

# Sample Public School

## Special Education Meeting Notes

|                      |               |                      |                    |
|----------------------|---------------|----------------------|--------------------|
| <b>Student Name:</b> | Kelly Sanders | <b>Liaison Name:</b> | Taylor Thomas      |
| <b>Grade:</b>        | 1             | <b>Meeting Date:</b> | 06/26/2018         |
| <b>SASID:</b>        | 0123456789    | <b>Meeting Type:</b> | Initial Evaluation |

### Student Strengths

His vocabulary remains his weakest area in the area of ELA. Math is his strength, but this year Gavin has appeared to be very anxious and thinks that the math is too challenging.

### Areas of Growth / Concerns from Team

Absences due to sickness have increased Gavin's stress level. Has thrown up twice in the inclusionary setting (Mrs. Hines) and the nurse believes that this may be related to anxiety. Mrs. Hines indicated that Gavin appears able to do the work; however, something has happened (an event) that has changed his perception on his ability. Once his missed homework was completed, Gavin's anxiety has decreased and he appears to be "the happy boy that I saw in September."

### General Notes

B- in LBLC ELA. Starting to have some difficulty turning in his work; this was attributed to his increased focus on making up missed math homework and is thought to improve naturally.

Timer during OT Evaluation appeared to make Gavin nervous.

Mechanics were in the Average range, his output was legible but messy.

Academic Testing:

Worked very hard during the testing but he was noted to take his time.

Reading Scores are markedly improved from his past testing.

Written Expression is below average (Spelling, Essay Composition, etc.)

Reading scores were lower when the same tests were timed (GORT)

Below grade level in fluency. His Lexile scores indicated that he is reading at the Independent level in 4th grade and Instructional level in 5th grade.

Paragraph construction (SS 13 - Above Average)

Strength in Receptive Language (listening comprehension)

SLP Assessment : Grammar is a challenge for Gavin (past-tense and future-tense specifically)

Receptive Language was significantly better developed than his Expressive Language

Am(big)uity - Ambig(u)ity

### Recommendations

Spellcheck

Voice-to-text (Voice typing)

Text-to-speech (To increase fluency or comprehension on content-specific subjects [Tier-2 Vocabulary])

Audio-book paired with text

Encourage Gavin to talk-it-out when writing down his report

### SDG

| <b>Location</b> | <b>Service</b>   | <b>Amount</b> | <b>Start Date</b> | <b>End Date</b> |
|-----------------|------------------|---------------|-------------------|-----------------|
| Consultation    | SLP              | 1X15          | 12/18/2018        | 12/17/2019      |
| Inclusion       | ELA              | 6X50          | 12/18/2018        | 12/17/2019      |
| Inclusion       | Social Studies   | 6X50          | 12/18/2018        | 12/17/2019      |
| Inclusion       | Math             | 6X50          | 12/18/2018        | 12/17/2019      |
| Inclusion       | Speech           | 1X50          | 12/18/2018        | 12/17/2019      |
| Inclusion       | Academic Support | 3X50          | 12/18/2018        | 12/17/2019      |
| Sub-Separate    | Speech           | 1X50          | 12/18/2018        | 12/17/2019      |