Site	Intervention	Team Nomi	ination Form	for Assista	ince					
Academic										
Student				Date	10/6/2020					
Teacher				504 or IEP						
		Academic I	nformation							
IQ Screener		85 composite	Connections Scre	eener	Q 1/15/21					
Has had previous SPED	referral?	no	Level II (Dyslexia (link report here)	evaluation)	4/6/21 tested report - Q					
Referral/Testing Date			Has student been previously been retained? If so, which grade/year?		no					
ELL										
At Risk Criteria:	Kinder	<u>arten</u>	First (	<u>Grade</u>	Second Grade					
Report Card: (Take a picture/Scan and	link in report card)	1st Quarter								
Reason teacher is	recommending	I believe STUDENT has a processing issue. She speaks very slowly and choppy, almost like a robot. It takes her a unreasonable amount of time to process oral directions and respond orally or through actions. She needs an extended amount of time to complete simple tasks like sequence her alphabet, blend a CVC word or write a CVC word. She is capable of learning and tries very hard to do her work, it just takes a considerable amount of time longer than the other students and this is hendering her capability to complete her work at times. I do not have any idea what she would qualify for, but there is an obvious issue with her processing skills. It would be in her best interest to have some documentation that allows her extended time on testing.								

				RESI	PONSE T	O INTER	VENTIO	N DATA					
Student Name							Year		2018-2019				
Teacher Name													
,				DIBEL	.S								
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May				
FSF B 10 M30	1	12		31									
LNF 40	15	20	21	22	20	25	26	30					
PSF M 20 E 40				22									
NWF - CLS M 17 E 28				20									
NWF - WWR				0									
DSA **Note: Remember master at any feature level is a 4 or 5. Anything below a 4 is NOT mastered.													
Feature	A	В	С	D	E	Stage Score	F	G	Н	- 1	J	Stage Score	K
MOY	0	0	2	0	0	0							
EOY	1	0	2	0	0	3							
					Istatio	on							
Dooding	Camb	Score	%ile	Tier		N.4.	a+b	Comb	Score	%ile	Tier		
Reading	Sept	165	11	3		IVI	ath	Sept	1681	7	3		
Reading	Oct	Score	%ile	Tier		M	ath	Oct	Score	%ile	Tier		
Reading	Nov	Score	%ile	Tier		M	ath	Nov	Score	%ile	Tier		
		161	4	3					1612	3	3		
Reading	Dec	Score	%ile	Tier		M	ath	Dec	Score	%ile	Tier		
		154	1	3					1699	6	3		
Reading	Jan	Score	%ile	Tier		M	ath	Jan	Score	%ile	Tier		
		179	13	2					1756	8	3		
Reading	Feb	Score	%ile	Tier		M	ath	Feb	Score	%ile	Tier		
		178	9	3 Tion					1769	8	3 Tion		
Reading	Mar	Score	%ile	Tier		M	ath	Mar	Score	%ile	Tier		
		188	21	3 Tion					1903	16 %ile	3 Tion		
Reading	Apr	Score	%ile	Tier		M	ath	Apr	Score	%ile	Tier		
Reading	May	179 Score	17 %ile	3 Level			ath	May	1823 Score	8 %ile	3 Level		

					RESP	ONSE TO	) INTER\	/ENTION	N DATA						
Student Name							Year		2019-2020						
Teacher Name								•							
				DIBELS	S										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May						
LNF 40	29	39	28		35										
PSF B 40	30	39	33		13										
NWF-CLS B 27 M 43 E 58	18	29	12	22	19										
NWF-WWR B 1 M 8 E 13	0	0	0	0	0										
DORF-WC M 23 E 47				3											
DORF-A M 78% E 90%				30											
	DSA **Note: Mastery at any feature level is a 4 or 5. Anything below a 4 is NOT mastered.														
Feature	A	В	С	D	E	Stage Score	F	G	н	- 1	J	Stage Score	K	L	M
ВОҮ	3	1	1	0	0	0									
MOY	4	5	4	3	3	14	0	0	0	1	0	1	0		
EOY															
					Istatio	n			•				<u>'</u>		
Dooding	Comb	Score	%ile	Tier		D.A.	a+b		Score	%ile	Tier	Ī			
Reading	Sept	169	1	3		IVI	ath	Sept	1670	8	3				
Reading	Oct	Score	%ile	Tier		N/I:	ath	Oct	Score	%ile	Tier				
Reduing	<u> </u>	165	1	3		IVIC		Oct	1737	14	3				
Reading	Nov	Score	%ile	Tier		M:	ath	Nov	Score	%ile	Tier				
ricading		180	4	3					1579	2	3				
Reading	Dec	Score	%ile	Tier		Ma	ath	Dec	Score	%ile	Tier				
		187	7	3		.,,			1610	2	3				
Reading	Jan	Score	%ile	Tier		Ma	ath	Jan	Score	%ile	Tier				
		189	7	3					1767	9	3				
Reading	Feb	Score	%ile	Tier		Ma	ath	Feb	Score	%ile	Tier				
		195	11	3					1619	3	3				
Reading	Mar	Score	%ile	Tier		Ma	ath	Mar	Score	%ile	Tier				
		194	8	3					1620	2	3				
Reading	Apr	Score	%ile	Tier		Ma	ath	Apr	Score	%ile	Tier				
Reading	May	Score	%ile	Tier		Ma	ath	May	Score	%ile	Tier				

							DATA								
Student Name							Year		2020-2021						
Teacher Name								'							
			[	DIBELS											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May						
NWF - CLS B 54	14	14	23	23	13	19	17	21	30						
NWF - WWR B 13	5	5	8	9	4	7	4	7	11						
DORF - WC B 52 M 72 E 87	1			6					14						
DORF - Accuracy B 90% M 96% E 97%	9			50					70						
DORF - Retell B 16 M 21 E 27	0			2					3						
	DSA **Note: Mastery at any feature level is a 4 or 5. Anything below a 4 is NOT mastered.														
Feature	А	В	С	D	Е	Stage Score	F	G	Н	I	J	Stage Score	K	L	M
BOY	5	2	4	2	2	8									
MOY	5	5	4	3	5	13	0	1	0	0	0	0			
EOY	5	5	5	5	5	25	5	5	4	3	3	2	2	3	1
				l	station	1									
D d	Cont	Score	%ile	Level					Score	%ile	Level				
Reading	Sept	190	2	1		IVI	ath	Sept	415	6	1				
Pooding	Oct	Score	%ile	Level		NA:	ath	Oct	Score	%ile	Level				
Reading	Oct	181	1	1		IVI	atri	Oct	395	1	1				
Dooding	Nov	Score	%ile	Level		N 4 -	n+ln	Nov	Score	%ile	Level				
Reading	INOV	183	1	1		IVI	ath	INOV	404	2	1				
Reading	Dec	Score	%ile	Level		NA:	ath	Dec	Score	%ile	Level				
Reauing	Dec	187	2	1		IVI	acti	Dec	386	1	1				
Reading	Jan	Score	%ile	Level		NA-	ath	Jan	Score	%ile	Level				
Reauing	Jaii	196	5	1		IVI	acti	Jan	393	1	1				
Reading	Feb	Score	%ile	Level		NA:	ath	Feb	Score	%ile	Level				
Reduing	160	187	1	1		1716	2011	160	391	1	1				
Reading	Mar	Score	%ile	Level		NA:	1ath Mar	Score	%ile	Level					
Reduing	IVIGI	197	4	1		IVI		IVIGI	377	1	1				
Reading	Apr	Score	%ile	Level		NA:	ath	Apr	Score	%ile	Level				
Reduing	Дрі	187	1	1		1716	2011	Дрі	409	3	1				
Reading	May	Score	%ile	Level		NA:	ath	May	Score	%ile	Level				
Reading	May	198	2	1		IVI	act i	Iviay	404	2	1				

## Social/Emotional

## Students' Strengths/Passions/Interests:

STUDENT wants to learn. She is always very engaged and participates during our Zoom lessons. Mom told me she loves to help at home. She likes to help mom cook and do chores. She loves it so much that mom has to tell her to stop doing chores sometimes.

Does student currently have	a BSP?	Yes (linl	No		
Do you believe that academic behavior?	c skills, including	task completion	, are impacting	the problem	
Yes	N	lo	Unsure		
	Coun	seling			
Already a client?	Agency?	On site?			
	Referral Complete	ed			
Gree	en Form (completed	by parent)	Notes:		
Referr	al Form (Completed	l by teacher)			
	Turned in to Mrs. Mo	oriarty			
	Problem	Behavior			
Internalizing Behav	viors:	Exteri	nalizing Behaiv	ors:	
Exhibits sadness	or despair		Out of seat/assig	ned area	
Sleeps a lot			Inappropriate Lar	nguage	
Is teased or bullie	ed by peers		Fighting/physical	aggression	
Does not particip	ate in games		Talking out of turn		
Very shy or timid					
Acts fearful			ructions		
Does not stand u	p for self		Throwing objects		
Self-injury (cuttin	g, head banging)		Throws tantrums		
Withdrawn			Other		
Other					
	Data Co	ollection			
# Office Referrals	3				
Student Had to b times?	e removed from clas				
Student shuts do	wn lessons? How m	nany times?	Notes:		
Student becomes students/teacher	s aggressive (throws) How many times?	s things, hits			
Behavior FINS fil	ed? Date?	1			

## **Physical Development**

Related Services:	Needs Re	ferred	Receives Services		
Speech	Yes	No	Yes	No	
Link to criteria	Date Referred:		Date Services Started:		
Phyiscal Therapy (PT)	Yes	No	Yes	No	
examples: Gross motor (coordination, large arm movements, running, tripping while they walk)	Date Referred:		Date Services Started:		
Occupational Therapy (OT)	Yes	No	Yes	No	
examples: Fine motor (buttoning, zipping, pencil grip, cutting, tying shoes)	Date Referred:		Date Services Started:		

	Healt	h and Ho	me		
Attendance					
Today's Date	5/1/2021	# of Days Missed:	0	# of Days Tardy:	0
FINS		Yes		No	
Date Filed:					
Hearing	learing Passed:				
	Date				
Does the child wear hearing aids	?	Yes		No	
Vision	Passed:		Failed:		
	Date				
Does the child wear glassses?		Yes		No	
Does the student take medication that you know of?	Yes, Why?				No
Any significant medical conditions	Yes, What?				No

Family/Social Stressors

Lives with great grandma because mom is deceased. Guardian refused counseling in first grade.

								Pro-Solve	Intervention Monit
Student				Teacher				Year	2020-2021
Targeted Outcomes	Concerns	Cause of Concern	Desired Outcomes	Intervention Steps	Who Takes Responsibility	10/12/20	11/11/20	12/17/20	1/25/21
Essential Standards					Bennett				STUDENT is always present for Zoom lessons however STUDENT still heavily relys on Granny to help her during Zoom. Granny keeps her focused, coaches her and sometimes gives her the answers when STUDENT takes too long to do something. All of her work is completed on Buzz and in her binder.
Immediate prerequisite skills	assessments show that is significantly below grade level	missing foundational skills in decoding and phonological awareness	Read on grade level words and text	Level 1 screener	Plunkett	begin prosolve process	will have to wait until December to test because was not able to during November testing time - guardian will not bring her up any other time (afraid of her getting sick and bringing home to them - guardians are elderly)	failed screener - every part, set up virtual time to meet with guardian, not interested in Level 2 screener/wants to wait until works with Plunkett starting with Lesson 1 with Plunkett - will Lesson 1 and 2 and then will get back with guardian on progress	STUDENT is on lesson 2 with Mrs. Plunkett. GUARDIAN is still not open to the level 2 screener. Mrs. Plunkett will continue working with STUDENT and try to get the level 2 by the end of the year.
English Language									
Academic Behaviors	shows signs of processing delays	Mom had the same kind of issue. Possible PTSD from the loss of her mother.	Address processing delays so she can become more accurate in fluency	Executive Function Screener	Melissa Moriarty	begin prosolve process	will have to wait until December to test because was not able to during November testing time - guardian will not bring her up any other time (afraid of her getting sick and bringing home to them -	has deficits in executive function - needs further testing - not sure guardian will accept additional testing - will talk to guardian	Guardian is not open to further testing.  Will use strategies for executive function support during class
Social Behaviors									
Health and Home									
нотпе									

	oring			
Student				
Targeted Outcomes	3/3/21	4/12/21	5/7/21	5/28/21
Essential Standards	STUDENT is showing progress. She is able to recall previously learned skills, but it might take her a few seconds to get out what she is trying to say. She is starting to become more independent, even telling Granny to "go on" during her lessons. She still needs a moderate amount of prompting to complete certain tasks. She always completes all of her assignments in Buzz, Istation and her binder worksheets. She is always present and participates in her Zoom lesson.	Continuing to show progress. She is retaining the skills she has learned. Process time and completion of tasks (written and verbal) is still an issue. She is showing more maturity, being able to complete tasks without help and prompting occasionally.  Her processing is getting faster. Her guardian is working with her on fluency phrases at home as well. She is showing progress.  Continue interventions	STUDENT is currently doing very well. She is able to recall all of the spelling rules we have learned, the Jailbirds we have locked in and all of the vocabulary words I have taught her. She is very teachable. She has shown improvement with how long it takes her to spell spelling words, by using a trick Mrs. Plunkett uses with her. Saying the letters out loud before writing them down. This has helped tremendously in wait time. Overall I am very please with her progress this year and with the results from the testing that was just completed. STUDENT just needs time to process directions and complete tasks asked of her.	Overall progress. DSA beginning of the year was 8. End of year she made it to the SJ test and her overall score was 41. AMAZING growth this year!! We ended the year on lesson 42 in Connections.  Will be attending virtual summer school. Continue interventions for 21/22 school year.
Immediate prerequisite skills	GUARDIAN is almost there to agree to Level 2 (asked to wait a little longer). Believe that the next time we talk it will be a go.	GUARDIAN gave permission to Level II screen STUDENT March 4th. Griggs will screen in April when STUDENT comes to do montly testing with Benett. testing is complete just waiting on report. She is on lesson 6.  Continue interventions. Review report once it has been received from Griggs.  Report received 4/15 that shows she has characterisitics of dyslexia and therapist recommends a 504 for extended time during classroom and state testing.	Report received 4/15 that shows she has characterisitics of dyslexia and therapist recommends a 504 for extended time during classroom and state testing.  Bennett and Plunkett met to discuss accommodations and sent them to Griggs: extended test time (class and state), extended assignment time, reduced class work, one-on-one testing when necessary, verbal testing (she needs to be able to say the letter name as she writes it on a spelling test)  STUDENT is doing very well in group. She is on lesson 10. She is getting faster with blending. She can spell words orally very quickly but can't write guickly. We have worked on her saying the letters as she writes the word and there has been a great inprovement in her speed of getting the word written. She does great on drill work!	STUDENT is doing very well in group. She is on lesson 13. She is blending faster, and spelling faster. She know all her jailbird words and can recall every rule, every affix, and recalls the definition of previous vocabulary word.  Continue interventions for 21/22 school year.
English			-	
Language				
Academic Behaviors				
<b>Social Behaviors</b>				
Health and Home				