

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