

General Education Analytical Overview

Areas of Inquiry	Policy/Procedure	Gen Ed Plan	Documents	Interview	Observation	Comments
Evidence instruction generally has been:						
• Research-based or appropriate			✓	✓	✓	This is relevant for students referred for interventions or for an evaluation for special education services.
• Matched to skill level of student			✓	✓	✓	
• Motivating and rewarding				✓	✓	
• Provided by qualified teacher			✓			
Intervention meeting was held to address behavioral/academic concerns	✓	✓				Was there sufficient justification for not providing interventions?
– Intervention plan includes required elements, including baseline of performance, expected performance outcome at end of intervention, etc.	✓	✓		✓		Do the plans and their completeness provide all necessary information relevant to intervention and progress monitoring progress?
– Students' learning/behavior is viewed within the context of their cultural/linguistic background	✓	✓		✓		If student is an English language learner, English language acquisition and impact on academic performance is considered, etc.
• Academic Issue: evidence of						
– Scientific-based or appropriate interventions	✓	✓		✓		Does the district have a list of interventions for systemic use? Other supportive evidence?
○ Adequate frequency	✓	✓		✓		Compare frequency with intervention protocol & implementation; review progress monitoring data.
○ Adequate time per session	✓	✓		✓	✓	Is policy and practice aligned with research? Are students making progress?
Reasonably sized group	✓			✓	✓	
• Behavioral Issue: evidence of						
– Positive behavioral intervention(s)	✓	✓	✓	✓	✓	If applicable, were appropriate interventions planned and implemented?

- Functional behavioral assessment (FBA)	✓		✓	✓		The process for developing and the implementation of FBAs and BIPs are reasonably likely to enable staff to decrease behavioral incidents.
- Behavior intervention plan (BIP)	✓	✓		✓		
• Progress Monitoring						
- Report baseline performance, expected trajectory and ongoing performance measurement in all areas of intervention	✓	✓		✓		Chart, graph or plan show performance at beginning and throughout interventions
- Repeated assessments of achievement at reasonable intervals	✓	✓		✓		Standards and implementation enable staff to use frequently produced data to drive decision-making for improved teaching and learning.
- Formal assessment of student progress during instruction	✓	✓		✓		
- Data provided to student's parents	✓	✓		✓		
Results of intervention						
• Meeting to review progress	✓	✓		✓		Sufficient number of meetings are held
• Parent invited to meeting	✓	✓		✓		Parent attended or evidence of reasonable contacts.
Outcome						
1. Discontinued intervention: sufficient progress	✓	✓		✓		Do clear standards delineate sufficiency of progress and are they followed consistently?
2. Discontinued intervention: insufficient progress	✓	✓		✓		
- Appropriate number of weeks & implementation fidelity	✓	✓		✓		Is sufficient time given for intervention to succeed?
- Interventions changed to facilitate progress	✓	✓		✓		Are interventions changed based on performance?
Action Taken if Discontinued Intervention						
* Referral for Sec. 504 Plan	✓	✓		✓		Do referrals appear to be appropriate? Are there standards for referral?
* Referral for IDEA evaluation	✓	✓		✓		
* No referral documented				✓		Do referrals appear to be appropriate?
3. Continued intervention: sufficient progress	✓	✓		✓		Are continued interventions appropriate?
4. Continued intervention: insufficient progress	✓	✓		✓		

5. Interventions changed to facilitate progress	✓	✓		✓		Are interventions changed/modified reasonable?
<i>No Interventions Previously Provided</i>						
6. Referral for Section 504	✓	✓		✓		Were referrals without prior general education interventions reasonable?
7. Referral for IDEA evaluation	✓	✓		✓		Were IDEA evaluations without provision of prior general education interventions reasonable?

WEB SITES

The following Web sites provide information that may be useful to design or improve the provision of early intervening services and, as a result, reduce the disproportionality of racial and ethnic minorities receiving special education services. Also, as reading ability and behavior improves, barriers to the education of students with disabilities in the general education classroom will also diminish. While not exhaustive, this list offers a basis for further investigation and learning.

Center on Accelerating Student Learning (CASL)

<http://kc.vanderbilt.edu/casl>

Designed to accelerate learning for students with disabilities in the early grades and thereby to provide a solid foundation for strong achievement in the intermediate grades and beyond. CASL is a five-year collaborative research effort supported by OSEP. Participating institutions are the Teachers College of Columbia University and Vanderbilt University.

Center on Instruction

<http://www.centeroninstruction.org/index.cfm>

Collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning.

Florida Center for Reading Research

<http://www.fcrr.org>

Disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/table.asp?rep=supp

Institute for the Development of Educational Achievement

<http://reading.uoregon.edu>

Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

Institute for Reading Research

http://www.smu.edu/teacher_education/irr/index.asp

Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read, children with mild to moderate mental retardation, and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

Intervention Central

www.interventioncentral.org

Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Joe Witt

www.joewitt.org

Offers evidenced-based practices for response to intervention.

National Center for Culturally Responsive Educational Systems

<http://www.nccrest.org>

Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education; targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

National Center on Student Progress Monitoring

<http://www.studentprogress.org>

Housed at the American Institutes for Research and in conjunction with researchers from Vanderbilt University, provides technical assistance to states and school districts and disseminates information about progress monitoring practices proven to work in different academic content areas (grades K-5). Also, the Center's web site contains information about various progress monitoring tools, including strengths and weaknesses.

National Dissemination Center for Children with Disabilities

<http://research.nichcy.org/>

Research-based information to guide work with children with disabilities. The center provides information on:

- disabilities in children and youth;
- programs and services for infants, children, and youth with disabilities;
- IDEA, the nation's special education law;
- No Child Left Behind, the nation's general education law; and
- research-based information on effective practices for children with disabilities

Nat'l Reading First Technical Assistance Center

www.readingfirstsupport.us/default.asp?article_id=10

National network of experts in topics critical to high quality, scientifically based reading instruction, including curriculum selection and implementation, professional development, and assessment.

Oregon Reading Center

<http://reading.uoregon.edu>

Provides information, technology, and resources to teachers, administrators, and parents on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

Positive Behavioral Interventions and Supports (PBIS)

<http://www.pbis.org/main.htm>

Provides schools with capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

Reading Rockets

<http://www.readingrockets.org>

Offers reading strategies, lessons, and activities designed to help young children learn how to read and read better; resources assist parents, teachers, and other educators in working with struggling readers who require additional help in reading fundamentals and comprehension skills development

Addressing the Needs of Students with Learning Difficulties through Response to Intervention (RtI) Strategies

www.nasdse.org/publications.cfm

The reauthorization of IDEA will provide important flexibility for states in the identification of students eligible for special education. The majority of children currently in special education are in the Specific Learning Disability (SLD) category. Many educators question the current methods currently utilized to identify and assess children for SLD. However, research is underway that will provide important insights into a strategy known as Response to Intervention (RtI). The presenters will address the definition of RtI, current research, state and local models being used and specific experiences in developing a state model. The history of the identification process for SLD and current initiatives in this area will also be addressed.

Tennessee's State Improvement Grant (SIG) Professional Development Resources for Teachers
http://sig.cls.utk.edu/resources_teacher_pd.html#tsig

Vaughn Gross Center for Reading and Language Arts www.texasreading.org

Translates research into practice for online professional development that emphasizes scientifically based reading research and instruction; is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and students receiving special education services

What Works Clearinghouse www.whatworks.ed.gov

Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).