CHILD FIND RESPONSIBILITIES

Phoenix Union High School District
Exceptional Student Services
WHAT IS REQUIRED WITH CHILD FIND?

- Public Awareness
- Identification and Referral
- Screening
- Evaluation
- Tracking System to meet timelines
- Annual Determination for Private Schools and Home-Schooled Children
WHAT IS “SCREENING?”

An informal or formal process of determining the status of a child with respect to appropriate developmental and academic norms. Screening may include observations, family interviews, review of medical, developmental, or education records, or the administration of specific instruments identified by the test publisher as appropriate for use as screening tools.

(A.A.C. R7-2-401.B.23)
WHAT AREAS ARE COVERED IN “SCREENING?”

Vision and hearing status
Cognitive or academic development
Communication development
Motor development
Social or behavioral development
Adaptive development
Universal Design for Learning

Recognition Networks
The "what" of learning

- How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks
The "how" of learning

- Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks
The "why" of learning

- How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Present information and content in different ways

- Differentiate the ways that students can express what they know

More ways to provide Multiple Means of Representation

- More ways to provide Multiple Means of Action and Expression

Stimulate interest and motivation for learning

- More ways to provide Multiple Means of Engagement

Source: CAST - What is UDL? (http://www.cast.org/research/udl)
In *The Differentiated Classroom: Responding to the Needs of All Learners*, Carol Ann Tomlinson offers the following framework for helping teachers differentiate in the classroom (15).

**Differentiated Instruction**
- Respectful Tasks
- Flexible Groups
- Ongoing Assessment

**Teachers Differentiate Via**
- Content
- Process
- Product

**Teachers Differentiate According to Student**
- Readiness
- Interest
- Learning Profile

**Teachers Use a Range of Instructional and Management Strategies**
- multiple intelligences
  - jigsaws
  - taped material
  - anchor activities
  - graphic organizers
- varied texts, materials
  - literature circles
  - tiered lessons
  - tiered centers
  - tiered products
- learning contracts
  - grouping activities
  - orbital studies
  - independent studies
  - questioning strategies
- interest centers
  - interest groups
  - varied homework
  - compacting
  - journal prompts

*Source*
Cooperative Learning

(Johnson & Johnson, 1989)

<table>
<thead>
<tr>
<th>Jigsaw method -</th>
<th>Each student becomes an expert in some area and teaches the others what he/she knows.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project -</td>
<td>Students combine their knowledge to create a project or complete an assignment</td>
</tr>
<tr>
<td>Competitive Teams -</td>
<td>Competition among groups is emphasized. Student Teams-Achievement Divisions (STAD) and Teams-Games-Tournaments (TGT)</td>
</tr>
<tr>
<td>Team Accelerated Instruction (TAI) -</td>
<td>Students are tested to determine their skill levels and then assigned materials that pertain to their levels. Group members then support each other in completing the material at their skill level.</td>
</tr>
</tbody>
</table>

Brain Break Ideas

<table>
<thead>
<tr>
<th>Activity</th>
<th>More Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand up/sit down</td>
<td>Look out the window and relate an image or cloud to our concepts</td>
</tr>
<tr>
<td>Draw a picture</td>
<td>Use your body to show a particular concept – (e.g., action verb, etc.)</td>
</tr>
<tr>
<td>Write a newspaper paragraph summarizing what we have taught so far</td>
<td>Go to a website to show an image</td>
</tr>
<tr>
<td>Use your wiki wiki to make an image</td>
<td>Share a cartoon to support your point</td>
</tr>
<tr>
<td>Stand back to back with a neighbor and share back and forth 4 key words</td>
<td>Debate a point with a peer</td>
</tr>
<tr>
<td>Write in the air your thoughts to this point</td>
<td>Show 2 images from google images and ask students how they compare and contrast to a point</td>
</tr>
<tr>
<td>Send a twitter to summarize our points</td>
<td>Write down 3 main points so far today – compare your list to your neighbors</td>
</tr>
<tr>
<td>Make a 30 second rap of our work</td>
<td>Come to the board with a peer and write 2 words and 2 images</td>
</tr>
<tr>
<td>Tell a neighbor your thoughts on the topic and 5 questions</td>
<td>20 questions</td>
</tr>
<tr>
<td>Find a passage in the book related to …</td>
<td>Summarize in 10 words or less and a peer counts that you used less than 10 words (keep trying until you get it)</td>
</tr>
<tr>
<td>Use the whiteboard to show 2 words and 2 images</td>
<td>Show your answer on a dry erase board or solo plastic place</td>
</tr>
<tr>
<td>Write a quiz question for a neighbor and then have them answer it</td>
<td>Cross your arms if you agree and uncross if you disagree – find a partner to talk with for 2 minutes that has a different opinion</td>
</tr>
<tr>
<td>Walk to the front of the room if you agree and to the back if you disagree</td>
<td></td>
</tr>
<tr>
<td>Walk until the music stops and then talk with the student closest on your right</td>
<td>Find 2 things in the room that relate to the concept being discussed</td>
</tr>
<tr>
<td>Show one finger if you xxx, two fingers if you xx, etc.</td>
<td>Do 2 toe touches as you name the 2 key concepts</td>
</tr>
<tr>
<td>Watch a youtube video to support the concept</td>
<td>Chant 5 times the main idea</td>
</tr>
<tr>
<td>Watch a brainpop video to support the concept</td>
<td>Use your highlighter to pick 10 key sentences in the story to that point</td>
</tr>
<tr>
<td>Ask students to talk about their favorite movie and relate it to the topic</td>
<td>On a post it note write a one sentence summary of each of the 3 pages read so far</td>
</tr>
<tr>
<td>Pick an item out of a bag and ask them to relate it to the work</td>
<td>Follow along with oddcast.com – text to sing as it sings the keywords today</td>
</tr>
<tr>
<td>Use a brown bag with any item in it and ask students to relate it to the big idea today</td>
<td>Use hip hop in the classroom website or weddihrap song to tie concepts together to life today</td>
</tr>
</tbody>
</table>
LANGUAGE STRATEGIES
FOR ACADEMIC INSTRUCTION

Stating Perspectives
I think that .
I strongly believe that .
I firmly believe that .
In my opinion, .
From my perspective .
From my point of view .

Drawing Conclusions
Based on my experience, it seems that .
The data suggests that .
Based on I assume that .
After reading, I conclude that .

Asking for Clarification
What do you mean by .
Will you explain that again?
I have a question about .
I don’t quite understand (the directions)

Requesting Assistance
I couldn’t hear you. Could you repeat that?
I don’t quite understand. Could you give me an example?
I am somewhat confused.
Can you explain that again?
I am not sure I get your point. Could you run that by me again?

Affirming Ideas
That’s an interesting point of view.
That’s an intriguing perspective.
I see what you mean.
I hadn’t thought of that.
I can understand why you see it this way.

Agreeing
I agree with (Name) that .
I share your point of view.
My perspective is similar to (Name)’s.
My idea builds upon (Name)’s.

Disagreeing
I don’t quite agree.
I disagree somewhat.
I disagree completely.
I see it differently.
I have a different point of view.

Reporting a Partner’s Idea
(Name) shared with me that .
(Name) pointed out that .
(Name) indicated that .
{Name} emphasized that .

Reporting a Group’s Ideas
We decided that .
We agreed that .
We determined that .
We concluded that .
Our group sees it differently.
We had a different approach.

Soliciting a Response
Who would like to share first?
We haven’t heard from you yet.
What are your thoughts?
Does anyone have anything to add?

Holding the Floor
As I was saying .
What I was trying to say was .
If I could finish my thought.
I’d like to complete my thought.

Interjecting an Idea
Can I say something?
Can I add an idea?
I have another idea.
I’d like to offer another perspective.

Sharing Word Knowledge
Are you familiar with the word?
No. I have never heard the word .
I recognize . It has something to do with .
I can use . in a sentence. For example .
I know the word . It means .

Reporting Word Knowledge
We have some understanding of the word .
but we would benefit from a review of the word .
We think means .
We think has to do with .

ANALYZING & DISCUSSING
DEBATE BUILD KNOWLEDGE DESCRIBE SYNTHESIZE TAKE NOTES
WHAT IS A STUDENT INTERVENTION TEAM (SIT)?

A non-special education referral process for general education teachers to work collaboratively on determining educational interventions and strategies for students struggling in the general education curriculum.

Academic and behavioral concerns are addressed by a team to determine alternative methods to increase student engagement, participation, and achievement.
WHO IS REFERRED TO SIT?

Referred students may include:

- Students performing below standards
- Students who have not made progress even after teacher provided interventions
- Students exhibiting either extreme internalizing or externalizing behaviors in the classroom that significantly impede their learning
- Students who had an area of need as a result of a 45 day screening

* No student that has an IEP or 504 Plan currently
WHAT SHOULD BE DONE PRIOR TO A SIT REFERRAL?

Consult other teachers working with the student and/or previous teachers of the student and review the cum file, including previous report cards and standardized test scores.

Define one or two specific areas of concern and collect baseline data for performance in those areas.

Develop an intervention and collect data again after it is implemented.

Talk with the parent about concerns and intervention attempts.
What are interventions?

Interventions are designed to present alternatives to the instructional methods generally used in the classroom by the teacher.

Interventions need to be implemented consistently, with fidelity and data collected to support such implementation.

Interventions may include the following:

- Adaptations to the methods of instruction or materials used
- Accommodations made to the learning environment
- Changes in behavioral expectations
# Nine Types of Curriculum Adaptations

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Time</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing.</td>
<td>Increase the amount of personal assistance with a specific learner.</td>
</tr>
<tr>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Input</th>
<th>Participation</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt how the student can respond to instruction.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</td>
<td><em>For example:</em> In geography, have a student hold the globe while others point out locations.</td>
<td><em>For example:</em> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Alternate Goals*</th>
<th>Substitute Curriculum*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> During a language test one student is learning computer skills in the computer lab.</td>
</tr>
</tbody>
</table>
WHAT CONSTITUTES AN EVALUATION?

A qualified group coming together
Informed Written Parental consent

May include a variety of assessment strategies:

▸ Interviews with parents and others familiar with the student as part of an evaluation team process

▸ Observations of the student in different environments

▸ Review of records/ existing assessment data

▸ Administration of formal testing using a standard set of eligibility criteria

▸ Completion of the evaluation process within 60 calendar days of obtaining informed written parental consent
WHAT CONSTITUTES ELIGIBILITY FOR IDEA?

▶ Determination of a disability in accordance with the IDEA

▶ Determination of the need for specially designed instruction and related services

▶ Developing an Individual Education Program for students enrolled in public schools or developing an Individual Services Plan for students enrolled by their parents at private schools

▶ For students determined eligible who attend NCS, an equitable service provision has been established based upon the priority needs identified by NCS personnel.

▶ In determining equitable services, we are guided by Section 300.137 of IDEA, “No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.”
WHO CAN I CALL?

Beth Viquesney, ESS Liaison

eviquesney@PhoenixUnion.org

602-764-1320

Praphul Niduram, School Psychologist

niduram@phoenixunion.org

602-764-1027

Raising Special Kids

5025 E. Washington Street, Suite 204

Phoenix, AZ 85034

602.242.4366

Fax 602.242.4306

www.raisingspecialkids.org