with older students. Have the student take home the sheet each day and have it signed by a parent.

What if a student does not seem to respond to rewards?

☺ Try this: Instead of you picking the reward you would like to give, find out from the student what reward she would like to get. The student is more likely to be motivated to earn something she values.
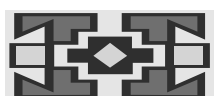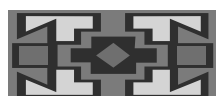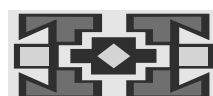
6 Immature Social & Interpersonal Skills

Some accommodations to consider:

▶ Assign the student a class "buddy" who is especially mature. The buddy will not only model mature, responsible class behavior, but also can assist the student with staying on task, following directions, and appropriate behavior.

▶ Frequently acknowledge and praise students who are demonstrating appropriate interactive behavior. Watch for any opportunity to positively acknowledge the student who is having difficulty.

▶ Observe if there are any individuals whom the student seems to gravitate toward or shy away from. Depending upon whether that individual encourages or discourages the desired behavior, give the student more or less opportunity to interact with him or her.

▶ Help students understand that acceptable behavior varies with circumstances. Teach them the difference between behavioral expectations in different settings, such as home, classroom, playground, and community. Remind them that expectations not only differ in different settings in general, but also may differ from specific adult to adult. Remind them to be constantly aware of where they are and what "rules" they are expected to follow in that setting.

Some Specific "What Ifs":

What if a student has difficulty sharing with others?

☺ Give the student the job of passing out group materials, such as art supplies.

☺ Create a class "mascot" (such as a stuffed animal). During certain times of the day, appoint different students to "care" for it. Let students who willingly share have a turn before the student who has difficulty. This will model for her how to accept responsibility for something, have it for a while, and then return it.

What if the student is withdrawn and won't interact with others?

☺ Greet this student every day. Smile and say "Good Morning" using her name.

☺ Attempt to "read" the student's non-verbal cues—body language, facial expressions, etc. Then ask her to validate or invalidate your observation. For example say, "You look like you may be nervous about this assignment. Am I right?" Even if she only nods, you can continue by offering help or support.

7 Problems with Language Fluency

Some accommodations to consider:

SPEAKING

▶ Use a tape recorder to model correct speech. Have the student play back the recording to listen and to repeat the model speech.

▶ If the student speaks very quietly and/or is shy about speaking, let him practice playing different speaking parts with puppets.

WRITING

▶ Use wooden cubes to make "writer's blocks." Use the cubes for writing topics, adjectives, connecting words (suddenly, then…), or any other writing need. A student with "writer's block" rolls the cube for help.

▶ If neatness is a problem, let the student use graph paper, writing one letter or number in each block.

LISTENING

▶ Tape record directions, assignments, vocabulary words, etc. for the student.

▶ Reduce distracting stimuli around the student. Use an auditory and/or visual signal that means "get ready to listen."

▶ Play listening games, such as *Simon Says, Mother May I, Red Light–Green Light*.

MULTICULTURAL/BILINGUAL

▶ Provide bilingual or multicultural signs. Example: *News*/*Noticias* (English/Spanish)

▶ Recruit tutors who can assist a student in his first language.

Some Specific "What Ifs":

What if a student is terrified or embarrassed to speak to a group?

☺ Let the student record his presentation and play the recording instead of speaking "live."

What if a student has trouble organizing/sequencing writing?

☺ Tell the student to pretend he is a reporter. (You could even make and use a "press" hat.) First, instruct him to go to the "scene" (in his mind) and take notes about the setting, characters, action, etc. Then tell him to write and answer the 5 W's down the side of a paper—Who? What? Where? When? Why?
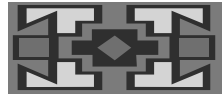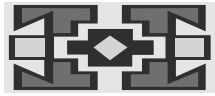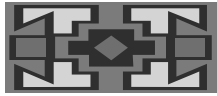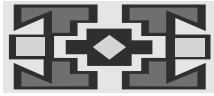
Presenting Strategies: Alternate Methods of Presenting Lessons and Materials

General

▶ Give both oral and visual instructions. (Use an overhead projector.)

▶ Vary how lessons are delivered (small group, videos, demonstrations, games).

▶ Arrange for a peer tutor to work with the student.

▶ Provide a photocopy of notes, vocabulary lists, essential facts, or study guides.

▶ Support presentations with graphic organizers, diagrams, or manipulatives.

▶ Segment directions. Pause frequently during presentations.

▶ Repeat major concepts or points. Use verbal clues ("This is important…").

▶ Stop and review material during lessons. Summarize.

▶ Provide written examples or samples.

▶ Vary complexity of questions (concrete through abstract).

▶ Give assessments orally or tape record them. If necessary tape the whole lesson.

▶ Give students a "get up and stretch" break.

Example of Accommodations for a Specific Concern

Gr. 5 student: Writes very slowly; cannot take notes, copy down all the information presented in lessons, or write answers to questions

☺ Highlight key words and/or essential phrases. As other students copy or write complete sentences, require that this student only copy the key, highlighted parts, or respond to questions with one or two word answers.

☺ Provide the student with a partially completed outline of a presentation before the lesson. Have him finish phrases during the presentation.

☺ Allow the student to tape record lessons for review later when he is not under time pressure.

☺ Modify expectations of handwriting neatness for notes or non-final drafts.

☺ Allow this student to dictate written responses (answering questions, tests).
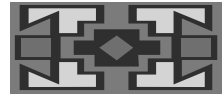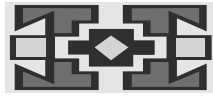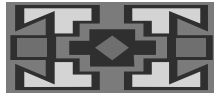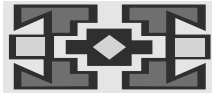
Physical Environment: Structuring the Classroom Arrangement/Environment

General

▶ Adjust seating arrangements. Also consider lighting (dim/bright, natural/artificial).

▶ Post a class schedule daily. Go over the plans for the day's lessons and activities. Write, point to, and say the objective prior to the start of each new lesson.

▶ Arrange the room so that the students face the instructor during presentation. Place the teacher's desk/table behind the students.

▶ Label and post a class "map" of areas designated for specific activities (reading corner, supply station, quiet zone…).

▶ Set up a "help desk." Choose specific, regular times to be available to help students with work or problems. Post your "office hours" at the help desk. Invite students with exceptional skill in an area or who get their work done quickly and are willing to then help others, to be volunteer "office assistants."

Example of Accommodations for a Specific Concern
Gr. 2 student: Easily distracted by any stimuli, is "fidgety," and has difficulty staying on task for any length of time

☺ Adjust the classroom seating arrangements. Place this student away from windows, doors, and "busy" areas. Particularly during independent work time, have her sit at an individual desk rather than at a group table.

☺ Designate "zones" in the classroom. Have an instructional zone that draws attention to the instructor and relevant materials, such as a chart or overhead transparency screen. Keep this relatively free of extraneous decoration. Put art materials and displays at the back of the room or at least behind this student.

☺ Allow only the materials needed for the current task on the student's desk.

☺ Every 15 or 20 minutes, take a "shake break" with the class. Have all students stand and shake out each leg, each arm, and then wiggle their bodies for one minute. Occasionally let students take a shake break with music. (Note: For older students, make it a "stretch break.")
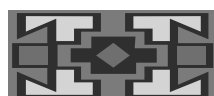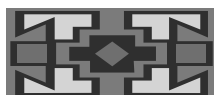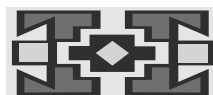
Materials: Strategies for Adapting Student and Teacher Materials

TEXTBOOKS

▶ Tape record a "guide" that directs a student how to follow the text and prompt them for what is to come. Example: "Find the heading on page 37. Read it to yourself as I read it aloud…; Question 1 is about rocks that change form, called metamorphic…"

▶ Preview the text by providing an outline or going over the questions or assignment before presenting the text.

▶ Provide a vocabulary list. Read and review the words and their meanings before they are introduced in text.

▶ Use highlighter tape for important terms and points to remember in the text.

▶ Have student volunteers orally summarize or paraphrase portions of text they have read silently.

ASSIGNMENTS/ACTIVITIES

▶ Break assignments and periods requiring great concentration into short segments.

▶ Give parallel assignments. Example: If the assignment is to *write* 5 words that begin with "gr," have this student *draw* pictures of 5 things that begin with "gr."

▶ Use concrete supports for abstract ideas wherever possible. (Manipulatives are not just for math!) Examples: To match terms, pictures, Q&A, etc., make two–part puzzles by cutting apart index cards with a randomly–shaped cutting line. To "experience" sequence, give each student a part and have them physically arrange themselves in sequence.

Example of Accommodations for a Specific Concern

Gr. 6 student: Has difficulty reading independently; avoids free-choice reading, especially long or text-heavy works (novels)

☺ Introduce the student to "books on tape." This is especially helpful for handling "core" literature requirements.

☺ Read an exciting novel to the class—a few pages at a time. Stir up anticipation by asking some prediction questions prior to each passage. Read the text dramatically. Follow with a variety of questions about what you read—literal to interpretive. (Ask a librarian for good suggestions for your grade level.)
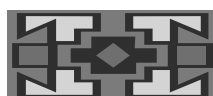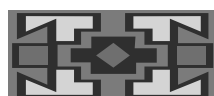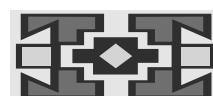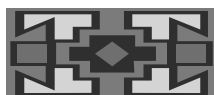
Instructional Strategies: Helping Students Acquire Skills within the Regular Classroom

General

▶ Provide a rationale for the lesson. Point out the benefits of knowing the skills and how they apply to students' "real" lives, now or in the future.

▶ Begin a lesson on new material with a review. Check retention of previously taught material or knowledge of prerequisite skills.

▶ State the goal and objective prior to each lesson to help students be better prepared for what is to come and to focus during the lesson. Then, summarize main ideas and key points (verbally and visually).

▶ Elicit and draw upon students' prior knowledge and experiences to connect the known and familiar to new information and novel concepts.

▶ Point out similarities and differences wherever possible. Use webs, diagrams, and other graphic organizers to illustrate structure, content, relationship, etc.

▶ Provide *relevant* homework and practice, and only the amount needed. Give follow-up tasks that reinforce or extend skills and concepts (and not just busy work).

▶ Balance lecture-type instruction with hands-on activities and demonstrations, concrete experiences, and visual presentations.

▶ Vary groupings for instruction—size and make up. (Students should not always be with the same group.) Let students help each other learn in cooperative groups.

▶ Encourage learning by problem solving and discovery by experimentation.

Example of Accommodation for a Specific Concern
Gr. 9 student: Has difficulty processing lessons presented in a large-group lecture format

☺ Use an overhead projector during the lesson to list vocabulary and key ideas in sequence. Or, if prepared ahead, block off all but the part you are on.

☺ Give this student a modified version of the follow-up assignment or homework, or let the student work with a partner for in-class assignments.

☺ Make hand-outs and/or study guides for students. Divide students into small study groups to discuss and review the material.
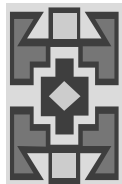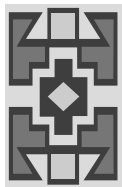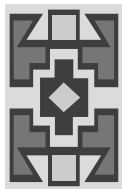
Other SAT Responsibilities

SAT Responsibility Regarding Retention and Promotion

Section 22-2C-6 NMSA1978 addresses remediation programs and retention policies. The law requires that schools implement a promotion/retention policy based on three types of data: statewide assessment, alternative district-level assessment, and student performance in school (grades). The statute specifies the duties of the school and the SAT with regard to general education students who are struggling and either face possible retention or have been retained. Specifically, the law states the following:

▶ Parents or guardians are to be notified no later than the end of the second grading period (first semester) that their child is failing to attain appropriate grade level **academic proficiency** in the state's content and performance standards. A parent-teacher conference that includes the parent and teacher must be held to discuss possible remediation programs to help the student. Specific academic deficiencies and remediation strategies are to be shared with the parent and the teacher develops a written remediation plan containing timelines, academic expectations, and the measurements to be used to verify that the student has overcome the academic deficiencies. Remediation plans may include tutoring, extended day or week programs, summer programs, and other research-based interventions and models for student improvement provided by the district.

▶ **At the end of grades one through seven**, a student who has not attained the required level of **academic proficiency** established by the state's content and performance standards may either 1) participate in remediation and, if he or she is able to reach the required level of proficiency through remediation (including summer remediation), be promoted to the next grade level, or 2) be retained in the same grade for no more than one school year with an Academic Improvement Plan developed by the SAT. If the parent refuses to allow the student to be retained, the parent signs a waiver stating that refusal and agreeing that the student be promoted with an Academic Improvement Plan (AIP) in place that addresses specific deficiencies. **In developing an AIP, the SAT is to outline timetables and monitoring activities to ensure progress toward overcoming the academic deficiencies.** If, at the end of that year, the student has not attained academic proficiency, the student is to be retained in that grade for no more than one year in order to
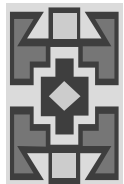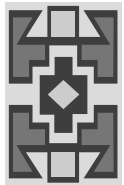
have more time to achieve proficiency. No parental approval is necessary. (See Flowchart, page 50.)

▶ **At the end of grade eight**, if a student has not attained the required level of academic proficiency for entering grade nine, the student shall be retained for no more than one school year, **unless** the SAT determines that retention will not likely help the student attain the desired proficiency level. If the SAT recommends promoting rather than retaining the student, the team must develop a high school graduation plan to meet the student's needs for entry into the workforce or post-secondary education. If the student is retained in grade eight, the SAT must develop a specific AIP (see pages 71-72 for a sample *Academic Improvement Plan* form) that clearly delineates the deficiencies and prescribes specific remediation that addresses the deficiencies. (See Flowchart, page 51.)

▶ **Any student** who fails to attain academic proficiency in the state's content standards for two consecutive school years is to be referred to the SAT for placement in an alternative program designed by the district.

▶ IMPORTANT: Promotion and retention decisions affecting a student receiving special education services are made by the student's IEP team **(not the SAT)** and in accordance with the instructional program provided by the IEP.

NOTES: *Although research does not support that retention provides students with long-term gains, the state statute specifically sets forth this possibility. However, the law also prescribes a series of intervening steps that seek alternatives to retention and are designed to address the specific instructional needs of the "failing" student in order to prevent retention.*

*In view of the SAT's responsibility regarding retention and promotion, a recommended practice would be for the SAT to contact **all teachers** at the end of the **first** grading period to determine which students may already be failing to achieve grade level academic proficiency. This gives the SAT opportunities to locate students who may need to be referred to the SAT and/or to offer informal preemptive assistance to the teacher well before the end of the second grading period. This anticipatory action may not only reduce the number of student referrals to the SAT, but more importantly, may prevent some students from facing failure or retention at all.*

Addressing Student Individual Needs

Promotion and Retention Procedures Grades 1-7

Will attain academic proficiency by end of first semester?

YES → No Action Needed

NO →

Parent Notification*

* Notify by the end of second marking period
* Explain specific deficiencies
* Identify possible remediation strategies and program

Teacher-developed Remediation Plan

Develop and implement a written remediation plan for the remainder of the school year

→ Does not attain proficiency by end of school year → Summer Remediation → Does not attain proficiency by end of summer → Request parental consent for retention

→ Attains proficiency by end of school year → Promoted

→ Attains proficiency by end of summer → Promoted

Request parental consent for retention →

→ Parent refuses retention → Promoted with a referral to SAT to develop an Academic Improvement Plan (AIP) → Does not attain proficiency (2nd year) → Student is retained—parent consent not required; Referred to SAT to develop AIP → Does not attain proficiency after retention

Promoted with a referral to SAT to develop an Academic Improvement Plan (AIP) → Attains proficiency → Promoted

→ Request parental consent for retention → Retained with AIP with parental consent

Retained with AIP with parental consent → Does not attain proficiency after retention (2nd year) → Referral to SAT for placement in alternative program designed by district

Retained with AIP with parental consent → Attains proficiency after retention → Promoted

Student is retained—parent consent not required; Referred to SAT to develop AIP → Attains proficiency after retention → Promoted

Referral to SAT for placement in alternative program designed by district

Addressing Student Individual Needs

Promotion and Retention Procedures Grade 8

Will the student attain academic proficiency by end of first semester?

YES → No Action Needed

NO →

Parent Notification*
- * Notify by the end of second marking period
- * Explain specific deficiencies
- * Identify possible remediation strategies and program

Teacher-developed Remediation Plan
- Develop and implement a written remediation plan for the remainder of the school year

→ Attains proficiency by end of school year → Promoted

→ Does not attain proficiency by end of school year → Summer Remediation

Summer Remediation →

→ Attains proficiency by end of summer → Promoted

→ Does not attain proficiency by end of summer →

→ Retained in Grade 8 for no more than one year; parent consent not required → SAT develops specific Academic Improvement Plan for retention year →

→ SAT determines that retention in Grade 8 would not assist the student in attaining proficiency standards; SAT designs a high school graduation plan to meet the student's needs for entry into the work force or a post-secondary educational institution; the SAT may promote the student. → Student begins high school graduation plan

SAT develops specific Academic Improvement Plan for retention year →

→ Attains proficiency after retention → Promoted

→ Does not attain proficiency after retention → Referred to SAT for placement in alternative program

Section 504 Team and Accommodation Plan

Section 504 is federal civil rights law under the Rehabilitation Act of 1973. The U. S. Department of Education's Office for Civil Rights (OCR) administers Section 504— not the State. Section 504 is the other service option available to students with disabilities, **but who are not eligible and/or already receiving special education services under the eligibility requirements of the IDEA (Tier III).** It is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them. A Section 504 Plan is a Tier II intervention— part of an early intervention and response to intervention (RtI) framework.
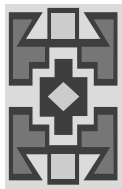
Under this federal law, the school is responsible for managing and funding this program/service. A student is eligible and **entitled to** a Section 504 Accommodation Plan if an evaluation shows that the individual has **a mental or physical impairment that substantially limits one or more major life activities and it impacts the student's education.** The decision regarding Section 504 eligibility needs to be made with current evaluation data and by a group that is knowledgeable about the student, including the parents. Responsibility for developing a Section 504 Accommodation Plan should consist of a core group that includes the principal or administrator, referring and/or classroom teacher, school counselor, and parent— virtually the same as the core members of the SAT. **In fact, the SAT in many cases may also be the Section 504 team.** In addition to the core group, the Section 504 team should include personnel familiar with the laws governing special education and Section 504, so the SAT may need to seek additional training or review technical assistance manuals on these topics in order to fulfill this additional responsibility.
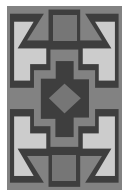
For more detailed information on the Section 504 Accommodation process, please refer to the New Mexico Public Education Department's publication, *Section 504— Guidelines for Educators and Administrators* available at the Quality Assurance Bureau on the Department's website at **www.ped.state.nm.us**. Or, visit OCR's website at **www.ed.gov/OCR** and the *Frequently Asked Questions* (*FAQs)* document.
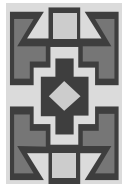
In order to help schools identify students who may qualify for Section 504 services, the New Mexico Public Education Department suggests these "red flags" as possible reasons for considering a referral for a Section 504 evaluation:

- ▶ when a disability of any kind is known or suspected
- ▶ when a student exhibits a chronic or recurring health condition

- ▶ when a student returns to school after a serious illness or injury
- ▶ when a student is referred for evaluation under the IDEA, but it is determined that an evaluation is not warranted
- ▶ when a student is evaluated for special education, but **does not** qualify for services under the IDEA
- ▶ when a parent frequently expresses concern about student's performance
- ▶ when suspension or expulsion is being considered for any student
- ▶ when retention is being considered
- ▶ when a student shows a pattern of not benefiting from instruction
- ▶ when a student is identified as having Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)
- ▶ when the student is or has been in rehabilitation for substance abuse
- ▶ when a student has a parent with a disability

In most cases, when a referral is made to the Section 504 team, the first step is to define the problem(s) raised by the referring person and to review what remedies have been previously tried. If the team decides that an evaluation is necessary, the school notifies the parents of its intent and reason for conducting an evaluation, explains the evaluation(s) to be done, and informs them of the procedural safeguards. **Section 504 law requires prior parental consent before doing an initial evaluation**.
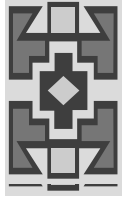
Following the evaluation, the Section 504 team considers all available data and determines if the student qualifies for a Section 504 Accommodation Plan. If so, the team develops strategies and interventions for the student. (This is done in the same manner as the SAT procedures.) Ideally, the parents should be involved in the decision-making. Regardless of whether or not the parents are directly involved, Section 504 requires that districts provide notice to parents that explains any evaluation and placement decisions affecting their child, and that explains their rights to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing.* *According to the U.S. Department of Education's Office for Civil Rights (OCR),* **placement** *refers to any program in which a student receives educational and/or related services.*
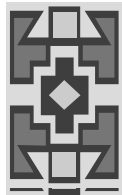
A sample Section 504 Accommodation Plan form is available on pages 73-74. This form can serve as both documentation of the plan and parent notice/consent* to initiate services. Once implemented, a student's Section 504 plan needs to be reviewed *periodically* (which OCR has interpreted to mean *annually*). Though no
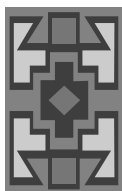
law specifies a timetable, at the first meeting the team should schedule a date for reviewing if/how the initial accommodations are working, and then should review the student's progress and plan at least annually.

Note about Section 504 Procedural Safeguards: OCR has interpreted Section 504 to require parental permission for initial evaluations. Districts may use due process hearing procedures to override parents' denial of consent for evaluation. OCR accepts written consent as compliance. For initial provision of needed services, Section 504 neither prohibits nor requires a school district to initiate a due process hearing to override parental refusal to consent with respect to initial provision of Section 504 accommodations . OCR recommends following the IDEA, which no longer permits school districts to initiate a due process hearing to override a parental refusal to consent to initial provision of services. This means that under IDEA, if a district offers the service and the parents refuse, then the district is not in violation of the requirement to make the plan available.
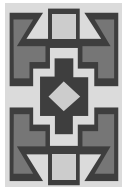
SAT Responsibility Regarding Referrals to Other Programs

Once a student is formally referred to another program, a new referral process is begun. At that time, the SAT provides documentation from general screening (Tier I) and its history with the student at Tier II for use by the new program. **If the student is found to be ineligible for other programs, he or she must be referred again back to the SAT. The struggling student should not be left without any assistance process or program.**
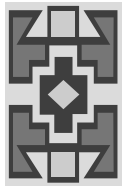
Remember, for those students whose SAT Intervention Plan has been unsuccessful and/or whose challenges fall outside the range of general education, the SAT has these options as possible avenues for assisting the student, as appropriate:

▶ Title I
▶ Indian Education
▶ Bilingual Education
▶ Multidisciplinary Evaluation to determine eligibility for Special Education services
▶ Section 504 Accommodation Plan
▶ Community Agencies and Local Supports
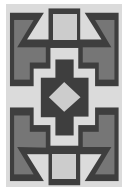
SAT Referral Packet
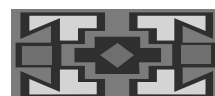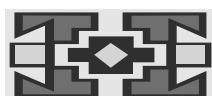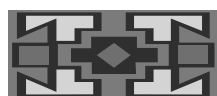
Student _____ Grade_____ Date_____

School_____ Teacher_____

Name/Signature of Referring Teacher _____

Name of Parent/Guardian_____

Fill out sections A–D for all students. Fill out section E only if behavior is an area of concern.

A.   Mark **only** areas of concern below that **significantly affect** the student's classroom experiences. Rate your concern as (**H**) High or (**S**) Some. If you are not sure, **do not** mark it.

_____physical attributes	_____attention span
_____attendance	_____memory skills
_____activity level	_____ability to follow directions
_____oral comprehension	_____listening skills
_____language development	_____response to questions
_____language fluency	_____ability to focus on task
_____problem-solving ability	_____frustration threshold
_____vocabulary	_____self-expression
_____organizational skills	_____self-discipline
_____easily confused	_____gross motor skills/coordination
_____social/interpersonal skills	_____ fine motor skills
_____self-awareness	_____disorientation
_____over-aggression	_____passive/nonresponsive
_____low self-esteem	_____lack of responsibility

_____academic progress (list skills/areas of concern)

_____

_____

_____

_____

_____medical/health (manifestations/areas of concern) Note: Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.

_____

_____

_____

_____

_____

_____behavior (observations/areas of concern) _____

_____

_____

_____

_____

_____emotional/social (specify and describe) _____

_____

_____

_____

_____

_____OTHER (specify and describe) _____

_____

_____

_____

_____

B. Add any other information you can to help the team better understand your concerns. Also describe the student's **strengths.** _____

_____

_____

_____

_____

C. PRIOR ACTIONS TAKEN TO ADDRESS THE CONCERN

1. Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

☐ Presentation: How lessons are delivered and materials are displayed

_____

_____

☐ Physical Environment: The classroom arrangement and learning environment

_____

_____

☐ Materials: Changing student and teacher materials

_____

_____

☐ Instruction: Ways students acquire skills in the classroom

_____

_____

_____

2. Below is a partial list of possible **Tier I** interventions. Check any that have been used prior to this point to address the concern. Add other specific interventions that have been tried.

☐ using tape recorder; overhead projector
☐ previewing; rephrasing
☐ using graphic organizers
☐ posting charts; labeling
☐ contracts
☐ giving visual/verbal clues
☐ peer tutoring
☐ use of alternative materials
☐ cooperative learning
☐ tailored assignments
☐ reinforcement schedules
☐ parent involvement

☐ memory drills (math facts)
☐ memory drills (sight words)
☐ pattern books and word families
☐ manipulatives for math, other subjects
☐ modified discipline plan
☐ attendance follow-up
☐ observation by another staff member
☐ ESL (English as a Second Language)
☐ ECL (Early Childhood Literacy)
☐ Title I reading
☐ Bilingual Education
☐ Reading First

☐ preferential seating   ☐ counseling

☐ acknowledging correct responses   ☐ point out relevance to students' lives

☐ dividing tasks into smaller portions   ☐ giving opportunities for success

☐ offer strategies for self–management   ☐ giving opportunities for leadership

☐ incorporating cultural differences   ☐ promoting family involvement

☐ providing bilingual signs/labels   ☐ building on student's strengths

☐ using music, art, drama   ☐ tutoring

☐ other_____

☐ other_____

☐ other_____

☐ other_____

☐ other_____

☐ other_____

3. If interventions have been tried, describe their effectiveness and duration in weeks.

_____

_____

_____

(Optional) If they were ineffective, what do you hypothesize as the possible reason?

_____

_____

D. ATTACHMENTS

If the student is having **academic difficulties**, please attach a sample(s) of the student's work and/or standards–based or short–cycle assessment results that reflect your specific concern(s).

☐ sample(s) attached   ☐ N/A

If there is a **medical concern**, please attach any known relevant information or history.

☐ information attached   ☐ N/A

If there is a **behavioral concern**, please attach any disciplinary action taken or other documentation and fill out section **E:** *Teacher Input for Addressing Problem Behaviors*.

☐ documentation attached   ☐ teacher input completed (section E)   ☐ N/A

E. Teacher Input for Addressing Problem Behaviors

(Teacher fills out this section if student is being referred to the SAT for behavioral concerns. If behavior is not an issue, there is no need to complete this section.

1. Describe the behavior(s) of concern. Use measurable terms. *Example: Rather than "Lisa picks fights," describe the actions and frequency: "Lisa demonstrates aggressive behavior toward other children at least 2–3 times a day, often more. She shows her aggression by such actions as pushing, grabbing materials from others, and by using verbal commands and name-calling."*

_____

_____

_____

_____

_____

2. When is the behavior most and least likely to occur? Mark each as **M** (More Likely), **L** (Less Likely), or **U** (Unlikely).

_____On a particular day or days of the week, such as Fridays?
        If so, which? _____

_____At a particular time or times of the day, such as lunch or transitions?
        If so, when? _____

_____During certain types of activities or tasks, such as math or independent work?
        If so, when? _____

_____When interacting with certain people—individuals or groups?
        If so, who? _____

_____Under specific environmental conditions, such as in crowds or outdoor recess?
        If so, what? _____

_____When physically tired, hungry, or sick?
        If so, which? _____

3. What do you think the student gains or avoids by demonstrating the behavior?

Get attention?_____What kind? From whom?_____

Avoid attention?_____What kind? From whom?_____

Get control?_____Of what?_____

Avoid embarrassment?_____Regarding what?_____

Get relief?_____From what?_____

Avoid task?_____Which?_____

OTHER?_____

4. Describe the specific expectations you have for the student that are not being met.

5. How have you conveyed your expectations to the student? _____

6. Do you think the student **can't** (is unable to) or **won't** (is unwilling to) demonstrate the appropriate/desired behavior? Why? _____

7. What appropriate/acceptable behavior(s) could the student use as a substitute for the behavior regarded as unacceptable? _____

8. What have you already tried to change about the situations in which the behavior occurs?

☐ modified tasks/assignments to align better with student's skills
☐ changed the student's schedule or order of activities
☐ changed the curriculum for this student
☐ provided extra assistance
☐ changed the student's physical environment (seating, room arrangement, grouping…)
☐ other_____

☐ other_____

9. What techniques have you already tried to help the student meet behavioral expectations?

☐ posted rules for the whole class   ☐ denied desired items/activities
☐ immediate feedback   ☐ notes/phone calls to parents
☐ teacher–student contract   ☐ loss of privileges
☐ met with parents   ☐ reprimands
☐ reward system   ☐ ignored the behavior
☐ hand or other signals   ☐ detention
☐ offered options/choices   ☐ referral to office
☐ consistency of enforcement   ☐ referral to school counselor
☐ other_____

☐ other_____

NOTE: For in-depth analysis and guidance regarding behavior issues, see the New Mexico Public Education Department's publication *Addressing Student Behavior: A Guide for Educator.*
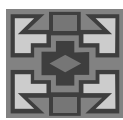
Notice of and Invitation to SAT Meeting

Date of Notice/Invitation:_____

Dear _____ ,

In accordance with our Educational Plan for Student Success (EPSS), the school has a Student Assistance Team (SAT) whose purpose is to review the educational needs and progress of any student who may require additional educational support.
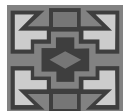
The team has been asked to review _____'s individual needs to determine if additional supports are necessary. The team will review existing data and, as needed, conduct observations and/or do additional screening.

In addition to your permission to do additional screening below, we need your input and participation in working with us to meet your child's needs. We invite you to attend the SAT meeting and to contribute your valuable insight. Please sign and return the bottom of this form to give your permission for additional screening and to indicate if you would like to attend. If you have any questions, please contact me at the number below.

Sincerely,

(name)_____ (title)_____

(telephone number)   _____

- ✂ - -
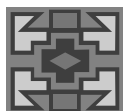
Student's name: _____

Home address:_____

Telephone number:_____

Grade:_____ Birth date:_____ID#:_____
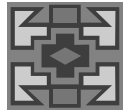
Parent/Guardian: _____

I ☐ do ☐ do not give my permission for additional screening if needed.

I ☐ do ☐ do not want to attend the SAT meeting.

☐ Please send me a copy of the summary of this meeting.

☐ Please let me know the time/place of the SAT meeting.

☐ I need an interpreter. (Necesito un traductor).

Parent/Guardian Signature:_____

Date:_____

Student Observation (To be completed by qualified personnel. More than one observation is recommended to prevent skewing of information)

Student_____ Grade_____ Date_____

School_____ Teacher_____

Name of Referring Teacher or Parent/Guardian _____

Name & Title of Observer _____

Circumstances of Observation (subject, teacher, time of day, reason for observation, etc.)

_____

_____

_____

A. Compare this student's performance with that of the majority of other students in the class.

1. How the student works ____*more slowly* ____*more quickly* ____*about the same*

2. Focus & attention span ____*better* ____*poorer* ____*about average*

3. Activity level of the student ____*more active* ____*less active* ____*about the same*

4. Language skills ____*better* ____*poorer* ____*about average*

5. Demonstration of interest ____*disinterested* ____*very interested* ____*about average*

6. Subject matter difficulty/frustration ____*high* ____*low* ____*about average*

7. Emotional/social maturity ____*less than* ____*greater than* ____*about average*

8. other (specify)_____

B. Teacher Behavior Observed: Check all that apply.

Teaching Methods Observed: ____visual ____auditory ____lg. group ____sm. group
____one-to-one ____peer ____other (specify) _____

Conceptual Content: ____concrete ____abstract ____both

Behavior Reinforcement: ____positive ____negative ____ignored ____isolation
____other (specify) _____

Teacher's Style

1. How much movement/activity is allowed? ___*a great deal* ___*some* ___*minimal* ___*none*

2. How much talking/noise is tolerated? ___*a great deal* ___*some* ___*minimal* ___*none*

3. What type(s) of feedback were given? ___*praise* ___*criticism* ___*reward* ___*punishment*

4. What tone/manner was used to communicate? __*supportive* ___*matter-of-fact* ___*harsh*

5. During this observation, how did the teacher spend most of his or her time? (e.g. at the board, with a small group, at the teachers' desk, circulating among students at work)

_____

6. What, if anything, about the teacher or classroom seemed to have a positive or negative effect on the students in general, or on this student in particular? _____

_____

C. Student Behavior Observed: Write yes or no with regard to the student being observed.

1._____The student performs with the group.

2._____The student voluntarily participates in activities.

3._____The student is responsive to the teacher.

4._____The student is responsive to other students.

5._____The student starts and stays on task.

6._____The student finishes what is started.

7._____The student answers when called on.

8._____The student shows independence.

9._____The student seems alert (not sleepy or lethargic).
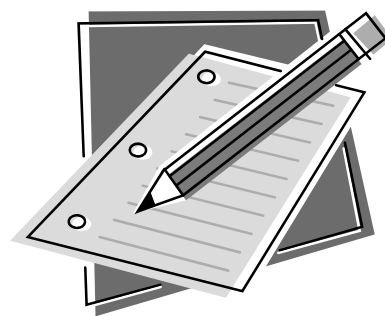
D. Based on this observation, check any area that may be an issue.

(Additional comments helpful, but optional).

____English proficiency _____

____Instructional level _____

____Environment _____

____Developmental _____

____Motor skills_____

____Emotional _____

____Psychological_____

____Giftedness_____

____Family_____

____Cultural_____

____Health/Medical_____

____other (specify) _____

E. Student Strengths: What <u>strengths</u> were observed in this student have that could be drawn upon in designing interventions?

_____

_____

F. Summary: Please provide a narrative summary of the student's learning/behavior. (Use and attach a separate sheet if necessary).

_____

_____

_____

_____

_____

SAT Meeting Summary Form

Student_____ Grade_____ Date_____

School_____ Teacher_____

Referred by ☐ teacher ☐ parent/guardian ☐_____

Teacher_____ Parent/Guardian_____

Date of Meeting_____ ☐ initial ☐ follow up to meeting on _____

In Attendance at the Meeting *(SAT chairperson, administrator/principal, general education teacher(s), nurse, counselor, resource specialist, bilingual, parent/guardian, student)*

☐ SAT chairperson   Name: _____

☐ Administrator   Name: _____

☐ Teacher   Name: _____

☐ Parent/guardian   Name: _____

☐ Parent/guardian   Name: _____

☐ _____   Name: _____

☐ _____   Name: _____

☐ _____   Name: _____

PART 1: Check all that apply:

Vision

☐ Poor   ☐ Corrected (Date)   ☐ Good   ☐ Excellent

Impact on Learning: _____

Hearing

☐ Poor   ☐ Amplified/Aided (Date)   ☐ Good   ☐ Excellent

Impact on Learning: _____

Speech/Language

☐ Normal/Adequate   ☐ Rapid/Rambling   ☐ Slow/Slurred   ☐ Low Tone

☐ Somewhat Unintelligible   ☐ Unintelligible   ☐ Raspy Voice   ☐ Articulation Errors

Impact on Learning: _____

General Physical Health

☐ Fragile or Impairment   ☐ Chronic Illness   ☐ Good   ☐ Excellent

Impact on Learning: _____

Mental/ Behavioral Health Concerns

☐ None ☐ Conduct ☐ Anxiety ☐ Depression ☐ Phobia

☐ Substance Abuse ☐ Other: _____

Impact on Learning: _____

Attitude Toward Self

☐ Poor ☐ Normal/Positive ☐ Confident ☐ Overconfident ☐ Unrealistic

Cultural Background

Describe: _____

Level of Acculturation *(See page 19 for definitions.)*

☐ Bicultural ☐ Assimilated ☐ Traditional ☐ Marginal

Impact on Learning: _____

Languages Spoken

☐ none ☐ English only ☐ Bilingual: _____and _____

☐ other: _____

English Language Proficiency

☐ Little/None ☐ Basic Social Language ☐ Mastered Social Language

☐ Emerging Cognitive Academic Language ☐ Fluent/Proficient

Socioeconomic Status

☐ Low ☐ Middle ☐ Upper ☐ Changing: Up____Down_____

Impact on Learning: _____

Academic Progress for Grade Level

Reading: ☐ Significantly Below ☐ Below ☐ At ☐ Above

Impact on Learning: _____

Written Language: ☐ Significantly Below ☐ Below ☐ At ☐ Above

Impact on Learning: _____

Math: ☐ Significantly Below ☐ Below ☐ At ☐ Above

Impact on Learning: _____

School Attendance

☐ Poor/Infrequent ☐ Truant ☐ Tardy ☐ Frequent Moves ☐ Good/Excellent

Impact on Learning: _____

Evidence of Lack of Instruction

☐ No Schooling   ☐ Periods of No Schooling   ☐ Ineffective Instruction

☐ Not a concern

Attention and Interest in School

☐ Poor/Indifferent   ☐ Distracted/Bored   ☐ Alert/Engaged   ☐ Over-responsive

Impulse Control

☐ Poor   ☐ Fair   ☐ Good   ☐ Excellent

School Social Relationships

☐ No Friends   ☐ Few/Adequate Friends   ☐ Many Friends   ☐ Too Many Friends

Relationship With Teacher

☐ Distant/Reluctant   ☐ Normal   ☐ Needs Closeness/Frequent Contact

Learning Style

☐ Visual   ☐ Auditory/Verbal   ☐ Tactile/Kinesthetic   ☐ Combination

☐ Active   ☐ Reflective

Classroom Environment

☐ Highly Structured   ☐ Structured   ☐ Unstructured

☐ Highly Unstructured   ☐ Combination

Teaching Style (See pages 25–26.)

Primary Teacher:

☐ Expert   ☐ Model/Coach   ☐ Tolerant/Facilitator   ☐ Relaxed   ☐ Overlapping

Other Teacher: Subject_____

☐ Expert   ☐ Model/Coach   ☐ Tolerant/Facilitator   ☐ Relaxed   ☐ Overlapping

Other Teacher: Subject_____

☐ Expert   ☐ Model/Coach   ☐ Tolerant/Facilitator   ☐ Relaxed   ☐ Overlapping

Student's Strengths

☐ _____   ☐ _____

☐ _____   ☐ _____

PART 2. Summary of Previous Interventions Tried and Their Effectiveness

Describe each intervention and rate its effectiveness 1–5, with 1 as lowest. Include the duration and how outcome was measured.

Interventions Tried in the Classroom	*Rating 1–5*

Interventions Tried at Home	*Rating 1–5*

PART 3. Summary of Screening and Recent Test Results

PART 4. Additional Information (brought to light at the meeting)

PART 5. Insights/Hypothesis

Based on a review of the information above, note the reason(s) why this student seems to be struggling in school.

Part 6. Conclusion and Next Steps

Based on the input examined by the SAT, note the next steps decided upon for this student.

❑ The student appears to need no intervention at this time.

    _____No further action is required.

    _____Follow up on (date): _____

❑ The student's challenges suggest that a **SAT Intervention Plan** is warranted.

❑ Existing data is insufficient for a complete determination. More information needs to be collected. The SAT will meet again on (date): _____.

Notes

SAT Intervention Plan

As a result of a SAT meeting on _____ to review _____'s individual needs and to determine if additional supports are necessary, the team recommends the following appropriate and research-based interventions listed below:

Note: The accommodation, desired outcome, and how success will be determined should be described in <u>observable</u>, <u>measurable</u> terms. (Example: 3 times per week, *not* more often)

Intervention	Who is Responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention Will Be Measured
Intervention	**Who is Responsible**
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention Will Be Measured
Intervention	**Who is Responsible**
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention Will Be Measured

The SAT will meet again on _____ to review this plan.

If there are more than three interventions, reproduce additional copies of this page.

Intervention Plan Progress Report and Follow-Up Form

Student_____ Grade_____ Date_____

School_____ Teacher_____
Referred by ☐ teacher ☐ parent/guardian ☐ other _____
Teacher_____ Parent/Guardian_____

Date of Initial Meeting_____ Date Interventions First Implemented _____

The purpose of this follow-up is to review the progress and effectiveness of the following Tier II actions:

☐ **In-class Interventions** ☐ **Academic Improvement Plan** ☐ **Section 504 Accommodation Plan**

Date of Initial SAT/504 Meeting _____ Date Interventions Were Implemented _____

Discussion of Progress (Summarize) _____

_____

_____

Intervention(s)	Duration	Outcome (Ex: degree of improvement, no change, degree of worsening)
New Intervention(s)	**Duration**	**Desired Outcome**

Based on discussion and evaluation of actions taken previously, the recommendation is

☐ Continue present interventions/services with no changes, until _____.

☐ Change the present interventions/services as noted above.

☐ Phase out the present interventions/services by _____.

☐ Conduct additional evaluations, observations, interviews, work samples, etc.

☐ Meet to consider further referral of this student.

☐ Exit the intervention plan, based on no further need for support.

Academic Improvement Plan (AIP)
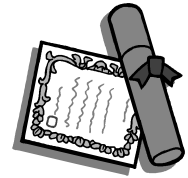
Student_____ Grade_____ Date_____

School_____ Teacher_____

Person with primary responsibility for this AIP _____

Reason(s) this student is receiving an AIP (check and describe)

☐student is not attaining level of proficiency required by content standards at grade level

☐student is being retained and is repeating grade ___1 ___2 ___3 ___4 ___5 ___6 ___7

☐student is being retained in eighth grade

Describe this student's circumstances in more detail (document the basis for the AIP):

_____

List each need in order of priority and describe specifically how it is to be met.

Area of Need & Specific Deficit (objective–based from Content and Performance Standards)	
	Intervention that Addresses the Need
	Time Line & How Progress Will be Assessed
	Who Will Implement the Intervention
	Criteria for Evaluating Success

Area of Need & Specific Deficit (objective-based from Content Standards)	Intervention that Addresses the Need
	Time Line & How Progress Will be Assessed
	Who Will Implement the Intervention
	Criteria for Evaluating Success
Area of Need & Specific Deficit (objective-based from Content Standards)	Intervention that Addresses the Need
	Time Line & How Progress Will be Assessed
	Who Will Implement the Intervention
	Criteria for Evaluating Success

PARENT/GUARDIAN:

I,_____, as this student's parent/guardian, have reviewed the AIP plan for my child. **Signature**: _____   **Date**:_____

Section 504 Accommodation Plan

Student_____ Grade_____ Date_____

School_____ Teacher_____

YES   NO   The student has a mental or physical impairment that substantially limits one or
more of his/her major life activities.

YES   NO   The physical or mental impairment impacts his/her education.

YES   NO   The impairment substantially affects the student's overall performance at school

in regards to   ☐ seeing   ☐ hearing   ☐ doing manual tasks

☐ breathing   ☐ walking   ☐ speaking   ☐ caring for oneself

☐ writing   ☐ learning   ☐ working   ☐ showing troubling behavior

To be eligible for a 504 Accommodation Plan, all three answers above must be YES. Is this
student is eligible to receive a 504 Accommodation Plan? _____

Describe what evaluation data was used; Describe this student's circumstances and its

educational impact in more detail (that is, document the basis for the 504 Plan):

_____

_____

_____

The case manager for Section 504 Plan will be: _____

Date of Meeting & Initial Plan_____Annual Review scheduled for_____

List each need in order of priority and describe specifically how it is to be met.

Specific Need (How does the impairment impact the student's education and what is needed to eliminate the restriction?)	Accommodations that Address the Need
	Special Materials or Training Needed—Who, How, and When?
	Who Will Implement the Accommodations
	Criteria for Evaluating Success

Specific Need (How does the impairment impact the student's education and what is needed to eliminate the restriction?)	Accommodations that Address the Need
	Special Materials or Training Needed—Who, How, and When?
	Who Will Implement the Accommodations
	Criteria for Evaluating Success
Specific Need (How does the impairment impact the student's education and what is needed to eliminate the restriction?)	Accommodations that Address the Need
	Special Materials or Training Needed—Who, How, and When?
	Who Will Implement the Accommodations
	Criteria for Evaluating Success

Section 504 Plan Team:

Signature: _____ Title: _____ Date: _____

Signature: _____ Title: _____ Date: _____

Signature: _____ Title: _____ Date: _____

Signature: _____ Title: _____ Date: _____

Signature: _____ Title: _____ Date: _____

PARENT/GUARDIAN:

I,_____, as this student's parent/guardian, ☐ give ☐ do not give

permission for my child to receive the accommodations described.

Signature: _____ **Date**:_____

Student Assistance Team (SAT) Log

Log dates from _____ to _____   Person Responsible for Maintaining Log _____

Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment

Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment

Note: Reproduce additional copies of this page to continue log.