

Special Education Evaluation and Eligibility Processes

Kansas Special Education

SEK Interlocal #637

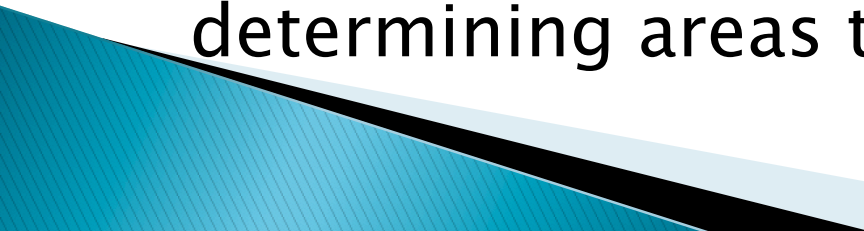
The 2 Prong Test

- ▶ Eligibility is based upon a student meeting 2 prongs
- ▶ Prong 1
 - Does the student have an exceptionality?
- ▶ Prong 2
 - Does the student need special education services? (determined by general education interventions and instruction)

General Education Interventions

- Kansas describes two models of GEI
 - MTSS
 - Individual Problem Solving
- Schools must carry out interventions and document the child's progress within both models
- The interventions and progress monitoring data will provide information about the child's needs, including:
 - Intensity of instruction needed
 - Support required for the child to be successful

Relationship of GEI and the Evaluation Process

- ▶ General Education Intervention is an integral part of the evaluation process
 - ▶ General Education Intervention and instructional information is required to answer *prong 2*
 - ▶ General Education Intervention and instructional information is required to rule out *exclusionary factors*
 - ▶ Narrows down specific concerns to assist in determining areas to assess.
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GEI Requirements

- ▶ SIT teams are required to keep an intervention record indicating
 - Skill Targeted – Identify specific skill deficit
 - Interventions conducted– Must be research based
 - Dates intervention implemented
 - Duration of intervention implemented
 - Group size to which the intervention is implemented
 - Progress monitoring data

Intervention Logs

Intervention Record

Name: _____

Specific Problem or Skill deficit:		
Progress Monitoring Method: (Must Attach Data) :		
Screener Data: (Attach Data)		
Baseline Data:		Diagnostic Data: (Attach Data)
Start Date	Name of Core Curriculum	Time of Instruction

Interventions					
Date	Name of Intervention/Program AND Skill Targeted	Time	Group Size	Initials	Comments:

Assurances prior to referral

- ▶ When can you refer for an initial evaluation?
 - Data-based documentation indicates GEI would be inadequate to address the area of concern
 - Data-based documentation indicates an evaluation is appropriate and indicates the following:

Assurances

- | | | |
|-----|----|---|
| YES | NO | The child has been presented with appropriate instruction in the regular classroom setting delivered by qualified personnel. |
| YES | NO | The child's academic achievement was repeatedly assessed at reasonable intervals that reflected formal assessment of the student's progress during instruction. |
| YES | NO | The intervention and assessment results were provided to the child's parent or parents. |
| YES | NO | A record of dates the Student Improvement Team has met, names and positions of team members and recommendations have been completed. |

Signature of administrator _____ Date _____

Parent request

- ▶ Principal or person designated to respond to parent requests, should explain the following:
 - A GEI process that precedes an initial evaluation is available
 - May conduct evaluation concurrently with GEI process. Still requires GEI to answer prong 2.
 - School may refuse to conduct evaluation
- ▶ Must respond within 15 school days

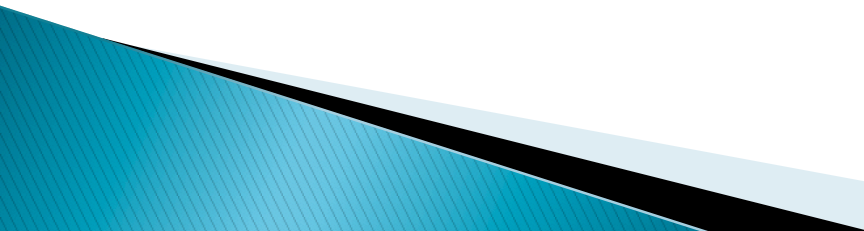
When can we use RTI to identify LD?

- Building level MTSS meets the specifications of *Kansas MTSS Implementation Guide* and *MTSS Structuring Guide*.
- School-wide data collection system is used for:
 - Universal Screening
 - Progress Monitoring
 - Diagnostic Assessment
- Collaborative teams are effectively functioning
- Interventions are being provided in a systematic way based upon specific skill deficit
- <http://www.kansasmtss.org/resources.html>

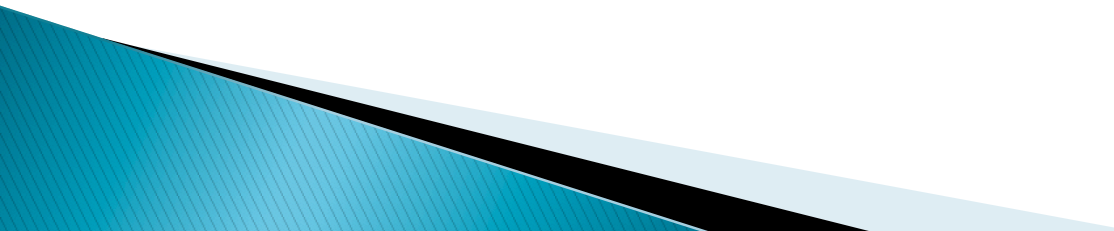
Prong 2 Eligibility Questions

- ▶ Progress monitoring data indicate intense or sustained resources needed in order for child to demonstrate adequate progress.
- ▶ Despite modifications of instruction, curriculum, and environment, the child does not make sufficient progress to meet age or state-approved grade-level standards in one or more areas.
- ▶ • Despite modifications of instruction, curriculum, and environment, progress monitoring data show variability across academic performance areas.

Prong 2 Eligibility Questions

- ▶ The interventions needed to obtain an adequate level of performance or adequate learning rate are too demanding to be implemented with integrity without special education and related services.
 - ▶ Progress monitoring data of increasingly customized and individually tailored instruction and intervention indicate that the child needs specially designed instruction to access the general curriculum.
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Prong 2 Eligibility Questions

- ▶ Despite implementation of intensive interventions, which include purposeful instructional design and delivery, prioritized content, protected time and grouping, and performance monitoring, the child does not make sufficient progress to meet age or state-approved grade-level standards in one or more areas.
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Resources

- ▶ Kansas State Department of Education, Kansas Multi Tier System of Supports, Structuring and Implementation Guides
 - <http://www.kansasmtss.org/resources.html>
- ▶ Interventions for all areas
 - www.interventioncentral.com
- ▶ Florida Center for Reading Research
 - www.fcrr.org