Evaluation and Eligibility Overview for New Special Education Directors
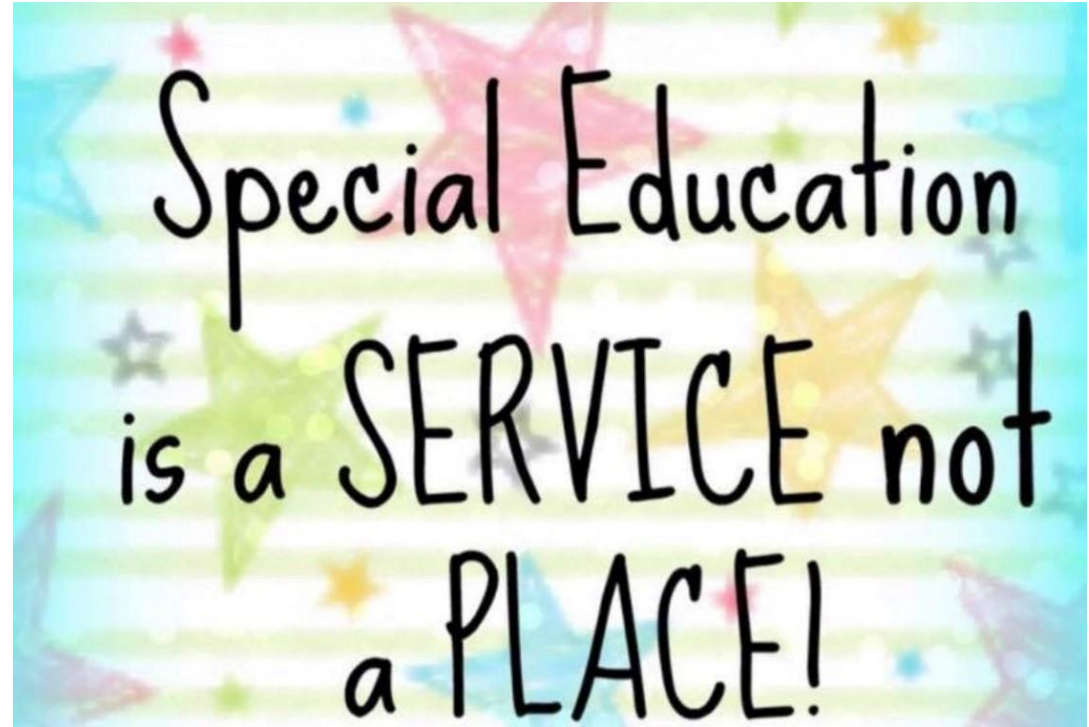
EDPlan™

EDPlan is a suite of tools and services from PCG that helps you promote a plan for student success—in special education, academics, behavior, and beyond.

EDPlan is a tool.

EDPlan does not determine compliance with IDEA, however as a tool, it can help you maintain compliance for your students.

Special Education is a SERVICE not a PLACE!

The six principles of IDEA:

1. **A Free Appropriate Public Education (FAPE)** – All children and youth (ages three to twenty-one) will receive an appropriate education provided at public expense. No school may exclude any students with a disability from a free appropriate public education.

2. **Appropriate Evaluation** - To determine (1) whether the child has a disability and (2) what, if any, supports/services are needed to support adequate progress towards educational goals.

3. **An Individualized Education Program (IEP)** - An "appropriate" education is designed to provide benefit and support progress towards outcomes, individualized based on the student's strengths and needs identified through evaluation activities.

4. **Least Restrictive Environment (LRE) -** Inclusion principle: equitable access. Students with disabilities should be educated with non-disabled peers in the general education setting (academic curriculum; extracurricular activities, and other non-academic activities) to the maximum extent appropriate.

5. **Parent and Student Participation in Decision Making** - Parents and students have a right to be members of the IEP team, to receive notice before any services are initiated or changed, and to use due process procedures to resolve disagreements.

6. **Procedural Safeguards** - A systematic process for resolving disagreements between parents and schools. Three options for resolving disagreements about appropriate services for the child including face-to-face resolution, mediation, and/or due process.

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Purposes of Evaluation

The initial evaluation of a child is required by IDEA before any special education and related services can be provided to that student. The purposes of conducting this evaluation are straightforward:

- To determine if the student is a "child with a disability," as defined by IDEA.

- To **gather information** that will help determine the child's educational needs

- To **guide decision making** about appropriate educational programming for the child.

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Identifying Students for Evaluation

Before a student's eligibility under IDEA can be determined, a full and individual evaluation of the child must be conducted. There are **at least two ways** in which a child may be identified to receive an evaluation under IDEA:

(1) ***Parents may request that their child be evaluated***. Parents are often the first to notice that their child's learning, behavior, or development may be a cause for concern. If they're worried about their child's progress in school they may call, email, or write to their child's teacher, the school's principal, or the Director of Special Education in the school district.

- **If the school agrees that an evaluation is needed, *it must evaluate the child at no cost to parents*.**

- If the school disagrees with conducting an evaluation, a REDs & Written Notice must take place with appropriate data documenting why the district is declining to evaluate the student.

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Identifying Students for Evaluation -2

(2) ***The school system may ask to evaluate the student***. Based on a teacher's recommendation, observations, or results from tests given to all students in a particular grade, a school may recommend that a student receive further screening or assessment to determine if he or she has a disability and needs special education and related services. The school system must ask parents for permission to evaluate the student, and parents must give their informed written permission before the evaluation may be conducted.

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Evaluation Activities Under Special Education

- Evaluations for special education services answer **three questions:**

  1. Is the student demonstrating key indicators of an education-related disability (meets criteria for identification); AND

  2. Is the nature and severity of the disabling condition adversely affecting educational progress (which includes their ability to actively and effectively participate in classroom-based, group instructional activities); AND

  3. Does the student need individual and specially designed instructional support as a result of the disability?

- The answers to these questions determine if it is necessary and appropriate to provide Special Education services to a student (and to determine if a district is entitled to additional resources to support the provision of these services). **To be eligible for Special Education services, the answer to these three questions must be "Yes."**

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Evaluation Activities Under Special Education-2

- **Sometimes the answer to one or more of the questions is "No."**

  o When all the required information is compiled, reviewed, and analyzed, a multidisciplinary team may find that the student is **not demonstrating the key indicators** to be identified as a student with a disability.

  o It is also possible that the student may be demonstrating the key indicators of an education-related disability but not be experiencing **significantly adverse effects** on educational progress.

  o The multidisciplinary team may determine that a student does not need **specially designed instruction** and that his or her educational needs may be adequately addressed through general education accommodations and resources.

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Evaluation Activities Under Special Education-3

When a student is found not eligible for the specially-designed instructional services available through special education, it is *necessary and expected* that the multidisciplinary team makes a recommendation about how the student's needs can be addressed through the general education program. (These recommendations are documented on the MEEGs form.)

o Options to be considered include:

1. Consideration of eligibility/need for a 504 accommodation plan

2. Continue general education intervention services

   • Targeted academic skill instruction to help the student acquire the skills needed to work in and master grade-level curriculum.

   • Positive behavior supports to help the student acquire more effective classroom behaviors that support active engagement in classroom instruction

3. Implementation of differentiated instructional opportunities available through classroom instruction

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Evaluation Activities Under Special Education-4

- Information obtained through the completion of an eligibility evaluation should help the team determine the **most appropriate** supports/services for a student.
  - Those that can be provided through the general education program and
  - Those that can only be provided through the application of Special Education supports and services.

- The multidisciplinary team is compelled to determine the Least Restrictive Environment necessary to address the student's educational support needs.

- If a student's needs can be addressed with differentiated instruction and accommodations within the general education program, Special Education services should be considered too restrictive and not necessary/appropriate at that time.

- **A student's need for more individualized support (through differentiated classroom instruction, short-term skill remediation/intervention, or individually-designed instruction) is the shared responsibility of all working in the LEA's educational program.**

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General Evaluation Considerations

Health/Medical

- The Health/Medical component of the evaluation includes information regarding the child's health/medical history, current health/medical status, or medical diagnostic evaluation(s) to determine a medically related disability.

- Medical information and health history will also be essential when a student's condition is such that medications and medical/psychiatric treatments are prescribed. However, **a parent is not required to release this information**.

- A medical diagnosis does not automatically qualify a student for special education services under IDEA. The multidisciplinary team should consider the diagnosis as a component of the comprehensive evaluation. For example, an outside diagnosis under DSM-5 criteria does not automatically result in qualification under IDEA; however, an outside diagnosis may inform intervention strategies, suggest additional data necessary for a comprehensive school-based evaluation, or identify possible services/supports.

- If an LEA believes a medical evaluation is warranted as part of the determination of eligibility or continuing provision of special education services, the LEA must seek parental consent before such evaluation is provided. The evaluation must be provided at public expense or at no cost to the parent.

- A student should not be denied a medical evaluation if it is needed to clarify a student's educational needs or inform eligibility for special education services. Any available insurance may be used to offset the costs of the evaluation with parent consent.

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General Evaluation Considerations - 2

Vision

- Information regarding visual acuity, field of vision, and vision functioning are necessary to determine a vision-related disability.

Hearing

- Information regarding hearing functioning and the extent of hearing impairment is necessary to determine a hearing-related disability.

Motor

- Motor components include information regarding gross and/or fine motor skills and abilities in relation to educational needs.

General Evaluation Considerations - 3

Communication/Language

- Communication/Language components include information regarding speech skills (articulation, voice, fluency, and oral-motor) and/or receptive and expressive language skills (phonology, morphology, syntax, semantics, and pragmatics).

- Evaluation of the student's ability to communicate with others is essential, including general developmental and functional levels in communication/language, preferred modalities for receptive and expressive language, and acquisition of new language skills.

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General Evaluation Considerations - 4

Academic Achievement

- Present levels of performance in the general curriculum, academic performance, achievement (in meaningful contexts), and/or age-appropriate activities will be important information for the team to document and consider. Readiness and developmental activities would be appropriate for children in the early childhood years.

- Obtain and consider information about factors that impact educational performance, such as educational history, attendance, classroom engagement/participation, and student classroom behaviors/study skills.

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General Evaluation Considerations - 5

Intellectual/Cognitive

- Intellectual/Cognitive components include information regarding overall mental ability and cognitive functioning.

- Assessment selection should be informed by data collected in other evaluation areas (i.e., interview, observations, social interactions, screeners, speech-language testing, etc.).

- For children with severely limited abilities and/or impaired functional communication skills, standardized, individually administered cognitive assessments may not adequately capture their strengths and needs. In such cases, the team should consider other assessment options.

- Discrepancies between past scores should not be used to invalidate the overall IQ. At this time, the overall IQ is considered to be the best estimate of a student's intellectual/cognitive functioning.

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General Evaluation Considerations - 6

Perceptual Processing

- Perceptual processing components include information regarding the student's ability to perceive or process information through visual auditory and sensorimotor means

Developmental

- Developmental components include information regarding the child's developmental history, skills, and abilities in relationship to age-based expectations.

- When evaluating for Developmental Disability category, procedures must evaluate all five domains of developmental functioning (adaptive, cognitive, communication, social/emotional and physical)

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General Evaluation Considerations - 7

Psychological, Social/Emotional

- Psychological and social/emotional components include information regarding the student's social skills/emotional status, psychological concerns, and behavior.

- Important information may include data collection, rating scales, behavioral observations, interviews, and personal inventories.

- Gathered information should include how the individual student relates to their peers.

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General Evaluation Considerations - 8

Adaptive Behavior

- Adaptive Behavior components include information regarding the student's level of functioning and general behavior in school and home settings. This data includes adaptive behavior ratings, behavioral observations, and parent/teacher reports of adaptive functioning across environments.

Sociocultural

- Consideration of environmental or economic factors includes information related to educational history (including school enrollments, attendance records, and grades repeated) and family background.

- Consideration of cultural factors includes information related to family background and native language or mode of communication and English proficiency.

- Evaluation of culturally and linguistically diverse students should be conducted in the student's dominant spoken language or alternative communication system.

- All student information should be interpreted in the context of school expectations with consideration given to the student's socio-cultural background and their home and neighborhood setting.

- The use of evaluations printed in the student's native language is preferred, and an evaluator fluent in the student's dominant language is more valid and reliable than an interpreter (when possible).

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General Evaluation Considerations - 9

Observations in Classroom/Other Environment

- The student must be observed in his or her learning environment (including the regular classroom setting) to document academic performance and behavior in the area(s) of difficulty.

- Information from observation during routine classroom instruction or monitoring of the student's performance conducted before the request for an evaluation may be used as existing data.

- If new information is needed, parent consent must be obtained for the evaluation. An evaluation team member should conduct an observation of the student's academic performance and behavior in the student's learning environment.

- If a child is less than school age or not in school, an observation of the child in an age-appropriate environment is required.

Vocational

- Vocational components include assessments of student interests, aptitudes, and skills.

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General Evaluation Considerations - 10

Assistive Technology

- Assistive technology components include assessments of a student's need for assistive technology support and informs the team which tools may be most effective. This component may be required as a part of the student's special education, related services, supplementary aids, and services, on a case-by-case basis.
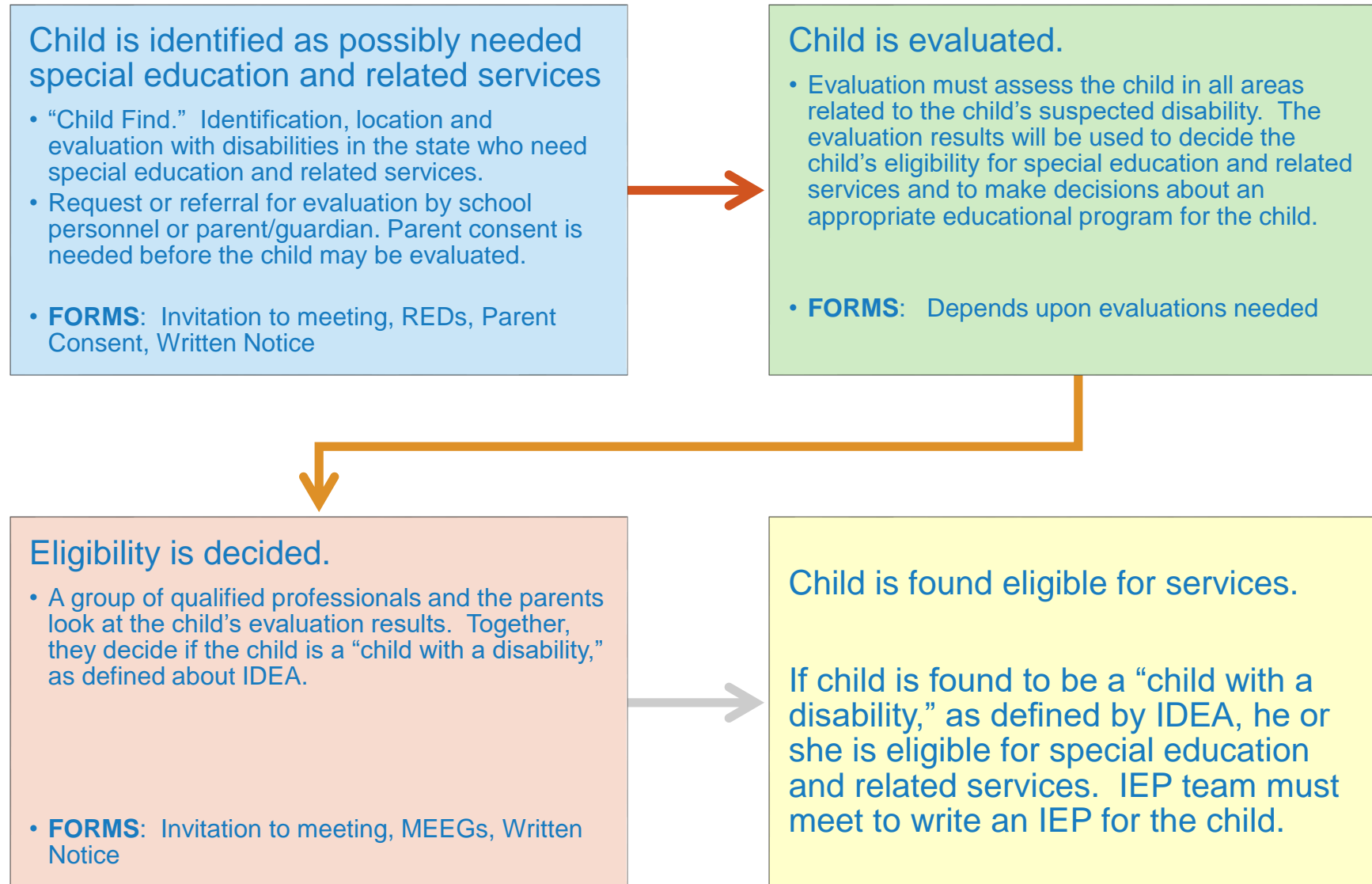
Other (Intervention Documentation)

- Intervention documentation should include a descriptive summary of the instructional or behavior change strategies implemented to address student skill deficits including

    (1) a definition of targeted skill deficit/behavior and expected level of performance;

    (2) a description of research-based strategies selected to teach the target skills/expected behaviors;

    (3) an implementation plan (including frequency and duration of instructional strategies);

    (4) the plan for monitoring growth in skills/change in behavior at regular intervals over the duration of   the intervention; and

    (5) the outcomes of intervention activities (changes in the level of performance or behaviors resulting from intervention activities).

- Documentation should also include a description of antecedent strategies (accommodations) used to support skill growth/prompt expected behaviors as well as consequent strategies (reinforcements and corrective feedback) provided to shape learning and generalization of targeted skills/expected behaviors.

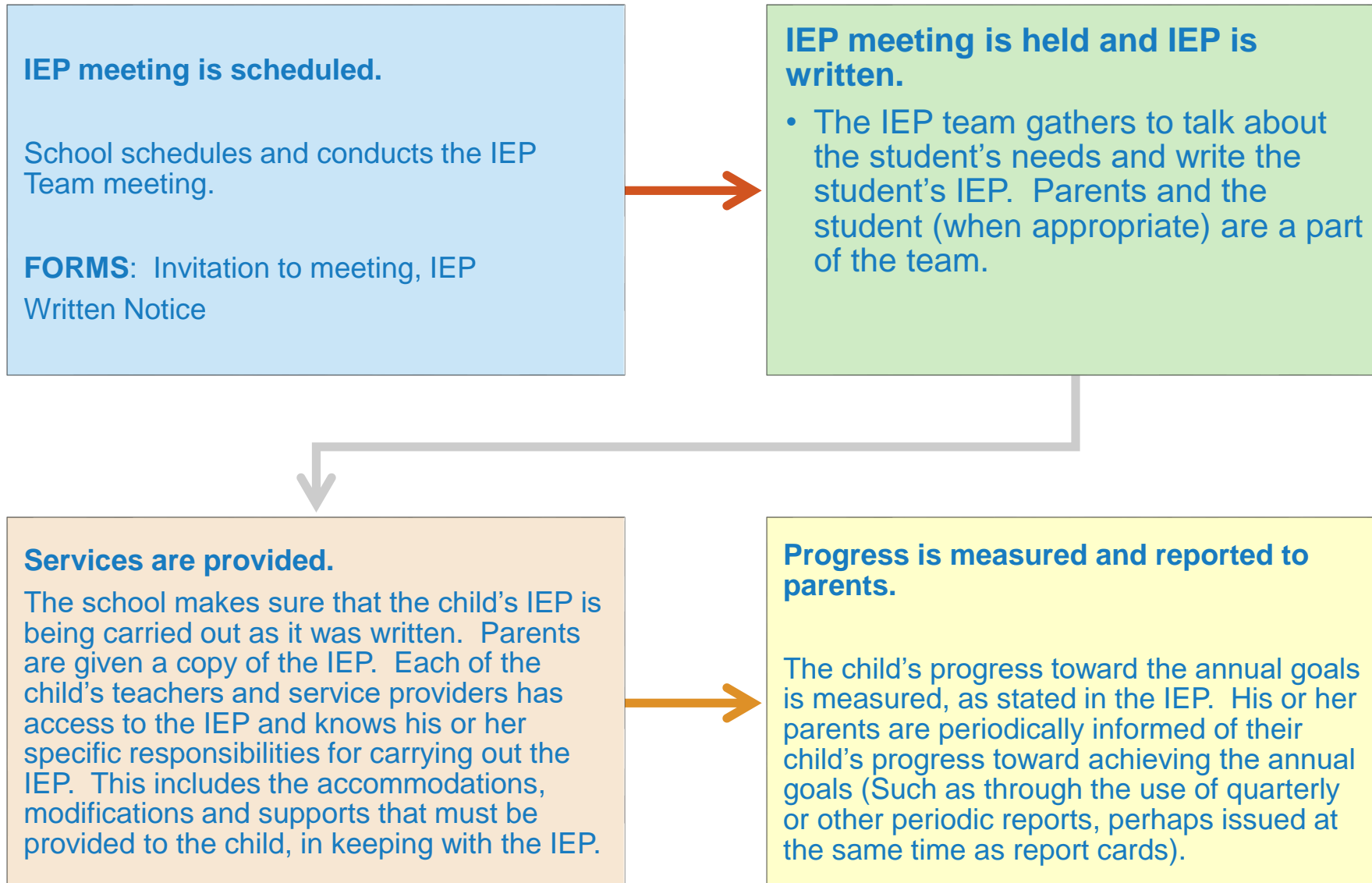OKLAHOMA
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General Evaluation Considerations - 11

Functional Behavior Assessment (FBA)

- Due to the complex nature of variables associated with behavioral assessments, individuals who conduct FBAs should have training on data collection and behavioral assessment.

- FBAs include specific, observable, and measurable definitions of problem behaviors impacting student participation, performance, and educational progress.

- Data are collected (e.g., behavioral observations and intervention progress monitoring) to hypothesize function(s) of the problem behavior and select age-appropriate targets (replacement behaviors). Relevant data to collect may include:
  - Triggering antecedents, setting events
  - Reinforcing consequences for the problem behavior

- An FBA may be completed independently from a comprehensive evaluation in certain situations, including the need to develop a Behavior Intervention Plan (BIP).

- A BIP may include:
  - Antecedent strategies
  - Instructional strategies (alternative skills to be taught)
  - Skill-building/reinforcement strategies
  - Corrective consequences (reductive strategies, if needed)

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Basic Special Education Process Under IDEA

Child is identified as possibly needed special education and related services

- "Child Find." Identification, location and evaluation with disabilities in the state who need special education and related services.
- Request or referral for evaluation by school personnel or parent/guardian. Parent consent is needed before the child may be evaluated.

- **FORMS**: Invitation to meeting, REDs, Parent Consent, Written Notice

Child is evaluated.

- Evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

- **FORMS**: Depends upon evaluations needed

Eligibility is decided.

- A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined about IDEA.

- **FORMS**: Invitation to meeting, MEEGs, Written Notice

Child is found eligible for services.

If child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. IEP team must meet to write an IEP for the child.

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Basic Special Education Process Under IDEA

IEP meeting is scheduled.

School schedules and conducts the IEP Team meeting.

FORMS: Invitation to meeting, IEP Written Notice

IEP meeting is held and IEP is written.

- The IEP team gathers to talk about the student's needs and write the student's IEP. Parents and the student (when appropriate) are a part of the team.

Services are provided.

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications and supports that must be provided to the child, in keeping with the IEP.

Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are periodically informed of their child's progress toward achieving the annual goals (Such as through the use of quarterly or other periodic reports, perhaps issued at the same time as report cards).

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Basic Special Education Process Under IDEA

IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review.

FORMS: Invitation to meeting, IEP

Written Notice

Child is reevaluated.

- At least every three years the child must be reevaluated, unless parents and school system agree that a reevaluation is not necessary. The purpose of the evaluation is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. Parents must give their consent for their child's reevaluation.

- FORMS: Invitation to meeting, REDs, MEEGs, Written Notice, possibly IEP,

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Eligibility and Evaluation Paperwork Process

1. Request for Initial Evaluation
2. Invitation to Meeting
3. Review of Existing Data (REDs)
4. Parent Consent for Evaluation
5. Written Notice

6. Comprehensive Evaluation

7. Invitation to Meeting
8. Eligibility Determination (MEEGs)
9. IEP if student is determined eligible for services
10. Written notice

Review of Existing Data

- As part of the initial evaluation and as part of a reevaluation, the multidisciplinary team must review existing data for the student. This data includes evaluations and information provided by parents, current classroom-based, local, or state assessments, classroom-based observations, and observations by the LEA, and the student's response to scientifically *evidence-based interventions (*if the suspected category is Specific Learning Disabilities).

- The purpose of this review is to decide if the existing data is sufficient to establish the student's eligibility and determine educational needs, or if additional information is needed.

- If additional data are needed, the group must ensure that parental consent is obtained and that all data is collected within the evaluation timeline. The procedures used to collect the data must be described on the Written Notice.

- Evaluation information from outside school agencies should be considered as part of the REDs process. The multidisciplinary team will need to determine if the evaluation information is sufficient to determine eligibility for special education services or if additional information may be necessary to make that decision within the appropriate timeframe.

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Review of Existing Data (REDs)

NAME OF CHILD: Babe Ruth Test
STATE TESTING NUMBER (STN):
IEP TEACHER OF RECORD: Robert Test
BUILDING: A School
PARENT(S): Mom and Dad Test
PHONE: (WORK)

GRADE: 4th Grade   **BIRTHDATE:** 02/03/2006
STUDENT ID: fromffs   **AGE:** 13
DISTRICT/AGENCY: RCAPCG01
SITE CODE: 007
HOME ADDRESS: 111 Anysteet, nashville, TN, 37205
(HOME)   **(OTHER)**

Date of Data Review: 12/09/2019
Review by a group of qualified professional and parent(s) does not require a meeting (34 CFR § 300.305)

SPECIFY PRESENTING CONCERNS:
☑ Child is due for the reevaluation.
☑ Other Presenting Concerns:
Parent is giving the district an outside evaluation to consider.

This data review is for:	☐ Initial evaluation ☑ Reevaluation ☐ Out of State Transfer ☐ Functional Behavior evaluation

BACKGROUND INFORMATION

Native Language/Mode of Communication:	English
Primary Language of Home:	English
Number of Schools Previously Attended:	3
List Grade(s) Repeated:	K
Remedial/Other School Services:	Student receives speech therapy services outside of school that is provided by the parent one time weekly after school.
Previous Individualized Evaluation(s)/Date(s):	Subsequent IEP 12/20/2018 Subsequent IEP 12/20/2017 Initial MEEGs and IEP 12/20/2016
Currently Receives Special Education Services:	Yes Eligible Under: Autism, Speech or Language Impairment
Previously Received Special Education Services:	No
Currently Receives 504 Services:	No
Previously Received 504 Services:	No

Student Received SoonerStart:	☑ No	Other Intervention Services:	☑ No

Service(s) Provided By Outside Professional/Agency:	☑ Yes Service(s) were provided: Currently Describe Service(s): Student receives speech therapy outside of school.

Review of Existing Data (REDs)

DOCUMENTATION OF INTERVENTIONS: (only if suspected disability is SLD)

Targeted Behavior/Skill:
Basic Reading Skills(decoding/phonics); sight words; oral reading fluency

Goal(s):	Was goal accomplished?	Recommended Action:
After Tier 3 interventions, James will master 19 of 19 Lit First skills;	○ Yes ● No	12/18/19: James has mastered 13 of 19 phonics skills. His nonsense word reading fluency increased from 41 correct per minute to 59 correct per minute.
After Tier 3 interventions, James will accurately/fluently read 500 sight words	○ Yes ● No	12/18/19: James can accurately identify 160 of 500 sight words. James increased his word reading fluency from 33 words correct per minute to 43 words correct per minute.
After Tier 3 interventions, James will increase STAR Early Literacy score to 661 or greater; increase STAR reading score to 353 or greater	○ Yes ● No	12/18/19: James increased his score on the STAR reading from a scale score of 87 to a scale score of 228 (PR = 5).
After Tier 3 interventions, James will read grade-level text at a rate of 84 words correct per minute (winter norm for 4th grade).	○ Yes ● No	12/18/19: James can read 1st grade level text at a rate of 75 wcpm. He can read 2nd grade level text at a rate of 43 wcpm. James can read 3rd grade level text at a rate of 34 wcpm. James can read 4th grade level text at a rate of 42 wcpm (PR = 2). If he continues to increase skills at

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Review of Existing Data (REDs)

Interventions Attempted:

James received Tier 3 intervention support which involves daily instruction (in addition to classroom instruction and individualization) for 30 minutes, targeting basic reading skills (phonics/decoding skills, sight word mastery, and oral reading fluency).

[Add Additional Intervention Data]

Frequency and Duration:

Tier 3 interventions are implemented daily for a minimum of 10 weeks (at least 40 sessions during that time). James started Tier 3 supports on 9/23/2019; progress was reviewed on 11/15/19. Outcomes were reviewed on 12/13/19 and it was recommended that James continue to receive Tier 3 intervention while results are reviewed with the parent and multidisciplinary team to consider need for Special Education services.

Treatment Integrity Data:

Attendance at school has been adequate to support skill remediation and progress towards educational goals. Logs of participation in Tier 3 activities reflect sufficient attendance/participation to benefit from additional instructional supports.

Type of Measure Used to Define Outcome:

Measure:

During Tier 3 interventions, nationally-normed, curriculum-based skill probes are administered weekly to measure progress over time and compare to dual discrepancy criteria to consider further evaluation to determine eligibility for special education services in a specific curriculum area. Additional classroom-based assessments and district bench-marking assessments are also used to measure progress towards grade-level goals.

Define Outcome:

Student performance falling at or above the 25th percentile represents performance within the range expected for students at a specific grade level. Performance at or below the 10th percentile after intensive, individual, Tier 3 intervention services indicates the need to consider special education services. James demonstrates indicators for suspecting an education-related disability in the area of reading because his rate of skill development and level of performance remains significantly below the performance of grade-level peers after intensive intervention activities.

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Multidisciplinary Evaluation and Eligibility Group (MEEGs)

	3	02/24/2020 📅	Tier 3 Intervention Outcomes	Academics-Reading	Nonsense Word Fluency	Word Reading Fluency	Before Intervention	Details
☐					ORF: Grade 1	ORF: Grade 2	After 10 weeks	
					ORF: Grade 3	ORF: Grade 4	After 20 weeks	
					STAR Reading		Expected performance (End of Ye:	

ADDITIONAL PROCEDURES AND REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES

Identify the Model Used to Determine Eligibility	◯ Discrepancy Model (a discrepancy of at least 1.5 standard deviations between intellectual ability and achievement exists in the board areas listed below ◉ Scientific Research-Based Intervention Model (described child-centered data below)
Describe the method used and group findings (utilize "Documentation of Interventions for SLD")	James' received Tier 3 interventions (for 20 weeks) targeting basic word identification skills (decoding/phonics skills), fluent identification of high frequency words, and oral reading fluency. James received daily sessions which included direct skills instruction, guided practice, corrective feedback, and structured opportunities to generalize reading skills across text. Skill growth was monitored weekly using grade-level and below-grade-level skill probes. Additional assessments using classroom-based assessments and district bench-marking measures continued during Tier 3 intervention. (Specific Tier 3 outcome data are reported in the Assessment section of this document.) James' rate of improvement during intensive, individualized interventions remained below the typical rate of skill growth with this level of support; James' level of performance after intervention remained significantly below grade-level peers (PR < 10) on multiple measures of reading skills.
Document any further information discovered during evaluation	Additional, summative assessments of reading skills using standardized, norm-referenced measures of basic reading skills, fluency, and comprehension, found significantly below grade-level skills in comparison with grade-level expectations/norms (PR < 10).
Evaluation Comments:	Tier 3 interventions targeted word identification skills and oral reading fluency. Performance in these areas remained significantly below grade-level expectations for student performance and precluded monitoring of reading comprehension in grade-level text. Although reading comprehension skills were not monitored during Tier 3, it is recommended that James receive Special Education support for these skills. Poor performance on measures of oral reading fluency are highly correlated with reading comprehension skills, therefore, it is reasonable to conclude that James' reading reading comprehension skills will remain below grade-level expectations without individual instructional supports.

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Translating the numbers

Standard Score	Classification	Percentile Rank	Relationship to the Mean
115 and above	above average	76> is above avg.	+1 SD and above
86 to 114	average	26-75% is avg.	within +/− 1 SD
78 to 85	marginal, borderline, mild	8-25% is low avg. 6-7% is mild	within -1 to -1.5 SD below mean
71 to 77	low range, moderate	3-5% is moderate	within -1.5 to -2 SD below mean
70 and below	very low range	1-2% is severe <1% is profound	-2 SD and below
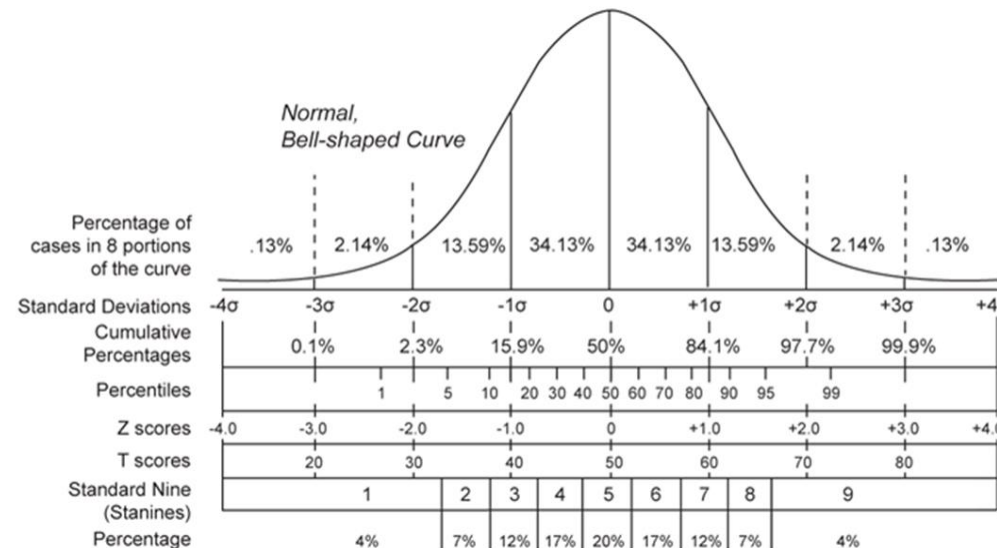
Types of Scores

Raw Score (RS)- Simply, **Raw Score** are the number of questions that were answered correctly on each subtest. Standardized tests do not report Raw Scores as simple percentages of correct answers.

Standard Score (SS)- Standardized tests mathematically transform each raw score into a **Standard Score**. A Standard Score of 100 is considered smack-dab Average. In fact, any Standard Score between 85 to 115, is considered Average.

Percentile Rank (PR)- If you want to compare a Standard Score to other test takers of the same age or grade, you can look at the **Percentile Rank**. For example, a Standard Score of 100 equates to a 50th Percentile Rank. Put another way, if you lined 100 kids up with highest to lowest Standard Scores, someone with a 100 would be standing on the 50th spot in that line. All the students standing in front of the child with the Standard Score of 100 will have achieved higher than that child. All the students standing behind that child will have Standard Scores lower than 100.

Grade Equivalent Score (GE)-A grade equivalent (GE) score is described as both a growth score and a status score both. As is common with scores that can be used in both major categories GE do not do a very good job in either category. It is important to realize that GE scores outside a particular student's grade are common and should be interpreted cautiously. It is misleading to use GE to determine areas of relative strength and weaknesses.

- **Interpretation problems of age and grade equivalents** - Because of the inherent psychometric problems associated with age and grade equivalents that seriously limit their reliability and validity**, these scores should not be used for making diagnostic or placement decisions** (Bracken, 1988; Reynolds, 1981). The reliability of age- and grade-equivalent scores is limited by the relationship between the equivalents and the raw scores on which they are based. **An age or grade equivalent is simply the median raw score for a particular age or grade level.**

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Special Education Disability Categories

13 is the magic number!

3 – Deafness or hearing impairment (D/HI)	11 – Deaf-blindness (DB)
5 – Speech or language impairment (SLI)	12 – Multiple disabilities (MD)
6 – Visual impairment (VI)	13 – Autism (AU)
7 – Emotional disturbance (ED)	14 – Traumatic brain injury (TBI)
8 – Orthopedic impairment (OI)	15 – Developmental delay (DD-suspected)
9 – Other health impairment (OHI)	16 – Intellectual disability (ID)
10 – Specific learning disability (SLD)	

"Special Education" is defined as **specially designed instruction**, at no cost to the parents, to meet the unique needs of a child with a disability.

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Qualified Examiners

- A qualified examiner synthesizes assessment data to help the team determine if the key indicators in one or more of the thirteen disability categories are met.

- Within the context of comprehensive evaluations for special education services, different qualified examiners may contribute to the evaluation process by assessing the identified areas of concerns within their professional competency areas.

- Assessments and other evaluation materials must be administered by qualified professionals in conformity with the instructions provided by the test publishers.

- The evaluators <u>must</u> have the proper training to administer tests and interpret results, which generally includes adequate graduate coursework, combined with supervised experience.

- Qualified examiners should administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

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When is it appropriate to include a secondary disability?

- A primary disability is usually understood to be a student's major or overriding disability condition.

- When a student has more than one impairment or condition, the one that is most disabling typically is identified as "primary."

- The "secondary" is an additional disability that could be considered primary if the primary disability were to no longer be considered the major or overriding disability condition.

- It is not uncommon for students who have a disability to have more than one disability, but the evaluation team must determine which is the major or overriding disability condition. If the two disabilities are concomitant, meaning the team cannot differentiate which disability is the overriding disability condition because they are both major, then it may be appropriate to consider whether the student meets eligibility criteria for the Multiple Disabilities category

- It is inappropriate to have a secondary disability if the primary disability were to resolve and there was insufficient data to support the secondary disability condition.

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Response to Intervention and Evaluation FAQ's

How do you complete the RTI process and not delay an evaluation request?

- In a memorandum from the US Department of Education to State Directors of Special Education dated January 21, 2011, the Office of Special Education Programs stated that "states and LEAs have an obligation to ensure that evaluation of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy" (p.1). However, nothing in the guidance precludes the school from collecting RTI data as part of the evaluation process within the evaluation timeframe.

What is the recommended time for intervention(s) to be implemented to determine a student is demonstrating adequate growth?

- This will vary depending on the individual student, the skill targeted, the intervention selected, and the frequency of delivery. Research indicates academic interventions should occur for a minimum of 6-10 weeks, with some students requiring 10-20 weeks or more (Stoiber, 2014; Denton, 2012; Fletcher, Denton, Fuchs, & Vaughn, 2005). Additionally, it is generally recommended that if a student is not progressing after four weeks, then the intervention should be strengthened in duration, frequency, intensity, or skill being targeted (NCRTI, 2012). If parent consent for evaluation has been obtained, and interventions have not been started, then intervention data should be collected during the evaluation process, even if a full 20 weeks cannot be collected.

OKLAHOMA Education

THE WHO OF THE I.E.P. TEAM

Frank Avella

SCHOOL REPRESENTATIVE

DIRECTOR OF SPECIAL SERVICES
PRINCIPAL
OTHERS

HAS THE ABILITY TO MOVE RESOURCES

GENERAL ED. TEACHER

$4 \times 4 = 16$
$16 \times 16 = 256$
I ♡ Maths

TEST INTERPRETER

EVALUATES TESTS, AND OBSERATIONS

PARENT/GUARDIAN

MUST HAVE LEGAL RIGHTS OVER THE CHILD

ADVOCATES
PSYCHOLOGIST
MORE

OTHERS WELCOME

SPECIAL ED. TEACHER

CERTIFICATE
TOSD OR TOH
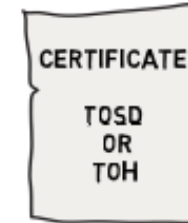
THE STUDENT
@ 18 YEARS OF AGE

AT THE AGE OF 18, ALL RIGHTS ARE TRANSFERRED OVER TO THE STUDENT. PARENTS ARE STILL WELCOME TO TAKE PART IN MEETINGS

TRANSLATOR IF NECESSARY

TRANSLATE

*If a parent or team member participates in the team meeting by phone or virtually, document this on the IEP/MEEGs and in written notice. Do not have a team member sign that did not participate in the meeting.

OKLAHOMA Education

The Individual Education Program (IEP)

An **individualized education program** is the written document memorializing the collaborative effort between parents and district personnel to develop an educational plan for a student with a disability. The IEP describes the child's individual needs and documents the proper placement and services designed to meet those unique needs. *Schaffer v. Weast*, 44 IDELR 150 (U.S. 2005).

Present Levels of Academic and Functional Performance (Overall Objective Statement)

- A statement of the student's present levels of academic performance (i.e., reading and math levels) and functional performance (i.e., discuss skills that the student has *or* needs to live independently) updated and **revised at least annually**.

- This section of the student's IEP should specifically identify the student's strengths, effective teaching approaches for the student, related services, and interventions that enable student success.

- The objective statement should detail the needs of the student and state how the student's disability affects his or her involvement and progress in the general curriculum.

- The team should document the link from evaluation results, classroom data, and expectations of the curriculum with the goals of the student. **Make sure goals reflect PLOPs.** The ideal IEP form would allow a present-level statement immediately followed by the goal and benchmarks that match that particular need. Make sure that for every goal in the IEP, there is a corresponding remark in the PLOP that gives data and explains where the student stands on that skill.

- The present levels of performance should also address the student's transition needs in the areas of instruction, employment, and post-school living (including community resources).

- The IEP Team must document the impact of the student's disability on his or her ability to learn and do the kinds of things that typical, nondisabled children learn and do.

OKLAHOMA Education

Present Levels of Academic and Functional Performance (Overall Objective Statement) - 2

In summary, the present levels of academic and functional performance/overall objective statement should describe the student to a prospective new teacher if the student were to move to a new district, including these details:

- **Give current academic performance** (at a minimum functional reading and math levels).

- Incorporate information from a **variety of sources** (general ed, special ed, related service providers, parents/caregivers, student).

- **Link data** from the evaluation process and classroom performance to instructional interventions and goals.

- **Describes behaviors specifically** in objective, measurable terms (i.e., explain what a student's "meltdown" looks like rather than state "he/she has meltdowns at transitions").

- **Detail educational needs** that result from the student's disability.

- Discuss specific student strengths that are **relevant to reaching the IEP's annual goals** and the long-term expectations for the student.

- **Describe factors that have led to past success** for the student (effective interventions and strategies, learning styles, rate of progress).

- **Describe the student's current needs relative to long-range goals** and transition (i.e., living independently, graduation and post-secondary goals, etc.).

OKLAHOMA Education

Special Factors

Special Factors in IEP Development

FND — FAMILY NETWORK ON DISABILITIES

The **Individuals with Disabilities Education Act** lists five special factors that the **Individualized Education Plan** team must consider in the **development, review, and revision** of each child's IEP

1 — (i) In the case of a child whose **behavior** impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

2 — Limited English proficiency — ((ii) In the case of a child with **limited English proficiency,** consider the language needs of the child as those needs relate to the child's IEP;

3 — (iii) In the case of a child who is **blind or visually impaired,** provide for instruction in Braille and the use of Braille unless the IEP Team determines after evaluation that is not appropriate for the child

4 — (iv) Consider the communication needs of the child, & in the case of a child who is **deaf or hard of hearing,** consider the child's language & full range of needs, including opportunities for direct instruction in the child's language & communication mode;
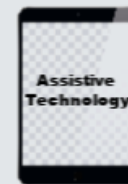
5 — Assistive Technology — (v) Consider whether the child needs **assistive technology devices and services.** [§300. 324(a)(2)]

Learn more, https://www.parentcenterhub.org/special-factors/

OKLAHOMA Education

Assistive Technology

- Oklahoma ABLE Tech   www.okabletech.org
- ✓FREE Assistive Technology Trainings
- ✓Free device demonstration and trials
- ✓Technical Assistance
- ✓Durable Medical Reuse Program
- ✓Connection to Other Community Partners

…and so much more!

OKLAHOMA
Education

Other Special Factors

- Student Strengths (academic, social, support/resources)
- Student Needs (academic, social, physical and other areas of weakness)
- Parent Concerns (ask parent

   to write down, or you can

   write for them, don't forget

   to include this info *before* you

   save the final document).

Importance of Documenting Progress with IEP

- The Supreme Court's decision in *Endrew F. v. Douglas County School District RE-1*, 69 IDELR 174 (2017), established the standard that IEPs should meet, and that is that a district must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

- When explaining how progress will be monitored, the IEP team must include and explanation of how the student will demonstrate skills and knowledge.

- Progress toward meeting the student's goals is measured by comparing the student's actual rate of learning with the minimum rate necessary to meet the goal in the prescribed timeframe.

- Based on these measurements, teaching must be adjusted as needed. Thus, progress is monitored, and instructional techniques are adjusted to meet the individual students' learning needs.

OKLAHOMA
Education

IEP – Individual Education Program Process
Goals and Objectives

Annual goals are related to the student's individual needs as described in the present levels of performance.

Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.

 If the student is assessed by alternate achievement standards (OAAP), then the IEP team must include benchmarks/objectives.

OKLAHOMA
Education

IEP – Individual Education Program Process Goals and Objectives

How to Write SMART IEP Goals

Specific — The goal is specific in naming the skill or subject area and the targeted result. It should include conditions and any accommodations that may need to be provided.

Measurable — The goal is stated in a way that the student's progress can be measured. This can be done using standardized tests, curriculum-based assessments, or teacher observation. A clear criterion for success should be established.

Achievable — The goal represents progress that is realistic for the student. Although goals can be ambitious, they are not able to meet a student's needs if they are unattainable.

Relevant and Results-oriented — The goal clearly lays out what the student will do to accomplish it. It should be created based on a student's individualized need and it should contain clearly identified actions that the student will take to achieve the goal.

Time bound — The goal includes a time frame in which the student will achieve it. It also should state when and how often progress will be measured.

Example:

By October 2017, when given a set of manipulatives, ten frames, and a verbal prompt, Student will represent addition and subtraction within 20 with objects, drawings, and/or equations as measured by 80% accuracy on a teacher-created problem set during 4 out of 5 trials. Progress will be measured on a quarterly basis.

Adapted from:

Lee, A. M. (n.d.). How to Tell If Your Child's IEP Goals Are SMART. Retrieved October 11, 2017, from https://www.understood.org/en/-

Accommodations

- Accommodations are changes in **HOW** a student accesses information and demonstrates learning.

- Accommodations DO NOT change the instructional level, content or performance criteria.

- Changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he/she knows.

- Should be consistent across instruction, class assessment, district-wide assessment and state assessments.

Modifications

- Modifications are changes in **WHAT** a student is expected to learn.
- Changes are made to provide a student with opportunities to participate with other students in the classroom.
- Modifications increase the gap between achievement of students with disabilities and expectations for proficiency at grade-level.

OKLAHOMA
Education

IEP – Individual Education Plan Services

- Service Considerations
  - ✓All services are decided upon by the team.
  - ✓Services cannot be determined for administrative convenience.
  - ✓Services support the student's receipt of FAPE.
  - ✓Any services indicated on the services page are provided by the district.
  - ✓All services should maximize a student's ability to participate to the maximum extent appropriate with non-disabled peers.
  - ✓Services in a more restrictive LRE should be short-term and periodically reviewed for effectiveness.
  - ✓All services are specified with a specific date range. (*an IEP should details services, accommodations, goals, etc. for this time only)

OKLAHOMA Education

Uploading Finalized Document with Signature Page

Uploading Finalized Document with Signature Page - 2

Written Notice

Create Draft document · **Babe Ruth Test**

The following information is required before you can create this Draft Document

Written Notice to Parents

○ Proposed or ○ Refused

The School District: ☑ To initiate **and/or** ☐ Change the areas checked below:

Areas were proposed in the following:

☐ Identification of your child as having a disability which requires special education services

☐ Evaluation/Reevaluation to determine disability and nature, extent of special education and related services needed

☑ Educational placement/services

☑ Provision of a Free and Appropriate Public Education (FAPE)

☐ Parent Revocation of Consent

☐ Other

1. Explanation and Rationale of the proposal or refusal:	Team reviewed annual IEP for Babe Ruth. He is progressing well in math and meeting goals. Time with special education teacher was increased to address ongoing reading challenges. Team reviewed and updated accommodations for classroom and testing. Babe Ruth will be playing on the baseball team and a para will walk with him to practice each day.
2. Description of any options considered and reasons refused:	Babe Ruth continues to qualify for special education services. He needs accommodations for reading to show his comprehension and knowledge. Team agrees LRE continues to be provided in the general education classroom with pull-out services for additional direct reading intervention in the special education classroom.
3. Description of each evaluation procedure, test, record, or report used as a	General education teacher input, art teacher input, baseball coach input, parental input, special education teacher input, STAR reading and math test data, grades, student input. No additional formal testing this year. Team anticipates discussing updating psychoeducational evaluation at the beginning of next school year.

Written Notice - 2

3. Description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action:	General education teacher input, art teacher input, baseball coach input, parental input, special education teacher input, STAR reading and math test data, grades, student input. No additional formal testing this year. Team anticipates discussing updating psychoeducational evaluation at the beginning of next school year.
4. Description of any other factors relevant to the proposal or refusal:	Babe Ruth reports that he likes school better this year and is using a folder/binder system to stay organized and help him turn in work to the appropriate teacher. He says this helps him feel successful.

Translation/Interpretation Needed?	○ Yes ● No	If yes, specify how and when provided:	test

Date Sent:	10/17/2019	Notice Sent By:	Personal Delivery ▼
To Whom is this Addressed:	test	The issues addressed in this notice will go into effect on:	10/17/2019

Parents have protection under the procedural safeguards. Additional resources can be located within the Parents Rights in Special Education: Notice of Procedural Safeguards. To obtain a copy, contact Special Education Director at specialeddirector@oklahomaschools.com

From:

Name:	Special Education Director	Phone:	555-555-5555	Email:	specialeddirector@oklahomaschools.c
School	Sample School	Street Address/P.O. Box:	Weesh Street	City:	Oklahoma School	State:	OK	Zip:	77777

Create Draft Document

IEP Forms and Boxes

- Lindsey Nicole Henry Scholarship Act

- Parent Procedural Safeguards (Parent Rights)

- Oklahoma School for the Deaf/Oklahoma School for the Blind Brochures

- Receipt of Parent Survey Brochure

- Parents understand that if IEP Team selects an accommodation that is not an allowable accommodation on the SAT/ACT, it will result in the score being non-reportable to a college or university.

- If student is participating in OAAP, parents must receive the OAAP Parent Brochure describing the alternate academic standards and the Oklahoma Alternate Assessment Program.

OKLAHOMA
Education

Parent Connect

- Parents can have a login to EdPlan with access to finalized documents (IEP, REDs, MEEGs).

Timelines

- Parent request for evaluation - "*reasonable*" amount of time to schedule REDs, consent meeting, and/or written notice response from the LEA.

- Parent consent to Initial MEEGs – **45 school days**

- MEEGs to Initial IEP-30 calendar days (but can be done in the same meeting with the MEEGs)

- Subsequent/Annual IEP-no less than annually by or before the IEP date

- REDs for Re-evaluation should be considered by the Team at or before 3 years from previous evaluation date/MEEGs

- Interim IEP – Should not exceed 30 calendar days

- Move-in from within Oklahoma – An IEP must be in effect for move-in students within 10 schools days.

- Transfer/Move-in from out of state – Need new INITIAL MEEGs for Oklahoma. Team should review existing data to determine the student is eligible for special education services in Oklahoma.

FAPE

- Free appropriate public education (FAPE) The IDEA defines FAPE as special education and related services that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the SEA; that include an appropriate preschool, elementary school, or secondary school education in the state involved; and that are provided in conformity with an IEP. 34 CFR 300.17.

FAPE & Online Curriculums

- **Requirements under the Individuals with Disabilities Education Act (IDEA) have NOT been waived by the Office of Special Education Programs (OSEP) due to COVID- 19.** LEAs must provide a free appropriate public education (FAPE) to all students on Individualized Education Programs (IEPs) enrolled in the LEA, including students with disabilities participating in an online curriculum program and during contingency plan instruction.

- Parents selecting an online curriculum or moving to a contingency plan for virtual instruction for their child with a disability **does not nullify the LEA's responsibility to provide a FAPE** for the individual student. Depending on the student and their unique needs resulting from their disability, services may include (but are not limited to):

  - Accommodations some of which may be necessary in an online/virtual setting that would not normally be necessary for in-person instruction;

  - Assistive Technology which may be necessary in an online/virtual setting that would not normally be necessary for in-person instruction;

  - Virtual special education services with direct teacher instruction **(in addition to the online curriculum)**; *and/or*

  - Selecting a different online curriculum to meet the student's unique needs.

OKLAHOMA Education

FAPE & Online Curriculums - 2

- Ensure students on IEPs participating in an online curriculum are being provided special education and related services in conformity with their IEP. Students who are participating in an online curriculum/virtual instruction must be able to make progress towards their IEP goals.

- **If a student is not having success or making progress towards their IEP goals with the LEA's chosen online curriculum, the team must address this issue and additional services or a different curriculum may be necessary.**

OKLAHOMA Education

Important Vocabulary

- **Assessment-**The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and made decisions. It is an integral component of the evaluation process. A test is one method of obtaining credible new information within the assessment process. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and adaptations and interventions, and other formal or informal data.

- **Child Find** – Mandated through IDEA, Child Find is a process to locate, identify, and evaluate students who reside in the district and may be in need of special education regardless of the severity of their disability. This obligation to identify all children who may need special educations services exists even if the school is not providing special education services to the child.

- **Data-based decision making-**The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in policies, programs, or procedures.

OKLAHOMA
Education

Important Vocabulary - 2

- **Discrepancy formula**-a method of determining the difference between a student's expected level of academic achievement and intellectual disability used to establish eligibility for special education under the category of specific learning disability.

- **Evaluation**-A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

- **Functional Behavioral Assessment (FBA)**-A systematic process for defining problem behavior and gather medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior. An FBA assessment is used for students with emotional or behavioral problems that are interfering with their educational progress or the progress of other students. The FBA can be used to develop an IEP or provide information for verification of a disability.

OKLAHOMA
Education

Important Vocabulary - 3

- **Independent Educational Evaluation (IEE)** – One or more assessment(s) conducted by a qualified examiner(s) who is not employed or contracted by the public agency or district responsible for the education of the student.

- **Public expense**-When a district/public agency either pays for the full cost of an evaluation or special educations services or ensures that it is otherwise provided at no cost to the parent.

- **Re-evaluation**-A periodic evaluation conducted at least every 3 years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under IDEA 2004. Re-evaluations may occur no more than once a year, unless the parent and the district agree otherwise.

- **Special Education Placement**-refers to the provision of special education services, rather than a specific place, such as a specific classroom or school, with a balance of settings and services to meet an individual student's needs.

OKLAHOMA
Education

Vocabulary

- ABA   Applied Behavior Analysis
- AT   Assistive Technology
- FBA   Functional Behavior Analysis
- BIP   Behavior Improvement Plan
- ESY   Extended School Year
- IEE   Independent Education Evaluation
- MTSS   Multi-tiered System of Supports
- LEA   Local Education Agency
- SEA   State Education Agency
- SES   Special Education Services
- RtI   Response to Intervention
- STN   Student Testing Number
- PBIS   Positive Behavioral Interventions & Supports

- OT   Occupational Therapist/Therapy
- COTA   Certified Occupational Therapist Assistant
- PT   Physical Therapist/Therapy
- PTA   Physical Therapy Assistant
- SP/ST   Speech Language Pathologist/Therapy
- SLPA   Speech Language Pathology Assistant
- Para   Paraprofessional
- TA   Teacher Assistant
- TOR   Teacher of Record
- UDL   Universal Design for Learning
- SEL   Social Emotional Learning

OKLAHOMA Education

Vocabulary - 2

- AU/ASD   Autism Spectrum Disorder
- HI   Hearing Impairment
- DD   Developmental Delay
- ODD   Oppositional Defiant Disorder
- OI   Orthopedic Impairment
- SLI   Speech Language Impairment
- OHI   Other Health Impaired
- MD   Multiple Disabilities
- CD   Conduct Disorder

- ID   Intellectual Disability
- SLD   Specific Learning Disability (dyslexia falls in this category)
- ADD   Attention Deficit Disorders
- ADHD   Attention Deficit Hyperactivity Disorder
- ED   Emotional Disturbance
- VI   Visual Impairment/Blind
- DB   Deaf Blindness
- TBI   Traumatic Brain Injury

*Blue font indicates category of qualification established in IDEA

OKLAHOMA Education

Resources

- OSDE-Special Education Services Webpage https://sde.ok.gov/special-education

- OSDE-SES Listserv-email newsletter each Tuesday and Thursday
https://docs.google.com/forms/d/e/1FAIpQLSdrA534HBckIcQM015Zqcp6KJyQv2g
Pb7monSXavm4nHX8UXg/viewform

- OSTP Assessment Accommodations Manual
https://sde.ok.gov/sites/default/files/documents/files/Final%20OSTP-IEP-504-
Accommodations%20%2819.20%29.pdf

- Oklahoma Dyslexia Handbook
https://sde.ok.gov/sites/default/files/Oklahoma%20Dyslexia%20Handbook_0.pdf

OKLAHOMA
Education

Who to call with questions:

Special Education Program Team:

- **Chelsea Bowlan**-State Systemic Improvement Plan (SSIP), Instructional Supports chelsea.bowlan@sde.ok.gov

- **Susan Bouse**-Behavior Supports, FBAs, BIPs susan.bouse@sde.ok.gov

- **Lori Chesnut**-Secondary Transition, ICAP for students with disabilities, 504s lori.chesnut@sde.ok.gov

- **Kristen Coleman**-OAAP, DLM, Deaf-Blind Project kristen.coleman@sde.ok.gov

- **Michele DeBerry**- Related Services, Dyslexia, Evaluation and Eligibility   michele.deberry@sde.ok.gov

- **Jill Hilst**- Boot Camp, Paraprofessionals, Professional Development jill.hilst@sde.ok.gov

- **Destiny Murray**- DD, Early Childhood Outcomes, Entry and Exits destiny.murray@sde.ok.gov

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OKLAHOMA Education

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