Initial Special Education Evaluation Expectations

In order to ensure that special education evaluations are "sufficiently comprehensive," MVED has created the following document to assist the team in evaluation planning for initial evaluations. Once a student has been initially assessed and has been given a school-age label, the assessment areas and tools chosen by the team for each student can be more individualized as long as areas were ruled-out in the initial assessment. It is expected that when ANY level of concern has been raised by ANY team member a fully comprehensive assessment will be completed for an initial assessment in each of the following areas:

Comprehensive Screening for ALL Initial School-Age Label Evaluations
Always ensure that every area has been sufficiently considered by having team members complete screening checklists for specialty and related service providers:

- Communication:
  - Speech/Language Screening Checklist
  - PRAGMATICS-CHECKLIST
- Gross Motor Skills (DAPE):
  - Participation in Mainstream PE (initial evaluation)
- Fine Motor Skills and Sensory Integration (OT):
  - School-Age Checklist for Occupational Therapy Evaluation
- Social/Emotional Functioning:
  - Social-Emotional Skills Checklist
- Health/Physical (School Nurse):
  - School Nurse Request for Records Review

Evaluating English Language Learners
English Learner Disability Resources

- Always ensure that culturally and language-appropriate pre-referral interventions have taken place, include SLPs in the process, and review all evaluation tools for their effectiveness with this population prior to use.

Parent Input
Parent Information for Special Education Evaluation Planning:

- Parent input must be sought for all initial evaluations to ensure they are sufficiently comprehensive.

DISABILITY-SPECIFIC EVALUATION NEEDS:

Autism Spectrum Disorder (ASD) Autism Assessment Resources Manual
ASD - Evaluation Checklist

3 Core Areas: Each area must be described in present levels AND in the needs statement

1. Communication: This must include formal screening (and assessment if warranted) in pragmatics and social communication skills completed by an S/LP. A Speech Path must be on the assessment team.
2. Behavior, Interests, and Activities: This should include an FBA to ensure any problematic behaviors have been identified so they can be addressed appropriately through Positive Behavior Support Plan (PBSP).
3. Social Interactions: Observations must be completed in 2 different settings on 2 different days in areas that include settings the student will be expected to have social interactions with peers. This can include lunch, recess, and less structured activities.

ASD evaluations are not considered valid without a developmental history. This should be done for ALL assessments but is required by MDE for ASD.

Blind/Visually Impaired (B/VI)

- Students with visual difficulties that may meet VI qualifications need to have a VI teacher as a part of the assessment team. VI teachers are assigned from South Central Service Cooperative (SCSC). Contact the VI teacher assigned to your school.

Deaf/Hard of Hearing (DHH)

- Students who have a suspected hearing impairment that could qualify them should have a DHH teacher included in the evaluation process. Contact the MVED DHH teachers (Laurie Palesotti mailto:lpalesotti@mnved.org or Nichole Jacobson mailto:njacobson@mnved.org) for more information.

Developmental Delay (DD)

- Part C = Ages Birth (0) through age 2 years, 11 months
    - Must qualify in one of the five areas of development
    - Can automatically qualify with specific conditions known to hinder development or with informed clinical opinion
- Part B = Ages 3 years through ages 6 years, 11 months
    - Must qualify in 2 of the five areas of development

MN DC0-5 Crosswalk to IDC 10 DSM Part C and B619 03.20.20

Developmental Cognitive Disorder (DCD) Developmental Cognitive Disabilities

- If a student is suspected of having a cognitive delay, adaptive behavior must be assessed as a part of the evaluation.

Emotional Behavioral Disorder (EBD) Emotional or Behavioral Disorders

- SLD must be ruled out before we label a student EBD. We cannot only assess behavioral functioning for an initial evaluation.

- EBD evaluations are required to have an FBA.

Other Health Disability (OHD) OHD Manual
ADHD Consideration:
- This should include an FBA to consider if the symptoms of ADHD are impacting the child's behavioral functioning in the school setting. If an OHD student is displaying behaviors that are determined to impact their school functioning, they must have a Positive Behavior Support Plan (PBSP) to help address this area of need.

Non-ADHD Consideration:
- If a child is being considered for OHD for a condition other than ADHD, the Low Incidence Consultant (Jacki Madden mailto:jacki.madden@mnved.org) should be a part of the evaluation planning meeting to ensure that all areas, including appropriate medical documentation, are completed.

Physical Impairment (PI) State PI Resource Manual
- The PI teacher (Jacki Madden mailto:jacki.madden@mnved.org) needs to be included in the evaluation process for any student with a physical disability that is being assessed under this label.

Speech/Language Impairment (S/LI)
- It is expected that a student who is elementary age or younger and is being assessed for the first time be screened for a language impairment even if the team is unaware of any difficulty in their receptive or expressive language skills.

Specific Learning Disability (SLD) Specific Learning Disabilities
8 Criteria Areas:
- Academic Achievement testing must be comprehensive enough to include a full battery of subtests that give composite scores in all of the following qualifying areas: Basic reading skills, reading comprehension, reading fluency, written expression, math problem solving, math calculation, oral expression, and listening comprehension.
- If the team determines that a test other than the WJ-IV Achievement Tests or Tests of Oral Language is more appropriate for an individual child, any other achievement testing must include all 8 areas of consideration.
- An SLD assessment must include observations participating in ALL areas of concern (math, reading, writing, and/or oral language).

Traumatic Brain Injury (TBI) TBI Manual 2013
- If a student has experienced a head injury and is being assessed, the evaluation team needs to contact the Low Incidence Coordinator (mailto:jacki.madden@mnved.org) for assistance with this evaluation.

Severely Multiply Impaired (SLI)

- Students with multiple disabilities need to be considered for this categorical label. It is a team decision if this label best describes the disability and needs of a student with more than one significant need.