

North Central Kansas Special Education Cooperative

GENERAL EDUCATION INTERVENTION (GEI) DATA FORM

THE REGULATION: (K.A.R. 91 – 12-40[c])

No child enrolled in regular education shall be identified as exceptional until the multidisciplinary team has documented the following:

- (1). That the child has been presented with learning experiences, which are appropriate for the child’s age and ability levels; and
- (2). That the child’s potential for learning has not been achieved in that regular education environment.

The Purpose:

The purpose of general education intervention is to provide support and assistance to regular classroom teachers so that they may deal effectively with students who exhibit learning or behavior difficulties. This problem solving process should involve parents and/or the student. In other cases, referral for a comprehensive evaluation may be necessary after general education intervention if there is reasonable evidence that a student is exceptional and in need of special education services. The purpose of general education intervention is not to identify a student as exceptional nor to determine which categorical area may fit a student’s needs. General education intervention takes place prior to any special education action.

Student’s Name: _____

Birth Date: _____ Age: _____

Student/Kids ID Number: _____

School: _____ Grade: _____

Referred To General Education Intervention Team By:

_____ Date: _____
Staff Person’s Name

Was This A Parent Request? _____ YES _____ NO

GENERAL EDUCATION INTERVENTION PROCESS

I. COLLECT AVAILABLE DATA

***History**

Retentions: _____ Grade: _____ Number of School Districts Attended: _____

Attendance history (Past/ Current): _____

***Medical**

Hearing Screen Date: _____ Results: _____ Vision Screen Date: _____ Results: _____

List significant physical/medical information (i.e., seizures, allergies, medication, etc.) Include documentation of medical / mental health diagnosis: _____

***Social/Emotional**

Brief description of social/emotional functioning: _____

***Intelligence and Achievement Data:** Include copies of group and/or individual scores for the last three years:

***Observation Data:**

Date _____ Observer _____ Describe student's behavior during observation _____

* **Areas of concern** (School subjects/skills): _____

II. ANALYZE AVAILABLE DATA

After analyzing available data, develop hypotheses about the student's needs. Consider the role of:

***Instruction:** _____

***Curriculum:** _____

***Environment:** _____

***Learner:** _____

III. Interventions

Develop strategies to meet the identified needs, implement research based strategies, and take data on the effectiveness of these Strategies. Repeat this process if necessary and document findings on the Intervention pages.

IV. Analysis of Intervention Strategy Effectiveness:

After considering the intervention data, answer the following items.

A. Referral for Academic Deficits

1. Does the student have grades below C in a core academic area? _____ Yes _____ No
If yes, which subject(s): _____
2. Does the student have grades below C in any subject due to behavior? _____ Yes _____ No
If yes, which subject(s): _____
3. Does the student have group achievement scores below the 6th percentile? _____ Yes _____ No
4. Are the student's academic problems due to lack of instruction? _____ Yes _____ No
If yes, please explain : _____
5. Are the student's academic problems due to an inconsistent academic program? _____ Yes _____ No
If yes, please explain : _____
6. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page.
7. Resources necessary to maintain learning are beyond those available in regular education. _____ Yes _____ No

B. Referral for Academic Strengths

8. Does the student have group ability above the 97th percentile? _____ Yes _____ No
9. Does the student have group achievement scores about the 95th percentile? _____ Yes _____ No
If yes, which subject (s) : _____
10. Has the student maintained A's in core academic subjects? _____ Yes _____ No
11. Does this student have the ability to maintain A's in core academic subjects, but performs in consistently due to Motivational factors? _____ Yes _____ No
12. Research based, reasonable accommodations and/or modifications have been made to address this student's concerns. The results of these modifications/adaptations are documented on the Intervention Page. _____ Yes _____ No
13. Creating academic challenges for this student is beyond what is available through general education programming. _____ Yes _____ No

C. Referral for Social/Emotional/Behavior Concerns

14. Has a functional behavior assessment been completed for this student? _____ Yes _____ No
15. Has a behavior intervention plan been used with this student? _____ Yes _____ No

For how long? _____

How successful was this plan? _____

Student and / or family) ? _____

17. Does the student's emotional/behavior concern negatively impact academic performance? _____ Yes _____ No

If yes, how? _____

18. Does the student build relationships with peers? _____ Yes _____ No
19. Does the student maintain relationships with peers? _____ Yes _____ No
20. Does the student build relationships with adults? _____ Yes _____ No
21. Does the student maintain relationships with adults? _____ Yes _____ No
22. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page. _____ Yes _____ No
23. Resources necessary to maintain learning are beyond those available in general education. _____ Yes _____ No

D. Referral for Health Concerns

24. Does the student have a health concern which negatively impacts academic performance? _____ Yes _____ No

If yes, how? _____

25. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page. _____ Yes _____ No
26. Resources necessary to maintain learning are beyond those available in general education. _____ Yes _____ No

V. General Education Intervention Team Summary and Recommendations:

Parent Contacts: _____

Meetings	Date/Contact Person	Team Recommendations/ Comments	Results
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Initial Meeting _____

Parent Contact _____

Second Meeting _____

Parent Contact _____

Additional Meetings _____

Parent Contact _____

** Committee must meet a minimum of two times at least three weeks apart.

INTERVENTION STRATEGIES DOCUMENTATION

(Strategies Implemented During General Education Intervention)

IDENTIFIED CONCERN ~ INTERVENTION STRATEGY ~ DURATION ~ PERSON RESP & LOCATION ~ REVIEW DATE ~ DATA COLLECTED

Pre:

Post:

Effective

Not

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Please do NOT use pencil to complete this form

EXAMPLES OF INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model
 avoid distracting stimuli
- Distance from other students or move location
- Different groupings of desks
- Allow different positions for activities (bean bag chair, laying, standing)
- Adjust grouping of students*
- Acceleration to another level, class or group within the classroom*
- Team teach*

ORGANIZATIONAL

- Time limits for assignment
- Question at end of each sentence/paragraph to help focus on important information
- Allow additional time to complete task
- Highlight main facts in the book
- Organize a notebook or provide folder to a help organize work
- Allow student extra set of books at home
- Send daily/weekly progress
- Develop reward system for work completion
- Provide homework assignment notebook
- Conference regularly with the student concerning needs, production, evaluation of progress*
- Utilize parent volunteer or aides*
- Home/School communications system for assignments*
- Conference with student's parents, other teachers or facilitator of gifted*

Communication

- Model correct pronunciation of target sound(s)
- Encourage and reinforce any correct production of the target sound(s)
- Try to stabilize the target sound(s) in commonly occurring words. (Obtain a list from Speech/Language Pathologist)
- Model correct sentence structure desired
- Ask student to repeat directions and/or reword directions if the student misunderstands
- Identify and reduce abusive vocal behaviors such as yelling
- Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3)
- Ask child to repeat directions to determine comprehension
- Give student extra time to speak if having dysfluencies
- Keep commands simple and direct
- Pair gestures with directions

BEHAVIOR/MOTIVATIONAL

- Immediate reinforcement of correct response, Praise specific behaviors
- Keep graphs and charts of student progress
- Use of timers to facilitate task completion
- Structure unstructured times (assemblies, hallway, field trips, ect)
- Allow for short breaks between assignments, allow quiet place for retreat
- Allow student to stay on task (nonverbal)
- Allow student time out of seat/room to run errands, ect
- Ignore inappropriate behaviors not drastically outside of acceptable limits
- Implement self-monitoring strategies, system to monitor behavior /reward success
- Home-school communication system

Lesson Presentation

- Give assignments orally and visually
- Tape lessons so student can listen again
- Use computer assisted instruction, change print styles occasionally
- Provide a model to student and refer to it often
- Include variety of activities for each lesson
- Provide cross age tutoring
- Provide peer notetaker
- Provide an individual folder or notebook to organize individual work, language assignments or projects
- Pair students to check work

Test Taking

- Allow student to have sample or practice test
- Give exam orally
- Give take home tests
- Use additional objective items (less essay)
- Give frequent quizzes, not long exams
- Give additional time
- Permit student to take end-of-chapter, unit or level test initially to free time for special assignments

Curriculum

- Provide special materials
- Provide opportunities for extra drill
- Provide study guide
- Reduce quantity of material
- Provide instructional materials geared to student's level of basic skills
- Stress a subject or topic in greater complexity or depth*
- Present higher levels of abstraction of academic content*
- Provide opportunities for independent study or library research*
- Provide enrichment choices in addition to or in lieu of the regular assignment*
- Plan for self-selected, interest or need based tasks*

Assignments/Worksheets

- Simplify complex directions
- Reduce reading level of assignments
- Require fewer responses
- Provide study skills training/learning strategies
- Allow typewritten or computer assignments
- Grade on content, not on handwriting or spelling
- Recognize and give credit for oral participation

Please note: Strategies may be appropriate for several areas listed, but were not repeated in each area.

(*) Possible Gifted Interventions

North Central Kansas Special Education Services

Special Services Referral Form

Students Legal Name : _____ Preferred Name: _____

Student's Social Security #: _____ Birthdate: _____ Age: _____ Sex: _____

Student's Kids ID Number: _____

School: _____ Teacher: _____ Grade: _____

Parent's Name: _____ Phone: _____

Address: _____ City: _____ State: _____

E-Mail Address: _____

In which school district does the parent live? _____

Place of Employment: Father: _____ Phone: _____

Mother: _____ Phone: _____

Principal language spoken in the home: _____ English _____ Other – (please indicate other): _____

Send Prior Notice and Eval Consent to Parents in _____ English _____ Spanish _____ Other _____

General Education Intervention Team recommends that Special Services complete a comprehensive evaluation with special emphasis in (check all that apply):

- | | | |
|-----------------------------------|-----------------------------|---------------------------------|
| _____ academic deficits | _____ audiology/hearing | _____ reading decoding |
| _____ health/physical impairments | _____ reading comprehension | _____ severe visual problems |
| _____ math computation | _____ early childhood | _____ math reasoning |
| _____ motor abilities | _____ written language | _____ academic strengths |
| _____ emotional/social concerns | _____ behavior concerns | _____ speech and language needs |
| _____ communication needs | | |

All Referrals must be accompanied with the general education intervention data form, intervention strategies documentation, and other supportive data.

Referring person's signature: _____ Date: _____

Building Principal's signature: _____ Date: _____

Medicaid Eligible? _____ Yes _____ No