



Handout B Stop and Think Worksheet

1. Think about your school and what currently happens when a student is referred for special education evaluation with a SLD. Do you learn about their past educational experiences? Do you make a plan for what evaluation procedures you will use? Do you consider other factors that may play a role in the student's lack of achievement? Do you try to observe the student in their learning environment? In the space below, write what occurs when a student is referred for SLD evaluation.

2. Think about a student that you know that struggles with learning and may be, or has already been referred for evaluation with a SLD. Write down what you know about this student.

What is the student's first name?	
How old is he/she?	
What areas of learning does he/she struggle in?	
Have interventions been used with the student? If yes, what?	
Have assessments been administered that measure the student's learning across time?	
Have the student's parents been contacted regarding the student's lack of progress?	

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4. Think about your student.

Do you have enough information regarding Participation Skills, Performance History and Medical Information? If not, what additional information do you need?

5. Think about your student.

When that student was referred for evaluation, what was the area of concern? Do you know if it is because the student is not able to understand or use language, or do you need more information?

6. Think about your student.

- A. Does your student participate in a response to scientific, research-based intervention process?**
- B. If so, do you have enough information to use as part of the evaluation procedure? If not, what more information do you need?**

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7. Think about your student.

Do you want to implement an IQ/Achievement Discrepancy model? If so, what different or additional information will you get from these assessments?

8. Think about your student.

Are there any exclusionary factors in play? Do you know for sure? Do you think more information needs be gathered on the student to ensure his/her underachievement is not due to one of these factors?

9. Think about your student.

Do you have an observation that has already been conducted? Does one need to be done that focuses on the identified Area of Concern? What would you hope to gain from the Observation?
