



# 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

## 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.

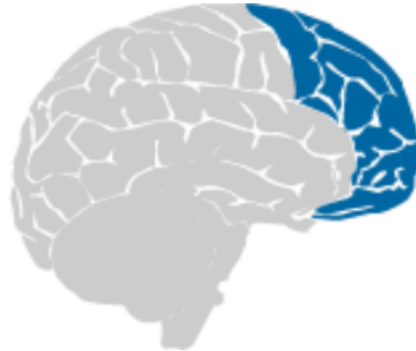


Present information and content in different ways

**More ways to provide  
Multiple Means of  
Representation**

## 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.



Differentiate the ways that students can express what they know

**More ways to provide  
Multiple Means of Action  
and Expression**

## Affective Networks

The "why" of learning



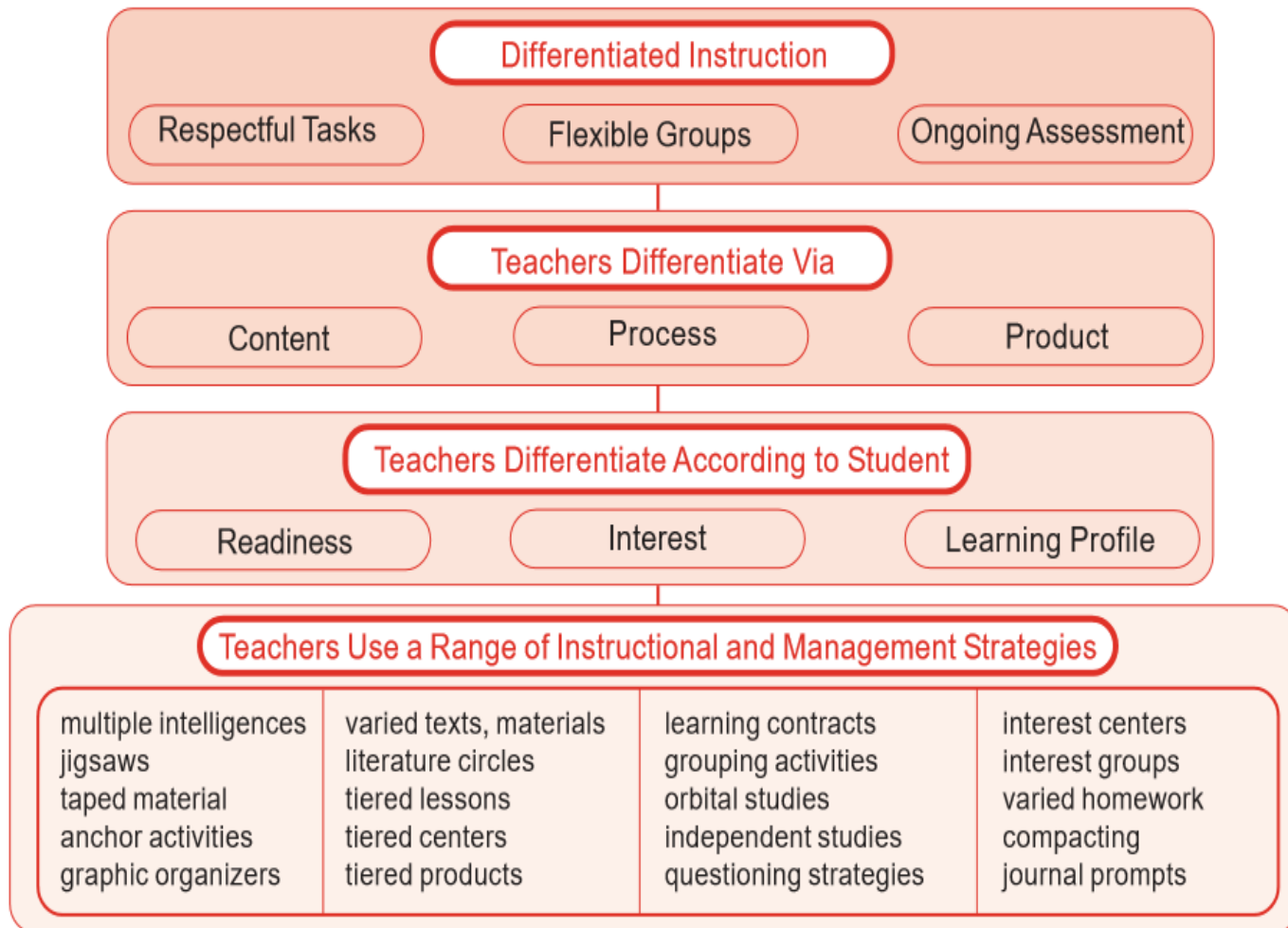
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

**More ways to provide  
Multiple Means of  
Engagement**

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).



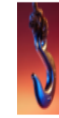
*Source:*

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, 1999.

# Cooperative Learning

(Johnson & Johnson, 1989)

<b>Jigsaw method -</b>	Each student becomes an expert in some area and teaches the others what he/she knows.
<b>Group Project -</b>	Students combine their knowledge to create a project or complete an assignment
<b>Competitive Teams -</b>	Competition among groups is emphasized Student Teams-Achievement Divisions (STAD) Teams-Games-Tournaments (TGT)
<b>Team Accelerated Instruction (TAI) -</b>	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.



## Brain Break Ideas



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





# 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.

### Paraphrasing

So you are saying that \_\_\_\_.  
In other words, you think that \_\_\_\_.  
If I understand correctly, your opinion is that \_\_\_\_.  
If I understand correctly, your suggestion is that \_\_\_\_.

### 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

## Quantity

Adapt the number of items that the learner is expected to learn or complete.

*For example:*

Reduce the number of social studies terms a learner must learn at any one time.

## Time

Adapt the time allotted and allowed for learning, task completion, or testing.

*For example:*

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

## Level of Support

Increase the amount of personal assistance with a specific learner.

*For example:*

Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.

## Input

Adapt the way instruction is delivered to the learner.

*For example:*

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

## Participation

Adapt the extent to which a learner is actively involved in the task.

*For example:*

In geography, have a student hold the globe while others point out locations.

## Output

Adapt how the student can respond to instruction.

*For example:*

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.

## Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

*For example:*

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

## Alternate Goals\*

Adapt the goals or outcome expectations while using the same materials.

*For example:*

In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.

## Substitute Curriculum\*

Provide different instruction and materials to meet a learner's individual goals.

*For example:*

During a language test one student is learning computer skills in the computer lab.

# 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?

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