

Bobby Hoops Scenario

Disability Suspected

Bobby is a 3rd grade student who struggles with reading and math. There are 25 students in the class. Bobby was new to the district last spring. Parents indicated he received Title I reading at his previous school and previous DIBELS assessments showed he was not meeting expectations (*below standards or expectations*). For the last four weeks of 2nd grade, Bobby received supplemental reading instruction in decoding skills in a small-group of five students (*instruction was provided*). The supplemental reading instruction continued in 3rd grade, but Bobby's teacher was not seeing the same type of progress the other students in the small-group were making. Within this small group receiving more intensive instruction, Bobby's skills are different from the small group. His progress has been slower than this group of students (*unique compared to others*). After talking with Bobby's parents, the teacher consulted with the AEA special education consultant. A review of the Bobby's records including his educational history, district-wide assessments, reports cards, and progress monitoring data, lead the teacher and the special education consultant to question if Bobby may have a disability. After visiting with the Bobby's parents over the phone, the teacher, principal and special education consultant began the disability suspected process and made plans to visit with Bobby's parents later that week at conferences.

Consent for FIE

At the start of the meeting, the AEA Special Education Consultant reviewed the information she had summarized on the Disability Suspected Form which suggested that Bobby's academic performance might be impacted by a disability in this domain. Because a disability was suspected (and the DSF completed), the team proceeded to complete a Consent for Evaluation form. Team members, through conversation and review of existing information, validated that the **academic** domain was an area in which they suspected a disability; as a result "academic" would be checked in the left column of the consent, *based on information that is already available*. The academic domain would be checked in the right column as well because *additional information is needed* in the areas of reading and math.

As noted on the Disability Suspected form, **hearing** and **vision** had been evaluated within the last year and were within normal levels. In addition, Bobby's parents reported he had physical prior to school starting this year and no **health** concerns were noted; this was also summarized on a health history sheet the parents completed at school registration.

Through conversation and consideration of available information in all other performance domains, the parents, teacher, principal, and special education consultant reached *consensus* that evaluation was not warranted in any other area.
