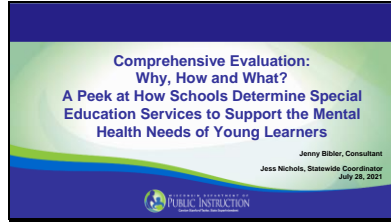


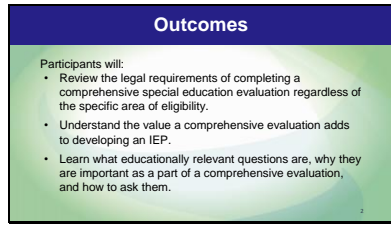
Slide 1



Slide 2



Slide 3



Slide 4

POLL: Roles

ECSE Teacher	Administrator
SLP	PST/Coach
Regular Ed EC Teacher	Parent/Family
OT/PT	Counselor/Social Worker
School Psychologist	

Slide 5

Jamboard

What is one word that comes to mind when you hear the term 'comprehensive special education evaluation'?

Share your answers on Jamboard, or if you prefer, type your answer in the chat.

Slide 6

Foundational Concept

Educational equity means every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income

Slide 7


Foundational Concept

A **comprehensive evaluation** exists within a district's equitable multilevel system of support (MLSS) and represents a **collaborative effort** between families, general educators, related services, and special educators to understand a student's needs

Slide 8

Equitable Multi-Level System of Supports

- Individual student concerns
- Strategic assessment
- Child find and referral
- Comprehensive special education evaluation



<https://dpi.wi.gov/sites/default/files/mnce/ri/pdf/ri-emls-framework.pdf>

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Foundational Concept: Needs vs. Labels

Comprehensive Evaluation (Need Focus)	Categorical Evaluation (Label Focus)
What questions do we have about this student?	"I think the child has an intellectual disability...do they meet the eligibility criteria for ID?"
Why is the student displaying these behaviors or struggling with x?	We need to conduct an "impairment" evaluation (eg. Speech and language evaluation, SLD evaluation, evaluation for EBD, SDD, etc.)
Why is the student struggling to meet age expectations and/or grade level standards?	The student isn't meeting age expectations and/or grade level standards...they must have a disability.
What are the student's strengths and unique individual needs?	What is the disability label?

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Jamboard

Something that caught my attention related to the Foundational Concepts of a comprehensive evaluation is...


Share your answers on Jamboard, or if you prefer, type your answer in the chat.

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Evaluation and Assessment

Evaluation A set of procedures used to determine whether a child has a disability and the nature and extent of the special education that the child needs

Assessment A wide variety of tools, both formal and informal, that can be used to gather information about an individual student



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Legal Requirements

Both State and Federal Special Education Regulations Address Comprehensive Evaluation



Individuals with Disabilities Education Act (IDEA)

Wisconsin State Statute CH 115 and Rules

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What is Special Education Evaluation?

"Evaluation means **procedures used . . . to determine** whether a child has a disability and the **nature and extent** of the special education and related services that the child needs."
34 CFR 300.15

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All Special Education Evaluations are Comprehensive

IDEA requirements for comprehensive special education evaluations apply to every evaluation

- o Initial Evaluation
- o Reevaluation

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Special Education Evaluation Serves Two Purposes

The evaluation must provide sufficient information to determine:

1. *Whether the child is a child with a disability, and*
2. *The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum/age appropriate activities*

34 CFR 300.304(b)(1)

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Special Education Evaluation is not Impairment Specific

IDEA requires

... the evaluation be sufficiently comprehensive to identify the child's special education and related service needs, whether or not commonly linked to the disability (impairment) category in which the child has been classified.

34 CFR 300.304 (c)(6)

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Disability Category Criteria Worksheets: Necessary But Not Sufficient

ALL QUESTIONS MUST BE CHECKED YES

Criteria for impairment in the area of significant developmental delay can be documented as follows:

- Yes No **AGE** Is the child age 3 through 6 years old (discretionary limit)?
- Yes No **CRISIS BEHAVIORAL MANAGEMENT** Have or have recent behavioral concerns been considered before identifying the category of significant developmental delay?
- Yes No **QUALIFICATION OF SPECIAL EDUCATION** Have 1-3 specified incidents below the usual pattern that significantly challenge the child's 2 or more of the following by amount? (Check areas of delay. Note: delay not assessed through formal diagnostic instruments and observations)
 - Physical gross motor OR fine motor
 - Cognitive
 - Communication: expressive language OR receptive language
 - Emotional OR social
 - Adaptive
- Yes No **INDEPENDENT ASSESSORS** Are all of the following qualitative and quantitative measures being used to document delay and their detector effect upon the child's life?
 - Developmental and health history including results from tests and hearing screening and other pertinent information from parent/other
 - Observation of child in daily living environment or, if not possible, alternate setting
 - Results from non-referenced instruments or, if not feasible, criterion-referenced instruments

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Jamboard

How do you KNOW what information you need?

How do you GET the information you need?

Share your answers on Jamboard, or if you prefer, type your answer in the

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IEP Development

The Evaluation should provide information for the CCR IEP Five Step Process to . . .

- **Step 3:** Develop IEP goals with measurable baseline and level of attainment
- **Step 4:** Align special education services that will support IEP goals and address disability-related needs
- **Step 5:** Analyze progress toward meeting IEP goals (ongoing progress monitoring, periodic review and report, and IEP team review)

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Types of Assessments

- Formative, Summative (not special education evaluation specific)
- Individualized as part of Special Education Evaluation
- Individualized as part of IEP

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IDEA and FAPE Considerations

Assessment results should include sufficient information so the IEP team can consider . . .

- the student's previous rate of academic growth,
- whether the student is on track to achieve or exceed age/grade-level standards and expectations,
- the effectiveness of instructional interventions

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Jamboard

How might you collect information to help determine if a young child is developmentally on track?

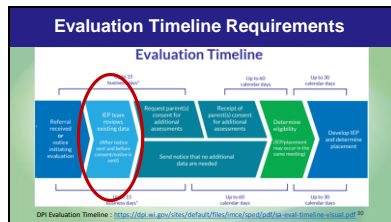
Share your answers on Jamboard, or if you prefer, type your answer in the chat.

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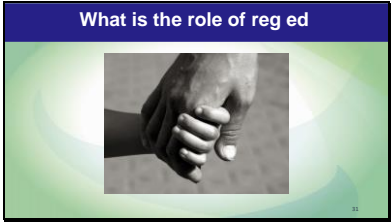
Key Ideas

- A comprehensive special education evaluation is a process, not an event
- Evaluation planning is necessary
- The evaluation process begins with a focused discussion on individual student "strengths" and "needs" **during the review of existing data** [instead of primarily relying on impairment eligibility criteria to guide assessment]

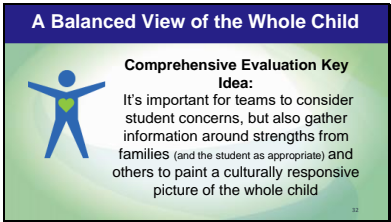
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Comprehensive

A Comprehensive Special Education Evaluation is driven by **Educationally Relevant Questions** grounded in assessment areas (domains) rather than impairment specific criteria

- o Need vs. label focused
- o Consideration of Impairment is only one part of a comprehensive evaluation

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Areas of Strength / Needs

Educationally Relevant Questions:

- Academic Achievement
- Cognitive
- Communication
- Independence/Self-determination
- Physical/Health
- Social and Emotional

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What About Mental Health?

"It is essential to treat young children's mental health problems within the context of their families, homes, and communities."

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Where does Mental Health fit?

Love, talk, play, read:
Promote positive mental health for all children

- Studies show that promoting the social-emotional well-being of children and youth leads to a more successful adulthood.

<https://www.dhs.wisconsin.gov/mh/children.htm>

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Educationally Relevant Questions

- Seek to understand important information about the individual student
- Represent a variety of areas of strength and need (social and emotional, engagement, access, daily living and transitions, and academic)
- Explore areas of interest, strength, barriers, and need
- Constructed before conducting assessments, interviews, record reviews and observations

See Margolis article

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**Personalized Relevant Questions
Early Childhood Examples**

- What activities does the child enjoy? Tell me more!
- What things (toys?) does the child like to play with?
- What progress or growth have you noticed in the child's play? (favored activities and objects)
- Do you notice the child is not able to do something you expect them to be able to do?

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**Personalized Relevant Questions
Example – Social and Emotional**

- How does the child interact with children their age?
- How does the child interact with children that are younger? Older? What about familiar children vs unfamiliar children?
- What strengths does the student have in social interactions?
- Are there any observed challenges in the child's social and emotional development?

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**Personalized Relevant Questions
Example – Access and Engagement**

- What kinds of environments does the child prefer? (Inside, outside, with other children, alone...)
- Who does the child prefer to interact with?
- What kinds of activities does the child seem to stay engaged with the longest? Tell me more about the environment: who is there? What are they doing? How are they communicating with each other? Are they using any objects/toys?

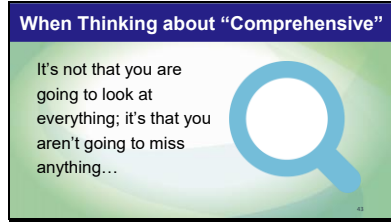
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Jamboard

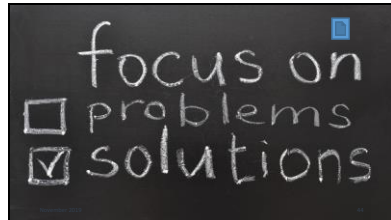
What are some educationally relevant questions you might ask as part of an evaluation?

Share your answers on Jamboard, or if you prefer, type your answer in the chat.

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