

IDEA Evaluations

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Project SPOT

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Determination of Eligibility

Disability + Need = Eligibility



Meets One of the Definitions



Demonstrable Educational Need



Entitled to Services
under IDEA



Specific Learning Disability

CFR 34 § 300.8(c)(10)

... a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.



Criteria

CFR 34 § 300.307(a)

...adopted by the State-

- (1) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability
- (2) Must permit the use of a process based on the child's response to scientific, research-based intervention; and
- (3) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability



Identification Models

CFR 34 § 300.309(a)(2)

- (1) A process based on the child's response to scientific, research-based intervention, or
- (2) Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments...



Ruling Out Lack of Instruction

CFR 34 § 300.309(b)

- (1) Data that demonstrates that prior to, or as part of, the referral process, the child was provided appropriate instruction in the regular education settings, delivered by qualified personnel; and
- (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.



Hybrid Model of Identification

1. Inadequate response to appropriate instruction
2. Poor achievement in reading, mathematics, and/or written expression
3. Evidence that other factors are not the primary cause of low achievement

Bradley, Danielson, & Hallahan 2002



Why Schools are Moving Away from IQ-Achievement



Origins of IQ-Achievement Discrepancy

- 1975 Congress passed mandatory special education legislation, LD included
 - Processing definition adopted
 - Processing measures and interventions repudiated in research published in early to mid 1970s
 - Huge concerns about over-identification and consistency; prevalence estimates varied from 2% to 32%
 - Congress mandated the development of LD classification criteria OR 2% cap imposed
 - Deadline of December 31, 1977



Cognitive Processing Conclusions

- Scatter is normal, virtually all children will show significant strengths and weaknesses
- Pattern of cognitive processes **unrelated** to
 - More accurate SLD identification
 - Improved instruction
 - Improved child outcomes
- No scientifically-based studies showing benefits of designing instruction from cognitive profiles



Variations Are Normal: Not Diagnostically Definitive

- “Our results represent another voice in the growing chorus, expressing the view that presently defined learner characteristics typically fail to differentiate reliably among mildly handicapped subgroup populations. Additionally, current findings suggest that performance variability not only unsuccessfully differentiates among mildly handicapped children, it also fails to distinguish reliably between mildly LD and normally achieving pupils.” P. 87

Fuchs, D., Fuchs, L. S., Tindal, G. & Deno, S. L. (1986). Performance instability of learning disabled, emotionally handicapped, and nonhandicapped children. Learning Disability Quarterly, 9, 84-88.



Influence of NICHD Dyslexia Studies: Validity of IQ-Discrepancy

"The fact that discrepant and nondiscrepant reading groups show very small differences when IQ is covaried implies that the IQ differences may not be important." (Fletcher, et al., 1989, p. 338).

“Results do not support the validity of discrepancy versus low achievement definitions. Although differences between children with impaired reading and children without impaired reading were large, differences between those children with impaired reading who met IQ-based discrepancy definitions and those who met low reading achievement definitions were small or not significant.”



(Fletcher, et al., 1994, p. 6).

Influence of NICHD LD Studies

“For treatment, the use of the discrepancy models forces identification to an older age when intervention is demonstrably less effective.” (Fletcher et al., 1998, p. 201)

Rutter & Yule in two group studies not replicated:

Discrepancy does NOT predict response to treatment

Discrepancy causes harm when applied with young children



Ability-Achievement Discrepancy: What Next?

- Strong proponents exist (Kavale, Scruggs and Mastropieri)
 - Essential marker of LD, necessary but not sufficient
 - Implementation fidelity is the main problem
 - Revise to overcome weaknesses
 - Better than nothing, a flawed “bright” line is better than no line



Clinical Judgment Required

- “The lack of consistently applied diagnostic criteria for SLD makes it possible to diagnose almost any low- or under-achieving child as SLD depending on resources and other local considerations. Researchers appearing before the Commission uniformly testified that the current definition of SLD in federal regulations is ambiguous and unrelated to intervention. Based solely on psychometric tests, these experts were not able to identify reliable methods for distinguishing children with the label of SLD from children who were not mentally deficient, but with low achievement. To paraphrase Stuebing, et al., the IQ discrepancy model provides an arbitrary subdivision of the reading-IQ distribution that is fraught with statistical and other interpretative problems. A clinical judgment by the interdisciplinary team is always required for any high-incidence disability.”



Ability-Achievement Discrepancy: Conclusions

- Rejected by LD Summit Researchers
- Must overcome research indicating
 - Questionable validity and reliability
 - Wide variations in how applied
 - Enormous variations in prevalence
 - Harmful, wait to fail effects in early grades when intervention is most likely to be effective
 - Absence of prevention or early identification-early intervention effects



THE ROANOKE TIMES
Monday, September 20, 2004

Some things don't make sense



STEPHANIE KLEIN-DAVIS | The Roanoke Times

Mellisa Williamson, 35, a Bullitt Avenue resident, worries about the effect on her unborn child from the sound of jackhammers.

What might help you?

Notice & Consent

CFR 34 § 300.503(b)

- (1) Description of the action proposed
- (2) Explanation of why the action is proposed
- (3) Description of each evaluation procedure, assessment, record, or report used as a basis for the proposed action

...and other requirements



Evaluation Report

CFR 34 § 300.311

1. Whether the child has a specific learning disability
2. The basis for making the determination
3. Relevant behavior and the relationship of that behavior to the child's academic achievement
4. Educationally relevant medical findings
5. Whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards **AND** does not make sufficient progress to meet age or State approved grade – level standards when provided appropriate scientific, research-based intervention **OR** exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development
6. Exclusionary factors
7. If response to research-based intervention – instructional strategies used and data collected.



Summary of Performance

CFR 34 § 300.305(e)(3)

For students who exit due to:

- (1) graduation with regular diploma
- (2) exceeding age of eligibility

Includes:

- (1) summary of academic achievement and functional performance
- (2) recommendations on how to assist the student in meeting postsecondary goals



Challenges



3 Year Reevaluation

CFR 34 § 300.303(b)(2)

Must occur at least once every 3 years,
unless the parent and the public agency
agree that a reevaluation is unnecessary.



Reevaluation Not Needed

CFR 34 § 300.05(e)(2)

Evaluation of the student before termination
of eligibility due to graduation with regular
diploma or exceeding the age of eligibility



Evaluations for Other Agencies

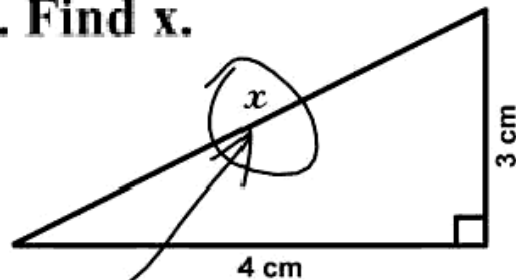
Federal Register Aug. 14, 2006 p. 46644-46645

Regulations should not require public agencies to conduct evaluations for children to meet the entrance or eligibility requirements of another institution or agency because to do so would impose a significant cost on public agencies that is not required by the Act. While the requirements for secondary transition are intended to help parents and schools assist children with disabilities transition beyond high school...the act does not require a public agency to assess a child with a disability to determine the child's eligibility to be considered a child with a disability in another agency, such as a vocational rehabilitation program, or a college or other postsecondary setting.



It's in the Answer

3. Find x .



Here it is



It's in the Answer

PETER

1.21

4b) Expand

~~$(a+b)^2$~~

$(a+b)^n$ *Very funny, Peter.*

$= (a + b)^n$

$= (a + b)^n$

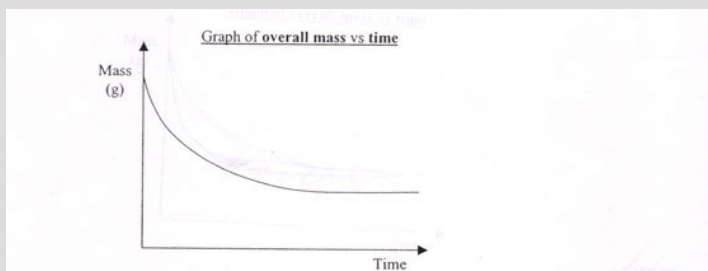
$= (a + b)^n$

~~$= (a + b)^n$~~

etc...



It's in the Answer



0) Explain why you would get the graph you have drawn with the graph in Q 1(a).

1. Explain the shape of the graph.

Its curvy, with a higher bit at the end and a rather aesthetically pleasing slope downwards towards a pretty flat straight bit. The actual graph itself consists of 2 straight lines meeting at the lower left hand corner of the graph and moving away at a 90° angle. Each line has an arrow head on the end.

