

# Multifactorial Evaluations and IEP Basics

October 25, 2023  
Parent Mentor Presentation



**OLENTANGY SCHOOLS**<sup>SM</sup>  
*Flourish Here.*



# Introductions

Cari Lotko-School Psychologist OOHS

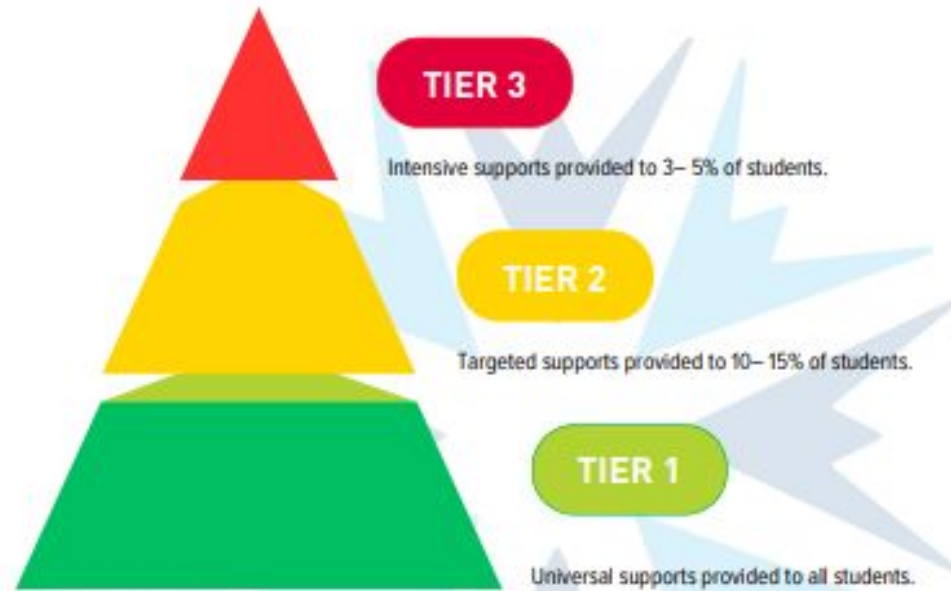
Chandra Earp-School Psychologist SRES

Emily Traut- School Psychology Intern OOHS, OCE



# From parent concern to need for evaluation

## MULTI-LEVEL PREVENTION SYSTEM



TIER 1	TIER 2	TIER 3
Effective implementation of research based curriculum	In addition to Tier 1/Core instruction	More intensive than Tier 2
Data-driven differentiated instruction	Evidence-based intervention	Individualized to address student need
Enrichment opportunities	Vary time or intensity	Can be in collaboration with specialists



# Multifactored Evaluation

Process and Timelines



# Multifactorial Evaluation

Comprehensive evaluation to determine eligibility for special education and related services for students aged 3-21 (Preschool and School Age)

Initial Evaluation

Re-evaluation



# Multifactorial Evaluations

## Initial Evaluation

- Referral
- Suspected Disability
- Planning Form
- Parent Consent
- 60 days to complete
- Eligibility Determination

## Reevaluation

- Follows date of current ETR expiration
- Planning Form
- Consent
- Completion prior to current ETR expiration
- Eligibility Determination



# Components of an Evaluation

- Information Provided by Parents
- General Intelligence
- Academic Skills
- Classroom-based Evaluations and Progress in the General Curriculum
- Data from Interventions
- Communication Status
- Vision
- Hearing
- Social-Emotional Status
- Physical Exam/General Health
- Gross Motor
- Fine Motor
- Vocational/Transition
- Background History
- Observations
- Behavior Assessment
- Adaptive Behavior
- Braille Needs
- Audiological Needs
- Assistive Technology



# Eligibility Categories

- Multiple Disabilities
- Deaf/Blindness
- Deafness
- Hearing Impairment
- Visual Impairment
- Speech/Language Impairment
- Orthopedic Impairment
- Emotional Disturbance
- Intellectual Disability
- Specific Learning Disability
- Autism
- Traumatic Brain Injury
- Other Health Impairment
- Developmental Disability
- Traumatic Brain Injury





# Eligibility Criteria

## ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics. \*

YES  NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document. \*

YES  NO

The child demonstrates an educational need that requires specially designed instruction. \*

YES  NO

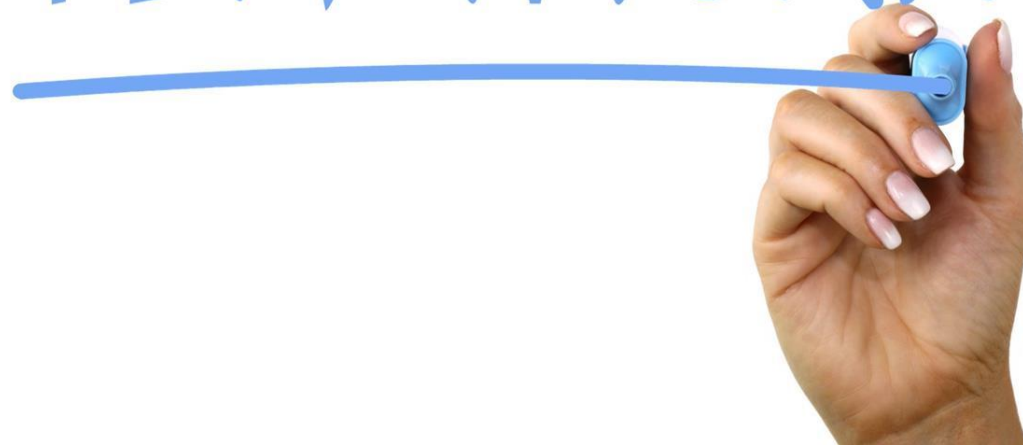
If the response is **NO** to any question, then the child is **NOT** eligible for special education.

If the response to all three questions is **YES**, then the child **IS** eligible for special education.



# Individualized Education Program IEP

TEAMWORK



# Individualized Education Program (IEP)

An IEP is a written, legal document developed, reviewed and revised in a meeting, consisting of an IEP team (parent included), to best identify the specially designed instruction, related services, accommodations, modifications and supports that a school will provide for a child with a disability.



# IEP Timelines

Initial IEPs must be written within 30 days of the student becoming eligible through the ETR

IEPs are reviewed annually and are in effect for 364 days (1 year minus 1 day)



# IEP Sections

## Sections of Ohio's IEP

1. Future Planning
2. Special Instructional Factors
3. Profile
4. Extended School Year
5. Postsecondary Transition
6. Measurable Annual Goals
7. Specially Designed Services
8. Transportation
9. Nonacademic and Extracurricular Activities
10. General Factors
11. Least Restrictive Environment
12. Statewide and Districtwide Testing
13. Exemptions
14. Meeting Participants
15. Signatures
16. Children with Visual Impairments



# Section 1-Future Planning

Assists the IEP team in planning for a student's future and considers long-term goals

Input from the family should be obtained prior to writing the IEP (parent interview, email, input form)



# Section 2-Special Instructional Factors

## 2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

- Does the child have behavior which impedes his/her learning or the learning of others? YES  NO
- Does the child have limited English proficiency? YES  NO
- Is the child blind or visually impaired? YES  NO
- Does the child have communication needs (required for deaf or hearing impaired )? YES  NO
- Does the child need assistive technology devices and/or services? YES  NO
- Does the child require specially designed physical education? YES  NO





# Section 3-Profile

Background

Information from the ETR/Educational Needs

Description of current school day/services

Relevant Behavioral/Medical Information

Progress Report Data

Parent Concerns





# Section 4-Extended School Year Services

**4 EXTENDED SCHOOL YEAR SERVICES**

Has the team determined that ESY services are necessary?  Yes  No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination?  Yes  No

Check when complete

Date to Reconvene

- ESY is based on IEP data, typically over long breaks from learning
  - Based on regression and recoupment
- Depending on the effective dates of the IEP, the team may consider to collect further data to determine if ESY services are appropriate



# Section 5-Post Secondary Transition

## Revisions to the Ohio Revised Code

### 3323.011

- Requires that full transition plan for a student be included in the IEP if the student turns 14 during the life of the IEP, and thereafter.
- Education
- Employment
- Independent Living Skills

**Beginning at age 14, students MUST be invited to their IEP meeting**



# Section 6-GOALS

Goals are derived from Needs identified in the ETR

- Present Levels of Performance (PLOP)
- Goal
- Progress Monitoring and Reporting
- Objectives
- Frequency of Written Reporting Toward Goal Mastery



# Section 7-Specially Designed Instruction

The IEP must specify the special education services, related, and other support services that are needed to implement the goals and objectives.

- Instruction
- Provider
- Location
- Time/Frequency



# Accommodations

- An accommodation means making changes in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.
- The expectation is that the accommodation will assist the student in reaching the learning standard set for all children



# Modifications

- Modifications are changes made to the content that students are expected to learn, where amount or complexity of materials is significantly altered from grade level curriculum expectations
- Addresses the alteration of content, evaluation materials, and criteria to demonstrate understanding or performance



**Don't worry....you are almost finished!**



# Remaining Sections

Section 8 Transportation

Section 9 Extracurricular and Nonacademic Activities

Section 10 General Factors

Section 11 Least Restrictive Environment

Section 12 Testing

Section 13 Exemptions

Section 14 Meeting Participants

Section 15 Signatures

Section 16 Visual Impairments





# Section 12-State and District Testing

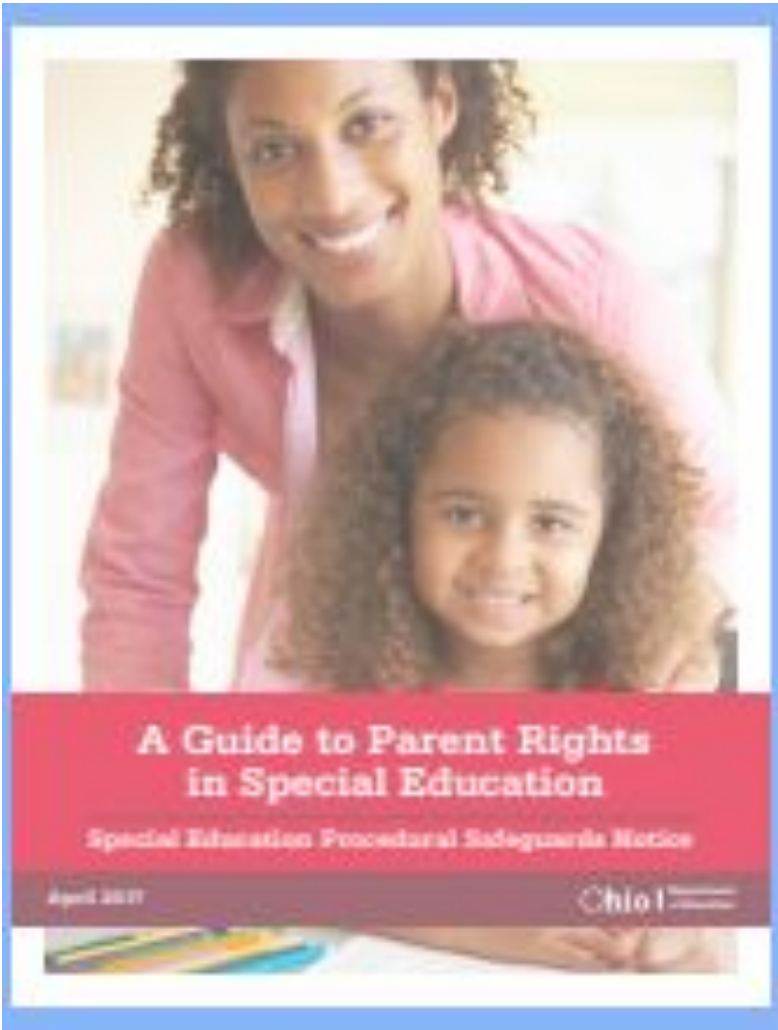
This section will cover State and District Assessments

- Grades 2, 3, 6- Iowa Assessments/ CogAT
- Ohio State Tests-Elementary, Middle, High (Graduation Tests)

**IEP teams will discuss allowable accommodations**



# A Guide to Parent Rights in Special Education





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Thank you!