



# AZ-TAS

## **EVALUATION AND ELIGIBILITY**

### **Processes and Procedures From Referral to Determination of Eligibility**

Exceptional Student Services  
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## Table of Contents

<i>Introduction</i>	3
<i>Child Find</i>	3
<i>Response to Intervention</i>	5
<i>Referral</i>	5
<i>Review of Existing Information</i>	5
<i>Parent Consent for Evaluation</i>	6
<i>Initial Evaluation</i>	7
<i>Determination of Eligibility</i>	8
<i>Additional Procedures for Identifying Specific Learning Disabilities</i>	9
<i>Reevaluations</i>	10
<i>Final Steps Following Reevaluation</i>	11
<i>Appendix A: Sample Forms</i>	12
Review of Existing Data for Evaluation	13
Parent Consent for Evaluation	15
Evaluation Report	16
Evaluation Checklist	16
Child with Autism (A)	17
Child with Emotional Disability (ED)	18
Child with Hearing Impairment (HI)	19
Child with Mild Intellectual Disability (MIID)	20
Child with Moderate Intellectual Disability (MOID)	21
Child with Multiple Disabilities (MD)	22
Child with Multiple Disabilities with Severe Sensory Impairment (MDSSI)	23
Child with Orthopedic Impairment (OI)	24
Child with Other Health Impairment (OHI)	25
Child with Severe Intellectual Disability (SID)	26
Child with Specific Learning Disability (SLD)	27
Child with Speech or Language Impairment (SLI)	29
Child with Traumatic Brain Injury (TBI)	30
Child with Visual Impairment (VI)	31
Child with Development Disability (DD)	32
Child with Preschool Severe Delay (PSD)	33
Non-Eligible Child.	34
<i>Appendix B: Federal and State Statutory and Regulatory References</i>	35
<i>Appendix C: Categories of Eligibility</i>	36
<i>Appendix D: Evaluation Definitions</i>	37
<i>Appendix E: Evaluation Considerations</i>	39

## **Introduction**

Evaluation is an essential element in the special education process. The IDEA '04 regulations set specific requirements for conducting both an initial evaluation and any reevaluation. It is vital that public education agencies (PEAs) and parents of children suspected of having disabilities be knowledgeable about those requirements.

This document was developed to assist school personnel and parents in navigating through the multidisciplinary evaluation process. The included sample forms may be used as guides in documenting the review of existing data, obtaining parental consent, conducting the individual evaluation, and documenting eligibility.

This document will provide a step-by-step guide to decision making and procedures throughout the evaluation process, including reviewing existing data, determining the need for additional data, obtaining parent consent, conducting the assessment, and determining eligibility, including the use of response to intervention (RTI) as a means of determining eligibility for a student with a specific learning disability.

Included in this technical assistance manual are:

- step-by-step procedures from referral to review of existing data (including the use of RTI), through consent and evaluation to eligibility determination;
- sample documentation forms for parent consent, the review of existing data, the evaluation report summary, and the determination of eligibility;
- a checklist that can be used with any format to guide schools in creating or reviewing multidisciplinary evaluation reports;
- applicable federal regulations, Arizona Revised Statutes (A.R.S.), and Arizona Administrative Code (A.A.C.) citations to assist users in understanding the legal requirements of the evaluation process;
- reference pages to assist teams in identifying appropriate categories of eligibility and citations from federal regulations, Arizona Revised Statutes; and Arizona Administrative Code.
- evaluation definitions and considerations.

## **Child Find**

(34 C.F.R. §300.111)

Under the child find provisions of the IDEA '04 regulations, each PEA must ensure that all children with disabilities who are in need of special education and related services are identified, located, and evaluated. This includes enrolled students as well as others within the boundaries of responsibility of a district (privately schooled, home-schooled, highly mobile, migrant, and homeless children). It also includes students suspected of having a disability who are in need of special education, even though they are advancing from grade to grade. Therefore, the responsibility for child find rests with all staff members who have contact with students.



Once a student is identified as having difficulty in progressing or achieving in any areas of expected growth or learning (academic, social/emotional, behavioral, cognitive, language, or motor skills), the student should be referred for intervention. This intervention may be in the form of a student-study/teacher-assistance team, an RTI process, or some other systemic method for providing early intervening services to assist the student in attaining expected learning or behavioral growth. This initial process is called *prereferral intervention*.

The goal of prereferral intervention is to provide appropriate targeted strategies and interventions to improve the child's rate of learning. This process, available to any student birth through age 21, usually involves general education staff as the primary source of the intervention and uses some system of progress monitoring. When the process is successful, the student gains the targeted skills and continues to progress in the general classroom without needing additional evaluation or special education.

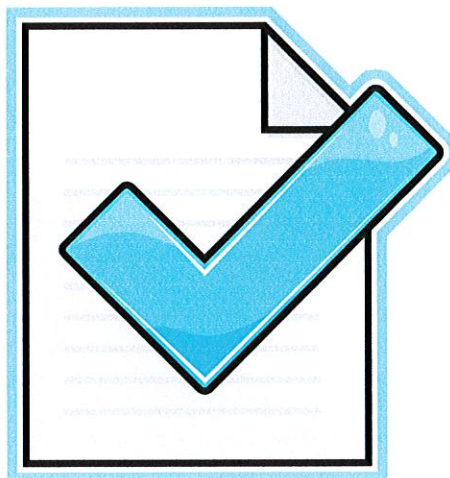
The purpose of prereferral intervention is underscored in the IDEA '04 requirements for determination of eligibility (§300.306):

*A child must not be determined to be a child with a disability under this part if the determinant factor for that determination is:*

- *Lack of appropriate instruction in reading, including the essential components of reading instruction;*
- *Lack of appropriate instruction in math; or*
- *Limited English proficiency.*

Prereferral intervention helps to eliminate these possible causes of underachievement. However, if the student fails to meet the expected learning or behavioral changes despite the targeted interventions OR the student's academic or behavior difficulties are obvious and significant, the student should be referred for an individual evaluation without undue delay.

To be valid, prereferral intervention strategies must involve peer-reviewed, research-based interventions. A process known as response to intervention (RTI) is one effective research-based strategy.



## **Response to Intervention**

(§§300.307–300.311)

Response to intervention, in its broadest sense, is a multitiered early intervention model for supporting school success for all children. This model involves school professionals conducting focused assessments to enable them to prescribe appropriate interventions. This process identifies students' specific instructional needs; provides targeted scientific, research-based interventions based on the needs identified; uses progress monitoring to measure students' response to interventions and verify their effectiveness; and measures students' success in achieving academic or behavioral standards. An important part of RTI is involving parents in understanding their students' instructional needs for academic and/or behavioral interventions.

While the IDEA '04 only addresses the use of RTI in determining the existence of a specific learning disability, the process is highly effective for intervening with any concern involving academics or behavior prior to the consideration of an individual evaluation to determine eligibility for special education. Thus, the use of a response to intervention (RTI) process is highly recommended as an *intervention strategy*. ESS offers districts and charter schools the opportunity to submit an "Assurance Letter" for using RTI in the process of identifying students with specific learning disabilities. The "Assurance Letter," available at the link below, must be filed with Exceptional Student Services prior to using RTI for SLD eligibility <http://www.azed.gov/wp-content/uploads/PDF/SPED09-01.pdf>. Additional information regarding RTI may be obtained from the ADE through <http://www.azed.gov/school-effectiveness/azrti/>.

## **Referral**

Despite the best efforts of schools to remedy deficiencies by using prereferral intervention, some students may not be able to attain the skills needed to make adequate progress in the general curriculum. If a disability is suspected as the underlying reason for this, a student is referred for a full and individual evaluation. An evaluation must occur before the provision of special education and related services. Either a parent of a child or PEA staff may request an evaluation to determine if the student is a child with a disability.

## **Review of Existing Information**

(§300.305)

A PEA must promptly initiate the review of existing data if a child has not made adequate progress after an appropriate period of instructional time or if a parent requests an evaluation.

As part of an initial evaluation, the group of people who would comprise a child's individualized education program (IEP) team and other qualified professionals (as appropriate) review all relevant existing information about a child. Parent consent is not needed to conduct a review of existing data. When reviewing existing data, the team must consider the validity and reliability of the information and the resulting interpretations. When completing the review of existing data, documentation of the information must be provided in each of the following areas in an evaluation report:



- Evaluations and information provided by the parents of the child, including current medical, developmental, and functional status and history and any parentally obtained evaluations;
- Results of any prior special education evaluation(s) and an analysis of that data;
- Current classroom-based, PEA, and statewide assessments, including language proficiency assessments, where applicable;
- Classroom-based observations and prereferral interventions; and
- Observations and input by teachers and related service providers.

Based on the review and input from the child's parents, the IEP team must decide if additional data are needed to determine:

- Whether the child has a disability;
- The educational and developmental needs of the child;
- The present levels of academic achievement; and
- Whether the child needs special education and related services.

While the team may conduct its review without a meeting, input and decision making by all members is essential. If the team determines that additional information is needed, parent consent to collect the additional information must be obtained. The additional information may be in the form of assessment(s), observations, medical reports, or other types of information.

## **Parent Consent for Evaluation**

(§300.300)

The PEA must make reasonable efforts to obtain the informed consent of the parent in order to collect any additional evaluation information after the review of existing data. Each PEA must provide parents with prior written notice and notice of procedural safeguards when proposing to collect additional data.

If the parent of an enrolled student or of a student seeking enrollment in a PEA refuses consent for initial evaluation or fails to respond to a request for consent to evaluate, the PEA may, but is *not required* to, pursue the initial evaluation of the child through due process procedures. The PEA will not violate its obligation under child find and evaluation regulations if it declines to pursue an evaluation in this case.



## **Ward of the State**

If the child is in the custody of the State and the parents' educational rights have been suspended or all rights have been terminated, consent may be given by another adult who meets the definition of parent found in §300.30. If no other adult meets the definition of parent, the PEA should petition the Arizona Department of Education to appoint a surrogate parent. In these cases, the surrogate parent appointed to represent the child then makes the educational decisions regarding consent for special education evaluation.

### **Parent Cannot Be Identified or Located**

If a PEA cannot identify or discover the whereabouts of a child's parents despite reasonable efforts to do so or if the child meets the criteria of an unaccompanied youth as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434 a (6)), a PEA should petition the Arizona Department of Education to appoint a surrogate parent. In these cases, the surrogate parent appointed to represent the child then makes the educational decisions regarding consent for special education evaluation.

### **Initial Evaluation**

(§§300.301; 300.304; A.R.S. §15-766; A.A.C. R7-2-401.E)

Once informed parent consent to gather additional data has been obtained, an evaluation and eligibility determination must be completed within 60 calendar days of the date of the consent. This time period may be extended for an additional 30 days if the school and the parent agree in writing that the extension is in the child's best interest.

If a parent repeatedly fails or refuses to produce the child for evaluation or if a child enrolls in a school of another PEA after the timeline has begun, the 60-day timeframe does not apply. In the latter instance, the parent and the subsequent PEA may agree to a specific time when the evaluation will be completed.

The initial evaluation shall include all aspects of evaluation determined necessary by the IEP team as a result of the review of existing evaluation data. It should also include all components required under A.A.C. R7-2-401.E.6, as appropriate.

In conducting the evaluation, the PEA must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining eligibility and deciding upon the content of the IEP (including information to enable involvement and progress in the general education curriculum and participation in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child has a disability and for determining an appropriate educational program; and
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

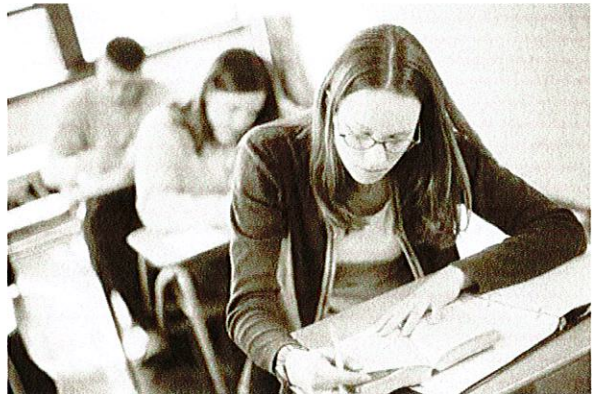
The team must ensure that tests and other evaluation materials:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
- Are used for the purposes for which the assessments or measures are valid and reliable;
- Are administered by trained and knowledgeable personnel; and
- Are administered in accordance with any instructions provided by the producer of the assessments.



The team must also ensure the following:

- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- Assessments are selected and administered to ensure that if they are administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level (or whatever is meant to be measured) rather than reflecting the child's impaired skills (unless those are the skills being measured);
- If the child is limited English proficient, the assessments measure the extent to which the child has a disability and needs special education rather than measuring the child's English language skills;
- The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- Assessments of children who transfer from one PEA to another within the same school year are coordinated with the prior school to ensure prompt completion of full evaluations;
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not they are commonly linked to the disability category in which the child has been classified; and
- Assessment tools and strategies provide relevant information that directly assists a team in determining the child's educational needs.



## **Determination of Eligibility**

(§300.306; A.R.S. §15-761; A.A.C. R7-2-401.E)

When the review of existing data, administration of any assessments and other evaluation measures are complete, the final step in the evaluation process is to review and discuss all evaluation information. A group of qualified professionals and the parent determine whether the child has a disability, as defined in §300.8 and A.R.S. §15-761. The team must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior;
- Ensure that information obtained from all these sources is documented and carefully considered; and
- Provide a copy of the evaluation report to the parent at no cost.



A child may not be determined eligible if the determinant factor for that determination is:

- Lack of appropriate instruction in reading, including the essential components of reading instruction;
- Lack of appropriate instruction in math; or
- Limited English proficiency.

A child can only be determined eligible for special education services if the child's disability meets the eligibility criteria in the definition of a child with a disability, the disability impacts learning and there is a need for specially designed instruction. The team must document this eligibility by describing the applicable criteria within the body of the report or by using an appropriate eligibility form. (Eligibility forms for all disabilities are included in this technical assistance document in Appendix A.) At a minimum, there must be clear evidence that the team made the determination after careful consideration of all information obtained and that the child meets the appropriate eligibility criteria.

### **Additional Procedures for Identifying Specific Learning Disabilities**

(§§300.307–300.311)

A PEA has two options for identifying a child with a specific learning disability (SLD):

- Using a discrepancy model to determine if there is a significant difference between intellectual ability and achievement; or
- Using a State-approved response to intervention (RTI) process.

If a PEA chooses to use RTI as their process, the RTI process must include all required components and **must** receive prior approval from the Arizona Department of Education/Exceptional Student Services.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the team must consider, as part of the evaluation described in 34 CFR §300.304 through §300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general class settings, delivered by qualified personnel;
- Student behavior(s) that are relevant to school performance; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which is provided to the child's parents.

This consideration is a requirement no matter which option for identification is chosen.

For the purposes of identifying a student with a specific learning disability, the following conditions must not be the determining factor of the disability: visual, hearing, or motor impairment; intellectual disability; emotional disability; limited English proficiency; environmental, cultural, or economic disadvantage; or lack of appropriate instruction in reading or math.

### **Additional Team Membership for SLD Determinations**

In addition to the IEP team membership requirements, the team that determines if a child qualifies as a child with a specific learning disability must include:

- The child's regular teacher or, if there is not a regular teacher, a general classroom teacher who is qualified to teach a child of the same age; and
- At least one person certified to conduct the diagnostic examination of the child such as a school psychologist, speech-language pathologist, or math or reading specialist. The specific specialty depends on the nature of the child's suspected disability.

This group makes the determination of eligibility for a child with a specific learning disability, using the criteria outlined in §§300.309(a)(1)–(3); 300.309(b); and 300.310.

### **Specific Documentation for the SLD Eligibility Determination**

The documentation of the eligibility determination must contain the statements described in §300.311(a)–(b). These requirements are detailed on the Determination of Eligibility form for SLD located in Appendix A.

### **Reevaluations**

(§§300.303–300.311; A.R.S. §15-766; A.A.C. R7-2-401.E)

In accordance with IDEA '04, a PEA must conduct a reevaluation if the PEA determines that the educational or related services needs of the child warrant a reevaluation or if a parent or teacher requests a reevaluation. Consequently, a reevaluation must be done when a student improves significantly and may no longer need special education, when little or no progress is being made, or when a parent or teacher requests a reevaluation.

However, the IDEA limits reevaluations to not more than one a year, unless the parent and PEA agree otherwise. Reevaluations must be conducted at least once every three years, unless the parent and PEA agree that a reevaluation is unnecessary. If a reevaluation is unnecessary, even the first step of reviewing existing data is not required. However, the PEA should ensure that any decision not to reevaluate is mutual. The PEA should give the parent a prior written notice of the agreement and/or obtain a signed, dated agreement not to reevaluate the child. Evidence of this agreement should be retained in the child's special education file.

### **Reevaluation Considerations**

All of the considerations referred to in the initial evaluation procedures also apply to reevaluations.

### **Review of Existing Evaluation Data**

The review of existing evaluation data must be a part of any reevaluation. Using information from the review of data and input from the child's parents, the reevaluation team must identify what additional data, if any, are needed to determine:

- Whether a child continues to have a disability and the educational needs of the child;
- The present levels of academic achievement and related developmental needs of the child;
- Whether the child continues to need special education and related services; and



- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

The team may conduct its review without a meeting. Once the team has identified what, if any, additional data are needed, parent consent to gather the additional data must be obtained.

### **Requirements if Additional Data Are Not Needed**

There are occasions when the wealth of information contained in a child's file and reviewed by the IEP team provides ample documentation of the child's continued eligibility and the necessary content for the IEP. When no additional assessments are needed, the PEA must still notify the child's parents of

- The determination that no additional data are needed and the reasons for the decision; and
- The parents' right to request any assessments to determine continued eligibility and educational needs.

### **Final Steps Following Reevaluation**

(§300.306; A.R.S. §15-761; A.A.C. R7-2-401.E)

When the review of existing data, administration of any assessments and other evaluation measures are complete, the final step in the reevaluation process is to review and discuss all evaluation information. The IEP team must determine eligibility in the same manner as that described in the initial determination.

### **Evaluations before a Change in Eligibility**

With the exception of the occasions noted below, a PEA must reevaluate a child with a disability before determining that the child no longer qualifies for special education. The evaluation may consist of a review of existing evaluation data, some additional assessment, or an entire comprehensive evaluation, based on the IEP team's decision as to what information is needed to make the decision.

Exceptions that do not require an evaluation to terminate services:

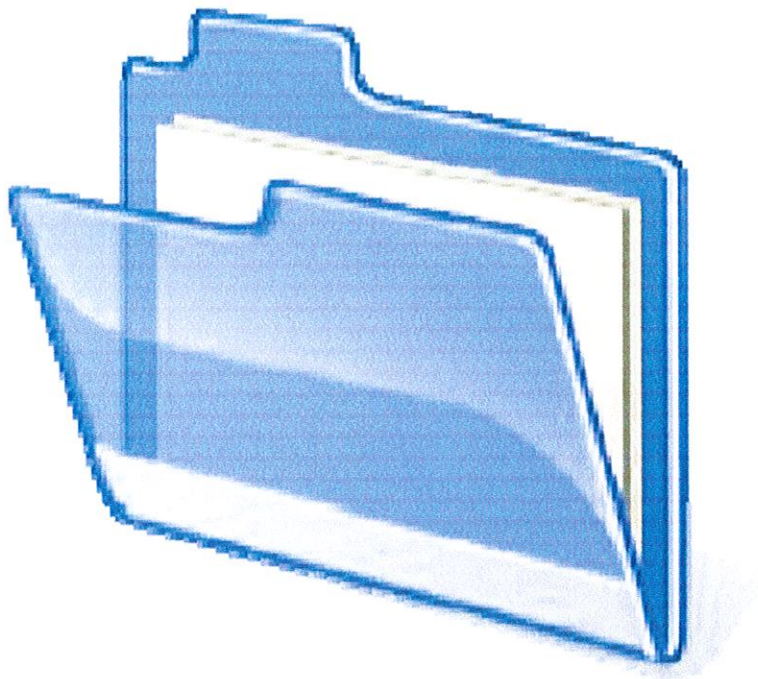
- Graduating from secondary school with a regular diploma; or
- Exceeding the age eligibility for FAPE under Arizona law.



For students whose eligibility terminates due to the exceptions above, the PEA must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting his or her postsecondary goals.

## **Appendix A: Sample Forms**

The following sample forms can be used to document the evaluation process and all required components. Using the sample forms is one way IEP teams can document the review of existing data, parent consent to gather additional data, and after consideration of all data, the resulting decisions.





## Review of Existing Data for Evaluation

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ SAIS# \_\_\_\_\_

Date Review Completed \_\_\_\_\_ Student's Language Proficiency \_\_\_\_\_

Vision Screening Date \_\_\_\_\_ Results \_\_\_\_\_

Hearing Screening Date \_\_\_\_\_ Results \_\_\_\_\_

### Review of Existing Data by the Multidisciplinary Evaluation/IEP Team (§300.305(a)–(e); §15-766.B)

Information provided by the parents, including **current** developmental, medical, functional information, and history, including any parentally obtained evaluations:

Summary of any prior special education evaluation(s), including dates and significant results:

Current classroom-based assessment scores and performance in the general curriculum, which could include educational history:

Teacher and, as appropriate, current related service provider observations and input, and for an initial evaluation, any pre-referral interventions:

Results of formal assessments such as AIMS or PEA-wide assessments, including language proficiency assessments where applicable:

Educational problems related to or resulting from reasons of educational disadvantage, racial, and/or cultural considerations:

Classroom-based observations:

### **Consideration and Identification of the Need for Additional Data to Be Collected**

Is the existing information sufficient to determine:

- Whether the child has a particular category of disability or continues to have a disability?
- The present levels of academic and functional performance and educational needs of the child?
- Whether the child needs or continues to need special education and related services?
- And whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum?

**YES** † the information is sufficient. Summarize the team's reasons in the box below and proceed to the determination of eligibility.

If existing data are sufficient to determine the above information, summarize the basis for the team's determination.

***For reevaluation only, parents were notified of their right to request additional assessments to determine whether the child continues to be a child with a disability. †***

**NO** † additional data are needed. List the information that needs to be collected below.

**Team members involved:**



## Parent Consent for Evaluation

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ SAIS # \_\_\_\_\_

After reviewing existing evaluation data, the IEP team has determined that your child requires additional assessment(s) to determine if the child has a disability and the resulting educational needs. Your written consent is required before we gather the additional data. Your consent is voluntary. You may revoke your consent at any time during the evaluation, which will halt any further assessment. Such revocation does not alter consent for any evaluation that has already occurred.

### Components of the evaluation may include:

- ☐ Intellectual Assessment
- ☐ Emotional/Behavioral Assessment
- ☐ Speech-Language Assessment
- ☐ Fine Motor Assessment
- ☐ Gross Motor Assessment
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Records resulting from this evaluation may only be released to third parties with your express written consent. However, under the Family Educational Rights and Privacy Act, records may be released without your consent to another school in which your child is seeking to enroll.

Upon completion of the evaluation, you will be invited to attend a meeting to review the evaluation results and to help make a determination of eligibility.

- ☐ I have received a copy of the parent's Procedural Safeguards Notice.
- ☐ I give permission for my child to receive an individual evaluation.
- ☐ I refuse permission for my child to receive an individual evaluation.

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluation Report

Following the completion of evaluation, a comprehensive report must be developed and maintained in the student's file. An evaluation checklist is provided below to assist teams in the development of such a report.

### Evaluation Checklist

*Use this checklist to assist in creating a comprehensive report format that includes all the required components and considerations.*

#### Biographical Information

- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="checkbox"/> Student name         | <input type="checkbox"/> DOB                       | <input type="checkbox"/> Student ID# |
| <input type="checkbox"/> New eligibility date | <input type="checkbox"/> Previous eligibility date |                                      |
| <input type="checkbox"/> Current vision       | <input type="checkbox"/> Current hearing           |                                      |

#### Review of Existing Data

- ☐ Review of Existing Data form is included in the report OR the text of the report includes all of the information indicated on the Review of Existing Data form.

#### Documentation of Additional Data

- ☐ Results of any additional data are reported in a comprehensive manner.

#### Summarize the Evaluation

- ☐ Discussion and documentation of the present levels of educational performance and educational needs are included.
- ☐ Discussion and documentation of any impact of educational disadvantage, lack of appropriate instruction in reading or math, or limited English proficiency are included.
- ☐ The appropriate category of eligibility form is included OR the text of the report includes all of the information indicated on the eligibility form.
- ☐ The evaluation and eligibility determination team membership is indicated in the report.



## **Appendix D: Evaluation Definitions**

### **Accommodations**

Provisions made to allow a student to access and demonstrate learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made to provide the student equal access to learning and equal opportunities to demonstrate knowledge.

### **Adaptations**

Changes made to the environment, curriculum, instruction, and/or assessment practices for a student to be a successful learner. Adaptations include accommodations and modifications. Adaptations are based on an individual student's strengths and needs.

### **Assistive Technology Device**

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such a device.

### **Assistive Technology Service**

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device, such as the evaluation of the needs of the child including: a functional evaluation of the child's customary environment; purchasing or leasing assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices; training or technical assistance for the child or that child's family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

### **Modifications**

Substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

### **Observations**

Formal and informal documentation of student performance. Examples include the following:

#### ***General Observations***

Examples of observations completed by teachers, related service providers, parents, and/or other members of school staff, could include informal reflections on a student's performance and/or formal observations completed in a structured setting. Considerations to include in observations could include numbers in a learning group, subject matter of the instruction, the behavior of the student as compared to peers in class, and/or the relationship of the behavior to academic functioning.

#### ***Observations During Testing***

Examples of observations during testing could include characteristic(s) or behavior(s) that may have an impact on the evaluation process or results.

***Observations in Other Settings***

Examples of observations in other settings could include activity level (calm, hyperactive, reticent, persistent, gives up easily, etc.), attention (adequate, interested, easily distracted, situational, etc.), maturity, and adult relationships (friendly, hostile, indifferent, silly, etc.).

***Interviews/Reviews of Records***

Examples of interviews or review of records could include a discussion as to how these interviews/records impact the student in the learning environment.



## **Appendix E: Evaluation Considerations**

### **Cultural Disadvantage**

Examples of cultural disadvantage to consider include language, values/expectations, and/or parental involvement.

### **Economic Disadvantage**

Examples of economic disadvantage to consider include issues of income and poverty, involvement with other social agencies, family history, family illness, natural economic disasters, and/or lack of community resources.

### **Educational Disadvantage**

Examples of educational disadvantage to consider include poor attendance, number of schools attended, retentions, teaching effectiveness, student-teacher relationships, lack of preschool services, and/or lack of community resources.

### **Educational History**

Educational history examples include previous school attended, retentions, previous grades, discussions of previous interventions, discussions of previous evaluation results, comments from current teacher(s), and/or attendance patterns.

### **Educationally Relevant Medical Information and Developmental History**

Examples of educationally relevant medical information and developmental history include pregnancy and delivery, developmental milestones, hospitalizations, explanations of visual–auditory history (vision and hearing screenings, glasses, hearing aids, auditory trainer), fine/gross motor status, prenatal conditions, accidents, illnesses, injuries, medical conditions, and/or medications (current, significant medications, history).

### **Environmental**

Examples of environmental considerations include socioeconomic status, community experience, family history, and/or family mobility.

### **Family History**

Examples of family history include family structure and recent changes in family structure, occupation of parents, education level of parents, number of and age(s) of siblings, histories of disabilities, birth defects, etc., determination of primary language of home/child and how the determination was made, and/or other relevant cultural issues.

### **Lack of Instruction**

Examples of lack of instruction may include a lack of appropriate instruction in reading or math, including the essential elements of reading, or lack of a consistent curriculum linked to the Arizona standards.

### **Limited English Proficiency**

Limited English proficiency means that English is not the native/primary language of the child and that the child has difficulties in English language comprehension and/or expression due to second language learning issues.

### **Reason for Referral**

Examples of reasons for referral include the initiation of referral (who? what? why?), the reasons (reevaluation, specific skill deficits), and the suspected area(s) of disability.