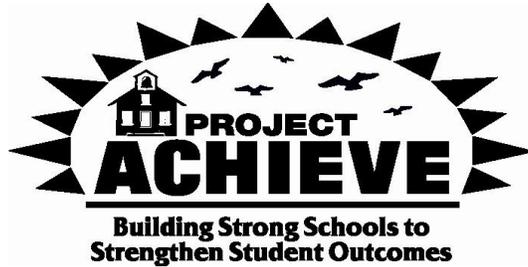# THE SAT/RtI² FUNCTIONAL ASSESSMENT/ DATA-BASED PROBLEM-SOLVING PROCESS

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School Committee Planning Worksheet

Name of School: **Date:**

Name of Committee: SAT Team—Grade and Building

Chair of Committee:

Committee Secretary:

Other Committee Members (with Terms of Office):

Monthly Meeting Day/Time:

    Grade:
    Building:

Charge/Mission of the Committee:

    When students demonstrate ongoing and/or persistent academic and/or behavioral difficulties that are not responding successfully to classroom-based problem solving, functional assessment, and interventions, the SAT process is used to address these circumstances through more intensive, multidisciplinary action. The Building-Level SAT team's primary responsibility is to supervise this more intensive problem-solving, consultation, and intervention process—whether at a grade-level or at the building-level, such that all students in need receive early intervention services, as much as possible, in the general education classroom through working with the regular classroom teacher(s). The Building-level SAT team also evaluates referrals for problem-solving over time to identify referral trends, preventative strategies, and professional development needs so that teachers are prepared to provide strategic or to support intensive intervention services to students in need. Finally, the Building-level SAT team is responsible for tracking the number and type of students receiving 504 accommodations and special education/IEP services, for coordinating manifestation and other discipline-related assessments for individual students, and for evaluating the school's success relative to the state-monitored "special education triggers" (e.g., LRE, disproportionality, AYP, graduation and drop-out rates).

Primary Committee Goals, Objectives, and Outcomes:

1. To provide timely problem-solving/functional assessment, consultation, and early intervention services, at the grade-level and building-level, for students whose teachers are concerned with their academic and/or behavioral responses to teacher-generated and delivered classroom interventions.

2. To track the progress of existing student interventions, both individually and collectively, to identify trends and professional development opportunities such that the individual students make successful progress in their targeted areas, and the school's staff are able to prevent or respond earlier and more independently to similar problems for other students.

3. To facilitate the communication and consistency, across staff, in the implementation and use of strategic interventions for students receiving them, and to ensure that interventions and "lessons learned" about students, systematically and in a timely way, are transferred across relevant staff members from one school year to the next.

4. To collect and report individual and group student data such that the SAT process is formatively and summatively evaluated, such that it maximizes all students' academic and behavioral progress and skill mastery, such that the school meets and/or adheres to all NCLB and IDEA requirements and mandates, and such that the strengths of the process are maintained and the weaknesses of the process are addressed.

Year-at-a-Glance Agenda:

APRIL: Choose New Committee Members, New Committee Chair/Secretary.

APRIL-JUNE: Hold at least three meetings with the Out-going and In-coming Committee membership to plan New School Year Transition; One focused on Summative Evaluation of Goals and Outcomes

    Complete and Analyze the Consultation Referral Audit
    Facilitate the "Get-Go" Review Process of the Year's Early Intervention Referral,
        IEP, 504, and other Students
    Participate in the Academic Achievement Audit
    Facilitate the writing of the Student Briefing Reports

AUGUST PRE-PLANNING: First Committee Meeting of New Year

SEPTEMBER-OCTOBER: Monthly meetings

NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

DECEMBER-JANUARY: Monthly meetings

FEBRUARY: Committee drafts School Improvement Plan (SIP) Committee Goals, Objectives, Needed Resources, and Need Funding for NEXT YEAR's SIP for Submission to School Improvement Team

MARCH: Goal-focused Formative Evaluation and Planning Meeting for next three months

Meeting Agenda:

♦ **The SAT Team meets once per week for 2 hours/meeting.**
♦ **The first 90 minutes involves three 30 minute Initial Case Reviews.**

General Initial Case Review Process:

1. Classroom Teacher presents the Case using the Records Review Form (10 minutes).

   * A SAT Team member also completes the Records Review Form to ensure no loss of critical information.

2. Round Robin: Anyone on the SAT Team with direct contact or additional information shares that information (5 minutes).

3. Initial Summary: Chair or the SAT member on the Classroom Teachers Grade-level SAT Team summarizes the major concerns (2 minutes).

4. Q & A: Additional clarifying questions, identification of "Relevant Unknown" information, or hypotheses to explain the concerns from the SAT Team (10 minutes).

5a. TOO MANY Relevant Unknowns: Assign individuals to collect the information and determine when to reconvene at a future SAT meeting (3 minutes).

5b. ENOUGH information to proceed: Assignment of a "Master Consultant" to work with the teacher in the classroom on functional assessment to interventions. Determination of when 1st Consultation Case Review will come before the SAT Team (3 minutes).

♦   **The last 30 minutes involves Consultation Case Reviews of previously-considered Cases to update their progress**

Data Sources to Evaluate Committee Outcomes:

The ADDRESS
APSCN
Referrals to the SAT team for early intervention services
Number of referrals successfully addressed/resolved by the Grade-Level SAT team
Special Education Referrals/Placements for students
Number of students moving to a less restrictive setting/program or
        who no longer need services through an IEP
The Consultation Referral Audit
The Get-Go Process and its outcomes
The Academic Achievement Audit

SAT Case Study Examples and Data-based Problem-Solving Practice

Howard M. Knoff, Ph.D.
Director, Project ACHIEVE

<u>Joshua</u>   <u>Grade 6</u>   (October)

- Joshua is a sixth grader who lived in another community 50 miles away and attended school there until the end of third grade. He entered his current school at the beginning of fourth grade and has been in this school since. He entered fourth grade approximately one year behind in reading and a half a year behind in math. He is now experiencing both academic and behavioral problems in the classroom, and his teachers are concerned enough that they are presenting him to the Building-level RtI^2 team.

- Joshua is a very emotional boy. He has lived in a foster home with many other children over the past four years. His mother is in prison, and he has never known his father. His foster parents seem continually overwhelmed. They have never attended a parent conference in the four years Joshua has been in school, but they are open to home visits. They have virtually no information on Joshua's social and developmental history, and they largely attend to Joshua only when he presents a problem at home.

- In the classroom, Joshua has verbal outbursts if he doesn't think his teachers are being fair, and when he is academically frustrated. He cries very easily—both before any interactions with his teachers and after getting corrective feedback (e.g., regarding his verbal outbursts). He bullies peers (pushing other students and telling them to shut their mouths) when unsupervised (mostly in the common areas of the school) whether they are smaller or larger than him. He often does this as his initial interaction with these peers.

- Again in class, Joshua is very messy and cannot seem to get organized. He does not complete his assignments, and he rarely returns homework—even though the last period teacher makes sure that they are in his book bag when he leaves at the end of the school day. It is not unusual to see Joshua wandering around the classroom during independent seatwork times.

- Joshua has received core instruction plus an Intervention period each day of academic support in both reading and math since the middle of fourth grade. His teachers report that he has a great deal of difficulty comprehending materials that he needs to read, but that his comprehension is better when he is able to listen to material—especially material whose topic areas he has experience and interest in. He is able to read grade-level CBM material at 40 words per minute with 15 errors per two-minute passage.

- In math, he has particular difficulty with word problems, and fractions. He has not yet mastered his multiplication facts, and he works slowly but accurately with addition and subtraction.

- Joshua was part of a 5th grade group last year that worked on social skills and teamwork. He also went to a first grade room to read with a student (he is very well behaved during this time). His teachers would especially like to help him self regulate his behaviors and stay in his seat.

SAT Case Study Analysis

Initial Concerns
(Renumber in Priority Order)

1.

2.

3.

4.

Desired or Replacement Behaviors

1.

2.

3.

4.

Initial Concerns
(Renumber in Priority Order)

5.

6.

7.

8.

9.

10.

Desired or Replacement Behaviors

5.

6.

7.

8.

9.

10.

Existing/Needed Information:

	Relevant Known	Relevant Unknown	Irrelevant
STUDENT			
ACADEMIC/ CURRICULAR			
TEACHER/ INSTRUCTION			

	Relevant Known	**Relevant Unknown**	**Irrelevant**
CLASSROOM/ PEER			
SCHOOL/ DISTRICT			
HOME/ COMMUNITY			

Hypothesis 1: Family/Neighborhood/Community Conditions.

1. _____ because

 _____

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

 1. _____?   (Yes/No?)

 2. _____?   (Yes/No?)

Organization of your Questions:

 Question 1: _____?

Question 2:

_____

_____

_____?

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 2: School/School District Conditions.

1. _____ because

   _____

    Positive Prediction:

When _____,

Then _____,

    Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____?   (Yes/No?)

2. _____?   (Yes/No?)

Organization of your Questions:

<div style="text-align:center">

Question 1: _____?

</div>

Question 2:

_____

_____

_____?

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 3: Classroom Conditions.

1. _____ because

   _____

    Positive Prediction:

When _____ ,

Then _____ ,

    Converse Prediction:

When _____ DOES NOT _____ ,

Then _____ DOES NOT _____ .

    Referral Questions:

    1. _____?   (Yes/No?)

    2. _____?   (Yes/No?)

    Organization of your Questions:

        Question 1: _____?

Question 2:

_____

_____

_____?

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 4: Teacher Conditions.

1. _____ because

   _____

    Positive Prediction:

When _____,

Then _____,

    Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____?   (Yes/No?)

2. _____?   (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____

_____

_____?

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 5: Curricular Conditions.

1. _____ because

 _____

Positive Prediction:

When _____,

Then _____,

Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

Referral Questions:

1. _____? (Yes/No?)

2. _____? (Yes/No?)

Organization of your Questions:

Question 1: _____?

Question 2:

_____

_____

_____?

	YES	NO
YES		
NO		

How will the data be collected:

R eview Records:

I nterview:

O bserve:

T est:

S urvey:

S elf-Report:

Possible Interventions:

Hypothesis 6: Student Conditions.

1. _____ because

    _____

    Positive Prediction:

When _____,

Then _____,

    Converse Prediction:

When _____ DOES NOT _____,

Then _____ DOES NOT _____.

<u>Referral Questions:</u>

1. _____?   (Yes/No?)

2. _____?   (Yes/No?)

<u>Organization of your Questions:</u>   **Question 1: -**
_____?

Question 2:

	YES	NO
YES		
NO		

_____

_____

_____?

<u>How will the data be collected:</u>

<u>R</u> eview Records:

<u>I</u> nterview:

<u>O</u> bserve:

<u>T</u> est:

<u>S</u> urvey:

<u>S</u> elf-Report:

<u>Possible Interventions:</u>

Appendix:

Checklist of Possible Hypotheses to Explain Student Difficulties

I. Child Characteristics/Conditions

Hypothesis

Cognitive Areas:

    Adequate/inadequate short and long-term memory (auditory, visual)
    Length of attention span
    Self-monitoring and self-management skills
    Self-control/Impulsivity (ability/inability to delay long
       enough to think/behave)
    Ability/inability to integrate visual/motor/auditory tasks
    Presence/absence of prerequisite academic skills for task
    Cognitive/meta-cognitive ability and skills

Behavioral Areas:

    Self-control and self-management skills
    Attributions, beliefs, expectations, attitudes
    Social skills (interpersonal, problem-solving, conflict
       resolution skills)
    Adaptive behavior skills
    Academic engagement

Health Areas:

    Hearing, motor, vision skills
    Presence of specific health conditions
    Physical and motor (fine and gross) capacity
    Medication cycle not appropriate for school day/activities
    Side effects of medication
    Speech/language difficulties
    Metabolism
    Fatigue/persistence resulting in higher activity, less ability to focus, etc.

Other:

    Excessive absences or moves
    Lack of sensory stimulation during early childhood Language other than English

II. Peer Characteristics/Conditions

Hypothesis

Degree of cohesion between students relative to sharing
 common interests, values, and goals
Peers support/reinforcement of appropriate/inappropriate
    behavior
Peers providing/not providing appropriate/adequate models
Social/Academic skills of peers significantly higher (lower)
    than referred student
Peer influence over student's appropriate/inappropriate
    behavior (e.g., supporting vs. taunting and instigating)
Expectations/values of peer group that influence student

Other:

III. Curriculum Characteristics/Conditions

Hypothesis

Curriculum too easy or difficult
Curriculum relevant/not relevant to child
    experiences/understanding
Curriculum flexible/inflexible in its ability to be adapted
    to students' learning styles or individual needs
Curriculum presented in a way that relates to child
    strengths/weaknesses (lecture/auditory, etc.)
Curriculum presented too fast or slow for student
    learning rate
Sufficient/Insufficient opportunity to practice skills
Length of curriculum assignments too long/too short for
    attention/concentration skills of student
Philosophy of curriculum presentation too narrow or
    broad (e.g., phonics only)
Curriculum empirically-based or not relative to student
    learning outcomes

Other:

IV. Teacher Characteristics/Conditions

Hypothesis

Teacher expectations too high/too low for skills of student
Feedback to student frequent/not frequent enough
Rate of reinforcement too high/too low for student needs
Presence/absence of assessment as an integral component
    of instruction
Student and teacher physically too far apart or too close
Sufficient/Insufficient rehearsal time, direct instruction
    time, teacher guided practice
Teacher energy, fatigue, or tolerance resulting in higher
    positive/negative or more/less frequent feedback and
    interaction
Teacher familiar/unfamiliar or experienced/
    inexperienced with curricular methods needed by child
Level of supervision (frequency/rate) too high/low for
    student needs
Teacher teaching style related to child strength or
    weakness areas

Other:

V. Classroom/School/District Characteristics/Conditions

Hypothesis

Classroom seating arrangement fosters problems (too
 close/near to peers, too far from/close to teacher, near
 window or distractions, etc.)
Rules/expectations in class/building far exceed skills of
 student to be successful
Presence/absence of a school-wide discipline approach
School and staff (staff to student) ratio
Sufficient/insufficient school materials (books, labs, other
 learning resources)
Satisfactory/unsatisfactory professional development
 programs for staff
Areas in building that are supervised adequately/inadequately
Consistent/Inconsistent discipline programs/philosophies/
 differences between staff who interact with students
Temperature of building/classrooms
Schedule of the daily activities
Bus ride (length, problems on bus carry over to school, other)

Other:

VI. Family/Neighborhood/Community Characteristics/Conditions

Hypothesis

Parent discipline adequate/inadequate (e.g., too severe/passive, teaches child pro social or aggressive strategies)

Presence of conflict/physical aggression between parents/guardians

Presence/absence of appropriate/inappropriate levels of parent supervision

Parents support/non-support of homework completion

Discrepancy in values/expectations between home/school

Parent academic skills adequate/inadequate to help child

Reading and related academic and appropriate extracurricular activities present/absent in or supported by the home

Parent difficulties (substance abuse, etc.) result in inconsistent parenting, low levels of supervision, negativity

Parent able/unable or willing/unwilling to reinforce school-related academic/behavior strategies in the home

Parent expectations too high/too low for child along with too much/too little pressure

Parent willing/unwilling or able/unable to meet health/ nutrition/basic needs of child resulting in potential school absences, tardiness, ability of child to concentrate on school tasks, etc.

Parent supervision of student relative to the presence/absence of appropriate/ inappropriate adults/peers in community

Other: