Interprofessional (IPP) Middle School Literacy/Language Case Rubric

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<tbody>
<tr>
<td>3. Mr. R</td>
<td>Classroom Teacher</td>
<td>8. Dr. M</td>
<td>Audiologist</td>
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<td>5. Dr. B</td>
<td>Resource Teacher</td>
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**Name of Team Facilitator:** Mr. B, SLP
Case Rubric

Audrey is a twelve-year-old girl who was diagnosed with a moderate language disorder in 2nd grade and a moderate-severe reading-based learning disability in 3rd grade. Previous cognitive assessments indicated skills within the average range. Audrey received an IEP in 2nd grade and has continued as a special education student since that time.

Audrey is completing her 6th grade year and will be transitioning to middle school in the fall. Her current IEP indicates that she receives the following services:

- resource services 30 min/day focusing on reading fluency and comprehension.
- 40 min/wk of speech-language services focusing on receptive and expressive language deficits.

Current Concerns:

- difficulties with completing homework, including poor initiation and organization skills
- easily frustrated with homework and school projects in most subject areas
- below-average grades in all areas that require reading comprehension beyond the 5th grade level
- reading decoding difficulties (5th grade level)
- below average auditory short-term memory skills and moderate word finding difficulties
- difficulty remembering what she reads and difficulty identifying key elements in texts/stories
- difficulty attending to details in written text and following directions within texts
- misuse or lack of cohesion and details in written work

The family expressed significant concern about implementation/adjustment of needed services in the middle school environment and its potential effect on Audrey’s learning success.
The initial team of the SLP, classroom teacher, resource teacher, family, school psychologist, OT, and administrator met. Upon review of the history and family concerns, the team decided to invite the private reading tutor to join the team. Together, the team developed an assessment plan with areas assigned:

SLP: social communication skills/pragmatics, verbal/nonverbal higher-level language skills including inferencing, problem-solving, spoken and written discourse; social communication skills; executive functioning, and reading comprehension (in consultation with the reading tutor).

- Classroom teacher: evaluation of functional classroom performance
- Resource teacher: reading decoding, comprehension and fluency
- Audiologist: hearing screening
- Psychologist: sustained attention, executive function, self-regulation, and academic testing
- OT: sensory and visual processing
- Reading tutor: decoding and reading skills: fluency, visual tracking, other observations

Toward the end of the meeting, the classroom teacher shared her reflections about the benefits of adding another element to the assessment plan: a subgroup of the SLP and teachers to make recommendations for classroom placement in middle school, including the elements of the IEP, required accommodations/modifications for success including support for test taking and note taking. Some team members expressed other opinions (e.g., implement the original assessment protocol and analyze the results to determine the need for a subgroup.) The team actively and respectfully deliberated the different viewpoints, at the end of which the entire team agreed to include the subgroup as part of the initial assessment plan.
**Assessment Results**  
(Summarize key diagnostic findings)

**SLP:** Results of a language evaluation indicated a severe receptive disorder including inferencing and figurative (pragmatic) language with moderate expressive language deficits, most notably word finding difficulties.

- **Teacher:** Audrey’s language and pragmatic deficits affect her relationship with peers. She has difficulty getting her work done during class time and when completed, turning it in on time. Reading takes more time for her, and she frequently is still reading when the others are finishing the assignment.

- **Resource Teacher:** Audrey makes errors when answering questions in math (story problems) and reading that are indicative of overlooking key words.

- **OT:** Evaluation revealed difficulties in several areas of sensory processing including visual perceptual skills, visual motor skills and eye-contact, especially when looking up from the paper to a person or the board. Vision acuity should be examined.

- **School Psychologist:** Findings indicate a significant auditory short-term memory deficit. Sustained attention is adequate for her age except for academic work. Significant deficits were noted in executive functioning and self-regulation.

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**IPP Treatment Plan**  
(Discuss, reflect, modify recommendations to develop coordinated plan)

Evaluation results were shared and discussed by the IPP team at a group meeting, who together agreed upon a set of recommendations:

1. Additional language intervention services by an SLP focused on auditory short-term memory, comprehension with key words in both math and general reading; word retrieval.

2. Audrey should be enrolled in the homework help course as one of her electives. This classroom teacher keeps track of all assignments in every class and teaches students how to organize work, identify when more information is needed, and how to complete assignments in a timely manner.

3. Family to follow-up on vision testing.

4. Occupational therapy to address visual-motor and processing skills related to reading.
| **Treatment Outcomes**  
(Team meets to discuss results of treatment) | Over a 3-month period, data and performance indicated:
1. Audrey is completing and turning in 80% of her homework assignments in a timely manner. Her performance was adequate compared to her peers.
2. Audrey better understands key elements in reading and math with 30% prompting. She is able to identify when she needs to know more information.
3. Pragmatics (figurative language and inferences) continue to be delayed, with a 10% overall improvement.
4. Audrey has made significant gains in her word retrieval and short-term memory skills.
5. Audrey requires glasses for vision acuity.
6. Audrey shows continued improvement in her visual-motor skills, as documented by a 30% increase in reading fluency and a 20% gain in speed. |
| --- | --- |
| **Team Follow-Up**  
(Determine meetings and communication schedule) | 1. The team communicates weekly.
2. SLP and OT intervention services will be ongoing and coordinated with the team including Audrey’s family.
3. Carryover activities will be provided to the family.
4. Team scheduled meetings every 4-6 weeks for the duration of the school year. |

*Note: Conflict management, reflective practices, and other IPP elements can occur at any or all steps of the IPP team process.*

*(The team should ensure that all communication aligns with FERPA and HIPAA.)*