

Step Four: Evaluation for Special Education

During an evaluation for special education...

Our family may:

- ❖ Share with the team what we feel is important about our child and family;
- ❖ Ask questions about anything that is unclear about the evaluation, referred to as a Full and Individual Initial Evaluation, to determine if our child is eligible for special education;
- ❖ Work with the team to schedule evaluation activities at our child's best time, perhaps mornings or after naps.

Early ACCESS staff will:

- ❖ Share records, evaluation, and assessment information on file;
- ❖ Invite special education staff to observe our child;
- ❖ Answer any questions our family and the special education teams may have;
- ❖ Contact the Area Education Agency if our child is potentially eligible for special education services.

Special education staff will:

- ❖ Explain and plan the evaluation for special education with our family;
- ❖ Locate records and evaluation information already on file;
- ❖ Decide what new information is needed;
- ❖ Provide a team to evaluate our child;
- ❖ Complete the evaluation and share the results with our family prior to our child's 3rd birthday.

IEP team will:

- ❖ Set up a meeting to go over the results of the evaluation and make plans for our child's next steps.

Summary: Special Education Evaluation

- ❖ We must give written consent for a special education evaluation to occur.
- ❖ It is important to share with the evaluation team what our child likes to do, is interested in, and how well they do during daily routines and activities.
- ❖ Information for the evaluation may come from reviewing our child's records in Early ACCESS, interviewing us and providers, observing our child during activities, and completing tests and assessments. Some of the information may be gathered in natural, play-like settings or other assessment activities.

Some of the areas looked at by our team during an evaluation, may include:

- Hearing and vision
- Health and medical history
- Developmental history
- Thinking and problem solving (cognitive or academics)
- Talking, listening, and understanding (communication)
- How your child moves (fine motor; gross motor, physical)
- Self-help skills (adaptive behavior)
- Interactions with others (social/emotional behavior)

Some questions to ask:

- What will be done as part of the evaluation and why?
- What information might the team expect to learn?
- What does our family want you to know about our child?
- May a family member be present when our child is evaluated?
- How can we help?

Tasks for Step Four:

- ✓ Records from Early ACCESS were reviewed.
- ✓ Evaluation by the multidisciplinary team was completed within the allotted time.
- ✓ Information from our family was considered.
- ✓ Our family was introduced to the Family Educator Partnership program in our area.
- ✓ The meeting to go over the results of the evaluation and plans for our child is scheduled.



NOTES:

Additional step four resources in appendix:

- A Look at Our Child's Development

Step Four: Evaluation Additional Resources

- A Look at Our Child's Development

A Look at Our Child's Development

<i>Area of development:</i>	<i>Some things our child knows or can do in this area:</i>	<i>Some things I would like our child to learn in this area:</i>
<p>Communication/Language: This area includes skills such as naming objects, answering questions, listening, and following directions through the use of gestures, signs, pictures, or verbal language.</p>		
<p>Self-Help: This area includes the skills of daily living such as dressing, feeding, toothbrushing, and toileting.</p>		
<p>Cognitive: This area involves skills in thinking and problem solving including pre-math (counting, matching colors, and sorting things) and pre-reading (enjoying books, looking at the pictures, listening to stories, having favorite books and characters).</p>		
<p>Fine Motor: Activities in this area involve the small muscles that you use when doing things like stringing items, using play dough, building with Legos, and exploring use of pencils and markers.</p>		
<p>Gross Motor: Activities in this area involve the large muscles of the body such as walking, jumping, running, catching, and throwing.</p>		

<p>Social/Emotional: This area includes doing tasks independently of parents, sharing, taking turns, following rules, participating in routines, playing by self and with others.</p>		
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