

1. Screening/Child Find	2. CDA – Initial Evaluation	3. MET Determination of Eligibility	4. IEP Development
<ul style="list-style-type: none"> <li>❖ A brief developmental Screening of: <ul style="list-style-type: none"> <li>Cognitive</li> <li>Communication</li> <li>Physical</li> <li>Social or emotional</li> <li>Adaptive</li> </ul> </li> <li>❖ Must include results of: <ul style="list-style-type: none"> <li>Vision screening</li> <li>Hearing Screening*</li> <li>Previous records/ information</li> <li>Observation</li> <li>Parent report</li> <li>Home language survey</li> </ul> </li> </ul> <p><b>Outcomes:</b></p> <p>Pass?</p> <p><b>Yes</b> – Stop</p> <p><b>No</b> – Provide Procedural Safeguards &amp; PWN for referral</p> <p style="padding-left: 40px;">See Step 2</p> <p>Refer for further evaluation Proceed to Step 2</p> <p>*Hearing Screenings should be conducted according to Department of Health Services Rules (four-frequency puretone, three-frequency puretone with tympanometry or otoacoustic emissions (OAE) testing). Arizona Administrative Code, Article 1. R9-13-102 &amp; R9-13-103</p> <p>*Procedural Safeguards given to parents upon initial referral or when parent requests evaluation and then 1 time per year thereafter</p>	<ul style="list-style-type: none"> <li>❖ Review existing data w/ team signatures for team decision.</li> </ul> <p>If more information is needed:</p> <ul style="list-style-type: none"> <li>❖ Obtain parent consent to evaluate</li> <li>❖ Give Prior Written Notice (PWN) (Can combine with Referral PWN)</li> <li>❖ Conduct Comprehensive Developmental Assessment of: <ul style="list-style-type: none"> <li>Cognitive</li> <li>Communication</li> <li>Physical</li> <li>Social or emotional</li> <li>Adaptive</li> </ul> </li> <li>❖ <b>Measures can be:</b> <ul style="list-style-type: none"> <li><u>Norm-referenced</u> (at least one instrument must be norm-referenced)</li> <li>Criterion-referenced</li> <li>Judgment-based</li> <li>Play-based</li> <li>Behavior observation</li> <li>Communicative/Behavior sampling</li> <li>Checklist</li> <li>Other instruments for any other info needed in specific domains</li> <li>Parent Input Solicited</li> <li>Test Selection: <ul style="list-style-type: none"> <li>Culturally relevant</li> <li>Consider child's needs</li> <li>Valid for child</li> </ul> </li> </ul> </li> </ul> <p><b>Outcomes:</b></p> <p>Sufficient information for determining eligibility is obtained. See Step 3</p> <p><b><u>RULE OF TWO'S FOR FURTHER EVALUATION:</u></b></p> <p>Minimum of:</p> <ul style="list-style-type: none"> <li>2 Evaluators must be used</li> <li>2 Instruments must be used</li> <li>2 Settings are suggested</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explain/discuss assessment results with parents</li> <li>❖ Multidisciplinary Evaluation Team (MET) decision made based on all sources from the CDA Initial and Area – Specific Assessments. If discrepancy exists between test results from different instruments and/or judgments, eligibility is based on preponderance of information.</li> </ul> <p><b>Outcomes:</b></p> <p>Written MET report to include strengths, weaknesses and priority educational needs to access general education curriculum which will translate into a PLAFP for IEP.</p> <p><b>Eligible?</b></p> <p><b>No</b> –Proceed with MET conference deeming child non-eligible. Provide Prior Written Notice</p> <p><b>Yes</b> – Proceed with MET conference deeming the child eligible:</p> <p><b>Identify Preschool Category:</b></p> <ul style="list-style-type: none"> <li>Preschool Moderate Delay (PMD)</li> <li>Preschool Severe Delay (PSD)</li> <li>Preschool Speech/Language Delay (PSL)</li> <li>Vision Impaired (VI)</li> <li>Hearing Impaired (HI)</li> </ul> <ul style="list-style-type: none"> <li>❖ Provide Prior Written Notice (one PWN may be written for MET &amp; IEP if held at the same time. IEP must be developed within 30 days of the MET. Indicate initial educational placement</li> </ul>	<ul style="list-style-type: none"> <li>❖ IEP team (which includes the parents) develops goals based on Present Levels of Academic and Functional Performance (PLAFP).</li> <li>❖ Include priority educational needs that will drive goal writing (ie: priority educational needs are in the areas of motor and communication and affect student's ability to access the preschool curriculum).</li> <li>❖ For ELL Students include how language acquisition needs will be addressed (ie: language acquisition needs will be addressed through developmentally appropriate language activities within the preschool environment).</li> </ul> <p><b>Outcomes:</b></p> <p><u>Placement decision</u> based on least restrictive environment (LRE) to implement IEP</p> <p><u>Preschool Services to be Provided</u></p> <ul style="list-style-type: none"> <li>Cognitive Intervention</li> <li>Adaptive Intervention</li> <li>Social or emotional/Behavioral Int.</li> <li>Language Therapy</li> <li>Articulation Therapy</li> </ul> <p><u>Related Services</u></p> <ul style="list-style-type: none"> <li>OT and/or PT</li> <li>Assistive Technology</li> <li>Transportation</li> </ul> <p><u>Supplementary Aides &amp; Services</u></p> <ul style="list-style-type: none"> <li>AT Devices</li> <li>Aide for Toileting Assistance</li> <li>PECS</li> </ul> <p><u>Supports for School Personnel</u></p> <ul style="list-style-type: none"> <li>PECS Training</li> <li>Training on tube feeding</li> <li>Training on AT device</li> </ul> <p><u>Initiation &amp; Duration Dates</u></p> <p><u>ESY Consideration</u></p> <ul style="list-style-type: none"> <li>❖ Provide Prior Written Notice (one PWN may be written for MET &amp; IEP if held at the same time. IEP must be developed within 30 days of the MET. Indicate initial educational placement.</li> </ul>