

BEST PRACTICES IN SPECIAL EDUCATION ASSESSMENT



<p>When to Assess (Child Find): (1) Does this child meet the “relatively low” threshold of having a suspected disability and (2) might he or she need special education?</p>	<p>Ask Yourself: (1) is the child struggling academically, socially, or behaviorally (2) has a parent expressed concern verbally or in writing, (3) has a teacher or service provider expressed concerns about the child, (4) is the child receiving services or being assessed outside of school, (5) is the child a Regional Center client?</p>
<p>Assess in all areas of suspected need:</p> <ul style="list-style-type: none"> a. Cognition b. Memory c. Attention d. Executive Function e. Auditory Processes f. Visual Processes g. Visual/Motor Processes h. Communication i. Autism j. Sensory Processes k. Gross/Fine Motor l. Inclusion m. Academics n. Social-Emotional o. Aide services p. Mental Health q. Behavior, including Functional Behavior r. Health/Medical (including hearing and vision) s. Adaptive Skills t. Vocational Skills u. Assistive Technology v. Low Incidence Needs w. Dyslexia x. Other? 	<p>Assessment/Assessor Should:</p> <ul style="list-style-type: none"> > Ensure all items on assessment plan/suspected areas of disability are assessed; > Use instruments not racially, culturally, or sexually discriminatory; > Be administered in language likely to yield accurate information; > Be administered in form likely to yield accurate information; > Use valid and reliable measure(s); (no IQ testing when assessing African-American students); > Be administered by trained personnel; > Be done by an assessor knowledgeable about student’s disability; > Be tailored to address specific areas of need; > Include findings not based on a single general intelligence quotient; > Accurately reflect aptitude; > Accurately reflect achievement level; > Use multiple measures or assessments; > Include observation in appropriate settings (particularly classroom setting); > Include relevant records review; > Include parent interviews/input; > Include teacher interviews/input; > Utilize the latest assessment editions; > Include tests and protocols administered in accordance with instructions; > Include correct scoring of all protocols; > Obtain basal point & ceiling point for relevant tests; > Correctly administer timed assessments; > Appropriately document start and stop times for timed assessments; and, > Convert raw scores to standard scores appropriately.

<p>Assessment Reports Should:</p> <ul style="list-style-type: none"> > Identify need for special education and related services and basis for determination using current eligibility criteria; > Discuss relevant behavior during observation; > Provide analysis of test scores and not simply summarize; > Discuss the relationship of behavior to academic and social functioning; > Discuss relevant medical, health and developmental findings, if any; > For Specific Learning Disability (SLD), note basis on which student is eligible (i.e. severe discrepancy, response to intervention (RTI), or pattern of strengths & weaknesses); > Discuss effects of environmental, cultural and/or economic disadvantage, where appropriate; > For students with low incidence disabilities, discuss need for specialized services; > For students with low incidence disabilities, discuss need for specialized materials and/or equipment; > Be well written, signed, dated and page numbered, translated into parent’s primary language, if necessary; > Explain analysis and findings and not leave out points that warrant discussion; and, > If appropriate, make service recommendation, frequency and duration should be left to IEP team.

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