

Livingston County Special Services Unit

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STUDENT NAME: _____

DATE OF MEETING: _____

DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS (SPECIFIC LEARNING DISABILITY) (Required as of the 2010-2011 School Year)

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, and the relationship of that behavior to the child's academic functioning and educationally relevant medical findings, if any, must be documented.

PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

PLAN DEVELOPMENT / INTERVENTION(S):

Describe the previous and current intervention plans (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

PLAN EVALUATION / EDUCATIONAL PROGRESS:

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

PLAN EVALUATION / DISCREPANCY:

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

PLAN EVALUATION / INSTRUCTIONAL NEEDS:

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

EDUCATIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.