

SPPS Initial Evaluation Components

Areas	SLD Must include documentation of processing deficits	EBD	OHD	Speech/ Language	PI	TBI Documentation of functional impairment in at least one of * areas	VI	ASD Must show qualitative impairment in (1) social interaction and either (2) communication and/or (3) repetitive/stereotyped patterns of behavior	D/HH	DCD	DD Formal & adaptive based on the HELP in at least one area* (Birth-3) or two areas *(ages 3-6)	SMI Student must meet criteria for two or more disabilities: D/HH; PI; DCD-SP, B/VI; EBD; ASD
<b>Intellectual/ Cognitive</b>	Formal	Formal				*		*		Formal; 2 obs; see p.2 for add'l info	*	
<b>Communication</b>				Formal & Informal		*		*			*	
<b>Academic Performance</b>	Formal, Informal & Records Review	Formal	Formal & Records Review		Formal	*			Formal & Informal			
<b>Health/ Physical</b>		Health History	Health History; verify current diagnosis (by licensed physician or person who can diagnose ADHD)		Document medically diagnosed Physical Impairment	Document medically verified TBI (by a physician)	Medical diagnosis of visual impairment by licensed eye specialist				Developmental History	
<b>Sensory- Hearing, Vision</b>						*	Functional Vision Evaluation		Audiological Report		*	
<b>Motor Skills/ Physical Development</b>					Formal	*						
<b>Emotional, Social &amp; Behavioral Development</b>		Mental Health Screening Behavior Rating Scales Parent, Teacher & Student Interviews Records Review FBA				*		Developmental history & history of behavior patterns; Document behavioral indicators through at least 2 methods: Structured interviews with parents, autism checklists, *communication rating scales, developmental rating scales, functional behavior assessments, informal and standardized evaluation instruments, or *intellectual testing			*	
<b>Self-Help/ Functional Skills</b>			OHD Systematic Interview with Classroom Teacher and Parent by SPED teacher			* (typically TBI worksheet, parent & teacher interview, 1 observation)			Observation of communication behavior or use of ASL Observation and formal testing of social skills	Adaptive Behavior; 1 systematic observation; parent input		
<b>Transition</b>	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures	Grade 7/ higher: 2 measures		Grade 7/ higher: 2 measures
<b>Required Observations</b>	1 Academic by SPED Teacher in all need areas	3 systematic	1 Systematic by SPED Teacher		2-1 by PI Teacher	(see criteria)	1	2 in 2 settings over at least 2 days	1	3		
<b>ELL Considerations</b>	Locally-normed CBM for Academic, Native Language & nonverbal IQ	Locally-normed CBM for Academic, Native Language & Alternate Behavior Rating Scale	Locally-normed CBM for Academic & Native Language	Native Language	Locally-normed CBM for Academic & Native Language	Locally-normed CBM if do Academic & Native Language	Native Language	Native Language	Locally-normed CBM for Academic & Native Language	SPPS Alternative Adaptive, Native Language & nonverbal IQ	Native Language	Native Language

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<p><u>ASD</u> (ASD licensed teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Document behavioral indicators through at least 2 methods: structured interviews with parents, autism checklists, communication rating scales, developmental rating scales, functional behavior assessments, application of criteria from current DSM, informal and standardized evaluation instruments, or intellectual testing.</li> <li>· Summary of developmental history &amp; behavior patterns</li> <li>· Present levels &amp; needs in core features</li> <li>· Two observations of two settings over at least 2 days</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>D/HH</u> (D/HH licensed teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Formal &amp; Informal Academic</li> <li>· Observation of communication behavior or use of ASL</li> <li>· Observation and formal testing of social skills, if needed</li> <li>· Audiological report</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>DCD</u> (DCD teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Parent interview</li> <li>· Intellectual; 2 observations; 1 or more of the following: supplemental tests of specific abilities, criterion referenced tests, alternate methods of cognitive assessment, clinical interviews with parents, or observation &amp; analysis of behavior</li> <li>· Adaptive Behavior; 1 systematic observation; parent input</li> <li>· Transition for students grades 7 +</li> </ul>
<p><u>EBD</u>- (EBD licensed teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Intellectual (individually administered, standardized, nationally normed tests of intellectual ability)</li> <li>· Formal Academic</li> <li>· Mental Health Screening</li> <li>· Behavior Rating Scales (standardized, nationally normed)</li> <li>· FBA</li> <li>· Health History</li> <li>· Three systematic observations in classroom and other learning environments</li> <li>· Record Review</li> <li>· Parent Interview</li> <li>· Teacher Interview</li> <li>· Student Interview</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>OHD</u> (any SPED teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Formal Academic</li> <li>· Functional – at least 1 observation by licensed special education teacher</li> <li>· Functional - 1 parent interview completed by licensed special education teacher, 1 teacher interview completed by licensed special education teacher</li> <li>· Verify current (within 12 months for initial evaluation) written diagnosis by licensed physician (or person who can diagnose ADHD)</li> <li>· Health history</li> <li>· Records review</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>PI</u> (PI teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Formal Academic</li> <li>· Motor</li> <li>· Two observations – one must be completed by a physical and health disabilities teacher</li> <li>· Verify documentation of medically diagnosed Physical Impairment</li> <li>· Transition for students grades 7 +</li> </ul>
<p><u>SMI</u> (SPED teacher licensed in disability areas on eval team)</p> <ul style="list-style-type: none"> <li>· Student must meet criteria for two or more of the following disabilities: D/HH; PI; DCD- Severe Profound, B/VI; EBD; ASD</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>SLD</u> (SLD teacher on eval team)</p> <ul style="list-style-type: none"> <li>· Intellectual</li> <li>· Formal &amp; Informal academic</li> <li>· 1 observation in each academic need area</li> <li>· Record review</li> <li>· Documentation of processing deficits</li> <li>· Other ways to demonstrate low achievement include: statewide and district assessment; anecdotal teacher records; class work samples</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>Speech/ Language</u></p> <ul style="list-style-type: none"> <li>· Communication</li> <li>· Transition for students grades 7 +</li> </ul>
<p><u>TBI</u> (SPED teacher on eval team)</p> <p>Functional impairment in at least one area (see p.1); Data from Group 1&amp;2 Group 1 (At least one from):</p> <ul style="list-style-type: none"> <li>· Checklists</li> <li>· Work samples</li> <li>· Educational/medical history</li> <li>· Documented, systematic behavioral observations</li> <li>· Interview with parent and/or student</li> </ul> <p>Group 2 (At least one from):</p> <ul style="list-style-type: none"> <li>· Criterion-referenced measures</li> <li>· Personality or projective measures</li> <li>· Sociometric measures</li> <li>· Standardized assessment (intellectual, academic, etc)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>· Verification that the student’s impairments are not primarily the result of previously existing conditions</li> <li>· Document medically verified diagnosis of TBI by licensed physician</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>Visually Impaired</u> (B/VI teacher on team)</p> <ul style="list-style-type: none"> <li>· Functional evaluation of visual abilities</li> <li>· Medical diagnosis of visual impairment</li> <li>· Transition for students grades 7 +</li> </ul>	<p><u>DD (Birth – 3)</u> (DD Teacher on team)</p> <ul style="list-style-type: none"> <li>· A medically diagnosed physical or mental condition or disorder that has a high probability of resulting in a developmental delay regardless of whether the child has a demonstrated need or delay</li> <li>· Developmental history</li> <li>· Routines-based interview (parent input)</li> <li>· A developmental delay in at least one area of development: (cognitive, communication, physical (including vision and hearing) , social/emotional, adaptive based on the HELP</li> </ul> <p><u>DD (3-6)</u> (DD Teacher on team)</p> <ul style="list-style-type: none"> <li>· Developmental history</li> <li>· Systematic observation in child’s daily routine</li> <li>· A developmental delay in at least two areas of development: (cognitive, communication, physical (including vision and hearing) , social/emotional, adaptive) based on standardized testing</li> <li>· At least one other evaluation procedure (HELP) in each area of identified delay conducted on a different day</li> </ul>