

## Sam E. Pell Scenario

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### Disability Suspected Information

Sam is a 1<sup>st</sup> grade student. His parents have requested that he be evaluated for special education because he continues to struggle in reading despite extra help for the past two years. Sam attended Head Start where he worked one on one with staff and received small group instruction in through Title I. DIBELS results placed him within the at-risk range in the areas of phonemic segmentation and nonsense word fluency. His report card also indicated he did not meet expectations for early literacy skills (*below standards and expectations*). Sam is the only student in his class who has yet to master the 20 sight words expected in the fall of 1<sup>st</sup> grade (*unique*). Although Sam missed 10 days of kindergarten, he received direct instruction on content he missed with his classroom teacher and his parents completed practice activities with him at home. His primary language is English and he had exposure to appropriate educational activities (*no other plausible factors*).

Sam's teacher passed this request on to the AEA school psychologist. The school psychologist worked with the principal to schedule a meeting with the parents later in the week to address their request. In preparation for the meeting with Sam's parents, the school psychologist reviewed Sam's records, talked with both his kindergarten and Title I teacher, and worked closely with his 1<sup>st</sup> grade teacher to summarize his current performance and progress so far in 1<sup>st</sup> grade. The team completed a Disability Suspected Form and based on the data that had been collected thus far, the team agreed that they suspected Sam has a disability.

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### Consent for FIE

Since there were a number of people knowledgeable about Sam's performance, including parents and teachers, the team completed the Consent for/Notice of a Full and Individual Initial Evaluation. The team members concluded that they would check the academic domain because the disability was suspected in reading, based on the information examined in determining whether disability was suspected. In addition, the team checked that additional assessments were needed in the academic domain (written language and math) based on concerns expressed by the parents and performance data from the classroom suggesting that these may also be areas of concern. A conversation and review of existing evidence ensued regarding the other domains, and the team agreed that there was no evidence of discrepancy or concerns regarding the areas of behavior, physical, health, hearing/vision, and adaptive behavior. Based on the discussion and information available, communication could not be ruled out as an area of concern warranting further evaluation, especially as it pertains to whether or not Sam has sufficient understanding of academic language. Therefore, evaluation was warranted in the academic and communication domains.

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