**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**EARLY CHILDHOOD SPECIAL EDUCATION**

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| **Student Name:** |  | |
| **Chronological Age:** |  |  |
| **Parent/Guardian:** |  | |
| **Primary Language:** |  |  |
| **Language of assessment:** |  |  |
| **Examiners:** |  |  |
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| **Dates of Assessment:** |  | |
| **Date of IEP:** |  | |

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| **PURPOSE OF THE EVALUATION** |

Xxx was referred to the Special Education department by .... Concerns included ... Xxx has a medical diagnosis of ... This assessment will determine **eligibility**. This means determining, 1) if Xxx exhibits an educational disability and 2) if the child also requires Special Education services in order to access the least restrictive environment.

The perspective taken throughout the assessment process is that students have the right to learn and grow in their **least restrictive environment** (LRE), which refers to the setting in which an individual child can both access the supports they need and have as much access as appropriate to typically developing peers and age-appropriate activities.

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| **VALIDITY STATEMENT** |

Pursuant to current legal mandates, the assessment procedures used were appropriate, valid and reliable for the purpose stated and were selected to address specific questions regarding school performance unless otherwise stated. **Conclusions were supported with multiple sources of information. All assessment procedures measure a limited sample of an individual’s total performance and abilities, and given the age of this child, performance cannot be expected to be predictive of eventual potential.** Racial, cultural and linguistic backgrounds were considered prior to selection and interpretation of evaluation procedures and measures. The current evaluation incorporates non-discriminatory assessment procedures that reduce the bias of these factors on the validity of the assessment results. Current assessment results do not appear to have been solely influenced by ethnicity, cultural, environmental, economic and/or limited English factors. However, students with cultural and linguistic experiences that differ significantly from the one in which the student is instructed require results to be reviewed with caution.

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| **SOURCES OF DATA REVIEWED** |

☐ PRIOR ASSESSMENTS

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☐ CURRENT ASSESSMENTS

ECSE Parent Intake Questionnaire

Ages and Stages Questionnaire

Parent Interview Form and In-Person Interviews

Teacher Interview

Observations

Performance-based, criterion-referenced Communication Checklist

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| **BACKGROUND AND HEALTH** |

STRENGTHS

Xxx is a ...

CONCERNS

HOME and LANGUAGE

Xxx lives at home with ...

SCHOOL EXPERIENCE AND/OR HISTORY OF EARLY INTERVENTION SERVICES

Xxx began ...

EARLY DEVELOPMENT & HEALTH HISTORY

...

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| **CONSIDERATION OF PREVIOUS ASSESSMENTS** |

A ...

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| **OBSERVATIONS** |

Xxx was observed across six days in the diagnostic classroom setting at Whitman Elementary School. At least three adults and 3-5 other children were present in the assessment experience. Xxx participated in / was exposed to preschool activities such as Circle Time, tablework, free play, and experienced the Motor Lab. Xxx tended to most enjoy activities such as... Xxx also really enjoyed the Motor Lab, where he ... Xxx separated from ... Xxx was ...

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| **COMMUNICATION** |

This section attempts to describe the child as a communicator. It is divided into the following sections: Speech Production and Phonology; Expressive and Receptive Language; Social and Pragmatic Language; and Fluency, Voice, and Oral Motor Functioning. Attention is paid to the form (the discrete units they use), content (the meaning they communicate), and use (the way they integrate these skills across contexts) of the child’s skills in each area, as well as the child’s ability to control and integrate these skills.

During an in-person interview with Xx’s mother, it was reported or observed that Xx:

* ...

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| **Domain** | **Speech Production and Phonology** |
| Speech production refers to the ability to control and use the speech mechanism (e.g., tongue, teeth, and vocal tract) to produce or pronounce the speech sounds of a language. Phonology refers to a child’s knowledge of the rules and patterns that govern the organization of those sounds in a language. | |
| Evidence | The present assessment included attempts to administer criterion-referenced and performance-based assessments, and developmental checklists. From these sources, it was reported or observed that Xx:   * Was judged to be approximately % intelligible to examiners across contexts * Was judged to be approximately % intelligible to parents and family members * Produced the following age-appropriate phonological processes: * Produced the following phonological processes that were not age-appropriate: * Produced words of the following syllables and consonant shapes: * Responded… to examiners’ prompts to produce speech sounds and words * Exhibited … articulation skills in imitation |
| Summary | Xx exhibited … skills in speech production.  Xx had/did not yet have an age-appropriate consonant inventory.  These errors did/did not attract adverse attention and did/did not significantly interfere with Xx’s ability to be understood.  Xx’s intelligibility was not yet age appropriate due to errors at the … level  Xx was ready to decrease articulation errors, decrease phonological processes, and increase overall intelligibility. |

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| **Domain** | **Expressive and Receptive Language** |
| Expressive and receptive language refer to the ability to use and understand language structures, concepts, and vocabulary. | |
| Evidence | The present assessment included criterion-referenced and performance-based assessments and developmental checklists. From these sources, it was reported or observed that Xx:   * Communicated primarily using 3-5 word phrases * Exhibited inconsistent use of plural, auxiliary verbs, articles, present progressive, coordination, pronouns, coordination, possessives, and prepositions (speech production errors influenced consistency of use of many linguistic structures, especially for present progressive, possessive, and plural) * Used a variety of sentence types to comment, label, request, and query * Used and understood classroom vocabulary * Queried using a variety of question words and inversion * Related details from personal experiences and events outside of the present context * Gave name, age, and gender * Could follow directions with minimal assistance (e.g., during circle time as well as to complete an art project) * Demonstrated knowledge of stories and events by answering questions, commenting, and labeling * Demonstrated knowledge of linguistic concepts (e.g., one, all, same, different, more, big, little, etc.) * Used and understood negation * Sorted items by color and type * Identified items by function (e.g., “which animal flies?”) * Identified actions in pictures * Followed 1- and 2-step related and unrelated directions * Answered “what if” questions * Understood early inferential questions * Recognized basic colors, shapes, and many alphabet letters |
| Summary | Xx presented with expressive and receptive language skills solidly in the 36-42 month range. Expressively, she communicated using 3-5 word utterances that contained many age-appropriate linguistic structures. Errors and omissions were on linguistic structures that incorporated impacted speech sounds (e.g., present progressive, possessive, and plural). She used these utterances to communicate for a variety of different purposes. Receptively, she easily followed related and unrelated instructions, identified actions in pictures, demonstrated understanding activities by answering wh- questions, and demonstrated a solid understanding of linguistic concepts. Xx’s skills in these areas were judged to be age-appropriate, did not yield educational impacts, and did not require intervention at this time.  On the CELF-P2, X’s Core Language standard score of 75 and 95% confidence interval of (68, 82) fell in between the marginal/borderline and low average ranges for expressive language. Her Receptive Language Index standard score of 92 and 95% confidence interval of (85, 99) fell within the average range for receptive language.  X presented with expressive and receptive language skills solidly in the 48-54 month range. She typically communicated using 5 words utterances that contained consistent use of a variety of age-appropriate language conventions. She used these utterances for advanced purposes during social and pre-academic contexts. Receptively, she easily conveyed understanding of linguistic concepts and actions, relayed basic and advanced information from stories, made predictions during stories, and understood relationships between items.  Taken together, X’s performance on the CELF-2 was consistent with a borderline/mild language impairment; however, her performance on classroom-based assessments revealed no meaningful educational impacts as a result of her mild issues with language. She easily used and understood increasingly complex language for advanced purposes in social and pre-academic contexts, used accepted language and style with adults and peers, and demonstrated knowledge of stories. Though no intervention was required in this area at this time, her skills should be monitored to ensure that she continues to meet developmental expectations and does not exhibit educational impacts that require intervention. |

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| **Domain** | **Social and Pragmatic Language** |
| Pragmatics refer to the social and functional aspects of communication, such as turn-taking, making eye contact, maintaining the topic of conversation, and tailoring language to specific contexts, especially for the purposes of engaging in conversation. | |
| Evidence | The present assessment included criterion-referenced and performance-based assessments and developmental checklists. From these sources, it was reported or observed that X:  Because Xx was seen for an individual assessment appointment, information about her skills in this area was derived from a parent interview and observations during the individual appointment. Based on these sources, it was reported or observed that Xx:   * Communicated for the purposes of commenting, labeling, requesting, protesting, social interaction, and querying * Exhibited appropriate eye contact and joint attention (e.g., showing an object, using gestures, making eye contact, pointing, etc.) * Shared and waited her turn * Demonstrated intent to communicate * Participated in pragmatic language routines (e.g., greetings) * Engaged in verbal and nonverbal reciprocal exchanges with peers, but had difficulty being understood in those interactions * Varied the tone of her voice depending on emotions and context * Engaged in complex imaginative play, narrated these schemes, and incorporated peers’ input and feedback to modify the play schemes * Used one object to represent another in play * Sequenced pretend play * Re-enacted familiar events giving differing outcomes |
| Summary | Xx presented with strengths in communicating for a variety of purposes, having a clear intent to communicate, and narrating her complex, imaginative play. Though she exhibited appropriate social, pragmatic, and play skills, the quality of her interactions were impacted by her speech production errors and overall low intelligibility.  Xx exhibited a limited range of communicative functions.  Xx was a minimal communicator who exhibited a low rate of communicative use.  Xx was ready to increase ability to make eye contact, establish and follow joint attention, use gestures, initiate social games, range/form/use of functions, and communicate intentionally  X presented as a multi-turn, conversation stage communicator with strong social and pragmatic language skills that exceeded expectations for her age. he easily coordinated verbal and nonverbal skills to engage in complex interactions with adults and peers, easily communicated her wants and needs, and independently engaged in multi-turn reciprocal exchanges with peers that lasted several minutes. No intervention was required in this area. |

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| **Domain** | **Fluency, Voice, and Oral Motor Functioning** |
| Fluency refers to a child’s ability to produce speech at a rhythm and rate that is typical for a language. Voice refers to the quality of the child’s voice. An oral peripheral exam assesses the symmetry, range of motion, strength, and integrity of the student’s oral mechanism. | |
| Evidence | The present assessment included observations and probes designed to collect data on X’s fluency, voice, and oral motor functioning skills. From these sources, it was reported or observed that X:   * Exhibited word-initial prolongations (e.g., “wwww-what’s that?”) * Produced word-initial, partial repetitions (e.g., “d- d- d- d-dinosaur”) as well as whole-word repetitions (e.g., “I’m- I’m- I’m- I’m a boy”) * Did not present with secondary behaviors (e.g., vocal tic, inhalation, twitching, oral motor tension, etc.) * Used the following stuttering modification strategies to resolve disfluencies : pausing his utterance and restarting or revising; and practicing slow bounces (e.g., letting his repetitions happen but controlling their speed) * Used the following fluency-shaping strategies: practicing rhythmic speech (e.g., using a sing-song tone) |
| Summary | X’s voice and oral motor functioning skills were judged to be within normal, functional limits, and were not areas of concern at this time. With respect to fluency, X exhibited prolongations and repetitions at a rate considered mild. However, he employed a number of stuttering modifications and fluency-shaping techniques that facilitated fluent speech and mitigated the impacts of his disfluent moments. Additionally, his disfluencies were not observed to attract adverse attention from him, peers, or family members. Thus, no educational impacts were observed and no intervention was required at this time. These skills should continue to be monitored as he develops to ensure that they develop typically and that no secondary behaviors or educational impacts arise. |

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| **SUMMARY** |

Xxx is a

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| **SUPPORTS NECESSARY IN THE CLASSROOM** |

Supports that are recommended as supports in the classroom include the following:

1. .
2. .
3. .

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| **ELIGIBILITY** |

**Special Education § 3030. Eligibility Criteria.**

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

**Speech or Language Impairment**

Student qualified to receive special education services under Speech or Language Impairment (SLI): Language Disorder as defined in Education Code section 56333 based on one or more of the following criteria:

* Articulation disorder: The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil’s production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level and which adversely affects education performance. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern
* Abnormal voice: a pupil has an abnormal voice which is characterized by persistent defective voice quality, pitch or loudness
* Fluency Disorders: A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.
* Language Disorder: The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:  
   The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for specific pupil the expected language performance level shall be determined by alternated means as specified on the assessment plan or the pupil scores at least 1.5 standard deviations below the mean or the score Is below the 7th percentile for his or her chronological age or developmental level on one or more standardized test in one of the listed in subdivision A. and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech and hearing specialist shall document why a fifty utterance sample was not obtainable and the context in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil the expected language performance level shall be determined by alternative means as specified in the assessment plan.

The final decisions regarding eligibility and services will rest with the IEP team.