

Ideas for Linking ETR and IEP

*This document is an informal guide to assist teachers with using information contained in Evaluation Team Reports when writing IEPs. It is not an official or required tool. Since each Evaluation Team Report is unique, this grid may not reference every area in the report that may provide information useful for IEP development.

IEP Section	Possible Places to Find Information in Evaluation Team Report
Student Information	<ul style="list-style-type: none"> • Cover page-includes child/parent contact information (including guardian or surrogate parent) • “Date of Meeting” is the current Evaluation Team Meeting date
1. Future Planning	<ul style="list-style-type: none"> • Discussions with child/parents • <u>Vocational/Occupational Needs</u> Part 1 of ETR • <u>Information Provided by Parent</u> or <u>Student Interview</u> Part 1 of ETR • Any occupational/career assessments that may or may not be attached to ETR (e.g., Kuder, Great Oaks Functional Vocational Evaluation, VCAT, etc.) • Consider strengths/skill weakness from ETR “<u>Summary of Assessment Results</u>” in each <u>Part 1</u> or look at <u>Part 2 Team Summary “Summary of Assessment Results”</u>
2. Special Instructional Factors	<p>Does child’s behavior impede his/her learning or learning of others?</p> <ul style="list-style-type: none"> • <u>Social-Emotional Part 1</u> or <u>Behavior Part 1</u> (especially “<u>Implications for Instruction</u>”) • <u>Observation Part 1</u> • <u>Part 2 Team Summary -“Summary of Observation”</u> section • Functional Behavior Assessment Summary if part of evaluation <p>Does the child have limited English proficiency?</p> <ul style="list-style-type: none"> • <u>Background Information</u> or <u>Communication/Communicative Status</u> Part 1 (or any assessment results given specifically for English Language Learners) <p>Is the child blind or visually impaired?</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health,</u> or <u>Vision</u> Part 1 <p>Does the child have communication needs (required for deaf or hearing impaired)?</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health,</u> <u>communication/communicative status,</u> or <u>hearing/audiological needs</u> Part 1 <p>Does the child need assistive technology devices and/or services?</p> <ul style="list-style-type: none"> • <u>Educational Needs</u> or <u>Instructional Implications</u> sections of <u>Part 1s</u>

	<p>Does the child require specially designed physical education?</p> <ul style="list-style-type: none"> • <u>Gross Motor, Physical Exam/General Health Part 1s</u>
<p>3. Profile</p>	<p>Child's Strengths/Weaknesses</p> <ul style="list-style-type: none"> • State <u>specific skill strengths/weaknesses</u> identified in each <u>Part 1</u> (e.g., academic, social/emotional, behavior, adaptive behavior, fine/gross motor, communication, general intelligence, etc.) • <u>Part 2 Team Summary "Summary of Assessment Results"</u> <p>Concerns of Parent</p> <ul style="list-style-type: none"> • <u>Background Information, Information Provided by Parent,</u> or any parent interview information found in ETR • <u>Part 2 Team Summary "Information Provided by Parent"</u> section <p>Child's Interests</p> <ul style="list-style-type: none"> • <u>Social/Emotional Functioning Part 1</u> or any student interview information • Interests may be included in <u>Functional Behavior Assessment</u> if included <p>Relevant Medical and Safety Information</p> <ul style="list-style-type: none"> • <u>Background Information, Physical Exam/General Health, Vision, Hearing, Information Provided by Parents</u> section • <u>Part 2 Team Summary "Medical Information"</u> section • Safety issues may also be included in <u>Behavior Assessment</u> or <u>Observation Part 1s</u> <p>Needs Identified in ETR that Team Determined Will <u>Not</u> be Addressed in IEP</p> <ul style="list-style-type: none"> • Any educational needs not already mentioned included in "Description of Educational Needs" at end of each <u>Part 1</u> or listed in <u>Part 2 Team Summary</u> <p>Performance on State/District Assessments</p> <ul style="list-style-type: none"> • Any results from OAT/OAA, OGT, and district testing (e.g., <i>Stanford, OLSAT, etc.</i>) that may be found in <u>Background Information</u> or <u>Academic Skills Part 1s</u> (or simply attached to the report) <p>Adult Living, Working, Learning Information Related to Transition (if not mentioned elsewhere)</p> <ul style="list-style-type: none"> • <u>Vocational/Transition Part 1, Adaptive Behavior Skills Part 1, Information Provided by Parent</u> (or any skill strength/need identified as important related to future transitions) • Outside agencies providing transition-related services (Clermont DD, BVR, etc.)

<p>4. Postsecondary Transition</p>	<p>Statement of Transition Service Needs</p> <ul style="list-style-type: none"> Needs should be developed based on information from <u>IEP Sections 1, 3, 4, and 6</u> (see above for where information in these areas can be found in ETR) <p>Age-Appropriate Transition Assessments</p> <ul style="list-style-type: none"> Include summary of a transition related assessments (e.g., vocational aptitude/interest assessments, relevant academic skill data, adaptive behavior/daily living skill assessments, communication data, social-emotional/behavioral functioning, etc.) <u>Vocational/Transition Needs Part 1, Adaptive Behavior Part 1, Information Provided by Parent, any Vocational Assessments Attached to Report</u> (e.g., Kuder, Functional Vocational Evaluations, VCAT, etc.), and any other relevant skill areas (e.g., communication, motor skills, etc.)
<p>5. Postsecondary Transition Services</p>	<ul style="list-style-type: none"> <u>“Educational Needs and Instructional Implications”</u> section of <u>Vocational/Transition Part 1</u>
<p>6. Measurable Annual Goals</p>	<p>What skill areas are identified as a concern/low by team members? In addition to reviewing each Part 1, look specifically at the <u>Educational Needs</u> sections at the end of each <u>Part 1</u> or in the <u>Part 2 Team Summary</u> when choosing IEP goals.</p> <p>Present Levels of Academic Achievement and Functional Performance</p> <ul style="list-style-type: none"> Details about <u>specific skills</u> student does and does not demonstrate, measurable baseline data, quantifiable instructional level from <u>Part 1 “Summary of Assessment Results”</u>, <u>Part 2 Team Summary “Summary of Assessment Results”</u>, <u>Data from Interventions</u>, <u>IEP Progress Monitoring Data</u> included in ETR or <u>Functional Behavior Assessment Summary</u> (in addition to any formative assessment, curriculum-based assessment, progress monitoring, etc. you also have from the classroom)
<p>7. Description of Specially Designed Services</p>	<p>What services are needed to address specific areas of need? Look at <u>Educational Needs</u> and <u>Instructional Implications</u> sections at the end of each <u>Part 1</u> or in the <u>Part 2 Team Summary</u></p> <p>Specially Designed Instruction</p> <ul style="list-style-type: none"> Look for specific skills (academic, social, behavior, communication, etc.) team members identify the student needs to learn in <u>“Educational Needs”</u> section of <u>Part 1</u> and suggestions for the type of instruction a student needs which may be included in <u>“Instructional Implications”</u> section of <u>Part 1</u>. Also see <u>“Educational Needs”</u> and <u>“Instructional Implications sections in Part 2 Team Summary</u>. <p>Related Services</p>

	<ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify related services to meet student needs (e.g., speech/language, occupational therapy, mental health, adapted physical education, etc.) <p>Assistive Technology</p> <ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify assistive technology needs (e.g., communication devices, devices that convert text to audio, etc.) <p>Accommodations/Modification</p> <ul style="list-style-type: none"> Look at <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify accommodations and modifications student needs on a <u>regular basis</u> to participate and make progress in the educational setting **Accommodations/modifications in this section may differ from those listed in Statewide/Districtwide Testing section as only certain accommodations/modifications are permitted on these tests**
8. Transportation as a Related Service	//
9. Nonacademic and Extracurricular Activities	//
10. General Factors	//
11. LRE	<ul style="list-style-type: none"> Consider all results from <u>ETR</u> along with any relevant additional information in team discussions when making decisions regarding least restrictive environment
12. State and Districtwide Testing	<p>If participating in statewide/districtwide testing with accommodations:</p> <ul style="list-style-type: none"> See <u>Educational Needs and Instructional Implications</u> sections of <u>Part 1s</u> and same sections in <u>Part 2 Team Summary</u> to identify accommodations and modifications student needs on statewide/districtwide testing (*Must be allowable as defined in the <i>Ohio Statewide Testing Program Rules Book</i>)