



CEP-ED: A COMPREHENSIVE EVALUATION PROCESS FOR EMOTIONAL DISTURBANCE

A PROCESS MANUAL



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San Diego Unified
SCHOOL DISTRICT

**CEP-ED: A Comprehensive Evaluation
Process for Emotional Disturbance
A Process Manual
(2016)**

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This manual was developed as a reference guide containing all relevant Comprehensive Evaluation Process for Emotional Disturbance (CEP-ED) documents, with additional supporting documents that personnel may reference and duplicate.

Introduction

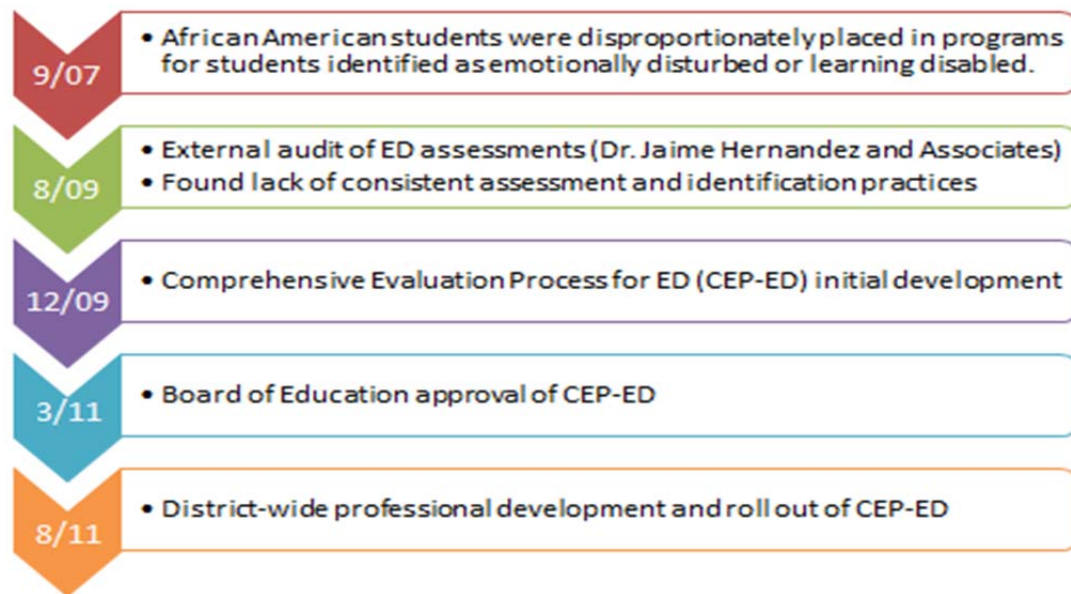
This manual first describes the path that the San Diego Unified School District (SDUSD) has taken in reducing the over-identification and disproportionality of African American students identified as having an Emotional Disturbance (ED) in special education. It then provides a clearly defined structure of aligned responsibilities between general and special educators that reflects the input provided by a variety of stakeholders, including district staff, the Association of African American Educators (AAAE), and noted general and special education scholars. These collaborative efforts resulted in the creation of the *CEP-ED: Comprehensive Evaluation Process for Emotional Disturbance*, which engages teams in best practices, culturally responsive strategies, and evidence-based methods.

Background

The Individuals with Disabilities Education Improvement Act (IDEIA 2004) emphasizes the need for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to appropriately identify students for special education services. In California, the Special Education Action Plan requires all districts to address disproportionality in special education by ensuring that appropriate referral and identification processes are in place. Although the issue of disproportionate identification is a national concern, SDUSD has taken extraordinary steps to address this critical and pervasive matter.

In 2007, Dr. Thomas Hehir and Associates (Hehir & Mosqueda, 2007) completed a comprehensive review of SDUSD's special education program. One of the major findings of Dr. Hehir's evaluation was that the district identified English learners and African American students as disproportionately having disabilities. In particular, African American students were disproportionately placed in programs for students identified as emotionally disturbed or learning disabled.

A follow-up study by Dr. Jaime Hernandez (2009) examined the cultural and linguistic factors of disproportionality in the district as well as the District's practices when identifying students with an Emotional Disturbance. At the time of the study (2008-2009 school year), 399 SDUSD students were identified as having an Emotional Disturbance. African American students represented 67.4% (269) of all students identified as having an Emotional Disturbance, as such all 269 files were reviewed. The sample also included representation from all other race/ethnicity populations and grade levels. Findings revealed patterns of early identification, identification within one year of school enrollment, high rates of absences, high rates of suspensions, lack of eligibility statements and placement in more restrictive settings. Dr. Hernandez concluded that district engagement must occur across a number of areas and include a series of coordinated reforms within general education and special education to improve the quality the quality of special education referral and identification practices for culturally and linguistically diverse students (2009).



Timeline

Overview of Process

In accordance with the Hehir and Hernandez reports, the *CEP-ED: Comprehensive Evaluation Process for Emotional Disturbance* was created to improve the validity of special education referrals and the accuracy of special education eligibility decisions for culturally and linguistically diverse students. The CEP-ED provides procedures for district staff to follow when conducting initial evaluations and three-year re-evaluations (i.e., triennials) for special education services. The foundation of the CEP-ED is based on federal, state, and district laws, regulations, and policies (IDEIA '04, California Department of Education's Composite of Laws, SDUSD's Policy and Procedures Manual), Hehir and Hernandez recommendations, research on Positive Behavior Intervention and Supports (PBIS), and best practices being implemented currently in schools.

Another important component of the comprehensive evaluation requires schools to implement appropriate and adequate general education interventions prior to special education referrals. These pre-referral interventions must be determined by collaborative teams that consider extrinsic factors such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental and economic issues, and cultural differences, prior to determining eligibility for special education. Individualized Education Planning teams will need to utilize the information from these comprehensive evaluations to determine special education eligibility and services.

As part of the CEP-ED, each evaluation must document the following:

- Evidence of systematic, data-driven intervention and referral procedures
- Evidence that extrinsic factors have been considered in the following areas:
 - Physical and psychological
 - Personal and cultural

- Language development
 - Previous and current learning environment, including behavioral instruction
- Evidence of parent/guardian participation throughout the process
- Evidence that a problem-solving team (e.g., grade-level, SST, RtI²) has met more than once over a reasonable period of time in order to
 - Identify and systematically address all concerns
 - Collect data that allows analysis of student progress
 - Evaluate the effectiveness of intervention plan implementation
- Assessments that include
 - Comprehensive assessments in all areas of suspected disability
 - Mandatory health assessments
 - Assessment in primary language, unless not feasible
 - Observation and data collection in multiple settings
 - Information from multiple contexts, non-discriminatory tools and qualified assessors
- Upon determination of disability the IEP includes
 - A statement of exclusionary criteria that rules out extrinsic factors as primary contributors to the student's difficulties
 - Present levels and special factors that include academic and behavioral needs and supports
 - Behavior Intervention Plan (BIP) related to present levels and goals, if behavior warrants
 - A comprehensive eligibility statement that justifies the need for special education services
 - A statement that justifies placement in the least restrictive environment
 - Referral to mental health agency and inclusion of psychological and/or counseling and guidance services to address social/emotional needs
 - Goals that are culturally appropriate, including those that will lead to the development of functionally equivalent replacement behaviors and social skills

Procedure

Implementation of the CEP-ED

Who is responsible for implementing the CEP-ED?

Site teams utilize the following tools through a collaboration of general and special education staff. Site administrators and support teams are encouraged to help define how available resources are used to complete this process. It is this collaboration and its inherent sharing of responsibilities that gives the process the strength it requires to support our students with diverse backgrounds and needs. Developed using transdisciplinary principles, “discipline barriers” break down when various tasks are shared by each member of the team. This collaborative approach is designed to result in supports that are more student-centered, effective, and comprehensive.

Transdisciplinary teams* perform a range of important functions:

- Exchange information on a regular basis
- Coordinate planning, strategizing, and intervention
- Support each other in the face of potentially difficult problems
- Help share responsibility and accountability
- Pool resources and expertise
- Minimize duplication of effort
- Ensure more authentic assessment

When to use the process

The CEP-ED tools are used for all students who are experiencing ongoing social, emotional and/or behavioral difficulties that impact their educational performance. The *CEP-ED Checklist* is used when conducting initial evaluations and re-evaluations for special education services (not annual or supplemental IEPs). The CEP-ED is also used when the student already has a disability of ED and is due for a re-evaluation of eligibility.

The tools and process guide teams to systematically collect valid and relevant performance data across a variety of settings in order to make the best educational decisions for each student. The data yield an individual set of strengths and weaknesses that is further clarified when compared to peers from a similar background.

- **Performance-Based Data.** Performance-based data best describe what a student can and cannot do in the educational setting. Educators gather data in naturally occurring contexts (e.g., classroom instruction, social environments) and focus on patterns that exist in the data. In order for our data to be valid and meaningful,

* For more information, see Dunaway, C., Kenney, E., and Chandler, M.K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006.

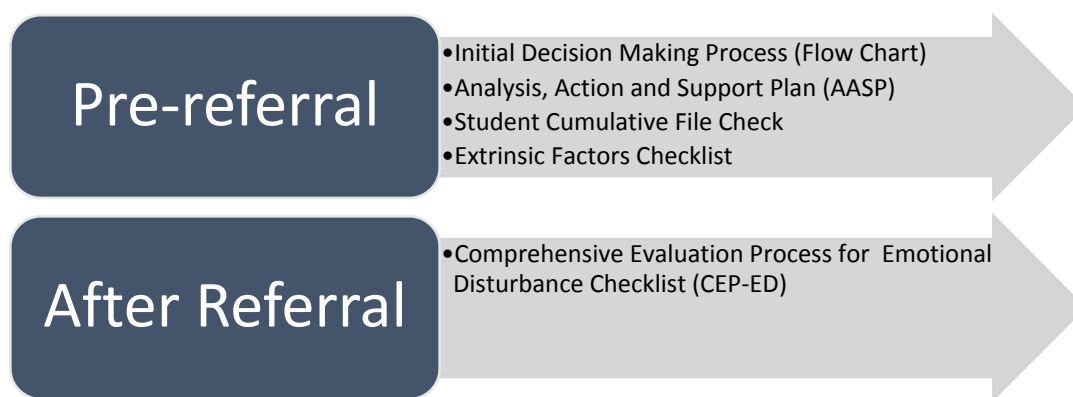
several examiners must collect data from multiple tasks and in different contexts over a period of time.

- **Patterns of Strengths and Weaknesses.** A primary focus of this process is the gathering of relevant student information (e.g. familial, acculturation, linguistic, medical, etc.). Investigating these variables may reveal a difference in cultural expectations from community to home to school. As the team gets to know the student through observations across environments, interviews and work sampling, patterns of both strengths and weaknesses inform instruction and interventions to support the student.
- **Comparisons to Peers.** Students stand out from their peers when they demonstrate exceptional levels of functioning. If the focus is one student at a time, the team may fail to notice that other students in the same class are having similar educational, social, emotional or behavioral struggles. If this is the case, then the team shifts its observational focus from the individual to the instructional system. The goal is to find ways to change the system so that all students would have greater access to the curriculum and support for social, emotional and/or behavioral needs. *Note: It is important to consider the level of similarity in the students' backgrounds when interpreting the data from our comparison to peers. Use caution when comparing students from distinct cultural and linguistic backgrounds.*

Documentation of the Process

Pre-referral tools. The completed *Cumulative File Check* and implemented *Analysis, Action, & Support Plan (AASP)*, *Extrinsic Factors* and *Initial Decision making Process (Flow Chart)* documents are either housed in the District's RtI²/IEP online system and/or placed as paper copies in the student's cumulative file.

CEP-ED Checklist. The completed *CEP-ED Checklist* is attached to the signed, hard copy of the IEP and placed in the special education container.



Prior to a Referral to Special Education

Prior to a Referral to Special Education

Initial Decision-Making Process for Emotional Disturbance

Overview

This flowchart guides site teams in step-by-step decision making before a referral is made to special education. Best performed in a Response to Instruction and Intervention (RtI²) format, it focuses on problem-solving teams systematically ruling out extrinsic factors as primary contributors to student difficulties (see SDUSD District Procedure 4220).

Content

The ***Initial Decision-Making Process*** helps determine if the student's basic needs are being met (e.g., health, nutrition, sleep, shelter). Teams investigate physical and psychological factors, personal and cultural factors, language development factors, and educational environment factors that may be impacting a student's learning.

Arman was a first-grade student who started presenting incidents of aggressive behavior. When the problem-solving team met they noticed a pattern revolving around food and water. Arman had thrown a chair in the cafeteria when a peer tried to take his orange. Additionally, when a teacher did not let him get water after the bell for the end of recess had rung, he pushed the teacher. The team decided to interview Arman's family and discovered that he was not receiving breakfast at home. Arman's family thought he was receiving breakfast at school, but he frequently arrived late to school and missed breakfast. The team decided to intervene by keeping a breakfast tray for him if he was late. Additionally, the principal rewarded him with a snack if he displayed appropriate behavior. Arman never had another aggressive behavior once the plan was put into effect. A referral for special education was not warranted. Arman had been displaying aggressive behavior because his nutritional needs had not been met.

Procedure

Determine that the student is experiencing educational, social, emotional, and/or behavioral difficulties based on performance data collected across settings, analysis of strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds). Refer to the flowchart to help identify, investigate, and implement interventions regarding the extrinsic factors, academic, social, emotional, and/or behavioral concerns impacting achievement. Rule out relevant factors as the primary contributors to the student's difficulties to determine if a referral for special education is warranted.

Initial Decision Making Process For Emotional Disturbance

Comprehensive Evaluation Process Initial Decision Making for Emotional Disturbance (ED)

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Describe the behavior that impedes his/her learning or that of others as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).
Identify problematic behaviors at all levels (e.g., school-wide, class-wide, individual)
Who is this a problem for? Is the problem validated by school staff, student, parent, community members (as appropriate)?

Are there clearly defined procedures and consistent consequences for behaviors? Is classroom management and physical arrangement conducive to learning for the student(s)? Consider teacher, parent, and staff expectations & perceptions.

- Is the curriculum appropriate for the student?
- Instructional and behavioral management?

NO

Develop Action Plan to address levels at which the behavior(s) occur (school-wide, class-wide, individual). **Complete—Analysis & Action Plan**

YES

Student

- Has behavior occurred for at least 6 months?
- Are there ecological factors that impede behavior and learning at individual level (e.g., attendance, health, home environment)?
- Have personal, cultural and language factors been considered?
- Has team utilized site resources to address issue(s)?

Instructional

- Has the student's previous and current learning environment been considered?
- Is the teacher-student match conducive to learning?
- Is appropriate curriculum in place to meet the student's needs?
- Has team considered sequencing, engagement and re-teaching of academic skills?
- Has team considered the explicit teaching and re-teaching of behavioral expectations and skills?

NO

Review Analysis & Action Plan & consider RtI Problem Solving Meeting for further intervention.
Implement for 6-12 wks.

Student

- Consider utilizing community resources, Race/Human Relations, parental involvement, cultural norms and dynamics that may contribute to behavior.
- Consider issues of mobility, health and attendance that may contribute to behavior.
- Consider implementation of social skills groups, behavior support plan and/or counseling to address individual needs.
- Consider consultation/collaboration of on-site resources (e.g., teacher buddy) to support classroom.
- Consider consultation/collaboration of district resources (e.g., counseling or psychology department, behavior support resources) to support classroom.

Instructional

- Teacher/school collaboration, professional development, teaching style, expectations, classroom management, cultural responsiveness.
- Consider acculturation variables and appropriate opportunities for learning.
- Opportunities for learning and appropriate instruction.
- Consider accommodations for student input/output in demonstrating mastery of skills.
- Explicit teaching for academic and behavioral skills.
- Consider language of instruction; use primary language or ELD strategies, if appropriate, ensuring instruction is comprehensible.

YES

Has a problem-solving team met more than once over a reasonable period of time in order to:

- Identify and systematically address concerns?
- Collect data for student progress?
- Evaluate the effectiveness of plan?

NO

Team Reconvene to review plan, actions and implementation effectiveness

- Intensify and/or modify the plan
- Re-evaluate in 6-12 weeks

YES

Is there overwhelming evidence of minimal progress across all settings *despite* interventions?

NO

Continue, modify or expand intervention, adjust time frame and monitor progress.

YES

Adjust/intensify intervention plan AND/OR Consider a referral for special education

Cumulative File Check

Overview

The *Cumulative File Check* is a pre-referral, supporting document that is completed as part of RtI² through a collaboration of the general and special education site team. It may also be used when a student transfers from another school site. In addition, it supports the Review of Intervention section of the *CEP-ED Checklist*.

Mrs. Smith, a third-grade teacher, reviewed the cumulative file of her newly arrived student, Jorge. She discovered behavioral concerns, gaps in attendance and hearing screens that resulted in the need for further investigation. In addition, strengths in math were revealed through previous assessments found in the cumulative file. Mrs. Smith consulted with his parents regarding attendance and behavioral concerns and the parents and school nurse regarding his hearing, and raised her expectations for more challenging math activities. She added class wide reinforcement and taught all students a break procedure to use when they felt overwhelmed.

Content

The *Cumulative File Check* contains background information and data gathered by staff members found within a student's cumulative file. When there is a concern discovered in the cumulative file or a need for more information, the *Cumulative File Check* identifies appropriate site staff to contact for consultation and/or collaboration.

Procedure

When a student presents with concerns, staff (often the classroom teacher) revisit the student's cumulative file. The cumulative files, or "cums," are usually found in the main administration office and follow students from site to site. When using the *Cumulative File Check* found on the District online RtI²/IEP system, much of the demographic data at the top of form should be auto-filled from other district data systems, but some information must be filled in by staff. Indicate the information found in the cum and note the name and date of additional staff contacted. Summarize any important findings in the boxes for Student Strengths and Description of Concern(s) and bring this information to a problem-solving team, if necessary. On the District online RtI²/IEP system, staff may add information at any time in the expandable boxes. The completed *Cumulative File Check* document is either housed online on the District online RtI²/IEP system and/or placed as a paper copy in the student's cumulative file.

CUMULATIVE FILE CHECK

STUDENT _____ ID _____ TEACHER _____ GRADE _____ DATE _____

HOME LANGUAGE(S) _____ ENGLISH LEARNER YES _____ NO _____

CELDT SCORES: DATE _____ OVERALL PROFICIENCY LEVEL _____

LISTENING _____ SPEAKING _____ READING _____ WRITING _____

PERSON FILLING OUT FORM _____ POSITION _____

CHECK CUM FILE FOR THE FOLLOWING:		IF CONCERNED OR NEED MORE INFORMATION PLEASE CONTACT: NOTE DATE CONTACT WAS MADE:
Cum File Present	Yes No	Registration Clerk
IEP Exists	Yes No	Education Specialist/Administrator/Parent
Evidence of Previous SST/RtI Date _____	Yes No	School Counselor/Administrator/Parent
Hearing/Vision/Health Concerns	Yes No	Nurse/Parent
Attendance/Tardiness Concerns	Yes No	Attendance Clerk/School Counselor/Parent
Fine/Gross Motor Concerns	Yes No	Occupational Therapist/Adapted PE Teacher/Parent
Speech/Language Concerns	Yes No	Speech-Language Pathologist/Parent
ELD Instruction/Supplemental Support How long? _____	Yes No	English Learner Support Teacher/Administrator/Parent
Participation in Counseling	Yes No	School Counselor/Administrator/School Psychologist/Parent
Behavior Concerns	Yes No	Previous Teacher/School Counselor/Parent Administrator/School Psychologist
Testing History Reviewed	Yes No	Administrator/Previous Teacher
Report Cards Reviewed	Yes No	Administrator/Previous Teacher
Retained Grade Retained _____	Yes No	Administrator

STUDENT STRENGTHS:

DESCRIPTION OF CONCERN(S):

Extrinsic Factors

Overview

The *Extrinsic Factors* form is a pre-referral, supporting document that is completed as part of RtI² through collaboration between general and special education site team members. It promotes further investigation into extrinsic factors, parent input, and identification of student strengths and links to best practices in supporting students social, emotional and behavioral needs. It also supports the Review of Intervention section of the *CEP-ED Checklist*.

Students with social, emotional and behavioral needs frequently have a wide variety of extrinsic factors impacting their lives and consequently their participation and progress in school. These factors must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Therefore, it's imperative to investigate extrinsic factors.

Mason was a fifth grade student who was significantly below grade level academically and had difficulties with peer relationships. In his current school, there had been a review of records, including using the cumulative file check. Use of the Extrinsic Factors form helped the site team capture a holistic picture of Mason to facilitate decision making regarding appropriate supports and interventions. Educational history included attendance in three different school districts, retention in the third grade, and two referrals to site problem-solving teams due to concerns with reading skills and behavior problems on the playground. There had also been a history of attendance issues and lack of completion of homework. The family reported tantrums in the home when Mason was asked to do his homework. Mason had expressed stress and low self-esteem about the difficulty of class work and homework. He joined an afterschool tutoring program, an in-school social skills group and the family is currently participating in family counseling.

Content

The *Extrinsic Factors* form contains a list of factors that may be impacting student learning. It is composed of the following sections:

- A. Physical and Psychological Factors**
Health/wellness, self-esteem, and life experiences
- B. Personal and Cultural Factors**
Mobility, cultural interactions, and family circumstances
- C. Language Development Factors**
Proficiency, contexts of use, and instructional strategies
- D. Previous and Current Learning Environment Factors**
Educational history, opportunities to learn, and gaps in instruction

Procedure

Support teams, with guidance from site administrators, collaborate in sharing responsibility in gathering pertinent information regarding the student's background. Comprehensive data gathering in each area requires the input from various team member perspectives (e.g., student, parents, teachers, administrators, and support staff).

The intent of the *Extrinsic Factors* form is to guide the team's thinking. It is not meant as a questionnaire or list of interview questions. The questions guide the team's conversations in determining hypotheses regarding external factors that may influence the student's social, emotional, and/or behavior output thus affecting educational success. (See Ethnographic Interviewing in the appendix.)

All sections should be completed. Indicate which factors the team suspects are impacting the student's learning. Other factors can be indicated with "Investigating" when a question is relevant, but more information is needed. There are factors that will be unrelated to the individual student's learning and require no investigation.

Gather data over time and use multiple sources of data (e.g., records review, interviews, and observations across multiple settings, student work, and cultural liaison). Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits, and/or conferences, using an interpreter when necessary. (See appendix for more details on data-gathering tools, including interviews and observations.)

Summarize strengths revealed in each section and identify any areas of intervention. Develop and implement interventions to address identified areas of need to begin to rule out extrinsic factors as primary contributors to academic, social, emotional and/or behavioral, as well as English language development concerns. Document interventions and their outcomes on the *AASP Review Plan* form.

The completed *Extrinsic Factors* document is either housed on the District online system and/or placed as a paper copy in the student's cumulative file.

Extrinsic Factors

Student:	ID #:	Date:
School:	Teacher:	Grade:
Home Language(s):	Years in US Schools:	

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *Action, Analysis & Support Plan (AASP)*.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have access to healthcare? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the student's basic nutritional needs being met? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do hearing and vision checks reveal results within normal limits? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have a history of ear infections, allergies, or ear tubes? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the family living arrangement impact the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, events in refugee camps, serious accidents, or personal assaults/abuse? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student moved schools frequently? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are gender and/or birth order expectations of the home impacting learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is family support available to the student (e.g., academic support, homework routines)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student's family had access to community support systems? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the family a member of a community that shares its language and culture? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the team examined what motivates and interests the student? |

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the teacher use explicit oral and written language models in every lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the oral and written language models at and slightly above the student's language level? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student been shown how language works to express ideas, intentions, and information? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a match between student's instructional language level and classroom demands? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there listening and speaking data from all languages? |

- ☐ ☐ ☐ Is there reading and writing data from all languages of instruction?
- ☐ ☐ ☐ Have available data related to the student's language development (CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed?

Yes No Investigating

- ☐ ☐ ☐ Has information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:

Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact Learning

Yes No Investigating

- ☐ ☐ ☐ Were there similar concerns in any previous school environment?
- ☐ ☐ ☐ Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?
- ☐ ☐ ☐ Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried:
- ☐ Variety of speech patterns (e.g., intonation, rate, repetition)
 - ☐ Experiential techniques (e.g., manipulatives, hands-on activities, movement)
 - ☐ Visual supports (e.g., objects, gestures, graphic organizers)
 - ☐ Alternative ways to respond (e.g., home language, signals) to ensure participation
 - ☐ Flexible group structures (e.g., pairs, cooperative groups)
 - ☐ Vocabulary scaffolded for student's prior knowledge
 - ☐ Student strengths incorporated in all subject areas
 - ☐ Components of literacy explicitly taught in a meaningful and contextual manner
 - ☐ Checks for understanding of all lesson objectives
- ☐ ☐ ☐ Have work samples been used to compare the student to peers from similar backgrounds?
- ☐ ☐ ☐ Has performance across content areas been considered?
- ☐ ☐ ☐ Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance?

Strengths revealed:

Areas identified for intervention:

The Analysis, Action & Support Plan

Overview

The *Analysis, Action & Support Plan* is a pre-referral supporting document that is completed as part of RtI² through a collaboration of the general and special education site teams. It supports the Review of Intervention section of the *CEP-ED Checklist*. It is a document that can be used to guide the site problem-solving teams in examining and comparing the problem behavior in different environments. The process is meant to be ongoing with the site problem-solving team documenting and reviewing each intervention attempted and its' outcome or effectiveness.

Content

The *Analysis, Action & Support Plan* can be used to review interventions implemented and their outcomes over time. It documents factors that may be impacting learning across all levels: School Wide, Classroom, and Individual. In addition, the *AASP* provides space for noting supports currently in place, actions to be taken, assignments as to who will complete the actions and completion dates. The *AASP* also includes a Review Plan that may assist teams in examining outcomes and revising interventions.

Sasha's second grade teacher noticed that she was constantly interrupting to make comments during classroom instruction. The teacher met with the site problem solving team to examine any factors contributing to the problem. During discussion it was discovered that the previous teacher allowed interruptions. Upon further observation and interviews, it was noted that several students within the classroom were calling out and making comments during instruction. Sasha's current teacher also shared that she had not explicitly taught a classroom procedure for making comments during instruction. The AASP process included the explicit teaching of a whole class procedure for making comments and the teacher posted the procedure in the classroom. This plan and the student's resulting success were documented on the Analysis, Action & Support Plan. A referral to special education was considered inappropriate at this time.

Procedure

Site teams can list contributing factors, interventions provided, dates implemented and the outcomes. Team may use the *AASP Review Plan* to look for patterns of progress, re-evaluate the effectiveness of the instruction and interventions provided, adjust/intensify the intervention plan, and/or consider a referral for special education. If a special education referral is warranted, special education staff will benefit from the summary of interventions when completing the referral documentation and their assessment reports. The completed *Analysis, Action & Support Plan* document is either housed on the District online RtI²/IEP system and/or placed as a paper copy in the student's cumulative file.

ANALYSIS, ACTION, & SUPPORT PLAN (AASP)

Step 2

Step 3

Level	Factors contributing to problem What contributes to the Behavior?	Supports in currently in place	Action	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)						
Classroom (Applies to groups of students)						
Individual						

Team Members: _____

Meeting Review Date: _____

Step 4

REVIEW PLAN

Step 5

Level	Action(s) from initial meeting	Review Outcome	✓Continue	✓Terminate/Change	New Actions	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)								
Classroom (Applies to groups of students)								
Individual								

Team Members: _____

Meeting Review Date: _____

Step 6

REVIEW PLAN

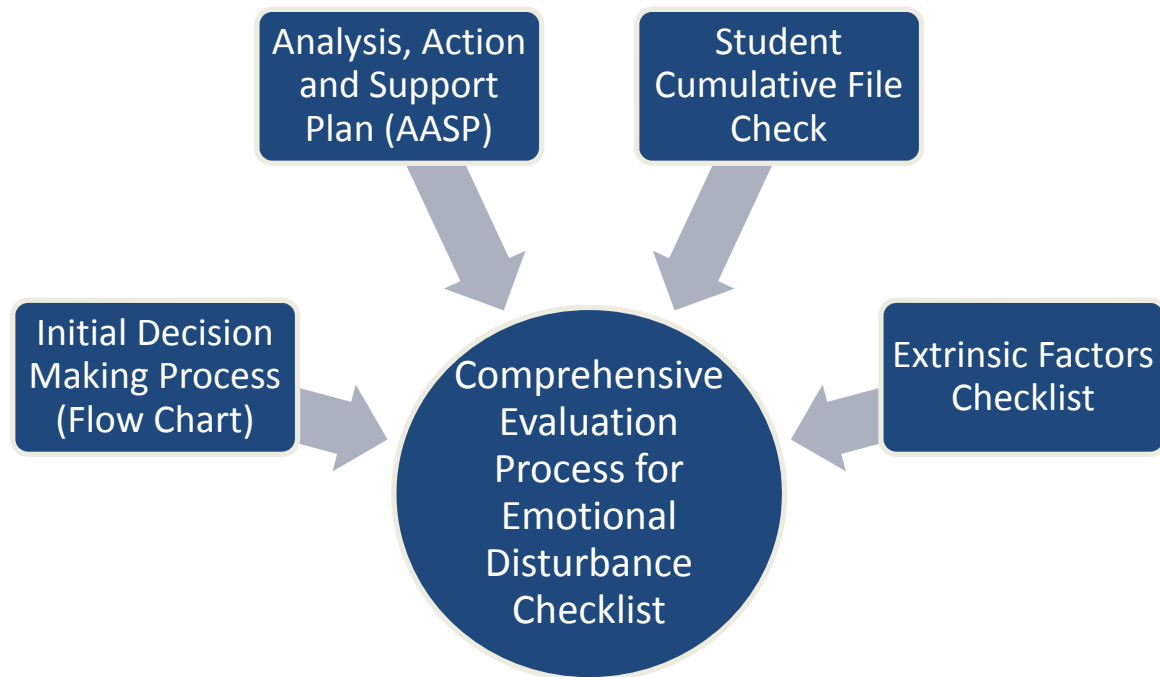
Step 7= Move to SST

Level	Action(s) from initial meeting	Review Outcome	✓Continue	✓Terminate/Change	New Actions	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)								
Classroom (Applies to groups of students)								
Individual								

Team Members: _____

Meeting Review Date: _____

After a Referral to Special Education



The CEP-ED pre-referral tools help to funnel a large amount of information into a smaller pool of appropriate referrals.

CEP-ED Checklist

Overview

The *CEP-ED Checklist* is used when conducting initial evaluations and re-evaluations for special education services (not annual or supplemental IEPs). The CEP-ED is also used when the student already has a disability of ED and is due for a re-evaluation of eligibility. It certifies students identified as having an emotional disturbance have been provided a comprehensive evaluation upon consideration for special education services. The *CEP-ED Checklist* links to pre-referral CEP-ED tools, San Diego Unified School District Special Education Division Policy and Procedures Manual and special education law. The *CEP-ED Checklist* may be reviewed for compliance.

Content

The *CEP-ED Checklist* is composed of the following sections:

1. REVIEW OF INTERVENTION

Pre-referral interventions, intervention outcomes, review of extrinsic factors, documentation of social skills groups, counseling and/or positive individual behavior plans and a review of background and interventions supported by pre-referral CEP-ED tools (AASP).

2. ASSESSMENT (Initial and Re-evaluation)

Comprehensive cognitive, academic, social, emotional and/or behavior assessments, mandatory health assessments, observations across multiple setting, assessment in primary language with appropriate tools and qualified assessors.

3. DETERMINATION OF EMOTIONAL DISTURBANCE ELIGIBILITY

Determination of disability based on multiple sources of data, consideration of exclusionary criteria, and statement of rationale for eligibility.

4. IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

Participation of a parent at the IEP meeting determining eligibility, present levels that include academic and behavioral needs and supports, consideration of least restrictive environment, Behavior Intervention Plan, referral to a mental health agency and psychological or guidance services.

Procedure Site teams complete the actions as described in the *CEP-ED Checklist* through a collaboration of general and special education staff. Special education case managers, with support from site teams, fill out the *CEP-ED Checklist* prior to the IEP meeting. Each item requires a “Yes” or “No” response, with some items requiring additional information. The completed *CEP-ED Checklist* is then attached to the signed, hard copy of the IEP and placed in the special education container.

Section 1: REVIEW OF INTERVENTION

Indicate the use of the CEP-ED pre-referral tools by checking the appropriate boxes.

Section 2: ASSESSMENT

Indicate assessment procedures completed for each item.

Section 3: DETERMINATION OF ED ELIGIBILITY WITHIN THE ASSESSMENT REPORT

Check the conditions and the criteria and list the evidence for each item related to the Disability of Emotional Disturbance.

Conditions: (Must meet all 3)

- A. Exhibits behavior over a long period of time;
- B. To a marked degree;
- C. Adversely affects academic performance.

Criteria: (And 1 or more of the 5 eligibility criteria)

- 1. An inability to learn which cannot be explained by intellectual, sensory or health factors;
- 2. An inability to build or maintain satisfactory interpersonal relationships with peers and adults;
- 3. Inappropriate types of behaviors or emotions under normal circumstances exhibited in several settings/situations;
- 4. A general pervasive mood of unhappiness or depression;
- 5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Provide statements for exclusionary criteria and eligibility within the assessment report. Also in the District online RtI2/IEP system eligibility statements need to describe how the disability impacts educational performance and match the eligibility statement in the school psychologist's report.

Section 4: IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

Indicate that the described documentation can be found in the IEP. Each item should be checked.

Comprehensive Evaluation Process for Emotional Disturbance (CEP-ED)

This document certifies that newly identified or re-evaluated students with Emotional Disturbances (ED) have been provided with a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

1. REVIEW OF INTERVENTION

FOR STUDENTS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of an initial pre-referral intervention meeting (e.g., grade level meetings, SST, IST) that addresses the behavioral and/or academic concerns and actions to address these concerns at the school, class and individual level. (Rtl Tier II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of at least one follow-up pre-referral intervention meeting, (at least 3 months after the initial meeting) documenting the results of the interventions and the effect on the behavior. (Rtl Tier II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Pre-referral team's documentation of the following considerations: attendance history and gaps; recent changes in student's home environment; student's primary language; acculturation; vision and hearing screening; and classroom-student match. (Rtl Tier II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Report card or cumulative file comments indicate behavioral and academic concerns for more than one semester (secondary) or one year (elementary), prior to the date of referral. (Rtl Tier II) |
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of one or more of the following: counseling, social skills groups, behavior support plan, and/or positive individual behavior plan in the general education environment. (Rtl Tier II and/or III) |
| <input type="checkbox"/> | <input type="checkbox"/> | Collaborative assessment planning (Case manager, psychologist and related service providers) to address all areas of suspected disability. (Assessment Plan) |
| <input type="checkbox"/> | <input type="checkbox"/> | Notification to ED Review Panel of possible ED assessment process. |

2. ASSESSMENT (INITIAL & RE-EVALUATION)

****NO ONE SINGLE TEST OR PROCEDURE SHOULD DETERMINE STUDENT'S ELIGIBILITY****

Yes No

- ☐ ☐ Is the student currently or have they ever received Special Education services?
If yes, under what eligibility: _____

DOCUMENTATION THAT THE ASSESSMENT PROCESS AND REPORT INCLUDES THE FOLLOWING:

- | | | | | | | | | |
|--------------------------|---|--|--------------------------|---|--------------------------|-------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Health assessment, including vision and hearing (Nurse) | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation to rule out sensory issues as primary contributor to learning difficulties (School Psychologist) <table border="0" style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Observation in multiple settings</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Visual Motor Assessment</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Consult with Occupational Therapist</td> </tr> </table> | <input type="checkbox"/> | Observation in multiple settings | <input type="checkbox"/> | Visual Motor Assessment | <input type="checkbox"/> | Consult with Occupational Therapist |
| <input type="checkbox"/> | Observation in multiple settings | | | | | | | |
| <input type="checkbox"/> | Visual Motor Assessment | | | | | | | |
| <input type="checkbox"/> | Consult with Occupational Therapist | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Comprehensive academic assessment, including the following: (Educational Specialist) <table border="0" style="margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Classroom Based (review of work samples, Benchmark assessments)</td> </tr> </table> | <input type="checkbox"/> | Classroom Based (review of work samples, Benchmark assessments) | | | | |
| <input type="checkbox"/> | Classroom Based (review of work samples, Benchmark assessments) | | | | | | | |



- | | |
|--------------------------|--------------------------|
| <u>Yes</u> | <u>No</u> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- ### 3. DETERMINATION OF ED ELIGIBILITY WITHIN THE ASSESSMENT REPORT

Yes No

- As evidenced by: _____

- As evidenced by: _____



- ☐ ☐ **C. Adversely affects educational performance**
- Student behaviors occur in the school setting and must result in the lack of the student's benefiting in his/her educational setting. Affected performance could be determined by low academic achievement as compared to student's cognitive functioning. Also, the impact of task completion, on-task behavior, participation, and peer/teacher interactions. Poor attendance cannot be a primary factor.

As evidenced by: _____

- ☐ ☐ **And must meet 1 or more of the 5 criteria to be eligible for the Federally Handicapping Condition (FHC) of ED (within a cultural context)**

1. An inability to learn which cannot be explained by intellectual, sensory or health factors

- Thought disorders, fragmentation of thoughts, incoherence, hallucinations, bizarre delusions
- Severe disturbances in the thought processes of learning may include distorted reasoning and/or awareness of reality, deficits in long and short-term memory

As evidenced by: _____

2. An inability to build or maintain satisfactory interpersonal relationships with peers and adults

- Has no friends at school or home, does not voluntarily play, socialize or engage in recreation with others
- Avoids communication or extremely fearful of teachers and peers, excessively aggressive or withdrawn if others intrude on their space
- Extensive withdrawal or avoidance of a people or circumstances that do not stem from family traditions
- Regression of behavior to an earlier developmental stage under stress (cries excessively, thumb sucking, baby talk, temper tantrums and/or encopresis and enuresis)

As evidenced by: _____

3. Inappropriate types of behaviors or emotions under normal circumstances exhibited in several settings/situations

- Catastrophic reactions to everyday occurrences, lack of appropriate fear reactions
- Bizarre behaviors, self-mutilation, delusional thoughts and/or hallucinations

As evidenced by: _____

4. A general pervasive mood of unhappiness or depression

- Loss of interest or pleasure in almost all activities that were high interest in the past
- Poor appetite/loss of weight or overeating
- Feelings of worthlessness, thoughts of death, suicidal ideations or attempts
- Fearfulness and apprehensiveness without really knowing why

As evidenced by: _____

5. A tendency to develop physical symptoms or fears associated with personal or school problems

- Persistent and irrational fear of a specific object, activity or situation that results in compulsive avoidance behavior
- Intense, disabling anxiety often reaching panic proportions when the object, situation or activity is approached

As evidenced by: _____

- ☐ ☐ Documentation of *exclusionary criteria* and other relevant factors. (School Psychologist)

- ☐ Social maladjustment-Documentation that the "disturbance" is **not primarily** due to "social maladjustment" behaviors. Assessor must differentiate between *social maladjustment* and an *emotional disturbance*.
- *Students who exhibit socially maladjusted behaviors tend to have adequate personal-social relationships and well developed ego strength (except in certain settings). These students may exhibit behaviors that are valued within the range of cultural expectations of larger groups (e.g., home, community, school).*

These students are able to adapt to the behaviors that are approved by their peer group (e.g., gangs) but are in conflict across other settings, such as home or school. The intent of these behaviors is often out the student's desire for attention, manipulation or belonging to a group unlike that of students who act out of anxiety, anger or depressive tendencies.

- ☐ Health Factors
- ☐ Lack of instruction
- ☐ Poor school attendance
- ☐ Environmental, economic, or social disadvantage
- ☐ Unfamiliarity with the English language

- ☐ ☐ Justification and description of how student meets criteria for additional disabilities that may be primarily impeding learning, as appropriate. (School Psychologist)
- ☐ ☐ If student is eligible under another criterion, provide justification or description as to how they meet that criterion. (School Psychologist)
- ☐ ☐ Documentation of meeting with ED Panel prior to IEP meeting. (School Psychologist)

4. IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

IEP MUST INCLUDE THE FOLLOWING:

Yes No

- ☐ ☐ Parent/Guardian participation at the IEP meeting as evidenced by signature on meeting notice and signature page and concerns documented within present levels (Educational Specialist)
 - ☐ Parent Attended Meeting
 - ☐ Parent Participated via Phone
- ☐ ☐ Present levels and special factors that include academic and behavioral needs, supports, accommodations and modifications to ensure educational benefit (Educational Specialist and Related Service Providers as appropriate)
- ☐ ☐ Observable and measureable IEP goals that match the identified needs in present levels (Educational Specialist and Related Service Providers as appropriate)
- ☐ ☐ Behavior Support Plan (BIP) related to present levels and goals (IEP Team)
- ☐ ☐ *Optional*- Inclusion of Functional Analysis Assessment/ Behavior Intervention Plan (FBA/BIP) if behavior warrants (School Psychologist)
If no, give rationale:_____
- ☐ ☐ At least one of the following to assist in meeting the social/emotional and/or behavioral needs: (IEP Team)
 - ☐ Psychological Services
 - ☐ Counseling and Guidance
- ☐ ☐ Referral to mental health agency for services to address social-emotional and behavioral goals, as evidenced by services and/or team action page (School Psychologist)
- ☐ ☐ Statement that services and supports are delivered to the maximum extent appropriate with non-disabled peers in the Least Restrictive Environment as evidenced by signature page and special factors (IEP Team)

Request for ED Consultation

Overview

The *Request for ED Consultation* is completed as part of the *CEP-ED Checklist* after a Special Education assessment has been opened and ED is considered a suspected area of disability. The comprehensive evaluation process assists appropriate identification for these students. This process is to be used for all initials or re-assessments as required for students suspected of or identified with emotional disturbance.

The intent of this process is to provide:

- A collegial process to systematize and support clinical case discussion
- A forum to implement best practices in evaluation and identification
- Professional development through peer review of data analysis and assessment results

Procedure

The *ED Consultation Process* documents the request for consultation with a facilitator. Site Psychologist completes the ED Consultation form and emails it to the Related Specialized Services (RSS) office. Contact is made by a Facilitator Psychologist who is available for consult throughout the evaluation process. Once the evaluation is complete and prior to the IEP meeting the Facilitator Psychologist, Site and Peer Psychologists meet to discuss all findings of assessment and data to support the Site Psychologist in reviewing ED eligibility criteria. (Please note the final special education eligibility determination is made by the IEP Team.)

The site psychologist at Smith Middle school requested an ED Consult to discuss possible eligibility under the Federal Handicapping Condition (FHC) of Emotional Disturbance for an eighth grade female student, Missy. The ED Consultation Team was made up of the assigned School Psychologist Facilitator, Site Psychologist and invited Peer Psychologist. It was revealed that Missy had a history of behavioral concerns related to anxiety that had been observed for over four years by her parents and school staff. Over the past two years, Missy was hospitalized three times, twice for suicidal ideations and once for a suicide attempt. The ED Consult Team also discussed past and current supports from staff and interventions implemented. Missy received positive behavioral intervention support at school and maintained average academic performance until her seventh grade year. Missy's grades dropped significantly in 7th grade, failing all classes during the first and second semester. The site psychologist reported to the ED Consult Team that according to school site supports, Missy demonstrated characteristics associated with depressive behaviors, extreme withdrawal, constant dark depictions of characters in her drawings and statements related to self-harm. The ED Consult Team inquired about any past therapy Missy may have received. While reviewing the records together it was noted that Missy had received therapy for 2 years with minimal progress. The ED Consult Team then discussed current assessments completed by the site psychologist. The data was reviewed and indicated depressive symptoms, difficulty resolving conflicts and poor relationships with peers, teachers and parents. In conjunction with the initial referral, the Ed Consult Team recommended a referral to the district's Mental Health Related Services (MHRS) to address characteristics of depression. The ED Consult Team discussed and agreed there was sufficient evidence to support a recommendation for eligibility and special education services under the FHC of Emotional Disturbance.

Request for ED Consultation

The top part of this form is to be used by the Related Specialized Services office staff when site psychologists consult with the "ED PANEL". Please email this word document to psychmat@sandi.net

CASE INFORMATION

Student Name: Missy B		ID#: 442103
Gender: Female	Grade: 8	Ethnicity: caucasion
School: Smith Middle	IEP Due Date: 11/14/14	
Type of Assessment (check one): <input checked="" type="checkbox"/> Initial <input type="checkbox"/> Review		If review what is current Primary Disability:
Name of Site Psychologist: John Doe		Secondary Disability:

FOR OFFICE USE ONLY

Name of Facilitator Psychologist Assigned: Sally Sherlock	How was this initial contact made to the RSS Office? <input type="checkbox"/> Phone <input checked="" type="checkbox"/> E-mail <input type="checkbox"/> In-Person
Date Site Psychologist contacted RSS Office: 10/2/14	

COMPLIMENTARY OUTCOMES

STEP 1

Date Facilitator contacted: Sally Sherlock Date: 10/7/14

STEP 2

Date of Panel meeting to discuss case: 11/10/14

Peer Psychologist invited: _____ Joan B

STEP 3 (To be completed after IEP meeting by the site psychologist)

Outcome of IEP

Disability—Primary: ED	Disability—Secondary:
If Disability is OHI, Please indicate medical condition/diagnosis:	
<input type="checkbox"/> No medical diagnosis/condition	
Number of SAI Hours: 20hrs/wk	Initial Referral to MHRS: <input checked="" type="checkbox"/> Yes
Related Services: <input checked="" type="checkbox"/> Psychological Services <input type="checkbox"/> Counseling & Guidance <input checked="" type="checkbox"/> MHRS <input type="checkbox"/> SLP <input type="checkbox"/> OT/PT	
Community Agency Referral: None (if there is no agency put "none")	

Emotional Disturbance Disability Certification

Overview

The *Emotional Disturbance Disability Certification* certifies that students with Emotional Disturbance have been provided a comprehensive evaluation. It is used during Initial and Three-year reviews when students are being considered eligible for or already have a disability of Emotional Disturbance.

Content

The *Emotional Disturbance Disability Certification* contains the same information as the *Comprehensive Evaluation Process for Emotional Disturbance (CEP-ED) Checklist*. It is a one page document to record that the team followed the process as outlined in the *CEP-ED Checklist* and is attached to the IEP document.

Procedure

The *Emotional Disturbance Disability Certification* is a form included in the district online IEP system for Initial and Three-year reviews. It is not used for Annual reviews.

- Each line requires that either “Yes” or “No” be checked and any “No” checked in Part 1A, 1B or 2 requires an explanation.
- At least one of the boxes in Part 4 must be checked “Yes” and all of the boxes in Part 5 should be checked “Yes”, if the IEP team is considering the eligibility of Emotional Disturbance.

The form should be printed out and attached to the signed, hard copy of the IEP and placed in the Special Education Container.

STUDENT: SID: MEETING DATE:

EMOTIONAL DISTURBANCE DISABILITY CERTIFICATION

Use this form at Initial, Three-year reviews, and when students are being considered eligible as having a disability of Emotional Disturbance (ED). This document certifies that students with ED have been provided with a comprehensive evaluation. It is not a certification of disability. This form is not required for annual review meetings.

1. REVIEW OF INTERVENTION

FOR STUDENTS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

Yes

No

☐☐

Documentation of an initial pre-referral intervention meeting that addresses the behavioral and/or academic concerns and actions to address these concerns.

☐☐

Documentation of at least one follow-up pre-referral intervention meeting, documenting the results of the interventions and the effect on the behavior.

☐☐

Documentation of the following considerations: attendance history; changes in the home environment; primary language; acculturation; vision/hearing screening; and classroom-student match.

Briefly describe the evidence of the student's response to interventions (Analysis of the RtI data):

☐☐

Report card or cumulative file comments indicate behavioral and academic concerns prior to the date of referral.

☐☐

Documentation of one or more of the following: counseling, social skills groups, behavior support plan, and/or positive individual behavior plan in the general education environment.

☐☐

Collaborative assessment planning to address all areas of suspected disability.

FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

Yes

No

☐☐

There is a behavior support plan.

☐☐

There is documentation in previous IEPs that the following were implemented:

☐☐

Academic accommodations and modifications to address the behavioral concerns.

☐☐

Counseling services and/or referrals to outside agencies to address social/emotional issues.

An assessment plan is in the student's records indicating social, emotional and behavioral concerns.

2. ASSESSMENT-- DOCUMENTATION THAT THE ASSESSMENT PROCESS AND REPORT INCLUDES THE FOLLOWING

Yes

No

☐☐

Health assessment, including vision and hearing.

☐☐

Documentation to rule out sensory issues as primary contributor to learning difficulties.

☐☐

Comprehensive academic assessment and analysis of classroom performance, observations and norm-referenced data.

☐☐

Comprehensive cognitive and general abilities assessment and analysis/interpretation of the results. Multi-disciplinary social/emotional evaluation must include: analysis of data from records review; student's history; observations across multiple settings; teacher/parent interviews; standardized rating scales; and assessment of functional communication.

Comprehensive behavioral evaluation must include: observations in multiple settings and an analysis of antecedent-behavior-consequence (ABC) and frequency and duration.

DETERMINATION OF ELIGIBILITY OF EMOTIONAL DISTURBANCE

3. If the IEP team has determined that the response to any of the items in 1 or 2 above is "no", the student may not be eligible as a student with emotional disturbance.

4. If the IEP team has determined that the response to the items in 1 and 2 above are "YES," the IEP team may consider the criteria for the eligibility of emotional disturbance by checking one or more applicable characteristics below identified through the results of the assessment and the written report if they have existed over a long period of time, to a marked degree, and they have adversely affected the student's educational performance. This section shall serve as the eligibility statement.

And must meet 1 or more of the 5 criteria to be eligible for the Federally Handicapping Condition (FHC) of ED

Yes	No		THE PRESENTING BEHAVIORS ARE NOT PRIMARILY DUE TO:
<input type="checkbox"/>	<input type="checkbox"/>	An inability to learn which cannot be explained by intellectual, sensory or health factors.	<input type="checkbox"/> Social maladjustment
<input type="checkbox"/>	<input type="checkbox"/>	An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.	<input type="checkbox"/> Health factors
<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate types of behaviors or emotions under normal circumstances exhibited in several settings/situations.	<input type="checkbox"/> Lack of appropriate instruction
<input type="checkbox"/>	<input type="checkbox"/>	A general pervasive mood of unhappiness or depression.	<input type="checkbox"/> Poor school attendance
<input type="checkbox"/>	<input type="checkbox"/>	A tendency to develop physical symptoms or fears associated with personal or school problems.	<input type="checkbox"/> Environmental, economic, or social disadvantage
			<input type="checkbox"/> Unfamiliarity with the English language

5. IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

Yes

No

☐☐

Parent/Guardian participation at the IEP meeting determining eligibility and services.

☐☐

Present levels and special factors that include academic and behavioral needs and supports and observable and measureable IEP goals to ensure educational benefit in the Least Restrictive Environment.

☐☐

Behavior Support Plan (BSP) related to present levels and goals (Functional Analysis Assessment/ Behavior Intervention Plan) if behavior warrants.

☐☐

Referral to mental health agency and inclusion of psychological and/ or counseling and guidance services to address social/emotional and/or behavioral needs.

Forms

Comprehensive Evaluation Process Initial Decision Making for Emotional Disturbance (ED)

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Describe the behavior that impedes his/her learning or that of others as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).
Identify problematic behaviors at all levels (e.g., school-wide, class-wide, individual)
Who is this a problem for? Is the problem validated by school staff, student, parent, community members (as appropriate)?

Are there clearly defined procedures and consistent consequences for behaviors? Is classroom management and physical arrangement conducive to learning for the student(s)? Consider teacher, parent, and staff expectations & perceptions.

- Is the curriculum appropriate for the student?
- Instructional and behavioral management?

NO

Develop Action Plan to address levels at which the behavior(s) occur (school-wide, class-wide, individual). **Complete—Analysis & Action Plan**

YES

Student

- Has behavior occurred for at least 6 months?
- Are there ecological factors that impede behavior and learning at individual level (e.g., attendance, health, home environment)?
- Have personal, cultural and language factors been considered?
- Has team utilized site resources to address issue(s)?

Instructional

- Has the student's previous and current learning environment been considered?
- Is the teacher-student match conducive to learning?
- Is appropriate curriculum in place to meet the student's needs?
- Has team considered sequencing, engagement and re-teaching of academic skills?
- Has team considered the explicit teaching and re-teaching of behavioral expectations and skills?

NO

Review Analysis & Action Plan & consider RtI Problem Solving Meeting for further intervention.
Implement for 6-12 wks.

Student

- Consider utilizing community resources, Race/Human Relations, parental involvement, cultural norms and dynamics that may contribute to behavior.
- Consider issues of mobility, health and attendance that may contribute to behavior.
- Consider implementation of social skills groups, behavior support plan and/or counseling to address individual needs.
- Consider consultation/collaboration of on-site resources (e.g., teacher buddy) to support classroom.
- Consider consultation/collaboration of district resources (e.g., counseling or psychology department, behavior support resources) to support classroom.

Instructional

- Teacher/school collaboration, professional development, teaching style, expectations, classroom management, cultural responsiveness.
- Consider acculturation variables and appropriate opportunities for learning.
- Opportunities for learning and appropriate instruction.
- Consider accommodations for student input/output in demonstrating mastery of skills.
- Explicit teaching for academic and behavioral skills.
- Consider language of instruction; use primary language or ELD strategies, if appropriate, ensuring instruction is comprehensible.

YES

Has a problem-solving team met more than once over a reasonable period of time in order to:

- Identify and systematically address concerns?
- Collect data for student progress?
- Evaluate the effectiveness of plan?

NO

Team Reconvene to review plan, actions and implementation effectiveness

- Intensify and/or modify the plan
- Re-evaluate in 6-12 weeks

YES

Is there overwhelming evidence of minimal progress across all settings *despite* interventions?

NO

Continue, modify or expand intervention, adjust time frame and monitor progress.

YES

Adjust/intensify intervention plan AND/OR Consider a referral for special education

CUMULATIVE FILE CHECK

STUDENT _____ ID _____ TEACHER _____ GRADE ____ DATE _____

HOME LANGUAGE(S) _____ ENGLISH LEARNER YES ____ NO ____

CELDT SCORES: DATE _____ OVERALL PROFICIENCY LEVEL _____

LISTENING _____ SPEAKING _____ READING _____ WRITING _____

PERSON FILLING OUT FORM _____ POSITION _____

CHECK CUM FILE FOR THE FOLLOWING:			IF CONCERNED OR NEED MORE INFORMATION PLEASE CONTACT: NOTE DATE CONTACT WAS MADE:
Cum File Present	Yes	No	Registration Clerk
IEP Exists	Yes	No	Education Specialist/Administrator/Parent
Evidence of Previous SST/RtI Date _____	Yes	No	School Counselor/Administrator/Parent
Hearing/Vision/Health Concerns	Yes	No	Nurse/Parent
Attendance/Tardiness Concerns	Yes	No	Attendance Clerk/School Counselor/Parent
Fine/Gross Motor Concerns	Yes	No	Occupational Therapist/Adapted PE Teacher/Parent
Speech/Language Concerns	Yes	No	Speech-Language Pathologist/Parent
ELD Instruction/Supplemental Support How long? _____	Yes	No	English Learner Support Teacher/Administrator/Parent
Participation in Counseling	Yes	No	School Counselor/Administrator/School Psychologist/Parent
Behavior Concerns	Yes	No	Previous Teacher/School Counselor/Parent Administrator/School Psychologist
Testing History Reviewed	Yes	No	Administrator/Previous Teacher
Report Cards Reviewed	Yes	No	Administrator/Previous Teacher
Retained Grade Retained _____	Yes	No	Administrator

STUDENT STRENGTHS:

DESCRIPTION OF CONCERN(S):

Extrinsic Factors

Student:	ID #:	Date:
School:	Teacher:	Grade:
Home Language(s):	Years in US Schools:	

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *Action, Analysis & Support Plan (ASSP)*.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have access to healthcare? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the student's basic nutritional needs being met? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do hearing and vision checks reveal results within normal limits? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have a history of ear infections, allergies, or ear tubes? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the family living arrangement impact the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, events in refugee camps, serious accidents, or personal assaults/abuse? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student moved schools frequently? |
|--------------------------|--------------------------|--------------------------|---------------------------------------|

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are gender and/or birth order expectations of the home impacting learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is family support available to the student (e.g., academic support, homework routines)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student's family had access to community support systems? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the family a member of a community that shares its language and culture? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the team examined what motivates and interests the student? |

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the teacher use explicit oral and written language models in every lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the oral and written language models at and slightly above the student's language level? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student been shown how language works to express ideas, intentions, and information? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a match between student's instructional language level and classroom demands? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there listening and speaking data from all languages? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there reading and writing data from all languages of instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have available data related to the student's language development (CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed? |

Yes No Investigating

- ☐ ☐ ☐ Has information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:

Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact Learning

Yes No Investigating

- ☐ ☐ ☐ Were there similar concerns in any previous school environment?
- ☐ ☐ ☐ Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?
- ☐ ☐ ☐ Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried:
- ☐ Variety of speech patterns (e.g., intonation, rate, repetition)
 - ☐ Experiential techniques (e.g., manipulatives, hands-on activities, movement)
 - ☐ Visual supports (e.g., objects, gestures, graphic organizers)
 - ☐ Alternative ways to respond (e.g., home language, signals) to ensure participation
 - ☐ Flexible group structures (e.g., pairs, cooperative groups)
 - ☐ Vocabulary scaffolded for student's prior knowledge
 - ☐ Student strengths incorporated in all subject areas
 - ☐ Components of literacy explicitly taught in a meaningful and contextual manner
 - ☐ Checks for understanding of all lesson objectives
- ☐ ☐ ☐ Have work samples been used to compare the student to peers from similar backgrounds?
- ☐ ☐ ☐ Has performance across content areas been considered?
- ☐ ☐ ☐ Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance?

Strengths revealed:

Areas identified for intervention:

ANALYSIS, ACTION, & SUPPORT PLAN (AASP)

Step 2

Step 3

Level	Factors contributing to problem What contributes to the Behavior?	Supports in currently in place	Action	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)						
Classroom (Applies to groups of students)						
Individual						

Team Members: _____

Meeting Review Date: _____

Step 4

REVIEW PLAN

Step 5

Level	Action(s) from initial meeting	Review Outcome	✓Continue	✓Terminate/Change	New Actions	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)								
Classroom (Applies to groups of students)								
Individual								

Team Members: _____

Meeting Review Date: _____

Step 6

REVIEW PLAN

Step 7= Move to SST

Level	Action(s) from initial meeting	Review Outcome	✓Continue	✓Terminate/Change	New Actions	Who	Date to be completed	Date Completed/Ongoing
School Wide (Applies to groups of students)								
Classroom (Applies to groups of students)								
Individual								

Team Members: _____

Meeting Review Date: _____

Comprehensive Evaluation Process for Emotional Disturbance (CEP-ED)

This document certifies that newly identified or re-evaluated students with Emotional Disturbances (ED) have been provided with a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

1. REVIEW OF INTERVENTION

FOR STUDENTS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

Yes No

- ☐ ☐ Documentation of an initial pre-referral intervention meeting (e.g., grade level meetings, SST, IST) that addresses the behavioral and/or academic concerns and actions to address these concerns at the school, class and individual level. (Rtl Tier II)
- ☐ ☐ Documentation of at least one follow-up pre-referral intervention meeting, (at least 3 months after the initial meeting) documenting the results of the interventions and the effect on the behavior. (Rtl Tier II)
- ☐ ☐ Pre-referral team's documentation of the following considerations: attendance history and gaps; recent changes in student's home environment; student's primary language; acculturation; vision and hearing screening; and classroom-student match. (Rtl Tier II)
- ☐ ☐ Report card or cumulative file comments indicate behavioral and academic concerns for **more than** one semester (secondary) or one year (elementary), prior to the date of referral. (Rtl Tier II)
- ☐ ☐ Documentation of one or more of the following: counseling, social skills groups, behavior support plan, and/or positive individual behavior plan in the general education environment. (Rtl Tier II and/or III)
- ☐ ☐ Collaborative assessment planning (Case manager, psychologist and related service providers) to address all areas of suspected disability. (Assessment Plan)
- ☐ ☐ Notification to ED Review Panel of possible ED assessment process.

2. ASSESSMENT (INITIAL & RE-EVALUATION)

****NO ONE SINGLE TEST OR PROCEDURE SHOULD DETERMINE STUDENT'S ELIGIBILITY****

Yes No

- ☐ ☐ Is the student currently or have they ever received Special Education services?
If yes, under what eligibility: _____

DOCUMENTATION THAT THE ASSESSMENT PROCESS AND REPORT INCLUDES THE FOLLOWING:

- ☐ ☐ Health assessment, including vision and hearing (Nurse)
- ☐ ☐ Documentation to rule out sensory issues as primary contributor to learning difficulties (School Psychologist)
 - ☐ Observation in multiple settings
 - ☐ Visual Motor Assessment
 - ☐ Consult with Occupational Therapist
- ☐ ☐ Comprehensive academic assessment, including the following: (Educational Specialist)
 - ☐ Classroom Based (review of work samples, Benchmark assessments)



- ☐ Interviews
- ☐ Classroom observations (e.g. on-task, work completion, organization, transitions, etc.)
- ☐ Results of response to interventions implemented
- ☐ Norm-Referenced (e.g. Brigance, WJ-III)
- ☐ Analysis and interpretation of strength and weakness patterns across content areas

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <p>Comprehensive cognitive and general abilities assessment: (School Psychologist)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Norm-Referenced (e.g. KABC-2, WJ-III, etc.) <input type="checkbox"/> Developmental/dynamic assessments <input type="checkbox"/> Analysis and interpretation of test scores and results |
| <input type="checkbox"/> | <input type="checkbox"/> | <p>Multi-disciplinary social/emotional evaluation considering school, home and community behavior must include the following: (School Psychologist)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of data from records review (includes behavior incidents/discipline reports) <input type="checkbox"/> Description of History (family and socio-cultural background, developmental, educational and behavior history and other services) <input type="checkbox"/> Observations (observable behavior over multiple settings) <input type="checkbox"/> Interviews (teachers, parent/guardians and student) <input type="checkbox"/> Standardized Rating Scales (teachers, parent/guardians, other observer and self-report. Must include more than one rater to secure validity.) <ul style="list-style-type: none"> <input type="checkbox"/> <i>Optional-</i> Projective Tests (e.g. Thematic Apperception Test (TAT) and/or Roberts Apperception Test (RAT) <input type="checkbox"/> Assessment of functional communication (e.g. social language, pragmatics) <ul style="list-style-type: none"> <input type="checkbox"/> Observations in multiple settings <input type="checkbox"/> Consult with Speech Language Pathologist |
| <input type="checkbox"/> | <input type="checkbox"/> | <p>Comprehensive behavioral evaluation (School Psychologist)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations in multiple settings, including the following: <ul style="list-style-type: none"> <input type="checkbox"/> Antecedent-Behavior-Consequence (ABC) data <input type="checkbox"/> Frequency and duration <input type="checkbox"/> Analysis and interpretation of behavioral data |
| <input type="checkbox"/> | <input type="checkbox"/> | <p>Documentation that tools were selected and administered so as to not be discriminatory on a linguistic, racial or cultural basis.</p> |

3. DETERMINATION OF ED ELIGIBILITY WITHIN THE ASSESSMENT REPORT

STUDENTS WHO MEET THE CRITERIA OF EMOTIONAL DISTURBANCE MUST MEET ALL 3 CONDITIONS:

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <p>A. Exhibits behavior over a long period of time (6 months in most cases)</p> <ul style="list-style-type: none"> ▪ A long duration of demonstrated ED characteristics is necessary in order to rule out a number of temporary factors such as, developmental changes (puberty), environmental stressors (divorce, death or loss of parent/sibling). It also provides school staff with the opportunity to utilize behavior interventions in order to rule out a behavioral disorder and social maladjustment vs. ED |
|--------------------------|--------------------------|---|

As evidenced by: _____

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <p>B. To a marked degree</p> <ul style="list-style-type: none"> ▪ Pervasiveness – demonstrate characteristics of their disturbance across almost all areas (school, home and/or community) and with almost all individuals. Not only in certain settings and with certain individuals. ▪ Intensity – Demonstration of negative behaviors in an overt, acute and observable manner. Behaviors must produce significant distress either to the individual or to others in his/her environment. |
|--------------------------|--------------------------|---|

As evidenced by: _____



- ☐ ☐ **C. Adversely affects educational performance**
- Student behaviors occur in the school setting and must result in the lack of the student's benefiting in his/her educational setting. Affected performance could be determined by low academic achievement as compared to student's cognitive functioning. Also, the impact of task completion, on-task behavior, participation, and peer/teacher interactions. Poor attendance cannot be a primary factor.

As evidenced by: _____

- ☐ ☐ **And must meet 1 or more of the 5 criteria to be eligible for the Federally Handicapping Condition (FHC) of ED (within a cultural context)**

1. An inability to learn which cannot be explained by intellectual, sensory or health factors

- Thought disorders, fragmentation of thoughts, incoherence, hallucinations, bizarre delusions
- Severe disturbances in the thought processes of learning may include distorted reasoning and/or awareness of reality, deficits in long and short-term memory

As evidenced by: _____

2. An inability to build or maintain satisfactory interpersonal relationships with peers and adults

- Has no friends at school or home, does not voluntarily play, socialize or engage in recreation with others
- Avoids communication or extremely fearful of teachers and peers, excessively aggressive or withdrawn if others intrude on their space
- Extensive withdrawal or avoidance of a people or circumstances that do not stem from family traditions
- Regression of behavior to an earlier developmental stage under stress (cries excessively, thumb sucking, baby talk, temper tantrums and/or encopresis and enuresis)

As evidenced by: _____

3. Inappropriate types of behaviors or emotions under normal circumstances exhibited in several settings/situations

- Catastrophic reactions to everyday occurrences, lack of appropriate fear reactions
- Bizarre behaviors, self-mutilation, delusional thoughts and/or hallucinations

As evidenced by: _____

4. A general pervasive mood of unhappiness or depression

- Loss of interest or pleasure in almost all activities that were high interest in the past
- Poor appetite/loss of weight or overeating
- Feelings of worthlessness, thoughts of death, suicidal ideations or attempts
- Fearfulness and apprehensiveness without really knowing why

As evidenced by: _____

5. A tendency to develop physical symptoms or fears associated with personal or school problems

- Persistent and irrational fear of a specific object, activity or situation that results in compulsive avoidance behavior
- Intense, disabling anxiety often reaching panic proportions when the object, situation or activity is approached

As evidenced by: _____

- ☐ ☐ Documentation of *exclusionary criteria* and other relevant factors. (School Psychologist)

- ☐ Social maladjustment-Documentation that the "disturbance" is **not primarily** due to "social maladjustment" behaviors. Assessor must differentiate between *social maladjustment* and an *emotional disturbance*.
- *Students who exhibit socially maladjusted behaviors tend to have adequate personal-social relationships and well developed ego strength (except in certain settings). These students may exhibit behaviors that*

are valued within the range of cultural expectations of larger groups (e.g., home, community, school). These students are able to adapt to the behaviors that are approved by their peer group (e.g., gangs) but are in conflict across other settings, such as home or school. The intent of these behaviors is often out the student's desire for attention, manipulation or belonging to a group unlike that of students who act out of anxiety, anger or depressive tendencies.

- ☐ Health Factors
- ☐ Lack of instruction
- ☐ Poor school attendance
- ☐ Environmental, economic, or social disadvantage
- ☐ Unfamiliarity with the English language

- ☐ ☐ Justification and description of how student meets criteria for additional disabilities that may be primarily impeding learning, as appropriate. (School Psychologist)
- ☐ ☐ If student is eligible under another criterion, provide justification or description as to how they meet that criterion. (School Psychologist)
- ☐ ☐ Documentation of meeting with ED Panel prior to IEP meeting. (School Psychologist)

4. IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

IEP MUST INCLUDE THE FOLLOWING:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Parent/Guardian participation at the IEP meeting as evidenced by signature on meeting notice and signature page and concerns documented within present levels (Educational Specialist) <ul style="list-style-type: none"> <input type="checkbox"/> Parent Attended Meeting <input type="checkbox"/> Parent Participated via Phone |
| <input type="checkbox"/> | <input type="checkbox"/> | Present levels and special factors that include academic and behavioral needs, supports, accommodations and modifications to ensure educational benefit (Educational Specialist and Related Service Providers as appropriate) |
| <input type="checkbox"/> | <input type="checkbox"/> | Observable and measureable IEP goals that match the identified needs in present levels (Educational Specialist and Related Service Providers as appropriate) |
| <input type="checkbox"/> | <input type="checkbox"/> | Behavior Support Plan (BIP) related to present levels and goals (IEP Team) |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Optional-</i> Inclusion of Functional Analysis Assessment/ Behavior Intervention Plan (FBA/BIP) if behavior warrants (School Psychologist)
If no, give rationale:_____ |
| <input type="checkbox"/> | <input type="checkbox"/> | At least one of the following to assist in meeting the social/emotional and/or behavioral needs: (IEP Team) <ul style="list-style-type: none"> <input type="checkbox"/> Psychological Services <input type="checkbox"/> Counseling and Guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | Referral to mental health agency for services to address social-emotional and behavioral goals, as evidenced by services and/or team action page (School Psychologist) |
| <input type="checkbox"/> | <input type="checkbox"/> | Statement that services and supports are delivered to the maximum extent appropriate with non-disabled peers in the Least Restrictive Environment as evidenced by signature page and special factors (IEP Team) |

STUDENT: SID: MEETING DATE:

EMOTIONAL DISTURBANCE DISABILITY CERTIFICATION

Use this form at Initial, Three-year reviews, and when students are being considered eligible as having a disability of Emotional Disturbance (ED). This document certifies that students with ED have been provided with a comprehensive evaluation. It is not a certification of disability. This form is not required for annual review meetings.

1. REVIEW OF INTERVENTION

FOR STUDENTS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

Yes

No

☐☐

Documentation of an initial pre-referral intervention meeting that addresses the behavioral and/or academic concerns and actions to address these concerns.

☐☐

Documentation of at least one follow-up pre-referral intervention meeting, documenting the results of the interventions and the effect on the behavior.

☐☐

Documentation of the following considerations: attendance history; changes in the home environment; primary language; acculturation; vision/hearing screening; and classroom-student match.

Briefly describe the evidence of the student's response to interventions (Analysis of the RtI data):

☐☐

Report card or cumulative file comments indicate behavioral and academic concerns prior to the date of referral.

☐☐

Documentation of one or more of the following: counseling, social skills groups, behavior support plan, and/or positive individual behavior plan in the general education environment.

☐☐

Collaborative assessment planning to address all areas of suspected disability.

FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

Yes

No

☐☐

There is a behavior support plan.

☐☐

There is documentation in previous IEPs that the following were implemented:

☐☐

Academic accommodations and modifications to address the behavioral concerns.

☐☐

Counseling services and/or referrals to outside agencies to address social/emotional issues.

An assessment plan is in the student's records indicating social, emotional and behavioral concerns.

2. ASSESSMENT-- DOCUMENTATION THAT THE ASSESSMENT PROCESS AND REPORT INCLUDES THE FOLLOWING

Yes

No

☐☐

Health assessment, including vision and hearing.

☐☐

Documentation to rule out sensory issues as primary contributor to learning difficulties.

☐☐

Comprehensive academic assessment and analysis of classroom performance, observations and norm-referenced data.

☐☐

Comprehensive cognitive and general abilities assessment and analysis/interpretation of the results. Multi-disciplinary social/emotional evaluation must include: analysis of data from records review; student's history; observations across multiple settings; teacher/parent interviews; standardized rating scales; and assessment of functional communication.

Comprehensive behavioral evaluation must include: observations in multiple settings and an analysis of antecedent-behavior-consequence (ABC) and frequency and duration.

DETERMINATION OF ELIGIBILITY OF EMOTIONAL DISTURBANCE

3. If the IEP team has determined that the response to any of the items in 1 or 2 above is "no", the student may not be eligible as a student with emotional disturbance.

4. If the IEP team has determined that the response to the items in 1 and 2 above are "YES," the IEP team may consider the criteria for the eligibility of emotional disturbance by checking one or more applicable characteristics below identified through the results of the assessment and the written report if they have existed over a long period of time, to a marked degree, and they have adversely affected the student's educational performance. This section shall serve as the eligibility statement.

And must meet 1 or more of the 5 criteria to be eligible for the Federally Handicapping Condition (FHC) of ED

Yes	No		THE PRESENTING BEHAVIORS ARE NOT PRIMARILY DUE TO:
<input type="checkbox"/>	<input type="checkbox"/>	An inability to learn which cannot be explained by intellectual, sensory or health factors.	<input type="checkbox"/> Social maladjustment
<input type="checkbox"/>	<input type="checkbox"/>	An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.	<input type="checkbox"/> Health factors
<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate types of behaviors or emotions under normal circumstances exhibited in several settings/situations.	<input type="checkbox"/> Lack of appropriate instruction
<input type="checkbox"/>	<input type="checkbox"/>	A general pervasive mood of unhappiness or depression.	<input type="checkbox"/> Poor school attendance
<input type="checkbox"/>	<input type="checkbox"/>	A tendency to develop physical symptoms or fears associated with personal or school problems.	<input type="checkbox"/> Environmental, economic, or social disadvantage
			<input type="checkbox"/> Unfamiliarity with the English language

5. IEP TEAM RECOMMENDATIONS/IEP DOCUMENT

Yes

No

☐☐

Parent/Guardian participation at the IEP meeting determining eligibility and services.

☐☐

Present levels and special factors that include academic and behavioral needs and supports and observable and measureable IEP goals to ensure educational benefit in the Least Restrictive Environment.

☐☐

Behavior Support Plan (BSP) related to present levels and goals (Functional Analysis Assessment/ Behavior Intervention Plan) if behavior warrants.

☐☐

Referral to mental health agency and inclusion of psychological and/ or counseling and guidance services to address social/emotional and/or behavioral needs.

Tools

ABC Data Collection Form

Student: _____

School: _____

Teacher: _____

Date & Time	Activity	Location	What happened in the environment (other than the student's behavior) immediately before the behavior occurred? Antecedent	Describe the behavior: What exactly did the student do? Behavior	What happened in the environment (response from staff, students, etc.) as a result of the student's behavior? Consequence	Student's Response to Consequence	Duration	Documenting Staff Member

**A student's own behavior cannot be the antecedent or the consequence.*

Structured ABC (Antecedent-Behavior-Consequence) Analysis

Student _____	Date																
	Time																
	Staff																

Behavior (List specific problem)

1																	
2																	
3																	

Location where behavior occurred:

Classroom																	
Library																	
Hallway																	
Small group																	
Large group																	
1:1 Instruction																	
Outside (recess)																	
Other:																	

Immediate Antecedent: What was happening when behavior started?

Ignored by peer																	
Ignored by teacher																	
Provoked by peer																	
Given a direction																	
Object/Activity denied																	
Object/Activity removed																	
Alone with activity																	
Alone with nothing																	
Other:																	

Immediate Consequence: What adult/others did

Response blocked, told to stop																	
Redirected to another activity																	
Object or activity given																	
Direction removed																	
Adult/ Peer walked away																	
Adult/ Peer ignored																	
Other:																	

Total

Please chose three behaviors of concern and list them by **1,2** and **3**. Each time one of these behaviors occurs, note the date and time in a column. Place an X under the date to indicate which behavior occurred. Place additional Xs down the column to indicate where the behavior took place, what happen immediately before or when the behavior occurred, and what you did following the behavior. Make any additional notes on the back of this form.

Pos Reinf (Attn)	Pos Reinf (Things)	Neg Reinf (escape)	Automatic Reinf.
------------------------	--------------------------	--------------------------	---------------------

--	--	--	--

[illegible]

[illegible]

Daily Duration Recording Form

Student's Name: _____

School: _____

Staff completing form: _____

Date: _____

Beginning Time of Observation: _____ End Time of Observation: _____ Total Time: _____

Procedures:

- * Write down the behavior that you will be observing and its definition
- * Make sure that you have a timer prior to beginning your observation
- * Write the date, beginning and ending time of the observation
- * Use only one "Daily Duration Recording Form" per day
- * Each time the behavior occurs:
 - Write down the time when the behavior of interest began
 - Write down the time when the behavior stopped
 - Calculate the length of time that the behavior lasted and write it in minutes and/or seconds. Be sure to identify which one you are using with 'm' or 's' after the number **(This is what will be graphed)**.

Behavioral Definition (in specific, observable, measurable terms): _____

Behavioral Definition: Elopement = Student runs from staff, group, and/or instructional area.

Example

Date	Activity in Progress	Enter time when the behavior began	Enter time when behavior stopped	Duration of the behavior
10/1/13	Carpet to Playground Red Structure	9:05 am	9:30 am	25 m

Example

[illegible]

Peer Comparison Observation Form

Student _____ M/F _____ Grade _____

School _____ Teacher _____

Observer _____ Position _____

Date _____ Start Time _____ End Time _____

Subject/Class Activity _____

- ☐ Teacher Directed Whole Class _____
- ☐ Teacher Directed Small Group _____
- ☐ Independent Work Session _____

Directions: Select a comparison student of the same sex as the student. Each box represents a ten-second interval. Observe each student once, then record the data.

This is a partial interval recording. If possible, collect full 15 minutes under a teacher directed or independent condition. Put a slash when the condition changes.

	1						2						3					
Student																		
Peer																		
Teacher Reaction																		

	4						5						6					
Student																		
Peer																		
Teacher Reaction																		

	7						8						9					
Student																		
Peer																		
Teacher Reaction																		

Peer Comparison Observation Form

	10						11						12					
Student																		
Peer																		
Teacher Reaction																		

	13						14						15					
Student																		
Peer																		
Teacher Reaction																		

Behavior Codes

+ = On-Task Code

V = Verbal Off Task (Inappropriate verbalizations or sounds)

M = Motor Off Task (Playing with objects)

I = Inactive (Student not engaged with assigned task and is passively waiting, sitting, etc.)

O = Out of Seat (Student out of seat without permission)

N = Non-compliance (Student refuses to complete task)

Teacher Reaction Codes

A = Attention to All (Gives instruction/directions to the whole class)

+ = Positive Attention to Student (Gives positive comment, smile, pat on the back, or gesture to student)

- = Negative Attention to Student (Reprimands, implements negative consequences, or negative gestures)

X = No Attention to Student (Ignores student request or behavior)

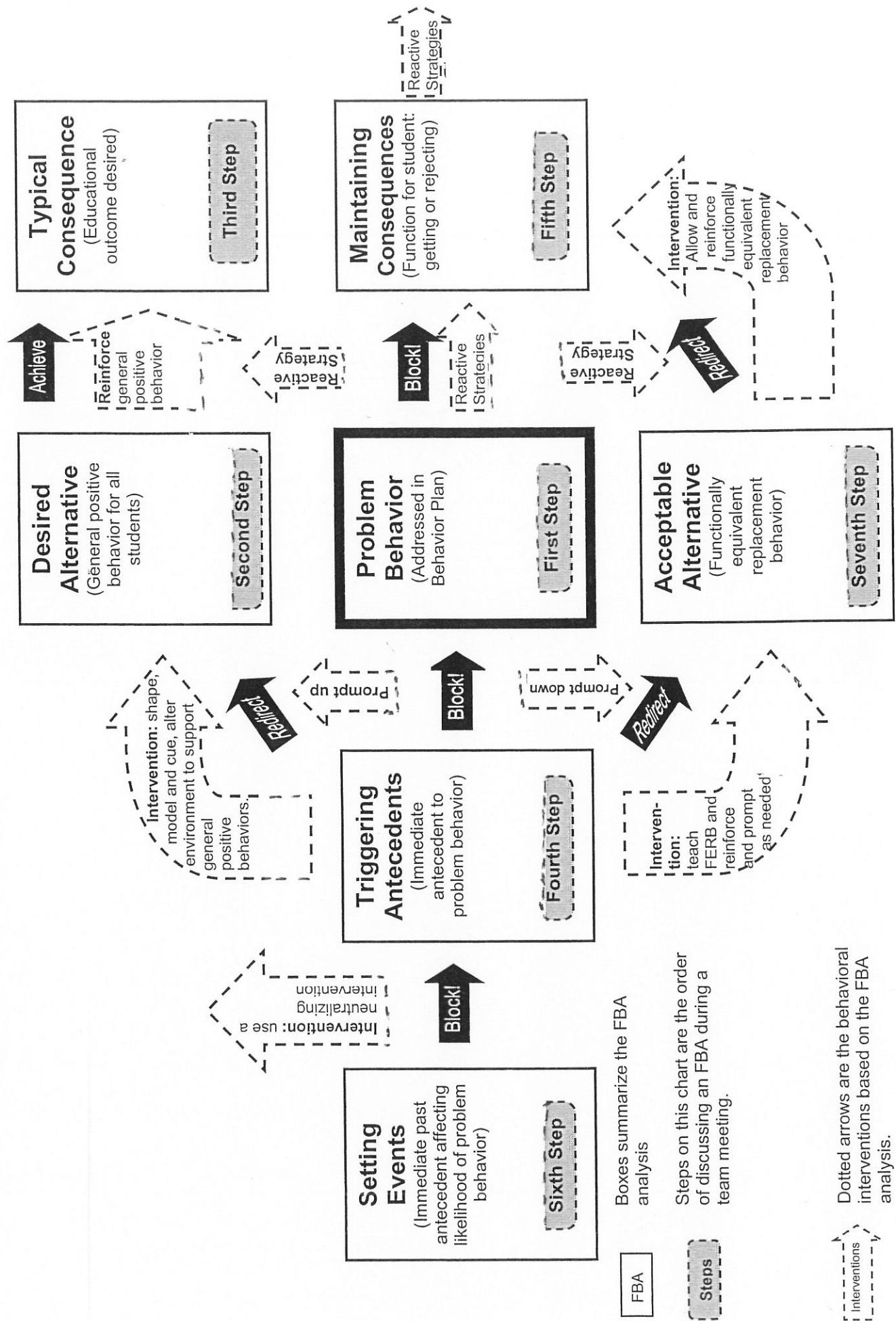
/ = Neutral Attention to Student (Directions given to student without expression, no approval or disapproval expressed)

Three Pathway Summary Chart

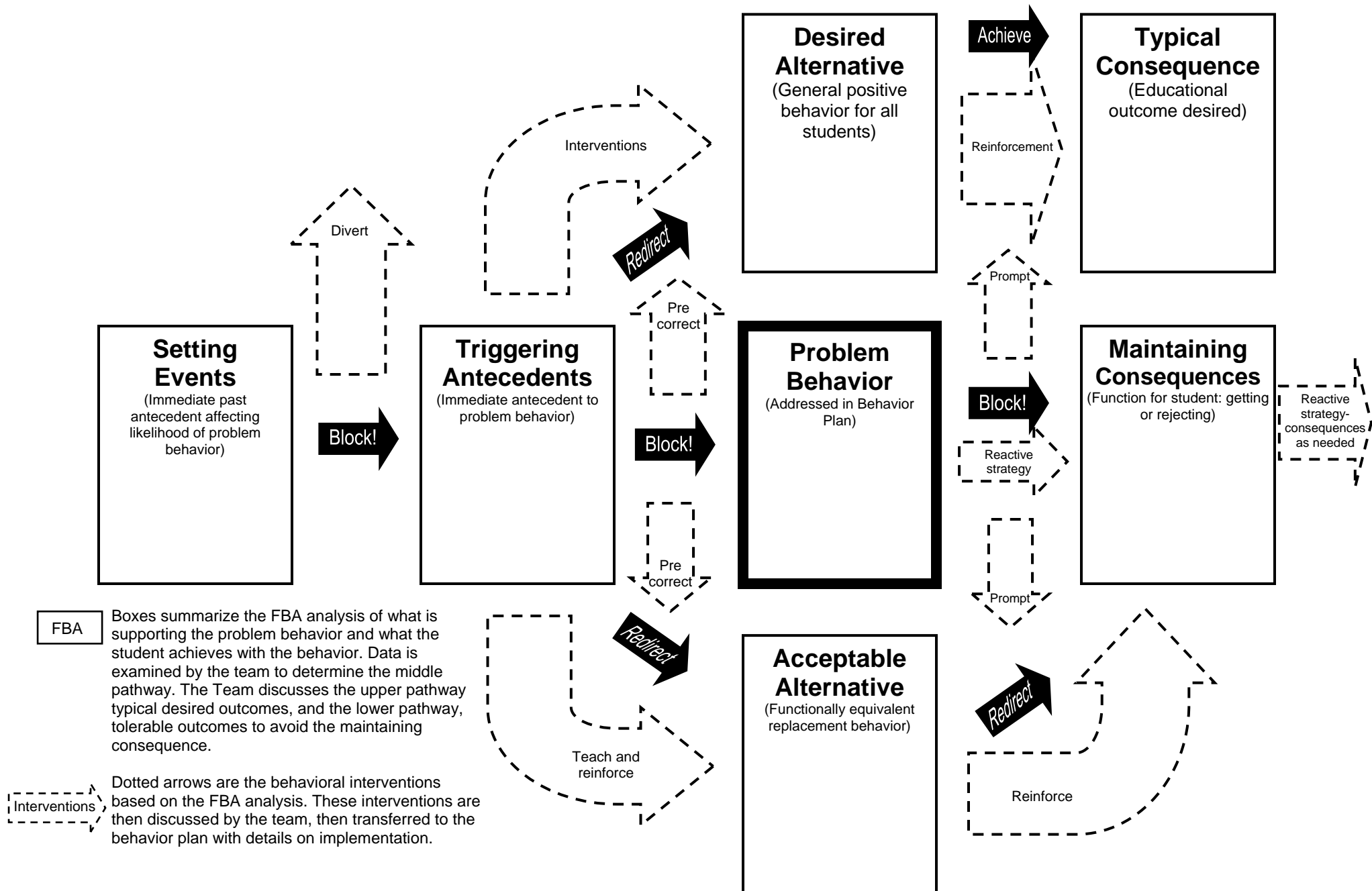
The Three Pathway Summary Chart graphically summarizes the Functional Behavioral Assessment (FBA) including observation, data collection and the three pathways that need to be addressed in the behavior plan. The Upper Pathway is the behavior expected of all students under similar conditions. This is the behavior that is desired over time by using the behavior plan. The Middle Pathway is the antecedent- behavior-consequence sequence of undesirable behavior that needs to be extinguished. The Lower Pathway is the acceptable functionally equivalent replacement behavior (FERB) that can be taught rather than the student using the undesirable behavior. When the supports on the Upper Pathway are not enough for the student to demonstrate the expected behavior, the student can still get the same need met by using the replacement behavior. Site teams can use the chart to guide them in a sequential, problem-solving, function-based format and in that way gain understanding and buy in from all members. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

Functionally Equivalent Replacement Behaviors (FERB). When attempting to change behavior, it is necessary to teach a more socially acceptable functionally equivalent replacement behavior. The function of the student's behavior should first be determined by observations and/or data collection. Usually the student is using the undesirable behavior to either get something or escape something. The replacement behavior chosen must allow the student to get the same need met as the undesirable behavior. In other words, if the student is trying to escape a writing assignment, the replacement behavior must allow him to escape the writing assignment (if only temporarily) also. If the student is trying to get the teacher's attention, the replacement behavior must allow him to get the teacher's attention also. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

ORDER OF TEAM DISCUSSION LINKED TO BIP LINES FOR PATHWAY CHARTING



THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING



Transdisciplinary Interviews*

An important part of the preparation for assessment is the kind of data collected from those most concerned with the individual being assessed. This typically involves the parent(s) and the teacher(s) and, depending on the age of the student, the individual student himself or herself. Interviews can assist the assessors in identifying learning areas or contexts where a number of concerns exist. They can help the team prepare for a more time efficient and focused set of observations; because the interview can identify what concerns the team is looking for. The interviews can help obtain specific descriptions and/or examples that the team can use, and they can help form the basis of the IEP that mirrors classroom performance.

Interviews can help determine

- How the student functions in the home and school environment
- The impact of the individual's difficulties from the perspective of the parent/teacher
- What has been tried previously and the success of these interventions
- How the student copes and adapts to various situations
- Teacher/parent concerns or questions that should be answered by the evaluation

Audiotape or take notes during the interview to record data. Audiotapes can be somewhat intimidating to the person being interviewed and take time to transcribe. Make decisions about taping versus note taking based on the individual being interviewed and the time available for transcription and write-ups. Make an appointment for the interview, allowing as little as twenty minutes to as much as sixty minutes for the interview, depending on the person being interviewed, the interviewer's relationship or rapport with the person, and the time both have available. It is best to conduct interviews in person as opposed to on the telephone. During the first year of the pilot project, many team members reported that the interviews provided extremely important data for the team, and that it made parents and teachers feel that their opinions were important and valued by the assessment team.

Ethnographic Interviewing

Ethnographic, or open-ended, interviewing is a technique originally employed in anthropology. It is designed to collect relevant information from the perspective of the individual being interviewed. The interviewer develops rapport with the parent or teacher by using an informal style and utilizing reflective listening techniques (e.g., repeating back things that the parent or teacher has said in order to clarify or confirm that what the interviewer hears is what the person meant to say). The interviewer uses descriptive questions to get the parent or teacher to talk about situations from his or her perspective. The interviewer uses open-ended questions, one question at a time. But the interviewer has to be careful to maintain control of the interview, because the open-ended nature of the questions sometimes "opens the floodgates"! The interviewer uses general questions to discover information rather than having a specific set of predetermined questions.

* From Dunaway, C., Kenney, E., Chandler, M.K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006

Below are types of questions you might ask:

- **Grand Tour Questions** (Talk about broad experiences.)
Typical Grand Tour Questions (Tell me about a typical day with . . .)
Specific Grand Tour Questions (Tell me about this morning with . . .)
- **Mini Tour Questions** (Same as grand tour but focus on specific event.)
Typical Mini Tour Questions (Tell me about working on homework with . . .)
Specific Mini Tour Questions (Tell me about reader's workshop today with . . .)
- **Example Questions** (More specific. Take a specific idea or experience and ask for an example. Give me an example of what Jose does when he is active.)
- **Experience Questions** (Ask about experiences in particular settings, e.g., during reading, math, playground, homework, free time.)

Focused Interviewing

This is a more traditional style of interviewing where the interviewer starts from the specific issue that he or she wants addressed as an assessor. In this type of interview, prepare a focused set of questions or issues to ask of the parent/teacher. Sometimes the assessor provides a list of questions to the parent/teacher prior to the interview.

Materials prepared for the interview may include

- A list of questions about the areas of concern
- A set of behaviors of concern
- A request to the teacher or parent to list his or her three to five most important concerns

If possible, obtain some written answers to the questions above prior to the scheduled interview. This can help organize the interview in advance based upon the prior information. During the focused interview, take notes about the important information, and elicit both general and specific descriptions of classroom difficulties. If informant descriptions are not specific or are behaviorally imprecise, obtain clarification. Be aware of inferences and not descriptions of behaviors (As evidenced by what?).

Sometimes prompts are necessary to obtain more specific information. For example, the informant might say things like "Carol gets frustrated when she reads.", "Kevin doesn't listen." or "Bobby prefers to work alone."

There are several ways to prompt for more information or more specific information:

- **Expansion questions** (Can you tell me more about that?)
- **Example questions** (Can you give me an example of that?)
- **Clarification questions** (Can you be more specific with the description? What do you mean by that?)

Transdisciplinary Observations*

Perhaps the best way of actually acquiring information is through systematic and direct observation. This method of data collection has many advantages. It is the most authentic of the assessment technologies, it enables the observer to focus on actual and relevant behaviors (in context), and it provides insightful and reflective data. There are some disadvantages as well. When conducting an observation, be mindful of invasiveness. The observer's presence can have an impact on teacher and student behavior. Also, it requires objectivity. Any observer in any of the three types of observations should record only what is seen—"just the facts!" Observers should think of themselves as a video camera, avoiding opinions, interpretations, and impressions. Instead of writing down things like "He seems . . . She is trying . . . It looks like he avoids . . . She doesn't like . . . I believe he can't . . ." quote the child or teacher. Write exactly what the child or adult says, and use quotation marks. Be positive. If the behavior is negative, state what occurred exactly as it occurred, without opinion or judgment. Three types of observations will be described briefly here. They are anecdotal observations, narrative recording, and participant observation. All three can be used to collect data objectively using various data collection forms. Some examples of data collection forms have been include in the next section.

Anecdotal Observations

Anecdotal observations are "slices" of the life of the student in the classroom or other relevant setting. The observations describe what a child does, but to be useful as an assessment tool, they should be factual and nonjudgmental. They should be accurate observations of what a child is doing, written in a brief narrative form. The examiner may ask a parent, teacher, or teacher's aide to conduct the anecdotal observation. It is designed to collect "anecdotes" or examples of behavior. It assists with triangulation of data and allows the collection of data from the perspective of the collector. Give the data collector a clipboard and paper. Ask him or her to do the following: "Over the next week, if Student X does or says something that 'catches your ear,' 'grabs your eye,' or 'gets your attention,' and you have the time, write it down. Note your name, the date, the time, and the context as well." If possible, show the observer some anecdotal observation records and collect the observations promptly after they are made.

Narrative Recording

When making a narrative recording, the observer operates as a passive observer who simply observes and records. The observer takes detailed notes during the observation. In this type of observation, the observer has the opportunity to write a narrative about the observations and tends to focus more on the context, as there is more time to observe. Sometimes a narrative observation will turn into a participant observation.

* From Dunaway, C., Kenney, E., Chandler, M.K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006

Participant Observation

In the more active participant observation, the observer may take part in various ways in the activity being observed. The observer may serve as a helper or in a supportive role to the leader of the activity. Since the observer is participating, the notes taken may be shorter and more “cryptic” in nature. Sometimes the notes serve as a “memory book” for the observer. During the participant observation, the observer creates field notes, which she or he should expand on soon after the observation. It is best to let the data reveal itself—an interpretive methodology.

Some Practical Suggestions for Narrative and Participant Observation

It is best to plan with the teacher beforehand so that the interaction/observation can be more natural. The observation should be done in a typical classroom or other relevant context. The observer should verify how well the observation represents the actual performance of the student with the teacher. The observer should try not to focus excessively on the student. The student should not know that the observer is there for him or her. Observe over several periods until you see patterns. Observe in different contexts with different observers. This helps triangulate the data. Try to let the data reveal themselves; discover the unexpected—which may be important! Focus primarily on behaviors. Look at reactions, task orientations, interactions, and flexibility of the child. Make comparisons with other students. Use nonjudgmental descriptions and numbers. Try to determine what the child does and likes to do. Who does she or he like to be with and interact with? How does he or she interact with others, and how do others interact with her or him?

When analyzing observation data, review the notes to determine the significance of the observed behaviors. Try to determine the relationships among the observed behaviors. Try to determine the significance of the behaviors observed and not observed, and what facilitates or compromises performance in the classroom by the child.

Appendix

SAN DIEGO UNIFIED SCHOOL DISTRICT
STUDENT SERVICES OFFICE
Special Education Division

English Learner Strategic Planning Committee
Social Emotional and/or Behavioral Concerns Strategic Planning Committee

Comprehensive Evaluation Process (CEP): An Action Plan for English Learners and Students Referred to Special Education for Social-Emotional/Behavioral Concerns

March 29, 2011

Purpose

This report describes the proposed plan of the San Diego Unified School District for reducing the over-identification and disproportionality of student groups within Special Education programs. The organization of the action plan is based on a clearly defined structure of aligned responsibilities between special education and general education staff. Input for this report has been provided by a variety of stakeholders, including district staff, faculty/staff at San Diego State University, the Latino Advisory Committee, the Association of African American Educators, and noted special education scholars. This action plan reflects a collaborative model of best practices, culturally responsive strategies, and evidence-based methods. There is minimal impact to district staffing or funding.

Recommendations for Board Action

The English Learner and Social Emotional/Behavior Strategic Planning Committees recommend adoption of the proposed Special Education Action Plan, which includes the following:

- 1) Implementation of a district process for identifying English learners for Special Education.
- 2) Implementation of a district process for identifying students referred to Special Education for social-emotional and/or behavioral concerns.
- 3) **Creation of an oversight committee to monitor (quarterly) special education referral and identification processes for disproportionality.**

Upon board approval, staff will take the necessary steps to implement the recommended actions.

Background

The reauthorization of the Individuals with Disabilities Education Act (IDEA) emphasizes the need for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to identify and address the disproportionate identification of culturally and linguistically diverse students in special education settings. In California, the Special Education Action Plan requires all districts to address disproportionality in special education by ensuring that appropriate referral and identification processes are in place. Although the issue of disproportionate identification is a national concern, SDUSD has taken extraordinary steps to address this transcendent matter. For instance, in 2007, Dr. Thomas Hehir completed a comprehensive evaluation of the district's special education program. One of the major findings of Hehir's evaluation was that the district disproportionately identified African American students and English learners as having disabilities. A follow-up study by Dr. Jaime Hernandez (2009) examined the cultural and linguistic factors of [special education] disproportionality in the district. Dr. Hernandez concluded that district engagement must occur across a number of areas and include a Special Education Action Plan/CEP series of coordinated reforms, within general education and special education, to improve the quality of special education referral and identification practices for culturally and linguistically diverse students.

This plan was developed, in accordance with the Hehir and Hernandez reports, to ensure that best practices are followed when referring and evaluating English learners and students suspected of a social-emotional and/or behavioral issues for special education services. With this proposal, site teams will be required to demonstrate and document evidence of appropriate referrals, evaluations, and identification for services.

Discussion

The process for developing this action plan was a twelve-month experience that included a core group of participants who were committed to the overall goals of this project. The group was guided by a desire to create an appropriate special education referral process for culturally and linguistically diverse students. The project evolved into two separate committees, with the first group focusing on the development of a plan for addressing the issues of over-identification of English learners. The second committee was tasked with developing a comprehensive evaluation process for African-American students referred to special education for social-emotional and/or behavioral concerns. Throughout the process, the committees met with various district departments, staff, advisory groups, and community organizations for input and feedback.

It should be noted that both committees recommended that all targeted students have a comprehensive evaluation when referred for special education services. The evaluation must be conducted for initial referrals, three-year re-evaluations (i.e., triennials), and when IEP teams are considering changes in the primary disability of English learners and students with an emotional disturbance (ED). This plan also provides procedures for

district staff to follow when conducting comprehensive evaluations and will improve the validity of special education referrals and the accuracy of special education eligibility decisions for culturally and linguistically diverse students.

Another important component of the comprehensive evaluation requires schools to implement appropriate (and adequate) general education interventions prior to special education referrals. These pre-referral interventions must be determined by collaborative teams that consider factors such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental and economic issues, and cultural differences prior to determining eligibility for special education. Individualized Education Planning teams will need to utilize the information from comprehensive evaluations to determine special education eligibility and services. It is also important to note that site administrators will continue to be responsible for ensuring that referred students are assessed in all areas of suspected disability.

There are no new costs associated with implementation of this action plan.

Methods

Foundation

CEP-ED: A Comprehensive Evaluation Process for Emotional Disturbance was authored by a transdisciplinary group consisting of an educational specialist, special education administrator and school psychologists, who worked in close collaboration with an educational consultant. Los Angeles Unified School District's Comprehensive Evaluation of Students Suspected of Emotional Disturbance served as a model for this process (Los Angeles Unified School District, 2004). The CEP-ED is based on laws and regulations (IDEIA '04, California Department of Education's Composite of Laws, SDUSD's Policy and Procedures Manual), educational consultant recommendations, research on students general and special education and best practices being implemented currently in schools.

Reviewers

The following groups reviewed the CEP-ED and provided feedback that was integrated into the final version of the process:

- **SDUSD Staff**
Focus Groups (see below)
Special Education
- **Community**
Association African American Educators

Focus Groups

A total of three focus groups were conducted over a two-day period to review the CEP-ED. The participants included principals, school psychologists and Cluster Support Teachers. The groups yielded valuable information for moving forward with the implementation of the process. Over fifteen hours of interviews were conducted and reviewed by team members.

Overall, participants believed the content and guidance within the documents were well constructed and noted their potential for improving and unifying practices across the district. Participants also provided insights on topics for professional development and which specific groups may benefit from such trainings. Furthermore, recommendations were made for improving the function and clarity of the documents to facilitate implementation. Lastly, many participants expressed enthusiasm for the guidance and thoroughness of the documents.

Participants also expressed concern regarding some of the challenges to improving and unifying best practices. Primarily, participants believed that solutions to logistical limitations such as time for collaboration with team members, access to the documents,

and professional development were necessary to ensure the effective use and implementation of the documents.

Significant changes were made to the CEP-ED documents based on the focus group recommendations and professional development was designed incorporating their suggestions.

(For more information, see *Report of the Findings of Focus Groups on Efforts to Improve the Pre-Referral, Referral and Identification Practices for Culturally and Linguistically Diverse Students in the San Diego Unified School District*, Jaime Hernandez, 2011.)



ADMINISTRATIVE PROCEDURE

CATEGORY: Instruction, Special Programs

SUBJECT: Response to Instruction and Intervention

A. PURPOSE AND SCOPE

1. To outline administrative procedures governing the general educational Response to Instruction and Intervention (RtI2) process which facilitates a collaborative problem solving model of assistance to document student academic and behavioral interventions, facilitate progress monitoring collection, and document actions/outcomes of site-based, tiered Problem Solving Teams (PST).
2. **Related Procedures:**
Students Eligible for Services Under Section 504 of the Rehabilitation Act of 1973 ... 6025

B. LEGAL AND POLICY BASIS

1. **Reference:** California Education Code sections 56300-56304.

C. GENERAL

1. **Originating Office.** Suggestions or questions regarding this procedure should be directed to the Chief Student Services Officer.
2. **Definitions.**
 - a. **Instructional Leadership Team (ILT):** Leads the school's effort in supporting the improvement of teaching and learning with an explicit goal of raising student achievement for all students while narrowing achievement gaps. The ILT makes decisions about the school's instructional program and leads the implementation of a sound research-based instructional focus through effective use of professional development, collaboration time, and schedules of interventions.
 - b. **Professional Learning Community (PLC):** Supports quality, evidence-based instruction by examining achievement data and making appropriate recommendations to the ILT about the fidelity of Tier 1 instruction, implementation of interventions, and utilization of technology tools to support universally designed instruction (UDI) and positive behavioral interventions and supports (PBIS).
 - c. **Problem Solving Team (PST):** Site-based team composed of classroom teachers, school administration, and support personnel. The primary emphasis of the PST is to find solutions by assisting teachers in identifying instructional strategies, materials and interventions to increase positive learning and behavioral outcomes for struggling students. PSTs identify evidence-based interventions to address classroom and school variables, as well as identifying individual characteristics of the students and their home environments.
 - d. **Problem Identification:** The discrepancy between a student's actual and expected performance as determined by the school's ILT, PLC and/or PST through review of screening assessments and/or progress monitoring measures of individual students or groups of students, which are then identified with unacceptable low scores or inadequate rates of learning.

-
- e. **Intervention:** Implementing a replicative, research-based procedure for beneficial impact on the identified problem.
 - f. **Progress Monitoring:** A process/method to determine whether students are learning what is being taught (instruction/intervention) and quantifying student rates of learning.
3. **Intent.** To complete early problem identification and intervention in order to address and remove obstacles to student academic and/or behavioral success.
4. **Response to Instruction and Intervention (RtI2) Process:**
- a. **Tier 1** provides a core instructional program that utilizes research-based curriculum with all students in the general education environment. The majority of students should be experiencing academic and behavioral success at Tier 1. Screening data is used to differentiate instruction for Tier 1 small group and individual students.
 - b. **Tier 2** interventions are provided in addition to, and not in lieu of, core Tier 1 instruction and are delivered through a problem solving approach to address the specific instructional needs of individual students. Research-based practice is used to provide interventions in a systematic manner with all participating students who have similar needs. Interventions are highly structured and have a high probability of producing positive results for large numbers of students. Some students will exhibit progress but will continue to need Tier 2 supplemental supports.
 - c. **Tier 3** provides a greater degree of intensive interventions. Intervention modifications in frequency, duration, or teacher-student ratio are examples of increased intensity. Interventions in Tier 3 address severe academic and behavior concerns.
5. **Tiered Problem Solving Process:** A series of meetings (events) in which the problem solving process (problem identification, problem analysis, intervention, intervention evaluation) produces data-based decision making at Tiers 1, 2, and 3. Information collected at each tier via forms and progress monitoring data, provide the site-based PST, ILT or PLC a structured, objective way of gathering ecological information about a student's instruction, environment, and curriculum.
6. **Identification and Request for Assistance:** Students may be referred by administrators, teachers, and other certificated staff for identification to the site RtI2 Coordinator. Parents/guardians may initiate a Request for Assistance through certificated site staff. The referring party completes the Tier 2 Request for Assistance, which is then forwarded to the site RtI2 Coordinator. A parent may request a special education or 504 referral at any time during the RtI2 process. Staff should consult with special education or 504 teams regarding the referral.

D. IMPLEMENTATION

1. **Administrator:**
- a. Identifies a site RtI2 Coordinator.
 - b. Establishes the PLC, ILT, and/or PST meeting dates and times as part of the site's master calendar.

2. RtI2 Coordinator:

- a. Facilitates the RtI2 problem solving process through the site ILT, PST, or PLC.
- b. Facilitates the scheduling of Tier 2 and Tier 3 event meetings (Problem Solving, Review, Targeted Instruction, and Individualized Instruction) for specific students, as Teacher Requests for Assistance are received.
- c. Disseminates universal screening assessment information to site staff and maintains student and site RtI2 meeting records.
- d. Information collected at each tiered problem solving meeting facilitates the site-based problem solving process.

E. FORMS AND AUXILIARY REFERENCES

1. EXCEED Student Data Management System, event forms and intervention progress monitoring data
2. Student Success Teams, California Department of Education website, <http://www.cde.ca.gov/ls/ai/dp/sb65sst.asp>
3. Response to Instruction and Intervention webpage on the district's website, <http://www.sandi.net/page/1304>
4. Request for Assistance

F. REPORTS AND RECORDS

1. Tier 2 and Tier 3 Event meeting records

G. APPROVED BY



General Counsel, Legal Services
As to form and legality

H. ISSUED BY



Chief of Staff

ED and the Exclusion of Social Maladjustment

Emotional Disturbance is that the disturbance is ***not primarily*** due to *Social* Maladjustment behaviors. Some students may be Emotionally Disturbed and have *social maladjusted behaviors due to their disturbance*. This requires the assessor to differentiate between what is *social maladjustment* and what is an *emotional disturbance*. It is imperative that the behaviors observed are considered within a cultural context. Students who exhibit socially maladjusted behaviors tend to have adequate personal-social relationships and well developed ego strength (except in certain settings). These students may exhibit behaviors that are valued within small groups (juvenile gangs or peer groups) but are not valued within the range of cultural expectations of larger groups (e.g., home, community, school). These students are able to adapt to the behaviors that are approved by their peer group (e.g., gang) but are in conflict across other settings, such as home or school. The intent of these behaviors is often out of the student's desire for attention, manipulation, or belonging to a group unlike that of students who act out of anxiety, anger, or depressive tendencies.

Differentiating Characteristics of Emotionally Disturbed (SED) from Socially Maladjusted (SM)

Adapted from Social Maladjustment: A Guide to Differential Diagnosis and Educational Options (Wayne County Regional Educational Service Agency – Michigan , 2004)

Behavior Area	Emotional Disturbance	Socially Maladjusted
School Behavior	Unable to comply with teacher requests; needy or has difficulty asking for help	Unwilling to comply with teacher requests; truancy; rejects help
Attitude Toward School	School is a source of confusion or angst; does much better with structure	Dislikes school, except as a social outlet; rebels against rules and structure
School Attendance	Misses school due to emotional or psychosomatic issues	Misses school due to choice
Educational Performance	Uneven achievement; impaired by anxiety, depression, or emotions	Achievement influenced by truancy, negative attitude toward school, avoidance
Peer Relations and Friendships	Difficulty making friends; ignored or rejected	Accepted by a same delinquent or socio-cultural subgroup
Perceptions of Peers	Perceived as bizarre or odd; often ridiculed	Perceived as cool, tough, charismatic
Social Skills	Poorly developed; immature; difficulty reading social cues; difficulty entering groups	Well developed; well attuned to social cues
Interpersonal Relations	Inability to establish or maintain relationships; withdrawn; social anxiety	Many relations within select peer group; manipulative; lack of honesty in relationships
Interpersonal Dynamics	Poor self-concept; overly dependent; anxious; fearful; mood swings; distorts reality	Inflated self concept; independent; underdeveloped conscience; blames others; excessive bravado
Locus of Disorder	Affective disorder; internalizing	Conduct disorder, externalizing
Aggression	Hurts self and others as an end	Hurts others as a means to an end
Anxiety	Tense; fearful	Appears relaxed; cool
Affective Reactions	Disproportionate reactions, but not under student's control	Intentional with features of anger and rage; explosive
Conscience	Remorseful; self critical; overly serious	Little remorse; blaming; non-empathetic
Sense of Reality	Fantasy; naïve; gullible; thought disorders	Street-wise; manipulates facts and rules for own benefit
Developmental Appropriateness	Immature; regressive	Age appropriate or above
Risk Taking	Avoids risks; resists making choices	Risk taker; daredevil
Substance Abuse	Less likely; may use individually	More likely; peer involvement

Glossary of Acronyms, Terms, and Concepts

Behavior Intervention Plan: A BIP is a behavior plan delineating what staff will do to change problem behavior. It is based on the analysis of the function of the behavior. It includes positive, proactive components to support desired positive behaviors, how to teach Functionally Equivalent Replacement Behaviors (FERBs) and what reactive strategies to use if problem behavior occurs again. It provides for on-going progress monitoring of the student's skill acquisition, decline in problem behavior and use of the FERB. For a student with an IEP, the BIP is a supplementary aid and support to maintain Least Restrictive Environment. LRE support is a legal requirement before more restrictive environments are considered. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

Disproportionality: Representation of a group in a category (e.g., special education) at levels significantly above or below their actual representation in the general population.

Emotional Disturbance: As per IDEAIA 2004, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance: (1) An inability to learn which cannot be explained by intellectual, sensory, or health factors (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers (3) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations (4) A general pervasive mood of unhappiness or depression (5) A tendency to develop physical symptoms or fears associated with personal or school problems.

Exclusionary criteria: Special education law that states that a student must not be determined to be eligible for special education services if the determinant factor is (1) lack of appropriate instruction, (2) unfamiliarity with the English language, (3) environmental or economic disadvantage, (4) cultural factors, (5) temporary physical disabilities, or (5) social maladjustment. (§300.306, Determination of Eligibility, IDEA '04). Although the intent is to avoid inappropriate placement, caution must also be used so as not to exclude students with disabilities from receiving legally entitled services.

Extrinsic factors: Factors that are "external" to a student and influenced by a student's experience and environment. Often described as the "differences" in students' lives that may impact learning. Examples include cultural and linguistic differences and exposure to academics (see Intrinsic factors).

Functional Behavioral Assessment: An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational and/or social/emotional success. FBA is necessary prior to identifying a functionally equivalent replacement behavior (FERB). The function of a behavior will be to either 1. get something or 2. reject or escape something. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

Function of Behavior: A behavior that serves a purpose for the student who uses it. All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:

- 1) Get Something—e.g., an object; attention from peers or adults; an activity, self-stimulation, money, desirable comments from peers.
- 2) Reject Something—Avoid, Escape or Protest Something Undesired—e.g., escape an assigned task the student states is “too long, too hard, too boring, not meaningful, or too easy and I don’t want others to see me doing this,” to protest negative peer comments or interactions, to protest an adult’s public comment on the student’s low skills. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

Functionally Equivalent Replacement Behavior (FERB): This is a behavior we will teach and reinforce. This behavior allows the student to get the same outcome as the problem behavior. The behavior serves the same purpose (function) as the problem behavior, but is more socially acceptable and tolerable in the environment in which the problem behavior is occurring. Sometimes the behavior will be temporarily necessary until the environment better supports the student, or more general skills are mastered. Other times the FERB will be needed continuously. (PENT Forums, Diana Browning Wright, Kimble Morton, and Joan Justice-Brown, Rev. 2013)

Intrinsic factors: Factors that are inherent qualities within a student that may impact learning. Examples include ADHD, processing (cognitive, language, auditory, visual), and bipolar disorder. An intrinsic disability is long-lasting, cannot be based solely on the ability to perform certain tasks, and takes into account how easily a student can perform common activities that are important to daily life (see Extrinsic factors).

Positive Behavior Interventions and Supports (PBIS): PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. (Positive Behavioral Interventions & Supports, OSEP)

Problem-solving teams: Groups of professionals as well as parents that meet to discuss students with presenting concerns at a variety of levels. Examples include grade-level meetings, Student Study Teams (SST), Instructional Study Teams (IST) and Response to Instruction and Intervention (RtI²) teams.

RtI²: Response to Instruction and Intervention: A systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention to RtI². RtI² is meant to communicate the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

Transdisciplinary team: Representatives from all disciplines that are needed to support students. Team members may cross traditional boundaries to assess and provide services to students. The team meets to discuss the child and make joint decisions and recommendations.

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