

Effective Evaluation Resource Center



Blumberg Center for
Interdisciplinary Studies and
The Equity Project

Teaming in Schools: A Closer Look at Multidisciplinary Teams

HANDS Virtual Conference

September 2011

Ginger Miller

Overview of Today's Webcast

- What does problem solving and teaming look like in schools?
- Taking a closer look at Multidisciplinary Teams
- Maximizing the potential of teams
- Resources offered through the Effective Evaluation Resource Center
- Professional development opportunities through the Effective Evaluation Resource Center

WHAT DOES PROBLEM SOLVING AND TEAMING LOOK LIKE IN SCHOOLS?

What is a TEAM?

A group of two or more persons who share responsibility in decision making for the purpose of achieving a particular outcome (Welch, Brownell, & Sheridan, 1999).

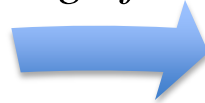
Problem Solving Method

Defining the Problem:

Is there a problem?

What is it?

How significant?



Analyzing the Problem:

Why is it happening?



Determining What to Do:

What shall we do about it?



Implementing the Plan with Fidelity



Evaluating Progress:

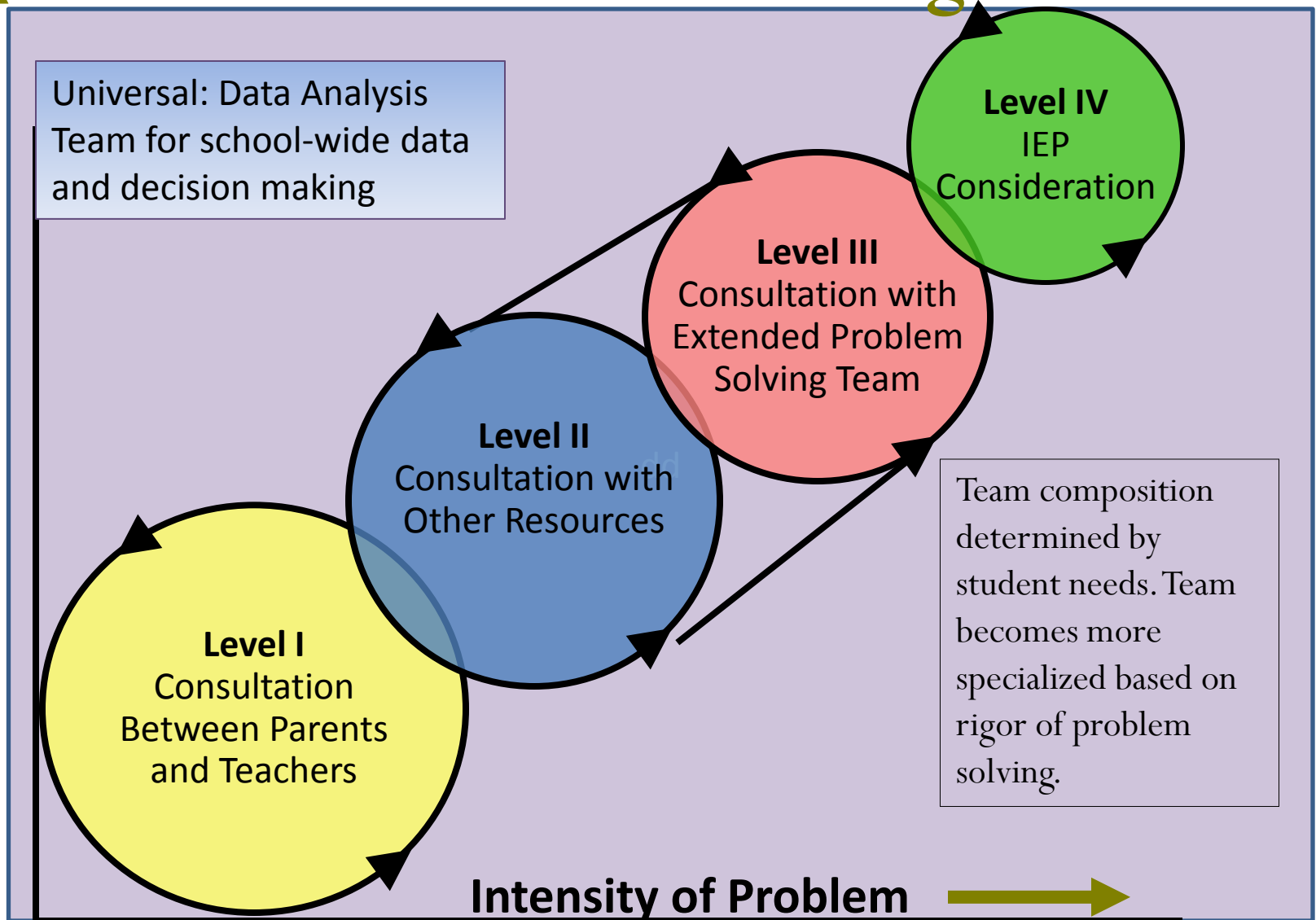
Did the plan work?

*What needs to happen
next?*



Levels of Problem Solving

Amount of Services/Resources Needed
to Meet Problem



Universal

Data Analysis Team for school-wide data and decision making

- team provides leadership, broader membership
- analyzes school-wide data (academic and behavioral/discipline)
- shares data with staff and/or other appropriate teams
- develops school-wide interventions
- uses data to influence professional development decisions, program/curriculum adoption, assessment adoption, etc.

Level I

Teacher & Parent Consultation

- Issues resolved in class/home environment
- Student late for class
- Conflict during recess
- Distracted student in class

Level II

Consultation with Other Resources

- student data reviewed for instructional groups among grade level/content area teachers
- developing math groups or literature circles
- problem-solving includes all students and/or groups of students

Level III

Consultation with Extended Problem Solving Team

- focusing on the individual student level
- usually diverse team membership
- team members vary depending on student need
- a group who might inform decisions about intervention design and effectiveness
- could recommend potential need for special education evaluation

Level IV

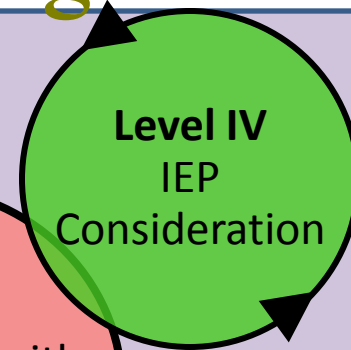
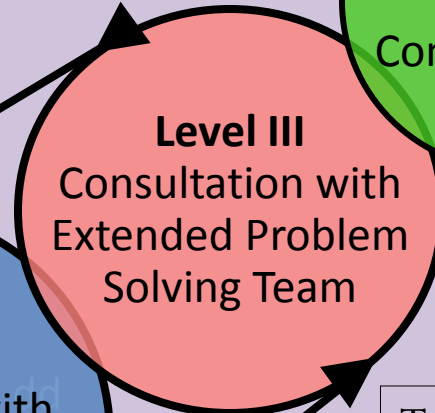
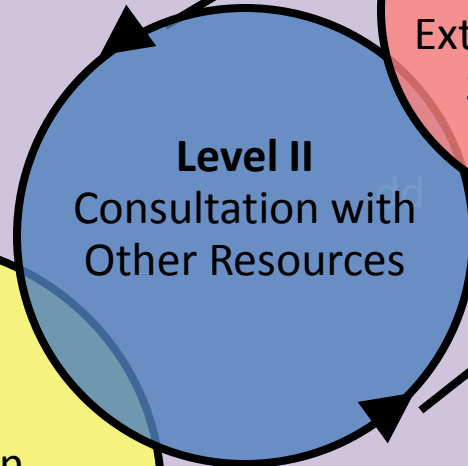
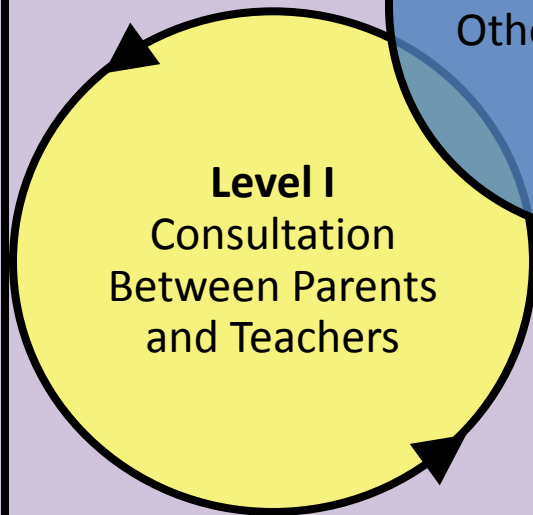
IEP Consideration

- The evaluation process for special education consideration is conducted by the Multidisciplinary team
- Case conference committee uses evaluation report to determine eligibility and services

Levels of Problem Solving

Amount of Services/Resources Needed
to Meet Problem

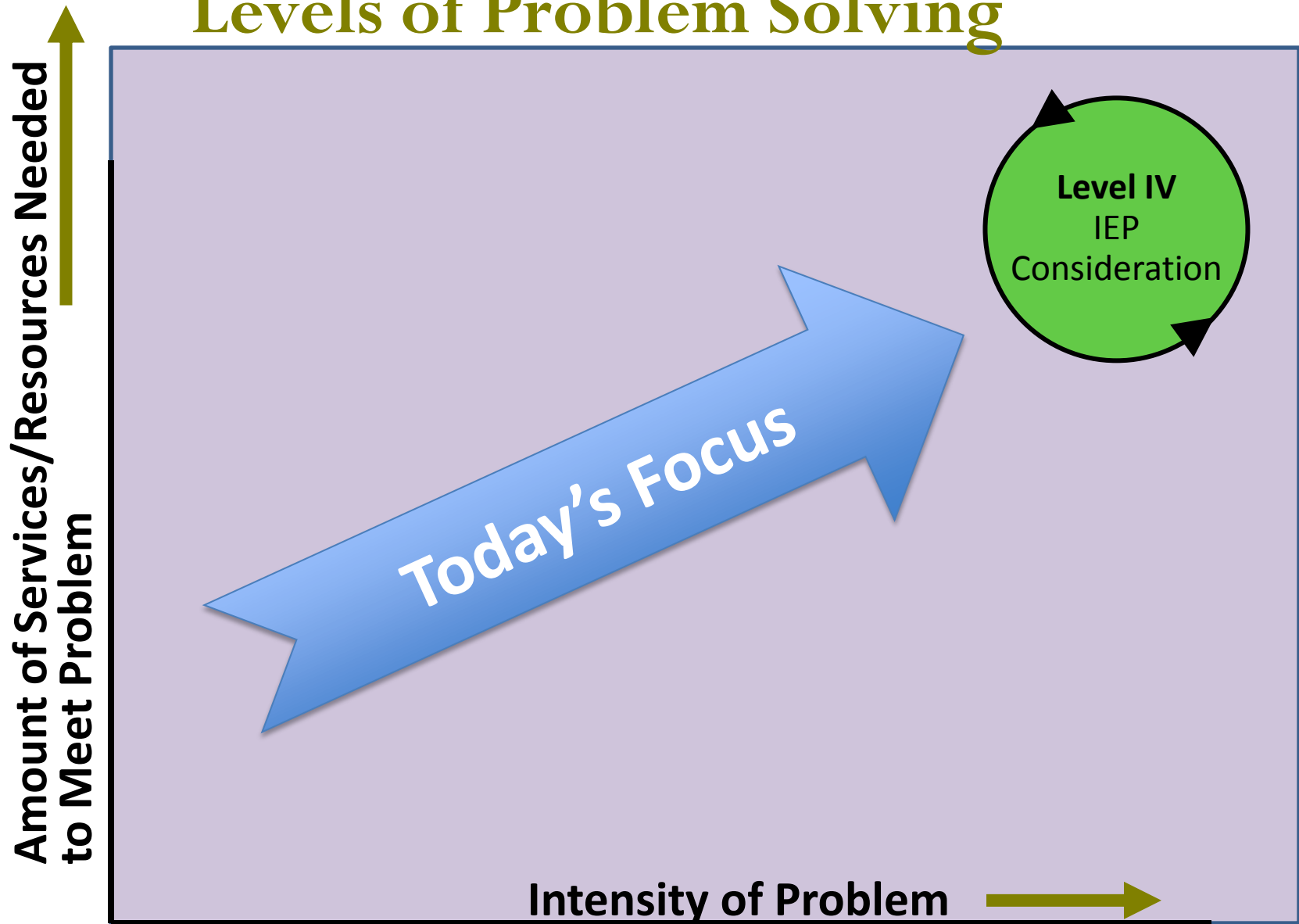
Universal: Data Analysis
Team for school-wide data
and decision making



Team composition
determined by
student needs. Team
becomes more
specialized based on
rigor of problem
solving.

Intensity of Problem

Levels of Problem Solving



TAKING A CLOSER LOOK AT MULTIDISCIPLINARY TEAMS & THE EVALUATION PROCESS

What is the role of the multidisciplinary team (MDT) in the evaluation process?

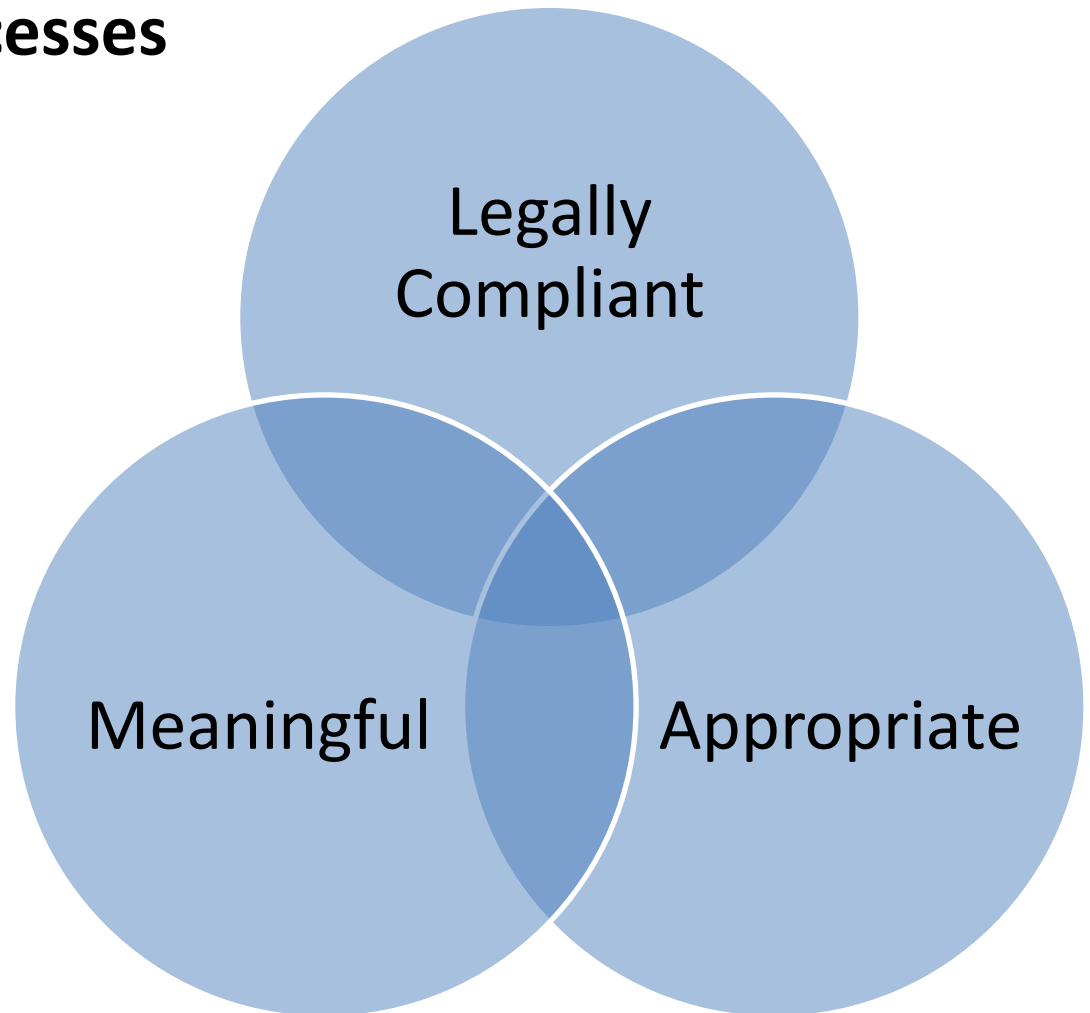
A **multidisciplinary team** (511 IAC 7-31-65) conducts the evaluation and prepares an educational evaluation report for the student's case conference committee (CCC). The CCC will use the information to make decisions about eligibility and services.

What is an educational evaluation?

Article 7 defines educational evaluation as the procedures used to provide information about a student's disability, or suspected disability, so that a case conference committee (CCC) can determine eligibility for special education services and, if eligible, the needed services (511 IAC 7-32-30).

The Dimensions of Effective Evaluation Processes

It is essential that evaluations address more than regulatory requirements and the mere presence of a disability to fully understand a student's needs so that an effective Individualized Education Program (IEP) can be developed and student learning outcomes achieved (Rebhorn & Kupper, 2007).



Working to Ensure *Comprehensive, Appropriate, & Meaningful*

- Collaborative multidisciplinary team practices,
- Reviewing and considering existing information,
- Identifying suspected disabilities and hypotheses for difficulties,
- Determining which evaluation requirements are already fulfilled and which are still needed,
- Creating an individualized plan for evaluation that is communicated in the written notice,
- Conducting and communicating evaluation results and conclusions effectively.

MDT Team Members

- Section 7-40-5(b) outlines the required multidisciplinary team members. Team membership varies slightly based on the suspected area of disability.

MDT Membership

- The MDT requirements in Article 7 are minimum requirements
- membership can (and should) be expanded to include any other licensed professionals essential for completing a comprehensive and appropriate evaluation.
- For identification of a Specific Learning Disability, Article 7 requires that the MDT include the school psychologist, the general education teacher, and a teacher/specialist licensed in suspected disability.

What does the CCC determine with the educational evaluation report?

The MDT prepares an **educational evaluation report** to summarize the findings of the evaluation (511 IAC 7-40-5(e)-(g)). The report is used by the CCC to determine eligibility and services, if the student is found to be eligible.

MAXIMIZING THE POTENTIAL OF TEAMS

Suggested strategies to improve teaming.

Conduct Efficient Team Meetings*

- Review agenda and goals for meeting
 - Process for team meeting
 - Effective team facilitator/leader
 - Team member to take notes
- * These are effective tips for all levels of problem-solving (grade-level team meetings, universal or school-level meetings, problem solving teams, multidisciplinary teams, CCC, etc.)

Meeting Agenda & Goals

- Review the agenda
- Discuss team member roles
- Clarify the desired outcome of the meeting

Team Leader

- Respected by colleagues
- Assertive in their role
- Focused, comfortable and flexible
- Willingness to redirect team and set time limits

Multidisciplinary Team Leader

- Article 7 does not speak to each member's role or the process through which the multidisciplinary team prepares the educational evaluation report or the written certification for SLD.
- Locally, team members' roles will be determined based upon the availability and expertise of staff. Some districts have found it helpful to identify a multidisciplinary team "leader" who assists with seeking each team members' input and team consensus regarding SLD eligibility.
- Having a team leader is especially important given the requirement for written certification of the team's opinion.

Team Member to Take Notes

- Team member takes notes in a visible format so all participants can see decisions as they are being made:
 - Use large dry erase board, smart board, chalkboard, or chart paper to capture notes
 - Use a projector and screen to project notes from a computer screen
 - Use document camera and screen to project hand written notes

RESOURCES OFFERED THROUGH THE EFFECTIVE EVALUATION RESOURCE CENTER

CONSIDERATIONS DOCUMENT

A brief introduction into the document and the accompanying resource materials.

Considerations Document

Available at

www.indstate.edu/blumberg/evaluation

Includes:

- SLD evaluation requirements
- Elements of Eligibility
- FAQ (based on state survey)
- Exclusionary Factors
- Example SLD Checklist

CONSIDERATIONS IN SPECIFIC LEARNING DISABILITY EVALUATION AND ELIGIBILITY DETERMINATION

JUNE 2011
EFFECTIVE EVALUATION RESOURCE CENTER
BLUMBERG CENTER FOR INTERDISCIPLINARY STUDIES IN SPECIAL
EDUCATION
INDIANA STATE UNIVERSITY



“Considerations”

- “the act or an instance of considering; giving careful thought; deliberation; contemplation,
- Offered for use at the local level to help inform discussions and practices related to specific learning disabilities,
- Not definitive, because of continual debate and conversation in the professional literature. Founded in Article 7 and existing federal/state guidance.

Using Evaluation Information to Inform Eligibility

...**Data** from various and multiple **sources** collected during the evaluation are.....

.....interpreted using locally determined guidelines or ***criterion*** and used to provide.....

.....***Evidence*** of meeting the eligibility criteria.....

Accompanying Resource:

A “For Illustration Purposes” document provides an example of a district SLD eligibility worksheet.

It provides examples of necessary evidence, data sources, and corresponding criteria.

1. Evidence of Underachievement Relative to Age or Grade <input type="checkbox"/> No <input type="checkbox"/> Yes		
Evidence	Criteria/Explanation	Data Sources
<input type="checkbox"/> A. Student’s performance below grade level on ISTEP+. <input type="checkbox"/> B. Student’s performance below grade level on districtwide assessments (note if not applicable). <input type="checkbox"/> C. Student’s performance below expected level on other norm-referenced assessments (note if not applicable/not given). <input type="checkbox"/> D. Student’s performance below expected level on criterion-referenced assessments (note if not applicable/not given). <input type="checkbox"/> E. Data from at least 2 assessment sources converge and indicate underachievement in one of the areas of SLD. <input type="checkbox"/> F. Other, please specify	A. Most recent assessment, not more than 1 year old, below ## percentile (e.g., 12 th). B. Below ## percentile, specified discrepancy ratio, % delay, absolute difference. C. Below ## percentile, specified standard score, absolute difference. D. Below ## percentile, specified score.	<input type="checkbox"/> ISTEP+ <input type="checkbox"/> Districtwide assessment data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Group intervention data <input type="checkbox"/> Norm-referenced and criterion-referenced assessments
2. SLD Indicator: Insufficient Progress <u>or</u> Patterns of Strength/Weakness <input type="checkbox"/> No <input type="checkbox"/> Yes		
Evidence	Criteria	Data Sources
<u>Insufficient Progress</u> <input type="checkbox"/> A. Supplemental intervention provided prior to or during evaluation. <input type="checkbox"/> B. Supplemental intervention matched to student need(s). <input type="checkbox"/> C. Supplemental intervention provided as designed. <input type="checkbox"/> D. Sufficient and appropriate progress monitoring data collected. <input type="checkbox"/> E. Lack of progress demonstrated during the intervention period. <input type="checkbox"/> F. Other, please specify	A. Notification of Intervention and intervention plan. B. Evidence of alignment between student need and provided intervention. C. Evidence of intervention implementation integrity. D. Minimum number of data points. E. Criteria for determining lack of progress specified in advance that involves comparison of actual and expected rates of progress.	<input type="checkbox"/> Cumulative Record <input type="checkbox"/> Social/developmental history <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Progress monitoring data and graph <input type="checkbox"/> Teacher/Parent/Student Interview <input type="checkbox"/> Observation
<u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. Normative weaknesses in academic areas of difficulty. <input type="checkbox"/> B. Normative weaknesses in corresponding areas of cognitive abilities. <input type="checkbox"/> C. Average, near average, abilities in remaining academic/cognitive areas. <input type="checkbox"/> D. Pattern of S and W relevant to SLD.	A. Specified standard scores or ranges. B. Specified standard scores or ranges - degree of relationship with area of concern. C. Specified standard scores or ranges.	<input type="checkbox"/> Norm-referenced achievement data <input type="checkbox"/> Norm-referenced cognitive assessment <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data

Example – for Illustrative Purposes Only

1. Evidence of Underachievement Relative to Age or Grade

No Yes

Evidence	Criteria/Explanation	Data Sources
<p><input type="checkbox"/> A. Student’s performance below grade level on ISTEP+.</p> <p><input type="checkbox"/> B. Student’s performance below grade level on districtwide assessments (note if not applicable).</p> <p><input type="checkbox"/> C. Student’s performance below expected level on other norm-referenced assessments (note if not applicable/not given).</p> <p><input type="checkbox"/> D. Student’s performance below expected level on criterion-referenced assessments (note if not applicable/not given).</p> <p><input type="checkbox"/> E. Data from at least 2 assessment sources converge and indicate underachievement in one of the areas of SLD.</p>	<p>A. Most recent assessment, not more than 1 year old, below ## percentile (e.g., 12th).</p> <p>B. Below ## percentile, specified discrepancy ratio, % delay, absolute difference.</p> <p>C. Below ## percentile, specified standard score, absolute difference.</p> <p>D. Below ## percentile, specified score,</p>	<p><input type="checkbox"/> ISTEP+</p> <p><input type="checkbox"/> Districtwide assessment data</p> <p><input type="checkbox"/> Schoolwide assessment data</p> <p><input type="checkbox"/> Classroom performance data</p> <p><input type="checkbox"/> Group intervention data</p> <p><input type="checkbox"/> Norm-reference and criterion-referenced assessments</p>

Accompanying Resource:

Evidence and data sources can be added to this document, which could then be used as the SLD Written Certification.

This document is a Word document and can be downloaded and modified by schools.

<u>Specific Learning Disability (SLD) Certification</u>	
<p>The Multidisciplinary Team members are required by Indiana's Article 7 (511 IAC 7-40-5(g)(2)(C)) to sign this document to certify their individual opinions for the Case Conference Committee, as to whether or not they believe this student has a Specific Learning Disability, and the basis for having that opinion. A team member who does not agree with the findings of the Educational Evaluation must attach a separate opinion statement.</p>	
1. Evidence of Underachievement Relative to Age or Grade <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
2. Evidence of Insufficient Progress <u>OR</u> Pattern of Strengths/Weakness <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<u>Insufficient Progress</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D. _____ <u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<u>Insufficient Progress</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D. _____ <u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are <u>NOT</u> Primary Factor for Underachievement. <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
4. Evidence that Exclusionary Factor: Lack of Appropriate Instruction is <u>NOT</u> Primary Factor for Underachievement. <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A.	<input type="checkbox"/> A.

FUTURE TRAINING OPPORTUNITIES

Participate in online and face-to-face professional development opportunities to learn more about SLD evaluation requirements and eligibility criteria.

Considerations in SLD Evaluation and Identification: Online Training Components

Written Resources

- Considerations in SLD Evaluation and Eligibility Determination
- SLD Checklist Blank Template
- SLD Worksheet with Examples

Discussion Board

- Discuss SLD Evaluation and Identification with EERC Staff
- Discuss local SLD practices and procedures with colleagues across the state

Webcasts

- Pre-recorded sessions developed to learn more about SLD evaluation requirements and eligibility criteria.

Webinars

- Two live, interactive web presentations about local policies, procedures, and case conference considerations for SLD.

EERC Discussion Board: Considerations Regarding Specific Learning Disabilities

You can view past and current discussions as a guest, which does not require a login. If you would like to join the active discussion board and add your own posts, then you will need to register your login.

<http://www.indianaeerc.org/phpbb/>

Participate in the Considerations Regarding Specific Learning Disabilities Discussion Board

<http://www.indianaerc.org/phpbb/>



Effective Evaluation Resource Center Discussion Board

Blumberg Center at Indiana State University

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Considerations Regarding Specific Learning Disabilities

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Considerations in SLD Evaluation and Identification: Conference Presentations

ICASE

- Fall Conference, September 29-30, 2011
- Topic: Local Policy and Procedure Considerations for SLD Evaluation and Eligibility Determination

IASP

- Fall Conference, October 10-11, 2011
- Topic: Considerations in SLD Evaluation and Eligibility Determination: Resources and Case Studies
- Topic: Models to Document a Pattern of Strengths and Weaknesses for SLD

References

Effective Evaluation Resource Center, Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University (2011). *Considerations in specific disability evaluation and eligibility determination learning*. Retrieved from <http://www.indstate.edu/blumberg/evaluation/docs/SLD-Considerations-Document-2011.pdf>

Heartland Area Education Agency. (2009). Working together for children: A guide for parents and educators. Retrieved from http://www.aea11.k12.ia.us/educators/sped/resources/working_children09.pdf

References

Nellis, L. (2011). Maximizing the effectiveness of building teams. Manuscript submitted for publication.

Special Education Rules, 511 IAC 7-32-2 *et seq.* (2010).

Welch, M., Brownell, K., & Sheridan, S.M. (1999). What's the score and game plan on teaming in schools? A review of the literature on team teaching and school –based problem-solving teams. *Remedial & Special Education*, 20(1),36-50.

Thank you for viewing this webinar!

Check out the EERC website.

<http://www.indstate.edu/blumberg/evaluation/index.htm>

Join us on the Discussion Board.

<http://www.indianaeerc.org/phpbb/>

Questions? Email ginger.miller@indstate.edu

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