

PR-06 Helper Guide

Summary of Assessment Results:

- **Begin by stating student's areas of strength** (academic, work habits, behavior, social, communication, etc.)
 - i.e. Joey participates in class 3/5 days, turns his work in on-time 4/5 days, gets along well with others and is organized with his materials.
- **Statement of areas of weakness and what strategies, accommodations and interventions have been done to address them within the classroom**
 - i.e. Joey has difficulty attending during instruction which required approximately 10 prompts to redirect his focus in a 30 minute period at the beginning of the school year. After moving his seat to the front row, checking on him frequently and using a private signal his focus improved. He now only needs 1-2 redirects in a 30 minute period.
- **Summarize academic assessment data collected through informal assessments and classroom based assessments as compared to typical peer performance.**
 - **Reading** (QRI, IRI, accuracy with grade level text, fluency probe, classroom vocabulary and comprehension tests)
 - i.e. Though Joey is in the fall of his 9th grade year, he is reading at a fourth grade level according to the Informal Reading Inventory. He was able to answer 4/4 explicit questions and 2/4 implicit questions at the fourth grade level, but only 2/4 explicit and 0/4 implicit at the fifth grade level.
 - i.e. When given a passage from his textbook, Joey is able to read with 85% accuracy; however, typical peers read with at least 95% accuracy. His frequent decoding errors could impact comprehension.
 - i.e. Joey has averaged a 65% on vocabulary quizzes when compared with a class average of 90%.
 - types of decoding errors made (vowel sounds, word endings, substitutes with similar looking word)
 - comprehension: predicting events, sequencing, identifying the main idea, making inferences, finding details
 - **Writing/Spelling** (Include any analysis of the student's writing skills based on classroom samples)
 - Average number of sentences per paragraph/paragraphs per sample compared to what is expected
 - How many spelling errors per sample or percentage of sample spelled correctly
 - Use of correct capitalization and punctuation
 - Organization of ideas, use of correct format and able to stay on topic
 - Complexity of vocabulary/Variety of sentence structure
 - Grammar—i.e. subject/verb agreement; verb tense; syntax
 - Uses proofreading/editing tools effectively
 - **Math** (classroom assessments and assignments, observation of mental math skills)
 - Basic calculation skills—look at speed and accuracy, calculator dependent?
 - Reasoning skills—i.e. number sense, measurement, geometry, probability, algebra, problem solving (use content standards to assist with specific skills)
- **Summarize behavior and work habits (respond to checked areas on the PR-06 helper form)**
 - Work habits, organization, social skills, following directions, attention span, impulsivity, etc., and effect on classroom performance (i.e. Joey's inattention causes him to miss directions presented in the classroom.)

Description of Education Needs:

- **Based on assessments, describe academic needs and other needs related to educational success**
 - i.e. Joey needs to improve his study habits, ability to express ideas in writing and attention to task.

Implications for Instruction and Progress Monitoring:

- Using the needs mentioned in the section above, indicate the types of instructional strategies needed to accelerate the child's progress in the general education curriculum. Also indicate classroom accommodations that are necessary for success (verbal prompts to stay on task, seating near the teacher, information read aloud)
 - Joey **would benefit from** reviewing his notes nightly, creating and reviewing flashcards to learn new vocabulary, and attending study sessions with the teacher prior to each test. Joey has difficulty generating ideas for writing independently, so discussing ideas aloud first and using a graphic organizer **would be beneficial strategies**. He needs to turn his drafts in early for editing and revision feedback. Joey **benefits from** being seated near the teacher and redirected as needed. He responds to a private signal to return his attention to task.
- **It is important to remember that special education determination is not made by the team at the meeting not on this form.**
 - **Instead of...** "Joey needs special education...or instruction in the resource room," **maybe**... "Joey appears to require intensive interventions in order to be successful with the curriculum...or he may benefit from more individualized instruction."