

# ETR Evaluation Team Report- PRESCHOOL

## EVALUATION PLANNING FORM ELIGIBILITY DETERMINATION

CHILD'S NAME: \_\_\_\_\_ DATE OF PLAN: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

- INITIAL EVALUATION
- REEVALUATION
- TRANSITION FROM PART C

TEAM CHAIRPERSON: \_\_\_\_\_

SUSPECTED DISABILITY \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

**NOTE:**

1. Each domain must be assessed using one of the methods listed.
2. The areas related to the suspected disability must be assessed using all the methods listed (data from early intervention only applies if the child is transitioning from Help Me Grow\*\*). Refer to the chart on the next page.
3. Provide the name of the individual responsible for the required data.

ASSESSMENT AREAS	EXISTING DATA AVAILABLE	ADDITIONAL DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)							
ADAPTIVE BEHAVIOR							
COGNITION							
COMMUNICATION							
HEARING							
VISION							
PREACADEMIC SKILLS							
GROSS/FINE MOTOR SKILLS							
SOCIAL/EMOTIONAL/ BEHAVIORAL							
MEDICAL/HEALTH							

\*Observations are in more than one setting and in multiple activities.

- The team has taken into consideration limited English proficiency in planning this evaluation and determining eligibility as a preschool child with a disability.
- The team has taken into consideration possible sources of racial/cultural bias in the assessments used.

**SIGNATURES**

\_\_\_\_\_  
School District Representative (name/Date)

\_\_\_\_\_  
Parent (Name/Date)

\_\_\_\_\_  
General Preschool/Regular Education Teacher (Name/Date)

\_\_\_\_\_  
Preschool Special Education Teacher (Name/Date)

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The following chart can assist the team **planning for assessments and determining eligibility**.

**Suspected Disability:**

- Autism (AUT)
- Deaf
- Multiple disabilities (MD)
- Speech or language impairment (S/L)
- Visual impairment (VI)
- Cognitive disability (CD)
- Emotional disturbance (ED)
- Orthopedic impairment (OH)
- Specific learning disability (SLD)
- Developmental Delay (DD)
- Deaf-blindness (DB)
- Hearing impairment (HI)
- Other health impairment (OHI)
- Traumatic brain injury (TBI)

Based upon the suspected disability, the following areas should be considered in planning the evaluation. The team determines the assessment plan. ♦Related to disability category • Other areas recommended

ASSESSMENT AREAS	AUT	CD	D/B	DEAF	ED	HI	MD	OH	OHI	SLD	S/L	TBI	VI	DD <sup>2</sup>
PREVIOUS INTERVENTIONS	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
COGNITION <sup>1</sup>	♦	♦		•	•	•	•	•	•	♦		♦	•	♦
PREACADEMIC SKILLS <sup>3</sup>	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
HEARING <sup>4</sup>	•	•	♦	♦	•	♦	•	•	•	•	•	♦	•	
AUDIOLOGICAL			♦	•		♦					•			
VISION <sup>4</sup>	•	•	♦	•	•	•	•	•	•	•		♦	♦	
ADAPTIVE BEHAVIOR		♦			•		•	•						♦
COMMUNICATION	♦	•	♦	♦	•		•	•	•	♦	♦	♦		♦
ORAL EXPRESSION										♦	♦			•
LISTENING COMPREHENSION										♦	♦			•
WRITTEN EXPRESSION										•			•	
GROSS MOTOR SKILLS	♦	•			•	•	•		•			♦	•	
FINE MOTOR SKILLS	♦	•			•	•	•		•			♦		
SOCIAL FUNCTIONING	♦						•			•		•		♦
EMOTIONAL STATUS	•				♦							•		♦
BEHAVIORAL STATUS	•						•		•			•		♦
PHYSICAL/MEDICAL/HEALTH	•	•		♦	•	♦		♦	♦			♦	♦	♦

<sup>1</sup>Intelligence quotient required for a cognitive disability only.

<sup>2</sup>All possible areas for developmental delay are noted. The team will decide the areas to be assessed for eligibility.

<sup>3</sup>Preadademic skills are related to content standards and basic functional skills for preschoolers and provide information on current level of performance.

<sup>4</sup>Vision and hearing screening are part of the basic requirements for entry into program, just like kindergarten, and are part of the Early Learning Program Guidelines,

A preschool child is determined eligible because of a disability that (1) adversely affects the child’s performance and ability to participate in developmentally appropriate activities and therefore, (2) the child is in need of special education and relate services.

Eligibility in a disability category other than developmental delay must be determined first. If the child is eligible with a disability category of speech/language impairment, cognitive disability or emotional disturbance, the team may choose to use the term developmental delay without any further assessments. If the child does not meet the criteria for any of these disability categories, the team is to consider developmental delay. Developmental Delay means the child has a disability in one or more of the following areas of development: physical, cognitive, communication, social or emotional, or adaptive. A developmental delay is substantiated by a delay of 2.0 standard deviations below the mean in one area of development or 1.5 standard deviations below the mean in two areas of development. The standard deviation cannot be the sole factor in determining the child has a disability.

A preschool child with a disability is at least age 3 and not of compulsory school age. A child who will be three as of December 1 of the school year can begin earlier than the third birthday. a child who will be age 5 as of December 1 is to have kindergarten (pre-academic skills) considered. Age is determined as of the district entry date; if a child is age 6 as of that date, the child is no longer a preschooler.

Additional data beyond what is necessary for eligibility may be collected and reviewed for programming purposes.

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## EXAMPLES

Developmental Delay (DD)- one or more areas are identified as potential areas of DD; whichever is the suspected area needs all four methods documented. In this case, social- emotional is the suspected area for DD.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)	◆	Previous interventions & HMG						✓
ADAPTIVE BEHAVIOR	◆							
COGNITION	◆							
COMMUNICATION	◆							
HEARING		✓						✓
VISION		✓						✓
PREACADEMIC SKILLS	◆							
GROSS/FINE MOTOR SKILLS	◆							
SOCIAL/EMOTIONAL/ BEHAVIORAL	◆	✓	X	X	X Home & Child Care	X	X	✓ ASQSE
MEDICAL/HEALTH	◆							

Speech or language impairment (S/L)

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS*	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C**
BACKGROUND (PR-04)	◆	Previous interventions						
ADAPTIVE BEHAVIOR								
COGNITION								
COMMUNICATION	◆		X	X	X- oral language; language sample at Home	X Receptive & expressive language: PLS4	X High Scope CAR/COR	NA
HEARING	•							
VISION								
PREACADEMIC SKILLS	◆		X	X	X Play-based assessment			
GROSS/FINE MOTOR SKILLS								
SOCIAL/EMOTIONAL/ BEHAVIORAL								
MEDICAL/HEALTH								

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Autism (AUT)-all four methods are documented representing the areas related to the suspected disability that need assessed.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C
BACKGROUND (PR-04)	◆	Previous interventions						
ADAPTIVE BEHAVIOR			X			X		
COGNITION	◆		X			X		
COMMUNICATION	◆						X	
HEARING	●	✓						✓
VISION	●	✓						✓
PREACADEMIC SKILLS	◆		X		X Play-based Home			
GROSS/FINE MOTOR SKILLS	◆		X		X			
SOCIAL/EMOTIONAL/ BEHAVIORAL	◆ social		X	X				
MEDICAL/HEALTH	●	✓						✓

Orthopedic impairment (OH)- all four methods are documented representing the areas related to the suspected disability that need assessed.

ASSESSMENT AREAS		EXISTING DATA AVAILABLE	DATA NEEDED	STRUCTURED INTERVIEW	STRUCTURED OBSERVATIONS	STANDARDIZED NORM-REFERENCED ASSESSMENTS	CRITERION-REFERENCED OR CURRICULUM-BASED ASSESSMENTS	DATA FROM PART C
BACKGROUND (PR-04)	◆	Previous interventions						NA
ADAPTIVE BEHAVIOR	●	✓						
COGNITION	●	✓						
COMMUNICATION	●							
HEARING	●							
VISION	●							
PREACADEMIC SKILLS	◆							
GROSS/FINE MOTOR SKILLS					X Play-based Home	X	X	
SOCIAL/EMOTIONAL/ BEHAVIORAL								
MEDICAL/HEALTH	◆			X	X			

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There are different types of assessments that may be used for different reasons. IDEA (P.L.108-448, 2004) does not permit screening to be used for evaluation purposes or for eligibility determinations. Screenings however can indicate a need for further assessment.

The following chart is provided to assist teams in reviewing data on how the child currently functions.

Decision	Assessment Type	Requirements	Probing Questions
<p>Is the child functioning within a typical range of development for his/her age?</p> <p>Are additional assessments needed to determine whether the child is in need of interventions or a referral to determine eligibility for special education and related services?</p>	Screening	<p>The Early Learning Program Guidelines require a health screening and a developmental screening within 60 days of enrollment.</p> <p>Screenings may provide sufficient data to plan for interventions if there is not sufficient cause to warrant an evaluation for special education eligibility.</p>	<ul style="list-style-type: none"> <li>Is there an area of concern-one that is out of range of normal development?</li> <li>Are there multiple areas of concern?</li> <li>Does developmental screening indicate potential for developmental delay or disability?</li> </ul>
<p>Does the child have a developmental delay or disability?</p> <p>Is the child eligible for special education and related services?</p>	Evaluation	Eligibility as a preschool child with a disability in need of special education and/or related services.	<ul style="list-style-type: none"> <li>Does a developmental delay or disability exist?</li> <li>If so, what is the nature and extent of the delay or disability?</li> <li>Does the child meet the specified criteria?</li> <li>Follow 3 part decision chart*A</li> </ul>
	<p><b>DATA SOURCES FOR DETERMINING ELIGIBILITY</b></p>	<p><i>Key Questions</i></p>	
	<p><i>Records review Including data from Help Me Grow</i></p>	<ul style="list-style-type: none"> <li><i>Has the team located and reviewed all information that exists for the student?</i></li> <li><i>Did you include screening information?</i></li> <li><i>What does the information tell the team about whether the difficulties have been present over time and across settings?</i></li> <li><i>What does the information tell the team about how the child learns best?</i></li> </ul>	
	<p><i>Interview</i></p>	<ul style="list-style-type: none"> <li><i>What are the perceptions of the significant adults in the child's life?</i></li> <li><i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i></li> </ul>	
	<p><i>Observation-multiple</i></p>	<ul style="list-style-type: none"> <li><i>What is the child's learning behaviors in a variety of settings and circumstances?</i></li> </ul>	

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Decision	Assessment Type	Requirements	Probing Questions
	<i>observations across a variety of settings and activities</i>	<ul style="list-style-type: none"> <li>• <i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i></li> </ul>	
	<i>Criterion-referenced or Curriculum-based assessments</i>	<ul style="list-style-type: none"> <li>• <i>What have you learned about the depth and breadth of the child's knowledge, skills and abilities?</i></li> <li>• <i>Did you learn anything about the child's preferences, interests and learning styles?</i></li> <li>• <i>What have you learned about the conditions or settings and interactions with adults that impact the child's behaviors?</i></li> <li>• <i>To what extent is the child's learning skills or behavior different from peers?</i></li> <li>• <i>To what extent is the child's learning skills or behavior different from age or grade level standards?</i></li> <li>• <i>In conjunction with other information, are the child's strengths and needs understood?</i></li> </ul>	
	<i>Norm-referenced assessments  (Remember an IQ is only required for cognitive disability.)</i>	<ul style="list-style-type: none"> <li>• <i>To what extent is the child's learning skills or behavior different from peers?</i></li> <li>• <i>To what extent is the child's learning skills or behavior different from age or grade level standards?</i></li> <li>• <i>In conjunction with other information, are the child's strengths and needs understood?</i></li> </ul>	
<p>What should the child be taught?</p> <p>What should the child's educational program address?</p> <p>What interventions are most appropriate (if the child is not eligible for special education and related services)?</p>	Assessment for intervention planning		<ul style="list-style-type: none"> <li>• What is the child's present level of developmental performance?</li> <li>• Is the child's health a factor? Based upon follow-up for health needs, are special considerations in programming needed?</li> <li>• What does the child need to be successful in the classroom, home and/or community?</li> <li>• What are the effects of adaptations and assistance of child's performance?</li> <li>• What are the child's usual patterns of responding?</li> <li>• What is the relationship between the child's response or behaviors and environmental variables or conditions? How do these appear to be influencing the child's performance?</li> </ul>

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Decision	Assessment Type	Requirements	Probing Questions
Is the child is making adequate progress in learning important skills?	Progress monitoring/curriculum based assessment		<ul style="list-style-type: none"> <li>• What is the child's initial performance of important skills?</li> <li>• What is the child's present performance of important skills?</li> <li>• IS the child using these skills across contexts/environments?</li> <li>• How is the child performing in skills other than those listed on the IEP?</li> <li>• What is the child's performance across all curricular domains and development?</li> <li>• Is progress being measured against IEP goals?</li> <li>• Is progress being measured against content standards?</li> <li>• Is progress being measured against developmental milestones?</li> <li>• Have the ECOSF being used as a measurement?</li> </ul>
Is the program is providing a quality learning environment.	Environmental assessment	Early Language and Literacy Classroom Observation Self Reflection Tool for teachers	<ul style="list-style-type: none"> <li>• Is a high quality learning environment being provided?</li> <li>• Are all the children making important learning progress?</li> <li>• Are the needs of the children being considered I planning and modifying the environment (space, materials, equipment)?</li> </ul>

# Eligibility Decisions

