# ~'ro~essional ~evelo~ment ~Vor~s~op

PURPOSE

To identify the impact of changes in legislative frameworks and policies in education, on the practice of school psychologists in the area of assessment, consultation and reporting of students' educational functioning and needs.

OUTCOMES

- Identification of areas of change in practice to reflect support for the philosophy of inclusion of all students in schools, as per current legislation and policies.
- Reflection on the use of psychometric assessment tools.
- Report writing to be needs based and have an intervention focus.
- Develop skills in consultancy with teachers and parents.

Session 1

Review of Educational Services for Students with Disabilities in Government Schools.

- Outline of the main points from the Consultation Paper, February 2002
- Examination of the recommendations and 7 principles.
- Group discussion on the relevant points which will impact on the practice of school psychologists.
- Collate responses and identify any adjustments which will need to be made.
- Identify any anticipated barriers. What strategies could overcome these?

Session 2

Assessment. How will assessment tools be used differently?

- To test or not to test. Ecological model v's deficiency model.
- Identification and resourcing of students with special needs.
- Needs based assessment. What does it look like?
- Choosing and justifying the choice of assessment tools.
- Case scenario and role play of a teacher interview.

Session 3

Collaborating with parents.

- Look at parental reactions to the news of a child's disability.
- How does the school psychologist support parents through this process?
- Communicating assessment results.
- Role play of a case conference to develop an IEP.

Session 4

Writing reports which are directed towards educational interventions.

- What information needs to be included.
- Making links to the Curriculum Framework.
- Making recommendations in terms of teaching and learning adjustments.
- Development of a sample report.

# Review of Educational Services far
# Students with Dlsabllltles In Government

## PRINCIPLE ~    Providing access and participation

**Students with disabilities have the right to enrol and participate on the same basis as other students**

Clear information during the enrolment process, coupled with the ability *of* parents to choose the form *of* education that best suits their child's needs, will support an accessible and inclusive education system.

**This** principle is visible in practice when:
- The right of students with disabilities to be enrolled on the same basis as other students is recognised.
- Students with disabilities participate in an appropriate range of learning environments.
- Parents are partners in all aspects of the education process.
- Information about schooling options and the range of services is inclusive and accessible to allow for informed parental choice.
- Enrolment procedures are collaborative, transparent and consistently applied.
- Effective transitions are made during all phases of schooling.

## PRINCIPLE z    Supporting inclusive schools

**All levels of the system value diversity and operate within an inclusive framework**

Inclusive schools will be supported by the development *of* educational leadership and teaching that recognises diversity and ensures full acceptance and participation *of* all students.

**This** principle is visible in practice when:
- School communities value diversity.
- Educators have the awareness and confidence to support students with special educational needs.
- Educational leaders take a proactive role in advocating and ensuring equity for all students.
- Schools develop and adopt inclusive pedagogical and cultural practices.

## PRINCIPLE 3    Ensuring Iota! decisions and adjustments

**A range of effective and appropriate adjustments is provided to ensure access, participation and achievement**

Schools will make informed decisions to support enhanced student learning outcomes using a collaborative approach. Whole school approaches and frameworks support all students with disabilities in the context *of* students with special educational needs. Changes to students' programs are based on local decisions and a documented educational program.

This principle is visible in practice when:
- Adjustments are informed through collaboration with parents and other relevant stakeholders.
- **Students'views are sought and are** reflected in the educational program.
- Adjustments are made at the whole school, classroom and individual levels. These adjustments are regularly monitored and reviewed.
- Decisions about adjustments are made, where possible, at the local level.
- Adjustments are culturally sensitive and minimise discrimination.
- Adjustments are recorded within a documented educational program as part of a broader accountability framework.

## PRINCIPLE q.   Implementing a new framework for resource allocation

**Adjustments are provided on a needs basis and are equitably resourced**

Development *of* a new funding model is proposed. Supported by an allocative mechanism based on students' learning needs, the model will better provide for all students with disabilities in the context *of* students with special educational needs. Schools will be supporte4 in the flexible use *of* resources.

This principle is visible in practice when:
- A consistent and co-ordlnated system-wide procedure for the identification of students with special educational needs is in place.
- All stakeholders contribute to the identification and assessment of students' learning needs.  v
- A needs-based allocative mechanism provides resourcing for appropriate adjustments.
- Schools are supported to be flexible in planning and implementing appropriate programs for students with special educational needs.

- Schools demonstrate accountability in the use of allocated resources.

# PRINCIPLE 5    Matchin~~I~~ •r<sub>ay</sub> with student needs

## The system supports the development of pedagogy to meet individual student needs

The *continuous* improvement of Leaching and learning practices is identified as the most effective straCegy for enhancing outcomes for sCUdents with disabilities in the context *ofstudents* with special educational needs.

This principle is visible in practice when:
- Evidence-based, effective models of teaching and learning for all students with disabilities are identified, prer^,oted and implemented.
- Benchmarks for effective teaching and learning practices are identified, promoted and implemented throughout the system.
- Implementation and ongoing evaluation of effective teaching and learning practices are supported by the system.
- Partnerships with training providers are formed to ensure best quality pre-service and in-service training.

# PRINCIPLE 6    Deliverin~~~~~onsive services

## The range of co-ordinated services provided is flexible and d elivered according to student needs

*Students'individual needs* will be addressed by flexible *and responsive services.*

This principle is visible in practice when:
- Individual student needs are identified and responded to through a range of co-ordinated services and supports.
- Support services respond to local school community contexts.
  School-based interventions are implemented as early as possible.
  Services and supports are reviewed regularly to acknowledge changing school community and student needs.
- System initiatives are monitored and reviewed.

# PRINCIPLE 7    Collaboratinl~ for better outcomes

## Services are provided and supported by collaborative models and partnerships
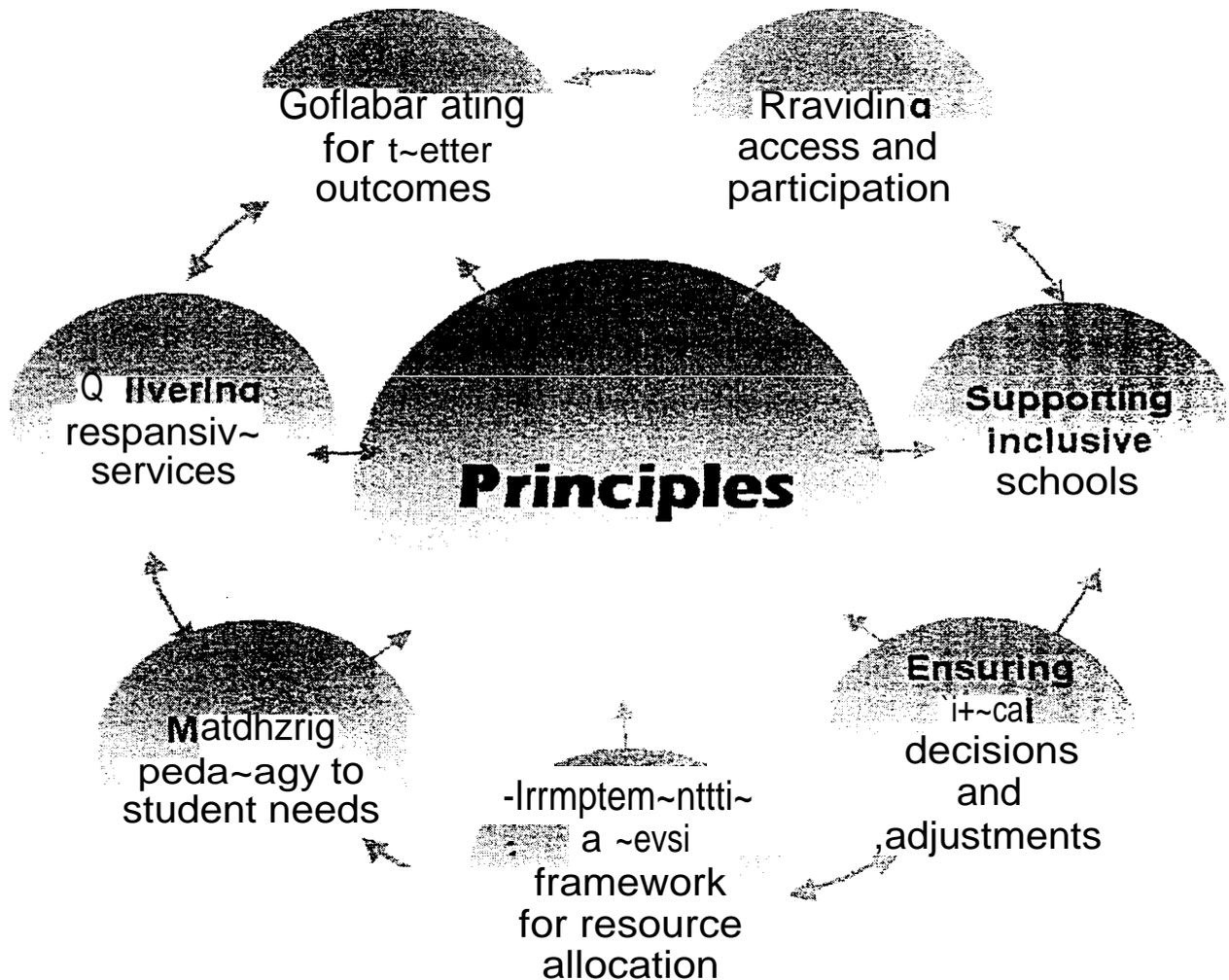
*Services based on* strong collaborative partnerships *yield the* best results. Partnerships may be formed ber~Neen service providers locally or at a system level.

This principle is visible in practice when:
- Service providers and staff work together to create seamless service delivery to students.
- Schools engage in collaborative models to ensure effective responses to student needs.
- Collaborative partnerships define responsibilities and expectations that are monitored and reviewed.
- Protocols between service providers and the Department are ratified at **the system level.**

# Review of Educational Services for Students with Disabilities in Government Schools

# Principles and Indicators

Goflabar ating for t~etter outcomes

Rravidin**a** access and participation

Q **liverina** respansiv~ services

**Supporting inclusive** schools

**Matdhzrig** peda~agy to student needs

-Irrmptem~nttti~ a ~evsi framework for resource allocation

**Ensuring** i+~ca**l** decisions and ,adjustments

**Principles**

F~"ir1~l~~~~

**7. C**t~tia;5c i'~tti**ng** fartaetter aut~cames

Services provided and supported by collaborative models and partnerships

**1. Providing access and participation**

Students with disabildies have the right to enrol and participate on the same basis as other students

_: Deiiv~rttt,**a** ·responsiVe.-servi~es

Tha range of coordinated services provided is flexible and delivered according to student needs

Guiding Statement

Every child has a right to receive an

**2. Supporting inclusive schools**

All levels of the system value diversity and operate within an inclusive framework

Parents' have the right to chonse the firm of education that best suits their chiVd's needs.

Parents have a responsibilit~to work together in partnership with schools for children's schooling to be successful.

A government schooling system must be provided to meet the educational needs of all children.

**6. Matching pedagogy to student needs**

The system supports the development of pedagogy to meet individual student needs

~: EC151][~i1:~-hC**a**l declsiQn's ari**d** adjustments

A range of effective and appropriate adjustments is provided to ensure access, participation and achievement

**4. ImpteR~idnting** a nWV framework foT · resource allocation

Adjustments are provided on a needs basis and are equitably resourced

ASSESSMENT

 Various methods should be used to collect data and form a profile of the student. It may be a matter of building on the student's SAER profile already in the school.

Sattler (2001 } suggests that these questions should be considered in an assessment.
- What are the child's age, sex, and grade level?
-  What are the child's and family's ethnicity, culture, and socio-economic status?
- Who is the referral source?
- What is the reason (purpose) for the referral?
- What behaviours are of concern to the cliiki's parents, Teachers and signiilcarit others?
- Are there any associated problems or disabilities`? If so, What is the nature of the problem or disability- its frequency, duration, and intensity- and what are the antecedents and consequences of the problem or coexisting medical problems (e.g. seizures) of the disability? How severe is the child's problem or disability (mild, moderate or severe)? How did the problem or disability come about? (e.g. congenital or acquired; if acquired, age at which acquired) How has the problem affected the child's cognitive ability, language, motor skills, self-concept interpersonal relationships, and related areas?
- What stressors are present in the child's life?
- What roles do the family, school, and community have in affecting the child's performance?
- What supports does the child have from the family, school and community?
- How does the child, family, and teachers perceive and deal with the problem?
- What is the level of the child's intelligence, including his or her le~Tel of verbal and nonverbal ability as well as any other areas of cognitive functioning?
- Huw ₁~ the d`iild perivrn?Iiig ac **aderltiCaliy?**
- What are the main features of the child's temperament, personality and interpersonal skills`?
- What are the child's strengths and limitations?
- In what ways have the child's problems affected ordinary activities?
- What compensatory strategies has the child developed to help him or her cope with difficulties?
- What expectations do the child, family and school have for changes in the child's behaviour?
- What interventions are most feasible, inch~ding the most appropriate educational program and setting for the child?
- dial realIStiC goals Carl be Set for the Cfiiid?
- What is the prognosis (likely outcome}?
- (For re-evaluation) Has there been any change in the child's functioning and if so, in what areas have there been changes?

Table 21-4
Examples of-Intervention'Strategies Used in Schools

Environmental Strategies

1.  Provide a structured learning environment.
2.  Adjust class schedules.
3.  Use classroom aides and note takers.
4.  Modify non-academic times such as lunch break, recess, and physical education.
5.  Change student seating.
6.  Use a study carrel.
7.  Alter location of personal or classroom supplies for easier access or to minimize distraction.
8.  Arrange for regular classes with enrollments much smaller than usual.

Organizational Strategies

1.  Modify test delivery.
2.  Use tape recorders, computer-aided instruction, and other audiovisual equipment.
3.  Select modified textbooks or workbooks.
4.  Tailor homework assignments and ensure that required assignments are written down. Provide deadlines for substeps in long-term assignments.
5.  Use one-on-one tutorials.
6.  Provide peer tutoring.
7.  Set time expectations for assignments.
8.  Provide cues, such as faces indicating beginning and ending times.
9.  Provide tests in segments so that student hands in one segment before receiving the next.
10. Highlight main ideas and supporting details in books.

Behavioral Strategies

1.  Use behavioral management techniques.
2.  Use behaviorallacademic contracts.
3.  Use positive reinforcements (rewards).
4.  Use negative consequences (punishments).
5.  Confer with student's parents (and student, as appropriate).
6.  Confer with student's teachers.
7.  Establish a home/school communication system for behavior monitoring.
8.  Post rules and consequences for classroom behavior.
9.  Offer social reinforcers for appropriate behavior.
10. Put student on dailylweekly progress report.
11. Implement self-recording of behaviors.
12. Work with student to devise and implement a new habit to solve a recurring problem.

Presentation Strategies

1.  Tape lessons so that the student can listen to them again.
2.  Provide mimeographed material for extra practice (e.g., outlines, study guides).

3.  Require fewer drill and practice activities.
4.  Give both oral and visual instructions for assignments, and check student's recording of them.
5.  Vary the method of lesson presentation (e.g., lecture, small groups, large groups, audiovisuals, peer tutors or cross-age tutors, demonstrations, experiments, simulations, games, and one-on-one instruction with adult).
6.  Provide for oral testing.
7.  Ask student to repeat directions/assignments to show understanding.
8.  Arrange for a mentor to work with student in the student's interest area or area of greatest strength.

Methodology Strategies

1.  Repeat and simplify instructions about in-class and homework assignments.
2.  Supplement verbal instructions with visual instructions.
3.  Change instructional pace.
4.  Change instructional methods.
5.  Move about the room; sometimes stand directly behind inattentive students.
6.  Vary speaking tone, volume, and tempo.
7.  Make frequent use of maps, globes, charts, timelines, diagrams, illustrations, and demonstrations.
8.  Relate unfamiliar or abstract material to concepts familiar to the student.

rriculum Strategies

Cu1. Change instructional materials.
2.  Use supplementary materials.
3.  Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current interest and functioning levels.
4.  Implement study skill strategies (survey, read, recite, review). Introduce definition of new terms/vocabulary and review to check for understanding.
5.  Limit amount of material presented on a single paper.
6.  Provide a sample or practice test.
7.  Be aware of student's preferred teaming style and provide appropriate instruction/materials.

udy Skill Strategies

St1. Instruct student to read and survey the material first.
2.  Instruct student to develop questions about the material.
3.  Instruct student to learn the pertinent facts about the material.
4.  Instruct student to recite the pertinent facts learned about the material.
5.  Instruct student to review everything he or she learned about the material.

*Source:* Adapted from *Opporiunities for Success (1996),* published by the Colorado Department of Education.

# WELCOME TO HOLLAND

BY EMILY PERL KINGSLEY AUTHOR OF THE TV MOVIE "KIDS LIKE THESE'
TAKEN FROM THE LA TIMES SUNDAY NOVEMBER 5 1989.

I am often asked to describe the experience of raising a child with a disability, to try to help people who have not shared that unique experience to understand it, to imagir:e how it would feel. It's like this.....

When you're going to have 'a baby, it's Like planning a fabulous vacation trip-to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Colosseum, The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. Yout'pack your bags and off you go. Several hours later the plane lands. The stewardess comes in and says "Welcome to Holland".

"Holland", you say, "What do you mean, Holland? I signed up for Italy. All my life I've dreamed of going to Italy".

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guidebooks. And you must learn a whole nevv language, and you will meet a whole new group of people you would never have met.

It's just a different place. It's slower paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around, and you begin to notice that Holland has Windmills, Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy, and they're all bragging about what a wonderful time they had there. And for the rest of your life you will say "Yes, that's where I was supposed to go. That's where I planned".

And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the ver~~ special, very lovely things about Holland.

hddipsychadmirviocisae

## Ippandix B: A t:anctional Assassmant Interview form

# Functional Ass¢ssm¢nt 1nt¢rri¢w Form

lame of Student                                     Age            Date

nterviewer                                **Respondent**

## ~. Desvibe the Behavior(s).

1. What are the behaviors of concern? For **each behavior, define the topography (how it is performed),** frequency (how often it occurs per day, week, month); duration (how long it lasts when it occurs); and intensity (What is the magnirude of the behaviors: low, medium, or high? Does it cause harm to others or the student?)

| Behavior | Topography | Frequency | Duration | Intensity |
|---|---|---|---|---|
| | | | | |

2.'

3.

4.

5.

6.

7.

8.

9.

~`Uhich of the behaviors above occur together' (e.b., occur at the same time; uccur Ui :i przaimaLle ˋchain"; occur in the same situation).

## B. Defin¢ Ecoiogicaf Ev¢nts That Mag Aff¢d Behavior(s).

1. V~'hat medications is the :rudenr rai:in~• lif am~) and how do you believe these may affect behavior?

Z. What medical complications (if any) does the student have that may affect his or her behavior (e.g., asthma, allergies, seizures)?

3. Describe the extent to which you believe activities that occur during the day are predictable for the person. To what extent does the student know the activities that will occur (e.g., reading, lunch, recess, group time) ?

4. About how often does the student get to make choices about activities, reinforcers, etc.? In what areas does the student get to make choices (academic activity, play activity, type of task)?

5. How many other people are in the classroom setting? Do you believe that the density of people or interactions with other individuals affect the target behaviors?

6. What is the staffing pattern? To what extent do you believe the number of staff, training of staff, quality• social contact with staff, etc. affect the target behaviors?

7. Are the tasks/activities presented during the day boring or unpleasant for the student, or do they lead to results that are preferred or valued?

3. ~k•hat outcomes are monitored regularly by you and/or your aide (frequency of behaviors, skills learned, activity patterns).'

## C. Define Events and Situations That Predict tkarrrances of Target Behaviors.

1. Time of Day: When are the behaviors most likely? Least likely?

Most likely

Least likely

2. Settings: Where are the behaviors most likely? Least likely?

Most likely

Least likely

3. Social' Control: With whom are the behaviors most likely? Least likely?

Most likely

Least likely

4. Activity What activity is most likely to produce the behavior? Least likely?

Most likely

Least likely

5. Are there particular situations, events, etc. that are not listed above that "set off' the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What would be the one thing you could do that «ould be most likely to make the undesirable behaviors) occur?

,

## D. Identifp the "unction" of the Undesirable Behaviors}. What Conseduences Maintain tote Behavior(s)?

1. Think of each of the behaviors listed in Section A and define the functions) you believe the behavior serves for the student (i.e., what does he/she get and/or avoid by doing the behavior').

| Behavior | What does he/she get? | What does he/she avoid? |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

2. Describe the student's most typical response to the following situations:

   a. Are the above behaviors more likely, less likely, or unaffected if you present him or her with a difficult task?

   b. Are the above behaviors more likely, less likely, or unaffected if you interrupt a desired event (e.g., talking Wth peer, reading a book, etc.).'

   c. Are the above behaviors) more likely, less liken, or unaffected if you deliver a "stem" request/ commandireprimand?

   d. Are the above behaviors more likely, less likely. or unstiec~ea by chanjes in routine?

e.  Are the above behaviors more likely, less likely, or unaffected if something the student wants is present, but helshe cannot get it (i.e., a desired object that is visible but out of reach)?

f.  Are the above behaviors more likely, less likely, or unaffected if you are present, but do not interact with (ignore) the student for 17 minutes?

g.  Are the above behaviors more likely, less likely, or unaffected if the student is alone (no one else is present) ?

## ~efina the Efficiency of the Undesirable Behaviors.

1.  What amount of physical effort is involved in the behaviors (e.g., prolonged, intense tantrums vs. simple, verbal outburst, etc.)?

?.  Does engaging in the behaviors result in "payoff" (getting attention, avoiding work) every time? Almost every time? Once in awhile?

3.  How much of a delay is there between the time the student engages in the behavior and receiving the "payoff"? Is it immediate, a few seconds, longer?

## Nhat Events, Actions, aed Objects Are Perceived as Positive bl the Stodtnt?

1.  In general, what are things (events/activities/objects/people) that appear to be reinforcing or enjoyable for the student?

## 1Nhat "Functional Alternative" Behaviors Are !(sown by the Student?

1.  What socially appropriate behaviors/skills does the student perform that may be ways of achieving the same functions) as the behaviors of concern?

?.  What things can you do to improve the likelihood chat a teaching session will occur smoothly.'

3.  What thins can you do that would interfere with or disrupt a teaching session?

## H. Provide a History of the Undesirable Behaviors and the ProSrams That Have Been Attempted.

| Behavior | How long has this been a problem? | Pro;rams | Effect |
|---|---|---|---|
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

# Functional Assessment Inteuview Summary Form

Name of Student                                   Date (s) of Interviews

Persons) Interviewed

## Behavior Description

1.  What were the behaviors of concern that were described in the interview(s)?

2.  Were there two or more behaviors that were described as consistently occurring together as a group or class?

## Potentially Relevant Personal and Environmental Featurss

1.  What were the environmental features (persons, places, activities, types of interactions, etc.) that were described as being relevant to the occurrence of problem behavior?

2.  What were the medical/physiological and educational skill factors (e.g., communication) that were described during the interviews) as being relevant to the occurrence of behaviors?

## Potential Functions/ilYlaintaining Rei~torcers

1.  What were the potential functions that the behaviors were described as serving? What were the maintaining reinforcers or consequences that were described?

# Functional Assessment Observation Summary Form

Name of Student                                              Dates of Observation

## Behavior Description

1. What specific behaviors occurred?

2. Were there two or more beha~zors that consistently occurred as a group or class? If so, list the group (s) or class(es).

## Behavior Prediction

1. Did the behaviors primarily occur during specific time periods? If so, list the periods and activities involved (if known).

2. Were there periods when the behaviors consistently did not occur? If so, list the periods and activities involved (if known) .

3. During the periods when the behaviors occurred, were there setting events or stimuli which were consistently related to their occurrence? If so, list the events or stimuli (demands, transition, being alone) .

## Behavior Punetioa

I. What function did the behaviors appear to serve for the person, according to those recording data?

2. What were the consequences that were typically provided when the behaviors occurred?

## Case Scenario 1

David is an active eight year old who enjoys going to school. He is in Year 3 and is generally friendly and affectionate, although he does become upset when other children are nvt so friendly to him. His favourite subject is maths and he is proud of his new skills in using a calculator, which help him to solve simple problems. David is generally achieving at Year 1 level. However, he has shown that he can achieve at higher levels in areas that interest him. He has a heart condition, often associated with Down syndrome, which causes him to tire easily.

## Case Scenario 2

Jill is a quiet 12 year old who is moving into high school at the beginning of next year. She was initially assessed by a school psychologist when she was in pre-primary. The results of the testing indicated an intellectual disability, and it was recommended that she attend an Educational Support Unit. Jill has made slow progress in her reading skills but has demonstrated a strength in maths and computer. She has not made many friends at school, but enjoys joining in her local Gym classes. Recent psychometric testing has revealed that although Jill continues to have difficulty with tasks involving verbal  skills, however, her nonverbal skills are average for her age. A case conference has been arranged to discuss her school placement for next year.
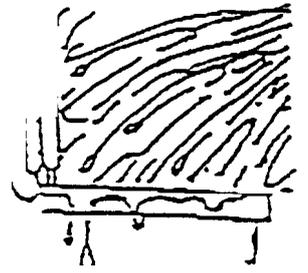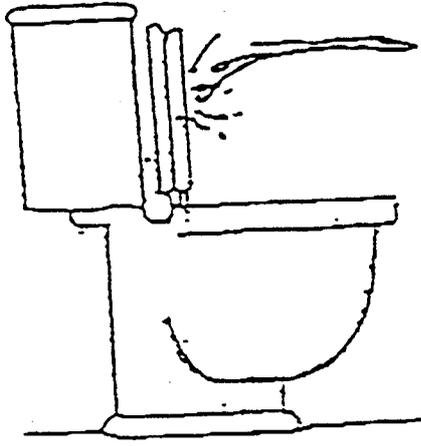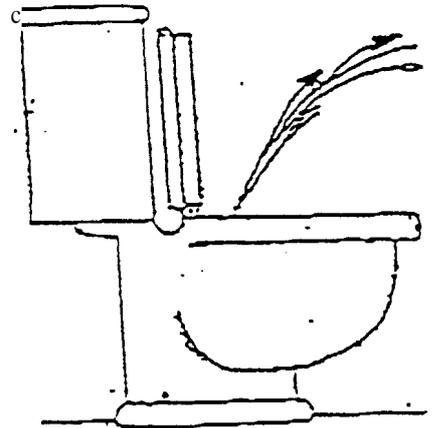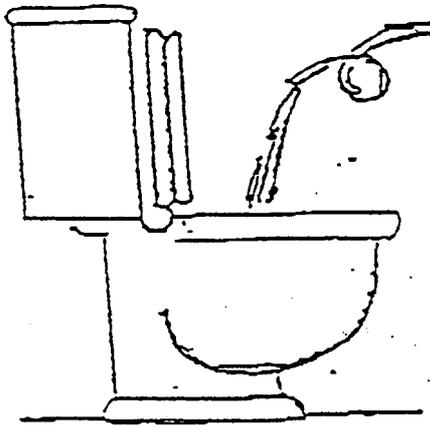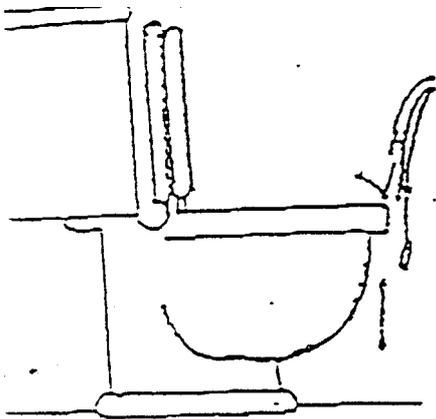
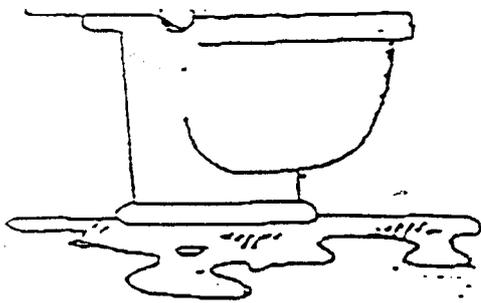~sL~m~9

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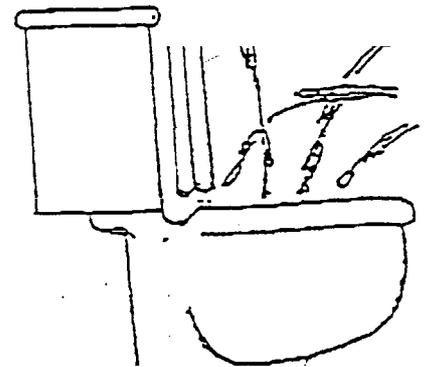
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# Individual Education Plan
# Parental Questionnaire

1.  How does your child communicate?

2.  What communication skills would you like your child to learn? (e.g. talking in single words/sentences, communicating choices, responding to others, writing ...)

3.  What mathematical skills would you like your child to improve on? (e.g. counting, exploring, money ...)

4.  How independent is your child in everyday activities? (e.g. dressing, eating, hygiene, movement skills, interacting with the environment, home skills, stranger danger ...)

5.  Does your child use any special equipment to move or communicate? What are they? (e.g. wheelchair, Macaw, standing frame ...)

6.    What other equipment would you like your child to use?

7.    How does your child socialise with people?

8.    What motivates your child to perform at their best? (e.g. food, computer games ...)

9.    What are your child's favourite activities?

      a) at home

      b) in the community

10.   What activities would you like your child to be doing in the future?

**11.  What are the most important things for your child to learn this year?**

*Thank you for taking the time to complete this questionnaire. Your contributions will enable us to develop an individual education plan which meets the needs of your child both at home and at school. We look forward to discussing your child's program with you at your parent-teacher interview.*

# Parental Questionnaire
## IEP Meeting

NAME:

SCHOOL:

PARENTIS:

DATE:

Please complete before the IEP meeting scheduled for:

School staff appreciate the support and interest of parents. We believe it is important to work together as a team to help your child's development. To do this we need to understand those areas and skills which you as a parent see as important.

1  **Please list two or three outcomes you would like * to achieve in the LONG TERM (e.g. end of year one, end of primary school):**

2.

3.

2.  **For the next semester, please list twolthree concise goals:**

2.

3.

3.   Which skills do you see as a priority for * ? (number in order of priority):

      functional academics

      communication

      basic skills and concepts

      personal care

      life skills

      social development

      behaviour

4.   What do you believe to be * 's strengths?

5.   What do believe to be * 's weaknesses?

6.   What areas of * 's behaviour cause concern to you?

7.   What methods have you found to be effective in rewarding * ?

S.   How does * show likes/dislikes?

9.   How does * communicate with other people?

10.   How does * tell us what slhe wants?

11.   How does * choose to do things?

12.   What does * do to care for him/herself?

13.   What activities can * do using hand/finger skills?

14.   What sort of activities does * do at a tableldesk?

15. **To what extent does** mix with children in the neighbourhood?

16. **What leisure things does * enjoy at home?**

17. **Are there any problems at home that we could assist with at school?**

18. **Any other information that would be valuable for discussion?**

**At the conclusion of our meeting a consensus should be reached on prioritising goals and establishinglreviewing objectives for the IEP.**

*It is the responsibility of the teacher/school to determine the teaching strategies, methodologies and instructional materials to be used in the educational programme. The school will provide you and any other appropriate person with a copy of the I~F~.*

**~hani: you for dour input.**

# Teacher Questionnaire
# IEP Meeting

NAME:

SCHOOL:

TEACHER/S:

DATE:

Please complete before the IEP meeting scheduled for:

1.  Please list two or three outcomes you would like * to achieve in the
    LONG TERM (i.e. end of primarylsecondary school):

2.

3.

2.  For the next semester, please list twolthree concise goals:

1.

2.

3.

3. Which skills do you see as a priority for * ? (number in order of priority):

        functional academics

        communication

        behaviour

        personal care

        life skills

        social development

        work skills and community living

4. Issues 1 Concerns

5. Any other information that would be valuable for discussion.

At the conclusion of our meeting a consensus should be reached on prioritising goals and establishinglreviewing objectives for an IEP.

~hanic you for your input.

# Educational Profile for

SEMESTER . . . . . . . . . . . 1997

Individual Education Plan for . . . . . . . . . . . . . . . . . .

| LEARNING AREA | | | | | |
|---|---|---|---|---|---|
| STRAND | SOS | FOCUS SKILLS | ANALYSIS | ACTION | REVIEW DATE |
| | | | | | |

# Individual Education Plan

Action Key:    A = Achieved
                        M = Maintained
                        C = Command

Name:                                  Date:

| ACTION PLAN OBJECTIVES | STRATEGIES | PERSON/AGENCY RESPONSIBLE | PROGRESS TOWARDS OBJECTIVE | ACTION |
| --- | --- | --- | --- | --- |
| | | | | |

DATE REVIEWED:     f    f

~cucati®n ~uppa-: Facka~e

**Table 21-7**
Evaluation-Formfoc **Psychological** Reports

We are attempting to determine how well our reports meet the needs of persons who request a psychological assessment for a student. This questionnaire is designed to provide us with information about the extent to which this report provides the information that you requested. Your feedback is important in helping us improve the quality of our service. The first nine items can be answered by checking the appropriate response to each question. The other questions are designed so that you can provide feedback about different aspects of the report.

1. To what extent does this report provide an adequate answer to the referral question(s)?

   ___ adequate          ___ partially adequate          ___ inadequate

2. To what extent does this report provide you with new information or insights about the student?

   ___ very helpful       ___ somewhat helpful            ___ not helpful

3. To what extent does this report confirm the insights that you already had about the student?

   ___ very much          ___ somewhat                    ___ none

4. To what extent are the information and insights provided in this report helpful to you in developing new ideas of your own about working with the student?

   ___ very helpful       ___ somewhat helpful            ___ not helpful

5. To what extent does this report provide useful recommendations about instructional strategies that may be appropriate for this student?

   ___ very helpful       ___ somewhat helpful            ___ not helpful          ___ none provided

6. To what extent does this report provide helpful recommendations for dealing with the student's behavior?

   ___ very helpful       ___ somewhat helpful            ___ not helpful          ___ none provided

7. To what extent do the recommendations in this report reflect an understanding of classroom procedures?

   ___ good understanding ___ some understanding          ___ poor understanding

8. What is your overall evaluation of the usefulness of this report?

   ___ highly useful      ___ somewhat useful             ___ not useful

9. What type of information did you request when you referred this student for a psychological evaluation?

   ___ eligibility for special education services                    ___ suggestions for classroom teaching

   ___ information to increase your understanding of the student     ___ other (please specify)

10. What, if any, additional information should have been included in this report?

11. What, if any, technical terms were unclear to you?

12. What, if any, information andlor insights from the report are useful in improving your work with this student?

13. What, if any, of the recommendations will you be implementing in your work with this student?

14. What, if any, suggestions can you provide to help the examining psychologist improve the quality of hislher written reports?

15. Please indicate your position and grade level (if appropriate):

    (   )          administrator/supervisor (level or area                    )

    (   )          parent (name                                               )

    teacher (grade level counselor (level speech and language clinician (level special education teacher (specialty area   (   )          other (please specify                                       )

    (   )

Note. Items 4 through 7 pertain to remediation and program development and may not be applicable to reports that deal only with classification and placement decisions.