

Evaluation Procedure for Early Childhood Students Transitioning to Kindergarten and for Early Childhood Students with a Developmental Delay Eligibility

1. The team will meet as a CCC during the beginning of second semester of the student's last year in preschool. At that meeting, discussion will take place concerning the student's eligibility.

Key points:

-Termination of eligibility as a student with a disability is a CCC decision.

-A reevaluation is required before the CCC can terminate eligibility or determine eligibility under a new category.

-A reevaluation is a process that:

**Requires the CCC to review existing eligibilities and data to determine if additional data is needed for educational programming, and for the CCC to make a determination on continued eligibility under an existing disability category or for the need for a new disability category, and*

**May or may not involve the administration of one or more formal assessments.*

2. The CCC must review existing information and determine if any additional data is needed or additional assessments need to be administered as part of the reevaluation. (See Data Review Criterion Checklist)

-If the CCC determines that no additional data is needed, the reevaluation process is complete, and the school is not required to conduct any additional assessments, unless requested by the parent. (See Data Review Criterion Checklist)

Developmental Delay Eligibility

Special Education Services for a student identified with a Developmental Delay who will be kindergarten eligible may not be terminated until the CCC has determined that the student is no longer eligible as a student with a disability.

1. The CCC requests a reevaluation to determine that:

**The student no longer meets the criteria to be identified as a student with a disability OR*

**The student is eligible under a new/different primary disability.*

2. As part of the reevaluation process, the CCC must review all existing data, including information from the parent, and answer the following question:

****Do we need additional data to determine that the student no longer meets the criteria to be identified as a student with a disability?***

****If another disability category is suspected, do we need additional data to determine that the student is eligible under a different disability category?***

3. If the CCC determines that additional data is needed, the school must take the appropriate steps to obtain the additional data in accordance with 511 IAC 7-40-8(o) – *Reevaluation process*

4. When the additional data is obtained, the CCC must reconvene to review the additional data and:

-Terminate the student's eligibility as a student with a Developmental Delay, OR

-Determine the student eligible under a new disability category.

5. If the CCC determines that the student continues to demonstrate academic and/or functional difficulties, but is not eligible under any disability category, the student is not eligible as a student with a disability under Article 7.

TRANSITION TO KINDERGARTEN

DATA Review Criterion Checklist

Name: _____

Date: _____

Preschool: _____

Can identify the following colors:

red blue yellow green pink purple white orange black brown

Can identify these shapes:

triangle square circle rectangle

Can identify the following numerals:

1 2 3 4 5 6 7 8 9 10

Can rote count to 10: yes/no can count objects to 10: yes/no

Can match numeral to group of objects to 10: yes/no

Understands less/fewer and more to 5: yes/no

Knows these upper case alphabet letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Recognizes printed name: yes/no

Is able to identify the letters in first name: yes/no

Can recite (not sing) the alphabet: yes/no

Understands that letters and numbers are different: yes/no

Writing Skills & Work Habits

Holds pencil correctly	yes/no	Cares about work product	yes/no
Traces simple lines	yes/no	Follows directions	yes/no
Uses scissors correctly	yes/no	Draws a person	yes/no
Works without disturbing others	yes/no	Draws a house	yes/no

Self Help

uses bathroom independently	yes/no	knows phone number	yes/no
washes hands independently	yes/no	recites address	yes/no
knows own age	yes/no	knows birthday	yes/no

Academics

big/little	yes/no	first/last	yes/no
long/short	yes/no	over/under	yes/no
same/different	yes/no	opposites	yes/no
in front/behind	yes/no	rhyming words	yes/no
same/different	yes/no		

Classroom Etiquette

takes turns speaking/listening	yes/no	displays impulse control	yes/no
sits & listens to a story/instruction	yes/no	follows teacher directives	yes/no
participates in activities	yes/no	follows classroom rules	yes/no
understands & respects authority	yes/no	walks appropriately in line	yes/no
answers simple questions about a story	yes/no		

Does the child demonstrate any of the following behaviors (*):

Oppositional	yes/no	Defiant:	yes/no
Meltdowns	yes/no	Refusals	yes/no
Angry	yes/no	Limited peer interaction	yes/no
Apathetic	yes/no	Items in mouth	yes/no

Comments:

Completed by: _____

IF THE STUDENT IS MISSING MORE THAN 8 ITEMS OR DISPLAYS ANY OF THESE (*) BEHAVIORS, A REFERRAL FOR TESTING SHOULD BE MADE TO THE SCHOOL PSYCHOLOGIST.