

Blue Valley USD 229
Problem-Solving: Level 1 & 2 Documentation
 Prairie Star Elementary

Directions: Classroom teachers begin filling out these 3 pages when you have concerns for this student.

STUDENT: Blake Reynolds
Grade: 1st // Teacher: Heather So
Grade: 3rd // Teacher: Sarah Angles
Grade: 4th // Teacher: Mackenzie Wayland

----- **Teacher and TRP Notes** -----

2011-2012 School Year (1st Grade)

Date and Action (i.e., TRP meeting, parent conference)	Describe Concerns / Notes	Concern Affected by Which Domain? • Instruction • Curriculum • Environment • Student Describe How Affected by Domain?
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TRP meeting 9-9-11	Needs supplemental reading instruction	Curriculum/instruction
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4/16/12 Mtg. with 1 st grade teacher and SLP	SLP spoke with 1 st grade teacher regarding speech concerns. Heather reported that she was concerned due to his substitutions of /w/ for /r/. SLP explained /r/ is not age appropriate until 3 rd grade. No other academic concerns were reported. Because /r/ is not yet age appropriate, a speech screening is not indicated at this time.	
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2013-2014 School Year (3rd Grade)

TRP meeting Oct. 2013	Reading concerns: comprehension in reading is affecting other areas in the classroom (ie math word problems, direction following, etc). Seemingly is not making the progress that classroom teacher would like to see with all the added supports. Parents share same concern. Classroom teacher will fill out request for assistance for THOT meeting.	Curriculum/instruction
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11-13-13 THOT Meeting	<p><u>Background:</u> Classroom teacher has tutored Blake since this summer – Mom decided to stop this with the understanding that it’s affecting him emotionally – he’s feeling overwhelmed</p> <p><u>Concerns:</u></p> <ul style="list-style-type: none"> • Blake’s answers are often off-topic – he doesn’t seem to consistently understand what’s going on around him – sometimes seems “out of it” and stares off • If he gets called on in class, he appears very uncomfortable • Needs questions and directions re-stated and still may ask 	Team is unsure why Blake is experiencing some of these difficulties – working to identify or rule-out potential factors (language processing and/or anxiety)
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	<p>clarifying questions</p> <ul style="list-style-type: none"> • He is overwhelmed by the end of the day • Doesn't show much emotion – affect tends to be “flat” as he doesn't get excited about things, even when he really “likes” them • Reading comprehension is challenging for him – doesn't always understand what the question is stating <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • He loves to read – chooses to do that at home for down time <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Language processing screener – SLP • RCMAS Anxiety scale – Classroom Teacher (interpreted by school psych) • Follow-up with THOT team after these results are collected • Follow-up THOT Meeting on Jan. 15th, 2014 	
<p>11-13-13 Email from Teacher to Parents</p>	<p>From: Classroom teacher Sent: Wednesday, November 13, 2013 11:47 AM To: principal Subject: Email</p> <p>Blake's mom, Today we met as a THOT team to discuss and problem-solve for Brady. The people who met were principal, reading specialist, counselor, speech/language pathologist, and school psychologist, and myself. We discussed Blake's progress in school thus far, as well as his emotional health while here at school.</p> <p>In terms of academics, Blake still struggles with his comprehension in class. It mainly impacts his reading, but it is also causing him to struggle with math questions and other areas that require Blake to read, comprehend, and answer questions. One concern that was brought up was processing difficulties. Blake seems to take a while to read and understand questions and usually still has questions about what he is being asked to do. Our speech/language pathologist would like to give Blake a language screener to determine how much processing is affecting his academic growth.</p> <p>Social-emotional health was also a topic of discussion with Brady. At school, he sometimes appears anxious and withdrawn. He does not like to answer questions in class and he does not show a lot of emotion (good or bad) throughout the day. I would like to give Blake an anxiety screener to see if his anxiety levels are typical for those of a third grader. I know that school is hard for Blake and I believe that this screener will allow us insight into if the level of difficulty is taking a toll on Blake emotionally.</p> <p>We will meet again once these screeners have been completed to discuss results and talk about next steps. I will keep you in the loop</p>	

	<p>moving forward. Thank you so much for all you do to ensure Blake’s academic and social growth. Please do not hesitate to contact me with questions.</p> <p>Thanks, Classroom Teacher</p>	
<p>12-11-2013</p> <p>Phone Call – Mom and School Psych</p>	<ul style="list-style-type: none"> • Mom is taking Blake to his pediatrician tomorrow. • Mom sees that he is a puzzle as well – she believes that he does experience more anxiety than most kids his age. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Because the results of the self-report RCMAS anxiety scale was inconclusive and suggested that Blake may not be accurately self-reflecting or have a realistic comparison of his anxiety relative to that of peers, his mom and teacher are going to fill out rating scales (BASC-2) which organize their observations into categories and compare them to what his typical for boys Brady’s age. • <i>Follow-up meeting:</i> to review the BASC-2 results with parents – scheduled after results received 	
<p>1-15-14</p> <p>THOT Meeting</p>	<p><u>Strengths / Progress:</u></p> <ul style="list-style-type: none"> • In reading intervention group – doing really well in the small group setting – more verbal and interactive in the group now (since a friend of his left) • Making academic progress – mostly shows that in small group – doesn’t really participate in whole group • Math is a strength • More interactive greetings with his teacher recently • Involved in a lot of sports <p><u>Primary Concern:</u></p> <ul style="list-style-type: none"> • Engagement in whole-group lessons <ul style="list-style-type: none"> ◦ Goal: Raise hand at least 2 times in math class (to ask a question or make a comment) • Self – Awareness and general connectedness • Is anxious, though can appear “laid-back” – may be clingy to mom <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Check-in with teacher 3 mornings per week – rating sheet for feelings and matching nonverbal to feelings • Reinforcement system for raising hand at least 2 times in math class • Review Winter MAP Results • Early conference – include reading specialist, counselor, school psych – 3:30 p.m. on Tuesday, Jan. 28th 	
<p>1-28-14</p> <p>School Team Meeting with Mom</p>	<p><u>Update from Home:</u></p> <ul style="list-style-type: none"> • Mom didn’t see anxiety until the last few months – Blake’s been not wanting to go friend’s houses without mom or dad; worried about parents being late picking him up; clingy to mom when. Isn’t willing to sign up for after-school activities anymore. He’s not 	

	<p>sleeping well at night. Parents took him to the doctor when they first starting seeing these concerns – have an appointment with psychologist Dr. B in February. There have been no significant life changes for Blake, though he has the dad of a friend go through cancer and a friend’s brother die recently. Blake will share things with his mom but not so much with his dad, though he loves to hang out with his dad.</p> <p><u>Update from School:</u></p> <ul style="list-style-type: none"> • Blake is doing great in reading intervention – he has wondered, though, when he will “graduate” from reading group. • Blake does better with a familiar structure and more literal question – he is making progress on the application and inferential reading questions • Blake performs better on academic tasks in smaller groups or one-on-one (reading aloud to self). • He doesn’t like any special attention on him and doesn’t like to be called on in class. • Does better when he’s more comfortable and confident, but can’t always apply it in different settings when he’s less familiar or is new or different. • Recent MAP Reading test performance was below what he shows he can do one-on-one and in smaller groups • Shows emotions much more at home – is quiet and non-emotional at school <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Consider a different testing accommodation for Spring MAP Test • Blake will start working with School Counselor either individually or in a group 	
<p>4-16-14 THOT Meeting</p>	<p><u>Background:</u></p> <ul style="list-style-type: none"> • Blake has a recent history of separation anxiety from his mom, though this does not <p><u>Strengths:</u> Good phonics – both oral reading and spelling (even in context)</p> <p><u>Concerns:</u></p> <ul style="list-style-type: none"> • Reading comprehension is not progressing consistently • Independent work in class – isn’t able to do it accurately, even when started with teacher guidance • Often doesn’t understand what to do – both verbally and on paper, he doesn’t answer the question directly or accurately – doesn’t seem to realize that he does not understand so he doesn’t seek teacher help or reassurance. Doesn’t self – monitor well but will ask clarifying questions when the teacher asks him to re-work something. • Always wants to know his daily schedule – frequently asks questions to the teacher about that and 	

	<ul style="list-style-type: none"> Stares off in the classroom – is especially in a fog on Monday mornings <p>Next Steps: Pursue Special Education Eligibility Evaluation</p>	
5-21-14 Initial Special Education Eligibility Evaluation Meeting	The team concluded that Blake is not eligible for special education services at this time but that he needs continued general education supports.	
9-17-14 THOT Meeting	<p>Background:</p> <ul style="list-style-type: none"> Working with a psychologist for anxiety – mom reported it has gotten much better Mom noted that he was tested for ADHD and was NOT diagnosed <p>Observations so far this year:</p> <ul style="list-style-type: none"> Has failed both math tests this year Completes his work but not consistently successful Participating in class, especially when there is a clear / right there answer When called on, he gives an on-topic response <p>Next Steps:</p> <ul style="list-style-type: none"> Classroom assessments to be taken in the resource room -- Classroom teacher and resource teacher 	
10-8-14 Meeting with teachers and mom	<p>Background:</p> <ul style="list-style-type: none"> Working with a psychologist (Dr. B) for anxiety – mom reported it has gotten much better Blake was tested for ADHD this summer and it was concluded he did not have ADHD <p>Observations/notes so far this year:</p> <ul style="list-style-type: none"> Has failed both math tests this year (as of 9-17-14); update on 10-8-14→math scores improving Completes his work but not consistently successful Participating in class, especially when there is a clear / right there answer Does well on the oral reading/word calling portions of reading, but struggles with comprehension At times in the reading room, the Reading Specialist has noticed he will miss a key word over and over in the text and that complete impacts his comprehension. He just moves on without noticing he can't make sense of the text using his word. Mom reports that he is more self-motivated and less “down” about his school work and school, in general. He enjoys reading preferred books—sports-related topics, sports-related trivia. His attitude, in general, has been positive for 4th grade thus far. The teacher reported that he does rush to complete tasks—not worrying about accuracy. Blake often appears as though he doesn't understand information or will even share that he didn't know how to do it. At this time, he does not self-advocate when he has concerns, although he does participate in informal discussions. Blake is very confident in small group math 	

	<ul style="list-style-type: none"> • He hangs out with a variety with friends. He rotates activities, but tends to “hang” with a group activity—soccer, kick ball, etc. • Fall MAP scores→ Reading...187 RIT (19th%tile); Math....210 RIT (68th%tile) <p><u>School Accommodations and effectiveness:</u> Classroom assessments to be taken in the resource room --(Classroom Teacher and Resource Teacher)</p> <ul style="list-style-type: none"> • He is comfortable with this situation and seems to take more time because there is no peer pressure to “rush” • Scores have not necessarily changed—similar scores from classroom test taking versus small group • He has not been as anxious this year about being pulled out for extra help or to take tests in the resource room. <p>In-class incidental support—Resource teacher supports other students in classroom. During this time, he benefits from some redirection and prompts.</p> <p>Teacher prompts—When Blake makes errors or rushes, he will rework or reread when prompted.</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Mom is taking Blake to Dr. B to discuss/test for dyslexia, processing, and other things. Mom will feel better if/when they know exactly what the deficits might be. • Parents are considering Pheno Brain Training for Brady. • Blake will begin Rapid Road to Reading in mid-October; focusing on vocabulary and comprehension (one time per week) • Develop a signal for Blake to ask questions or self-advocate— Classroom teacher will help set up a card/signal for him to share when he doesn’t understand the questions or material • Mom is going to check and see if she can send in his Rapid Road to Reading materials so the reading specialist can see if the skills are aligned with her room (or she can make adjustments) • Winter MAP for <u>reading</u> to recheck • classroom teacher, will talk Blake through the performance assessment for math to break down the steps in order to get true math results. • Meet in late-January; early February 	
<p>Email from mom 1-25-15</p>	<p>Classroom teacher, Today Blake started a medication, Focalin XR, to see if it will help him focus better in school and improve his test scores. The psychologist and doctor have recommended keeping track of his behavior over the next few weeks to help determine the success or lack thereof of this medication. We will keep track at home, but would appreciate if you could do the same at school on a daily basis. Please use the attached form to help us out and send home with Blake in a sealed envelope at the end of each week. Thank you so much for all of your help!</p> <p>Thanks,</p> <p>Sent from my iPhone</p> <p>Begin forwarded message:</p>	

	<p>Subject: Medication rating scale</p> <p>Hi,</p> <p>Dr. B wanted me to send you a copy of the medication effects rating scale.</p> <p>Wendy</p>	
<p>Meeting 1-27-15 Teacher, Principal, School Psychologist, reading specialist, resource teacher</p>	<ol style="list-style-type: none"> 1. Parent updates from the doctor/psychologist—review of new information <ul style="list-style-type: none"> • Dr. B re-tested Blake recently – identified with a mild reading disorder. • Started medication (Focalin) to see if it makes a difference. Parents have seen no changes but teachers have observed improvements. • Rapid Road to Reading – working a lot on vocabulary there (starting to analyze prefixes and suffixes during reading at school now, too) 2. Current academic updates <ul style="list-style-type: none"> • Reading: MAP reading, reading room progress, classroom performance <ol style="list-style-type: none"> i. In comprehension, Blake is strong at recalling details. Biggest weakness is when he takes a test. • Other subjects – typically is successful in daily work but struggles with tests, even when he studies. <ol style="list-style-type: none"> i. Has been doing well in new math operations. On assessments, he struggles with the word problems. He tends to freeze when he sees the paragraph. Has not needed math intervention yet this year, and he doesn't want to have to go. 3. Social <ul style="list-style-type: none"> • Is always with friends at recess. Seems comfortable in class and hasn't shown anxiety with switching classes for 4. Classroom Accommodations <ul style="list-style-type: none"> • Sometimes he asks to do tests in an alternate setting 5. Feedback from this week (since starting meds) <ul style="list-style-type: none"> • Homeroom – since starting medication, he has been participating much more in class, answering questions correctly, and [the last few months] asking better questions • Social Studies with classroom teacher -- stayed focused on his research project for an hour – didn't let others pull him off-task 6. Next steps <ul style="list-style-type: none"> • Meet with THOT team / Mom after spring MAP scores – May 13, 2015 at 8:00 <ol style="list-style-type: none"> i. Changes since medication – observations? ii. Change in MAP scores • Weekly medication monitoring from classroom teacher 	

	<ul style="list-style-type: none">• Next 4 weeks, Blake will be testing in the classroom (instead of an alternate setting). If that's successful, we'll continue that. If not, for the 4 weeks after that, Blake will take his tests in an alternate setting.• Consider putting Blake in a 5th grade homeroom where other students will be in reading intervention.• Summer – Rapid Road to Reading will be twice per week	
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----- Data to Monitor Progress -----

2013-2014 School Year (3rd Grade)

Data Date	Assessment Name	Target Student's Score	Peer Comparison (%ile rank / mean)	Improvement Goal
Sept. 2013	MAP reading	180 RIT reading (25 %ile)	Reading district average = 200 RIT	
		<p>Blake read three passages to check fluency.</p> <ul style="list-style-type: none"> • 80 WPM with 5 errors (75) • 86 WPM with 0 errors (86) • 78 WPM with 4 errors (74) <p>In reading class, Brady's fluency has been inconsistent ranging from 56 wpm-85 wpm. His accuracy has been between 94-98%.</p>	<p>By the beginning of third grade, we would like to see students reading 80-90 WPM with 2 or fewer errors.</p>	
October 22, 2013	BAS =Benchmark Assessment System	In reading class, Blake is working at Level L (end of 2 nd grade). His comprehension scores at this level range from 30%-40%.	Peers are at Level N Comprehension at 80%	
March 2014	BAS =Benchmark Assessment System	Inconsistent comprehension scores		
11-22-2013	CELF Language Screener administered by Speech-Language Pathologist	<p>Blake received a score 20, which indicates he is okay on the areas he was tested.</p> <p>The lowest scoring section for him was following directions with embedded concepts and he would ask me questions to clarify what he thought he was supposed to point to—I wasn't allowed to respond or repeat the direction though so I just told him to try his hardest! --SLP</p>	The criterion score for his age is 18.	Blake was within normal limits on this measure.
11-18-2013	Reynolds Child's Manifest Anxiety Scale, 2 nd Edition –self-report scale that	<p>Brady's responses yielded results <u>within normal limits</u> for each of the following areas:</p> <ul style="list-style-type: none"> • Physical Symptoms • Worrying 		

	3 rd grade teacher administered to Blake in an interview format	<ul style="list-style-type: none">• Social anxieties• Total Anxiety Blake's responses yielded results in the <u>Slightly Elevated range</u> for the following area: <ul style="list-style-type: none">• Defensiveness (i.e. describing self in an overly positive manner – either intentionally or unintentionally; could suggest a fear of making mistakes or disappointment, an inaccurate self-awareness, or an unrealistic understanding of self in comparison to peers)		
Dec 2013-Jan 2014	BASC-2 Parent and Teacher Rating Scale (See full description in attached problem-solving records)	<p>These ratings indicate that Blake consistently experiences the following challenges in both the home and school settings at a significantly higher level than would be expected for most boys his age.</p> <ul style="list-style-type: none">• Anxiety• Attention Problems	All areas within normal limits	

----- Interventions, Supports, and Accommodations / Modifications -----

2011-2012 School Year

Description and Skills Targeted	Who? What? When?	Start Date	End Date	Why Ended?
Small group for reading	Reading specialist 4x a week	Sept. 2011	3-30-12	“graduated” – no longer needed at the time (1 st grade)
Small group for Reading	Reading Specialist-	Sept. 2012	May 2013	2 nd grade School year ended
Small Group for Reading	Reading Specialist	Aug. 2013	present	
Tutoring	2 nd grade Teacher,	Sept. 2012	May 2013	2 nd grade School year ended
Tutoring	3 rd grade Teacher, - 1x per week	Aug. 2013	Nov. 2013	Mom decided to stop this with the understanding that it’s affecting him emotionally – he’s feeling overwhelmed
Individual Strategies for Managing Anxiety	Individual Counselor Sessions once per week			