First Stop: Universal Design

Classroom Level Supports in General/Special Education classroom

Supports and tools that are common and freely available

For example: Text-to-Speech, Speech-to-Text, Visual Supports, Accessible Educational Material (e.g. Bookshare), Graphic Organizers

Level 1:

◊ Student has current EP or 504 plan

◊ Eligible under Specific Learning Disability (SLD) or Mild Health Impairment (HI)

◊ Student is primarily in the general education setting

◊ Current assessment data has been collected by the team including any of the following:

    - MAP/SBAC
    - Academic Achievement
    - Formal and Informal Assess.
    - Writing Samples
    - QSI
    -DRA
    - End of Course Exams
    - Work Samples
    - Behavior Data
    - Speech and Language Assess.
    - Grades

Staff Support for AT or AT Consult written in to IEP (Consult if team has no information about what supports might be

Level 2:

◊ Current assessment data has been collected by the team including any of the following:

    - MAP/SBAC
    - Academic Achievement
    - Formal and Informal Assess.
    - Writing Samples
    - QSI
    -DRA
    - End of Course Exams
    - Work Samples
    - Behavior Data
    - Speech and Language Assess.
    - Grades

◊ Student receives other related services, such as– Speech and Language, OT, PT, VI, O & M, APE, Audiology

◊ Additional forms the team might utilize are Inclusion Matrix, Student Observations, Discrepancy Analysis, Current AT Implementation Data

AT Consult written in to IEP (if team has needs guidance with selecting/obtaining materials) or Staff Support for AT (staff will provide supports and are knowledgeable about AT)

Level 3:

◊ Team had some student information, but it is inconclusive or can't provide adequate information

◊ Student needs are complex

◊ Related service providers and/or community resources are in place

◊ Parent has requested assessment

Assessment written into IEP and Includes:

  - Signed consent for evaluation

  -Related services referral form

  - Team Conducts additional assessment – e.g. WATI, FEAT, Functional Communication Profile)

- Revision to IEP