

Local SLD Worksheets Sample

The following sample is the work of Indian Prairie's SLD Guidelines Committee, special education administrators, and Problem Solving/RTI coaches. It has morphed over time and represents, in total, 10 years worth of committee work, including "in the trenches" field testing, surveying of building staff, analysis of district SLD rates over time, and copious amounts of ongoing professional development and technical assistance in use of the guidelines. In other words, documents such as these can only be used appropriately when embedded within a context that has gone to considerable lengths to insure that they are used with integrity and in line with the letter and intent of the law.

Any district taking on the task of defining local SLD guidelines will need to consider their own local context.

Steps include the following:

1. Create a representative committee
2. Review federal and state regulations and guidelines
3. Review sample local worksheets (*appropriate use of this sample*)
4. Build vision/consensus as a committee on the goals of your local definitions/worksheets, including analysis of your special education incidence rates and disproportionality
5. Build local definitions for discrepancy, educational progress, and instructional need that fits their local goals and is in keeping with federal and state regulations and guidelines
6. Build systems for attending to the following requirements that are NOT ADDRESSED in these SLD worksheets: Determinant Factors, Exclusionary Criteria, and Additional Procedures for Determining SLD
7. Build consensus with district staff related to the local guidelines & plan for parent involvement
8. Provide professional development and technical assistance in the use of the guidelines
9. Collect ongoing feedback and data
10. Review and refine

Districts that skip steps are likely to experience problems. For example, if another district's guidelines are adopted without defining your district goals, creating a committee, and analysis of your district's data, those adopted guidelines might not serve the needed goals of your district, and may stray from the intent of the law. If consensus work and/or adequate professional development is not provided, implementers are likely to be confused and frustrated, and as a result may not follow the guidelines as intended.

INDIAN PRAIRIE DISTRICT 204
Learning Disabilities Guidelines Summary Page

Prior to determining LD eligibility, documentation of the following domains are necessary, information specified on following documentation worksheets

- PROBLEM ID:** Difference between what’s expected and what’s occurring determined (Discrepancy) Include Box & Whisker graphs
- PROBLEM ANALYSIS:** Including determination of “Can’t Do or Won’t Do” Problem (skill deficit versus performance deficit)
- INTERVENTION PLAN:** Scientifically-Based Intervention
- INTERVENTION PLAN:** Intervention Integrity Evidence
- PLAN EVALUATION:** Ambitious Goal & Progress Monitoring Graph (ROI) AND BOX AND WHISKERS

All 3 of the following steps . . . be considered

- Discrepancy
- Educational Progress
- Instructional Need

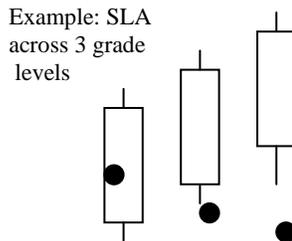
Rate of progress

| | | Rate of progress | |
|-----------|------|--|---|
| | | LOW | HIGH |
| Intensity | LOW | Does not qualify for special education Return to individual problem solving | Does not qualify for special education Continue intervention |
| | HIGH | Qualifies for Special Education Continue Individual Problem Solving to increase ROI | Qualifies for Special Education Give rationale below |

Rationale: _____

INDIAN PRAIRIE DISTRICT 204
LD Guidelines – Documentation Worksheet
DEFINING: Discrepancy

Need to consider both components of A and 1 or more from B – D in order to determine whether a student has a significant discrepancy

| Significant discrepancy is defined as: | Assessments used to determine: | Documentation: |
|---|---|----------------|
| A. When administered a norm-referenced local benchmark assessment, the child obtains at least 1 post-intervention score... | | |
| ____ Near or below 10th%-ile when compared to district peers (when available) or Near or below 25th%-ile when compared to national norms in current grade placement | Scientifically based Universal Screener such as: Curriculum-Based Measurement (K-12) Early Literacy & Numeracy – AIMSweb (K-2) IGDIs Picture Naming Fluency – (ages 3-5) | |
| ____ Near or below the 25 th %-ile on Survey Level Assessment at least one grade level below current grade placement (e.g., 4 th grade student scores near or below 25 th %-ile on 3 rd grade CBM) | Survey Level Assessment Example: SLA across 3 grade levels  | |
| B. When given 3 different non-modified classroom/grade level assessments post-intervention in the targeted curricular area, the child scores ... | | |
| ____ Near or below 70% of peer median (not primarily due to a performance/effort deficit) | Presentations & Projects Tests / Quizzes Written Products Common Formative & Summative Assessments (Grades 9-12) Skill probes (advance problem analysis/CBE) <i>Example:</i> Three peers score at 75, 80, and 100 Median score is 80; 70% of 80 is 56 | |
| C. When administered a group assessment, the child scores... | | |
| ____ Near or below the 16 th %ile or “below standards” on a composite, with stronger consideration given to most recent assessment | ISAT/PSAE Gates ISEL EXPLORE/PLAN Other district level assessment | |
| D. When administered an individual norm-referenced assessment, the child scores... | | |
| ____ Near or below the 16 th %ile on a composite | Achievement Assessment Language Assessment | |

The team has evidence from multiple sources (listed above) that the student currently is significantly discrepant from peers (difference between what's expected and what's occurring) even after being provided with intensive intervention: (circle one)

YES

NO

If yes, for which area(s) does team have evidence from multiple sources? (circle all that apply)

Basic Reading Math Calculation Oral Expression
Reading Fluency Math Reasoning Listening Comprehension
Reading Comprehension Written Expression

INDIAN PRAIRIE DISTRICT 204
LD Criteria – Documentation Worksheet
DEFINING: Educational Progress Worksheet

1) **Attach Intervention Plan (i.e., IPF or IPS plan form)**

2) **Evidence based (scientifically-based) intervention used:** _____

Research demonstrating evidence: _____

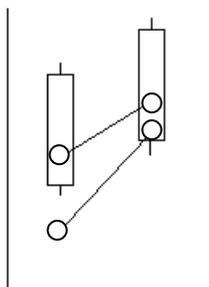
3) **Intervention Integrity**

Integrity check (attach one or more as evidence):

- Interviews with implementers
- Observations of the intervention
- Written documentation by implementer (self-checks; permanent products)
- Intervention was implemented as planned and/ or modified in this manner: _____

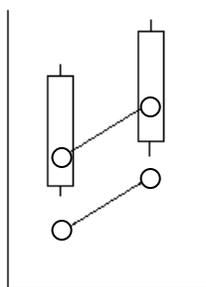
4) **Rate of Improvement (ROI) – provide evidence that . . .**

- *Monitored frequently using scientifically based progress monitoring tools*
- *Based on a goal that closes the gap with district peers*
- *Graphed with enough data points for a stable trendline*
- *Evidence that changes were made to the intervention if student not making adequate progress*
- *Assessing level of progress – good, questionable, significantly slower progress*



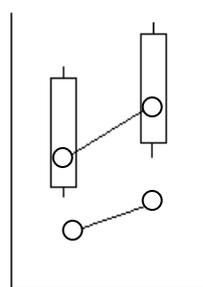
Graph A:
Good Progress (acceptable)

Gap is closing – ROI is above peers
e.g., peer ROI=1.0; student ROI=2.0



Graph B:
Questionable Progress

Gap remains the same
e.g., peer ROI=1.0; student ROI=1.0



Graph C:
Significantly Slower Progress

Gap is increasing – ROI below peers
e.g., peer ROI=1.0; student ROI=0.8

Rate of improvement:

Of Grade Level Peers (Refer to District ROI tables when available): _____

Of Student: _____

Educational Progress is (circle one) **GOOD** **QUESTIONABLE** **SIGNIFICANTLY SLOWER**

Is the student progressing at a significantly slower rate than is expected in any areas of concern, or is the student currently making an acceptable rate of progress but only because of the intervention that is being provided?

In which areas?

INDIAN PRAIRIE DISTRICT 204
LD Criteria – Documentation Worksheet
DEFINING: Instructional Need Worksheet

1) Growth

Under what conditions did student experience the most growth? _____

2) Ongoing – Substantial – Additional (check all that apply)

- Unlikely to be remediated within 6 months even with intensive, substantial, additional instruction
- Likely that team would need to give up at least one area of instruction (science, social studies, etc.) in order to close the gap with general education students within 1-2 years
- Skill deficits persist across settings & methods of output.
- S-B Intervention requires materials/ instruction that's more than one grade level below grade placement expectations (except K/1st)
- Evidence that the student continues to receive instruction in the “big ideas” of grade placement curriculum
- Evidence that the student receives more allocated instructional time than gen ed peers in area(s) of concern
- Evidence that additional instructional time includes direct, explicit instruction in skill deficits

Are the student's needs significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources? (circle one) YES NO

If yes, in what area(s)? _____