



Psychoeducational Evaluation Guidelines for Consideration of Student Accommodations

Following are the guidelines for psychoeducational assessments/evaluations submitted to Parish Episcopal School for consideration of classroom accommodations.

- ♦ **State the specific disability.** Documentation must include a specific diagnosis based on a comprehensive battery that does not rely on any one test or subtest. Reports must include a definitive and specific impression with DSM-V-TR and/or ICD-10 diagnostic codes. A provisional or "rule out" diagnosis does not meet criteria for accommodations.
- ♦ **Be current.** The assessment must be current, i.e. completed within the past **three years**, in order to address current levels of functioning. Students will need to be re-evaluated every three years. To maintain accommodations granted based on psychiatric disabilities (psychological, emotional, behavioral disorders), a letter from a qualified professional is required annually following the submission of the first diagnostic report. Reports must include the dates of assessment, the date of the report, and the tests administered. Note: ACT requires reconfirmation of diagnosis every three years.
- ♦ **Provide relevant educational, developmental, and medical history.**
- ♦ **Describe the comprehensive testing and techniques** used to arrive at the diagnosis. Please include a list of all tests administered. Include **test results with composite, factor, and subtest scores**; scaled/standard scores and percentile ranks must be included. Integration and interpretation of scores is expected and results should include the student's strengths, as well as weaknesses. Statistically significant differences should be noted. The data should reflect a substantial and functional limitation to learning if seeking accommodations.
- ♦ **Include both a comprehensive cognitive battery and a comprehensive achievement battery.**
- ♦ **Incorporate standardized rating scales** or other valid reporting from two or more teachers.
- ♦ **Address and explain any inconsistencies** in test data, as well as summarize the main findings and rationale of why a diagnosis is given or not given.
- ♦ **Describe the functional limitations.** Explain how the disability impacts the student's daily functioning and ability to participate in the classroom or on exams and tests.
- ♦ **Describe the specific accommodations** being requested, for example, the amount of extended time required. State why the disability qualifies the student for such accommodations on standardized tests. Each accommodation recommended must include a rationale based on the test results. Specifically, a description of the degree of impact the disability has on the student's daily functioning or ability to participate in the classroom or on exams and supporting evidence (test results and observations). Information should be provided regarding prior

accommodations and their usefulness or an explanation as to why accommodations were not required in the past and why they are needed at this time. Prior history of accommodations does not necessarily warrant continued provision of accommodations.

- ♦ **Establish the professional credentials of the evaluator.** The names of all testing professionals, their titles, professional credentials, Texas and/or national license numbers, certification, area of specialization, employment, and signature must be included. Reports must be submitted on letterhead including address and phone number.
- ♦ Documentation for extended time accommodations must provide evidence of a disability *and* **evidence of difficulty taking tests under timed conditions.** Documentation should include scores from both timed and extended time tests to demonstrate any differences caused by the timed conditions. Processing speed alone is insufficient documentation. Standardized rating scales or other valid reporting from teachers must be incorporated in the assessment.
- ♦ When a licensed community evaluator recommends an extended time accommodation after a comprehensive psychoeducational evaluation, the Division Learning Specialist, in consultation with the Head of the Division as needed, **will determine eligibility for extended time at Parish based on the student's ability and achievement profile, teacher feedback, academic history, and demonstrated need for extended time.**
- ♦ Classroom accommodation for **Dysgraphia** (fine motor disability that affects writing skills) must also include documentation of fine motor functioning and an academic test of writing. Poor handwriting is not considered a disability.
- ♦ For students with **Attention-Deficit Hyperactivity Disorder (ADHD)**, a psychoeducational assessment is required to demonstrate the current impact of the ADHD on their learning and testing performance. History must include evidence of early impairment, which must first be exhibited in childhood and manifests in more than one setting. Documentation of this should be done through teacher and parent rating scales (BASC-3, Conner's, Brown ADD Scales, etc.) and summaries of school grades and comments. A summary of current symptomology, treatment, and ongoing needs should also be included.
- ♦ Testing specific to attention difficulties such as the Connors' Continuous Performance Test 3rd Edition or the **IVA + Plus / IVA-2** – Visual & Auditory Attention Testing, are also recommended for affirming ADHD diagnoses.

Depending on the disability identified, Parish Episcopal School may provide the following accommodations:

Lower School:

- ♦ Extended Time (+50%) on tests, quizzes, standardized assessments.
- ♦ Preferential Seating.
- ♦ Provide pre-written copies of teacher notes.
- ♦ Allow use of computer in class, on homework assignments, and tests.
- ♦ Dyslexia: Avoid penalizing for spelling errors on written tasks in which spelling errors do not impede comprehension and/or in which spelling is not the focus of the lesson.
- ♦ Allow the use of a sanctioned fidget object, to accommodate anxious/overactive behaviors.

Middle School:

- ♦ Extended Time (+50%) on tests, quizzes, standardized assessments.
- ♦ Preferential Seating.
- ♦ Use of a laptop or computer for written work on assignments and tests.
- ♦ Provide a copy of teacher notes, outlines, and presentations to guide in note taking.
- ♦ Avoid penalizing for spelling errors on written tasks in which spelling errors do not impede comprehension and/or in which spelling is not the focus of the lesson.
- ♦ Allow the use of a basic four-function calculator in math class on tests, assignments, and non-standardized exams.
- ♦ Allow the use of a sanctioned fidget object, to accommodate anxious/overactive behaviors.

Upper School:

- ♦ Extended Time (+50%) on tests, quizzes, standardized assessments.
- ♦ Preferential Seating.
- ♦ Use of a laptop or computer for written work on assignments and tests.
- ♦ Avoid penalizing for spelling errors on written tasks in which spelling errors do not impede comprehension and/or in which spelling is not the focus of the lesson.
- ♦ Dyscalculia: Allow the use of a basic four-function calculator in math class on tests, assignments, and non-standardized exams.

Questions, please contact:

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