

Professional Development Scenarios for Disability Suspected Powerpoint

Scenario 1(a):

Jim's hearing was screened at the beginning of the year with all other second graders. His hearing was normal in both ears. His parents also reported that a recent report from the clinic also demonstrated that Jim's hearing was not of concern. Jim's parents just had Jim to the optometrist for a routine check. No problems with vision are identified at this time based on the report.

- Are the results current?
- What do the results suggest?
- Is there supporting data from multiple sources?
- Is this enough information to rule out Hearing/Vision as a concern?

Scenario 1(b):

Jim's hearing was screened a couple of years ago and no one recalled there being any problems. Jim has a history of ear infections but the consensus of the group was that hearing is within normal limits. Vision was assessed by the school nurse. Results suggest his vision is 20/40.

- Are the results current?
- What do the results suggest?
- Is there supporting data from multiple sources?
- Is this enough information to rule out Hearing/Vision as a concern?

Scenario 2(a):

Rhea's ITBS scores in reading comprehension and vocabulary are below proficiency for the second year in a row. MIALT results this year are also below the level of expectation. DIBELS ORF scores have been either at-risk or deficit even with specific small group work on vocabulary and word attack. Maze assessments, a measure of comprehension, have always been below the districts norms for average performance. Assessment for Learning anecdotal logs show that Rhea is in frequent need of differentiated instruction and re-teaching to grasp concepts and that maintenance of learned material is a problem.

- Is there evidence of difficulty from multiple sources of data?
- Is there evidence of consistent performance difficulties compared to a standard or expectation?

Scenario 2(b):

Rhea's teacher reports that she has lots of problems in lots of areas. Rhea's report card shows she has mostly unsatisfactory or emerging reports across the board. ITBS scores show that Rhea's composite is well below proficiency and has been two years running.

- Is there evidence of difficulty from multiple sources of data?
- Is there evidence of consistent performance difficulties compared to a standard or expectation?

Scenario 3(a):

Based on Assessment for Learning logs, Jack is one of two students in the class of 17 that have required small group instruction and virtually daily differentiation. Weekly math assessments based on the curriculum content probes shows that Jack is one of a group of 3 students out of 17 that has not passed a weekly test. Application probes show 85% of the class is meeting the class expectation yet Jack is only at 60%. The math composite score on the ITBS is below proficiency. Of Jack's 17 classmates all but 4 are proficient including Jack.

- Is there evidence from multiple, current data sources that Jack is unique from compared to typical peers or standards?

Scenario 3(b):

Based on weekly curriculum content probes in math, Jack is only receiving an average score of 65%. Fact and application probes suggest Jack is in the lower group of performers in the class. Jack's math composite score in the ITBS is below proficiency and his MIAIT results are not what they need to be for this point in time.

- Is there evidence from multiple, current data sources that Jack is unique from compared to typical peers or standards?

Scenario 4(a):

A review of the student record and discussion suggests that Raul is bilingual. His parents are English speaking and he is fluent in English. He has been screened for ESL services and they were not deemed necessary. Attendance has been very good, he has not changed schools, and in other areas outside of handwriting he has done well if not excelled.

- Are all plausible explanations considered and ruled out?

Scenario 4(b):

A review of the available student records and discussion show that Raul has bounced between Mexico City and the United States over the course of his three years in school. He has not received services as an English Language Learner and there is limited information in the file about services he has received when he is out of the country. Records show that Raul has missed just over 40% of the instructional days while enrolled in the U.S. Attendance when out of the country is not available but his parents report that school attendance has been hard. Raul has been in 5 different districts while in the U.S. His parents report through an interpreter that Raul is not very interested in school but will read Spanish books, when available, to his younger sibling. They do not see him as progressing differently than his older brother and sister.

- Are all plausible explanations considered and ruled out?