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ABSTRACT

The Pine County Model on special education delivery is based on simple, curriculum-based data. Five decisions are at the center of the model: problem selection, program selection, program operationalization, program improvement, and program certification. At each stage of the decision making process, student performance data are gathered using the student's classroom materials. In this way, all decisions have a common data base providing continuity to the student's records and clarifying student progress. Specifics for each educational decision and case examples in both academic and social behavior are included. (Author/CL)

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THE PINE COUNTY MODEL FOR SPECIAL EDUCATION DELIVERY: A DATA-BASED SYSTEM

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Abstract

The Pine County Model for special education delivery is based on simple, curriculum-based data. At each stage of the decision-making process, student performance data are gathered using the student's classroom materials. Therefore, all decisions have a common data base providing continuity to the student's records and clarifying student progress. The specifics of this model for each educational decision and case examples in both academic and social behaviors are included in this paper.

A Data-Based Special Education Delivery System:

The Pine County Model

Overview

At the center of every educational program is a series of decisions around which the delivery of service is organized. Deno and Mirkin (1977) described five such decisions: (a) problem selection, (b) program selection, (c) program operationalization, (d) program improvement, and (e) program certification. Generally, these decisions are made on the basis of data collected for individual students. Typically, the data are generated from a measurement system that includes a diverse array of instruments, including measures of ability (intelligence), achievement, perception, motor skills, and the classroom curriculum.

The first decision, problem selection, usually is based on the results of intelligence and achievement tests. Students are screened, identified, and deemed eligible based on their performance on commercial tests. Quite often, the data generated during this phase are thought to be pertinent for the next decision, program selection. For example, Thurlow and Ysseldyke (1982) found that 84% of the psychologists they surveyed thought that intelligence test data (WISC-R) would be useful for instructional planning. However, only 30% of the teachers surveyed responded in a similar manner.

Another series of measurements involving the use of diagnostic and/or criterion-referenced tests are conducted during the second phase. The data generated are used in a prescriptive manner to develop an appropriate educational program. This same data source also may lend itself eventually to some type of outcome evaluation,

the last decision described by Deno and Mirkin (1977). In addition, achievement tests often are readministered to provide outcome data. To date, little concern has been expressed (in practice) with the decisions related to program operationalization and program improvement. The result is a three-decision matrix that focuses on an explication of the problem, the plan, and the outcome.

Although this system is rife with problems, two problems are extremely critical. The first problem arises from the use of different data bases across the three decisions. The independence of the data bases across the various decisions results in the content validity problems noted by Jenkins and Pany (1978) and by Armbruster, Stevens, and Rosenshine (1977). The second problem deals with the almost complete absence of any type of formative evaluation concurrent with the delivery of instruction. As Deno and Mirkin (1982) noted, both procedural and substantive compliance with PL 94-142 requires the on-going evaluation of educational programs in the least restrictiye alternative. The measurement programs intact in most educational systems simply are not adequate to resolve these two issues.

The development of an alternative measurement system should, therefore, provide a common data base across the various decisions. The problem of continuity of the data base would be solved and the effects of various decisions would then relate to each other. At the same time, such a data system should have other characteristics, including reliability, validity, and sensitivity to change. Finally, logistical considerations (ease and length of administration, cost, alternate forms, etc.) would have a strong impact on the

implementation of the measurement system (Deno, Mirkin, Chiang, & Lowry, 1980). Through a series of validation studies, Deno, Mirkin, and associates have developed a measurement system that includes measuring and scoring the following behaviors:

Academic Areas

Reading - one minute reading aloud from randomly selected passages from the basal curriculum and/or one minute reading aloud from a list of vocabulary words selected at random from the basal curriculum: Number of words read correct and incorrect (Deno, Mirkin, Chiang, & Lowry, 1980)

Spelling - two minute spelling samples using dictation of a random selection of words from the basal spelling curriculum: Number of words or letter sequences spelled correct and incorrect (Deno, Mirkin, Lowry, & Kuehnle, 1980)

Written Expression - three minute writing sample in response to story starters or topic sentences: Number of words or letters written or the number of words spelled correct (Deno, Mirkin, & Marston, 1980)

Math - two minute samples of computation problems appearing in the basal text, one for each function (addition, subtraction, multiplication, and division): Number of digits computed correct and incorrect (Tindal, Germann, & Deno, in preparation)

Social Behavior

Noise - Any sounds created by the child which distract either another student or the teacher from the business at hand. The noise may be generated vocally (including "talk outs" or unintelligible sounds) or nonvocally ("tapping a pencil" or "snapping fingers").

Out of place - Any movement beyond the either explicitly or implicitly defined boundaries in which the child is allowed movement. If the child is seated at his/her desk, then movement of any sort out of the seat is "out of place."

Physical contact - Any contact with another person or another person's property which is unacceptable to that person. Kicking, hitting, pushing, tearing, breaking, taking, are categorized as physical contact.

Off task - Any movement off of a prescribed activity that does not fall into one of the three previously defined categories. "Looking around," "staring into space," "doodling," or any observable movement off of the task at hand is included (Deno, 1979).

The data base for the academic and social behavior programs in the Pine County Educational Cooperative consists of these 13 scores (two in reading and spelling, and one in written expression, four scores in math and four in the social behavior area). The entire sequence of decisions, from problem selection through program certification, utilizes these data. The decision areas are organized through a series of Case Report Summary Forms, each of which will be reviewed in detail. In contrast to Deno and Mirkin's (1977) five decision areas, the Pine County Special Education System includes seven areas, adding two decisions to the initial problem selection phase (see Table 1).

Insert Table 1 about here

The remainder of this paper will focus on the seven decision areas and the forms that are used to facilitate each decision (Germann, 1980). Within each decision area, the perspective underlying the model for that decision will be presented along with case examples that describe data organization and decision making for two behaviors, academic behavior and social behavior. For each

decision, a student support team (SST) is convened to review the data, complete the forms, and make the decisions. The SST typically includes the principal, psychologist, classroom teacher, and Special Education Resource Teacher (SERT).

Problem Identification (Referral)

Perspective

As in most special education processes, the first step is identification or referral. The question addressed at this stage in the process is whether the student's performance warrants further assessment. A meeting called the Referral Review Conference is held. At this time, the SST decides whether the student should (a) receive a special education individual educational assessment, (b) not receive a special education individual educational assessment, (c) be referred to another school or nonschool service, (d) receive nonspecial education consultation, or (e) receive some other type of action.

In Pine County, as in other districts, anyone can make a referral. Teachers, parents, principals, and students all can request an educational assessment, although teachers refer most frequently. In most special education systems, a referral is based on the student's performance on screening tools, such as a standardized group-administered achievement test. Often a teacher may have some suspicions about a child's school problems, but looks to many other sources of information to validate his/her doubts about the student before making the referral. Other sources of information include adaptive behavior/social data, criterion-referenced tests, informal devices, interviews, medical and social histories, medical data, norm-

referenced tests, observation, and past records (Thurlow & Ysseldyke, 1979). If the informal diagnosis is confirmed, then a referral is made. Thus, the initiation of a referral actually hinges on the opinions of the adults in the student's environment.

In Pine County, there is no pretense about the impetus for a referral. Simply stated, if a parent, teacher, or a student determines that a student's performance is below what is expected, a referral is made. The focal point is the discrepancy between what a student does and what the adult wishes the student to accomplish. The referrer fills out a form on which the problems precipitating the referral are specified concisely and the discrepancy between student performance and expectation is described. Procedures are initiated for the appropriate special education staff to interview the teacher, parent, and student (if appropriate) to describe and identify the problems further. Priority rankings of the problems are completed and specific academic and social behaviors are measured to establish an objective basis for defining the problem(s) specified in the referral. This interview and ranking information is recorded on the Case Report Summary One-Assessment (CRS001). (See Figure 1.)

Insert Figure 1 about here

Case Example: Academic Behavior

Bill (not his real name) was a fourth grader referred by his teacher and parents. The teacher identified the problem area as reading and noted that Bill was slower than his classmates and

therefore had trouble finishing tasks such as workbooks. Bill's parents stated that prior to attending this school, Bill had been enrolled in a special class for reading. The student, himself, added that reading is hard and he cannot always remember his vowel sounds. All interested parties ranked reading as the top priority. Therefore, the area of concern is academics. Based on this information, the team decided to continue to the next step, initial assessment of academics. Therefore, a case-manager was assigned to Bill.

Case Example: Social Behavior

The main concern expressed during the initial interviews with the teacher and principal was that Sam (not his real name) was very disruptive in the classroom. Specifically, he was out of place and bothered other children. In addition, he refused to do his assignments and was off task a considerable amount of time. The parents in turn expressed concern about his "hyperactivity" and compliance problems. The out-of-place behavior consistently was prioritized as the most important problem. These concerns led the team to conduct an initial assessment in the area of social behavior.

Initial Assessment

Perspective

The issue addressed during initial assessment is how the student performs in the area of concern generated at the Referral Review Conference. The procedure is to assess the student in the area, academic or social, that was pinpointed as problematic during the referral process. In a traditional special education system, assessment would consist of extensive testing primarily using

instruments that are technically inadequate (Thurlow & Ysseldyke, 1979). In Pine County, no commercial tests are used in the assessment process. Rather, for each area of concern, direct measures of behaviors are administered. For an academic referral, the student is administered short (1-3 minute) assessments over three to five days in reading, spelling, math, and written expression. In addition, a direct observation of on-task behavior is conducted in order to assure that the academic deficiencies have not been exacerbated by off-task behavior. If a student is referred for a specific social behavior, such as out of place, a series of observations take place across the four social behaviors discussed previously.

The assessment is directed to specified areas of difficulty in the school curriculum and/or environment rather than to generalized patterns of disability. The important assumption on which the assessment is based is that it is the child's performance or progress on mainstream tasks that results in the student being viewed as successful or unsuccessful by the teacher. The child who fails to function typically on these tasks is considered by the teacher to have a problem. Assessment within the context of the mainstream curriculum consists primarily of determining the child's current level of proficiency on particular parts of the curriculum and relating the skills of the student to those of the student's classmates.

In reading, for example, the assessment focuses on the questions of in what book and on what pages in the district's basal reading series can the child currently read at an acceptable level of fluency and accuracy and what are the expectations for this child? A

successful individual program must begin by determining where the child is and how to move him/her from that point as rapidly as possible. Assessment of this type has the considerable advantage of placing the child within an instructional materials sequence and at the same time, of reducing the hiatus between assessment and remediation, which is so troublesome in special educational interventions. Also, the data base generated during assessment remains intact throughout the intervention phase.

During the assessment step, two documents are prepared. The first is called the Academic Assessment Graph (see Figure 2). As the teacher repeatedly measures the student's performance on the priority behaviors, academic or social, the student's scores are recorded on this graph. The graph also includes the median level of peer performance. An extensive sampling of normative peer performance (660 students) on each of the academic measures is obtained three times a year--in the fall (September), in the winter (January), and in the spring (May). The procedures involve first randomly sampling 20 students from each grade in four of the six school districts and 15 students from each grade in the remaining two districts. Each of the academic measures then is given, with the math and written expression measures given in a small group format (N=10) and the reading and spelling measures given individually. Finally, the median performance on the number correct is computed for each grade and district. Once a teacher has both the target student's performance and peer level performance, a discrepancy ratio can be calculated by dividing the higher rate of performance by the lower rate of performance. The

discrepancies between the referred student's behaviors and the performance of peers are recorded on Case Report Summary Two-Assessment (CRS002). (See Figure 3.) The teacher also records appropriate educational or developmental data and health data on this form.

Insert Figures 2 and 3 about here

Case Example: Academic Behavior

Academic behavior was ranked as the top priority for Bill assessment. Reading assessment consisted of Bill reading basal vocabulary word lists and basal reading passages, both of which were selected randomly from the curriculum. Bill's scores on the basal vocabulary lists were 10, 18, and 10. His median score, 10, was 3.8 times slower (38 - 10) than that of his peers, whose median score was 38 words per minute. When reading aloud from basal passages, Bill read 50, 47, 30, 32, and 60. Bill's median score of 47 was 2.6 times discrepant from his peers (121 - 47). Bill's math performance revealed that he was calculating addition, subtraction, multiplication, and division facts better than his peers. In spelling and written expression, Bill performed commensurate with peers; further, Bill's off-task behavior was not discrepant from that of his peers. Bill's Case Report Summary Two-Assessment displayed his assessment information. Appropriate educational data listed on the form indicated that Bill had received special services in his previous school. The health information revealed that Bill had no vision,

hearing, or other medical problems.

Case Example: Social Behavior

An initial assessment of Sam's social behavior was conducted over five days using a 10-second interval observation system in the classroom. The average length of the observation ranged from one-half hour to one hour. The four social behaviors were observed: noise, out of place, negative physical contact, and off task. The results of this observation indicated that Sam was significantly more out of place than his peers, in addition to being discrepant in two other behaviors, negative physical contact and off task.

Eligibility Determination

Perspective

At this point in the process, the decision is made as to whether the student is eligible for special education service. In most districts, this decision is based on the district's definitions of various handicapping conditions. The category of learning disabled (LD) may be considered if the student's assessment data indicate a large discrepancy between achievement and ability or verbal and performance abilities. The category of Educable Mentally Retarded (EMR) may be appropriate if the student's IQ score falls within the range indicated in the district's definition of EMR. However, in Pine County, eligibility for special education service does not depend on categorical definitions. The key to eligibility in Pine County is the discrepancy between the referred student's performance on the priority behaviors and the peer students' performance on those behaviors, as well as the expectations of significant others. If the referred

student is two times discrepant from peers, then he or she is eligible for special education services. Using a two times discrepant cutoff results in identifying approximately 4-6% of the school population for special education (Marston, Tindal, & Deno, 1982). This two times discrepancy cutoff is not rigid. At the Eligibility Review Conference, the decision can be made that the student needs special services even if there is less than a two times discrepancy, or conversely, no special education may be recommended even though the discrepancy is greater than two times. The entire formulation fits neatly with the notion that the problem is not a condition residing within the child, but rather that the problem is the discrepancy that exists between the child's actual behavior and the behavior desired from the student.

Decisions following assessment revolve around agreement on what the problems are, how important they are, and whether the child is eligible for special education service. The decisions are based on the discrepancy data that are gathered and the priorities that are established by the persons involved (including the child, teacher(s) and parents). These decisions are recorded on Case Report Summary Three-Certification of Eligibility (CRS003). (See Figure 4.)

Insert Figure 4 about here

Case Example: Academic Behavior

When the SST met to discuss the results of Billy's assessment at the Eligibility Review Conference, they completed the Certification of

Eligibility form and reviewed the Academic Assessment Graph and Case Report Summary Two-Assessment form. The SST talked about Bill's discrepancy in reading and his adequate performance in the other academic areas. The team decided that Bill's performance in reading was significantly discrepant from his peers and that he was eligible for special service in reading. However, Bill did not need special education for any other academic or social area. The SERT then was assigned the task of writing the Individual Education Plan (IEP) in reading.

Case Example: Social Behavior

Although Sam was found to be more than two times discrepant in all three behaviors, the SST found him eligible only in the area of out of place. The frequencies of the other two behaviors were not significant enough to warrant special education service. In addition, the SST decided that the other two behaviors might also be brought under control through a program focusing on out of place. That is, hopefully, if Sam is in his seat more, he will reduce negative physical contact and increase the amount of time he is on task.

IEP Development

Perspective

Decision areas four and five relate to IEP development. Decision four is the development of the long-range goals (LRGs) and the short-term objectives (STOs). Decision five involves the specification of the instructional plan that will be implemented and the construction of the measurement system used to monitor the student's progress.

In traditional systems, IEP writing often is problematic. Goals

tend to be either too vague or too specific. Safer and Hobbs (1979) reported that 12% of the IEPs they reviewed were 11 or more pages long and detailed lengthy lists of goals that covered very minute steps on a skills hierarchy. In contrast, 21% of the IEPs indicated broad goals such as "improve student's reading ability." Both of these approaches are less than adequate, the former because it is too time consuming and does not always reflect how learning occurs (Kratochwill, 1981), and the latter because no guidelines are specified regarding the amount or rate of improvement expected. It appears that many teachers have difficulty writing behavioral objectives (Safer & Hobbs, 1979). Teachers acknowledge that IEP writing is a difficult task (Tymitz, 1981) and somewhat of a problem (McLoughlin & Kelly, 1982). This weakness is of paramount importance because the statement of the goals and objectives is the most crticial element of the IEP in determining the success of the student's education and in guiding instruction (Larsen & Poplin, 1980).

In Pine County, since a student's problem or handicap is viewed as the discrepancy between desired and actual behavior and the assessment measures this discrepancy utilizing curriculum-based stimulus materials and local norms, it is possible to establish meaningful IEP goal statements that are directed at the reduction of this discrepancy. The efficiency and effectiveness of the problem solving effort is enhanced because of the focus of the data collection process, i.e., functional discrepancies are identified and assessed as opposed to the more traditional process of identifying "test" discrepancies.

The LRG should be a useful statement of what the IEP planning team expects a student to achieve by a particular date in the school year. The form of the data-based long-range goal is always the same, with specification of the conditions, and the criteria. For each academic area, minimum criteria are established. In the conditions statement of the LRG and STO, specific guidelines are utilized for determining appropriate measurement material. For example, standards appearing in the research literature (Fuchs & Deno, 1981) or utilizing the levels of performance by peers for selecting criteria and determining measurement level are incorporated into both the LRG and STO.

The behaviors stated in the LRG and STO are standard, objective, and observable (e.g., will read aloud, will spell, will write, will stay in place, etc.). Case Report Summary Five is an example of an Individual Education Plan (CRS005). (See Figure 5.) In addition to statement of LRGs and STOs, other information is recorded. Administrative arrangements included are: the type of instruction the student will receive (direct/indirect and group/individual), the amount of special education instructional time, the days and place of instruction, and the teacher delivering instruction. Finally, the measurement procedures also are outlined on this form, including how the measurement material is organized, the frequency of measurement, the type of data to be recorded, and the person responsible for collecting, graphing, and evaluating the data.

Insert Figure 5 about here

Parents are informed of the IEP when they receive Case Report Summary Four-IEP which tells them when the plan will be put into action and when the first periodic review will be held. (See Figure 6.)

Insert Figure 6 about here

After the LRG and STO have been written, the teacher transforms this information onto a graph (see Figure 7). The graph shows the student's initial performance on the LRG and the date and performance level for attainment of the LRG. A line connecting these two points is drawn on the graph to represent the STO.

Insert Figure 7 about here

The resource teacher then develops a specific instructional plan that includes: (a) instructional procedures, (b) time spent in each activity, (c) pertinent materials, (d) arrangements, and (e) motivational strategies. (See Figure 8.) Each of the components needs to be described fully so that when a change in the instructional plan is deemed necessary, specific components of the original plan can be identified easily and altered. Making changes in a plan that is not specific makes it difficult to determine what factors contribute

to changes in performance. The rate at which goals are achieved determines whether alterations or adjustments in the student's program must be made. Evaluation during this phase is formative--intended to form or improve the program. Judgments of skill acquistion are based on pre-determined criteria for mastery and stated objectives. Data are collected frequently (at least weekly) and displayed on graphs so that the effectiveness of alternative instructional strategies can be evaluated. Within this system, teaching is viewed as the process of testing various hypotheses. The assumption is that a teacher does not know what will be an effective teaching strategy until it has been tried and evaluated. Continuous evaluation of instruction provides the teacher with feedback that allows more effective program plans to be developed and less effectives ones to be rejected.

Insert Figure 8 about here

Case Example: Academic Behavior

Based on Bill's reading aloud performance in various levels of the basal series, the SERT identified Kaleidoscope as the appropriate level for measurement. The LRG was set for 100 words per minute with 3 or fewer errors. To determine the STO, the student's initial score in Kaleidoscope, 57, was subtracted from 100 to determine the total progress needed. This score (43) was divided by the number of weeks until the annual review (36) to determine the average rate of progress needed to accomplish the goal (1.2 words increase per week). Also on Bill's IEP, the arrangements for service indicated he would receive

one hour of individual instruction in the resource room five days a week. His performance would be measured three times a week and the number of words he reads per minute would be recorded on the graph. The instructional plan and graph were completed.

Case Example: Social Behavior

An IEP was developed for Sam in the area of out of place. The conditions for improving this behavior specified the classroom environment (independent seatwork) and the criteria which were based on normative peer levels (peers are out of place approximately 10% of the time). A breakdown of this goal into short-term objectives resulted in a decrease of about 7% per week. The data to be graphed are the behaviors observed using a momentary time-sampling procedure (Sulzer-Azroff & Mayer, 1977).

Implementation Review

Perspective

Following development of an IEP, an implementation review is held at which the IEP and all supporting documents (the instructional plan and graphs) are reviewed. The result of this review is assurance that both the IEP legal documentation exists and that the IEP is being implemented in the classroom. As Deno and Mirkin (1982) noted, there is a distinction between procedural and substantive compliance with the law. For example, the law requires that each student found eligible for special education have an Individual Educational Plan, a legal document that all schools quite likely provide. Yet, in many instances, the IEP is not used to organize teachers' behavior, but remains unattended to in a folder. Although there is adherence to the

law, the critical goal of the legal mandate is being bypassed. For an IEP to become a working document that is used to organize classroom practice, it must not be relegated to folders forgotten in file cabinets. In the Pine County Educational Cooperative, this is accomplished through a review process and the continual monitoring of student progress as the data are recorded on the student's graph. For each student being served in special education, the principal meets with the resource personnel, reviews the records, and confirms compliance with the law through written documentation on the Case Summary Report Six-Principal's Implementation Review (CRS006). (See Figure 9.)

Insert Figure 9 about here

Case Example: Academic Behavior

At the Implementation Review Conference, the SST reviewed information about Bill's program. They checked the graph and talked to the SERT about the instruction. The team decided that the program was being implemented as planned.

Case Example: Social Behavior

At the implementation review, it was determined that the teacher would have to assume more responsibility in monitoring Sam's program by implementing the observation system and recording the data on graphs. Up to the time of the implementation review, an aide was conducting a systematic observation once a week and the psychologist was plotting these data on a graph. There were several components of

the program that were not being implemented, including the use of contracts to determine assignment completion, and the timing of the student during the work period, with reinforcement contingent upon an increase in the number of problems correctly completed per minute. The good behavior game was being implemented as planned.

Program Review

Perspective

The final step in the decision-making sequence involves program certification and outcome evaluation. In most special education programs, this includes an annual review only. In Pine County, however, the student's program is reviewed on several occasions. The periodic and annual reviews are scheduled regularly at the midpoint and end of the school year, respectively, for every student. In addition, whenever a student's progress and improvement is sufficient to warrant a termination review, a reassessment is conducted and the data reviewed at that time. A follow-up review, conducted one year after termination from special education, determines the effects of such termination. (See Figure 10.) The entire purpose of the review system is to provide an evaluation of the effects of the education program and maintain opportunities for changing the level of service to the least restrictive environment.

Insert Figure 10 about here

Case Example: Academic Behavior

Bill was reassessed in reading a basal passage and the current

discrepancy between his performance and the performance of his peers was calculated. His discrepancy had decreased from 2.6 to 1.4. Therefore, the rate of progress was judged as satisfactory and the team decided that the program should be continued.

Case Example: Social Behavior

Sam has not yet been involved in the program review phase. However, when the program review does take place, the team will review the data collected routinely by the teacher to determine the success of the program. If the program is judged to be successful it will be maintained. Substantial changes will be made if the program has not been effective.

Conclusion

The decision-making system in Pine County utilizes the framework proposed by Deno and Mirkin (1977) and provides an empirical basis for the delivery of service. Using a constant data base for decision-making provides continuity of information used throughout the process. In addition, the use of peer discrepancies allows the data to be collapsed across students, teachers, and schools for administrative purposes. As such, this measurement system offers a viable alternative to traditional data collection used in educational decisions.

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Footnote

Gerald Tindal also serves as a school psychologist in the Pine County Educational Cooperative.

Table 1

Special Education Decision Areas
And Case Report Summary (CRS) Forms

Pine County decision and areas and forms	Deno and Mirkin's (1979) decision areas
1. Problem identification - CRS001 (Referral)	Problem selection
2. Initial assessment - CRS002	Problem selection
3. Certification of eligibility - CRS003	Problem selection
4. Individual Education Plan - CRS004	Program selection
5. Individual Education Plan - CRS005	Program selection
Graph of IEP	Program improvement
Individual Instructional Plan	Program improvement
6. Principal's Implementation Review - CRS006	Program operationalization
7. Program Review - CRS007	Program Certification

Pine County Schools
Sp. Ed. Form CRS001 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY ONE-ASSESSMENT

Student | Grade | Age | Referrer

What are the problems?

Are there problems the teacher(s) identifies?

Are there problems the parent identifies?

Are there problems the administration identifies?

Are there problems the student identifies?

Are there problems others identify?

Summarize the priority rankings here:

Behaviors	Teacher(s)	Parent	Student	Other	Median or Average

Figure 1

Median Performance

Discrepency

Student_____

Grade _____

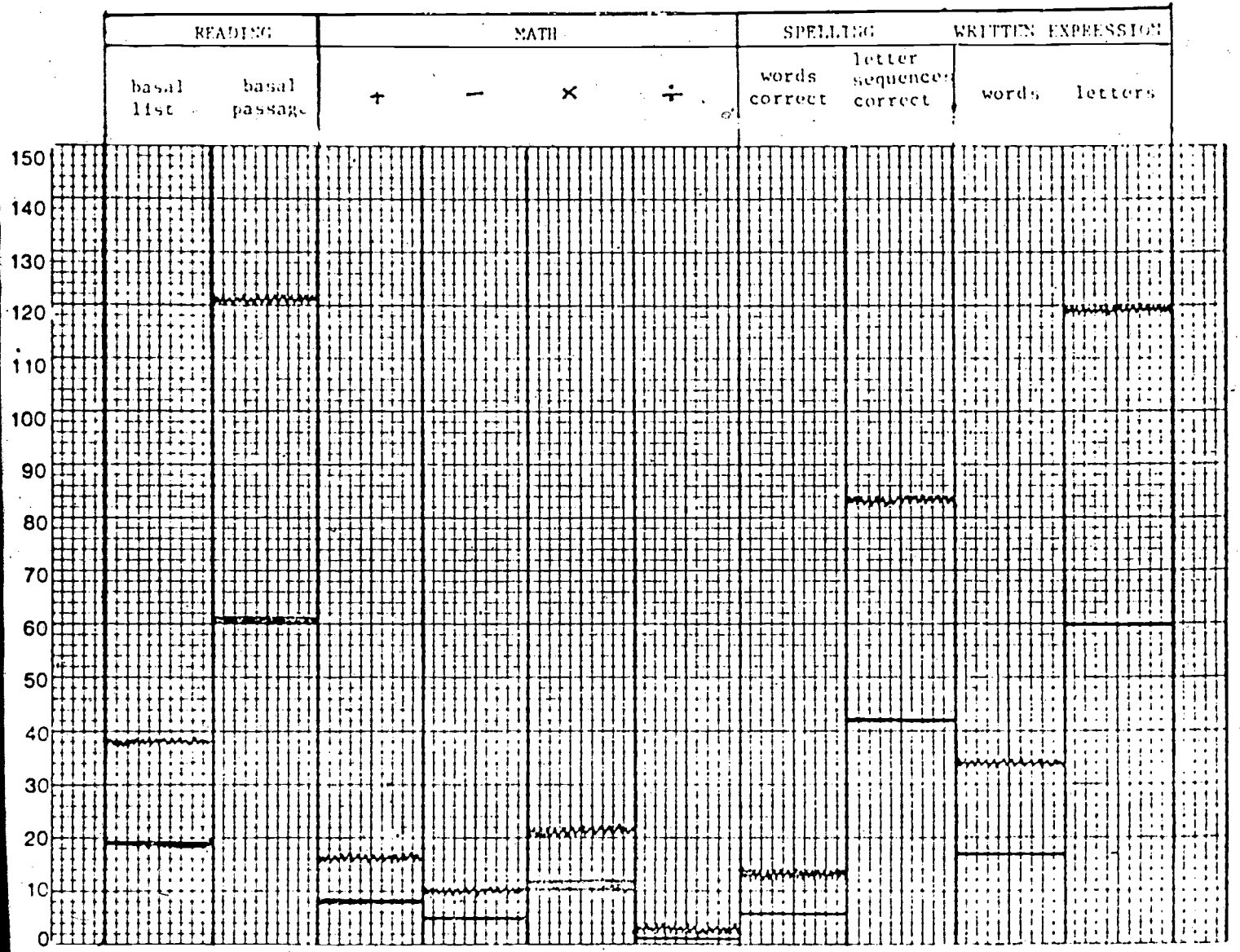

Figure 2. Academic Assessment Graph

Pine County Schools
Sp. Ed. Form CRS002 (81)

Person Completing Form	Date Completed

CASE REPORT SUMMARY TWO-ASSESSMENT

Student	Grade

Is there a discrepancy between desired and actual performance/progress?

List the priority behaviors and discrepancies here:

Academic Behaviors	Discrepancy

Social Behaviors	Discrepancy

Communication Behaviors	Discrepancy

Other Behaviors	Discrepancy

Summarize appropriate educational and/or developmental data here:

Summarize appropriate health data here:

Vision Glasses or contacts worn? Yes ____ No ____ R 20/ L 20
Hearing Hearing aids worn? Yes ____ No ____

Frequency	250	500	1000	2000	4000	8000
Right						
Left						

Figure 3

Pine County Schools
Sp. Ed. Form CRS003 (81)

Person Completing form

Date Completed

CASE REPORT SUMMARY THREE-CERTIFICATION OF ELIGIBILITY

Student

Grade

Is the student eligible for special education services?

Write a rationale for the importance of the problem here:

List behaviors requiring special education program modification here:

The below signed persons have met regarding the assessment of this student. The decision of this team is:

✓	SST Decision	Action
	Eligible*	
	Not eligible	
	Refer	
	Non Sp. Ed Consultation	
	Other	

Student Support Team

Signature	Position	Date

Figure 4

Pine County Schools
Sp. Ed. Form CRS005 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY FIVE-ANNUAL INDIVIDUAL EDUCATION PLAN [19 -19]

Student

What program plans are proposed?

List behavior for which program modifications will be developed, long range goal and short term objective here.

Behavior →

	CONDITIONS	TASK	CRITERIA
Long Range Goal			
Short Term Objective			

Indicate arrangements for services here.

Type of Instruction	Time	Days	Name of Implementor	Place
Direct Group Indirect Individual				Resource Room Classroom Other _____

How will effectiveness of the program plan be measured?

Indicate measurement procedures here:

How material is organized or setting	Frequency of measurement	What is recorded on graph

Who will collect data	Who will graph data	Who will evaluate data

Figure 5

Pine County Schools
Sp. Ed. Form CRS004 (81)

Person Completing Form	Date Completed

CASE REPORT SUMMARY FOUR-ANNUAL INDIVIDUAL EDUCATIONAL PLAN [19 -19]

Student	Date of Birth	Grade	Age	District	Telephone

This Individual Educational Plan is being proposed for this school year by a school team including the principal, classroom teacher(s) and special education resource teachers. It is the result of an assessment of your child's educational needs. Specific goal attainment is evaluated by the responsible special educator frequently. More formal program reviews take place periodically during the school year and you will be notified of the results of these reviews. Elementary students' programs are reviewed a minimum of twice this school year and secondary students' programs are reviewed at the end of each marking period. These reviews will be held in the school your child attends. At anytime you or the school requests, there may be a Program Review Conference.

The school feels that this plan changes your child's educational program only to the extent necessary to provide a successful educational program. Attached you will find one or more Case Report Summary (CRS) Five Forms. These forms indicate specific behaviors for which special education program modifications are recommended. If it is necessary to modify your child's regular education classes (health, social studies, geography, etc.) to permit successful education, you will find a CRS Five for each class requiring a special education program modification. If there is no CRS Five relating to a specific regular education class it means that the school feels that your child can be successful without a special education program modification.

Indicate changes in staffing, transportation, facilities and other educational services to permit successful education in the regular program here:

Indicate program plan starting date

Indicate anticipated duration

Estimated first periodic review date

Month	Location

Is this child's primary placement in special education?

Yes	
No	

If Yes see back of form.

Does the program plan meet the expressed needs of the student, parent and referrer?

PARENT RESPONSE

☐ I agree to the plan.
☐ I do not agree. Please contact me

Team member's names	Position

Figure 6

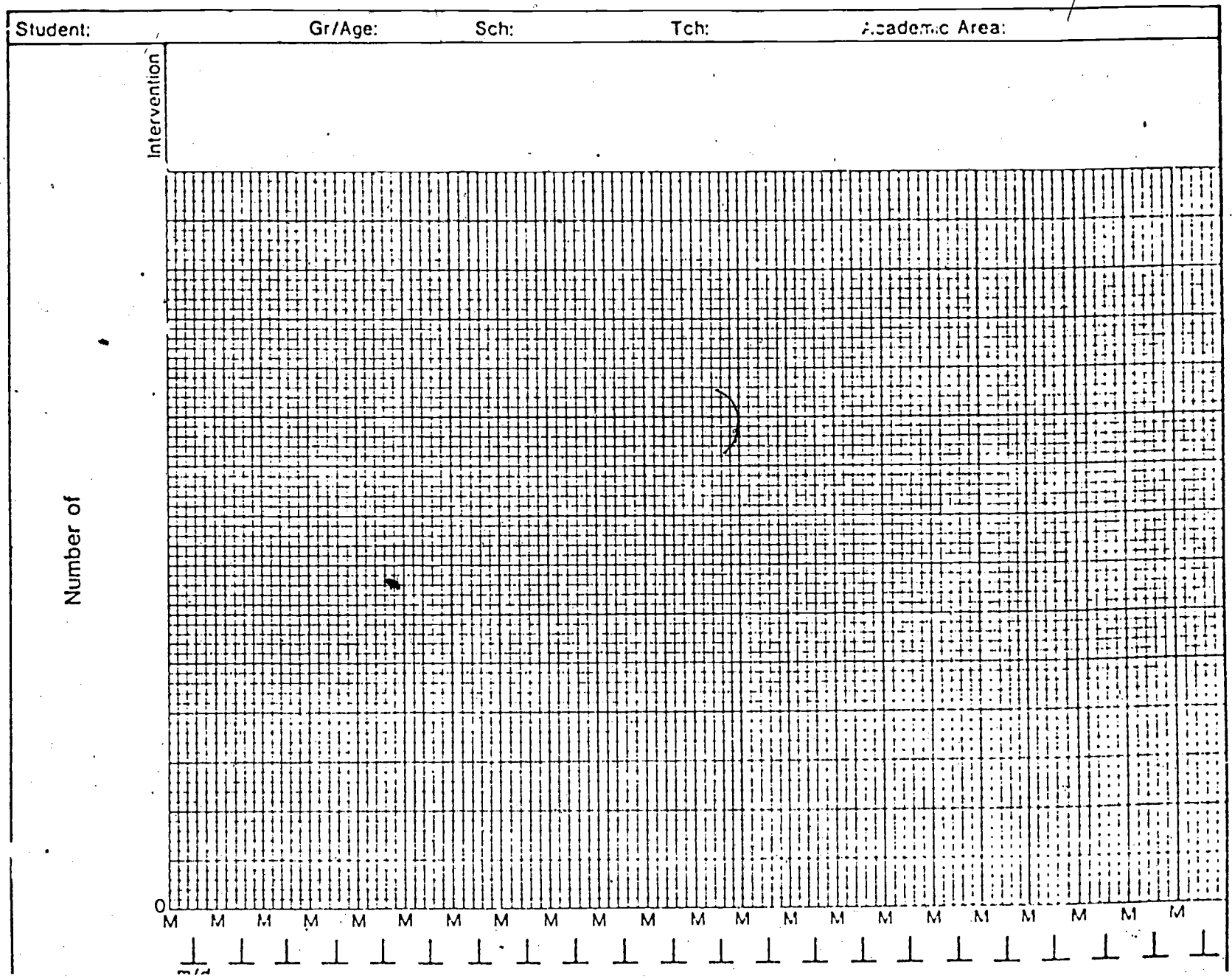
Student:
Gr/Age:
Sch:
Tch:
Academic Area:
Intervention
Number of
0
M M M M M M M M M M M M M M M M M M M M M

Figure 7

Student Name _____ IEP Goal Area _____ Time Available for Instruction _____ Location of Instruction _____

Instructional Plan

Instructional Procedures	Arrangement	Time	Materials	Motivational Strategies

Figure 8

Pine County Schools
Sp. Ed. Form CRS006 (81)

Person Completing Form

Date Completed

CASE REPORT SUMMARY SIX-PRINCIPAL'S IMPLEMENTATION REVIEW

Student

Grade

Is program being implemented as planned?

Summarize IEP implementation by checking boxes if the data is as indicated on the IEP:

Behavior	# of Graphs	Data Plotted	Type of Instruction	Time	Days	Implementor	Place

List modifications required to reduce differences between proposed plan and plan implemented here:

List SST Members present at implementation review conference here:

Name	Position

Figure 9

Pine County Schools
Sp. Ed. Form CRS[illegible]

Person Completing Form

Date Completed

CASE REPORT SUMMARY SEVEN-PROGRAM REVIEW

- [ ] This is a periodic review
- [ ] This is an annual review
- [ ] This is a termination review
- [ ] This is a follow up review

Student

Grade

Is the program as presently planned and implemented producing benefits for the student?

Summarize present program discrepancies and progress data here

Behavior	Initial Assessment Discrepancy	Present Discrepancy	Change	Rate of Progress	SST Decision	
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect
				Satisfactory Not Satisfactory	Continue Terminate	Direct Indirect

Should the program as presently planned and implemented be continued?

Summarize data review with regards to general appropriateness of present program and recommend changes toward the [illegible] of [illegible]

Team Member	Position

Estimated date of next review

NOTE TO PARENT AND/OR RESIDENT SCHOOL DISTRICT
If you wish to schedule a conference to discuss the program at this time or any time please contact:

Name   Title

Telephone   Address

Figure 10

PUBLICATIONS

Institute for Research on Learning Disabilities
University of Minnesota

The Institute is not funded for the distribution of its publications. Publications may be obtained for $3.00 per document, a fee designed to cover printing and postage costs. Only checks and money orders payable to the University of Minnesota can be accepted. All orders must be prepaid.

Requests should be directed to: Editor, IRLD, 350 Elliott Hall; 75 East River Road, University of Minnesota, Minneapolis, MN 55455.

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