

# North Central Kansas Special Education Cooperative

## GENERAL EDUCATION INTERVENTION (GEI) DATA FORM

**THE REGULATION:** (K.A.R. 91 – 12-40[c])

No child enrolled in regular education shall be identified as exceptional until the multidisciplinary team has documented the following:

- (1). That the child has been presented with learning experiences, which are appropriate for the child’s age and ability levels; and
- (2). That the child’s potential for learning has not been achieved in that regular education environment.

**The Purpose:**

The purpose of general education intervention is to provide support and assistance to regular classroom teachers so that they may deal effectively with students who exhibit learning or behavior difficulties. This problem solving process should involve parents and/or the student. In other cases, referral for a comprehensive evaluation may be necessary after general education intervention if there is reasonable evidence that a student is exceptional and in need of special education services. The purpose of general education intervention is not to identify a student as exceptional nor to determine which categorical area may fit a student’s needs. General education intervention takes place prior to any special education action.

Student’s Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_ Age: \_\_\_\_\_

Student/Kids ID Number: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Referred To General Education Intervention Team By:

\_\_\_\_\_ Date: \_\_\_\_\_  
Staff Person’s Name

Was This A Parent Request? \_\_\_\_\_ YES \_\_\_\_\_ NO

# GENERAL EDUCATION INTERVENTION PROCESS

## I. COLLECT AVAILABLE DATA

### **\*History**

Retentions: \_\_\_\_\_ Grade: \_\_\_\_\_ Number of School Districts Attended: \_\_\_\_\_

Attendance history (Past/ Current): \_\_\_\_\_

### **\*Medical**

Hearing Screen Date: \_\_\_\_\_ Results: \_\_\_\_\_ Vision Screen Date: \_\_\_\_\_ Results: \_\_\_\_\_

List significant physical/medical information (i.e., seizures, allergies, medication, etc.) Include documentation of medical / mental health diagnosis: \_\_\_\_\_

### **\*Social/Emotional**

Brief description of social/emotional functioning: \_\_\_\_\_

**\*Intelligence and Achievement Data**: Include copies of group and/or individual scores for the last three years:

### **\*Observation Data**:

Date \_\_\_\_\_ Observer \_\_\_\_\_ Describe student's behavior during observation \_\_\_\_\_

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\* **Areas of concern** (School subjects/skills): \_\_\_\_\_

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## **II. ANALYZE AVAILABLE DATA**

After analyzing available data, develop hypotheses about the student's needs. Consider the role of:

\***Instruction:** \_\_\_\_\_

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\***Curriculum:** \_\_\_\_\_

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\***Environment:** \_\_\_\_\_

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\***Learner:** \_\_\_\_\_

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## **III. Interventions**

Develop strategies to meet the identified needs, implement research based strategies, and take data on the effectiveness of these Strategies. Repeat this process if necessary and document findings on the Intervention pages.

## **IV. Analysis of Intervention Strategy Effectiveness:**

After considering the intervention data, answer the following items.

### A. Referral for Academic Deficits

1. Does the student have grades below C in a core academic area? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, which subject(s): \_\_\_\_\_
2. Does the student have grades below C in any subject due to behavior? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, which subject(s): \_\_\_\_\_
3. Does the student have group achievement scores below the 6<sup>th</sup> percentile? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Are the student's academic problems due to lack of instruction? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, please explain : \_\_\_\_\_
5. Are the student's academic problems due to an inconsistent academic program? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, please explain : \_\_\_\_\_
6. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page.
7. Resources necessary to maintain learning are beyond those available in regular education. \_\_\_\_\_ Yes \_\_\_\_\_ No

### B. Referral for Academic Strengths

8. Does the student have group ability above the 97<sup>th</sup> percentile? \_\_\_\_\_ Yes \_\_\_\_\_ No
9. Does the student have group achievement scores about the 95<sup>th</sup> percentile? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If yes, which subject (s) : \_\_\_\_\_
10. Has the student maintained A's in core academic subjects? \_\_\_\_\_ Yes \_\_\_\_\_ No
11. Does this student have the ability to maintain A's in core academic subjects, but performs in consistently due to Motivational factors? \_\_\_\_\_ Yes \_\_\_\_\_ No
12. Research based, reasonable accommodations and/or modifications have been made to address this student's concerns. The results of these modifications/adaptations are documented on the Intervention Page. \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Creating academic challenges for this student is beyond what is available through general education programming. \_\_\_\_\_ Yes \_\_\_\_\_ No

### C. Referral for Social/Emotional/Behavior Concerns

14. Has a functional behavior assessment been completed for this student? \_\_\_\_\_ Yes \_\_\_\_\_ No
15. Has a behavior intervention plan been used with this student? \_\_\_\_\_ Yes \_\_\_\_\_ No

For how long? \_\_\_\_\_

How successful was this plan? \_\_\_\_\_

Student and / or family) ? \_\_\_\_\_

17. Does the student's emotional/behavior concern negatively impact academic performance? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, how? \_\_\_\_\_

18. Does the student build relationships with peers? \_\_\_\_\_ Yes \_\_\_\_\_ No
19. Does the student maintain relationships with peers? \_\_\_\_\_ Yes \_\_\_\_\_ No
20. Does the student build relationships with adults? \_\_\_\_\_ Yes \_\_\_\_\_ No
21. Does the student maintain relationships with adults? \_\_\_\_\_ Yes \_\_\_\_\_ No
22. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page. \_\_\_\_\_ Yes \_\_\_\_\_ No
23. Resources necessary to maintain learning are beyond those available in general education. \_\_\_\_\_ Yes \_\_\_\_\_ No

D. Referral for Health Concerns

24. Does the student have a health concern which negatively impacts academic performance? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, how? \_\_\_\_\_

25. Research based, reasonable accommodations and/or modifications have been made to address the student's concerns. The results of these modifications/adaptations are documented on the Intervention page. \_\_\_\_\_ Yes \_\_\_\_\_ No
26. Resources necessary to maintain learning are beyond those available in general education. \_\_\_\_\_ Yes \_\_\_\_\_ No

## **V. General Education Intervention Team Summary and Recommendations:**

Parent Contacts: \_\_\_\_\_

Meetings	Date/Contact Person	Team Recommendations/ Comments	Results
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Initial Meeting	_____	_____	_____
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Parent Contact	_____	_____	_____
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Second Meeting	_____	_____	_____
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Parent Contact	_____	_____	_____
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Additional Meetings	_____	_____	_____
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Parent Contact	_____	_____	_____
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\* \* Committee must meet a minimum of two times at least three weeks apart.





# INTERVENTION STRATEGIES DOCUMENTATION

(Strategies Implemented During General Education Intervention)

IDENTIFIED CONCERN ~ INTERVENTION STRATEGY ~ DURATION ~ PERSON RESP & LOCATION ~ REVIEW DATE ~ DATA COLLECTED

Pre: Post:

Effective Not

Pre: Post:

Effective Not

Pre: Post:

Effective Not

Pre: Post:

Effective Not

Pre: Post:

Effective Not

Pre: Post:

Effective Not

Pre: Post:

Effective Not

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# EXAMPLES OF INTERVENTION STRATEGIES

## PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model  
avoid distracting stimuli
- Distance from other students or move location
- Different groupings of desks
- Allow different positions for activities (bean bag chair, laying, standing)
- Adjust grouping of students\*
- Acceleration to another level, class or group within the classroom\*
- Team teach\*

## ORGANIZATIONAL

- Time limits for assignment
- Question at end of each sentence/paragraph to help focus on important information
- Allow additional time to complete task
- Highlight main facts in the book
- Organize a notebook or provide folder to a help organize work
- Allow student extra set of books at home
- Send daily/weekly progress
- Develop reward system for work completion
- Provide homework assignment notebook
- Conference regularly with the student concerning needs, production, evaluation of progress\*
- Utilize parent volunteer or aides\*
- Home/School communications system for assignments\*
- Conference with student's parents, other teachers or facilitator of gifted\*

## Communication

- Model correct pronunciation of target sound(s)
- Encourage and reinforce any correct production of the target sound(s)
- Try to stabilize the target sound(s) in commonly occurring words. (Obtain a list from Speech/Language Pathologist)
- Model correct sentence structure desired
- Ask student to repeat directions and/or reword directions if the student misunderstands
- Identify and reduce abusive vocal behaviors such as yelling
- Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3)
- Ask child to repeat directions to determine comprehension
- Give student extra time to speak if having dysfluencies
- Keep commands simple and direct
- Pair gestures with directions

## BEHAVIOR/MOTIVATIONAL

- Immediate reinforcement of correct response, Praise specific behaviors
- Keep graphs and charts of student progress
- Use of timers to facilitate task completion
- Structure unstructured times (assemblies, hallway, field trips, ect)
- Allow for short breaks between assignments, allow quiet place for retreat
- Allow student to stay on task (nonverbal)
- Allow student time out of seat/room to run errands, ect
- Ignore inappropriate behaviors not drastically outside of acceptable limits
- Implement self-monitoring strategies, system to monitor behavior /reward success
- Home-school communication system

## Lesson Presentation

- Give assignments orally and visually
- Tape lessons so student can listen again
- Use computer assisted instruction, change print styles occasionally
- Provide a model to student and refer to it often
- Include variety of activities for each lesson
- Provide cross age tutoring
- Provide peer notetaker
- Provide an individual folder or notebook to organize individual work, language assignments or projects
- Pair students to check work

## Test Taking

- Allow student to have sample or practice test
- Give exam orally
- Give take home tests
- Use additional objective items (less essay)
- Give frequent quizzes, not long exams
- Give additional time
- Permit student to take end-of-chapter, unit or level test initially to free time for special assignments

## Curriculum

- Provide special materials
- Provide opportunities for extra drill
- Provide study guide
- Reduce quantity of material
- Provide instructional materials geared to student's level of basic skills
- Stress a subject or topic in greater complexity or depth\*
- Present higher levels of abstraction of academic content\*
- Provide opportunities for independent study or library research\*
- Provide enrichment choices in addition to or in lieu of the regular assignment\*
- Plan for self-selected, interest or need based tasks\*

## Assignments/Worksheets

- Simplify complex directions
- Reduce reading level of assignments
- Require fewer responses
- Provide study skills training/learning strategies
- Allow typewritten or computer assignments
- Grade on content, not on handwriting or spelling
- Recognize and give credit for oral participation

Please note: Strategies may be appropriate for several areas listed, but were not repeated in each area.

(\*) Possible Gifted Interventions

