

Site Intervention Team Nomination Form for Assistance

Academic

Student		Date	10/6/2020
Teacher		504 or IEP	
Academic Information			
IQ Screener	85 composite	Connections Screener	Q 1/15/21
Has had previous SPED referral?	no	Level II (Dyslexia evaluation) (link report here)	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:	Kindergarten	First Grade	Second Grade
Report Card: (Take a picture/Scan and link in report card)	1st Quarter		
Reason teacher is recommending	<p>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.</p>		

RESPONSE TO INTERVENTION DATA

Student Name		Year	2019-2020
Teacher Name			

DIBELS

	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	B	C	D	E	Stage Score	F	G	H	I	J	Stage Score	K	L	M
BOY	3	1	1	0	0	0									
MOY	4	5	4	3	3	14	0	0	0	1	0	1	0		
EOY															

Istation

Reading	Sept	Score	%ile	Tier	Math	Sept	Score	%ile	Tier
		169	1	3			1670	8	3
Reading	Oct	Score	%ile	Tier	Math	Oct	Score	%ile	Tier
		165	1	3			1737	14	3
Reading	Nov	Score	%ile	Tier	Math	Nov	Score	%ile	Tier
		180	4	3			1579	2	3
Reading	Dec	Score	%ile	Tier	Math	Dec	Score	%ile	Tier
		187	7	3			1610	2	3
Reading	Jan	Score	%ile	Tier	Math	Jan	Score	%ile	Tier
		189	7	3			1767	9	3
Reading	Feb	Score	%ile	Tier	Math	Feb	Score	%ile	Tier
		195	11	3			1619	3	3
Reading	Mar	Score	%ile	Tier	Math	Mar	Score	%ile	Tier
		194	8	3			1620	2	3
Reading	Apr	Score	%ile	Tier	Math	Apr	Score	%ile	Tier
Reading	May	Score	%ile	Tier	Math	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	A	B	C	D	E	Stage Score	F	G	H	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

Istation											
Reading	Sept	Score	%ile	Level		Math	Sept	Score	%ile	Level	
		190	2	1					415	6	1
Reading	Oct	Score	%ile	Level		Math	Oct	Score	%ile	Level	
		181	1	1				395	1	1	
Reading	Nov	Score	%ile	Level		Math	Nov	Score	%ile	Level	
		183	1	1				404	2	1	
Reading	Dec	Score	%ile	Level		Math	Dec	Score	%ile	Level	
		187	2	1				386	1	1	
Reading	Jan	Score	%ile	Level		Math	Jan	Score	%ile	Level	
		196	5	1				393	1	1	
Reading	Feb	Score	%ile	Level		Math	Feb	Score	%ile	Level	
		187	1	1				391	1	1	
Reading	Mar	Score	%ile	Level		Math	Mar	Score	%ile	Level	
		197	4	1				377	1	1	
Reading	Apr	Score	%ile	Level		Math	Apr	Score	%ile	Level	
		187	1	1				409	3	1	
Reading	May	Score	%ile	Level		Math	May	Score	%ile	Level	
		198	2	1				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 (link here)	No
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Do you believe that academic skills, including task completion, are impacting the problem behavior?

Yes	No	Unsure
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Counseling

	Already a client? Agency? On site?	Notes:
	Referral Completed	
	Green Form (completed by parent)	
	Referral Form (Completed by teacher)	
	Turned in to Mrs. Moriarty	

Problem Behavior

Internalizing Behaviors:	Externalizing Behaviors:
Exhibits sadness or despair	Out of seat/assigned area
Sleeps a lot	Inappropriate Language
Is teased or bullied by peers	Fighting/physical aggression
Does not participate in games	Talking out of turn
Very shy or timid	Verbal defiance
Acts fearful	Not following instructions
Does not stand up for self	Throwing objects
Self-injury (cutting, head banging)	Throws tantrums
Withdrawn	Other _____
Other _____	

Data Collection

	# Office Referrals	Notes:
	Student Had to be removed from class? How many times?	
	Student shuts down lessons? How many times?	
	Student becomes aggressive (throws things, hits students/teacher) How many times?	
	Behavior FINS filed? Date?	

Physical Development

Related Services:	Needs Referred		Receives Services	
Speech	Yes	No	Yes	No
Link to criteria	Date Referred:		Date Services Started:	
Physical 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:	

Health and Home

Attendance

Today's Date	5/1/2021	# of Days Missed:	0	# of Days Tardy:	0
FINS		Yes		No	
Date Filed:					

Hearing	Passed:		Failed:	
	Date			
Does the child wear hearing aids?	Yes		No	
Vision	Passed:		Failed:	
	Date			
Does the child wear glasses?	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.		

	oring			
Student				
Targeted Outcomes	3/3/21	4/12/21	5/7/21	5/28/21
Essential Standards	<p>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.</p>	<p>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.</p> <p>Her processing is getting faster. Her guardian is working with her on fluency phrases at home as well. She is showing progress.</p> <p>Continue interventions</p>	<p>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.</p>	<p>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.</p> <p>Will be attending virtual summer school. Continue interventions for 21/22 school year.</p>
Immediate prerequisite skills	<p>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.</p>	<p>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.</p> <p>Continue interventions. Review report once it has been received from Griggs.</p> <p>Report received 4/15 that shows she has characteristics of dyslexia and therapist recommends a 504 for extended time during classroom and state testing.</p>	<p>Report received 4/15 that shows she has characteristics of dyslexia and therapist recommends a 504 for extended time during classroom and state testing.</p> <p>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)</p> <p>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 quickly. We have worked on her saying the letters as she writes the word and there has been a great improvement in her speed of getting the word written. She does great on drill work!</p>	<p>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.</p> <p>Continue interventions for 21/22 school year.</p>
English Language				
Academic Behaviors				
Social Behaviors				
Health and Home				