

# TRANSITIONING PRESCHOOL STUDENTS WITHIN THE LAUSD



**New Hire/Intern Training**  
**Los Angeles Unified School District**

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January 20, 2016

# Agenda

- **Transitioning Preschool Students**
  - ✓ The Classroom Team Assessment Report (CTAR) 2016
  - ✓ The Desired Results Developmental Profile (DRDP) 2015
- **Developmental Delay (DD) Re-evaluations**



# Transitioning Preschool Students

Why is the transition to kindergarten considered a re-assessment or a three-year review?

EC Section 56445. (a) *Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the individual shall be conducted pursuant to Article 2 (commencing with Section 56320) of Chapter 4 to determine if the individual is still in need of special education and services.* (Education Code, Part 30, Special Education Programs, Chapter 4.45)

See SPIG 2015-16

# Transitioning Preschool Students

Transition procedures for preschool students are led by school based teams who conduct the appropriate **reassessments** to determine if the individual is still in need of special education and services. These transition teams comprised of the site administrator/designee, special and general education teacher, **school psychologist** and related services provider(s), review preschool student portfolios, classroom assessments, and student anecdotal records (e.g. existing data). Their findings are recorded in narrative form (e.g. present levels of performance) on pages one through five of the **Classroom Team Assessment Report (CTAR) 2016**, the primary tool used by school staff to document and assist in the preschool transition process.

# Classroom Team Assessment Report (CTAR) 2016

- **Pupil Data** (Demographic information)
- **Teacher Assessment Data** (Time Period)
- **Sources of Assessment Information** (Instruments Used)
- **Present Levels of Performance** (DRDP 2015)
- **Recommendation** (to be completed by Psychologist)
- **Signatures**

# CTAR –

## Pupil Data & Teacher Assessment Data

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Early Childhood Special Education  
CLASSROOM TEAM ASSESSMENT REPORT

### PUPIL DATA :

Name    D.O.B.  C.A.  Sex   
Last First Middle Mo/Dey/Yr Yr/Mo M/F

School of Attendance (Elem, EEC, Head Start)  School of Residence

Home Language  Student Language  Current Eligibility  Classroom Program   
(PCC, PAL, PSC, etc)

Other services presently received (DIS Services, NPA, Include enrollment in preschool program i.e. Head Start, SRLDP, State Preschool):

### TEACHER ASSESSMENT DATA:

Based on Service Period 2015-2016 School Year From  to   
Mo/Yr Mo/Yr

# CTAR –

## Sources of Assessment

### 1. SOURCES OF ASSESSMENT INFORMATION (List specific instruments used):

The Desired Results System is an accountability initiative of the California Department of Education (CDE) developed to determine the effectiveness of its child development and early childhood special education services and programs. The system assures that children enrolled in state-funded preschool programs benefit from those programs. The Special Education Division (SED) implements the Desired Results Assessment System to meet the IDEA statewide assessment requirements and required federal reporting for preschool special education.

<input type="checkbox"/>	Desired Results Developmental Profile (2013)	<input type="checkbox"/>	Observation
<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Other
<input type="checkbox"/>	Parent Interview	<input type="checkbox"/>	Other

Materials and procedures used for assessment and educational planning are selected and administered so as not to be racially, culturally, or sexually discriminatory and are considered valid and reliable for this evaluation. Test scores, when used, are estimates of the ability or skill measured and are combined with other relevant findings for decisions on educational needs.

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# CTAR –

## Desired Results Developmental Profile 2015

### 2. PRESENT LEVEL OF PERFORMANCE:

The Desired Results Developmental Profile (DRDP) for children encompasses six developmental areas: Cognitive/Academic Development, Literacy, Mathematics, Social/Emotional Development, Language Development, and Physical Development. These developmental areas are reflected and integrated throughout the indicators and measures.

Responding, Exploring, Building, and Integrating represent the expected developmental steps for children ages zero to five. Most typically developing three year olds will have mastered skills at the Exploring Later level of development. The DRDP research shows that most preschoolers will reach the Building Middle level by the end of their preschool years. Children performing at the Responding and Exploring Earlier levels are not yet at the beginning level of typical preschool development. Responding represents emerging skills that precede Exploring and are evidence of the child's progress in relation to the measures.

In completing pages two through seven the team is reporting on current classroom performance in each domain including the child's progress on the Desired Results Measures.



# CTAR-

## DRDP 2015 Social Emotional Development

### ALIGNMENT OF DRDP 2015 MEASURES AND PRESENT LEVEL OF PERFORMANCE (PLP) AREAS

#### SOCIAL EMOTIONAL DEVELOPMENT

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
ATL-REG 2	Self-Comforting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 5	Self-Control of Feelings and Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATL-REG 7	Shared Use of Space and Materials			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SED 1	Identity of Self in Relation to Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SED 2	Social and Emotional Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SED 3	Relationship and Social Interactions with Familiar Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SED 4	Relationships and Social Interactions with Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
HSS 4	Conflict Negotiation				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
HSS 5	Responsible Conduct as a Group Member				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

#### Summary of Child's Strengths/Weaknesses in the Social/Emotional Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR-

## DRDP 2015 Language Development

### LANGUAGE DEVELOPMENT

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
LLD 1	Understanding of Language (Receptive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LLD 2	Responsiveness to Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LLD 3	Communication and Use of Language (Expressive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LLD 4	Reciprocal Communication and Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### Summary of Child's Strengths/Weaknesses in the Language Development Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR-

## DRDP 2015 Physical Development



### PHYSICAL DEVELOPMENT

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PD-HLTH 2	Responsiveness to Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PD-HLTH 3	Gross Motor Manipulative Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PD-HLTH 4	Fine Motor Manipulative Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PD-HLTH 9	Active Physical Play				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

### Summary of Child's Strengths/Weaknesses in the Physical Development Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR-

## DRDP 2015 Cognitive Development

### COGNITIVE DEVELOPMENT

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
COG 8	Cause and Effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COG 9	Inquire Through Observation and Investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COG 10	Documentation and Communication of Inquiry			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
COG 11	Knowledge of the Natural World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ALT-REG 1	Attention Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
ALT-REG 3	Imitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
ALT-REG 4	Curiosity and Initiative in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ALT-REG 6	Engagement and Persistence			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
SED 5	Symbolic and Sociodramatic Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
HSS 1	Sense of Time				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
HSS 2	Sense of Place				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

#### Summary of Child's Strengths/Weaknesses in the Cognitive Development Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR-

## DRDP 2015 Literacy Development

### LITERACY

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
LLD 5	Interest in Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LLD 6	Comprehension of Age-Appropriate Text				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
LLD 7	Concepts About Print				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
LLD 8	Phonological Awareness				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
LLD 9	Letter and Word Knowledge				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
LLD 10	Emergent Writing				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

### Summary of Child's Strengths/Weaknesses in the Literacy Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR-

## DRDP 2015 Mathematics Development

### MATHEMATICS

(Indicate the child's current level of performance by making a check in the appropriate box)

Measure	Measure Name	Responding		Exploring			Building			Integrating	Conditional Measure (Not rated)	Not Yet
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier		
COG 1	Spatial Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
COG 2	Classification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COG 3	Number Sense of Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COG 4	Number Sense of Math Operations			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
COG 5	Measurement			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
COG 6	Patterning			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
COG 7	Shapes			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

#### Summary of Child's Strengths/Weaknesses in the Mathematics Area of the Curriculum:

(Indicate specific information that relates to the need for special education services and the progress of IEP goals.)

# CTAR – DRDP 2015

Completed by the Case Manager  
(dependent upon type of program and site of attendance)

- **Special Day Classroom Teacher**
  - Students in a SpEd Program on a General Education site  
PSM/PAL/PSC/PCC/ETK
  - Early Education Center with PCC program
- **Preschool Kindergarten Itinerant Teacher (PKIT)**
  - Early Education Center (EEC) without PCC program
  - Private Preschool Students

# CTAR – Recommendation

## RECOMMENDATION:

<input type="checkbox"/>	Child may continue to need special education
<input type="checkbox"/>	Child does not appear to need further special education services

Basis for making this recommendation (Make references to eligibility categories and criteria):  
(To be completed by the school psychologist)

<div></div>
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Other recommendations(s):

<div></div>
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Low Incidence Support (If eligible, identify area of assessed need and recommendation for support):

<div></div>
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# CTAR – Recommendation

## **No Change in Eligibility**

If a school team recommends transitioning a student from preschool to kindergarten with no change in eligibility, on the recommendation page of the CTAR (page 6), the school psychologist will “check the box” and indicate that the student, “**may continue to need special education services.**” Present levels of performance (PLP) data and educational need will then be adapted from the CTAR onto a Welligent IEP form so that an IEP can be held and appropriate eligibility and placement decisions made.

See SPIG 2015-16

# CTAR –

## Recommendation SAMPLE 1

### (No Change in Eligibility)

#### RECOMMENDATION:

- ☒ Child may continue to need special education  
☐ Child does not appear to need further Special education services

**Basis for making this recommendation** (Make references to eligibility categories and criteria):  
(To be completed by the school psychologist)

January 2015

CLASSROOM TEAM ASSESSMENT REPORT

Page 7 of 7

Based on teacher rating and teacher report Akeem continues to exhibit delays in social emotional functioning and language that are characteristic of an Autism Spectrum Disorder.

Other recommendations(s):

Low Incidence Support (If eligible, identify area of assessed need and recommendation for support):

# CTAR –

## Recommendation

### **May Require a Change in Eligibility**

If a school team determines that a preschool student may require a change in eligibility criteria for special education services (e.g. SLI to SLD, DD to AUT, etc.), an assessment plan must be developed. On the recommendation page of the CTAR (page 6), the school psychologist will “check the box” and indicate that the student, “**may continue to need special education.**”

Under, “other recommendation(s)” on page 6, the school psychologist will add a statement that clarifies the need for additional assessment. After the assessment is completed, an IEP will be held and appropriate eligibility and placement decisions made. \*\*Note – DD Re-evaluations should be done concurrently to the three year review/kindergarten transition

See SPIG 2015-16

# CTAR –

## Recommendation SAMPLE 2

### (May Require a Change in Eligibility)

#### RECOMMENDATION:

<input checked="" type="checkbox"/>	Child may continue to need special education
<input type="checkbox"/>	Child does not appear to need further special education services

Basis for making this recommendation (Make references to eligibility categories and criteria):  
(To be completed by the school psychologist)

Given that Maria will be matriculating to kindergarten, the eligibility of Developmental Delay is no longer considered appropriate based upon current California Education Code and LAUSD policy. Based on CTAR ratings, Maria continues to demonstrate deficits in language and social interaction which impact her educational access.

Other recommendations(s):

Maria requires an assessment to determine her learning style and present level of performance in cognitive ability, language, motor, social-emotional, and pre-academic skills, to appropriately determine continued eligibility for special education supports.

Low Incidence Support (If eligible, identify area of assessed need and recommendation for support):

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# CTAR –

## Recommendation

### **No Longer Appears to Meet Eligibility Criteria**

If a school team agrees that the preschool student may no longer meet eligibility criteria for special education and related services, an assessment plan must be developed. On the recommendation page of the CTAR (page 6), the school psychologist will “check the box” and indicate that the student, “**does not appear to need further special education services.**” An assessment shall be completed that meets the requirements of the law. After the assessment is completed, an IEP will be held and appropriate eligibility and placement decisions made (e.g., not eligible for the following disabilities, etc.).

See SPIG 2015-16

# CTAR –

## Recommendation SAMPLE 3

### (No Longer Appears to Meet Eligibility Criteria)

#### RECOMMENDATION:

☐

Child may continue to need special education

☒

Child does not appear to need further Special education services

Basis for making this recommendation (Make references to eligibility categories and criteria):  
(To be completed by the school psychologist)

Based on CTAR ratings, Allen appears to be demonstrating age-appropriate skills in social-emotional, language, cognitive ability, and physical development.

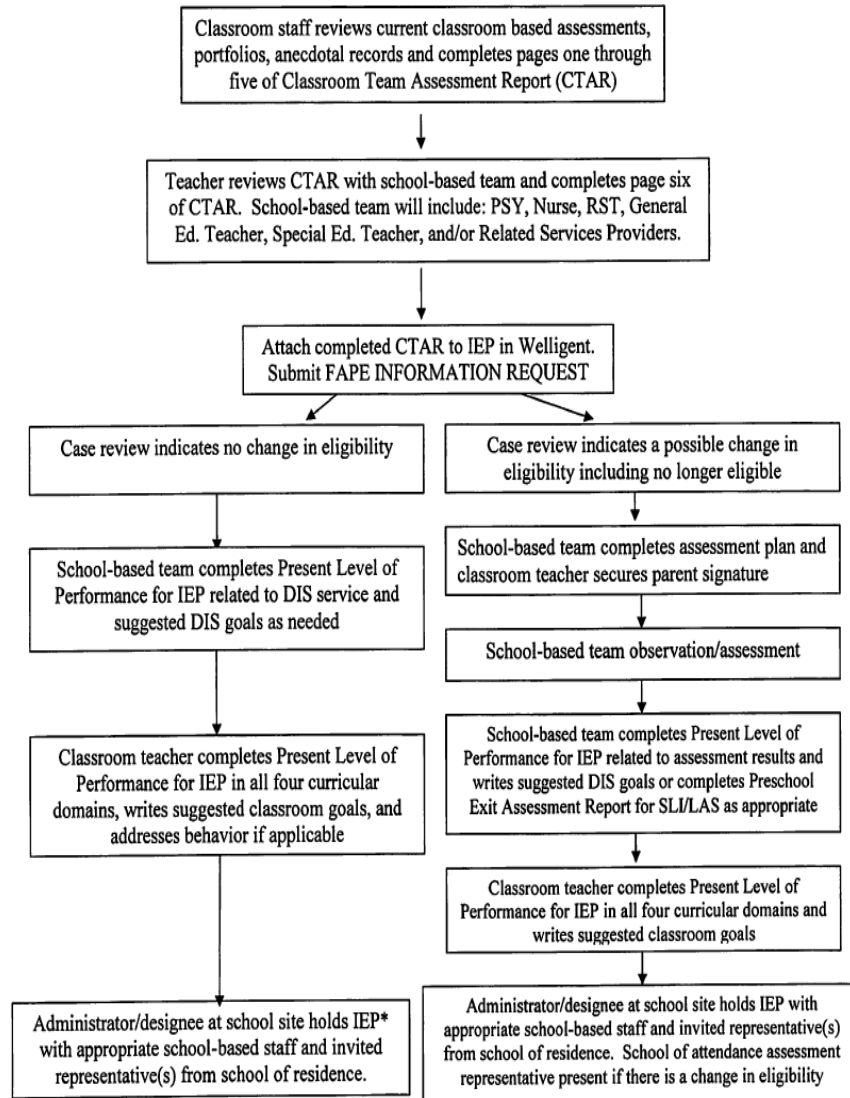
☐

Other recommendations(s): Allen requires an assessment to determine his learning style and present levels of performance in overall cognitive ability, language, motor, social-emotional, and pre-academic skills.

Low Incidence Support (If eligible, identify area of assessed need and recommendation for support):

☐☐

# Decision Tree



# CTAR – Signatures

**SIGNATURES: Reviewers of the Classroom Team Assessment Report should check the appropriate box, sign and date below.**

<input type="checkbox"/> Site Administrator/Designee:	_____	/	_____
	Name		Date
<input type="checkbox"/> Special Education Teacher:	_____	/	_____
	Name		Date
<input type="checkbox"/> General Education Preschool Teacher:	_____	/	_____
	Name		Date
<input checked="" type="checkbox"/> General Education Kindergarten Teacher:	_____	/	_____
	Name		Date
<input type="checkbox"/> Related Services:	_____	/	_____
	Name		Date
<input type="checkbox"/> Psychologist:	_____	/	_____
	Name		Date
<input type="checkbox"/> RST:	_____	/	_____
	Name		Date
<input type="checkbox"/> Other:	_____	/	_____
	Name		Date
<input type="checkbox"/> Other:	_____	/	_____
	Name		Date



# Reassessments for Students with DD Eligibility

For students with an eligibility of DD, a comprehensive psycho-educational evaluation will take place **prior to the student's kindergarten year.**

If a child, under extenuating circumstances, maintains eligibility for special education under the category of Developmental Delay (DD) post-preschool (e.g., kindergarten or first grade), it is the site psychologist's responsibility to conduct a re-evaluation as soon as possible, but no later than the child's next IEP due date.

School psychologists are responsible for DD re-evaluations for students attending the elementary school-based preschool programs, Early Education Center programs, or attending a private preschool and residing within LAUSD boundaries.

See SPIG 2014-15

# Reassessments for Students with DD Eligibility

## Consider the Reason for Referral

- What areas were initially identified as delayed?  
(cognitive, physical & motor, communication, social or emotional, or adaptive behavior)
- What other eligibilities were explored at the time of initial assessment?
- What are the present challenges that the child is exhibiting?

# Reassessments for Students with DD Eligibility

## Assessment of Cognitive Ability/Processing

- **Mullen Scales of Early Learning**  
(birth to 68 months OR 5 years, 8 months)
- **Cognitive Assessment System, 2<sup>nd</sup> Ed. (CAS-2)**  
(5 years to 18 years, 11 months) – *generally cannot be used*
- **Southern California Ordinal Scales (SCOSD)**  
(all ages)
- **Developmental Test of Kindergarten Readiness, 2<sup>nd</sup> Ed. (DTKR-2)**  
(4 years, 6 months – 6 years, 2 months)
- Other Processing Tests (as appropriate)

# Reassessments for Students with DD Eligibility

## Consideration of School Readiness/Pre-Academics

### Informal Measures

- Review of Records (**the DRDP 2015**) – see Case Manager
- Teacher Interview/Checklist (see handout)
- Observation

### Formal Measure

- The Developmental Test of Kindergarten Readiness, 2<sup>nd</sup> Ed.  
(DTKR-2; 4 years, 6 months – 6 years, 2 months)
- The Bracken School Readiness Assessment, 3<sup>rd</sup> Ed.  
(BSRA-3; 3 years, 0 months – 6 years, 11 months)

# Reassessments for Students with DD Eligibility

## **Assessment of Social Emotional/Adaptive Behavior**

- Observation
- Teacher/Parent Interview
- Rating Scales as appropriate given the referral concerns & the suspected areas of eligibility
- *The Developmental Profile, 3<sup>rd</sup> Edition (DP-3)*  
Physical, Adaptive Behavior, Cognitive (School Readiness),  
Social-Emotional, & Communication

\*\*More in-depth adaptive behavior rating scales used be utilized  
when considering Intellectual Disability (ID)