

Evaluation Planning Ideas 3-5

Area of Concern: Review Outcomes of Evaluation Process for Determining Special Education Eligibility

Disability Considerations: N/A, substitute a core value of special education i.e., accuracy/fairness of evaluation results.

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Appropriateness of DD	<p>Is DD most appropriate, or is a different disability also accurate, more precise, and/or more descriptive of this student's needs? Why?</p> <p>What measures of severity and adverse effect distinguish the delays experienced by this child as a disability & not a less severe at-risk status?</p> <p>How, and how severely, does this child's _____ impact his/her participation and/or learning? In particular, what impact do problems have on skill development in the areas of</p> <ul style="list-style-type: none"> • communication • physical • cognitive • social/emotional • adaptive behavior. <p>How might special education and/or related services correct or minimize the impact of _____ disability? What evidence suggests special ed./rel. svcs. are necessary?</p>	<p>Standardized tests; Play-based assessment; Parent interview; SDS; Developmental checklists.</p> <p>TCSEA Eligibility matrix and TCSEA/ISBE SLI matrix</p> <p>Teacher and parent interview; child observations; child interview</p> <p>Teacher and parent interview; child observations; child interview</p>	<p>DAYC (Developmental Assessment of Young Children); ABAS; Vineland; BASC-2; PLS-4; Rosetti Language Sample/ Mean Length Utterance</p>	<p>Psych/SSW/SLP/ECSE Teacher/ OT; PT; other</p>

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Area of Concern: Academics/Cognitive

Disability Considerations: Developmental Delay, Learning Disability, Mild Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Distinguishing DD from other cognitive-based disabilities.	If applicable, why DD and not another disability? Which others were considered? Why were they rejected?	Evaluate cognitive ability; Evaluate early achievement skills—academic readiness skills DAS-2; Stanford-Binet; Bracken; TERA; TEMA	Standard Scores, Percentile Ranks, other measures of degree of variance from norm. Item analysis to discover patterns?	Psych
Influence of Behavior on Learning	In what ways does the behavior of this child influence learning? What are the behavioral indicators of this child's learning strengths and needs? What is the level of participation by this child in ___ activities? What possible reasons exist for low levels of participation? What strategies increase participation?	Observations in the classroom and in natural, familiar environments Interview (parent and other adults who know the child) Rating Scales: ABAS; BASC-2; Preschool Vineland-2; DACY		SSW; Psych

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Area of Concern: Academics/Cognitive

Disability Considerations: Developmental Delay, Learning Disability, Mild Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Academic Success	<p>Which early learning skills or skills areas are mastered? Which are delayed? Describe any noticeable patterns of strengths and needs.</p> <p>To what extent have skill deficits/delays been taught and reinforced in this child’s environment? How was this attempted? To what level of success?</p> <p>Are there interventions that significantly increase the rate of learning and participation in this student?</p> <p>How and to what extent is the student able to communicate what he/she knows?</p>	<p>Informal, play-based assessment which could include observation, parent interview, rating scales. DACY; AEPS; Task analysis. Outside evaluations, e.g., EI Exit Reports.</p> <p>Parent interview; Observation, Play-based evaluation</p>	<p>Informal questioning or questionnaire; Example: “How many repetitions does this child need to demonstrate success with this (new) skill?” Observe response time when learning novel skills—using a variety of levels of prompts or other standardized conditions.</p>	<p>Psych; Sp. Teacher</p> <p>SSW; Parent</p>

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Area of Concern: Social-Emotional/Behavioral

Disability Considerations: Developmental Delay, Social-Emotional Disability, Learning Disability, Cognitive Impairment, other

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
<p>Discriminating DD from SED or other related disability.</p> <p>Impact of social-emotional deficits on peer and/or adult relationships, participation in learning activities, academic achievement, safety, other . . .</p>	<p>If applicable, why DD and not another disability? Which others were considered? Why were they rejected?</p> <p>Which early learning skills or skills areas are mastered? Which are delayed? Describe any noticeable patterns of strengths and needs.</p> <p>What is the pattern of this child's social interactions?</p> <p>To what extent have skill deficits/delays been taught and reinforced in this child's environment? How was this attempted? To what level of success?</p> <p>Are there interventions that significantly increase the rate of learning and participation in this student?</p> <p>How and to what extent is the student able to communicate needs?</p>			

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Area of Concern: Adaptive Functioning

Disability Considerations: ADHD, Learning Disability, Autism, Cognitive Disability, Vision/Hearing/Physical other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
	<p>If applicable, why DD and not another disability? Which others were considered? Why were they rejected?</p> <p>What is this child's level of adaptive skills and how does this impact him or her in school and in natural settings?</p> <p>How and to what extent is the student able to communicate needs?</p>			

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Area of Concern: Independent Functioning—Daily Living Skills and/or Adaptive Behavior

Disability Considerations: Cognitive Impairment, Autism, Physical, Vision Impairment, Hearing, Other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Self-Care	<p>Which self-care skill deficits could prevent the child from demonstrating age-appropriate independence skills across environments: home, community, and/or school?</p> <p>How and to what extent is the student able to communicate his or her wants and needs?</p> <p>How and to what extent does this child react to varied sensory inputs (i.e., textures, lights, sounds, water, etc.)</p>	<p>Adaptive behavior scales: e.g., ABAS-2; BASC-2; Vineland-2; DACY.</p> <p>Parent and/or teacher interviews: Parent Information form; OT checklist 3-5; other</p> <p>Play-based observation and assessment in classroom & natural environment.</p> <p>Parent reports/SDS. Review of previous assessments. OT assessment. Child observation.</p>	Actual responses.	SSW; OT; Sp. Teacher.

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Area of Concern: Ages 3-5

Disability Considerations: Developmental Delay, OHI, Other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Health	<p>What is this student's current health status? Are there any long-term, significant health problems that could negatively impact learning?</p> <p>How will this child's diagnosis (es) of _____ impact him or her in the school setting? Explain. Consider impact on learning, participation, safety, socialization, etc.</p> <p>How severe is the impact of this (these) diagnosis on participation or achievement in school?</p> <p>If disabled, why isn't OHI more appropriate than DD? -----</p> <p>What accommodations, modifications, supports, and/or services might help to reduce the impact of health conditions on school success?</p> <p>How might each of the above be implemented?</p>	<p>Previous reports from physicians & EI providers.</p> <p>Parent interviews</p> <p>Consultation from medical personnel—interviews</p> <p>Observe child in school settings & other age-appropriate environments.</p> <p>SETT Model for Assistive Technology evaluation and/or individualized planning for school success.</p> <p>Assistive Technology Trials with progress monitoring.</p>	<p>Details found in reports, e.g.,</p> <p>Responses to TC Parent Interview form and to SSW questions repeated in SDS.</p> <p>See HILIA AT Manual for examples/ideas of specific measures and for forms.</p>	<p>SSW, school nurse, and/or school-based therapists with cooperation of parent, EI providers, medical personnel.</p>

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Area of Concern: Ages 3-5

Disability Considerations: Developmental Delay, Other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
Hearing	<p>What is the current hearing status of this child?</p> <p>How, and how severely, does this child's hearing impact his/her participation and/or learning? In particular, what impact do hearing problems have on skill development in the areas of</p> <ul style="list-style-type: none"> • communication • physical • cognitive • social/emotional • adaptive behavior. <p>How might special education and/or related services correct for or minimize the impact of vision disability? What evidence suggests special education/rel. svcs. Are necessary?</p>	<p>EI reports Health Dept.Reports HILIA functional hearing or audiological evaluation Reports private provider Hearing screening tools?</p> <p>Classroom Observation Observation in a natural, or familiar, setting for this child.</p> <p>Teacher, student, & parent interview</p>	<p>Audiological Report</p> <p>Observe for compensatory strategy use; for level of interaction with peers; for level of engagement in activities; for safety concerns; for rate of reinforcement from others; for other, specific indicators of vision impact on learning and participation.</p>	<p>SSW Parent EI provider Private provider School nurse Teacher Other:</p>

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Area of Concern: Communication

Disability Considerations: Speech-Language Impairment, Developmental Delay, Social-Emotional Disability, Learning Disability, Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
<p>Discriminating DD from SED or other related disability.</p> <p>Impact of communication deficits on peer and/or adult relationships, participation in learning activities, academic achievement, safety, other . . .</p>	<p>If applicable, why DD and not another disability? Which others were considered? Why were they rejected?</p> <p>Which early learning skills or skills areas are mastered? Which are delayed? Describe any noticeable patterns of strengths and needs.</p> <p>What is the pattern of this child's social interactions?</p> <p>To what extent have skill deficits/delays been taught and reinforced in this child's environment? How was this attempted? To what level of success?</p> <p>Are there interventions that significantly increase the rate of learning and participation in this student?</p> <p>How and to what extent is the student able to communicate needs?</p>			

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Area of Concern: Communication

Disability Considerations: Speech-Language Impairment, Developmental Delay, Social-Emotional Disability, Learning Disability, Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator

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Area of Concern: Physical

Disability Considerations: Developmental Delay, Physical Disability, Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator
<p>Discriminating DD from SED or other related disability.</p> <p>Impact of social-emotional deficits on peer and/or adult relationships, participation in learning activities, academic achievement, safety, other . . .</p>	<p>If applicable, why DD and not another disability? Which others were considered? Why were they rejected?</p> <p>Which early learning skills or skills areas are mastered? Which are delayed? Describe any noticeable patterns of strengths and needs.</p> <p>What is the pattern of this child's social interactions?</p> <p>To what extent have skill deficits/delays been taught and reinforced in this child's environment? How was this attempted? To what level of success?</p> <p>Are there interventions that significantly increase the rate of learning and participation in this student?</p> <p>How and to what extent is the student able to communicate needs?</p>			

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Area of Concern: Physical

Disability Considerations: Developmental Delay, Physical Disability, Cognitive Impairment, other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator

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Area of Concern: Achieving Consensus on the Need for Special Education Services

Disability Considerations: Developmental Delay, All, Other _____

Specific Concern	Questions to Answer	Evaluation Method/Tools	Specific Measures	Evaluator