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SACRAMENTO

COLLEGE OF EDUCATION
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AND SCHOOL PSYCHOLOGY

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PSYCHO-EDUCATIONAL EVALUATION

[DATE OF REPORT]

NAME:	SCHOOL:
BIRTH DATE:	GRADE:
ASSESSMENT DATES:	TRACK:
AGE:	TEACHER:
PRIMARY LANGUAGE:	EXAMINER:

REASON FOR REFERRAL

Name was referred for testing by the Student Success Team (SST). It was hoped that this evaluation would aid in the determination of **his/her** special education eligibility. At the time of referral specific concerns included the following: **(From SST data list reasons for referral)**. From this referring concern, the following suspected areas of disability were evaluated by this assessment: **(List all areas related to the suspected disability)**.

It is important to note that before initiating this evaluation the effects of environmental, cultural, and economic disadvantage on this students' learning was evaluated. From the available data it was concluded **(Report conclusions regarding the effect of these variables on learning and, if necessary, justify the decision to proceed with a special education evaluation)**.

PSYCHOEDUCATIONAL PROCEDURES ^{1. 2. 3. 4}

The following procedures were used to obtain a valid estimate of **Name's** psycho-educational functioning:

¹ Because **Name's** primary language is **(Primary language)**, the assessment team requested that **his/her** language facility (in both English and **(Primary language)**) be assessed. Using the *Language Assessment Scale* (LAS) English was found to be **Name's** dominant language (*LAS* English, Level ?; *LAS (Primary language)*, Level?). These data, combined with the Examiner's basic awareness of this student's cultural and ethnic background (**State how awareness was obtained.**), lead to the conclusion that it was appropriate for this Examiner to conduct this evaluation and to do so in English.

¹ Because **Name's** primary language is **(Primary language)**, the assessment team requested that **his/her** language facility (in both English and **(Primary language)**) be assessed. Using the *Language Assessment Scale* (LAS) **(Primary language)**, was found to be **Name's** dominant language (*LAS* English, Level ?; *LAS (Primary language)*, Level ?). Because of these data an interpreter, familiar with the cultural and ethnic background of this student, was used during testing.

² This assessment was completed in accordance with a judgment by Federal District Court Judge Robert Peckham (in response to C-71-2270 RFP, Larry P. vs. Riles), which bars the administration of certain tests to this student.

³ Before beginning this assessment the Examiner ensured that the interpreter had received adequate training to act as an interpreter (**state qualifications**). Experiences within the testing sessions lead the Examiner to conclude that use of this interpreter facilitated attainment of valid test scores.

⁴ All psycho-educational procedures were selected and administered so as not to be racially, culturally, or sexually discriminatory, and have been validated for the specific purposes for which they were used.

[Traditional assessment procedures]

In analyzing these results it needs to be kept in mind that the tests listed above were generally standardized on (standardization sample, e.g., monolingual English-speaking children). Thus, for the purposes of special education placement, the scores are psychometrically invalid. Children with Name's characteristics were not included in the test's standardization samples. The test scores do not necessarily indicate the presence of learning difficulties. However, they do give information regarding Name's present level of functioning in the English-speaking classroom. These scores can be used for baseline and follow-up measures to assess progress in English. Test scores alone should not be used to justify placing Name into special education. Alternative assessment procedures used during this assessment included the following:

[Alternative assessment procedures]

BACKGROUND INFORMATION

Data obtained from Name's cumulative folder indicates **(Report the student's achievement levels, grade-level changes/retentions, discipline records, work habits, prior special program placements, prior referrals, number of schools attended, attendance record, and learning strengths and weaknesses.)**

Program Modifications

Educational interventions previously attempted to meet Name's educational needs within a less restrictive environment have included the following: **(e.g., specialist consultations, support services, minimum day, independent study, home teaching, suspension, alternate instructional methods, parent conferences/communication, etc.)**. At this time, these modifications **have/have not** allowed Name to be successful in the general education program.

The following interventions have been attempted to address Name's social and emotional needs: **[List interventions (e.g., counseling) and their duration. Describe the outcome of these interventions]**.

The following specific behavior interventions have been attempted: **(List behavioral interventions and their duration. Describe the outcome of these interventions)**.

DEVELOPMENTAL AND HEALTH HISTORY

Pregnancy and birth history. During the parent interview Name's **mother/father/step-mother/step-father (Parent's Name)** indicated that **(Describe pregnancy and birth history)**.

Major developmental milestones. Developmental milestones are reported to have been **(Report milestones)**.

Health history. According to **(Data source)**, prior to **his/her** diagnosis with **(chronic or acute health problem)**, Name's health history was **(Describe history)**. Recent school screenings **(Date)** suggest **(Vision)** vision and **(hearing)** hearing.

Current health status. Recent vision and hearing screening results **(date)** suggest 20/?? vision and ?? hearing.

PREVIOUS ASSESSMENT FINDINGS

Name was previously assessed in (**Date of Previous Testing**) by (**Examiner**). Results suggested (**Results**).

ASSESSMENT DATA

INTERVIEWS

Caregiver interview(s).

Teacher interview(s).

Student interviews.

BEHAVIORAL OBSERVATIONS.

Behavior rating scale(s).

Adaptive Behavior

Classroom.

Playground.

Home and community.

Test taking behavior.

INTELLECTUAL TESTING

ACADEMIC TESTING

ASSESSMENT OF BASIC PSYCHOLOGICAL PROCESSES

Auditory processing.

Visual processing.

Sensory motor integration.

Memory.

Attention.

EMOTIONAL FUNCTIONING

Projective techniques. (e.g., sentence completion, three wishes, drawings, etc.)

Objective techniques. (e.g., CBCL, BASC, PIC-R, etc.)

SUMMARY AND EDUCATIONAL IMPLICATIONS

Name is a (CA) (**Grade**) grade (**Gender**) who has been assessed to help determine **his/her** eligibility for special education assistance. At the time of referral specific concerns included (**Reasons for Referral**).

Educationally relevant health and developmental findings include (**Discuss relevant findings**).

Environmental, cultural, and/or economic disadvantage have (**Discuss how these variables effect educational performance**).

Assessment data suggests (**Discuss results of intellectual, academic, and other tests. Identify student strengths and weaknesses.**). Learning strengths would appear to include.... Learning weakness include....

Data relevant to **Name**'s emotional functioning reveals [**address the presence or absence of an emotional disturbance, address the presence or absence of specific characteristics of the emotional disturbance, and specify whether the characteristics have existed for a long period of time (6 months or longer) to a marked degree, and whether they adversely affect educational performance**]. [NOTE: See Appendix A for a further discussion of these factors.]

From the current battery of tests the following conclusions and recommendations are made:

1. **Name** appears to meet appears to meet eligibility criteria as an individual with an emotional disturbance [according to the California Code of Regulations - Title 5, Division 1, Chapter 3, Handicapped Children, Article 3.1, Section 3030(i)]. Specifically, because of an emotional disturbance (**identify the emotional disturbance**), **Name** has exhibited the following characteristic(s) over a long period of time and to a marked degree, which adversely affect educational performance:
 - (i) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (iii) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
 - (iv) A general pervasive mood of unhappiness or depression.
 - (v) A tendency to develop physical symptoms or fears associated with personal or school problems.

1. **Name** does **not** appear to meet eligibility criteria as an individual with an emotional disturbance [according to the California Code of Regulations - Title 5, Division 1, Chapter 3, Handicapped Children, Article 3.1, Section 3030 (i)]. This conclusion is based upon the following assessment finding(s):
 - (i) **Name** does not demonstrate symptoms of an emotional disturbance.
 - (ii) **Name** does not demonstrate any of the following characteristics:

- a) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - c) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
 - d) A general pervasive mood of unhappiness or depression.
 - e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (iii) The characteristic(s) demonstrated by **Name** have not existed for a long period of time.
 - (iv) The characteristic(s) demonstrated by **Name** have not existed to a marked degree.
 - (v) The characteristic(s) demonstrated by **Name** do not adversely affect educational performance.
2. Additional areas of suspected disability not addressed in by the current assessment include the following: From this observation the following additional assessments are recommended: **(List additional assessments that are judged required to address all areas of suspected disability, e.g., physical therapy, occupational therapy, recreational therapy, psychotherapy, etc. NOTE: the IEP meeting should not be held until these areas are assessed).**
3. Specific interventions recommended to address **Name**'s anticipated learning needs, which should facilitate success in the least restrictive environment, include the following:
- (i)
 - (ii)
 - (iii)
- 4.
- 5.

These results will be reported to the Individual Educational Planning (IEP) Team. The IEP Team will make the decision as to whether or not these data demonstrate that Name requires special education. This team will take into account all the relevant material available on **Name**. No single test or other data source will be used as the sole criterion to determine **Name**'s special education eligibility.

APPENDIX A

The following is adapted from "Identification and Assessment of the Seriously Emotionally Disturbed Child: A Manual for Educational and Mental Health Professionals."

1. **An emotional condition.** For any child to be classified as being emotional disturbed (ED) there must be a serious emotional condition from which specific behavioral and/or emotional characteristics stem. Isolated behaviors or expressions of emotionality in and of themselves do not constitute ED.
2. **For a long period of time.** Unless otherwise specified in DSM IV-TR, the specific characteristics (which are the result of a serious emotional condition) must have been demonstrated for a period of at least six (6) months. A shorter duration may be suggestive of temporary adjustment difficulties. In addition, a shorter duration will not typically give the general education program sufficient opportunity to attempt to meet the student's needs in a less restrictive environment.
3. **To a marked degree.** The specific characteristics (which are the result of a serious emotional condition) must be demonstrated to a marked degree. This means that they are (a) pervasive (seen/reported across a variety of settings, i.e., home, school, and community), and (b) intense (produce significant distress for the student and among others in the student's environments).
4. **Significantly adversely affect educational performance.** The specific characteristics (which are the result of a serious emotional condition) result in the student not being able to benefit from general education program instruction. Ways to document such a result include statistically significant ability/achievement discrepancies, quality and degree of task completion and on-task behavior, and grade reports. More subjective data sources (e.g., teacher reports) must be supported by independent observations (e.g., at least two observations by the school psychologist). (NOTE: an adverse effect can be assumed if the student is presently considered to be a danger to self or others).
5. **The primary handicap.** The identified ED must be considered the student's primary handicap. If it is judged to be a secondary problem, than the primary handicap should be used as the rational for special education eligibility.
6. **An inability to learn which cannot be explained by intellectual, sensory, or other health factors.** As a result of a specific serious emotional condition (other than schizophrenic symptomatology which is addressed elsewhere in "inappropriate types of behavior or feelings..." characteristic) the student cannot learn. Such inability is not due to behavioral, motivational, cognitive, cultural, sensory, or other health problems (all of which are ruled out as the primary cause of the student's difficulties by the assessment data).
7. **An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.** The student is unable to initiate or maintain relationships. Such inability is not due to social maladjustment, withdrawal, aggression, or immaturity. It is not the result of the student being unwilling to have relationships or lacking the social skills to do so. The student has social skills, wants to have interpersonal relationships, but is unable to do so.
8. **Inappropriate types of behaviors or feelings under normal circumstances.** This characteristic is typically reserved for those students who are psychotic, overtly bizarre, and/or a danger to themselves and/or others. Examples of behaviors that reflect this characteristic include catastrophic reactions to normal events, self-injurious behavior, responses to delusions or hallucinations, severe anxiety reactions, and extreme emotional lability.
9. **A general pervasive mood of unhappiness or depression.** This characteristic is typically reserved for those students who display symptoms of depression.
10. **A tendency to develop physical symptoms or fears associated with personal or school problems.** As a result of a specific serious emotional condition (e.g., somatoform disorders and anxiety disorders) the student demonstrates physical symptoms (e.g., headaches, stomachaches, etc., that do not have an organic etiology) and irrational fears (e.g., phobias) of particular objects, activities, individuals, or situations (that result in significant anxiety and/or avoidance behaviors).

APPENDIX B
SELECTED EDUCATION CODE SECTIONS

5 CCR 3030 - ELIGIBILITY CRITERIA

A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupil's impairment as described in Section 3030 . . . requires special education in one or more of the program options authorized by Section 56361 of the Education Code. **The decision as to whether or not the assessment results demonstrate that the degree of the pupil's impairment requires special education shall be made by the individualized education program team**, including assessment personnel in accordance with Section 56341(d) of the Education Code. **The individualized education program team shall take into account all the relevant material, which is available on the pupil. No single score or product of scores shall be used as the sole criterion for the decision of the individualized education program team as to the pupil's eligibility for special education.** The specific processes and procedures for implementation of these criteria shall be developed by each special education local plan area and be included in the local plan pursuant to Section 56220(a) of the Education Code.

- (i) **Because of a serious Emotional Disturbance, 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:**
 - (ii) **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.**

30 EC 56339 - SPECIAL EDUCATION AND RELATED SERVICES INSTRUCTIONAL PROGRAM PROVIDED IN REGULAR EDUCATION PROGRAM

- (a) **A pupil whose educational performance is adversely affected by a suspected or diagnosed attention deficit disorder or attention deficit hyperactivity disorder and demonstrates a need for special education and related services by meeting eligibility criteria** specified in subdivision (f) or (i) of Section 3030 of Title 5 of the California Code of Regulations or Section 56337 and subdivision (j) of Section 3030 of Title 5 of the California Code of Regulations for the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) **categories of "other health impairments," "Serious Emotional Disturbance," or "specific learning disabilities,"** is entitled to special education and related services.
- (b) If a pupil with an attention deficit disorder or attention deficit hyperactivity disorder is not found to be eligible for special education and related services pursuant to subdivision (a), the pupil's instructional program shall be provided in the regular education program.
- (c) It is the intent of the Legislature that local educational agencies promote coordination between special education and regular education programs to ensure that all pupils, including those with attention deficit disorders or attention deficit hyperactivity disorders, receive appropriate instructional interventions.
- (d) It is further the intent of the Legislature that regular education teachers and other personnel be trained to develop an awareness about attention deficit disorders and attention deficit hyperactivity disorders and the manifestations of those disorders, and the adaptations that can be implemented in regular education programs to address the instructional needs of pupils having these disorders.

2 CCR 60045 - ASSESSMENT TO DETERMINE THE NEED FOR MENTAL HEALTH SERVICES

Assessment to Determine the Need for Mental Health Services.

- (a) Within five (5) days of receipt of a referral, pursuant to subsections (a), (c) or (g) of Section 60040, the community mental health service shall review the recommendation for a mental health assessment and determine if such an assessment is necessary.

- (1) If no mental health assessment is determined to be necessary, or the referral is inappropriate, the reasons shall be documented by the community mental health service. The community mental health service shall notify the parent and the LEA of this determination within one (1) working day.
 - (2) If the referral is determined to be incomplete, the reasons shall be documented by the community mental health service. The community mental health service shall notify the LEA within one (1) working day and return the referral.
- (b) If a mental health assessment is determined to be necessary, the community mental health service shall notify the LEA, develop a mental health assessment plan, and provide the plan and a consent form to the parent, within 15 days of receiving the referral from the LEA, pursuant to Section 56321 of the Education Code. The assessment plan shall include, but is not limited to, the review of the pupil's school records and assessment reports and observation of the pupil in the educational setting, when appropriate.
 - (c) The community mental health service shall report back to the referring LEA or IEP team within 30 days from the date of the receipt of the referral by the community mental health service if no parental consent for a mental health assessment has been obtained.
 - (d) Upon receipt of the parent's written consent for a mental health assessment, the community mental health shall contact the LEA within one (1) working day to establish the date of the IEP meeting. The LEA shall schedule the IEP meeting to be held within fifty (50) days from the receipt of the written consent pursuant to Section 56344 of the Education Code.
 - (e) The mental health assessment shall be completed in sufficient time to ensure that an IEP meeting is held within fifty (50) days from the receipt of the written parental consent for the assessment. This time line may only be extended upon the written request of the parent.
 - (f) The community mental health service assessor shall review and discuss their mental health service recommendation with the parent and appropriate members of the IEP team. The assessor shall also make a copy of the mental health service assessment report available to the parent at least two days prior to the IEP team meeting.
 - (1) If the parent disagrees with the assessor's mental health service recommendation, the community mental health service shall provide the parent with written notification that they may require the assessor to attend the IEP team meeting to discuss the recommendation. The assessor shall attend the meeting if requested to do so by the parent.
 - (2) Following the discussion and review of the community mental health service assessor's recommendation, it shall be the recommendation of the IEP team members attending on behalf of the LEA.
 - (g) The community mental health service shall provide to the IEP team a written assessment report in accordance with Education Code Section 56327.
 - (h) For pupils with disabilities receiving services under this Chapter, the community mental health service of the county of origin shall be responsible for preparing statutorily required IEP reassessments in compliance with the requirements of this Section.