

Comprehensive Evaluation

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Norms:

1. Respect each others practice.
2. Openly share ideas and thoughts.
3. Embrace improvement without punishment.



Objectives

- Recognize importance and role of a comprehensive evaluation.
- Discuss foundations of a comprehensive evaluation.
- Identify components of a comprehensive evaluation.

What is a comprehensive evaluation?

What questions do you have about comprehensive evaluations?

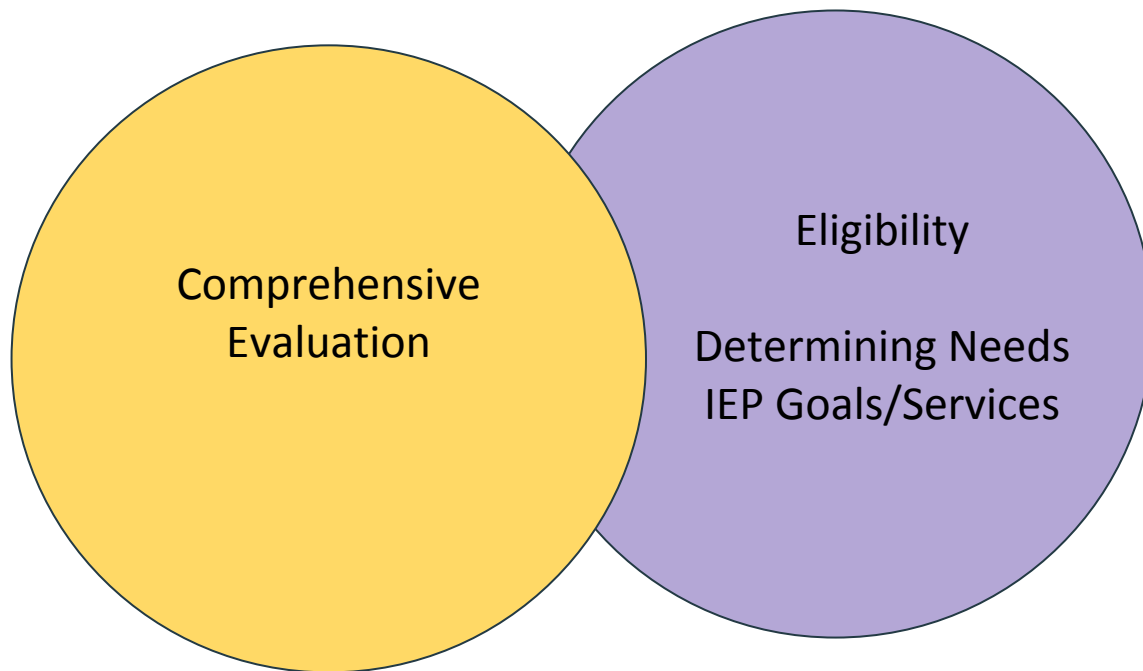


Role of comprehensive evaluation:

A comprehensive evaluation is a tool that helps teams identify student needs and **accurately** identify what is impacting the students ability not to learn (academics and beyond).

From there... determine appropriate eligibility, and meaningfully develop an IEP that provides FAPE for the student.

Comprehensive Evaluation: The bigger picture..



Two questions that need to be answered:

- Why is the student not learning?
- What needs does the student have?



Importance

Why is that important?



****There should always needs to be clear linkages between comprehensive evaluation and IEP.****

Without it...



Decisions are made based on opinion, tradition, or power vs. Decisions based on sound objective data.

Assessment Plans

Question

Who completes the assessment plan
in your school?

Who knows the answers to the two
questions?



It takes multiple perspectives to understand students with disabilities.

Use a multidisciplinary team approach. Having rich discussions across disciplines enables all on the assessment team to adequately assess the student (i.e. identify level of need, choose targeted intervention, and/or plan individualized programming.)

A good rule of thumb...

Whenever an assessment plan is completed the person who is doing the assessment is included in the discussion. Assessment plans **should not be a surprise** to those receiving them. They should not be completed by individuals that don't understand the assessments being recommended.

How could not including the practitioners completing the assessment plan in the process limit a comprehensive evaluation?

How this could look...

Before an assessment plan is decided on a group of multidisciplinary team members meet to discuss the referral and ask this question, “Based on this referral and what we know about the student (existing data): What areas do we need to assess to determine why the student is not learning and understand thier needs?”

This doesn't have to be a long discussion but should be comprehensive.

Example-Bart Assessment Plan Development

Concerns from referral:

withdrawn/anxious

low reading fluency

squints when reading

moved a lot-adjustment

Who to include in planning assessment:

School Psychologist

School Nurse

School Counselor/Social Worker

The referral.



A word about all areas of need...

Comprehensive means comprehensive. :) Data and information can come from multiple sources.

Always be listening to what people are saying. Ask questions that help you better understand **all areas of need**.

**More Information=More Comprehensive
Evaluation**

34 CFR 300.304(c)(5)

Key Point

A ideal referral will document ***all areas of need*** for the student, be ***specific***, and include ***any information*** that might be impacting the student's lack of performance.

This is a primary disconnect... Often referral questions boil down the a statement that the student is underperforming.

I wish happened that way but...



Has this ever happened to you?

Start an evaluation and discover that the student has more needs than are outlined in the referral.

Now what?

Always remember that comprehensive means comprehensive. If new information comes to light and more evaluation needs to be done amend the consent for evaluation contact the parent and add assessments that are needed.

Can you imagine a doctor saying...

Always remember our two questions:

- Why is the student not learning?
- What needs does the student have?

Only when those questions can be answered can the evaluation be considered comprehensive.

But what if it's a perceived need.

Happens all the time... It should be noted in the evaluation report that that a concern was reported and enough data included to show the need was ruled out.

Example

During the parent interview on 1/1/20 with School Psychologist, NCSP Mr. Lyman expressed concerns that Bart has difficulty paying attention and completing assignments. Bart was observed on 1/10/20 by School Psychologist in both his math and language arts classes for approximately one hour. During those observations Bart was on task 88% of the time, as compared to peers who were on task 92% of the time. Additionally, Mrs. Teacher and Mrs. Teacher reported that Bart generally sits in his seat appropriately, looks at materials during instruction, and works independently when required. He currently has an 85% in math and 82% in language arts.

Comprehensive Evaluation

What does comprehensive mean?

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. 34 CFR 300.304(c)(6).

Components-Comprehensive Evaluation

1. Review of existing evaluation data
2. Variety of tools and strategies
3. Information provided by the parents
4. Observations
 - a. Classroom based observations
 - b. Observations by teachers and related service providers
 - c. In environment that directly relates to areas of concern

Bart-Evaluation

Anxiety

Interview: Both the teacher and parent report that Bart is anxious at home and school. He often expresses worry about things he can't control and is unable to finish activities because he is worried about something else.

Observation: Bart is clearly withdrawn at school from peers. He isolates and looks worried most of the time.

Bart-Evaluation

Anxiety

Checklists: Bart has elevated scores in the anxiety domain across domains.

Reading Fluency

Cognitive Testing: Bart has a lower processing speed score.

Academic Testing: Bart is significantly below what would be expected on tests of reading fluency.

Bart-Evaluation

Eye Sight

Bart passed all vision screenings. An evaluation was completed by a local opthamologist that ruled out any vision related issues.

Adjustment

Interviews: Interviews with Bart, his parent, and two teachers suggest that Bart is having difficulty making friends and feels out of place at school because he doesn't understand rules and routines.

Bart-Supports

Team determines that Bart does qualify for services as a student with a disability.

Team actions include:

Two IEP goals for counseling services focused on social skills (friendshipping) and learning strategies to help manage anxiety.

One IEP goal for reading fluency.

Bart-Supports

The social worker and his teacher have agreed to consult with Bart multiple times over the next three weeks to orient him to the schools routines and rules.

Accommodations for his processing speed challenges include additional time, reduction of homework to only relevant required material.

Bart is working on a communication system where he can let his teacher know he is not understanding without drawing attention of his class.

How did the team do?

1. Multidisciplinary team approach.
2. Appropriate/Varied evaluation measures. Including observations.
3. Input from multiple sources including teachers, parents, student being assessed.
4. Clear link between evaluation results and recommendations to address student needs.

Assessments

What model of assessment do you use?

Historical Model of Assessment

- ☐ Teacher noticed a student was having difficulty.
- ☐ Specific deficits that appear to be the cause of a student's difficulty were identified.
- ☐ Student was referred to a multidisciplinary team who evaluated the student.
- ☐ Eligibility was determined.
- ☐ An individualized education program (IEP) was put in place for eligible students.

Outcomes

- ☐ Increasing rates of children referred for assessment and subsequently receiving special education services.

Contemporary-Problem Solving Model

- ☐ Emphasizes finding a solution rather than determining eligibility or finding an alternative placement.
- ☐ Various methods of intervention and assessment are utilized and documented before referral and evaluation for special education services.
- ☐ Interventions may or may not include special education services.

Assessment done...

By the right people, using the right instruments, at the right time.

Assessments help answer the questions (1) if the child is a child with a disability; and (2) the child educational needs.

34 CFR 300.301 (c)(2)

Specific Assessment Procedures under IDEA

1. Not discriminatory
2. Native Language
3. Valid and Reliable
4. Tailored
5. Accurate for impaired children
6. All areas
7. Coordinated
8. Comprehensive
9. Direct Assistance
10. Technically Sound

LRP 2007 What I do When...The Answer Book on Special Education Practice and Procedures

Needs can be assessed in a variety of ways.

Non-Standardized (Informal)

Review of existing data

Observation

Interviews

Teacher made assessments

Standardized (Formal)

WISC, WJ-4, KTEA, BASC, ABAS etc.

Something To Remember

Reviewing and making determinations based on assessment is a complex process. It is important to have team members that have an in depth understanding of assessment, its role, and recommendations that can be made for improvement.

We want to be sure that appropriate recommendations are being made that positively impact students and their development.

Eligibility Report

Eligibility Report

Once the evaluation is complete, a report must be generated to summarize assessment results. 34 C.F.R. §300.306(a)(2).

Upon completion of the administration of assessments and other evaluation measures –The public agency provides a copy of the evaluation report and documentation of eligibility at no cost to the parent.

The Eligibility Report includes:

- ❑ The name and position of all those administering assessments.
- ❑ The date of the eligibility determination.
- ❑ List of assessments administered.
- ❑ Clear referral statement outlining all areas of need.
- ❑ Information about student's present level of performance in all suspected areas of need.
- ❑ Uses variety of data sources to establish present level of performance in different areas.
- ❑ Information about how the student's abilities/challenge areas affect his or her educational performance.
- ❑ Summary statement synthesizing comprehensive evaluation data.
- ❑ Recommendation by evaluator about what disability student's data aligns with, while recognizing all eligibility decisions are part of the multi-disciplinary teams role.
- ❑ General recommendations for intervention and/or accommodations, based on evaluation data.
- ❑ Recommendations are related to student need and **implementable by team.**
- ❑ If ELL Student: Confirmation and supporting data that the disability is not due to Limited English Proficiency.

Also helpful:

- ❑ Language in the report is parent/teacher friendly and limits educational/statistical jargon.
- ❑ Parent/Caregiver can read the report/summary and understand what the results were and next steps.
- ❑ Narrative includes both strengths of the student and challenges.

Wrap-Up

Activity: Takeaways.

What is one practice that you will take away from this training and implement immediately?

What are two new things you learned or were reminded about?



Questions?

Contact Information

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