
SpEd Forms

Please enter your user name and password.

User Name:

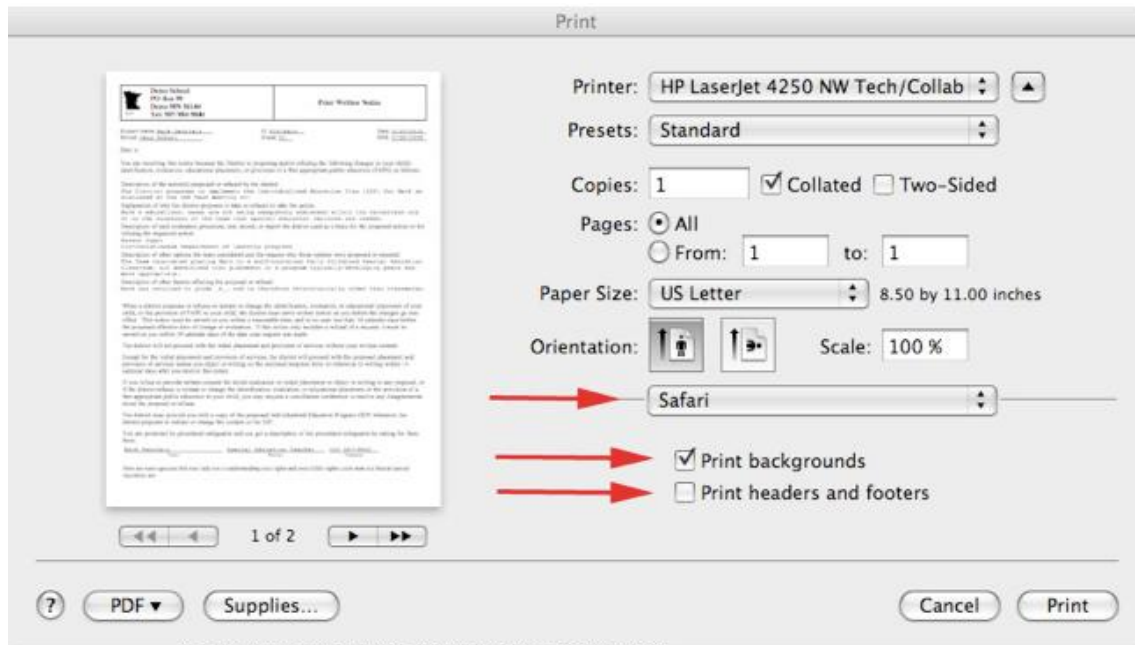
Password:

To ensure SpEd Forms saves and prints correctly, please complete browser setup.

[Safari setup instructions](#)

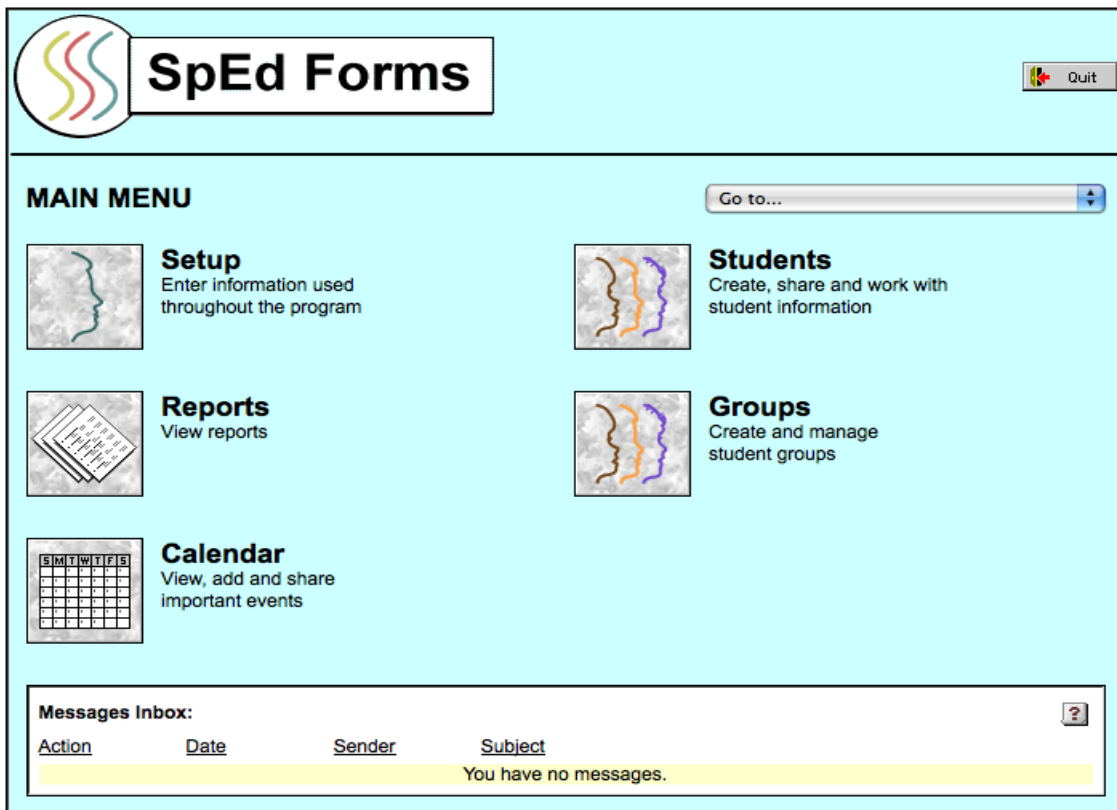
Enter Username and Password in the provided fields, then select “Enter”. Usernames are not case sensitive.

Note: Users of the Firefox browser have reported more difficulties with freezing, saving, and printing than users of other browsers. If using Firefox, links will be automatically provided to download Safari and Opera browsers.



To ensure proper functioning, please complete the browser setup.

- 1) Use the “File” pull down menu and select “Print”.
- 2) Select “Safari” or “Opera” from the drop down list.
- 3) Select “Print backgrounds”.
- 4) Uncheck “Print headers and footers”



The appearance of your main menu will be determined by your level of access, with “Administration” users having more options for reporting and software management.

A) **Setup** – **Setup** has two primary functions:

- 1) Changing your profile information, including passwords.
- 2) Creating lists of members on your teams.

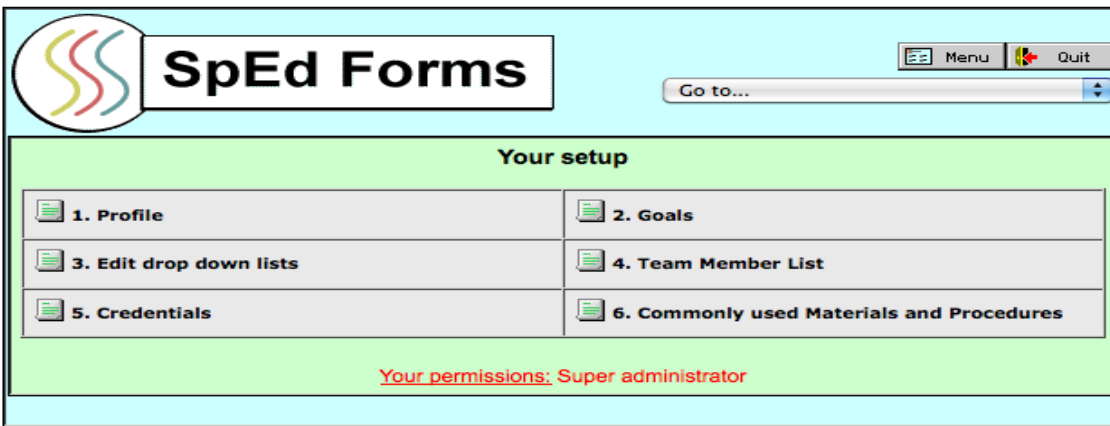
Additional information on page 3.

B) **Reports** – At this time, the **Reports** option is limited to Special Education, but will be considered in the future for GenEd forms.

C) **Calendar** – Although typically used by SpedForms users, GenEd users can look forward to increased **Calendar** functionality in the future.

D) **Students** – Create, share, and work with student information. Choose this option to begin the problem solving process with individual students. Additional information begins on page 4.

E) **Groups** – This option allows GenEd users to form student groups, assign standard treatment protocols, and document plan reviews and evaluations. Additional information begins on page 15.



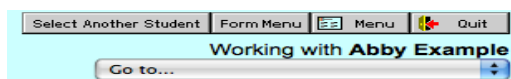
## Setup

The **Setup** menu contains 6 options. Most GenEd users will only use options #1 (Profile) and #4 (Team Member List).

### 1. Profile

A) To change your Username, Password, Contact Information, etc., make changes in desired fields and select "Save" in the Menu Bar.

### Basic Navigation



Use options within the upper-right corner navigational bar whenever possible. The navigational options displayed will vary depending on which window you are viewing. Options will include:

**Abc** – spellcheck

**Form** – return to the GenEd forms menu that appears after user has selected an individual student record.

**RtI** – return to RtI/Problem Solving forms menu for an individual student.

**Select Another Student** – return to student list/search.

**Quit** – quit program; will require you to login to resume.

### 4) Team Member List

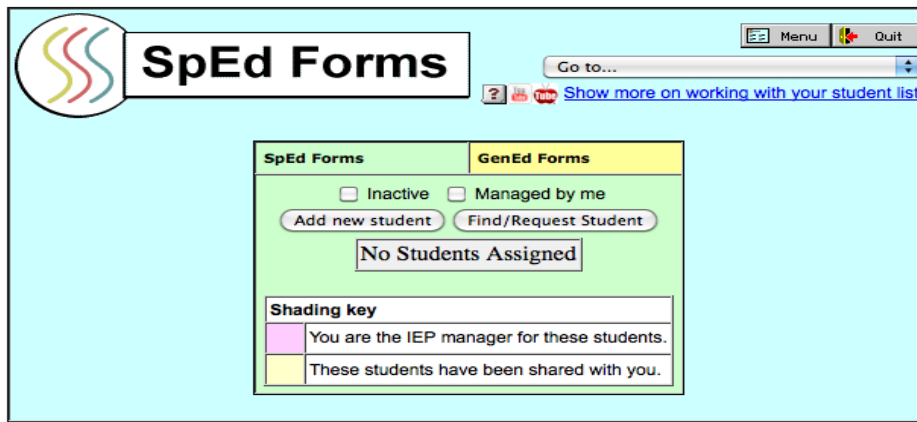
Team members will typically consist of those actively participating on your problem solving team, but may also include other staff members that play a supporting role to the team. By creating a team member list now, you will eliminate the need to repeatedly type in names of those conducting observations, interviews, interventions, etc.

Although the initial window appears to allow only five members, after the fifth member is added, additional fields will be available. Remove members at any time by simply checking “Remove” box.

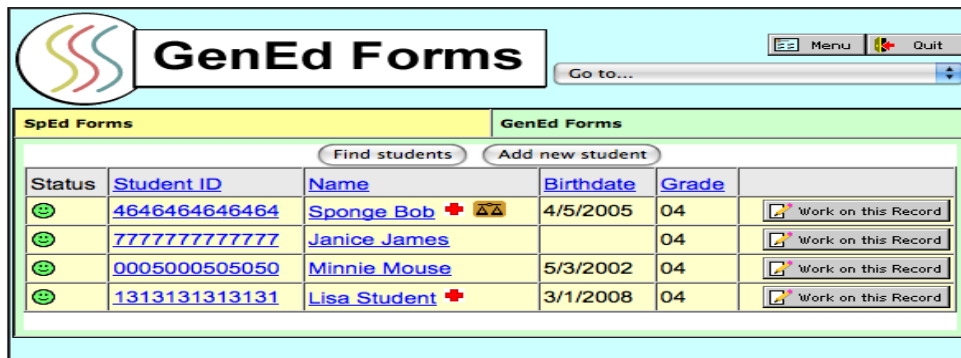
Click on “Save” in the navigational bar to save changes.

## Students

1) To access forms and begin the problem solving process, click on “Students”.

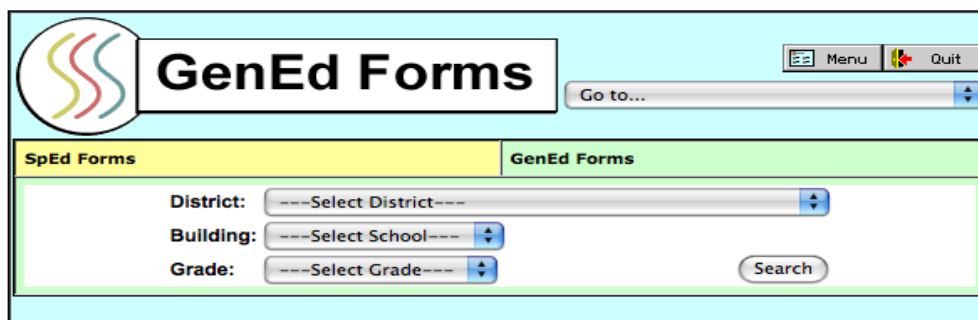


2) The program automatically defaults to “SpEd Forms”. Click the gold “**GenEd Forms**” tab to continue.



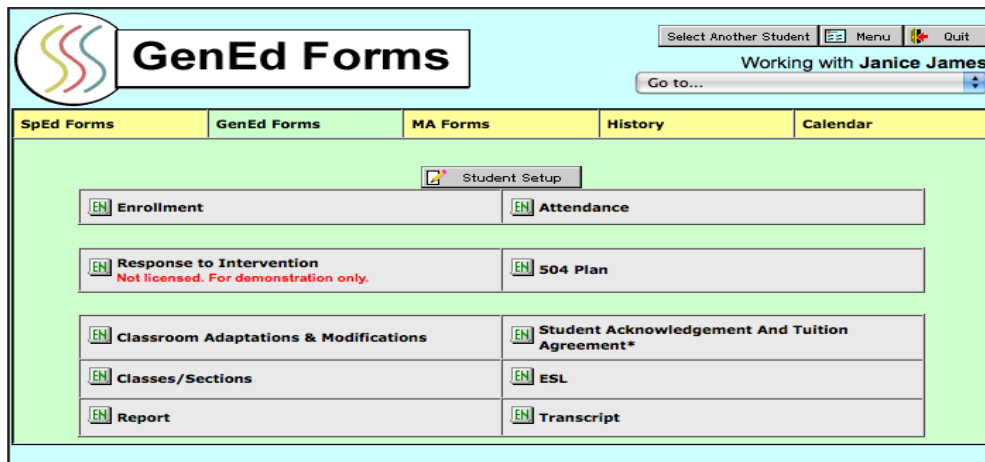
3) Click “**Work on this Record**” in the far right column to select an individual student.

4) If you are unable to find the student within the provided list, click on “**Find Students**”.



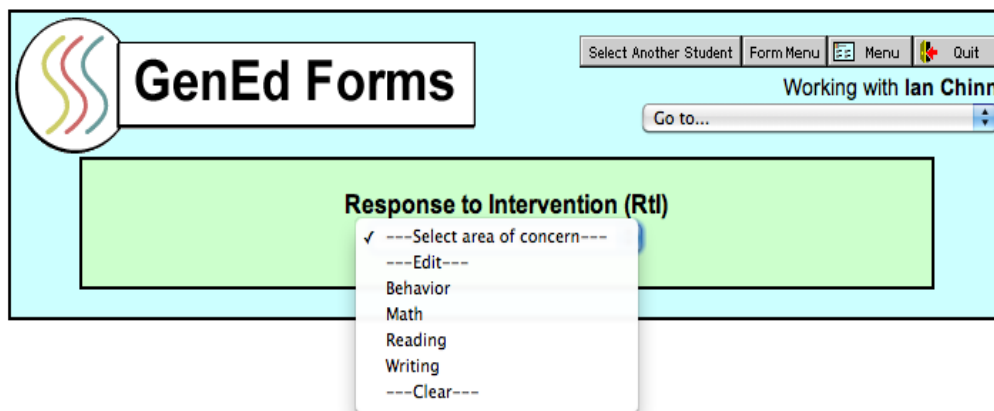
Note: A search will be broadened with less information. For example, if you’ve selected District, School, and Grade, but are unable to find a student, try searching by only District and School. This will provide you the names of all the students within the school, regardless of grade.

After selecting your student by clicking on the “**Work on this Record**” option, you will be directed to the first **GenEd Forms** menu.

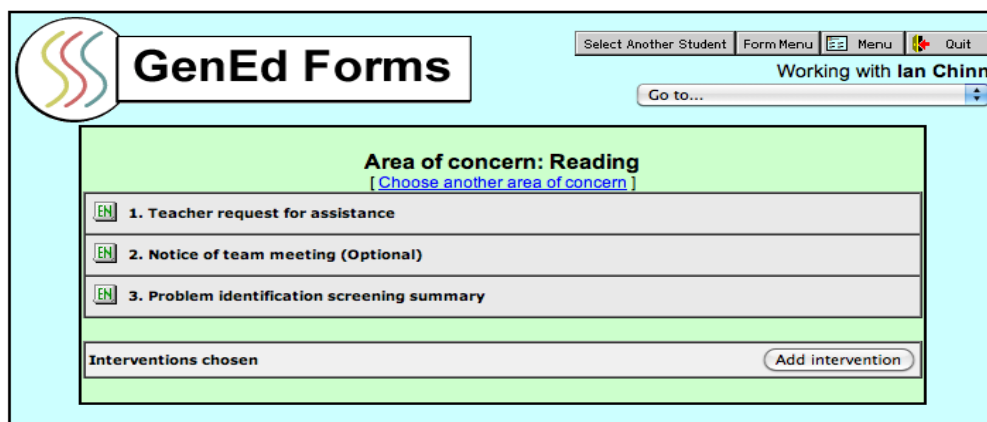


Some of the options provided may contain relevant and useful information, however, the vast majority of work will be done under **“Response to Intervention”**.

5) Click on **“Response to Intervention”**.



6) Select the area of concern for your student. If your student exhibits more than one area of concern, you will return here to begin generating separate problem solving documents for each additional area.



7) Select **“Teacher request for assistance”**. Complete as thoroughly as possible, including date of request, date and result of teacher/parent communications, and

previously attempted interventions. Click “Save” when complete, then chose “RtI”.

Response to Intervention  
Teacher Request for Assistance  
Student: Abby Example  
Your exclusive rights expire at 9:42:07 AM.  
Finalize

**STUDENT INFORMATION**  
Student: Abby Example ID: 1232343454565 Date: [ ]/[ ]/[ ]  
School: C.E. Jacobson Elementary Grade: 04 DOB: [ ]/[ ]/[ ]

**PARENT/GUARDIAN INFORMATION**  
Parent/Guardian Name: [ ] Relationship to child: ---Select Relationship---  
Home Telephone: [ ] Daytime Phone: [ ] Email: [ ]  
Address: [ ] City: [ ] State: [ ] Zip: [ ]  
Parent/Guardian Name: [ ] Relationship to child: ---Select Relationship---  
Home Telephone: [ ] Daytime Phone: [ ] Email: [ ]  
Address: [ ] City: [ ] State: [ ] Zip: [ ]

**TEACHER INFORMATION**  
Name: [ ] Select Best time to meet: [ ]/[ ]/[ ] AM  
I contacted parents on [ ]/[ ]/[ ] by ---Select Contact method---  
Result:  supports intervention  other: [ ]  
Reason for Request for Assistance: [ ]  
Student strengths: [ ]  
Interventions attempted: [ ]

## Tips

Your exclusive rights expire at 1:12:52 PM.

Finalize

Exclusive rights prevents others from saving the same page and overwriting your work. They expire in one hour or when you navigate away from the page. Saving your work will extend the exclusive rights time frame an additional hour from the you saved.

Finalize – By selecting “Finalize”, you will save an uneditable version of the form to the student’s history.

## Problem Identification

8) Select “Problem Identification Summary”.

**Response to Intervention**  
**Problem Identification Summary**  
 Student: Ian Chinn

abc Save RtI Form Menu PRINT

Go to...

Your exclusive rights expire at 2:06:10 PM.

---

CUMULATIVE FOLDER REVIEW

**Health Information**

---Select Health Concern--

---Select Health Concern--

---Select Health Concern--

---Select Health Concern--

---Select Health Concern--

**Attendance**

# Days absent last year:

# Days absent current year:

Other concerns:

**Previous Schools/Services**

---Select School/service-- / / to / / /

---Select School/service-- / / to / / /

---Select School/service-- / / to / / /

---Select School/service-- / / to / / /

---Select School/service-- / / to / / /

**Grades**

Elementary	math	reading	writing
above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
meets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Secondary**

GPA:

Credits earned:

---

INTERVIEW SUMMARY

Date	Interviewee	Interview type	Notes
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Interview type--	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Interview type--	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Interview type--	---Select--

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CLASSROOM OBSERVATION

Date	By	Type	Notes
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Observation type	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Observation type	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Observation type	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Observation type	---Select--
<input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/> / <input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/> <a href="#">Select</a>	---Select Observation type	---Select--

---

TESTING RECORDS

completed web portal student test data summary  
 (Be certain that all available GOM, MAP, MCA & BST data are reported. Locate and add any missing data).

---

PROBLEM IDENTIFICATION SUMMARY - C1

Team met to review these data on:  /  /  Prioritized area of concern: **Reading**

Discrepancy Statement:

List at least 2 sources of convergent data that support this discrepancy:

Baseline data plotted on graph.

Disposition:

Team Members Names:

1	<input style="width: 95%;" type="text"/>	<a href="#">Select</a>	
2	<input style="width: 95%;" type="text"/>	<a href="#">Select</a>	
3	<input style="width: 95%;" type="text"/>	<a href="#">Select</a>	
4	<input style="width: 95%;" type="text"/>	<a href="#">Select</a>	

\* Your team member list can be edited in "Your Setup". [ [Print team member list.](#) ]

Team member responsible for follow-up:  [Select](#)

Several drop down menus are available on the **Problem Identification Summary**, allowing greater ease in recording Health Information, Previous School/Services, and Interview and Observation types.

In fields that require dates, popup calendars can be used to find and select dates.

Clicking on the blue **Select** link will enable a popup window of your team member list. Simply select the appropriate team member and the field will be automatically populated with their name.

A drop down menu under Interview Notes, Observation Notes, and Testing Records allows you to document how or where you intend to store this information.

\* The **Discrepancy Statement** and **Converging Evidence** fields are required.

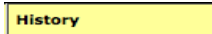
9) Select **“Save”** when completed, then **“Rtl”** from the navigational bar.

### Uploading

1) In the navigational bar, select **“Form Menu”**.

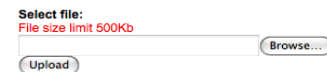


2) Select **“History”** from the forms menu.



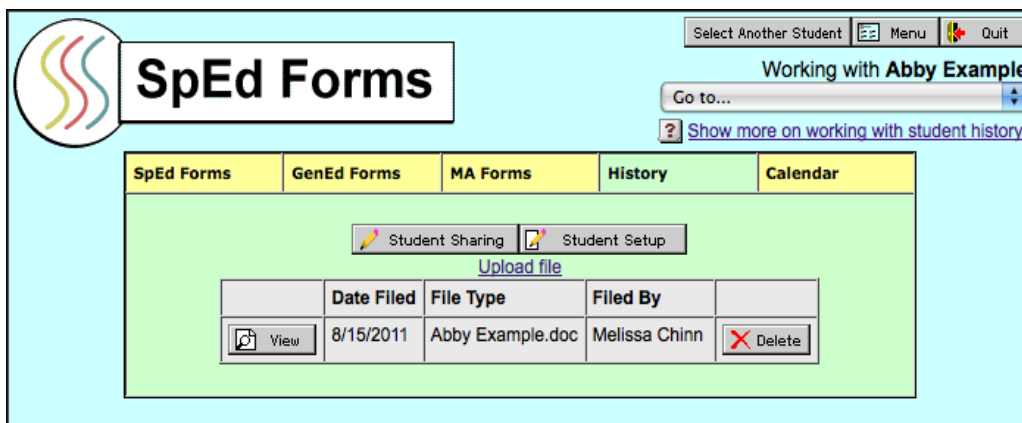
3) Select the **“Upload File”** link.

4) Select **“Browse”** to find the document on your computer.



5) When you have found the correct document, select **“Upload”**.

6) In the next screen, file names and notes are optional. Click **“Save”**.



7) You may return here to **“View”** the saved document or to **“Delete”** it.

Note: **“Finalized”** documents will also be found in the student’s **“History”**.

10) Select “**Begin Problem Solving**”. The window will automatically expand to reveal links to the problem solving forms.

Interventions chosen					Begin problem solving
#	Intervention	Start date	Eval/Review date	Next meeting date	
1	(Not selected.)				
<a href="#">Analysis</a>   <a href="#">Plan</a>   <a href="#">Script</a>   <a href="#">Measure</a>   <a href="#">Review</a>   <a href="#">Evaluation</a>   <a href="#">Summary</a>					<a href="#">Delete</a>

### Problem Analysis

11) Select “[Analysis](#)”.

**Instructions:**  
**STEP 1:**  
 List all hypothesis regarding cause or function of prioritized problem.  
**STEP 2:**  
 List all relevant data to support or refute each hypothesis.  
**STEP 3:**  
 Indicate selected hypothesis (check). Selected hypothesis must have convergent data to support included quantitative data.

12) As indicated in the Instructions, list all hypothesis regarding cause or function of prioritized problem. After determining in which domain(s) the problem is occurring, select “**Add hypothesis**”.

13) Here you may either type the hypothesis in the provided text box, or, select a hypothesis from the drop down menu.

14) Add information to the Review/Interview/Observation/Test boxes that supports and/or refutes this hypothesis.

Other hypotheses considered in that domain can be added by selecting “Add Hypothesis as many times as necessary.

To remove a hypothesis, select “**Remove hypothesis**”.

15) Complete hypotheses in other domains as needed.

16) After determining the most validated and alterable hypothesis, check the box for “**Selected hypothesis**”.

17) Add date.

18) Select “**Save**” when completed, the “**Rtl**” to return to the problem solving forms menu.

## Intervention Plan

19) Select “[Plan](#)”.

The screenshot shows a web-based form titled "Response to Intervention Intervention Plan" for a student named Andrew Example. The form is divided into several sections: "INTERVENTION", "MEASUREMENT", and "DECISION MAKING RULE".

- Header:** Includes a logo of Minnesota, the title "Response to Intervention Intervention Plan", the student name "Andrew Example", and navigation buttons for "Save", "RTI", "Form Menu", and "PRINT". There is also a "Go to..." search bar and a notice: "Your exclusive rights expire at 9:21:11 PM."
- Form Fields:**
  - Student name: Andrew Example
  - Date: [ ]/[ ]/[ ]
  - Intervention #: 1
  - Area of Concern: Reading
  - Goal: [ ]
- INTERVENTION Section:**
  - Intervention name: [ ] with a "Select" button.
  - Brief description: [ ]
  - Description of needed materials: [ ]
  - Intervention implementor: [ ] [ ] with "Select" and "First/Last" labels.
  - When: [ ]
  - Where: [ ]
  - How often: [ ] x [ ] with a "-Select-" dropdown.
- MEASUREMENT Section:**
  - Data collection system: [ ] with a "-Select Measure--" dropdown.
  - Data collector: [ ] [ ] with "Select" and "First/Last" labels.
  - What will be recorded: [ ]
  - Frequency of data collection: [ ] x [ ] with a "-Select-" dropdown.
  - When will data be collected: [ ]
- DECISION MAKING RULE Section:**
  - Checkboxes for "Consecutive Data Point Rule", "Level of Performance", and "Slope/Trend Analysis".
  - Intervention Start Date: [ ]/[ ]/[ ]
  - Review Date: [ ]/[ ]/[ ]
  - Time: [ ]
  - Place: [ ] with a "PM" dropdown.

20) Add “**Goal**”.

21) **Intervention name** can be typed in the text box, or added using the “**Select**” button, which will open a list of commonly used interventions. If using the “**Select**” option, simply click on the [Select](#) link corresponding the intervention of choice. The Intervention Names, Description, and Needed Materials boxes will be automatically populated.

22) “**Intervention Implementor**” and “**Data Collector**” name can either be typed or chosen from the Team Member list by choosing the “[Select](#)” option.

23) “**Data Collection System**” can be chosen from the drop down menu, or typed in the

corresponding field.

24) Complete ALL remaining fields in the **Intervention, Measurement, and Decision Making Rule** sections.

25) Select “**Save**” from the navigational bar, then “**Rtl**” to return to problem solving forms.

### Script

Select “**Script.**” Intervention scripts or checklists may be entered in the text box provided. Note: Creating a script “bank” for users is in the planning stages.

Select “**Save**” from the navigational bar when completed, then “**Rtl**” to return to problem solving forms.

### Measure

GenEd forms allows users to enter and graph student data to monitor progress toward their goals.

## Plan Implementation

26) To begin documentation of implementation integrity, select “Review”.

Response to Intervention  
Plan implementation review  
Student: Abby Example

abc Save RtI Form Menu PRINT  
Go to...

Your exclusive rights expire at 10:34:24 PM.

Student name: Abby Example Date: [ ]/[ ]/[ ]

Intervention #: 1  
--Select-- completed, dated intervention script observation form from initial observation.

**INTERVENTION PROTOCOL REVIEW**

Team agrees that the written intervention script fully matched the implemented intervention.

Team agrees that the written intervention script did not fully match the implemented intervention from the initial observation.  
Describe all revisions made to the intervention script:

--Select-- completed, dated intervention script observation form after revisions were made documenting intervention integrity.

**PLAN LOGISTICS INTEGRITY**

Team agrees that the intervention occurred for the number and duration of sessions as designed on the plan development form.

Team agrees that the intervention did not occur for the number and duration of sessions as designed on the plan development form.  
Describe differences between planned and actual intervention session number and length:

27) Add date and complete both the “**Intervention Protocol Review**” and “**Plan Logistic Integrity**” sections.

28) Select “Save” when completed and “Rtl” to return to problem solving forms.

### Plan Evaluation

29) Select “Evaluation”.

**Response to Intervention  
Plan Evaluation**  
Student: Abby Example

Save    Rtl    Form Menu    PRINT

Go to...

Your exclusive rights expire at 10:26:58 AM.

Student name: Abby Example Intervention #: 1

**Mid-Intervention Checks Resulting in No Change of Plan**

Date	# Data Points	Comments	
	≡		(Add)
	≡		(Add)
	≡		(Add)

**Plan Evaluation**

Date: --  Attach graph of student progress data.

This intervention began on -- and continued through --.

Total # of sessions received:  Total # data points being considered:

1. As a result of this intervention implementation:
  - Goal was met
  - Trend line shows that the student is on track to meet or exceed year end goal
  - Trend line shows that the student is not on track to meet or exceed year end goal
2. For academic concern or which student is not on track: (others skip to item 3)
  - Trend line shows that the student is not on track to meet or exceed the year end goal, but is making at least one year's growth in one year's time
  - Trend line shows that the student is not on track to meet or exceed the year end goal, and is making less than one year's growth in one year's time
3. In the team's opinion, was the plan responsible for any change?
  - Yes    No    Not sure
4. The next steps for the team will be to:
  - Discontinue intervention - goal met
  - Maintain or generalize current plan
  - Select a new problem (New Problem ID & Analysis Form)
  - Select a new hypothesis for the same problem (Revise RIOT ICEL Matrix to reflect new problem analysis work)
  - Retain current hypothesis, but modify the intervention plan (New Student Intervention Plan Form)
5. Is a referral for a special education evaluation being considered at this time?
  - Yes    No

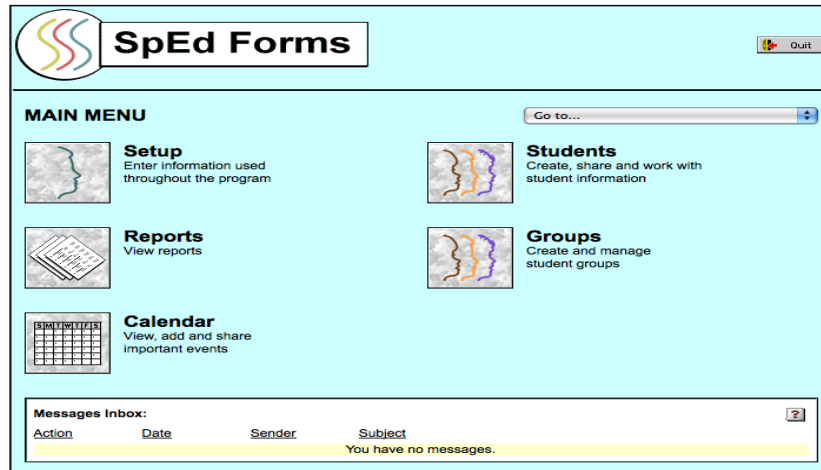
Next Meeting Date: --

(If none is needed, information should be placed in the student's cumulative record.)

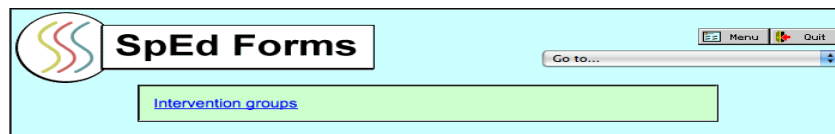
30) Complete thoroughly, select “Save”, then select “Rtl” to return to problem solving forms.

Note: Additional Mid-Intervention check fields will become available after the current information has been “Saved”.

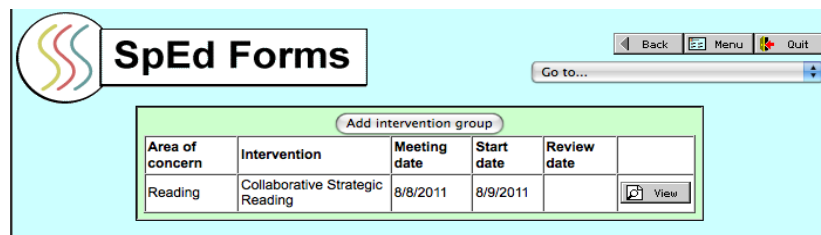
# Intervention Groups



1) Select “Groups”.

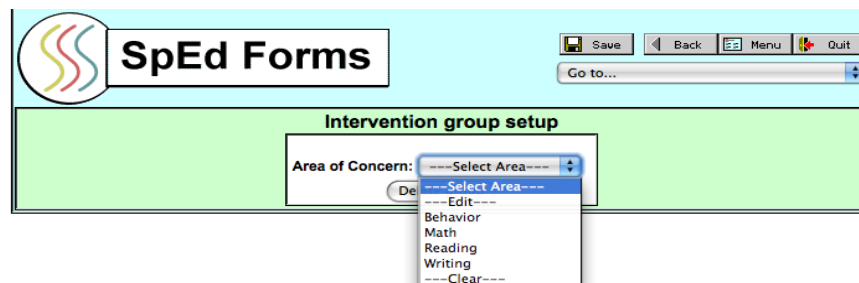


2) Select “Intervention groups”.



3) To view and/or edit information for an existing group, select “View”. This might include updating or editing the standard treatment protocol and adding or deleting students from the group.

4) To set up a new intervention group, select “Add Intervention group”.



- 5) At this screen you have two choices. You may type in the name of the intervention OR you may select the intervention from the intervention bank. When choosing interventions from the bank, the intervention description and description of needed materials fields will be automatically populated.
- 6) Select **“SAVE”**.
- 7) Select **“Standard Treatment Protocol”**.

- 8) Complete ALL fields, then **“SAVE”**.
- 9) Select **“Back”** from the navigational bar to return to **Intervention Group Setup**.
- 10) Select **“Edit Student List”** to add students or remove them from the group.


**Intervention group**  
Edit student list

Intervention group: Great Leaps

<p style="text-align: center;">Search for students:</p> <p style="text-align: center;"><input type="button" value="Search"/></p> <p>District: <input type="text" value="0139: Rush City School District"/></p> <p>School: <input type="text" value="C.E. Jacobson Elementary"/></p> <p>Grade: <input type="text" value="---Select Grade Level---"/></p> <p>First name: <input type="text"/></p> <p>Last name: <input type="text"/></p>	<p style="text-align: center;"><b>Students enrolled:</b></p> <p style="text-align: center;"><input type="button" value="&lt;&lt;Remove selected"/></p> <p>No students enrolled.</p>
--	---

11) You may search for students by First or Last Name, Grade, School, or District. Your search options may be limited by your level of access. The less criteria used in your search, the broader your search will be, thereby increasing your chances of finding a specific student. Once you've established your search criteria, select **"Search"**.


**Intervention group**  
Edit student list

Intervention group: Great Leaps

<p style="text-align: center;"><b>Students found:</b></p> <p style="text-align: center;"><input type="button" value="Search again"/> <input type="button" value="Add selected&gt;&gt;"/></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1232343454565</td> <td style="width: 20%;">Example</td> <td style="width: 20%;">Abby</td> <td style="width: 40%; text-align: right;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>2343454565676</td> <td>Example</td> <td>Andrew</td> <td style="text-align: right;"><input checked="" type="checkbox"/></td> </tr> </table>	1232343454565	Example	Abby	<input checked="" type="checkbox"/>	2343454565676	Example	Andrew	<input checked="" type="checkbox"/>	<p style="text-align: center;"><b>Students enrolled:</b></p> <p style="text-align: center;"><input type="button" value="&lt;&lt;Remove selected"/></p> <p>No students enrolled.</p>
1232343454565	Example	Abby	<input checked="" type="checkbox"/>						
2343454565676	Example	Andrew	<input checked="" type="checkbox"/>						


12) Search results will appear on the left. Select the students to be added to the group by **checking the boxes** immediately to the right of their names. Click on **"Add selected."** Repeat as necessary until all participating students have been added to the **"Student's enrolled"** box.


**Intervention group**  
Edit student list

Intervention group: Great Leaps

<p style="text-align: center;"><b>Students found:</b></p> <p style="text-align: center;"><input type="button" value="Search again"/> <input type="button" value="Add selected&gt;&gt;"/></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1232343454565</td> <td style="width: 20%;">Example</td> <td style="width: 20%;">Abby</td> <td style="width: 40%; text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td>2343454565676</td> <td>Example</td> <td>Andrew</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table>	1232343454565	Example	Abby	<input type="checkbox"/>	2343454565676	Example	Andrew	<input type="checkbox"/>	<p style="text-align: center;"><b>Students enrolled:</b></p> <p style="text-align: center;"><input type="button" value="&lt;&lt;Remove selected"/></p> <p style="font-size: small; color: red;"><b>WARNING:</b> Removing a student from an intervention group also deletes the associated intervention from the student record.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> <td style="width: 20%;">1232343454565</td> <td style="width: 20%;">Example</td> <td style="width: 40%;">Abby</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>2343454565676</td> <td>Example</td> <td>Andrew</td> </tr> </table>	<input type="checkbox"/>	1232343454565	Example	Abby	<input type="checkbox"/>	2343454565676	Example	Andrew
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<input type="checkbox"/>	2343454565676	Example	Andrew														

13) Select **"Back"** then **"SAVE"**

14) To complete a plan implementation review and plan evaluation for individual students, return to the main menu . Find the student by beginning with step #1 on page 4 of this document.



