

200 Clay Street
Dayton, KY 41074
(859) 491-6565
http://www.dayton.kyschools.us/



Jay Brewer, Superintendent
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Lincoln Elementary Special Education Pre-Referral (Follow up ATM)

Purpose: School team meeting with a more specific look at a student to gather pre-referral information.

What teachers bring to the follow up ATM	
Major areas of concern (attached)	
Data sources to support major areas of concern	
Completed Tier 1 Academic check sheet (if there are academic concerns)	
Completed Tier 1 Behavior check sheet (if there are behavior concerns)	
All parent contacts (Printed from IC)	

What ATM team leader brings to the Follow-Up ATM	
Longitudinal Attendance Information	
Longitudinal Behavior information	
Results of Universal Screenings	
Progress Monitoring Data	
Hearing Screening Information	
Vision Screening Information	
Motor Screening (to be completed by P.E. teacher when looking at SLD)	
Communication Screening (completed by SLP)	
Tier 2/3 Basic Information on Yellow ATM Sheets	

To be completed in the Follow-Up ATM:

Tier 2 Basic Information (Yellow Sheets)	
Tier 3 Information for EACH BROAD skill deficit area (Reading, Writing, Math, Behavior)	
Schedule Pre-Referral Parent Meeting (see attached objectives)	

Basic Information about Special Education Referrals (to be reviewed at Follow-Up ATM)

- **It is up to the ARC** to review the referral and decide how to move forward. The arc can;
 1. Decide there is a suspected disability and plan for an evaluation
 2. Decide there is NOT a suspected disability and there is no need for an evaluation
 3. Decide there is not enough data to determine a suspected disability and will reconvene when needed information is collected
- There are 13 recognized eligibility categories in the state of KY, a suspected disability must be identified;

1. Mild Mental Disability	10. Specific Learning Disability	11. Deaf/Blind
2. Functional Mental Disability	• Oral Expression	12. <i>Multiple Disabilities (incorporates 2 or more, requiring 2 different teaching certifications)</i>
3. REMOVED	• Listening Comprehension	13. Autism
4. Hearing Impairment	• Basic Reading	14. Traumatic Brain Injury
5. Speech Language Impairment	• Reading Comprehension	15. Developmental Delay
6. Visual Impairment	• Reading Fluency	
7. Emotional Behavior Disorder	• Math Calculation	
8. Orthopedic Impairment or Physical Disability	• Math Reasoning	
9. Other Health Impairment	• Written Expression	

- The most critical question we have to ask when looking at qualification for special education services and eligibility is; **does the student have a disability in which they present with skills, in a particular area, that are significantly and consistently below their same age peers?**
- School will have **60 school days** to complete the evaluation upon written consent from the parent/guardian.

To be completed by teachers prior to the ATM follow up meeting. Must have supporting data for the area of concern.

Major Areas(s) of Concern: Check each reason for referring this student:

Communication

- Communicates Basic Needs and Wants
- Articulation
- Knowledge of Sound/Letter Association
- Other Specify:

- Expressive Language
- Voice Quality
- Receptive Language
- Other Specify:

Academic Performance

- Oral Expression
- Written Expression
- Reading Comprehension
- Mathematics Calculation
- Other Specify:

- Listening Comprehension
- Basic Reading Skills
- Reading Fluency
- Mathematics Reasoning and Application
- Other Specify:

Health, Vision, Hearing and Motor Abilities

- Gross Motor Skills
 - Body Control
 - Locomotion
- Vision
- Developmental History
- Other Specify:

- Fine Motor Skills
 - Perceptual Motor
 - Sensory
- Hearing
- Other Specify:

Social and Emotional Status

- Interaction with Peers
- Interaction with Adults
- Acceptance of Rules
- Acceptance of Correction
- Acceptance to Disappointment
- Self Help Skills/Play Skills
- Team/Membership
- Other Specify:

- Mood Swings
- Repetitive Behaviors
- Self Concept
- Inactivity or Withdrawal
- Cooperation
- Self Control
- Expression of Feelings/Affect
- Other Specify:

General Intelligence

- Understanding New Concepts
- Interpreting Data to Make Decisions
- Comparing/Contrasting Ideas of Objects
- Perceptual Discrimination
- Other Specify:

- Predicting Events/Results
- Problem Solving
- Applying Knowledge
- Memory
- Other Specify:

Work Skills/Technical/Vocational Functioning

- Attending to Task
- Following Directions
- Independent Work Habits
- Seeking Assistance When Needed
- Using Research Tools Effectively
- Maintaining Physical Stamina
- Having Realist Vocational Goals
- Other Specify:

- Punctuality
- Completing Work
- Organizing Materials/Belongings
- Using Technology to Gather/Organize Info
- Identifying Preferences/Interests
- Recognizing Personal Limitations
- Other Specify:

**Questions to address
exclusionary factors**

Are there attendance concerns?

Are there concerns related to a known medical condition?

Are there concerns with parental involvement?

Any other concerns related to the students ability to make progress academically and behaviorally/socially?

Is English the first language of the student? Is there any second language exposure?

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Tier I Academic Checklist

	Tier I Essentials	Fully Implemented	Partially Implemented	Not Implemented
CURRICULUM What do we want students to know?	Develop long range plans based on Common Core Standards.			
	Develop a scope and sequence.			
	Select curricular materials that contain culturally relevant selections at varied reading levels.			
	Discuss must know, should know, and could know levels of standard(s) acquisition.			
ASSESSMENT How will we know if they know?	Use universal screening, pre-assessments, formative assessments, and summative assessments to measure student progress.			
	Frequently analyze assessment data: monitoring to adjust instruction to meet student needs.			
	Ensure that formative assessments are varied, frequent and ongoing.			
	Develop and administer common standard-based benchmark and summative assessments.			
	Systemically compile, organize and analyze student data.			
INSTRUCTION What will instruction look like to meet the needs of students at all level?	Identify student strengths and weaknesses prior to instruction. Plan units and lessons based on pre-assessment data.			
	Use the RtI triangle and pre-assessment data, to design instruction for all students in each section of the pyramid. Deliver instruction for students in each section of the pyramid. Deliver instruction in combination of whole and small groups depending on need and instructional activity.			
	Use culturally relevant materials, resources and instructional strategies to engage all learners.			
	Use strategies that work for student from poverty: high-yield instructional strategies, differentiated content, context and product, increased instruction on vocabulary, descriptive feedback, cooperative learning and wait time.			
	Provide descriptive feedback to students in an instructive and timely manner.			
	Use re-teaching, reinforcements and extension on a regular bases as indicated by data.			

Student Name: _____ DOB: _____ Referring teacher: _____ Date: _____

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Tier I Behavioral Checklist

Tier I Behavioral Checklist				
	Tier I Essentials	Current Status		
	School-wide is defined as involving all students, all staff and all settings.	Fully Implemented	Partially Implemented	Not Implemented
Curriculum	A small number of positively and clearly stated student expectations or rules are defined and taught.			
	A social competency curriculum is taught based on student needs.			
	Consequences for problem behaviors are clearly defined and communicated to students, staff, and families.			
	School has formal strategies for informing families about expected student behaviors at school. Training on behavioral support/positive parenting strategies is provided.			
Data Collection and Evaluation	Data on problem behavior patterns are collected and summarized within an on-going system.			
	School team regularly analyzes data to problem solve and develop and action plans to increase positive behaviors.			
	Patterns of problem behaviors are reported by the team to the faculty for active decision-making on a regular basis (i.e. monthly faculty meetings)			
	A screening process is conducted regularly to identify students within chronic internalizing and externalizing problem behaviors			
Systematic Procedures	Supervisors actively monitor (move, scan and interact) students in all school settings.			
	Instructional and non-instructional transitions are efficient and orderly.			
	Procedures (drills, crisis plans or room clears) are in place to address emergency/dangerous situations.			
	Distinctions between office vs. classroom-managed problem behaviors are clearly defined and communicated to staff, students and families.			
	A simple process exists for teacher to access support (i.e. training, coaching and feedback)			
	Family and/or community members have regular opportunity for input.			
Instruction	All staff is involved in implementing the school-wide behavior management plan.			
	Expected student behaviors are stated positively and taught directly.			
	Training activities for students are developed, modified and conducted based on the teacher recommended actions plans.			
	Students are frequently acknowledged for exhibiting expected behaviors or close approximations. (i.e. 4 positive to 1 negative)			

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Form for Multi-Tiered Documentation Tier 3
(To be completed for *each* major area of concern)

Student Name:		DOB:		ATM Follow-Up Meeting Date:	
ATM Members Present:					
<i>Areas of Focus (highlight or circle)</i>					
Math	Reading	Writing	Behavior/Attendance	Other:	
Data Sources:					
Vision: P F date ()	Hearing: P F date ()	Communication: P F date ()	Health: P F date ()	Motor: P F date ()	

Desired Outcome: _____

Intervention Plan

Date	Skills to Teach	Evidence-based Instructional Strategies, materials, level	Implementer(s) (Name & Position)	Instructional Arrangement (setting and teacher: student ratio)	Frequency of Instruction & anticipated duration	Progress Monitoring (tools-CBA and CBM/Frequency/Person Responsible) Attached graphed data

Instructional Fidelity Checks completed by:	Date:	Date:	Date:
Progress Monitoring Fidelity Checks completed by:	Date:	Date:	Date:
Documentation of parent contact and report of progress is required for students at tiers 2 and 3.			