

Case Study Example #1: Ken

Activity

Step One: Use the attached resources to answer the following questions:

1. What sources of data do you have available to determine areas of deficit? How do these measures compare?

Performance on state assessments (TCAP) for 2 years
Performance on Universal Screening (Benchmarks - both Learning Links and Easy CBM)
Terminal performance on PM measures (last 3 data points around 20thile for 2nd grade material)
All measures indicate significant deficit in math

2. What if Ken's grades had been average or better (A/B/C's). What questions would you have for the teacher? How much influence would this have in the team's determination of an area of deficit?

Grades are reflective of what type of skills, mastery? No influence due to subjective nature of assigning grades, and the possible inclusion of areas not involved w/knowledge of skill (i.e., effort, participation grades, homework completion)

3. Review Ken's PM chart. On what level and in what area did the progress monitoring occur? What does Ken's response pattern suggest?

Work on 2nd grade skills is improving and hovers around 50th percentile line; however, performance on 5th grade skill set continues to fall below 10th percentile. Response pattern suggests moving up to 3rd grade skill set.

4. Review the intervention logs and identify changes (if any) that were made in Tier III intervention to increase the effectiveness of the intervention? Were these changes necessary? What additional suggestions do you have for the team regarding type and/or intensity of the intervention?

Change in intervention was made at Week 5. Yes, it appears the change was necessary due to the lack of significant progress with previous intervention.

Additional suggestions may include alternative interventions or change in intervention provider. Others?

5. In comparing Ken's intervention logs and progress monitoring data to his parent notification letters, what do you notice? Do you agree with the team's decisions? Why or why not?

The first 2 parent notifications are sent after 4 weeks of intervention and PM data collection, while the last notice is sent at 5 weeks. Parents should be notified at 4 ½ week intervals, at a minimum.

I do not agree with the team's 2nd decision (11/01/13); student is continuing to make *limited* progress, not *some*. I think the team should reconsider the intervention strategy, the intensity of intervention or both.

6. Review the fidelity checklists. What information are you hoping to get from these documents? Is the number of checks important? If so, in what way and why?

Would like to determine the extent to which the delivery of an intervention adheres to the protocol. Fidelity documentation should include interventions used, evidence of implementation at 80% or greater, student attendance, PM results and other anecdotal information that might account for student's progress or lack thereof.

In addition to fidelity checklists, intervention logs provide evidence of interventions used, student attendance, PM results and anecdotal information.

Yes, number of fidelity checks is important. In addition to the 3 checks in Tier II (2 must be direct), Tier III requires 5 checks (3 direct and 2 a review of implementation data).

7. Calculate the percentage to which the intervention was implemented with integrity.

General Tier III Fidelity Checklists – 94% (principal) and 91.6% (psychologist)

Generic Tier III Intervention Walkthrough -- 97% (AC), 94.8 (SPED teacher), and 97.4 (intervention teacher)

8. Calculate a gap analysis for Ken using the rate of improvement (ROI) provided by the graphing tool. What recommendations do you have?

Gap analysis is always conducted on grade level- how is the student progressing towards grade level standards? Progress monitoring is done on instructional level.

Gap Analysis Worksheet

Assessment Used:	EasyCBM – 5 th
Student's current performance:	5
Student's current rate of improvement (ROI):	.12
Current benchmark expectation:	36
End of year benchmark expectation:	41
Number of weeks left in the school year:	22

Step 1: Determine Gap

$\frac{36}{\text{Current benchmark Expectation}} / \frac{5}{\text{Current performance}} = \frac{7.2}{\text{Current Gap}}$	Is Gap Significant? <input type="checkbox"/> Yes <input type="checkbox"/> No
---	---

If Gap is significant complete Step 2



Step 2: Gap Analysis

$41 - 5 = 36$ End of year benchmark Current performance Difference
--



$\frac{36}{\text{Difference}} / \frac{22}{\text{Weeks left in the year}} = \frac{1.64}{\text{Rate of Improvement Needed}}$	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
OR	
$\frac{36}{\text{Difference}} / \frac{0.12}{\text{Student's Current ROI}} = \frac{300}{\text{Number of weeks to meet goal}}$	<input type="checkbox"/> Yes <input type="checkbox"/> No

*A reasonable ROI is one which is no more than twice (2x) the ROI of typical peers

9. Using the Support Team Referral and Parent Information documents, complete the Exclusionary Factors Worksheet.

Exclusionary Factors Worksheet

This worksheet is provided as a tool to determine whether each factor can be ruled out as the primary cause of a student's lack of progress within general education instruction and/or tiered intervention.

1. Lack of Instruction in Reading, Writing, and Math		
	Student has attended school regularly (absent less than 23% of the time) Student Referral Form, page 1 Absentee rates of 16.67% for previous year and 7.69% for current year; both under the 23% guideline 100% attendance during intervention period Attended only one school	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Student has received tiered instruction and intervention in specific area of deficit Yes, documented by academic data, Student Intervention plan and Intervention logs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Limited English Proficiency		
	Is there a language other than English spoken by this student? Student Referral Form, page 2. This would also be evidenced by teacher observation/record of student speaking in English during instruction, recess, free time, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Is there a language other than English spoken in the student's home? Student Referral Form, page 2. This would be evidenced by information on the Home Language Survey in the cumulative record.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Are there specific dialectical or cultural influences that would affect the student's ability to speak or understand English? None suspected; student and his family have resided within the US in suburban area and there is no documented evidence or reason to suspect dialectical or cultural interference	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3. Intellectual Disability		
	Student's performance is equally depressed in all academic areas Student Referral Form, page 1. Student has better developed reading skills compared to math	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Student's adaptive/self-help skills appear age appropriate No concerns noted by parent or teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. Emotional Disturbance		
	Does the student exhibit behavioral/emotional difficulties that interfere with learning? Student Referral Form, pages 1 and 2; Parent Input #8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Does the student have a medical history and/or school history of emotional difficulties? Student Referral Form, pages 2 and 3; Parent Input #3, 4, 6 and 8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	If the answer to either question above is "yes", has an ecologically valid Functional Behavior Assessment (FBA) been conducted? Results of FBA: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Visual Impairment, Hearing Impairment/Deafness or Orthopedic Impairment		
	Vision has been screened and found to be within normal limits Stud Referral Form, pg. 2 Results: Right eye (near) _____ Right eye (far) _____ Parent Input #5 Left eye (near) _____ Left eye (far) _____ Vision results from nurse	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	Hearing has been screened and found to be within normal limits <i>Student Referral Form, pg. 2; Hearing results from nurse/SLP</i> Results: Right ear <u> </u> pass <u> </u> fail Left ear <u> </u> pass <u> </u> fail	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student have a history of significantly delayed motor development? <i>Student Referral Form, pg. 2; Parent Input #2 and 6</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Is there a medical diagnosis for a motor impairment that would affect the student's ability to learn or access general classroom instruction/intervention? <i>Student Referral Form, pg. 3; Parent Input #2 and 3</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Have any physical or motor impairments been observed or assessed? <i>Student Referral Form, pg. 2 and anecdotal records – possible clinic referrals for falling</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6. Environmental or Cultural Factors		
	Limited experiential background in majority based culture <i>SRF, pg. 2</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Transiency in elementary school years (at least two moves in a single school year) <i>SRF, pg. 1</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Home responsibilities interfering with learning activities <i>SRF, pg. 2; Parent Input Home/Community #5</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Residence in a depressed economic area <i>SRF, pg. 2; also consider school's Title I status</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Low family income at subsistence level <i>SRF, pg. 2; also consider free/reduced lunch inv.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Limited involvement in organizations and activities of any culture <i>Parent Input, H/C#3</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Geographic isolation <i>Consider location of school, rural?</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. Motivational Factors		
	Does the student attempt classroom assignments and/or homework? <i>SRF, pg. 2</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Are group and/or standardized achievement scores consistent with student's grades? <i>SRF, pgs. 1 and 2</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8. Situational Trauma		
	Has the student's academic performance fallen dramatically within the last 6-12 mths? <i>SRF, pg. 2; Parent Input H/C #5</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance (e.g., death of family member, divorce of parent, etc) <i>SRF, pg. 3; Parent Input H/C #5, also consider names of family listed in top section</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please explain how any indicated factors have been ruled out as the determinant factors for this student's lack of progress within general instruction and/or tiered intervention: [Review of cumulative record and parent input.](#)

10. Using the information included in the packet, complete the Referral Decision Tree.

Referral Decision Tree

(To be completed at follow-up RTI² Team meeting prior to making a Special Education Referral)

Student Name: Ken Dean Grade: 5th

Teacher: Ms. Rothchild Date of Review: 01/13/2014

<p>Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction</p> <ul style="list-style-type: none"> ✓ Intervention logs attached ✓ (5) Fidelity checks completed and attached 	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Implementation integrity has occurred with at least 80% fidelity</p>	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Student has been present for majority of intervention sessions</p>	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Tier III intervention(s) adequately addressed the student's area of need</p>	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Tier III intervention was appropriate and research-based</p> <p>Research based interventions are:</p> <ul style="list-style-type: none"> ✓ Explicit ✓ Systematic ✓ Standardized ✓ Peer reviewed ✓ Reliable/valid ✓ Able to be replicated 	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III</p> <ul style="list-style-type: none"> ✓ Progress monitoring graphs attached ✓ Parent notification letters attached 	<p>✓ Yes <input type="checkbox"/> No</p>
<p>Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions</p>	<p>✓ Yes <input type="checkbox"/> No</p>
<p>The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student's lack of response to intervention</p> <ul style="list-style-type: none"> ✓ Visual, motor, or hearing disability ✓ Emotional disturbance ✓ Cultural factors ✓ Environmental or economic factors ✓ Limited English proficiency ✓ Excessive absenteeism 	<p>✓ Yes <input type="checkbox"/> No</p>

** If the Intervention team answered, "Yes" to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to referral.

Team members involved in approving this plan with name and relationship to the student:

Academic Coach School Psychologist Principal SPED Teacher
Classroom Teacher 1 Classroom Teacher 2

11. Using the referral information packet, complete the Assessment Documentation Form to determine eligibility.

See attached ADF.