

Group Work Task: Special Education Evaluation Process

Objective: To understand and apply the steps of the special education evaluation process through a simulated experience.

Materials Needed:

- SPED Evaluation Process Template
- Pear Deck you completed on Special Education Assessments
- IRIS Center: [Steps to the IEP Process](#)
- Understood.org: [Steps to the Evaluation Process](#)
- [Key challenges to the special education evaluation process](#)

Task Overview:

Using your Pear Deck from this week, the above resources, and any resources you find online, each group will create a visual representation (of your choosing) of the special education evaluation process, focusing on the first four steps: pre-referral, referral, evaluation and identification, and IEP development. They will then simulate moving a hypothetical student through this process, discussing key considerations at each stage.

Group Roles:

1. Process Manager: Keeps the group on task and manages time
 2. Visual Designer: Leads the creation of the process flowchart
 3. Scenario Developer: Creates details for the hypothetical student
 4. Submission Lead: Leads the creation of the final submission and turns it in for the group.
- Be sure all group members' names are on final product.

Steps:

1. **Introduction and Role Assignment**
 - Briefly review the task and assign roles
2. **Process Flowchart Creation**
 - Using any online tool your group is comfortable with, create a visual flowchart of the special education evaluation process (e.g. Canva, Google Draw, Slides, Prezi, Miro, etc.)

- Include the following steps: pre-referral, referral, evaluation and identification, and IEP development
- Use notations to add key points or considerations *for each step*

3. Hypothetical Student Scenario

- As a group, create a *brief* profile for a hypothetical student who might enter this process (no more than ½ page). This student needs to be a multilingual student who is learning English. See an example [here](#).
- Include details such as age, grade level, observed concerns, and any interventions already attempted

4. Process Simulation

- Move the hypothetical student through each step of the process
 1. You may do this as a narrative document or graphic
 2. Be sure that you have considered how to appropriately assess and interpret results for an English learner.
- At each stage, discuss:
 - a) What actions would be taken
 - b) Who would be involved
 - c) What decisions need to be made
 - d) What potential challenges might arise
- Add these insights to the flowchart notations

5. Submission Preparation

- **You will turn in:**
 - a) Evaluation process flowchart with notations
 - b) Introduction of the hypothetical student
 - c) Process Simulation using your hypothetical student

Each group will turn in 1 submission. Your group will be linked to the submission in Canvas so you each **do not need to turn in a copy.**