

Preschool Universal Supports ETR Part 1 Transcript

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The Essential Preschool ETR

Part 1: Evaluation Team Report (ETR) Preschool

Opening slide:

The preschool Essential ETR module is presented in two separate parts. The module provides a detailed overview of the Evaluation Team Report – ETR process for preschool age children.

The ETR process is required by the Individuals with Disabilities Education Act (IDEA) and the Ohio Operating Standards for the Education of Children with Disabilities in order to establish the presence of a qualifying disability, or disabilities, of a child suspected to have a need for special education services and supports from ages 3 through 21 years old.

Please be aware that when using the dynamic version of the forms, you will need to complete all preschool areas.

This is Part 1 of the module focusing on referral, planning and Individual Evaluator Assessment reports.

Slide 2: Referral for Evaluation

The ETR process begins with a referral for a child who is struggling with functional, developmental, and/or academic readiness areas. A parent, Part C provider, or school staff member may initiate a request for an evaluation either in writing or verbally to the district. The district would provide the parent a copy of the guide to Parent Rights in Special Education, then complete the Referral for Evaluation (PR-04) form. It must be signed by both the person initiating and the person receiving the referral.

Please note that some parents may not be native English speakers. As described by the Individuals with Disabilities Education Act, parents and guardians of students who are learning English have the right to receive all communications regarding special education referral and assessment in a language that is understandable. Written translations and the use of interpreters should be provided to assure that culturally and linguistically diverse parents are informed and able to participate meaningfully in the education of their children and youth. Remember that “Consent” means that “the parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language, or other mode of communication” (Operating Standards 3301-51-01(B)(12)).

Slide 3: Referral from Part C: Transition Planning Conference

If invited by a representative of the Part C system, a school district representative is required to attend a conference to discuss the child’s transition from Early Intervention services to preschool special education services. This conference is called the transition conference or the transition planning conference.

The school district cannot delay or refuse participation in that transition conference because of residency disputes or the absence of a birth certificate. If necessary, the school district may use the days following the transition conference to confirm residency and gather other enrollment

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documentation, or document attempts to gather such evidence. The school district must document participation in the transition conference. The Preschool Transition Conference Optional Form could be used by a district to document their participation.

Slide 4: Transition Planning Conference Timeline

If the transition planning conference occurs not more than 9 months and not less than 46 days before the child's third birthday, then the district is required to have an IEP in place and implemented by the child's third birthday. If the transition planning conference occurs 45 days or less before the child's third birthday or the child is referred to Part C 45 days or less before the child's third birthday, then the district is not required to have an IEP in place and implemented by the child's third birthday and the district would be required to follow the 60-day timeline.

Slide 5: Part C Referral Date

The date of the Part C referral will be the earliest of the following:

- if the transition planning conference or notification from Part C occurs more than 150 days prior to the child's third birthday, **then the Part C referral date will be 150 days prior to the child's third birthday**; or
- if the first notification from Part C is within 150 days prior to the child's third birthday, **then the Part C referral date will be the date the Part C representative first notifies the school district about the child**; or
- if the transition planning conference occurs within 150 days prior to the child's third birthday, **then the Part C referral date will be the date of the transition planning conference**.

First notification is defined as ***the date the district receives the invitation to the Transition Planning Conference (TPC)***.

Determining the earliest of these events allows for the evaluation team to collect current assessment data closer to the child's third birthday.

Slide 6: Process to Determine Part C Referral Date

Based on the rule, the **process** to decide what date will be the Part C referral date is as follows:

- 1) List these 4 dates:
 - What is the child's 3rd birthday?
 - What is 150 days before the 3rd birthday?
 - What is date the district receives the invitation to the TPC?
 - What is date of Transition Planning Conference (TPC)?
- 2) Put the 4 dates in order from the earliest to the latest date
- 3) Using those 4 dates, respond to each of these questions (from the rule):
 - a. Does the date of the transition planning conference date or the date the district receives the invitation to the TPC occur more than 150 days prior to the child's third birthday? If yes, then write down the date that is 150 days prior to the child's third birthday.
 - b. Does the date the district receives the invitation to the TPC occur within 150 days prior to the child's third birthday? If yes, then write down the date the district receives the invitation to the TPC.

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- c. Does the date of the transition planning conference occur within 150 days prior to the child's third birthday? If yes, then write down the date of the transition planning conference.
- 4) The earliest date from your answers to #3 will be the Part C referral date.

Slide 7: PR-04 Referral Date

It should be noted that the date that is documented on the PR-04 form, date received field, is the Part C referral date. If that referral date (PR-04 date) occurs outside of or before the TPC occurs, then the district must get necessary information to complete the PR-04 prior to attending the TPC. The referral date will set federal timelines by which the district needs to complete the ETR and IEP (which may be required to be completed before the child's 3rd birthday in order to be met).

That all sounds a bit complicated, so next, several examples will be provided to explain how the rule would be used to determine the Part C referral date.

Slide 8: Examples of Determining Part C Referral Date

All of the following examples will use a child whose third birthday is June 1, 2021, and the 150 days before the third birthdate is January 2, 2021.

Example 1

In this example, the first notification from Part C (the date the district receives the invitation to the TPC) is November 1, 2020, and the TPC is held December 1, 2020.

Knowing these dates, what would be the referral date?

We would follow steps 1 and 2 from slide 6, writing down the four dates in order from earliest to latest.

The date the district receives the invitation to the TPC is November 1, 2020.

The TPC is December 1, 2020.

150 days prior to the child's third birthday is January 2, 2021.

The third birthday is June 1, 2021.

We would then follow step three in the process, answering the three questions.

- Does the transition planning conference or notification from Part C occur more than 150 days prior to the child's third birthday? YES. The response is yes because the question asks if either of those 2 dates are beyond the 150 days. In this example BOTH the first notification AND the TPC occurred before the 150-day date, Jan 2, 2021. So, we would write down the 150-day date of January 2, 2021.
- Does the date the Part C representative first notified the school district about the child occur within 150 days prior to the child's third birthday? NO

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- Does the date of the transition planning conference occur within 150 days prior to the child's third birthday? NO
- We would then move on to Step 4, determining the earliest of the "yes" responses. Based on those answers, January 2, 2021, would be this child's Part C Referral date which is the 150 days prior to the child's third birthday.

Slide 9 Example 2 Determining Part C Referral Date

In this example, the first notification from Part C (date the district receives the invitation to the TPC) is February 1, 2021, and the TPC is held March 1, 2021.

Knowing these dates, what would be the referral date?

We would follow steps 1 and 2 from slide 6, writing down the four dates in order from earliest to latest.

150 days prior to the child's third birthday is January 2, 2021.

The date the district receives the invitation to the TPC is February 1, 2021.

The TPC is March 1, 2021.

The third birthday is June 1, 2021.

We would then follow step three in the process, answering the three questions.

Does the transition planning conference or notification from Part C occur more than 150 days prior to the child's third birthday? NO

Does the date the Part C representative first notified the school district about the child occur within 150 days prior to the child's third birthday? YES, Feb 1

Does the date of the transition planning conference occur within 150 days prior to the child's third birthday? YES, March 1

We would then move on to Step 4, determining the earliest of the "yes" responses. Based on those answers,

Feb 1 is earlier than March 1, so Feb 1, 2021, is the referral date.

In this scenario the referral date will be before the TPC. A district has 30 days after the referral to decide whether to suspect or not.

In this situation, the Part C referral date will occur before the district has the TPC and may be before the district has any contact with Part C and/or the parent. The district may have to initiate contact with Part C. The district can reach out to the EI Service Coordinator and request that the TPC meeting date be moved up, so that the TPC occurs sooner, or may request parent contact

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information. This will allow the district to gather the necessary information to suspect or not suspect.

Slide 10 Example 3 Determining Part C Referral Date

In this example, the first notification from Part C (date the district receives the invitation to the TPC) is December 1, 2020, and the TPC is held January 15, 2021.

Knowing these dates, what would be the referral date?

We would follow steps 1 and 2 from slide 6, writing down the four dates in order from earliest to latest.

The date the district receives the invitation to the TPC is December 1, 2020.
150 days prior to the child's third birthday is January 2, 2021.
The TPC is January 15, 2021.
The third birthday is June 1, 2021.

We would then follow step three in the process, answering the three questions.

Does the transition planning conference or notification from Part C occur more than 150 days prior to the child's third birthday? YES. The response is yes because the question asks if either of those 2 dates are beyond the 150 days. In this example the notification from Part C (December 1, 2020) occurred BEFORE the 150-day date (January 2, 2021). So, we would write down the 150-day date of January 2, 2021.

Does the date the Part C representative first notified the school district about the child occur within 150 days prior to the child's third birthday? NO

Does the date of the transition planning conference occur within 150 days prior to the child's third birthday? YES, so we would write down the date of the TPC, Jan 15, 2021.

We would then move on to Step 4, determining the earliest of the "yes" responses. There are 2 YES responses and 2 dates that we wrote down, January 2 and January 15. The earliest of these dates is January 2, 2021.

So, January 2, 2021, is the Referral date which is 150 days before the child's 3rd birthday.

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Slide 11: Referral for Evaluation

The reason for an evaluation should be directly linked to the child's performance in the general education curriculum or data pertaining to the child's growth and development, including age-appropriate routines and activities, and be clearly communicated to the planning team. This is documented on the PR-04 and in Part 2 of the ETR.

If a reevaluation, then stating that the reevaluation must be done every three years does not justify why the district proposes a reevaluation or why the child continues to qualify as a child with a disability.

If the child was previously provided services by Part C and/or Part B of IDEA, then please note that a referral for evaluation may not be submitted by school personnel without including data from those settings to address the child's area of deficit or difficulty. Federal and state laws require that "*each school district shall provide interventions to resolve concerns for any preschool or school-age child who is performing below grade-level standards (OAC 3301-51-06(A)(2)).*" This would also include behaviors that interfere with the child's access, participation, or progress in the general education curriculum. A school district could use the 30 days following the referral to collect the necessary intervention data.

If the district believes there is no suspected disability and declines to conduct an evaluation, the district must send the parent a Prior Written Notice (PR-01) stating the action and the reason the district refuses to initiate an evaluation.

The referral date starts the 30-day timeline to inform the parents what the district intends to do and to obtain parental consent for an initial evaluation.

Slide 12: PR-02 Parent Invitation

If the district believes there is a suspected disability and feels an evaluation is necessary, they must provide a Prior Written Notice (PR-01) to the parent(s) that indicates proposal to initiate an initial evaluation. The district must invite the parent to participate in the evaluation planning meeting, by sending the Parent Invitation (PR-02) form to the parent.

The form also indicates other persons that have been invited to the planning meeting. Such as, early intervention (Part C) providers, community, or other preschool providers.

Many parents need as much notice as possible to be able to attend meetings. Parents who have jobs where scheduling is not flexible or have childcare requirements need significant notice to schedule the time off to attend this meeting as well as all other meetings within this process.

Slide 13: ETR Planning

Evaluation planning is a required component of the evaluation process. You must indicate the appropriate planning form (school age or preschool) on the front page of the ETR. The evaluation planning does not require a face-to-face meeting. It can be held over the phone, through email, or other correspondence.

The parents must be included in the planning process, or the district needs to document that the parent declined to participate or was not available after reasonable efforts were made to involve

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them. The parent must be fully informed of all information relevant to the evaluation for which consent is sought, in the parent's native language, or other mode of communication.

The results of the planning meeting must be documented on the planning form which is a component of the Evaluation Team Report (PR-06), and the district must obtain parental consent for an initial evaluation, Parent Consent for Evaluation (PR-05).

Slide 14: Parent Participation

Let's take a closer look at what is meant by "must include the parent" in the ETR planning process.

Consent for the evaluation must be informed consent showing that the parent was involved in and understands the planning process. This must be documented by a signature and date or notation of opportunity to participate on the evaluation planning form.

It is important every effort is made to involve the parent in the evaluation process and to gather any relevant information about the child. Many districts treat this information as optional, yet the Operating Standards are clear that this information is to be part of any initial evaluation or reevaluation unless the parent does not respond or refuses to participate in the process. If the parent refuses to participate, the district must document multiple attempts to engage the parent in the evaluation process.

Attempts to engage the parent may include phone calls, emails, parent invitations sent home with the child, registered letters, meeting the parent in the hallway, parent/teacher conferences, home visits, etc. Reasonable attempts to conduct meetings on additional dates – not simply attempts to include the parent in one single meeting date – must be demonstrated by the district. This can be done on the OP-9 Attempts to Obtain Parent Participation form or a district-created form.

Slide 15: Preschool Evaluation Planning Form

The preschool evaluation planning form has been simplified to show what assessments areas are required for all and what are only required for some situations. At the top of the preschool ETR planning form, there is a space to enter the suspected disability. There may be multiple suspected disabilities selected. You always need to have all relevant assessment elements completed that are necessary for substantiating eligibility for all of the suspected categories.

Additional procedures for identifying children with specific learning disabilities apply to both preschool and school age children. The requirements for the specific learning disability category evaluation are in addition to the preschool comprehensive evaluation requirements. Please note: if suspected learning disability is one of the suspected disabilities and later decided it is not the eligibility determination, Section 3 still must be completed and attached to the ETR.

Links to the operating standards that define the requirement are hyperlinked throughout the planning form. When you click on the link, it takes you to rule in Lawriter.

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Slide 16: Assessment Methods

After the team has decided on one or more suspected disabilities, they will consider what data is available and what assessments need to be administered and complete the planning form table.

There are 2 main sections of this table. The first section indicates developmental areas, and the second section indicates the assessment methods/data sources.

For each Developmental Area, the team decides if there is “Existing Data Available” or if “Additional Data Needed”. The team will document the title of the person responsible for gathering the data and documentation in the assessment methods/data sources section. In cases where both existing data and additional data needed are marked on the planning form, the evaluators must clearly identify which type of data is being referenced within the individual evaluator’s summary of assessment results.

Slide 17: Assessment Methods

Each developmental area must be assessed using at least one of the 5 assessment methods/data sources. AND each assessment method/data source must be used at least once. Remember that the evaluation must be sufficiently comprehensive to identify all of the child’s special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

Note in the last column the addition of “community or preschool program provider”. Including data from a community or preschool program provider is not a new rule but is new to the form. Data from community or preschool program providers is required if the child has attended a program in the past 12 months.

In the table, document the title of the person responsible for gathering the data and documentation (completing the assessment and writing the report of that assessment). Please note with respect to an individual who is limited English proficient, assessments must be given in the child’s native language or other mode of communication and administered in accordance with any instructions provided by the producer of the assessments.

Slide 18: Structured Observations

Structured observations are a required assessment method for all initial evaluations and reevaluations for all disability categories. For preschool, current structured observations are required in more than one setting and during multiple activities. At least one structured observation should occur in a setting familiar to the child.

Prior to any structured observations for evaluation, parental consent is required. Information collected from structured observations completed prior to obtaining evaluation consent (PR-05) may be included in an individual evaluators' report and needs to be discussed with the parent to gain informed consent and then marked as existing data.

Any structured observation conducted as a screener cannot count as one of the required structured observations. For example, an observation conducted by a district in order to determine whether or not to suspect a disability would not count as one of the required structured observations.

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Any observation conducted during an interview, norm referenced, or criterion referenced assessment cannot count as one of the required structured observations for that particular assessor.

Slide 19: Informal Observations

Individual assessors can note informal observations as general impressions within their Part 1 report. The information gathered from informal observations should be used by the ETR team to determine if additional assessments are needed. The information from the informal observations would not be included within any Part 2 summary nor be used to make an eligibility determination. Again, informal observation findings can be noted but would only be used by the team to determine if additional assessments are needed.

Slide 20: Informal Observation Example

For example, an OT is listed on the planning form to conduct a norm-referenced assessment in the area of sensory/motor functioning. During her evaluation she is not able to understand any of the child's verbalizations. When the OT writes her Part 1 report, she should clearly label a section of her report as "general impressions" or "informal observations" and then objectively describe her language experiences with the child. In a separate section clearly labeled as "norm-referenced assessment," she would go on to summarize her findings from the norm-referenced sensory/motor assessment.

The ETR team would consider this informal language information from the OT. Is it consistent with other evaluation assessment data? And if there are inconsistent findings, then are additional assessments needed? Let's say that the SLP conducted a norm-referenced assessment in expressive and receptive language and found the child to be functioning within the average range. For this example, we'll say the team decided that another assessment be administered that targets expressive language and/or articulation. This additional assessment was added to the planning form, discussed with the parent to obtain informal parental consent, with all necessary paperwork completed before administering the assessment.

Slide 21: Current Classroom Observations

"Current" classroom-based observations and observations by teachers and related service providers may already exist for a child since many teachers and related service providers use observations as a method to collect progress monitoring data for annual goals.

The word "current" is not defined in the state or federal rules, but, in general, would be considered by the IEP team to be an observation conducted during the current school year, or at least done within the past 12 months. IEP teams should always use the most current assessment data for evaluations and must consider the relevancy and validity of older assessments.

Slide 22: Observations in More than One Setting

The requirement to have structured observations in more than one setting means that at least two structured observations must occur in different physical locations unless those two observations occur on different days. In other words, if the two structured observations are on different days, then they both can occur in the same physical location.

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If the structured observations take place on the same day, then in order to be considered as different settings, the observations must occur in different physical locations.

Slide 23: Structured Observations

If the planning form indicates that structured observations will be conducted, then individual evaluators must document those structured observations within their Part 1 report. The Part 1 structured observation report should include a summary of the child's functional and/or academic readiness skills and behavior in the specific developmental areas as observed in the child's learning environment, including age-appropriate routines and activities. In addition, the current data included in Part 1 should quantify the child's performance in terms of frequency, duration, intensity, or quality.

Slide 24: Assessments

Assessments and tests used in the evaluation process must:

- be technically sound
- not discriminate based on race or culture.
- be provided and administered in the child's native language or other mode of communication.
- be validated for the specific purpose for which they are being used.
- be administered by knowledgeable persons in accordance with the instructions provided by the test publisher.

Slide 25: Specialized Assessments

For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:

Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;

Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and

An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

The requirements for the specific learning disability category evaluation are in addition to the preschool comprehensive evaluation requirements.

Slide 26: Planning Meeting Participants

The full evaluation team is not required to be present for the ETR planning meeting with the parent. A qualified district representative and the parent are the required members. However, the district representative who participates must be able to communicate the assessment recommendations to the parent effectively to ensure the parent is able to give informed consent and is knowledgeable about the availability of resources of the school district.

The signatures and dates at the bottom of the planning form are the district's documentation that the parent and the appropriate team members were part of the planning process. If the parent does not sign the planning form, the district will need to have additional documentation

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showing reasonable efforts were made to obtain the parent's participation in the evaluation planning process. In order to document this, a district could use the optional form, OP-09. If the parent was unavailable or declined to be involved, documentation must be kept by the district as well as explained on a PR-01 sent to the parent.

Slide 27: PR-05 Consent for Evaluation

Parent consent must be obtained before an evaluation is conducted using the Consent for Evaluation form, PR-05. Parent consent means informed consent. The parent must be involved in the evaluation planning process, have their rights explained to them, and understand what granting permission to conduct an evaluation by the district means. This is especially important for the initial evaluation.

At the end of the evaluation planning meeting, the district should present the parent with the Consent for Evaluation (PR-05). This form documents *informed, written consent* given by the parent or guardian, allowing the district to proceed with the proposed evaluation, assessments, and data collection. A planning meeting or other meeting to inform the parent does not need to be face-to-face and can be held over the phone or virtually, but the consent needs to be written and cannot be verbal consent.

The PR-05 should be date stamped by the district to document the date the district received the signed parental consent. The 60-day timeline to complete an initial evaluation starts on the date the district receives parental consent. If the district does not date stamp the PR-05, the date the parent signed is the start date for the 60-day timeline.

It is important every effort is made to involve the parent in the evaluation process and to gather any relevant information about the child. Many districts treat this information as optional; yet the Operating Standards are clear that this information is to be part of any initial evaluation or reevaluation unless the parent does not respond or refuses to participate in the process. If the parent refuses to participate, the district must document multiple attempts to engage the parent in the evaluation process.

Attempts to engage the parent may include phone calls, emails, parent invitations sent home with the child, registered letters, meeting the parent in the hallway, parent/teacher conferences, home visits, etc. Reasonable attempts to conduct meetings on additional dates – not simply attempts to include the parent in one single meeting date – must be demonstrated by the district. This can be documented on the OP-9 Attempts to Obtain Parent Participation form or a district created form.

Slide 28: Attempts to Obtain Parent Consent

The informed parental consent for a reevaluation need not be obtained if the school district can document that it made reasonable efforts to obtain such consent and the child's parent has failed to respond. Reasonable efforts include: detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits. The optional form, OP-9 Attempts to Obtain Parent Participation, may be used to document a district's attempts.

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Slide 29: Changes to the Planning Form

If during the evaluation process a member of the evaluation team suspects a new disability, determines a different assessment method or tool is necessary or determines anything needs to be added or removed from the planning form then the evaluation planning team must reconvene to address the changes and obtain informed parental consent in writing. This can be done by:

Having the parent sign and date that addition/deletion on the current planning form OR

Completing a new planning form reflecting all of the assessments and the addition/deletion of agreed upon changes with the parent's signature and date at the bottom.

If changes are made to the planning form BEFORE the PR-05 (Consent for Evaluation) has been signed and dated by the parent, then the consent date is the date the consent is signed. This would be the date that starts the 60-day timeline and reported to EMIS. A PR-01 needs to be completed explaining all of the assessments and evaluations proposed in the meeting as well as the changes made.

If changes are made to the planning form AFTER the PR-05 (Consent for Evaluation) has been signed and dated by the parent, then another PR-01 needs to be completed to identify that a change was made to the planning form along with another PR-05 to indicate the parent gives consent to the change(s). The ~~most recent date of consent~~ original date of consent is reported to EMIS and starts the 60-day timeline.

Slide 30: PR-01 (Prior Written Notice) Requirements

The Prior Written Notice (PR-01) must be sent to the parent after the planning meeting, explaining all the assessments and evaluations proposed in the meeting.

Slide 31: Summary of Required Forms for Evaluation

In summary, the team must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic readiness information about the child, including information provided by the parent. These are the forms required throughout the evaluation process:

INITIAL REQUEST FOR EVALUATION (begins 30-day timeline)

- PR-04, Referral for Evaluation is completed by the district team
- A Guide to Parent Rights in Special Education: Special Education Procedural Safeguards Notice (provided to parents)

A. IF DISTRICT DOES NOT SUSPECT A DISABILITY (within 30 days of request for evaluation)

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- PR-01, Prior Written Notice to Parents must be sent to the parents if the district decides not to initiate the evaluation process. The notice needs to state the action and the reason the district refuses to initiate an evaluation.

B. IF DISTRICT DOES SUSPECT A DISABILITY (within 30 days of request for evaluation)

- PR-01, Prior Written Notice to Parents must be sent to the parents if the district decides to initiate the evaluation process.
- PR-02, Parent Invitation must be sent to the parent to invite them to the evaluation planning meeting.
- Evaluation Planning Form (component of PR-06) documents the results of the evaluation team planning meeting.
- PR-05, Consent for Evaluation must be signed by the parent after the evaluation planning meeting. This form may be presented to the parents at the planning meeting to obtain their signature.
- PR-01, Prior Written Notice to Parents must be sent to the parent after the planning meeting explaining all assessments and evaluations proposed.

Slide 32: Evaluation Team Report: Part 1

The Individual Evaluator's Assessment form must be filled out by each evaluator identified by position (or title) on the planning form as being responsible for one or more elements of the evaluation.

The form includes the evaluator name, title or position, areas of assessment or data collected as listed on the planning form, and the evaluation methods and strategies.

Each individual evaluator assessment must match the assessment and evaluation methods/strategy as indicated on the planning form. When combined, all individual evaluators assessments included in the final ETR must address all assessment methods, data sources, and developmental areas documented on the planning form.

Slide 33: Individual Evaluator's Assessment

The individual evaluator's **summary of assessment results in Part 1** of the ETR must be clearly stated in language all team members, including the parent will understand. The individual evaluator's assessment must include the name and type of each assessment or information collected and method of data collection, the date the assessment was conducted, and the interpretation of the assessment results. When summarizing an outside assessment, the same information must be provided as well as who conducted the assessment. Be sure to clearly and concisely cover all areas of each individual assessment tool that was administered including areas of strength, typical performance, and challenge. This section should be a true summary. The summary should convey the child's abilities in each of the areas assessed.

The **educational needs section** must consist of a complete description of educational needs based upon the data provided in the summary of assessment results. The areas of challenge identified in the summary of assessment results that are considered to have educational impact are listed in this section. The educational needs should describe the specific skill deficit areas

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that prevent the child from accessing, participating and/or making progress in the general curriculum (including age-appropriate routines and activities).

In the next section, the evaluator must clearly describe **implications for instruction and progress monitoring** based upon the results of the assessment and description of educational needs. Describe implications for instruction based on the individual needs and strengths of the child. This section should convey what the adult evidence-based strategies might be to address the child's needs as identified in the previous section. It is important to describe these strategies as individualized to the child's needs, not just a standard list of accommodations and/or modifications. Recommendations for prioritizing interventions and supports should be considered. Additionally, the evaluator must include recommendations for progress monitoring techniques that will be efficient/effective in the measurement of student progress.

Slide 34: For More Information

For more information, please visit:

<https://education.ohio.gov/Topics/Special-Education/Federal-and-StateRequirements/Operational-Standards-and-Guidance>

<https://education.ohio.gov/Topics/Special-Education>

For further support, contact your State Support Team (SST). To find your SST, please visit:

<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-SupportTeams>