

Montcalm Area Intermediate School District

Seiter Education Center and Satellite Program Request for Assistance Process

MAISD Special Education Programs



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MAISD Program Overview

The Montcalm Area Intermediate School District (MAISD) programs are structured educational classrooms that provide for the needs of students who are most impacted by their disability in our county. These programs are considered to be the most restrictive environment on the continuum of services. They are meant to be reserved for students who require extensive academic and/or behavioral support.

MAISD programs serve the needs of the students in our seven local districts and Public School Academy: Carson City -- Crystal, Central Montcalm, Greenville, Lakeview, Montabella, Tri-County, Vestaburg, and Flat River Academy. This continuum is described in the following summary of excerpt from IDEA-2004 sec. 300.114-120:

The 2004 reauthorization of the federal Individual with Disabilities Education Act (IDEA-2004) mandates that each school ensure a continuum of alternative placements is available to meet the needs of all students. To the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled. Special classes, separate schooling, or other removal of children from regular educational environments occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Our programs provide a safe and structured alternative special education setting in which time is taken to address lagging skills of the student. The overall goal is to promote skill acquisition that will allow students to successfully return to their local district. A variety of data sources are used to determine if and when the student is ready for a successful transition back to their local school district. Each student is viewed individually and planned for individually, with future goals in mind. Therefore, the length of time a student is in a program will vary from student to student.

A candidate for placement in an MAISD program must have had the opportunity to be successful in their local school environment, but have demonstrated through time and data that they do not have the skills necessary for success. Prior to consideration for placement in an MAISD program, the district is to look at a continuum of programming options. The district needs to demonstrate that they were creative in their efforts to meet student needs, have tried an array of strategies and environments, and have still been unable to create an environment of student success. By providing a continuum of opportunities, each student will receive individual educational benefits.

Part of the decision making process when considering a change of placement is the use of the MAISD Guiding Principles.

All Students (Birth-26):

- Are General Education students first and a student of their resident district
- Should be educated with nondisabled peers in their resident community to the maximum extent possible
- Can make progress within the general education curriculum that is aligned to the individual level of functioning and unique needs of the students
- Should leave public education with the highest level of independence and employability skills as possible

All practices and TEAM decisions must align with:

- Law (IDEA/MARSE)
- Research/Evidence-Based Practices
- Student Data/Outcomes

A full continuum of programs and services are necessary to:

- Program for students with disabilities based on Individual student need
- Ensure the safety and dignity of all students
- Bridge the gap to general education
- Promote independence

All Interventions must include:

- Problem-solving process
- Multi-Tiered Systems of Support (MTSS)
- Teaching and reinforcing behavioral and academic skill deficits using specially designed instruction
- Use of positive behavior interventions and universal supports
- Data which is reviewed regularly and used to drive changes
- Implementation with fidelity (due-diligence, thorough, systematic, accurate)

Partnerships between MAISD and Local School Districts are:

- Essential to effective collaboration to meet the needs of all students
- Necessary to develop and expand our skills and knowledge
- Critical to serving students with ever-increasing complex needs

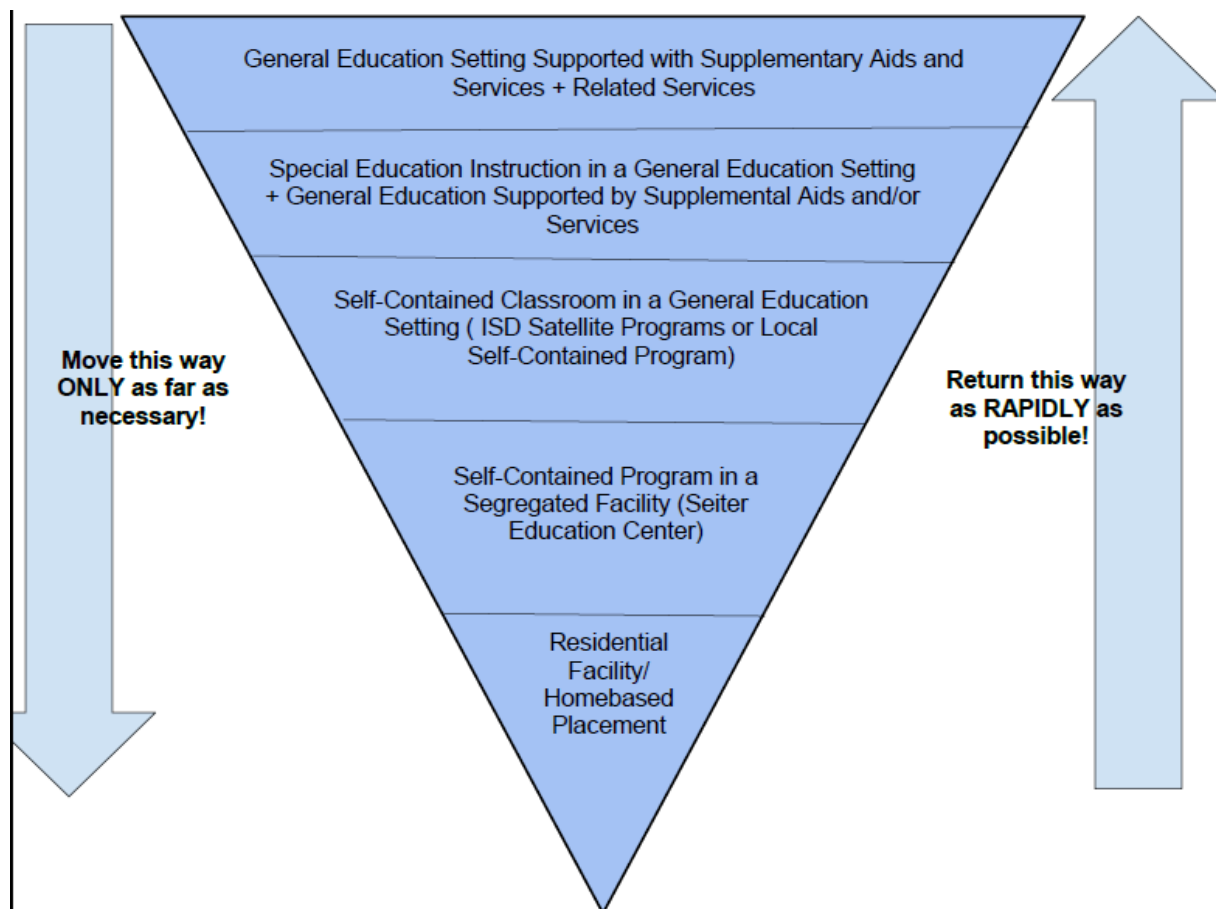
Least Restrictive Environment

FAPE in the Least Restrictive Environment is defined in IDEA as:

...To the maximum extent appropriate, children with disabilities...are educated with children who are nondisabled; and...special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [300.114(a)(2)(i)].

LRE Key Elements:

1. A continuum of placements is required to be available-which may include cooperative agreements with MAISD or between districts.
2. Consideration is made first and always to general education placement with same-age peers.
3. Placement is decided at least annually, on an individualized basis, is IEP-team driven and may need to be fluid with flexible timelines.
4. Placement is as close to a student's home/neighborhood school as possible.
5. Nature and severity of the student's disability is considered.
 - a. When *student* safety and dignity are of primary concern, teams need to explore ALL possible supplemental aids and services, including any needed training to staff.
6. Change of placement is made only after a full range of accommodations (including training/support to staff and consideration of all internal & external resources) to the general education setting and/or special education setting have been made and have not been satisfactory.
7. Change of placement may **not** be based solely on the following factors:
 - a. Need for a particular supplemental aid that may typically be part of a particular placement
 - b. A need for modifications to general curriculum
 - c. Based on a specific disability category
8. Placement decisions should be made with consideration where the student's goals and objectives can best be met.



What Programs Does MAISD Offer?

Autism Spectrum Disorder

The MAISD provides categorical classrooms for students with Autism Spectrum Disorder; satellite programs that are located within the Greenville Public School District and Central Montcalm Public Schools and at the Seiter Education Center. Students are placed in more restrictive programs based on IEP team decisions, with the goal to return to their local school district or a less restrictive setting (e.g. from Seiter Education Center to an ISD Satellite Program).

Emotional Impairment

The MAISD provides categorical programs for students with Emotional Impairments. Satellite programs are housed within Central Montcalm Public Schools and at the Seiter Educational Center. The goal of the programs is to provide a structured educational setting in which students experiencing severe emotional and behavioral

challenges develop the pro-social skills necessary to increase time in the general education setting and to help students be successful in school and beyond.

Deaf and Hard of Hearing

The Montcalm Area Intermediate School District offers programming to support students who have significant hearing impairments. Classrooms for the Deaf/Hard-of-Hearing (D/HH), are located within the Central Montcalm Public School District. Students in the D/HH classrooms have the opportunity to receive small group instruction and support from highly-trained teachers throughout the school day, while also participating in the general education setting for many of their academic subjects.

The D/HH classrooms use a variety of communication methods to assist students in accessing information. Language development remains the primary focus of the MAISD D/HH classrooms. Other outcome areas include: basic academic skills, primary communication mode, specialized alternative communication strategies and devices, productivity, and personal/interpersonal skills.

Moderate Cognitive Impairment

MAISD operates programs for students K-12, identified with Moderate Cognitive Impairments. All programs are located within the Greenville Public Schools as a satellite program. The emphasis is to help students become as independent as possible and gain functional life skills.

Severe Cognitive Impairment

The goal of MAISD programs for students with Severe Cognitive Impairments is to help students become as independent and productive as possible. The MAISD houses these classrooms at Seiter Education Center.

Transition Center

The Transition Center Program, located in downtown Stanton, is designed to help provide training for adult crew members (aged 18-26) who are not yet ready to meet the demands of adult living but have completed four or five years of high school in a special education program. These students receive a Certificate of Completion once they exit the Transition Program. Students focus on four important skills: employability, self-advocacy, daily living and communication.

Request for Assistance Process

For a special education student who is **demonstrating significant behavioral or academic challenges** within their local school district for a period of time, the special education director/coordinator will reach out to the MAISD program supervisor to begin the Request for Assistance Process.

*****Please begin this process early. It is important that all members come to the table ready to problem solve how to support the student within the general education setting.*****

The table below outlines the specific programs, purpose of the program and paperwork that should be shared with the special education supervisor to begin the request for assistance process.

<u>Program</u>	<u>Purpose of Program</u>	<u>Student exhibit....</u>	<u>Paperwork Needed to Begin Process</u>
Programs for students with Emotional Impairments Program Supervisor: Kristen Larson	<p>-Designed for students who are experiencing <i>significant</i> disruptions in the educational environment that interferes with the learning of others and themselves.</p> <p>-Students who qualify for these programs should be experiencing the following behaviors over an extended period of time</p>	<p><i>Physical aggression that is a danger to themselves and/or others</i></p> <p><i>Significant disruptions and verbal outbursts across all academic settings</i></p> <p><i>Students in which the local school district has exhausted all options to keep the student and others safe</i></p>	<p>-Completion of the Request for Assistance Form</p> <p>-Current Functional Behavior Assessment (within a year)***</p> <p>-3 most recent positive behavior support plans ***</p> <p>-Data collected on the target behavior(s)</p> <p>-Current Schedule (Designate special education time)</p> <p>*** See MAISD FBA/PBSP guidance for support in completing the plans</p>

<p>Programs for Students with Autism Spectrum Disorder</p> <p>Program Supervisor:</p> <p>Keriann Poquette-Satellite Programs</p> <p>Kristen Larson-Seiter Education Center</p>	<p>Designed for students who experience significant deficits in the areas of socialization, independence, and engagement.</p> <p>-Data collection in the areas of socialization, independence, and engagement will be used to determine how the student is currently accessing their general education setting and their accommodations to the environment.</p> <p>-The student's current learning environment is so impacted that access to peers and the curriculum from their home school is less impactful.</p>	<p><i>Physical aggression that is a danger to themselves and/or others</i></p> <p><i>Significant disruptions and verbal outbursts across all academic settings</i></p> <p><i>Students in which the local school district has exhausted all options to keep the student and others safe</i></p> <p><i>Student requires support with functional and daily living skills.</i></p> <p><i>Student requires modifications across all settings in order to access general education</i></p>	<p>-Request for Student Assistance</p> <p>-Current FBA (Less than one-year-old)</p> <p>-MAISD ASD Student Reporting Form</p> <p>- Completion and accommodations around the CETA</p> <p><u>For ECSE students -</u></p> <p>-MAISD ASD Student Reporting Form</p> <p>-Young children with ASD Priority Checklist</p> <p>-EPAT</p>
<p>Programs for Students who are Deaf and Hard of Hearing</p> <p>Program Supervisor:</p> <p>Teresa Boyer</p>	<p>- Designed for students who have a diagnosed hearing loss and needs intense support on Language development</p> <p>-D/HH classrooms use a variety of communication methods to assist</p>	<p><i>The student has a mild to profound, permanent or fluctuating, hearing loss in one or both ears that is documented in a current written report from a clinical audiologist.</i></p> <p><i>The hearing loss affects the student's</i></p>	<p>- Student Inventory Sheet</p> <p>-Student Checklist</p> <p>-Student audiological reports (audiogram and ENT report).</p>

	<p>students in accessing information.</p> <p>-Other outcome areas include basic academic skills, use of hearing, primary communication mode, specialized alternative communication strategies and devices, productivity, and personal/interpersonal skills.</p>	<p><i>educational performance.</i></p>	
<p>Programs for Students with Cognitive Impairments</p> <p>Program Supervisor:</p> <p>Keriann Poquette-Satellite Programs</p> <p>Kristen Larson-Seiter Education Center</p>	<p>Designed for students who require intensive support in both functional academics and daily living skills.</p> <p>Students receive instruction using an alternative curriculum, focusing on functional skills.</p> <p>MoCI programs stress the development of functional skill acquisition, and as such, are designed to strengthen the educational, social and self-help skills of students.</p>	<p><i>-Students who are significantly behind peers academically, and functionally due to a cognitive impairment and are unable to access curriculum within the local school district.</i></p> <p><i>-Students with a Moderate Cognitive Impairment typically have a Cognitive Score 40-55, are on a certificate of completion track and adaptive scale scores of 55 or below.</i></p> <p><i>-Students with a Severe Cognitive Impairment typically have a Cognitive Score below 40, are on a certificate of completion track and adaptive scale</i></p>	<p>-Request for Student Assistance Form</p> <p>-Student Inventory Form</p> <p>-Current FBA if student has behavior concerns (Less than one-year-old) and Behavior Plan or 5 Point Scale</p> <p>-Updated MET (within 3 years) with Cognitive Assessment and Adaptive Scores</p>

		<p>scores of 40 or below.</p> <p>-Students with a Cognitive impairment take the Mi-Access Test. Students who have a Moderate Cognitive Impairment typically take Supported Independence and Students with a Severe Cognitive Impairment take Participation.</p>	
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Students with disabilities should not be excluded from general education unless the nature or severity of their disability is such that education in general education with the use of supplementary aids and services cannot be achieved satisfactorily (e.g. the student cannot make adequate progress on their IEP goals and objectives and / or cannot make more than minimal progress in the curriculum (the educational benefit standard)).

Request for Assistance Process

Considerations:

A. Student is enrolled in the LEA and receiving special education support and services for no less than 50% of their day. (Reason: When moving to a substantially more restrictive setting, the local district must first provide the student with the maximum support available for special education in regards to the LRE continuum)

B. If behavioral issues are the primary concern, specific behaviors and incidents have been documented through the BIP process over an extended period of time (at least 90 days)

C. Meets the criteria as listed above for a student with a moderate cognitive impairment/severe cognitive impairment or who has a documented hearing loss

Step 1:

The request for assistance begins when the special education coordinator/director sends the request for assistance paperwork to the special education supervisor.

Within 30 school days of receiving the request for assistance packet, the program supervisor will schedule the following:

- Observation
- Schedule a staffing with LEA staff

Observation:

MAISD staff will co-observe the student in a variety of settings with a member of the student's IEP team and provide a summary of observations to the LEA team. Summary will include a detailed reflection and data collected on the observation form.

Staffing:

A staffing will be held with the student's LEA IEP team and MAISD staff. The purpose of the staffing is for all staff to gain a better understanding of the student and collaborate to support the student in the least restrictive environment.

The staffing could include the following:

- a. Review observations from MAISD program staff
- b. Use data to review interventions tried and the result of the interventions
- c. Complete tools as appropriate to guide a student centered conversation
- d. Update Behavior Intervention Plan and determine the data to be collected to determine if intervention is successful (if appropriate)
- e. Other documents as needed

The team will determine a date for a follow up meeting to review the updated plan created for the student. This meeting will be scheduled at minimum 4 weeks from the staffing.

Step 2:

The team will meet for a follow up staffing. The purpose of the meeting will be to review data collected on interventions tried

If interventions have shown minimal success, the plan will be revised as needed and a follow up meeting scheduled as necessary.

If a more restrictive setting continues to be in question, the team will complete and discuss strengths, limitations and placement conversation sheet

A visit will be scheduled with the LEA team and parents to visit the program if appropriate.

Step 3:

If data does not support that interventions have been successful, an IEP will be scheduled at a mutually agreed upon time.

At the IEP:

- a. LEA will facilitate the IEP meeting and bring draft IEP to meeting
- b. Data will determine goals, programs, services, accommodations and modifications to support the student in the least restrictive environment

If at the IEP, the team determines that a change of placement is appropriate:

1. LEA should complete Medicaid if necessary
2. LEA will finalize IEP once MAISD program supervisor reviews
3. MAISD administrative assistant will transfer student to MAISD program and request records from LEA
5. Transportation will be set up by MAISD program supervisor (transportation will begin at minimum 3 days after the completion of the IEP)
6. Parents will complete enrollment paperwork

Previous Enrollment Steps and Considerations:

1. Intake with local school district (complete LEA process for new student)
 - a. Verify residence
 - b. Copy of IEP/MET
 - c. Obtain signed records release
 - d. Request Birth Certificate/Immunization
 - e. LEA Special Education Coordinator reviews IEP and contacts previous school and parents if additional information is needed
2. LEA Special Education Coordinator contacts MAISD program supervisor to discuss new student. LEA coordinator completes a transfer of disability within MiPSE and with their offer of FAPE.
3. Once the transfer of disability is completed, MAISD program supervisor will contact parents to schedule a visit and to complete enrollment paperwork for MAISD programming

****Note:** It is important for the coordinator/director for the LEA to contact the student's previous school district to better understand the program that the student was previously in. A program in one county is not necessarily the same in another county.

MAISD Program Supervisors

Kristen Larson
Seiter Education Center Principal
Programs for Students with Emotional Impairments
616-225-4826
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Keriann Poquette
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Request for Assistance

Programs for Students with Emotional Impairments

Coordinator/Director will send completed paperwork to Kristen Larson
klarson@maisd.com

Montcalm Area Intermediate School District

Request for Student Assistance

Please include this page and all supporting documents to MAISD program supervisor.

Date Sent:	Date Received:
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Student Name:	
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Resident District:	Grade:
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Special Education Eligibility:	Date of Birth:
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Request for Assistance for Programs for Students with:

Austim

Deaf and Hard of Hearing

Emotional Impairments

Moderate Cognitive Impairment

Early Childhood Special Education

Other: _____

Special Education Supports and Services: *Example: From October 2018 to January 2019: 50% Day General Education, 50% Day RR/SLP 2x per week, OT 1x per week, SSW 1x per week February 2019: Changed to 20% Day General Education, 80% Day RR/SLP 2x per week, OT 2x per week, SSW 1x per week .*

Academic Concerns: _____ YES _____ NO

List research-based interventions and specially designed instruction that has been implemented and the student's response.

Behavioral Concerns: _____ YES _____ NO

Please attach a copy of the student's FBA, BIP and Behavior Escalation Plan. Include data outlining research-based interventions tried and the student's response.

A Teacher Consultant and/or Psychologist has been involved in adapting and modifying the general education classroom, and current special education classroom, programs and services.

Yes No

Comments:

Medical Concerns YES NO

Please attach a copy of the student's health care plan.

Is the student participating in special education services at least 50% of the time.

YES NO

What evidence/data supports why placement in the general education setting is projected to be unsatisfactory?

Please identify the course of study the student is currently completing:

High School Diploma Certificate of Completion

Yes, Parent is aware team is requesting assistance and is possibly looking at a more restrictive educational environment.

My signature below indicates that I have reviewed the following enclosures in the referral packet and agree to a referral to a MAISD Program.

Case Manager

Building Administrator

Special Education Supervisor/Date

Possible Paperwork to be Completed at Staffing
Programs for Students with Emotional Impairments

****The following tools are available to guide conversations at staffing****

Emotional Impairment Rating Scale

Student Name: _____ Date: _____

Individuals Completing the Form: _____

5= More than once a day, 4= More than once a week 3= More than once a month 2= One time 1= Has not occurred

1. Inability to Build or Maintain Satisfactory Interpersonal Relationships within the School Environment

Behavior	Scale	Safety Concern	Length of Time Behavior Has Impacted Student	Other Comments
A. Student does not relate to others in an appropriate manner.	5 4 3 2 1	YES/NO		
B. Student's lacks interpersonal relationships with peers and adults within the school environment over an extended period of time	5 4 3 2 1	YES/NO		
C. Student has an inability/difficulty learning social skills vs. unwilling/ not yet taught	5 4 3 2 1	YES/NO		
D. Student acts verbally or physically aggressive towards other students and/or adults	5 4 3 2 1	YES/NO		
E. Student withdraws and isolates physically and/or verbally from others	5 4 3 2 1	YES/NO		
F. Student demonstrates a fear of peers, teachers and/or adults	5 4 3 2 1	YES/NO		
G. Student has limited to no friends within school and/or community setting	5 4 3 2 1	YES/NO		

2. Inappropriate Types of Behaviors or Feelings Under Normal Circumstances

A. Student's behaviors are psychotic or extremely atypical with no observable reason	5 4 3 2 1	YES/NO		
B. Student's behaviors are harmful	5 4 3 2 1	YES/NO		
C. Student's behaviors are NOT misconduct or choosing not to comply	5 4 3 2 1	YES/NO		
D. Student over-reacts to everyday occurrences (rage, excessive laughter, hysterics)	5 4 3 2 1	YES/NO		
E. Student exhibits catastrophic or panic reactions to everyday occurrences	5 4 3 2 1	YES/NO		
F. Student demonstrates a flat, distorted or excessive affect	5 4 3 2 1	YES/NO		
G. Student exhibits self-abusive behaviors	5 4 3 2 1	YES/NO		
H. Student exhibits delusions and/or hallucinations (auditory or visual) or thought disorder	5 4 3 2 1	YES/NO		
I. Student demonstrates extreme mood swings	5 4 3 2 1	YES/NO		
J. Student exhibits inappropriate sexually related behaviors	5 4 3 2 1	YES/NO		
K. Student exhibits compulsive, persistent, recurrent or intrusive behaviors	5 4 3 2 1	YES/NO		
L. Student has thoughts and or/emotions that are unpredictable, can go from one extreme to another in which the student has no control	5 4 3 2 1	YES/NO		

	5= More than once a day,	4= More than once a week	3= More than once a month	2= One time	1= Has not occurred
Behavior	Scale	Safety Concern	Length of Time Behavior Has Impacted Student	Other Comments	
3. General Pervasive Mood of Unhappiness or Depression					
A. Student isolates self when not appropriate	5 4 3 2 1	YES/NO			
B. Student expresses feelings of worthlessness, helplessness, ineffectiveness or excessive guilt	5 4 3 2 1	YES/NO			
C. Student displays extreme anger or frustration despite efforts to control anger	5 4 3 2 1	YES/NO			
D. Student expresses feelings of extreme sadness or suicidal ideation	5 4 3 2 1	YES/NO			
E. Student demonstrates a loss of interest in new/familiar activities	5 4 3 2 1	YES/NO			
F. Student shows a decline in academic performance	5 4 3 2 1	YES/NO			
G. Student assumes failure or refuses to attempt tasks	5 4 3 2 1	YES/NO			
H. Student reports or exhibits on-going unsubstantiated medical problems	5 4 3 2 1	YES/NO			
I. Student demonstrates psychomotor agitation or lethargy	5 4 3 2 1	YES/NO			
J. Student experiences difficulty attending, thinking or concentrating	5 4 3 2 1	YES/NO			
K. Student demonstrates overly perfectionistic tendencies	5 4 3 2 1	YES/NO			
4. Tendency to Develop Physical Symptoms or Fears Associated with Personal or School Problems					
A. Student experiences persistent refusal to go to school based on underlying anxiety	5 4 3 2 1	YES/NO			
B. Student exhibits facial tics, twitching, rocking and head banging	5 4 3 2 1	YES/NO			
C. Student exhibits somatic complaints (i. e. headaches, stomach aches, racing hearts, diarrhea)	5 4 3 2 1	YES/NO			
D. Student has persistent and/or irrational avoidance of a specific person, object or situation	5 4 3 2 1	YES/NO			
E. Student has intense, disabling anxiety, often reaching panic proportions when a person, object or situation is approached	5 4 3 2 1	YES/NO			

Additional Comments As Necessary:

Quality Program Indicators for Students with Emotional and/or Behavioral Difficulties

Team Members: _____ Date/Time: _____
 District / Building: _____ Teacher / Grade: _____

Quality Program Indicator #1: Environmental Management <i>Systematic use of resources, physical factors and organizational and communication schema to structure students' total environment for the purpose of providing necessary support and control</i>	Current Status/Progress <i>(5=In Place, 3=Partially in Place, 1=Not in Place)</i>					Student's Intervention Response <i>(5=High, 1=None)</i>				
1. Predictable class routines and schedules.	5	4	3	2	1	5	4	3	2	1
2. Transitions are accomplished smoothly and efficiently.	5	4	3	2	1	5	4	3	2	1
3. Exemplars of good student work are displayed within the classroom.	5	4	3	2	1	5	4	3	2	1
4. Visual cues for good practice of procedures are displayed in the room. An organizational system is evident for making assignments.	5	4	3	2	1	5	4	3	2	1
5. Personnel are available to maintain group instruction, provide emotional support, and behavioral management to individuals as needed without interference of group or class instruction.	5	4	3	2	1	5	4	3	2	1
6. Variety of materials representing a range of ability levels have been selected for content subjects, basic skills and affective purposes.	5	4	3	2	1	5	4	3	2	1
7. Physical space is free from distracting stimuli.	5	4	3	2	1	5	4	3	2	1
8. Students can remove themselves to a private space for regrouping.	5	4	3	2	1	5	4	3	2	1
9. There is a physical space where student can be contained for their own or other's safety.	5	4	3	2	1	5	4	3	2	1
10. Seating is arranged preferentially for proximity control.	5	4	3	2	1	5	4	3	2	1
11. The teacher has easy visual access to students in the classroom at all times.	5	4	3	2	1	5	4	3	2	1

12. The teacher is physically accessible to the students.	5	4	3	2	1	5	4	3	2	1
13. Interactions between the student and teacher are genuine.	5	4	3	2	1	5	4	3	2	1
14. Students feel free to seek the teacher for support and problem solving at nonscheduled time.	5	4	3	2	1	5	4	3	2	1
15. Humor is used effectively to maintain perspective and create a safe, emotional climate.	5	4	3	2	1	5	4	3	2	1
16. A person who has expertise in the child's area of need has planning responsibilities and ongoing contact with the school.	5	4	3	2	1	5	4	3	2	1
17. Schedules are arranged to structure students for success.	5	4	3	2	1	5	4	3	2	1
18. Effective communication systems to exist between special and regular education staff to facilitate support for the student.	5	4	3	2	1	5	4	3	2	1
19. Case managers advocate for students in all environments.	5	4	3	2	1	5	4	3	2	1
Quality Program Indicator #2: Behavior Management <i>Systems assist the student in obtaining and maintaining prerequisite behaviors for learning and to assume increasing responsibility for their own behavior</i>	Current Status/Progress <i>(5=In Place, 3=Partially in Place, 1=Not in Place)</i>					Student's Intervention Response <i>(5=High, 1=None)</i>				
20. Rules and expectations are explicitly taught.	5	4	3	2	1	5	4	3	2	1
21. Rules are stated positively.	5	4	3	2	1	5	4	3	2	1
22. There is a system of rewards for desired behavior.	5	4	3	2	1	5	4	3	2	1
23. Proactive and Preventive Strategies are used to prevent negative behaviors (e.g. visual prompts and supports, consistent visual schedule, seating arrangements, choice-making opportunities, first-then charts).	5	4	3	2	1	5	4	3	2	1
24. The consequences for students' behavior choices are clearly stated and consistently applied.	5	4	3	2	1	5	4	3	2	1
25. Management procedures are designed for atypical behaviors.	5	4	3	2	1	5	4	3	2	1
26. Systematic means are available to address problem behaviors that are individual to the student.	5	4	3	2	1	5	4	3	2	1

27. Students help set their own behavior goals.	5	4	3	2	1	5	4	3	2	1
28. Students are involved in monitoring their own behaviors.	5	4	3	2	1	5	4	3	2	1
29. The teacher modifies behavior plans to structure for success.	5	4	3	2	1	5	4	3	2	1
30. Teacher is aware and uses nonverbal cues.	5	4	3	2	1	5	4	3	2	1
31. The teacher uses nonverbal strategies to redirect problem behavior.	5	4	3	2	1	5	4	3	2	1
32. Problem solving strategies are used to encourage responsibility.	5	4	3	2	1	5	4	3	2	1
33. The teacher offers behavioral choices to encourage responsibility.	5	4	3	2	1	5	4	3	2	1
34. Principal's involvement is not limited to negative interactions.	5	4	3	2	1	5	4	3	2	1

Quality Program Indicator #3: Affective Education <i>Systematic instruction, the primary purpose of which is to help students acquire information, attitudes and skills that will encourage appropriate behavior and mental health</i>	Current Status/Progress <i>(5=In Place, 3=Partially in Place, 1=Not in Place)</i>					Student's Intervention Response <i>(5=High, 1=None)</i>				
35. Students are systematically provided with information and skills regarding behavior.	5	4	3	2	1	5	4	3	2	1
36. Effective education covers personal, relationship and life skills.	5	4	3	2	1	5	4	3	2	1
37. Curriculum is selected on the basis of individual students' needs (Students emotional and behavioral needs are/is used to determine content, student input is sought).	5	4	3	2	1	5	4	3	2	1
38. Good instructional practices are employed to teach effective education (Elements of good instruction are evident, skills are taught interactively with high student involvement).	5	4	3	2	1	5	4	3	2	1
39. Transference and maintenance of skills is systematically planned and taught.	5	4	3	2	1	5	4	3	2	1
Quality Program Indicator #4: Individuation and Personalization <i>Systematic assistance and support for which the primary purpose is to help the student with personalization and internalization of</i>	Current Status/Progress <i>(5=In Place, 3=Partially in Place, 1=Not in Place)</i>					Student's Intervention Response <i>(5=High, 1=None)</i>				

<i>information about alternative ways to behavior and viewing one's beliefs, oneself and the world</i>										
40. System is in place for responding to emotional crisis	5	4	3	2	1	5	4	3	2	1
41. Good teaching/counseling strategies are employed to assist student in personalizing and internalizing information (good processing strategies are evident, student is involved in the process, interaction is nonjudgmental, students' feelings are validated).	5	4	3	2	1	5	4	3	2	1
Quality Program Indicator #5: Academic <i>Systems that promote academic growth utilizing various techniques or curricula that are appropriate to the student's individual learning needs.</i>	Current Status/Progress <i>(5=In Place, 3=Partially in Place, 1=Not in Place)</i>					Student's Intervention Response <i>(5=High, 1=None)</i>				
42. Comprehensive academic curriculum is available for the student	5	4	3	2	1	5	4	3	2	1
43. Modifications/alternatives to the regular curriculum are provided when needed	5	4	3	2	1	5	4	3	2	1
44. Systems/structures accommodations are used to help maintain students in the least restrictive environment (modified schedules, co-teaching is used to increase the number of instructional approaches available to students, modified requirements are used to structure the system for student success, alternatives to regular evaluation procedures are used)	5	4	3	2	1	5	4	3	2	1
45. Effective instruction is provided (instruction is delivered in a manner that increases the potential for student success, instructional strategies are used to decrease students' frustration, different learning approaches are used)	5	4	3	2	1	5	4	3	2	1

Neel, R. S., Cessina, K. K., Borock, J., & Bechard, S. (2003, Spring). *Quality Program Indicators for Children With Emotional and Behavior Disorders. Beyond Behaviors*, 3-9.
doi:http://csp.spps.org/uploads/quality_indicators_for_ebd_programs_2.pdf

Social Emotional/Academic Teacher Questionnaire

Name: _____

School: _____

Grade: _____ Date: _____

Completed By: _____

Instructions: For each of the items below, check only if the student have a significant problem relative to typical peers in the class during the past two weeks.

<p>In the area of <u>attention</u>, this student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is easily distracted by other students or events <input type="checkbox"/> Has difficulty following instruction <input type="checkbox"/> Often does not seem to listen (pay attention) <input type="checkbox"/> Is "spacey", in own world, often daydreams 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	<p>Mild -----> Extreme</p> <p style="text-align: center;">1 2 3 4 5</p>
<p>In the area of <u>impulsiveness</u>, this student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty waiting his/her own turn <input type="checkbox"/> Often blurts out <input type="checkbox"/> Shifts excessively from one activity to another <input type="checkbox"/> Has difficulty remaining quiet <input type="checkbox"/> Often rushes through assignments 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	<p>Mild -----> Extreme</p> <p style="text-align: center;">1 2 3 4 5</p>
<p>In the area of <u>motor activity</u>, this student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty staying in seat <input type="checkbox"/> Fidgets excessively <input type="checkbox"/> Is excessively restless, always on the go <input type="checkbox"/> Is far less active than most others in class <input type="checkbox"/> Works very slowly 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	<p>Mild -----> Extreme</p> <p style="text-align: center;">1 2 3 4 5</p>
<p>In the area of <u>organizational planning</u>, this student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty organizing belongings <input type="checkbox"/> Difficulty organizing and completing class work <input type="checkbox"/> Difficulty organizing and completing homework <input type="checkbox"/> Difficulty planning short-term projects <input type="checkbox"/> Difficulty planning long-term projects 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	<p>Mild -----> Extreme</p> <p style="text-align: center;">1 2 3 4 5</p>
<p>In the area of <u>compliance</u>, this student:</p>	<p>The setting in which these behaviors occur:</p>	<p>Mild -----> Extreme</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Often loses temper <input type="checkbox"/> Often argues with adults <input type="checkbox"/> Often actively argues or refuses adult requests of rules <input type="checkbox"/> Often blames others for own mistakes <input type="checkbox"/> Is often touchy or easily annoyed by others <input type="checkbox"/> Is overly passive <input type="checkbox"/> Is excessively submissive towards others 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	1 2 3 4 5
<p>In the area of <u>mood</u>, the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worries excessively <input type="checkbox"/> Shows marked self-consciousness <input type="checkbox"/> Often needs reassurance <input type="checkbox"/> Has a marked inability to relax <input type="checkbox"/> Exhibits feelings of worthlessness or excessive guilt <input type="checkbox"/> Is easily frustrated, gives up easily <input type="checkbox"/> Often becomes angry and loses temper <input type="checkbox"/> Frequently withdrawals from others <input type="checkbox"/> Frequently gets into fights 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	Mild -----> Extreme 1 2 3 4 5
<p>In the area of <u>social interaction</u>, this student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts in an overly dominating manner towards peers <input type="checkbox"/> Gets too excitable, overwhelms classmates <input type="checkbox"/> Does not pay attention to important social cues <input type="checkbox"/> Argues with peers <input type="checkbox"/> Misperceives actions of others as being hostile <input type="checkbox"/> Teases or is overly critical of others <input type="checkbox"/> Is excessively shy or quiet <input type="checkbox"/> Is very passive and submissive <input type="checkbox"/> Withdrawals from others 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	Mild -----> Extreme 1 2 3 4 5
<p>In the area of <u>academic skills</u>, this student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty with reading <input type="checkbox"/> Difficulty with math <input type="checkbox"/> Difficulty with spelling <input type="checkbox"/> Difficulty with communicating in written language <input type="checkbox"/> Difficulty with oral communication 	<p>The setting in which these behaviors occur:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Lunchroom <input type="checkbox"/> Gymnasium <input type="checkbox"/> Other_____ 	Mild -----> Extreme 1 2 3 4 5

Request for Assistance

Programs for Students with Autism

Coordinator/Director will send completed paperwork to Keriann Pquette
kpoquette@maisd.com



Montcalm Area Intermediate School District

Request for Student Assistance

Please include this page and all supporting documents to MAISD program supervisor.

Date Sent: _____ Date Received: _____

Student Name: _____

Resident District: _____ Grade: _____

Special Education Eligibility: _____ Date of Birth: _____

Request for Assistance for Programs for Students with:

- Austim
- Deaf and Hard of Hearing
- Emotional Impairments
- Moderate Cognitive Impairment
- Early Childhood Special Education
- Other: _____

Special Education Supports and Services: Example: From October 2018 to January 2019: 50% Day General Education, 50% Day RR/SLP 2x per week, OT 1x per week, SSW 1x per week February 2019: Changed to 20% Day General Education, 80% Day RR/SLP 2x per week, OT 2x per week, SSW 1x per week .

Academic Concerns: _____ YES _____ NO

List research-based interventions and specially designed instruction that has been implemented and the student's response.

Behavioral Concerns: _____ YES _____ NO

Please attach a copy of the student's FBA, BIP and Behavior Escalation Plan. Include data outlining research-based interventions tried and the student's response.

<p>A Teacher Consultant and/or Psychologist has been involved in adapting and modifying the general education classroom, and current special education classroom, programs and services.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comments:</p>	
Medical Concerns	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>Please attach a copy of the student's health care plan.</p>	
<p>Is the student participating in special education services at least 50% of the time.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>What evidence/data supports why placement in the general education setting is projected to be unsatisfactory?</p>	
<p>Please identify the course of study the student is currently completing:</p> <p><input type="checkbox"/> High School Diploma <input type="checkbox"/> Certificate of Completion</p>	
<p><input type="checkbox"/> Yes, Parent is aware team is requesting assistance and is possibly looking at a more restrictive educational environment.</p>	

My signature below indicates that I have reviewed the following enclosures in the referral packet and agree to a referral to a MAISD Program.

Case Manager

Building Administrator

Special Education Supervisor/Date

MAISD Student with ASD Reporting Form

Name of person completing form: Email address of person completing form:		
Type of Data <input type="checkbox"/> first submission <input type="checkbox"/> Other	Date Completed:	
Student Name:	District:	
Building:	Gen Ed Teacher:	
Case Manager Name:	Date of Birth:	Grade:
USAPT completed for school building? <input type="checkbox"/> Yes <input type="checkbox"/> No CETA completed for student's classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No	Info on these tools can be found at: http://www.gvsu.edu/autismcenter/ <input type="checkbox"/> Resources	
Student Data Profile		
Educational Environment	% of time target student is currently in general education: <input type="checkbox"/> 80% or greater <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> Less than 40% <input type="checkbox"/> None, classroom in general ed building <input type="checkbox"/> None, separate facility	
Participation in State Assessment	Student participated in the standard Michigan state assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	MI-ACCESS <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Functional Independence <input type="checkbox"/> Supported Independence <input type="checkbox"/> Participation Performance level on last administration: E=Emerging; A=Attained; S=Surpassed ELA <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Math <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Science <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S Social Studies <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> S

Engagement

IEP Course of Study: Diploma Certificate
Not Transition Age

Is the general education curriculum the primary focus of instruction?
 Yes No

Frequency of extra-curricular activities (e.g. sports, clubs, dances) with non-disabled peers in the most recent school year:
 Daily Weekly Monthly 1-2 per Semester None

Participation in camps and field trips with non-disabled peers in the most recent school year:
 All offered >50% Offered <50% Offered
 None No camps / field trips available most recent year

Engagement Data Form – avg data for the past two weeks

Subject/Activity: _____ Gen ed or
 Sp ed Indiv or Group
Avg minutes engaged: 13-15 10-12 7-9
3-6 0-2

**Report data on the same subjects/activities for baseline and post data*

***If a new subject/activity or setting is added since baseline reporting, please include new baseline with post data*

Independence	<p>% of time student requires direct adult support (e.g. 1:1 paraprofessional) <input type="checkbox"/> <10% <input type="checkbox"/> 10-29% <input type="checkbox"/> 30-49% <input type="checkbox"/> 50-69% <input type="checkbox"/> 70-89% <input type="checkbox"/> >90%</p>																				
	<p>Independence Data Form – avg data for the past two weeks</p> <p>Routine 1: _____</p> <p># steps independent _____ / # steps in routine _____ = _____%</p> <p>Routine 2: _____</p> <p># steps independent _____ / # steps in routine _____ = _____%</p> <p><i>*Report data on the same routines for baseline and post data</i> <i>**If a new routine is added since baseline reporting, please include baseline with post data</i></p>																				
	<p>Is the target student supported by a peer to peer program in the building throughout the school day (beyond lunch and recess only)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>How many hours per day is target student in immediate proximity with typical peers (e.g. same classroom, playground, table at lunch) <input type="checkbox"/> all day <input type="checkbox"/> 5-6 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> 1-2 hours <input type="checkbox"/> <1 hour <input type="checkbox"/> none</p> <p>How many peers are assigned to the target student daily? <input type="checkbox"/> >14 <input type="checkbox"/> 13-14 <input type="checkbox"/> 11-12 <input type="checkbox"/> 9-10 <input type="checkbox"/> 7-8 <input type="checkbox"/> 5-6 <input type="checkbox"/> 3-4 <input type="checkbox"/> 1-2 <input type="checkbox"/> none</p>																				
Socialization	<p>Social Interaction Data– avg data for the past two weeks</p> <p>Initiations by peers to target student across settings/activities (e.g. arrival, recess, hallway): Total # Y _____ Total # N _____ Total #Y / Total observations = _____%</p> <p>Initiations by target student to peers across settings/activities (e.g. arrival, recess, hallway): Total # Y _____ Total # N _____ Total #Y / Total observations = _____%</p>																				
	<p>Does the student receive grades at this time? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List student grades in core content areas for most recent grading period:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Subject</th> <th style="width: 20%;">Grade</th> <th style="width: 30%;">Notes</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>For students receiving accommodations or differentiation, is a grading matrix being used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Subject	Grade	Notes																	
Subject	Grade	Notes																			
Academic Growth																					

<p style="text-align: center;">Behavior</p>	<p>Number of suspensions or times sent home from school for challenging behavior in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of detentions in the most recent school year: <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6</p> <p>Number of behavioral incidents (e.g. disruptions, aggression) requiring removal from the classroom in previous month? <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> <10</p> <p>Has the student had an incident report filed (i.e. injury report) in the last 30 school days? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p style="text-align: center;">LRE</p>	<p>Student goals in the general Education Setting?</p>

Classroom Environment and Teaching Assessment-Revised (CETA-R)

Date:	Start time: _____ End time: _____ Start time: _____ End time: _____ Start time: _____ End time: _____	Observation Self-Assessment
Classroom teacher:	Building:	District:
Observer:	Type of classroom: Gen Ed or Spec Ed	Other:

PURPOSE: The CETA-R is a coaching tool for classroom teams to assess the extent to which effective classroom practices are in place for students with higher support needs, including students with ASD. School teams are encouraged to use the tool as part of a collaborative process for identifying strengths and priorities for improvement. The tool is not intended as a teacher evaluation tool nor should it be the sole source of data for classroom assessment or decision-making. A combination of information including progress monitoring of IEPs, other program assessment tools, and program outcome data are recommended for a comprehensive review and goal setting.

RECOMMENDED COLLABORATIVE PROCESS FOR COMPLETION OF THE CETA-R

1. Identify a CETA-R team to complete the process. Recommended team members include:
 - a. classroom teacher
 - b. staff who provide classroom support
 - c. building, district and ISD coach(es)
 - d. building principal or other relevant administration
 - e. facilitator and note taker for the meeting
2. Hold a CETA-R team meeting prior to completing the CETA-R. Recommended agenda includes:
 - a. Establish a collaborative process
 - b. Review and discuss the CETA-R items
 - c. Establish roles and responsibilities including:
 - Classroom teacher(s) to complete the CETA-R as a self-assessment
 - Objective, qualified observer(s) conduct CETA-R observations across multiple dates and times
 - d. Establish timelines and a CETA-R review meeting date
3. Classroom teacher(s) and observer(s) complete the CETA-R and prepare their data and notes for the meeting
4. Hold the CETA-R review meeting using the CETA-R Visual Organizer to identify implementation strengths, priorities for improvement, and action steps

CODING SYSTEM:

3 = Evident: Item is clearly evident the majority of the time and is implemented with fidelity.

2 = Inconsistent: Item is evident some of the time and/or the item is not consistently implemented with fidelity.

1 = Emerging: Item is evident during a limited portion of the time and/or is in the early stages of implementation.

0 = Not Evident: Implementation of the item is not evident.

*Circle or shade a number for each item below. For subsequent observations, circle or shade the higher level number to denote progress.

Classroom Environment	3 = Evident 2 = Inconsistent 1 = Emerging 0 = Not Evident			
1. Classroom Climate is positive and respectful as demonstrated by positive staff-to-student interactions and staff-to-staff interactions. Notes:	0	1	2	3

<p>2. Classroom Space is organized and areas are visually defined to indicate the purpose and expectations.</p> <p>Notes:</p>	0	1	2	3
<p>3. Environmental Arrangement of the classroom is conducive to learning for all students (e.g., students can see instruction, distractions are minimal) and staff can freely monitor and access every student.</p> <p>Notes:</p>	0	1	2	3
<p>4. Materials, Activities, and Equipment are prepared and ready for instruction.</p> <p>Notes:</p>	0	1	2	3

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Visual and Organizational Supports	3 = Evident 2 = Inconsistent 1 = Emerging 0 = Not Evident			
<p>5. Whole Class Daily Schedule is grade appropriate, posted, and used during times of transition and regrouping so it is clear upon entry where the class is in the schedule.</p> <p>Notes:</p>	0	1	2	3
<p>6. Instructional Schedule includes a combination of interactive group instruction, small group activities, and independent tasks.</p> <p>Notes:</p>	0	1	2	3

<p>7. Individual Visual Schedules are readily available to students who need additional support, reflect students' needs, abilities, and interests, and students are supported in using them independently during times of transition and regrouping so it is always clear where they are in the schedule.</p> <p>Notes:</p>	0	1	2	3
<p>8. Transitions occur with predictable routines, signals or cues.</p> <p>Notes:</p>	0	1	2	3

<p>9. Independent Transitions are supported through the use of visual systems and strategies (e.g. visuals, peers, prompt fading).</p> <p>Notes:</p>	0	1	2	3
<p>10. Schedule Changes are addressed with as much advance notice as possible to prepare students for changes and include specific strategies to reduce distress such as change cards and updating the visual schedule.</p> <p>Notes:</p>	0	1	2	3
<p>11. Visual Supports are used to enhance understanding of verbal instructions and expectations, increase engagement, support independence in task completion, and reduce challenging behavior (e.g. task lists, mini schedules within schedules, visual timers, self-management systems).</p> <p>Notes:</p>	0	1	2	3

<p>12. Self-Management Systems are individualized and used to increase engagement and independent task completion and reduce challenging behavior.</p> <p>Notes:</p>	0	1	2	3

Positive Behavioral Interventions and Supports	3 = Evident 2 = Inconsistent 1 = Emerging 0 = Not Evident			
<p>13. Behavioral Expectations are positively-stated, clear, and posted.</p> <p>Notes:</p>	0	1	2	3

<p>14. Error Correction Procedures are used when expectations are not followed (e.g. review expectations, model the appropriate behavior, practice correct behavior).</p> <p>Notes:</p>	0	1	2	3
<p>15. Positive Feedback for expected behavior is provided at least 5 times more frequently than corrective feedback or prompting.</p> <p>Notes:</p>	0	1	2	3
<p>16. Reinforcement Systems are used for students who require additional support to increase engagement and independence in task routines and activities.</p> <p>Notes:</p>	0	1	2	3

<p>17. Choice-Making opportunities are numerous and embedded within all activities.</p> <p>Notes:</p>	0	1	2	3
<p>18. Proactive and Preventive Strategies are clearly evident to increase engagement and prevent challenging behaviors (e.g. visual schedules, visual prompts and supports, seating arrangements, choice-making opportunities, teacher proximity).</p> <p>Notes:</p>	0	1	2	3

<p>19. Break Procedures are specified and implemented consistently to assist students with self-regulation. Students are supported to independently initiate and return from break.</p> <p>Notes:</p>	0	1	2	3
<p>20. Differential Reinforcement is used in a consistent manner to reinforce expected behaviors and remove reinforcement for challenging behaviors.</p> <p>Notes:</p>	0	1	2	3
<p>21. Responses to Challenging Behavior are emotionally neutral and non-punitive, and incorporate more frequent use of visual supports than verbal interaction. Adults quickly and consistently follow a documented behavior support procedure or individual behavior plan.</p> <p>Notes:</p>	0	1	2	3

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Instruction and Academic Engagement	3 = Evident 2 = Inconsistent 1 = Emerging 0 = Not Evident			
<p>22. Access to the General Education Curriculum is an integrated component of each student's academic program.</p> <p>Notes:</p>	0	1	2	3
<p>23. Accommodations and Curriculum Differentiation are used to enhance engagement and independent task completion.</p> <p>Notes:</p>	0	1	2	3

<p>24. Clear Instructions are provided in a way that students are able to complete tasks as independently as possible (e.g., clear explanation, use of visual supports).</p> <p>Notes:</p>	0	1	2	3
<p>25. Engagement is fostered through meaningful activities using strategies to increase participation in small and large group instruction, independent work, and classroom routines (e.g. opportunities to respond, preferred interests, peer supports, mini schedules, self-management systems).</p> <p>Notes:</p>	0	1	2	3

<p>26. Active, Student Responding is integrated across subjects and assignments with high rates of opportunities to respond (OTR).</p> <p>Notes:</p>	0	1	2	3
<p>27. Efficient Use of Time focused on instruction and learning opportunities to maximize time on task and academic engagement.</p> <p>Notes:</p>	0	1	2	3
<p>28. Instructional Schedule includes a combination of interactive group instruction, small group activities, and independent tasks.</p> <p>Notes:</p>	0	1	2	3

<p>29. Classroom Activities and Materials are consistent with grade-level expectations.</p> <p>Notes:</p>	0	1	2	3
<p>30. Instructional Feedback and Support are provided to facilitate academic success, and faded systematically to promote independence.</p> <p>Notes:</p>	0	1	2	3

<p style="text-align: center;">Communication Systems & Supports</p>	<p style="text-align: center;">3 = Evident 2 = Inconsistent</p> <p style="text-align: center;">1 = Emerging 0 = Not Evident</p>			
	0	1	2	3
<p>31. Forms of Communication (e.g., visual system, sign, AAC device) are functional, individualized, and available at all times.</p> <p>Notes:</p>				
<p>32. Communicative Functions including initiations, responding, commenting, requesting, choice-making, and answering yes and no are actively modeled and supported.</p> <p>Notes:</p>				

<p>33. Communication Opportunities are fostered by creating situations and utilizing naturally occurring situations to facilitate interactions with a variety of peers and adults.</p> <p>Notes:</p>	0	1	2	3
<p>34. Unconventional Communication Attempts (e.g., yelling) are recognized as a form of communication and followed with prompts to use an individualized functional communication system.</p> <p>Notes:</p>	0	1	2	3

<p>Social Interaction and Peer to Peer Support</p>	<p>3 = Evident 2 = Inconsistent</p> <p>1 = Emerging 0 = Not Evident</p>
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<p>35. Peer Interaction opportunities are available during whole and small group instruction, independent work time, and non-instructional activities (e.g., lunchtime, hallway transition, extracurricular activities).</p> <p>Notes:</p>	0	1	2	3
<p>36. Peer Supports are classmates that model grade-level social, independence, and engagement behaviors and provide natural levels of help rather than serving as mentors or mini-helpers.</p> <p>Notes:</p>	0	1	2	3
<p>37. Meaningful Interaction with Peers is promoted by including grade-appropriate activities in the curriculum (e.g. group projects, small group tasks) and embedding preferred interests as mediums of exchange in grade-level materials and activities.</p>	0	1	2	3

Notes:				
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Adult Support and Interactions	3 = Evident 2 = Inconsistent 1 = Emerging 0 = Not Evident			
<p>38. Adult Interactions with Students are respectful and maintain the dignity of students at all times, such as talking to students directly with grade-appropriate language and tone, not talking about students with other staff in front of them, respecting students' unique interests, emphasizing successes, and correcting behavior privately.</p> <p>Notes:</p>	0	1	2	3

<p>39. Adults Focus on Student Engagement throughout the school day and avoid distractions that detract from teaching and interacting with students (e.g. irrelevant adult social conversations).</p> <p>Notes:</p>	0	1	2	3
<p>40. Adults Support Independence and Engagement across routines and activities, and communicate fair and equitable academic and behavioral expectations that are consistent with the expectations of all students in that grade-level.</p> <p>Notes:</p>	0	1	2	3

<p>41. Adult Instructions are clear and concise, and verbal language is paired with visual supports to convey essential instructional information, give directions, redirect off-task behavior, and encourage participation.</p> <p>Notes:</p>	0	1	2	3
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CETA-R Visual Organizer

Visual Organizers are used with the START Effective Teaming and Meeting Mechanics process guide. This CETA-R Visual Organizer is designed to help teams establish classroom priorities after completing the CETA-R. It can be used as a note-taking tool during the CETA-R review meeting, and visually displayed to the team through a projector, chart paper, or a whiteboard. As part of the process, team members can write strengths and priorities on post-it notes and place them in the appropriate section. The team can then cluster the items, and based on top clusters, discuss priorities and action steps for each section. The meeting should include a follow up review of progress.

Section	Items of Strength	Items of Priority	Action Steps	Follow-Up
Classroom Environment				
Visual and Organization Supports				
Positive Behavioral Interventions and Supports				

Instruction and Academic Engagement				
Communication Systems and Supports				
Social Interaction and Peer to Peer Support				
Adult Support and Interactions				



Classroom Programming for Young Children with ASD Priority Checklist		
Classroom: _____		Date: _____
Your team can evaluate performance in each of these areas, then set goals and priorities in each area with small steps to achieve the larger goal. This list is not meant to be exhaustive but will help you get started toward implementing evidence-based practices for young children with ASD.		
<i>Process/System</i>	<i>In place?</i>	<i>Priorities and Notes Specify action plan items</i>
1. Team A. Team is identified and meets B. Team uses an agenda and action plan to organize meetings C. Team uses a problem solving process	Y N Y N Y N	If not in place, set as a key priority.
2. Expectations: A. Student expectations -Developed -Posted -Taught/Reviewed	Y N Y N Y N	If not in place, set as a key priority.
3. Learning Opportunities: A. <u>At least</u> 15 group or individual responding opportunities are provided every 15 minutes for each student within each of the following activities: - play - circle time - snack - table/center/work time B. Learning opportunities are regularly provided by all classroom staff including teachers, paraprofessionals, and support staff	Y N Y N Y N Y N Y N	If “no,” start with one area to set as a priority to increase learning opportunities.
4. Schedule A. Schedule maximizes learning opportunities across activities B. Seat tasks are alternated with movement activities C. Individual schedules and/or mini schedules are provided as needed D. Staff are assigned to areas or students and clearly understand their role	Y N Y N Y N Y N	
5. Visual Supports		If “no,” identify 2-3 visual supports that you can

Request for Assistance

Programs for Students who are Deaf and/or Hard of Hearing

Coordinator/Director will send completed paperwork to Teresa Boyer
tboyer@maisd.com



Montcalm Area Intermediate School District

Request for Student Assistance

Please include this page and all supporting documents to MAISD program supervisor.

Date Sent: _____ Date Received: _____

Student Name: _____

Resident District: _____ Grade: _____

Special Education Eligibility: _____ Date of Birth: _____

Request for Assistance for Programs for Students with:

- Austim
- Deaf and Hard of Hearing
- Emotional Impairments
- Moderate Cognitive Impairment
- Early Childhood Special Education
- Other: _____

Special Education Supports and Services: Example: From October 2018 to January 2019: 50% Day General Education, 50% Day RR/SLP 2x per week, OT 1x per week, SSW 1x per week February 2019: Changed to 20% Day General Education, 80% Day RR/SLP 2x per week, OT 2x per week, SSW 1x per week .

Academic Concerns: _____ YES _____ NO

List research-based interventions and specially designed instruction that has been implemented and the student's response.

Behavioral Concerns: _____ YES _____ NO

Please attach a copy of the student's FBA, BIP and Behavior Escalation Plan. Include data outlining research-based interventions tried and the student's response.

A Teacher Consultant and/or Psychologist has been involved in adapting and modifying the general education classroom, and current special education classroom, programs and services.

Yes No

Comments:

Medical Concerns YES NO

Please attach a copy of the student's health care plan.

Is the student participating in special education services at least 50% of the time.

YES NO

What evidence/data supports why placement in the general education setting is projected to be unsatisfactory?

Please identify the course of study the student is currently completing:

High School Diploma Certificate of Completion

Yes, Parent is aware team is requesting assistance and is possibly looking at a more restrictive educational environment.

My signature below indicates that I have reviewed the following encloursers in the referral packet and agree to a referral to a MAISD Program.

Case Manager

Building Administrator

Special Education Supervisor/Date

Steps to Receiving Deaf and Hard of Hearing Supports and Services

1. School district receives a medical report indicating that a student has a documented hearing loss. Special Education Coordinator contacts and sends reports to the D/HH Teacher Consultant.

****Nancy Jerry (njerry@maisd.com)

2. Deaf and Hard of Hearing Teacher Consultant reviews request for student assistance.

3. A staffing is set up to review information as well as develop an action plan to collect necessary information to determine eligibility and/or supports and services.

4. Based on data collected above, the educational team will determine if they should conduct an evaluation for eligibility for a 504 Plan or an Individualized Education Plan. Local district would complete their district process. Deaf and Hard of Hearing Teacher Consultant is able to support and provide assistance to local district.

5. If found eligible for services based on evaluation information, **possible services to be provided by MAISD** could include:

*Deaf and Hard of Hearing Teacher Consultant consult services

*Deaf and Hard of Hearing Teacher Consultant provides direct services as determined by IEP team

*Local school district contracts with MAISD to provide student an interpreter

*Deaf and Hard of Hearing Teacher Consultant provides suggestions for supports and accommodations during the creation of a 504 plan

*Deaf and Hard of Hearing Teacher Consultant provides support and guidance with amplification systems or other accommodations (equipment to be purchased by local district)

*Student attends MAISD program for students who are Deaf and Hard of Hearing

Please send all completed documents to Deaf and Hard of Hearing Teacher Consultant

Student Name:	Date:
Resident District:	Grade:
Special Education Eligibility:	Date of Birth:

Contact Person (Name, Phone, Email):

Please send recent audiological reports, completed request for student assistance and other pertinent information to Deaf and Hard of Hearing Teacher Consultant- BSmith@maisd.com

Student Information

Primary Mode of Communication for the Student: _____

Does the student have hearing aid(s) or a cochlear implant? YES NO

Describe: _____

State reason request for student assistance is being requested: _____

Describe any additional health or developmental problems: _____

List any specialized services the student is currently receiving: _____

Student Checklist

To be completed by classroom teacher and/or others in direct contact with student in education setting. Make copies as needed.

The following may be possible indicators of concerns related to hearing loss. Please circle the number that most closely reflects your knowledge of the student's current performance.

Rating Scale

5 = Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

Not Applicable; don't know = Leave blank

- 5 4 3 2 1 Uses hearing aid(s)
- 5 4 3 2 1 Family reports ear problems or hearing loss in student
- 5 4 3 2 1 History of middle ear infections
- 5 4 3 2 1 Complains of ear pain or difficulty hearing
- 5 4 3 2 1 Cups ears or turns head towards sound source when listening
- 5 4 3 2 1 Doesn't seem to hear if not looking
- 5 4 3 2 1 Bothered by background noise/decreased attention in a noisy environment
- 5 4 3 2 1 Frequently misses directions or misunderstands what is being taught
- 5 4 3 2 1 Asks for repetition of spoken information (says "what?" or "huh?" often)
- 5 4 3 2 1 Has trouble following discussion and/or understand comments of peers
- 5 4 3 2 1 Misses jokes or intent of communication; is a "literal listener"
- 5 4 3 2 1 Says "yes" or indicated understanding when really confused or unclear
- 5 4 3 2 1 Speech problems: dropping words or sounds, mispronunciations, trouble with multisyllabic words
- 5 4 3 2 1 Forgets endings, possessives and plural/s/ in writing or speech
- 5 4 3 2 1 Speaks softer than the situation warrants
- 5 4 3 2 1 Speaks louder than the situation warrants
- 5 4 3 2 1 Difficulty with sound/symbol relationships (phonics)
- 5 4 3 2 1 Has language problems: omitting words, limited vocabulary, confused over idioms or double meanings
- 5 4 3 2 1 Makes irrelevant or "off topic" comments; remains only partially on topic; unable to maintain topic
- 5 4 3 2 1 Withdraws from large group discussions or activities
- 5 4 3 2 1 Reluctant to participate in discussions and oral activities
- 5 4 3 2 1 Relies on visual clues to follow directions or get information
- 5 4 3 2 1 Watches the face and mouth of speaker
- 5 4 3 2 1 Uses physical response, rather than language, to resolve conflict
- 5 4 3 2 1 Disruptive
- 5 4 3 2 1 Inattentive behavior
- 5 4 3 2 1 Passive (invisible child)
- 5 4 3 2 1 Daydreams
- 5 4 3 2 1 Typically befriends peers who are not highly verbal, who are more physical, or who are younger
- 5 4 3 2 1 Other: _____

Form completed by: _____ Date: _____

Relationship to student: _____ How long? _____

How do you feel hearing problems may be impacting this student? (attach additional sheets if needed) _____

Request for Assistance

Programs for Students with Moderate/Severe Cognitive Impairments

-Coordinator/Director will send completed paperwork to Keriann Poquette
kpoquette@maisd.com



Montcalm Area Intermediate School District

Request for Student Assistance

Please include this page and all supporting documents to MAISD program supervisor.

Date Sent: _____ Date Received: _____

Student Name: _____

Resident District: _____ Grade: _____

Special Education Eligibility: _____ Date of Birth: _____

Request for Assistance for Programs for Students with:

- Austim
- Deaf and Hard of Hearing
- Emotional Impairments
- Moderate Cognitive Impairment
- Early Childhood Special Education
- Other: _____

Special Education Supports and Services: Example: From October 2018 to January 2019: 50% Day General Education, 50% Day RR/SLP 2x per week, OT 1x per week, SSW 1x per week February 2019: Changed to 20% Day General Education, 80% Day RR/SLP 2x per week, OT 2x per week, SSW 1x per week .

Academic Concerns: _____ YES _____ NO

List research-based interventions and specially designed instruction that has been implemented and the student's response.

Behavioral Concerns: _____ YES _____ NO

Please attach a copy of the student's FBA, BIP and Behavior Escalation Plan. Include data outlining research-based interventions tried and the student's response.

A Teacher Consultant and/or Psychologist has been involved in adapting and modifying the general education classroom, and current special education classroom, programs and services.

Yes No

Comments:

Medical Concerns YES NO

Please attach a copy of the student's health care plan.

Is the student participating in special education services at least 50% of the time.

YES NO

What evidence/data supports why placement in the general education setting is projected to be unsatisfactory?

Please identify the course of study the student is currently completing:

High School Diploma Certificate of Completion

Yes, Parent is aware team is requesting assistance and is possibly looking at a more restrictive educational environment.

My signature below indicates that I have reviewed the following enclosures in the referral packet and agree to a referral to a MAISD Program.

Case Manager

Building Administrator

Special Education Supervisor/Date



MONTCALM AREA
INTERMEDIATE
SCHOOL DISTRICT

Student Inventory Form
Cognitive Impairment

This referral and all supporting documents should be sent to MAISD Program Supervisor

Student Name:

Date:

Resident District:

Grade:

Special Education Eligibility:

Date of Birth:

Please attach a copy of the most recent MET and evaluation report. List research-based interventions.

Members of the team and title completing the Student Inventory Form

Summary of recent evaluations:

Assessment Area	Assessment	Date	Results
Cognitive/Developmental			
Adaptive			
Achievement/Readiness			
Communication			

Course of Study had been discussed with parents Yes No

Student Level of Essential Elements Level 1 Level 2 Level 3

Mi Access Level (actual ____ projected ____)

____ Participation ____ Supported Independence ____ Functional Independence

Date of last assessment and Scores:

Functional/Pre-Academic/Academic

- _____ Can get dressed independently
- _____ Walks independently
- _____ Uses the toilet independently
- _____ Can brush own hair/teeth
- _____ Can clean up after playing, eating etc.
- _____ Can sit (floor/chair) independently
- _____ Can hold a writing utensil independently
- _____ Can play independently
- _____ Can identify #'s up to 20
- _____ Can count to 20
- _____ Can print own name
- _____ Can print letters/words
- _____ Can trace
- _____ Uses proper pincer grasp when picking up objects
- _____ Can feed self
- _____ Can use utensils while eating
- _____ Can drink from a cup
- _____ Can pick up after themselves
- _____ Can transition between activities independently _____ Sort objects into 3 categories
- _____ Can identify colors
- _____ Can identify shapes
- _____ Can identify letters
- _____ Can identify letter sounds
- _____ Can read 20 or more sight words
- _____ Can identify own name
- _____ Needs hand/hand assistance for writing

Accommodation/Modification Needed for Student Success and Additional Information:

Communication Strengths and Limitations

- Says complete words
- Uses words at appropriate times/context
- Puts appropriate words together to create appropriate sentences
- No words
- Uses eye gaze
- Uses communication devices
- Uses sign language
- Uses 1-2 pictures to communicate
- Uses more than 2 pictures to Communicate
- Initiates conversations
- Does not initiate
- Uses Picture Exchange Communication System

Comments:

Personal Care Strengths and Limitations

Toileting

- Independent
- With some assistance
- With full assistance
- Can button easy buttons (not jean buttons)
- Can push down/pull up pants for toileting

Eating

- Independent
- With some assistance
- With full assistance

Mobility

- Walks Independent
- Walks with supported walking equipment
- Needs full staff mobility support

Dressing

- Dresses independently
- Can put coat on independently
- Can take coat off independently
- Can zip zippers

Comments:

Social Strengths and Limitations

Attention to task

- < 1 minute
- 1-5 minutes
- > 5 minutes

Play/Leisure

- Plays with peers
- Parallel plays
- Plays alone
- Waits his/her turn
- Respects others personal space
- Uses eye contact when talking to others

Follows Routine

- Follows 1 step directions
- Follows 2 step directions
- Unable to follow directions without prompts

Comments:

Community Awareness Strengths and Limitations

- Is aware of stranger danger
- Can generalize signs in different settings
- Can generalize behaviors in different settings
- Knows to keep hands to themselves (not touch others)

Comments:

Student Staffing Forms

These forms will be used during staffings as needed

LRE Internal Processes

IEP teams will reference the LRE Key Elements and use the following chart to guide their discussions and decision-making processes around LRE and placement. Starred questions require evidence. Examples of recommended pieces of evidence are provided.

Key Question	Evidence
<p>1. Is consideration made first and always to general education placement with same-age peers? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> Review of <u>Timeline of Special Education Placements</u> .
<p>2. Placement is decided at least annually, on an individualized basis, is IEP-team driven and may need to be fluid with flexible timelines. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> Brainstorm using <u>LRE Supplemental Supports, Aids, & Services</u> .
<p>3. Is placement as close to the student's home/neighborhood school as possible? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> FBA/BIP in place a minimum of 6 weeks with evidence of 1 revision. Examples of data forms.
<p>4. *Is a decision for change of placement made only after the full range of accommodations (including training/support to staff) to the general education setting and/or special education setting have been implemented and have not been satisfactory? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> Fidelity checks used for quality of FBA/BIP. <input type="checkbox"/> Ongoing data analysis.
<p>5. *The nature and severity of the student's disability must be considered. Is safety and dignity of student or others the primary concern? If so, have ALL possible supplemental aids and services, including any needed training to staff and use of all internal & external resources been explored? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> Discipline summary data, including seclusion and restraint and Emergency Intervention Plans (if available). <input type="checkbox"/> Provide training to staff: <input type="checkbox"/> CPI <input type="checkbox"/> PD <input type="checkbox"/> Targeted coaching <input type="checkbox"/> Request for Assistance
<p>6. A decision for change of placement may NOT be based on the following factors: -Need for a particular supplemental aid that may typically be part of a particular placement -A need for modifications to general curriculum -Based on a specific disability category <input type="checkbox"/> If a decision was based on one of the above factors, provide rationale:</p>	<input type="checkbox"/> Ongoing data analysis. <input type="checkbox"/> Documentation from ongoing problem-solving meetings (i.e., internal staffings, child study).
<p>7. *Has a continuum of placements been exhausted within the resident district prior to exploring cooperative agreements district/district? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> If no, provide rationale:</p>	<input type="checkbox"/> Systematic review or progress monitoring data, including history of academic modifications.
<p>8. *Is there any reason why the student's goals and objectives cannot be met in the general education and/or current special education environment? <input type="checkbox"/> Yes <input type="checkbox"/> If yes, provide rationale: <input type="checkbox"/> No</p>	

Student Name: _____ Date: _____ Grade: _____

Observer: _____ Subject(s): _____

Start Time: _____ End Time: _____

Task/ Activity/ Schedule/ Class	Expectations for the class	What the Peers are doing	What the target student is doing	Additional Comments

Student Staffing Discussion Sheet

Student:

DOB:

Current Program:

Staffing Date:

<p align="center">Overall Information</p>	<ul style="list-style-type: none"> •
<p align="center">Communication</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • <p><u>Limitations:</u></p> <ul style="list-style-type: none"> •
<p align="center">Personal Care</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • <p><u>Limitations:</u></p> <ul style="list-style-type: none"> •
<p align="center">Academic Skills</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • <p><u>Limitations:</u></p> <ul style="list-style-type: none"> •
<p align="center">Social Skills</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • <p><u>Limitations:</u></p> <ul style="list-style-type: none"> •
<p align="center">Other Needs (physical, social-emotional, behaviorally)</p>	<ul style="list-style-type: none"> •

Observations Report Out:

Questions from Observation:

-

Strategies Implemented and Tried:

-

Considerations:

-

Next Steps and Action Planning :

-

Date	Action	By Whom	Completed When

Student Strengths, Limitations, and Placement Conversation

Student Name:
Placement:

Date:

Current

Participants:

Hopes and Dreams for Student:

Social Information

Option 1:	Option 2:	Student Information
Strengths: •	Strengths: •	Strengths:
Limitations: •	Limitations: •	Limitations: •

Academic Information

Option 1:	Option 2:	Student Information
Strengths: •	Strengths: •	Strengths:
Limitations: •	Limitations: •	Limitations: •

Behavior Information

Option 1:	Option 2:	Student Information
Strengths: •	Strengths: •	Strengths:
Limitations: •	Limitations: •	Limitations: •

Function Information

Option 1:	Option 2:	Student Information
Strengths: •	Strengths: •	Strengths:
Limitations: •	Limitations: •	Limitations: •

Sensory Information

Option 1:	Option 2:	Student Information
Strengths: •	Strengths: •	Strengths:
Limitations: •	Limitations: •	Limitations: •

Level of Support

Option 1:	Option 2:	Teams Notes
Strengths: •	Strengths: •	
Limitations: •	Limitations: •	

Team Conversation

Brainstorming	Barriers	Planning
Option 1: •	Option1: •	Option 1: •
Option 2: •	Option 2: •	Option 2 : •

Action Plan

Who	What is needed?	By When?