

1. Screening/Child Find	2. CDA – Initial Evaluation	4. MET Determination of Eligibility	5. IEP Development
<ul style="list-style-type: none"> ❖ A brief developmental Screening of: <ul style="list-style-type: none"> Cognitive Communication Physical Social or emotional Adaptive ❖ Must include results of: <ul style="list-style-type: none"> Vision screening Hearing Screening* Previous records/ information Observation Parent report Home language survey <p>Outcomes:</p> <p>Pass?</p> <p>Yes – Stop</p> <p>No – Provide Procedural Safeguards & 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 & 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"> ❖ Review existing data w/ team signatures for team decision. <p>If more information is needed:</p> <ul style="list-style-type: none"> ❖ Obtain parent consent to evaluate ❖ Give Prior Written Notice (PWN) (Can combine with Referral PWN) ❖ Conduct Comprehensive Developmental Assessment of: <ul style="list-style-type: none"> Cognitive Communication Physical Social or emotional Adaptive <p>❖ Measures can be:</p> <p><u>Norm-referenced</u> (at least one instrument must be norm-referenced)</p> <p>Criterion-referenced</p> <p>Judgment-based</p> <p>Play-based</p> <p>Behavior observation</p> <p>Communicative/Behavior sampling</p> <p>Checklist</p> <p>Other instruments for any other info needed in specific domains</p> <p>Parent Input Solicited</p> <p>Test Selection: <ul style="list-style-type: none"> Culturally relevant Consider child's needs Valid for child </p> <p>Outcomes:</p> <p>Sufficient information for determining eligibility is obtained.</p> <p>See Step 3</p> <p><u>RULE OF TWO'S FOR FURTHER EVALUATION:</u></p> <p>Minimum of:</p> <ul style="list-style-type: none"> 2 Evaluators must be used 2 Instruments must be used 2 Settings are suggested 	<ul style="list-style-type: none"> ❖ Explain/discuss assessment results with parents ❖ 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. <p>Outcomes:</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>Eligible?</p> <p>No –Proceed with MET conference deeming child non-eligible. Provide Prior Written Notice</p> <p>Yes – Proceed with MET conference deeming the child eligible:</p> <p><u>Identify Preschool Category:</u></p> <ul style="list-style-type: none"> Preschool Moderate Delay (PMD) Preschool Severe Delay (PSD) Preschool Speech/Language Delay (PSL) Vision Impaired (VI) Hearing Impaired (HI) <ul style="list-style-type: none"> ❖ Provide Prior Written Notice (one PWN may be written for MET & IEP if held at the same time. IEP must be developed within 30 days of the MET. Indicate initial educational placement 	<ul style="list-style-type: none"> ❖ IEP team (which includes the parents) develops goals based on Present Levels of Academic and Functional Performance (PLAFP). ❖ 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). ❖ 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). <p>Outcomes:</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"> Cognitive Intervention Adaptive Intervention Social or emotional/Behavioral Int. Language Therapy Articulation Therapy <p><u>Related Services</u></p> <ul style="list-style-type: none"> OT and/or PT Assistive Technology Transportation <p><u>Supplementary Aides & Services</u></p> <ul style="list-style-type: none"> AT Devices Aide for Toileting Assistance PECS <p><u>Supports for School Personnel</u></p> <ul style="list-style-type: none"> PECS Training Training on tube feeding Training on AT device <p><u>Initiation & Duration Dates</u></p> <p><u>ESY Consideration</u></p> <ul style="list-style-type: none"> ❖ Provide Prior Written Notice (one PWN may be written for MET & IEP if held at the same time. IEP must be developed within 30 days of the MET. Indicate initial educational placement.