

**Polishing our Practice  
Needs Assessment**

**1) True/False: Check true or false for each of the following statements.**

True  False The LEA is required to attempt a general education intervention prior to consulting AEA staff.

True  False General and special education (AEA and LEA) personnel are required to work collaboratively to provide general education interventions to improve an individual's educational performance.

True  False A student must have been exposed to English for at least 3 years before being considered for special education.

True  False There are certain populations of students where we should expect to see higher rates of students with disabilities.

True  False Biased assessment practices can contribute to a disproportional rate of students identified as students with disabilities.

True  False Exclusionary factors like language, culture, and previous instruction should first be addressed early in the process of determining needs and developing interventions.

True  False If core instruction is not effective for students of a particular culture or subgroup, more students from that group should receive special education.

**2) Problem Solving Practices: Label each as a concept applying to school-wide problem solving, individual student problem solving, or both.**

<input type="checkbox"/> School Wide <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Both	Should be in place to address problems that don't occur very frequently or are very severe in nature.
<input checked="" type="checkbox"/> School Wide <input type="checkbox"/> Individual <input type="checkbox"/> Both	Periodic assessments are given to all or many students for the purpose of screening to determine for which students the core is not sufficient.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	Procedures are used to determine the intervention that is best matched to the problem.
<input type="checkbox"/> School Wide <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Both	Screenings are based on teacher referral.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	Interventions are individualized to meet the specific needs of students.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	Students do not need to be entitled to special education services to participate in interventions.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	Progress is monitored.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	A method is in place to determine treatment integrity.
<input checked="" type="checkbox"/> School Wide <input type="checkbox"/> Individual <input type="checkbox"/> Both	Should be in place to address problems that occur for many students within a building.
<input type="checkbox"/> School Wide <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Both	Data can be used if entitlement for special education becomes a question.

**3) Functional Assessment: Check the questions that would be appropriate and/or relevant to ask at this point in the process?**

A teacher comes to you with concerns about a student in your area of expertise. With the assistance of the BAT she has been implementing an intervention. She thinks the student needs special education services.

- Does the student have a disability?
- What interventions have been tried before?
- Is the student an English Language Learner?
- Would the student's performance improve with medication?
- Is the student's performance and/or progress in the area discrepant from expectations?
- Have the parents been involved or informed?
- Was the intervention matched to need?
- Have the interventions conducted by the LEA been implemented as designed?
- How long has the intervention been implemented?
- Is the student entitled to special education?
- Does the student come from a low socio-economic environment?

**4) Ineffective Problem Solving Practices: Give one reason why each of the following practices is ineffective:**

Please note that the answers below are examples of acceptable answers. There may be additional answers that are also acceptable.

<p>The measurement strategy does not include data (there is nothing counted or represented numerically).</p>	<p><b>Most Acceptable Answers</b>                  It is impossible to make a data based decision about progress or discrepancy if nothing is counted or measured.                  If there is no quantifiable data it becomes a subjective decision as to progress or discrepancy.                  If nothing is counted or measured it can't be graphed. It is hard to interpret data that can't be graphed.</p> <p><b>Less Acceptable</b>                  It is required by Iowa rules.</p>
<p>The problem analysis is exactly the same for all students with the same problem.</p>	<p><b>Most Acceptable Answers</b>                  Problem analysis should be based on assessment questions. Because of that, the problem analysis will differ for each student based upon their data and identified assessment questions.                  Although problems may often present themselves in similar ways, the reasons for the behavior will vary, thus the appropriate interventions will vary.                  In order to make the appropriate match and put the intervention into place with the highest likelihood of success, the problem analysis must include assessment data to answer the question about why the problem is occurring.                  Iowa rules state that data collected as part of the problem analysis shall be relevant to the presenting problem or behaviors of concern</p>

	<p>and shall be collected in multiple settings using multiple sources of information and multiple data collection methods. Data collection procedures shall be individually tailored, valid, and reliable, and allow for frequent and repeated measurement of intervention effectiveness.</p> <p><b>Less Acceptable</b> At Heartland we have to use CBE and we are required to conduct the problem analysis using the procedures we were trained to use.</p>
<p>The general education teacher, the counselor, and the psychologist each define the problem behavior differently.</p>	<p><b>Most Acceptable Answers</b> The problem must be clearly defined prior to further analysis and development of intervention. If not clearly defined, the analysis may not be directed toward the problem behavior and an intervention with high probability of success. Data collected about the progress of the intervention may vary because various observers are not defining the problem consistently. Problem solving team members may have different expectations thus creating the potential for lack of agreement about the ultimate success or failure of the intervention. This could interfere with the collaboration between the AEA and LEA.</p>
<p>The baseline is described as, "The student does not speak in complete sentences."</p>	<p><b>Acceptable Answers</b> The baseline must contain quantifiable data. There is no number. There is no measurement of the behavior.</p>
<p>The intervention is started and then baseline data are gathered.</p>	<p><b>Acceptable Answers</b> The team will not be able to accurately determine progress on the intervention The effect of the intervention will not be accurately determined. <b>Less Acceptable Answers</b> Heartland procedures require that baseline data are collected before the intervention begins</p>
<p>Progress is monitored monthly for a student with intensive needs.</p>	<p><b>Acceptable Answers</b> When students have intensive needs, progress should be monitored frequently so that adjustments can be made to the intervention. The more intensive the needs, the more frequently progress should be monitored. If using the 4 point decision rule, it might be months before a need for a change is indicated by data. If using trend, it might also take months before there is enough data to make a decision about needed instructional changes. If there are intensive needs, problems should be addressed immediately. <b>Less Acceptable</b></p>

	The Heartland procedures manual, and IDM training indicate that progress should be monitored at least weekly.
The intervention is ended at a predetermined date.	The intervention should be ended, or adjusted as data indicate. If a problem solving team decides at the onset that the intervention will end in six weeks, the decision is not being based on data. Adjustments should be made on an ongoing basis, based on data. The intervention should continue if successful. <b>Less Acceptable</b> The Heartland Manual says that there is no predetermined length for an intervention.
A student is placed in special education whose progress is greater than typical peers with minimal intervention.	<b>Acceptable</b> Iowa eligibility criteria would not be met for this student in the area of progress. Progress was made with minimal intervention, thus indicating that special education is not needed for the student to make progress. The need for special education has not been demonstrated <b>Less acceptable</b> This is against the rules

**5) Current Situation**

**There are no right or wrong answers for this section. These questions are intended to gain better understanding of the implementation challenges faced by AEA staff.**

I encounter resistance or face barriers from LEA staff about their participation or support for general education interventions. (Check the one that best describes your situation.)

- Very Frequently
- Frequently
- Sometimes, but not frequently
- Only occasionally
- Never

If you indicated that you encounter resistance, why do you think it is occurring?

What other challenges prevent you from or make it difficult for you to implement problem solving practices?

Number \_\_\_\_\_