

CHEAT SHEET FOR SPED STAFF

Glr

(Glr)Long-Term Retrieval-The ability to store, consolidate, and retrieve information over periods of time measured in minutes, hours, days and years.

Associative Memory(MA)- The ability to remember previously unrelated information as having been paired

Naming Facility(NA)- Ability to rapidly call objects by their names

Ideational Fluency(FI)- Ability to rapidly produce a series of ideas, words, or phrases related to a specific condition or object

Free Recall Memory(M6)- The ability to recall list in any order

Figural Fluency(FF)- Ability to rapidly draw or sketch as many things (or elaborations) As possible when presented with a non-meaningful visual stimulus

Word Fluency(FW)- The ability to rapidly produce words that share a non-semantic feature

Gv

(GV)Visual Processing-The ability to make use of stimulate mental imagery (often in conjunction with currently perceived images) to solve problems

Visual Memory(MV)- The ability to remember complex visual images over short periods of time (less than 30 seconds)

Closure speed(CS)- The ability to quickly identify a familiar meaningful visual object form incomplete (e.g., vague, partially obscured, disconnected) visual stimuli, without knowing in advance what the object is

Visualization(Vz)- The ability to perceive complex patterns and mentally stimulate how they might look when transformed (e.g., rotated, changed in size, partially obscured)

Spatial Scanning(SS)- The ability to visualize a path out of a maze or field with many obstacles

Flexibility Of Closure(CF)- Ability to identify a fusal figure or pattern embedded in a complex distracting visual pattern or array, when one knows in advance what the pattern is

Gc

(Gc)Crystallized Intelligence-The depth and breadth knowledge and skills that are valued by one's culture

Lexical Knowledge(VI)- Extent of vocabulary that can be understood in terms of correct word meanings

General Verbal Information(KO)- The breadth and depth of knowledge of one's culture.

Language Development(LD)- General understanding of spoken language at the level of words, idioms, and sentences

Listening Ability (LS)- The ability to understand speech

Communication Ability(CM)- The ability to use speech to communicate thoughts clearly

Grammatical Sensitivity(MY)- Awareness of the formal rules of grammar and morphology of words in speech

Gsm

(Gsm) Short-Term Memory- The ability to encode, maintain, and manipulate information in one's immediate awareness

Memory Span(MS)-The ability to encode information, maintain it in primary memory, and immediately reproduce the information in the same sequence in which it was presented

Working Memory(MW)- The ability to direct the focus of attention to perform relatively simple manipulations, combinations and transformations of information within primary memory while avoiding distracting stimuli and engaging in strategic\controlled searches for information in secondary memory

Ga

(Ga)Auditory Processing- The ability to detect and process meaningful nonverbal information in sound

Phonetic Coding: Analysis (PC)- The ability to hear phonemes distinctly

Speech Sound Discrimination(US)- Ability to detect and discriminate differences in speech sounds (other than phonemes) under condition of little or no distortion

Sound Localization(UL)- Ability to localize heard sounds in space

Resistance to Auditory Stimulus Distortion(UR)-The ability to hear word correctly even under conditions of distortion or loud background noise

Musical Discrimination and Judgement(U1 U9)- The ability to discriminate and judge tonal patterns in music with respect to melodic, harmonic, and expressive aspects (phrasing, tempo, harmonic, complexity, intensity variations)

Gs

(Gs)Processing Speed- The ability to perform simple, repetitive cognitive task quickly and fluently

Perceptual Speed(P)-The speed at which visual stimuli can be compared for similarity or difference

Number Facility(N)- The speed at which basic arithmetic operations are performed accurately

Rate-of-Test-Taking(R9)- The speed and fluency on which simple cognitive test are completed

Gf

(Gf)Fluid Intelligence- The deliberate but flexible control of attention to solve novel, on-the-spot problems that cannot be performed by relying exclusively on previously learned habits, schemes, and scripts

Introduction(I)- The ability to observe phenomenon and discover the underlying principles or rules that determine it's behaviors

General Sequential Reasoning(RG)-The ability to reason logically using known premises and principles

Quantitative Reasoning(RQ)- The ability to reason, either with introduction or deduction, with numbers, mathematical relations and operators

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Timelines

Initial Referrals:

Report due 45 school days from date of consent unless:

- *Student absent 3 or more days-extend timeline amount of days absent (ARD 30 calendar days from date of report)
- * Consent received at least 35 days but fewer than 45 days before last instructional day-eval due by 6\30 (ARD due by 15th day of new school year)
- *Consent received less than 35 days before last instructional day 45-school day timeline applies(ARD 30 calendar days from date of report)

Transfer ARD:

Placement ARD within 30 school days unless

- Student is from **out of state**. An evaluation is needed then 45 school days applies with 30 days from date of FIE report to have ARD
- Student does not have a current FIE then 30 calendar days for evaluation AND ARD.

Annual ARD:

On or before previous year's ARD date

Revaluations:

Must occur once every 3 years

Can occur sooner if parent LEA agrees

ARD Notice:

5 school days prior to ARD date

5 day notice can be waived if parent agrees

Change of Placement:

*Occurs if student has been removed from current placement for a series of removals that total more than 10 school days in the same school year

*MDR must be held within 10 school days of any decision to change the placement because of a student code of conduct violation

Dark Pink Paper

Disability Conditions

- 01 Orthopedic Impairment (OI)**
- 02 Other Health Impairment (OHI)**
- 03 Auditory Impairment (AI)**
- 04 Visual Impairment (VI)**
- 05 Deaf Blind (DB)**
- 06 Intellectual Disability (ID)**
- 07 Emotional Disturbance (ED)**
- 08 Learning Disabled (LD)**
- 09 Speech Impairment**
- 10 Autism (AU)**
- 13 Traumatic brain injury (TBI)**
- 14 Non-Categorical Early childhood (NCEC)
Multiple Disabilities (MD)**

Light Pink Paper

PEIMS CODES

Home Campus

- 00** = No Instructional Setting (Speech Therapy)
- 40** = Special Education Mainstream
- 41** = Less than 21%*
- 42** = At least 21% but less than 50%*
- 43** = At least 50% to 60%*
- 44** = Greater than 60%
- 45** = Full Time Early Childhood Special Education Setting

Residential Faculty- Regular Campus

- 81** = Mainstream
- 82** = Less than 21%
- 83** = At least 21% but less than 50%
- 84** = At least 50% to 60%
- 85** = Greater than 60%

Off Home Campus

- 01** = Homebound
- 02** = Hospital\Residential Faculty \JDC- If lives within our school zone
- 08** = Vocational Adjustment Class (employment)
- 60** = Nonpublic Day School
- 70** = Texas School For The Blind And Visually Impaired
- 71** = Texas School For The Deaf

97 = Off Home Campus Community Class (Adult Transition)

*Add Speech Time

DAEP and JJAEP -- same as home campus

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Required Signatures On FIE

Any person involved in the interpretation of data draw a conclusion about a student meeting criteria for Special Education

- Reevals** • SpEd Teacher (Gen Ed Teacher for SI Only)

- LD** • Diagnostician or LSSP
- The child's regular teacher; or if the child does not have a teacher qualified to teach a child his or her age

- ED** • LSSP
- Diagnostician (If other than LSSP)

- SI** • Speech Therapist
- ID** • Diagnostician or LSSP

- AU** • LSSP
- Speech therapist
- Diagnostician (If other than LSSP)

- AI** • AI Teacher
- Diagnostician or LSSP
- Doctor (Otological)

- VI** • Vision Specialist
- Orientation or Mobility Specialist
- Diagnostician or LSSP
- Doctor (Vision Report)

- Deaf-Blind** • Diagnostician or LSSP
- Vision Specialist
- Orientation or Mobility Specialist
- Auditory Impairment Teacher
- Doctor (both vision report and otological)

- OI/OHI/TBI** • Diagnostician or LSSP
- Doctor (Signature on Evaluation Report Form)

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Required Members of ARD

- Parent\ documentation of repeated notice if parents do not attend.
- Child (When considering transition\Adult student)
- Students regular Education Teacher

- Students Special Education Teacher
- Administrator or Administrator Degree
- Appropriate Assessment Personnel If evaluations are reviewed
- LPAC Representative for student with LEP
- CTE Representative for any student when considering initial or continued placement in a career or technology class within the IEP year
- AI Facilitator for any student with AI
- VI Facilitator for any student with VI