

A. SAT Referral Process

The SAT team is a problem-solving committee, designed to systematically address student's academic, social, emotional and behavioral needs. Grade level representatives and specialists meet twice a month with teachers that have concerns.

<p>Recommended Team Members</p> <ul style="list-style-type: none"> ○ Title teacher ○ Administrator ○ General education teacher ○ School counselor/school social worker 	<p>Recommended Roles</p> <ul style="list-style-type: none"> ○ Note Taker ○ Facilitator (sets agenda)
<p>Before the Initial Meeting</p> <ul style="list-style-type: none"> • SAT Referral Form <ul style="list-style-type: none"> ○ Contact parent to share concern and process. Document time/date and parent comments. ○ Complete SAT Referral Packet. ○ Attach supporting documentation (work samples, test scores, office referrals, etc.). ○ Bring the complete SAT Referral Packet (see Appendices) to a SAT meeting. 	
<p>At the Initial SAT Meeting</p> <ul style="list-style-type: none"> • Referring teacher attends the meeting and summarizes information from Referral Packet. • Instructional Intervention. <ul style="list-style-type: none"> ○ Team members share ideas of research based intervention(s) and prioritize primary area(s) of concern. ○ Team identifies the intervention(s) and completes the SAT Intervention Form (see Appendices). • Referring teacher will sign up for 2nd SAT meeting at the end of the Initial SAT Meeting to discuss progress and make decisions on how to proceed. 	
<p>After the SAT Initial Meeting</p> <ul style="list-style-type: none"> • Responsible person implements the Intervention <ul style="list-style-type: none"> ○ A <u>behavior intervention</u> is put into place for 4 school weeks with at least 8 data points (per intervention). ○ An <u>academic intervention</u> is put into place for 7 school weeks with at least 12 data points (per intervention). ○ Track and graph the data from the intervention. 	
<p>Before Returning to the 2nd SAT Meeting</p> <ul style="list-style-type: none"> • SAT Review Form <ul style="list-style-type: none"> ○ Fill out the top portion of the SAT Review Form (see Appendices) ○ Attach the data collected during the intervention to the SAT Review Form. ○ Bring the SAT Review Form to the 2nd SAT meeting. 	
<p>2nd SAT Meeting</p> <ul style="list-style-type: none"> • Review Student Progress during intervention(s) • Team Decision <ul style="list-style-type: none"> ○ Student is showing sufficient progress - CONTINUE with intervention! ○ If after completion of one intervention and if student doesn't show progress, develop and implement 2nd prereferral intervention. ○ Track and graph the data from the intervention. At the end of the timeline, complete the bottom portion of the SAT Review Form; attach data and present it to the identified SAT facilitator. ○ Student is not showing sufficient progress - Complete SST Referral Form and designate a SAT team member to present referral at SST. 	

Note: The focus of SAT is not simply to refer students for a comprehensive special education evaluation, but rather, to offer a continuum of supports for all students. The SAT team will make a determination at the completion of two interventions whether a special education referral is warranted.

SAT Referral Packet

Student Name: _____ Date: _____

Date of Birth: _____ Grade: _____ MARSS #: _____

Parent(s): _____ Telephone: _____

Address: _____

Person Referring: _____ Telephone: _____

SECTION A:

Mark only area(s) of concern below that significantly affect the student's classroom experiences. *Rate your concern as (H) High or (S) Some. IF you are not sure, do not mark it.

<input type="checkbox"/> ___ Physical attributes	<input type="checkbox"/> ___ Language development
<input type="checkbox"/> ___ Attendance	<input type="checkbox"/> ___ Language fluency
<input type="checkbox"/> ___ Activity level	<input type="checkbox"/> ___ Oral expression
<input type="checkbox"/> ___ Sensory disregulation	<input type="checkbox"/> ___ Listening comprehension
<input type="checkbox"/> ___ Easily confused	<input type="checkbox"/> ___ Written expression
<input type="checkbox"/> ___ Social/interpersonal skills	<input type="checkbox"/> ___ Basic reading skills
<input type="checkbox"/> ___ Problem-solving ability	<input type="checkbox"/> ___ Listening skills
<input type="checkbox"/> ___ Reading fluency	<input type="checkbox"/> ___ Response to questions
<input type="checkbox"/> ___ Organizational skills	<input type="checkbox"/> ___ Reading comprehension
<input type="checkbox"/> ___ Ability to focus, on-task manner	<input type="checkbox"/> ___ Reading fluency
<input type="checkbox"/> ___ Frustration threshold	<input type="checkbox"/> ___ Mathematics calculation
<input type="checkbox"/> ___ Self-expression	<input type="checkbox"/> ___ Mathematical problem solving
<input type="checkbox"/> ___ Disorientation	
<input type="checkbox"/> ___ Passive/noncompliance	
<input type="checkbox"/> ___ Self-awareness	
<input type="checkbox"/> ___ Over-aggression	
<input type="checkbox"/> ___ Low self-esteem	
<input type="checkbox"/> ___ Attention span	
<input type="checkbox"/> ___ Memory skill	
<input type="checkbox"/> ___ Ability to follow directions	
<input type="checkbox"/> ___ Self-discipline	
<input type="checkbox"/> ___ Gross motor skills/coordinator	
<input type="checkbox"/> ___ Fine motor skills	
<input type="checkbox"/> ___ Lack of responsibility	

Academic progress (list skills/areas of concern): _____

Location/classes of concern: _____

Medical/Health (manifestations/areas of concern): (Note-Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.)

Behavior (observations/areas of concern): _____

Location/classes of concern: _____
 Emotional/social (specify and describe): _____

Location/classes of concern: _____
 Other (specify and describe): _____

SECTION B:

Additional Information to help the team better understand your concerns. Also, please include student's STRENGTHS in this section.

SECTION C:

Standardized Testing and Reporting:

MCA

Achievement Measure	Scaled Score	Achievement Level

STAR Reading

Scaled Score	GE	%ile Rank	IRL

STAR Math

Scaled Score	GE	%ile Rank	IRL

MAP Reading

Grade	RIT Score	%ile Rank	Description

MAP Math

Grade	RIT Score	%ile Rank	Description

MAP Language

Grade	RIT Score	%ile Rank	Description

GPA

Current:	Cumulative:
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Attendance

Current Year:	Cumulative:
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Retention

Year(s):

SECTION D: Prior actions taken to address the concern

Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

- Differentiated Instruction: How core content has been presented to provide a different avenue for the student to acquire content and/or ideas.

Physical Environment: Room arrangement and learning environment.

Materials: Changing student and teacher materials.

Instruction: Ways student acquires skills in the classroom.

Below is a partial list of possible Tier 2 interventions. Check the strategies that have been used prior to this point to address the concerns. Add other specific interventions that have been tried.

<ul style="list-style-type: none"> <input type="checkbox"/> Previewing and rephrasing <input type="checkbox"/> Using graphic organizers <input type="checkbox"/> Posting charts and labeling <input type="checkbox"/> Learning contracts <input type="checkbox"/> Giving visual/verbal cues <input type="checkbox"/> Use of alternative materials <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Tailored assignments/modifications <input type="checkbox"/> Dividing tasks into smaller portions <input type="checkbox"/> Guided notes <input type="checkbox"/> Acknowledging correct responses <input type="checkbox"/> Conference with past teachers <input type="checkbox"/> Truancy process 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of concrete tools (hands-on manipulatives) <input type="checkbox"/> Modified discipline plan <input type="checkbox"/> Observation by another staff for ideas <input type="checkbox"/> Computer-assisted training <input type="checkbox"/> Small-group instruction <input type="checkbox"/> Building on student's strengths <input type="checkbox"/> Offer strategies for self-management <input type="checkbox"/> Accessing prior knowledge <input type="checkbox"/> Conference with student and parents <input type="checkbox"/> Teaching tutoring
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If interventions have been attempted, LIST EACH and DESCRIBE their effectiveness.

1) Intervention:

Effectiveness:

Duration in weeks:

2) Intervention:

Effectiveness:

Duration in weeks:

3) Intervention:

Effectiveness:

Duration in weeks:

SAT Intervention Form
(completed at the SAT meeting)

Student Name: _____ Plan Development Date: _____

Intervention #: 1 2 3 _____

Area of Concern: Reading Math Writing Behavior

Goal: _____

INTERVENTION

Brief Description:	
Description of Needed Materials:	
Intervention Implementor:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM

Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When Will Data be Collected?	

C. SAT Referral Packet Sample

SAMPLE - SAT Referral Packet

Date: 11/05/2014

Referred by: Buck Anderson

Student Name: John Doe

DOB: 12 / 30 / 2006 Age: 7.9 Grade: 2 Gender: M

SECTION A:

Mark only area(s) of concern below that significantly affect the student's classroom experiences. *Rate your concern as (H) High or (S) Some. IF you are not sure, do not mark it.

<input type="checkbox"/> ___ Physical attributes <input type="checkbox"/> ___ Attendance <input type="checkbox"/> ___ Activity level <input type="checkbox"/> ___ Sensory disregulation <input checked="" type="checkbox"/> S Easily confused <input type="checkbox"/> ___ Social/interpersonal skills <input type="checkbox"/> ___ Problem-solving ability <input checked="" type="checkbox"/> H Reading fluency <input type="checkbox"/> ___ Organizational skills <input checked="" type="checkbox"/> S Ability to focus, on-task manner <input type="checkbox"/> ___ Frustration threshold <input type="checkbox"/> ___ Self-expression <input type="checkbox"/> ___ Disorientation <input type="checkbox"/> ___ Passive/noncompliance <input type="checkbox"/> ___ Self-awareness <input type="checkbox"/> ___ Over-aggression <input type="checkbox"/> ___ Low self-esteem <input checked="" type="checkbox"/> S Attention span <input type="checkbox"/> ___ Memory skill <input checked="" type="checkbox"/> S Ability to follow directions <input type="checkbox"/> ___ Self-discipline <input type="checkbox"/> ___ Gross motor skills/coordinator <input type="checkbox"/> ___ Fine motor skills <input type="checkbox"/> ___ Lack of responsibility	<input checked="" type="checkbox"/> S Language development <input type="checkbox"/> ___ Language fluency <input type="checkbox"/> ___ Oral expression <input type="checkbox"/> ___ Listening comprehension <input type="checkbox"/> ___ Written expression <input type="checkbox"/> ___ Basic reading skills <input checked="" type="checkbox"/> S Listening skills <input checked="" type="checkbox"/> S Response to questions <input type="checkbox"/> ___ Reading comprehension <input type="checkbox"/> ___ Reading fluency <input type="checkbox"/> ___ Mathematics calculation <input type="checkbox"/> ___ Mathematical problem solving
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Academic progress (strengths/areas of concern): Johnny's skills: Math computation (addition and subtraction), creative, artistic.

Johnny's areas of concern: Reading fluency, phonological awareness, inattentiveness, understanding text.

Location/classes of concern: Occurs during whole group mainstream reading instruction.

Medical/Health (manifestations/areas of concern): (Note-Vision and/or hearing concerns should be screened and resolved prior to continuing the SAT process and documented here.)

Johnny currently has a diagnosis of ADHD (medicated). He is reported to be in good health at this time.

Behavior (strengths/areas of concern): **Johnny typically exhibits appropriate/pro-social behavior at school. That said, he struggles with remaining actively engaged during instruction. He will often become lost during instruction (especially reading activities) and will seldom ask for assistance.**

Location/classes of concern: **Occurs during whole group mainstream reading instruction.**

Emotional/social (strengths/areas of): **Johnny is a kind boy who appears to be well liked by his peers. He demonstrates typical emotional regulation skills.**

Location/classes of concern: **N/A**

Other (specify and describe): **Johnny’s organizational skills and ability to follow multiple-step directions appear underdeveloped when compared to peers.**

SECTION B:

Standardized Testing and Reporting:

MCA **NA**

Achievement Measure	Scaled Score	Achievement Level

STAR Reading

Scaled Score	GE	%ile Rank	IRL
110	1.5	24th %ile	PP

STAR Math

Scaled Score	GE	%ile Rank	IRL
484	2.5	40th %ile	NA

MAP Reading

Grade	RIT Score	%ile Rank	Description
2nd (Fall)	155	9th %ile	Very Low
2nd (Winter)	162	5th %ile	Very Low

MAP Math

Grade	RIT Score	%ile Rank	Description
2nd (Fall)	173	35th %ile	Low Average
2nd (Winter)	179	32th %ile	Low Average

MAP Language

Grade	RIT Score	%ile Rank	Description

GPA

Current: NA	Cumulative: NA
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Attendance

Current Year: 2014-2015	Cumulative: 8
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Retention **No**

Year(s):

SECTION C:

Prior actions taken to address the concern.

Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe what you manipulated.

- Differentiated Instruction: How core content has been presented to provide a different avenue for the student to acquire content and/or ideas.

Group instruction has been followed up with 6 minutes of individual direct reading instruction using a mix of visual, auditory, and kinesthetic strategies. This is completed daily.

- Physical Environment: Room arrangement and learning environment.

Johnny has been moved to an area in the classroom that is more centrally located to all instruction.

- Materials: Changing student and teacher materials.

Visual: Use of visual cross-check charts.

Auditory: Use of echo reading and rhyming word activities.

Kinesthetic: Push the sounds strategy for blending instruction.

- Instruction: Ways student acquires skills in the classroom.

Johnny appears to learn best with visual and kinesthetic reading strategies.

Below is a partial list of possible Tier II interventions. Check the strategies that have been used prior to this point to address the concerns. Add other specific interventions that have been tried.

<input type="checkbox"/> Previewing and rephrasing	<input checked="" type="checkbox"/> Use of concrete tools (hands-on manipulatives)
<input type="checkbox"/> Using graphic organizers	<input type="checkbox"/> Modified discipline plan
<input checked="" type="checkbox"/> Posting charts and labeling	<input type="checkbox"/> Observation by another staff for ideas
<input type="checkbox"/> Learning contracts	<input type="checkbox"/> Computer-assisted training
<input checked="" type="checkbox"/> Giving visual/verbal cues	<input type="checkbox"/> Small-group instruction
<input type="checkbox"/> Use of alternative materials	<input type="checkbox"/> Building on student's strengths
<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Offer strategies for self-management
<input type="checkbox"/> Tailored assignments/modifications	<input type="checkbox"/> Accessing prior knowledge
<input type="checkbox"/> Dividing tasks into smaller portions	<input type="checkbox"/> Conference with student and parents
<input type="checkbox"/> Guided notes	<input checked="" type="checkbox"/> Teaching tutoring
<input type="checkbox"/> Acknowledging correct responses	
<input type="checkbox"/> Conference with past teachers	
<input type="checkbox"/> Truancy process	

If interventions have been attempted, LIST EACH and DESCRIBE their effectiveness.

1) Intervention: **Use of concrete tools and teacher tutoring Elkonin Box**

Effectiveness: **Moderately effective**

Duration in weeks: **3 weeks**

2) Intervention: **Individual cross-check chart for reading fluency**

Effectiveness: **Moderately effective**

Duration in weeks: **3 weeks**

3) Intervention: **Teacher tutoring using echo reading**

Effectiveness: **Moderately effective**

Duration in weeks: **2 weeks**

SAT Intervention Form (completed at the SAT meeting)	
Student Name: <u>Johnny</u> Plan Development Date: <u>11/5/14</u>	
Intervention #: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> _____	
Area of Concern: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Behavior	
Goal: Increase Johnny's nonsense word fluency from 19 nonsense words read correct to 31 nonsense words read correct by 12/5/14.	
INTERVENTION	
Brief Description:	Use of an Elkonin Box and short vowel CVC words to link within code with most common sounds.
Description of Needed Materials:	1. CVC word list 2. Elkonin Box intervention.
Intervention Implementor:	Jane Smith: Title Teacher/Reading Interventionist
When:	1:00 – 1:10 pm
Where:	Title Room
How Often:	Daily: 10 minutes
MEASUREMENT SYSTEM	
Data Collection System:	AimsWeb – Nonsense Word Fluency
Data Collector:	Jane Smith
What Will Be Recorded?	Nonsense words read correct
Frequency of Data Collection:	Weekly progress monitoring
When Will Data be Collected?	Weekly

D. SAT Review – Summary of Interventions

SAT Review Form - Summary of Interventions

Completed by SAT intervention implementor prior to returning to the 2nd SAT meeting after 4 school weeks (8 data points) for a behavior intervention and after 7 school weeks (12 data points) for an academic intervention. (MN Statute 125A.56A)

Student Name: _____

Date of next meeting: _____

Reason for Referral/Primary Concern: Academic Behavioral Emotional
 Other: _____

Intervention #1 (state): _____

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation? Continue the intervention
 End the intervention
 Modify the intervention
 Add another intervention

Intervention #2 (state): _____

What data is available to demonstrate the student's progress (please attach)?

Skill (increase/decrease)	Weeks Implemented	Total Contact Days	Actual Student Performance		Desired Goal
			from	to	

What is your recommendation? Continue the intervention
 End the intervention
 Modify the intervention
 Add another intervention
 Refer to special education for assessment
(two interventions required)

E. SST Form**SST Checklist**

Student Name: _____ Date: _____

- Two evidence-based interventions completed four school weeks (eight data points) for a behavior intervention and seven school weeks (12 data points) for an academic intervention.
- Data collected to demonstrate intervention effectiveness.
- As a result of this intervention implementation:
 - Goal was met
 - Discrepancy decreased
 - Discrepancy stayed the same
 - Discrepancy increased

SST Team Decision

- No evidence to support a comprehensive special education evaluation. Return to SAT.
- Evidence to support a comprehensive special education evaluation.

F. SST Referral Form

SST Referral Form
(completed prior to the SST meeting)

Student Name: _____ Date: _____
 Date of Birth: _____ Grade: _____ MARSS #: _____
 Parent(s): _____ Telephone: _____
 Address: _____
 Person Referring: _____ Telephone: _____

Reason for Referral/Primary Concern: Academic Behavioral Emotional
 Other: _____

Please describe the specific concerns prompting this referral. List any academic, social, emotional or medical factors that negatively impact the student's performance.

How does this student's academic skills and behavior compare to those of an average student in your classroom?

In what setting/situations does the problem occur most often/interfere the most?

What interventions have you tried and what was the outcome of those interventions?

Baseline data (where is the student currently functioning in regard to desired outcome?)

Measure	Date Administered	Student Performance	Expected Performance/Target

What are the student's strengths, talents or specific interests?

1. _____
2. _____
3. _____

Please list the date(s) of contact with parents regarding this issue and summarize that communication: _____

Other relevant information from cumulative file: _____

Note: If the SST members feel additional prereferral interventions need to be implemented, the student will need to be brought back to SAT with suggested interventions.