



Special Education Evaluation Process

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Content for Today

(1) Special Education Evaluation Process

How do schools evaluate students for special education?

(2) ASD Criteria in Schools

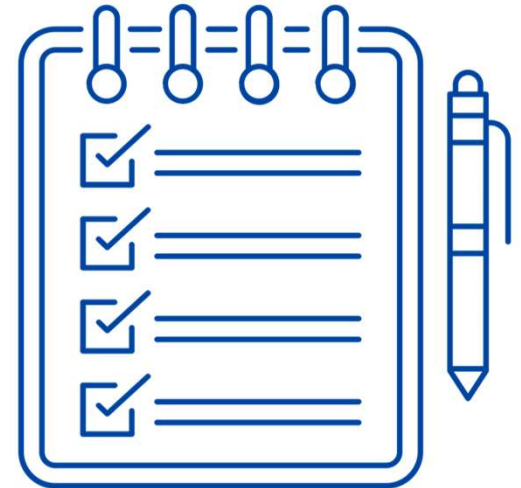
What is the criteria for identifying a student under the category of ASD?

(3) Early Intensive Developmental and Behavioral Intervention (EIDBI) Services

What role do schools have in identifying EIDBI qualification?

(4) Schools and EIDBI

How do schools and EIDBI services interact?



Special Education Evaluation Process

Special education evaluations are typically initiated in one of two ways:

- **School Referral**

- *Examples:*

- Student is not making progress after at least two pre-referral interventions
- Student currently receives special education services and is due for a re-evaluation

- **Parent/Guardian Referral**

- *Examples:*

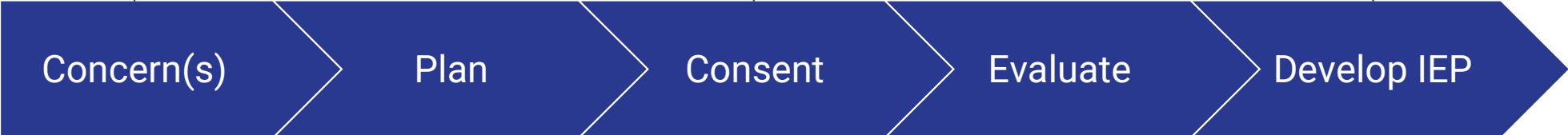
- Parent/guardian has concerns about their child and requests an evaluation.
- Child received a diagnosis from a medical provider and a special education evaluation was recommended.

Evaluation Process Timeline

Team gathers information regarding the area(s) of concern

Once parent/guardian provides consent, the evaluation begins.

If the student qualifies, an IEP meeting is held to draft the IEP.



School team sends an Evaluation Plan to the parent/guardian

Evaluation Report is provided to parent within 30 school days

Special Education Evaluation Process

MN Rule 3525.2710

- Evaluations must be fair, non-discriminatory, and given in the student's native language or communication mode when possible.
- Standardized tests must be valid, properly administered, and conducted by trained personnel.
- Students must be evaluated in all suspected areas of disability.
- Evaluations must be comprehensive enough to identify all special education and related service needs.



Special Education Evaluation Process

To initially qualify for special education services, a student must meet entrance criteria, and show a need for specially designed instruction, in one of thirteen categories:

- Speech Language Impairment
 - Developmental Cognitive Disability, Mild-Moderate or Severe-Profound
 - Physically Impaired
 - Deaf/Hard of Hearing
 - Blind Visually Impaired
 - Specific Learning Disability
 - Emotional or Behavioral Disorder
 - Deaf-Blind
 - Other Health Disability
 - Autism Spectrum Disorder
 - Developmental Delay
 - Traumatic Brain Injury
 - Severely Multiply Impaired
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ASD Criteria in Schools

3525.1325 - MN Rules

Criteria: “A **multidisciplinary team** shall determine that pupil is eligible and in need of special education instruction and related services if the pupil meets the criteria in items A and B. A determination of eligibility **must be supported by information collected from multiple settings and sources.**”

Team membership: “The team determining eligibility and educational programming must include **at least one professional with experience and expertise in the area of ASD** due to the complexity of this disability and the specialized intervention methods. The team **must include a school professional knowledgeable of the range** of possible special education eligibility criteria.

ASD Criteria in Schools - Part A

A. The team must document that the pupil demonstrates patterns of behavior described in at least 2 of the 3 subitems, one of which must be subitem 1. The evaluation must address all three subitems collected from multiple settings and sources:

1. Qualitative impairment of reciprocal social interactions (two or more indicators):	
	Limited joint attention and limited use of facial expressions towards others.
	Does not show or bring things to others to indicate interest in the activity.
	Demonstrates difficulty relating to people, objects, and events.
	Gross impairment in the ability to make and keep friends.
	Significant vulnerability and safety issues due to social naïveté.
	May appear to prefer isolated or solitary activities.
	Misinterprets others' behaviors and social cues.
	Other:

ASD Criteria in Schools - Part A

AND

2. Qualitative impairment in communication (as documented by one or more behavioral indicators), for example:	
	Not using finger to point or request.
	Using others' hand or body as a tool.
	Showing lack of spontaneous imitations or lack of varied imaginative play.
	Absence or delay of spoken language.
	Limited understanding and use of nonverbal communication skills (gestures, facial expressions, voice tone).
	Odd production of speech (intonation, volume, rhythm, or rate).
	Repetitive or idiosyncratic language.
	Inability to initiate or maintain a conversation when speech is present.
	Other:

ASD Criteria in Schools - Part A

or

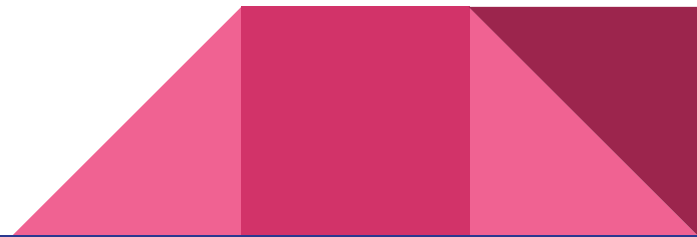
3. Restricted, repetitive, or stereotyped patterns of behavior, interests, activities (as documented by one or more behavioral indicators), for example:

	Insistence on following routines or rituals.
	Demonstrating distress or resistance to change in activities.
	Repetitive hand or finger mannerisms.
	Lack of true imaginative play vs. reenactment.
	Overreactions or under-reactions to sensory stimuli.
	Rigid or rule-bound thinking.
	Intense, focused preoccupation with a limited range of play, interests, or conversation topics.
	Other:

ASD Criteria in Schools - Part A

Behavioral indicators in item A must include the use of at least two of the methods below:

	Structured interview with parents.
	Autism checklist(s).
	Communication and Developmental rating scales.
	Functional behavioral assessment.
	Application of diagnostic criteria from current DSM.
	Informal and standardized evaluation instruments.
	Intellectual testing.



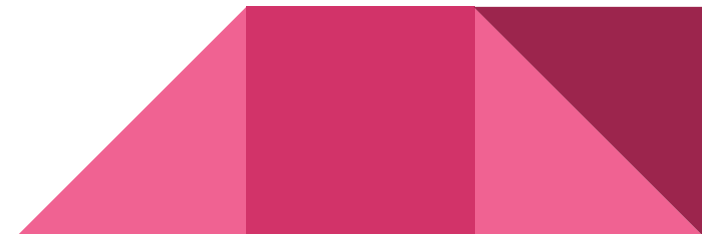
ASD Criteria in Schools - Part B

B. Verification that ASD adversely affects the pupil's performance and that the pupil is in need of special education instruction and related services. Documentation must include:

	Present levels of performance and educational needs in each of the three core features of Item A (subitem 1 and either subitem 2 or 3).
	The team considered all other areas of educational concern related to the suspected disability.
	Observations in two different settings on two different days.
	Summary of the student's developmental history and behavior patterns.

Multi-disciplinary teams review the data collected during the evaluation process and use the data to determine which of the criteria a student meets.

School psychologists often lead this process to help teams understand the assessment data and criteria.



ASD Criteria in Schools - Diagnoses

Schools **do not** provide diagnoses. Qualifying a student under the IDEA category of ASD is not the same as medically diagnosing a student with ASD.

- The criteria used in schools is not the same criteria used by those who provide diagnoses (i.e., physicians, clinical psychologists, etc).

A student **does not need** a diagnosis of ASD to qualify for special education services in Minnesota.

- Likewise, a student with an ASD diagnosis does not automatically qualify for special education services in Minnesota.



EIDBI Services

EIDBI Services

Schools do not have a role in determining qualification for EIDBI services.

Schools do not have a financial responsibility for EIDBI services.

From DHS Website: “The EIDBI benefit covers the cost of medically necessary services beyond those available through the school district for school-aged youth with autism spectrum disorder (ASD) and related conditions.

A licensed medical or behavioral health professional, in coordination with the primary healthcare provider, completes a comprehensive multi-disciplinary evaluation (CMDE) to determine the child’s eligibility and medical necessity for EIDBI services. This evaluation may also qualify as a medical diagnosis.”

[Reference](#)



EIDBI Services

1

State and Federal Law

Special education supports and Medicaid-covered Early Intensive Developmental and Behavioral Intervention (EIDBI) services may be provided at the same time, depending on the needs of the student and local school district policy. **The school district has no financial responsibility for EIDBI services.**

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Special Education

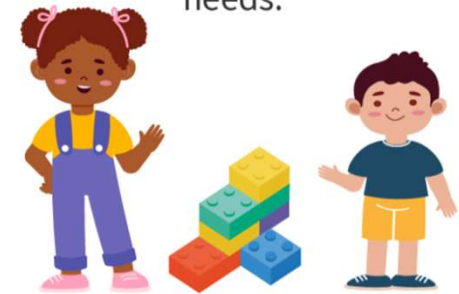
The federal Individuals with Disabilities Education Act (IDEA) law, governs how states provide early intervention special education and related services to children and youth with disabilities in public schools.



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EIDBI Benefit

Under state and federal law, EIDBI is a MN Medicaid program that provides reimbursement for medically necessary intervention for children, youth, and young adults based on their individual needs.



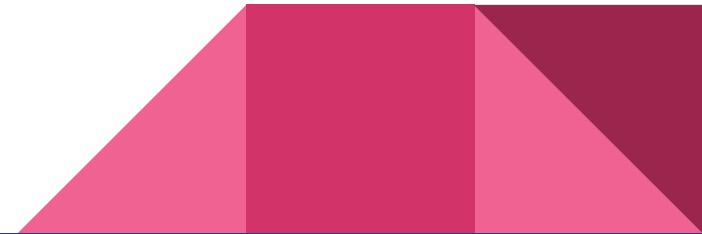
Schools and EIDBI

Schools and EIDBI

School districts are obligated to provide a Free and Appropriate Public Education (FAPE) to all students. EIDBI programs are not considered school.

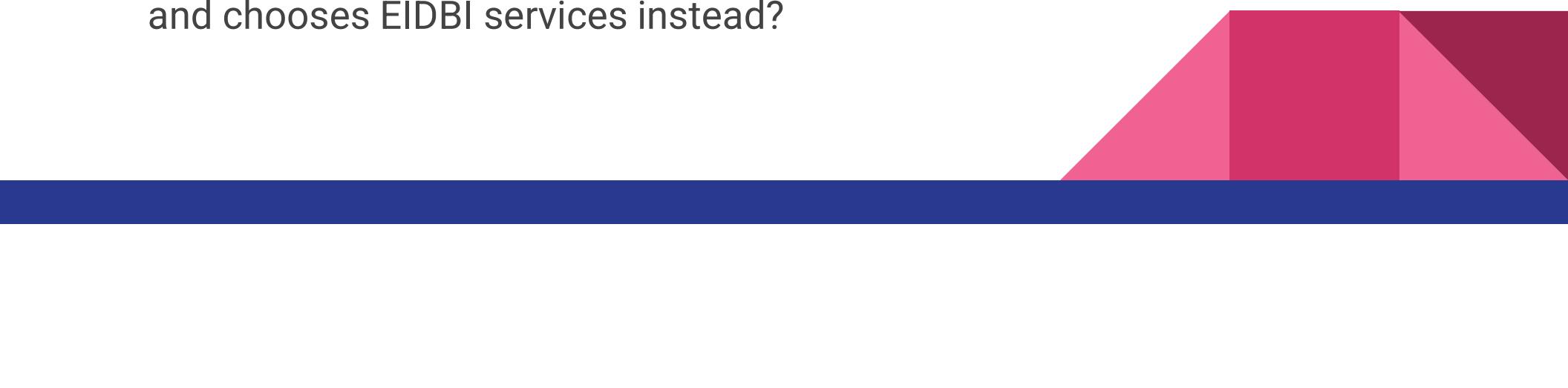
Right now, schools work with parents/guardians on determining how to provide an education to students while the child receives EIDBI services. Each situation related to EIDBI services is different as is each student's IEP. Schools remain committed to provide FAPE for students.

Situations look different based on the unique needs of the student, the age of the student, the amount of service they are provided, etc.



Schools and EIDBI

Special Education Directors continue to seek clarification from MDE regarding the requirements. The topic of EIDBI and special education was recently discussed at the February Director's Meeting where MDE indicated they are working on identifying answers to questions, including:

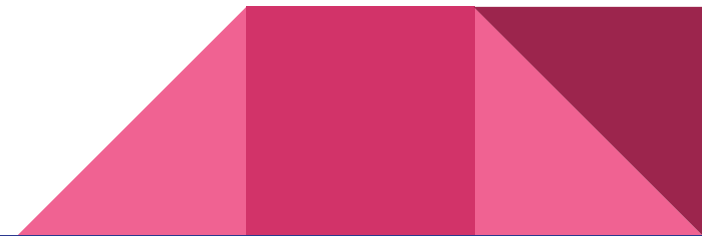
- What are the general school district responsibilities when parents place their child with an EIDBI provider?
 - What are the required components in an IEP when a student will be receiving EIDBI services for partial or whole instructional days?
 - What is the correct process when a family declines the school's proposed IEP and chooses EIDBI services instead?
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In Closing

Timely, clear, and definitive guidance on the questions districts have is needed.

Without clear guidance, districts are doing their best to navigate complex situations without consistent direction.

Not having that, leads to potential confusion and uneven implementation for students, families, and schools.





Thank you
for your time.