

Full and Individual Evaluations: Policies and Procedures

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SCHOOL IMPROVEMENT, ACCOUNTABILITY AND COMPLIANCE



Referrals

Types:

- Initial referrals
- ECI referrals (these are also initials)
- Reevaluations

Once the referral has been given and the parent has signed consent the timeline for assessment begins

- 45 school days to complete the assessment
 - School days do not include any day that a student is not in school, such as:
 - Weekends, Student Holidays, Staff Development Days, Spring Break, Winter Break, Summer Break
- 30 calendar days from the day of the report in order to go to ARD to present the report

Exceptions

- If a student is absent more than three (3) days after the consent for evaluation is signed, the school district may extend the 45 school day timeline by the number of absences.
- If a parent provides the school with written consent for the evaluation **less than 45 schools days**, but at least **35 school days** before the last instructional day of the school year, the evaluation must be completed and the report provided to the parent **by June 30th** of that school year. Then, **not later than the 15th school day** of the following school year, the ARD meeting must be held.
 - The school district must schedule and hold the ARD meeting “as expeditiously as possible” during the summer if the initial evaluation report says the student is in need of ESY services.
- If the request for evaluation is received less than 35 days before the last day of the school year, the evaluation will not be started until the following school year.

EVALUATION- WHAT DOES THE LAW SAY?

EVALUATION PROCEDURES- Federal Requirements

In conducting the evaluation, the LEA must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining:

- Whether the child is a child with a disability; and
- The content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.

In conducting the evaluation, the LEA must:

- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability or determining an appropriate educational program for the child; and
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Cont'd

- The LEA must ensure that:
 - Assessments and other evaluation materials used to assess the child under this framework are:
 - Selected and administered so as not to be discriminatory on a racial or cultural basis;
 - Provided and administered:
 - In the child's native language or other mode of communication; and
 - In the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer;
 - Used for the purposes for which the assessments or measures are valid and reliable;
 - Administered by trained and knowledgeable personnel; and
 - Administered in accordance with any instructions provided by the producer of such assessments;
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- Assessments are selected and administered so as to best ensure that the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those are the skills the test purports to measure);
- The child is assessed in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- For the child with limited English proficiency, the assessment procedures differentiate between language proficiency and disability;
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified; and
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child

Initial Evaluations

- The LEA must conduct an initial FULL AND INDIVIDUAL EVALUATION before the initial provision of special education and related services to the child with a disability.
- The initial evaluation must consist of procedures to determine:
 - Whether the child is a child with a disability; and
 - The educational needs of the child.
- The initial evaluation must be conducted and the evaluation report completed within 45 school days of receiving parental consent for the evaluation, unless:
 - The parent of the child repeatedly fails or refuses to produce the child for the evaluation;
 - The child enrolls in a school of another LEA after the 45 school day timeframe has begun, and prior to a determination by the child's previous LEA as to whether the child is a child with a disability as applicable to the TRANSFER STUDENTS framework; or
 - Other circumstances adjust the evaluation timeline as provided in this framework.
- If the child is enrolled in public school and the LEA receives parental consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent not later than June 30 of that year.
- If the child is enrolled in public school and has been absent from school during the evaluation period on three or more days, the evaluation period is extended by a number of school days equal to the number of school days that the child has been absent.
- If the child is under five years of age by September 1 of the school year and not enrolled in public school or is enrolled in a private or home school setting, the initial evaluation must be conducted and the evaluation report completed within 45 school days of the date on which the LEA receives parental consent for the evaluation.
- With regard to an initial evaluation, "school day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.
- The commissioner by rule may determine days during which year-round schools are recessed that are not considered to be "school days."
- When the LEA is conducting an initial evaluation of the child suspected of having a specific learning disability, the LEA must adhere to these timeframes, unless extended by mutual written agreement of the parent and a group of qualified professionals.



SO YOU HAVE CONSENT NOW WHAT???

After you have consent you can start the evaluation process

- Review records
 - RTI information
 - State assessment information
 - Teacher and parent information
 - Any other information that was gathered as part of the referral process
- Based on the review of records decide
 - Which cognitive assessment(s) will be used
 - Which achievement assessment(s) will be used
- Administer the assessment(s) needed, remember that the law requires to assess in every area of suspected disability
 - Keep in mind the model that your district has adopted as part of the evaluation process
 - Consistency-Discrepancy (Naglieri, 1999)
 - Concordance-Discordance (Hale & Fiorello, 2004)
 - Aptitude-Achievement Consistency (Flanagan, Ortiz & Alfonso, 2006)
 - Dyslexia (Belinger, 2007)
 - Oral & Written Language LD (Berninger, 2007)

Go through the steps according to the model that your district has adopted.



Now let's write-FIE Components

You are done with your assessment. You are now ready to write your report. What are the main components of a FIE?

- See handout- Evaluation components

EVALUATION COMPONENTS	
Academic Information – measures of student performance as demonstrated on formative and summative assessments. <i>Achievement</i> – individually administered standardized tests that measure a student's skills in a variety of academic areas. Examples: mathematics, English/language arts (reading), science and social studies	
Classroom Performance – information collected on the student's learning and progress in the classroom. Examples: end of the chapter tests, portfolio assessment, classroom-based assessment, progress-monitoring data, interim assessments, benchmark assessments	
Teacher Report – information provided by any or all of the student's current teachers Examples: information pertaining to a student's organizational skills, attention to task, work/study habits, grades	
Adaptive Skills – measures to determine skills necessary to function adequately within a person's home, school or community environment. Examples: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work	
Assistive Technology – procedures to determine if a student requires devices or services to increase, maintain or improve functional capabilities. Examples: functional environmental evaluation to determine the need for devices including, but not limited to, a communication board, adapted equipment or computer software	
Behavioral Performance – measures to determine a student's behavioral, social and/or affective status. Examples: conduct in the classroom, ability to attend or focus, self-concept, emotional functioning, relationships with others Functional Behavioral Assessment (FBA) – structured process to determine the possible functions of a student's behavior so interventions and modifications can be developed. Examples: systematic observations, data collection, interviews	
Communication – measures to determine skills necessary to understand and express information. Examples: speech sounds, oral language, phonemic awareness, facial expressions, body movements, gestures, touch	
Developmental Skills – procedures to determine the student's early learning and school readiness. Examples: developmental milestones such as walking, talking and toileting	
Health – acquisition of information to determine the effect of health concerns on educational performance. Examples: report of a medical diagnosis from a physician or health history	
Hearing – measures to determine the student's ability to hear or process language. Examples: audiological, medical evaluation	
Information from the Parents – acquisition of information from the parents to assist in evaluation and program planning. Examples: social/emotional, developmental history, student preferences, medical history, cultural influence, behavioral information	
Intellectual Ability – individualized, standardized measures to assess a student's ability or potential to learn. Examples: perception, cognition, memory, processing speed, verbal and non-verbal skills	
Motor Skills – measures to determine a student's gross and fine motor development. Examples: mobility, muscle tone, balance, coordination, accessibility	
Observation(s) – a purposeful study of the student in a variety of activities, situations and/or times at school, home or other settings. Examples: data collection of student behavior and/or performance in a variety of classes and/or unstructured settings	
Perceptual-Motor – measures to determine the student's ability to convert what is seen to written form. Example: reproducing a pattern from a sample	
Social Skills – measures to determine the student's ability to initiate and maintain positive relationships with others. Examples: making friends, problem-solving, cooperating with others, following rules, showing appreciation	
Transition Assessments – a planned, continuous process of obtaining, organizing and using selected formal and informal information to assist students in decision-making and preparation for successfully meeting their goals and expectations from school to post-school activities. Functional Vocational Evaluation – real and simulated measures to determine a student's ability to perform certain aspects of a work-related task and may include a purposeful study of the student in a variety of work-related activities. Examples: hands-on work samples, progress reports, job performance checklists Vocational Aptitudes – measures to determine prerequisite abilities pertaining to the world of work. Examples: manual dexterity, proof reading words and numbers, color discrimination Interests/Preferences – measures to assist with post-secondary planning, including schooling, employment and adult living. Example: career assessment inventory	
Vision – measures to determine the student's functional vision and/or physical eye conditions. Examples: ophthalmological, optometrist report Orientation and Mobility – assesses the ability of the student who is visually impaired, blind, or deaf-blind in the use of his/her remaining senses to determine his/her position in the environment and in techniques for safe movement from one place to another. Examples: concept development, pedestrian safety, cane skills, route planning	

LET'S WRITE- SAMPLE WORDING

How does disability(ies) affect the student academically?

Josey demonstrated a processing disorder in the area of knowledge comprehension that negatively impacted her academic achievement in the areas of reading comprehension and written expression based on report card grades, benchmark testing, STAAR and Stanford 10 results as well as the KTEA II testing

Physical Condition (OHI, OI, TBI) Factors unique to this student's environment that impact learning are:

Josey has been diagnosed as a student with attention deficit hyperactivity disorder. She has difficulty with concentrating, maintaining attention and organization. She frequently needs reminders to remain on-task until she completes her assignment. Josey responds appropriately when the teacher gives her a nonverbal prompt to work quietly and raise her hand before speaking in class.

LET'S WRITE- SAMPLE WORDING

The student displays a global cognitive delay based on:

On the WISC-IV, Ricky's score was more than two standard deviations below the mean on the Full Scale IQ. His cognitive profile was relatively flat with significantly delayed scores in Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed.

Adaptive behavior deficits were identified in the following areas:

Ricky demonstrated deficits in adaptive behavior in the areas of Communication and Daily Living Skills based on the results of Vineland Adaptive Behavior Scales – II when rated by his mother.

Emotional/behavior concerns are: (OHI/ADHD)

Devon continually disrupts the classroom(talks out of turn, intrusive with peer interactions); difficulties with concentration and attending skills – makes careless mistakes, gives up easily, avoids assignments and homework; often restless and easily excited. Has difficulty starting or finishing projects, poor organizational skills. Can be argumentative and has anger issues. Limited social skills with peers, difficulty making and keeping friends.

LET'S WRITE- SAMPLE WORDING

Evaluation Summary (OHI/ADHD)

Devon displays significant levels of inattention, hyperactivity and behavioral inhibition in a variety of settings. It appears that his reported difficulties are not due to an emotional disturbance. Devon behaviors of off-task, impulsive verbal and physical outbursts, defiance, classroom interruptions (humming noises, singing, yelling out in class, excessive talking) and refusals to follow class rules. Devon also displays poorly developed levels of age-appropriate social skills (argues with peers, intrusive with peer's belongings, poor use of personal space).

How does disability(ies) affect the student academically?

Student requires redirections to monitor his behaviors and rewards through the use of a daily behavior chart. Home and school setting should devise a system for immediate feedback and meaningful consequences for behavioral issues. Intersperse low with high appeal activities; touch student on shoulder or arm when praising, reprimanding, or instructing. Schedule the most difficult subject in the morning. Allow for request breaks and opportunities to move around the classroom. Implement the use of a daily behavior chart. Increase positive interaction with a 5 positive or every 1 negative.

Resources

Legal Framework <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

Region One www.esc1.net

Flanagan, D.P., Ortiz, S.O. & Alfonso, V. C. (2013). *Essentials of Cross-Battery Assessment*. Hoboken, New Jersey: Wiley.

Lichtenberg, E. O., Mather, N., Kaufman, N. L. & Kaufman, A. S. (2004). *Essentials of Assessment Report Writing*. Hoboken, New Jersey: Wiley.

