



DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
GENERAL EDUCATION INTERVENTION PROCEDURES

Fast Facts #7 (8-09)

Florida Statutes and State Board of Education Rules describe coordinated general education intervention procedures that must be conducted for students suspected of having a disability. It is the District's responsibility to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education environment. The District's process utilized to fulfill these requirements is called the Problem Solving Leadership Team (PSLT). General education intervention procedures must be completed prior to conducting an initial ESE multidisciplinary evaluation.

These general education intervention procedures are not required as part of the reevaluation process for students who are currently identified as having a disability. However, a thorough review of existing data is required for reevaluations and the IEP Team may determine that additional information is needed. Additionally, the criteria for determining ESE eligibility for students with Specific Learning Disabilities and for students with Emotional/Behavioral Disabilities includes an analysis of response to intervention data in regards to the areas of concern.

For children who are below mandatory school attendance age and who are not yet enrolled in kindergarten, the following are required:

- A review of existing social, psychological and medical data with referral for health screening when the need is indicated.
- Screenings for vision and hearing conducted for the purpose of ruling out sensory deficits. Additional screenings to assist in determining interventions may be conducted as appropriate.

For students in kindergarten through grade twelve, it is the District's responsibility to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education environment. In implementing such procedures, the District may carryout activities that include the provision of educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction and professional development for teacher and other school staff to enable them to deliver scientifically based academic and behavioral interventions and, where appropriate, instruction on the use of adaptive and instructional software.

The general education intervention requirements are not required of students suspected of being Gifted or who are being considered for eligibility for the Homebound/Hospitalized Program or for students being considered for the Related Services of Occupational Therapy and/or Physical Therapy.

Some, but not all, of the general education intervention requirements will be required for students suspected of having a disability if a team of qualified professionals and the parent determine that these general education interventions are not appropriate for a student who demonstrates a speech disorder, or severe cognitive, physical or sensory disorders, or severe social/behavioral deficits that require immediate assistance to prevent harm to the student or others.

GENERAL EDUCATION INTERVENTION PROCEDURES:

A. PARENT INVOLVEMENT	Discuss the academic, behavioral or other concern(s) with the parent. In situations when interventions are appropriate for the student, there must be: discussion with the parent of the student's responses to interventions, supporting data and potential adjustments to the interventions and of anticipated future action to address the student's learning and/or behavioral areas of concerns. Documentation of parental involvement and communication must be maintained.
B. OBSERVATIONS/ ANECDOTAL RECORDS	Conduct observations of the student in the educational environment and, as appropriate, in other settings to document the student's learning or behavioral areas of concern. At least one (1) observation must include an observation of

	the student's performance in the general education classroom.
C. RECORDS REVIEW	Review the existing data, including anecdotal, social, psychological, medical, and achievement (including classroom, district and state assessments). Attendance data must be reviewed and used as one indicator of the student's access to instruction.
D. SCREENINGS	Conduct vision and hearing screenings for the purpose of ruling out sensory deficits that may interfere with the student's academic and/or behavioral progress. Conduct follow up activity for any sensory screenings that the student fails. Additional screenings or assessments to assist in determining intervention procedures may be conducted, as appropriate. NOTE: The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation are not considered an evaluation for eligibility for special education and related services.
E. INTERVENTIONS/ STRATEGIES	In situations when general education interventions or strategies are required , evidence-based interventions addressing the identified areas of concern must be implemented in the general education environment. The interventions selected for implementation should be developed through a process that uses student performance data to, among other things, identify and analyze the area of concern, select and implement interventions, and monitor the effectiveness of the interventions. Interventions shall be implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. Pre-intervention and ongoing progress monitoring measures of academic and/or behavioral areas of concern must be collected and communicated to parents in an understandable format. The Problem Solving Leadership Team (PSLT) provides a process to facilitate these requirements.
FOLLOW UP ACTIVITY	<p>If the student continues to experience difficulty, the PST may determine that additional interventions are appropriate and/or the intervention process should continue for a longer period of time.</p> <p>If the PSLT recommends referral to Child Study Team (CST), the CST procedures will be followed, including inviting the parents to attend a meeting to discuss the PSLT recommendation for a multidisciplinary ESE evaluation. If the CST's recommendation is to initiate a referral for an initial ESE evaluation (utilizing the SB34501), then the <i>Part B Notice of Procedural Safeguards</i> will be provided and explained to the parents.</p>
<p><i>For more information, contact:</i></p> <ul style="list-style-type: none"> • Area ESE Supervisors • Area ESE District Resource Teachers (DRTs) • Staffing Coordinators • Staffing Specialists • ESE Staffing and ESE Compliance Offices in the Velasco Student Services Center <p>References:</p> <ul style="list-style-type: none"> • <i>Individuals with Disabilities Education Act (IDEA 2004)</i> • <i>Federal Register 34 C.F.R. Parts 300 and 301</i> • <i>Florida Statutes and State Board of Education Rules</i> 	