

LAUSD
PSYCHOLOGICAL
SERVICES

September 10, 2014

ADVANCED ORGANIZER

- **Introductions**
- **Background (Quick Review)**
- **Eligibility Rubrics**
 - **Eligibility Reference Guide Document**
 - **Operational Definition Document**
 - **Component Checklist**
- **Use of Documents**
- **Questions?**

BACKGROUND

- **CDE finding LAUSD as non compliant**
- **Consistency with adherence to eligibility criteria is one of the root causes**
- **Eligibility Rubrics were developed to address the aforementioned issues**

ELIGIBILITY RUBRICS

- **Eligibility Reference Guide Document**
- **Operational Definition Document**
- **Component Checklist**

ELIGIBILITY REFERENCE GUIDE DOCUMENT

ELIGIBILITY REFERENCE DOCUMENT

The Eligibility Reference Guide Documents are a series of documents that reflect the key components that must be included in a comprehensive psycho-educational case study.

The Eligibility Reference Guide Document does not replace the mandated report template but should be used as a supplement in developing your case study.

ELIGIBILITY REFERENCE GUIDE DOCUMENT

Instructions

While developing your case study,

- **Refer to the specific Eligibility Reference Guide Document for each suspected area of disability (i.e AUT, ED, ID, SLD, OHI)**
- **You will need to refer to more than one Eligibility Reference Guide Document if there are multiple suspected areas of disability.**
- **Address each bullet point in the corresponding section of your report.**



Division of Special Education Psychological Services

SLD

REPORT
HEADING
SECTIONS

Specific Learning Disability Eligibility Reference Guide Document

* See appendix for assessment instruments that will reflect student performance grouped by psychological procedure

Reason for Referral

- SLD must be listed as an area of suspected disability. Consider all other relevant eligibilities based on concerns
- Reason(s) for referral should include operational illustrations of any of the relevant eligibility criteria

Background Information (Health/Development, Family History)

- Note observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors
- Report whether or not there is a family history of learning difficulties
- As appropriate, use this section to rule out vision, hearing, and motor deficits as primary reason for not accessing the curriculum

Educational History

- Achievement history should suggest academic difficulties in one or more of the following areas: oral expression, basic reading skills, reading comprehension, listening comprehension, written expression, math calculation, and math reasoning. Note when they began
 - Refer to teacher comments, report cards/grades, state test scores and progress monitoring data.
- A pattern of behavioral difficulties may or may not be present in previous teacher reports, report card, etc. (work/study habits; motivation; frustration tolerance; learning skills; attention)

Bullet points indicate information to be addressed in each section of the report

ELIGIBILITY REFERENCE GUIDE- SLD

Reason for Referral

- SLD must be listed as an area of suspected disability. Consider all other relevant eligibilities based on the referral concerns
- Reason(s) for referral should include operational illustrations of any of the relevant eligibility criteria

ELIGIBILITY REFERENCE GUIDE- SLD

Background Information (Health/Development, Family History)

- Note observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors
- Report whether or not there is a family history of learning difficulties
- As appropriate, use this section to rule out vision, hearing, and motor deficits as primary reason for not accessing the curriculum

ELIGIBILITY REFERENCE GUIDE- SLD

Educational History

- Achievement history should suggest academic difficulties in one or more of the following areas: oral expression, basic reading skills, reading comprehension, listening comprehension, written expression, math calculation, and math reasoning. Note when they began.
 - Refer to teacher comments, report cards/grades, state test scores and progress monitoring data.
- A pattern of behavioral difficulties may or may not be present in previous teacher reports, report card, etc. (work/study habits; motivation; frustration tolerance; learning skills; attention)
- As appropriate, use this section to rule out limited school experience, poor attendance and lack of instruction

ELIGIBILITY REFERENCE GUIDE- SLD

Intervention History

- Note if the student received any academic interventions in or outside of the school. Report time, frequency, and duration. If applicable, note an absence of academic interventions.
- State what the interventions were targeting and progress made. State whether all the providers observed similar academic areas of need and processing deficits.
- Report the types of interventions and modalities that were implemented. State whether the interventions were implemented with fidelity. State if the interventions are research based and if they match the reason for referral.

ELIGIBILITY REFERENCE GUIDE- SLD

Special Education History

- If present, note information from previous evaluations that are relevant to suspected disability
- Highlight relevant information pertaining to services received, interventions, programs and placements offered in previous present levels of performance (PLP).
- Document history of DIS services.

ELIGIBILITY REFERENCE GUIDE- SLD

Outside/Private Assessments

- If there is an outside assessment, summarize findings. Also note if the student had an outside evaluation even if results are unavailable. Be sure to mention whether the same deficits noted in your report and whether the area(s) of need are related to the suspected disability.
- Note whether there is a diagnosis of SLD or any other differential diagnosis. In the absence of diagnoses, report if there are indicators that suggest the presence of SLD.

ELIGIBILITY REFERENCE GUIDE- SLD

Behavioral Observations

- Conduct multiple observations in multiple environments- Both structured and unstructured
 - Assessment Environment
 - Structured- Classroom (during an academic period that teacher reports most challenging or successful)
 - Unstructured- Recess/nutrition

ELIGIBILITY REFERENCE GUIDE- SLD

General Ability/Cognitive Functioning

- Overall cognition should not be below average. Note (significant/relative) strengths and areas of need. **If there are more scores below average than average, the student should not be identified as having average cognition.**
- Address all processing areas.
- Note the student's performance on assessment measures

ELIGIBILITY REFERENCE GUIDE- SLD

Academic Performance

- Note the student's performance on academic assessment measures.
 - Are there differences in performance across subject areas (ex. Are difficulties more prevalent during specific subjects?)

- Note evidence of academic difficulties in one or more of the academic areas.

- Align with any teacher comments on suspected disabilities/processing.

ELIGIBILITY REFERENCE GUIDE- SLD

Language Function

- Document any observed areas of need in receptive and/or expressive language, whether they are consistent with processing deficits. Be sure to address listening comprehension and expression.
- Note any teacher report/comments or observations regarding deficits in oral expression or comprehension.
- Report LAS testing results if the student was assessed.
- Address how the student's primary language skills/second language acquisition may affect academic progress.

ELIGIBILITY REFERENCE GUIDE- SLD

Motor Abilities

- Summarize fine and gross motor functioning; history of occupational therapy, physical therapy, or APE services.
- Address both fine and gross motor abilities.
- Refer to sensory-motor processing assessment (information from VMI, Bender, writing samples, observation, interview, PE grades).

ELIGIBILITY REFERENCE GUIDE- SLD

Social Emotional Status

- Must include interviews with parents, teachers, and other relevant persons (ex. outside therapists, service providers).
- Report any and all behaviors that appear to be impeding learning.
- **Must** include a broad band (BASC-2, CBRS, Achenbach) measure of behavior from parent and teacher.
- If significant concerns are noted on the broad band measure or through record review/interviews, a narrow band measure administered to parent and teacher may be necessary to rule out other relevant eligibilities.

ELIGIBILITY REFERENCE GUIDE- SLD

Analysis of Behavior

- If behavior is significant area of concern, this section may be included in the report. Behavior should be described in operational terms (observable behaviors). The replacement behavior should serve the same function as the problem behavior.

Self-Help/ Adaptive Functioning (if indicated on the assessment plan)

- Information regarding the student's adaptive skills within the home, school, and community setting should be reported.
- If significant concerns are noted, a standardized adaptive measure should be administered to parents and teacher.

SLD
OPERATIONAL
DEFINITIONS

ELIGIBILITY CRITERIA OPERATIONAL DEFINITIONS

The Operational Definitions Document provides specific examples of each criterion in the special education eligibility, as defined in Ed. Code.

Information should be woven throughout your assessment report...

OPERATIONAL DEFINITIONS DOCUMENT

Instructions

While developing your case study,

- **Refer to the specific Operational Definitions Document for each suspected area of disability.**
- **Cite specific examples of operational definitions throughout your report.**
- **Ensure that final eligibility determination includes operational definitions previously cited throughout the various sections of the report.**



Division of Special Education Psychological Services

SLD

CA Ed. Code

Specific Learning Disability Eligibility Criteria Operational Definitions

Section 3030(10), Title 5, CCR defines a Specific Learning Disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas. The basic psychological processing areas include attention, visual, processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

Basic Psychological Processes

Eligibility Criteria

Attention processing – The ability to maintain focus and attention to a task. This may include the student's ability to selectively attend, detect relevant stimuli among irrelevant ones, and resist responding to distractors.

Operational
Definitions

Culty with attention processing may include deficits in:

- Paying attention during academic tasks
- Focusing on stimuli
- Sustaining and shifting attention/focus
- Completing tasks in a timely manner
- Planning and organizational skills
- Performing consistently across assessment

SPECIFIC LEARNING DISABILITY ED CODE

SECTION 3030(10), TITLE 5, CCR

- **“a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and results in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas. “**
- **The basic psychological processing areas include:**
 - **attention, visual, processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.**

SPECIFIC LEARNING DISABILITY ED CODE (CONT.)

- In determining eligibility, the public agency may consider whether a pupil has a severe discrepancy between his/her intellectual ability and achievement in:
 - oral expression,
 - listening comprehension,
 - written expression,
 - basic reading skill,
 - reading comprehension,
 - mathematical calculation, or
 - mathematical problem solving.

OPERATIONAL DEFINITIONS-SLD

Points to Ponder:

- Overall cognition should not be below average. Note significant and/or relative strengths and areas of need. If there are more scores below average than average, the student should not be identified as having average cognition.
- If most processing scores are below average and the student's academic work is below average, this is not a discrepancy.
- The decision as to whether or not a discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education.
- A processing deficit is identified by a pattern of below average scores within a processing area. One single below average score does not indicate a deficit.

OPERATIONAL DEFINITIONS-SLD

Attention processing

- The ability to maintain focus and attention to a task. This may include the student's ability to selectively attend, detect relevant stimuli among irrelevant ones, and resist responding to distractors.
- Examples of difficulty with attention processing may include deficits in:
 - Sustaining and shifting attention/focus
 - Completing tasks in a timely manner

OPERATIONAL DEFINITIONS-SLD

Visual processing

- The ability to recognize, analyze, remember, organize, visualize or generally make sense out of what one sees.
- Examples of difficulty with visual processing may include deficits in:
 - Tracking while reading
 - Organizing visual information on a page

OPERATIONAL DEFINITIONS-SLD

Auditory processing

- The ability to recognize, analyze, synthesize, hold onto and remember what one hears.
- Examples of difficulty with auditory processing may include deficits in:
 - Blending and segmenting sounds
 - Distinguishing the difference between similar sounds (Example: Seventy and seventeen).

OPERATIONAL DEFINITIONS-SLD

Sensory-motor skills

- The integration of perceptual and cognitive skills to organize physical output.
- Examples of difficulty with sensory-motor skills may include deficits in:
 - Motor output including speech, gross motor and fine motor skills
 - Physical clumsiness or apparent carelessness

OPERATIONAL DEFINITIONS-SLD

Association

- The process of acquiring basic units of information in memory, establishing systems for relating these units to each other as in matching same/different, pattern or logical groups. It involves long term memory (as opposed to immediate or short term), and serves as a foundation for the more complex operations of conceptualization, sense of cause and effect relationships, sense of part-to-whole relationships, and development of basic organizational relationships.
- Examples of difficulty with association may include deficits in:
 - Memorizing and using materials in one situation but not recalling or using the same information in another
 - Learning information through association (ex. connecting faces with names, dates with events, relation ideas with concepts)

OPERATIONAL DEFINITIONS-SLD

Conceptualization

- The analysis, classification, organization, transformation and synthesis of information/concepts to figure out verbal and non-verbal problems. Using information in a complex manner as might be needed for tasks involving social awareness, problem solving, logical reasoning skills, judgment, decision making, abstracting, generalizing, inferential thinking and fluid reasoning.
- Examples of difficulty with conceptualization may include deficits in:
 - Abstract thinking – the process of using information in an increasingly complex and fluid manner
 - Demonstrating logical thought, making choices, inferring, drawing conclusions

OPERATIONAL DEFINITIONS-SLD

Expression

- The ability to organize and use verbal information to express his/her thoughts orally and in writing. It includes the production of meaningful speech and communication.
- Examples of difficulty with expression may include deficits in:
 - Organizing and expressing thoughts orally, with gestures, or in writing
 - Retrieving words, responding to questions, and organizing ideas verbally

OPERATIONAL DEFINITIONS-SLD

Exclusionary Factors

- Not primarily due to:
 - environmental, cultural or economic disadvantage,
 - limited English proficiency,
 - limited school experience,
 - poor attendance,
 - emotional disturbance,
 - intellectual disability, or
 - visual, hearing or motor impairment:

OTHER HEALTH IMPAIRMENT



Other Health Impairment (due to ADHD-like behaviors) Eligibility Reference Guide

Reason for Referral

- OHI must be listed as an area of suspected disability. Consider all other relevant eligibilities based on referral concerns.
- Reasons for referral should include operational illustrations of any of the relevant eligibility criteria.

Background Information (Health/Development, Family History)

- Observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors.
- Address and rule out vision, hearing, and motor delays as a primary reason for accessing the curriculum.

Educational History

- Achievement history may or may not suggest academic, language, and/or behavioral difficulties.
- A pattern of behavioral difficulties may be present in previous teacher reports, report cards (work/study habits; learning/social skills; transition; motivation; frustration tolerance; learning skills; attention)

Intervention History

- Has the student received any language based, behavioral/social skills or academic interventions either in or outside of the school? Is there a behavior support plan already developed and implemented?
- What were the interventions specifically targeting? How long were they implemented? Were all providers observing similar academic/behavioral challenges? Was any improvement noted?

REPORT
HEADING
SECTIONS

Bullet points indicate information to be addressed in each section of the report

ELIGIBILITY REFERENCE GUIDE- OHI

Reason for Referral

- OHI must be listed as an area of suspected disability. Consider all other relevant eligibilities based on the referral concerns.
- Reasons for referral should include operational illustrations of any of the relevant eligibility criteria.

ELIGIBILITY REFERENCE GUIDE- OHI

Background Information (Health/Development, Family History)

- **Observational and/or anecdotal data to address relevant eligibility criteria in the Health and Family History sections as applicable, including exclusionary factors.**
- **Address and rule out vision, hearing, and motor delays as a primary reason for accessing the curriculum.**

ELIGIBILITY REFERENCE GUIDE- OHI

Educational History

- Achievement history may or may not suggest academic, language, and/or behavioral difficulties.
- A pattern of behavioral difficulties may be present in previous teacher reports, report cards (work/study habits; learning/social skills; transition; motivation; frustration tolerance; learning skills; attention)

ELIGIBILITY REFERENCE GUIDE- OHI

Intervention History

- Has the student received any language based, behavioral/social skills or academic interventions either in or outside of the school? Is there a behavior support plan already developed and implemented?
- What were the interventions specifically targeting? How long were they implemented? Were all providers observing similar academic/behavioral challenges? Was any improvement noted?
- Were the interventions research based? Implemented with fidelity?
- Note an absence of behavioral and/or academic interventions.

ELIGIBILITY REFERENCE GUIDE- OHI

Special Education History

- If present, note information from previous evaluations that are relevant to suspected disability (e.g. difficulties with attention, behavior, social skills, following directions, impulsivity, etc.) Also provide relevant information from previous BSPs.
- Provide relevant information from previous Behavior Support Plans (BSP). Note if there is an absence of a BSP.
- Document relevant history of Designated Instructional Services (DIS) (i.e. counseling, ERMHS/ERICS, etc.)

ELIGIBILITY REFERENCE GUIDE- OHI

Outside/Private Assessments

- If present, summarize findings. Also note if the student had an outside evaluation even if results are unavailable. Are the same behaviors noted? Areas of need relevant to suspected disability? If no diagnoses given, are there behavioral observations noted that support the case study?

ELIGIBILITY REFERENCE GUIDE- OHI

Behavioral Observations

- **Conduct multiple observations in multiple environments- Both structured and unstructured**
 - **Assessment Environment**
 - **Structured- Classroom (during an academic period that teacher reports most challenging or successful)**
 - **Unstructured- Recess/nutrition**

Consider environmental factors that may have an impact on student's ability to sustain attention (individual, small group, large group, etc.)

ELIGIBILITY REFERENCE GUIDE- OHI

General Ability/Cognitive Functioning

- Cognitive ability may or may not be in the average range.
 - Note relative or significant strengths/weaknesses.
 - Note the student's performance on assessment measures.
 - Include behavioral observations during test administration (difficulties attending, inability to remain seated, high levels of distractibility, etc.).
 - Did the student refuse to engage in certain tasks, act impulsively, demonstrate low motivation, etc.?

ELIGIBILITY REFERENCE GUIDE- OHI

■ Considerations:

- Cognitive Assessment System/2 (CAS/2) - can yield valuable data and anecdotal information about attention
 - Planning scale - “allows examiners to evaluate a **child’s ability to organize cognitive activity and demonstrate self-regulation**”. Planning is critical to activities where the person has to determine how to solve a problem, which includes self-monitoring and impulse control as well as generation, evaluation, and execution of strategies for problem solving.
 - Attention scale - “allows examiners to evaluate how well the individual is able to **selectively attend, detect relevant stimuli among irrelevant ones, and resists responding to distractors**”. Attention is involved when a person selectively focuses on particular stimuli and inhibits responses to competing stimuli/distractions.

*From the ADHD_OHI vs. SLD-Attention presentation, March 2014

ELIGIBILITY REFERENCE GUIDE- OHI

Academic Performance

- **Note student's performance on assessment measures.**
 - **Is there a difference in performance across subject areas (e.g. are difficulties in academics or behaviors more prevalent in specific subjects?)**
- **Teacher comments should align with assessment profile (e.g. difficulties attending, high levels of distractibility, inability to focus for extended periods of time, etc.).**

ELIGIBILITY REFERENCE GUIDE- OHI

Language Function

- Document if the student presents with any observed weaknesses in receptive and/or expressive language.
- Document any teacher/parent report/comments regarding any deficits in pragmatics (understanding of social behavior and language and skills using them) or comprehension.
- If ELD student, discuss how the student's primary language skills may or may not affect academic progress. (This section may need to rule out limited English proficiency.)

ELIGIBILITY REFERENCE GUIDE- OHI

Motor Abilities

- Indicate if there are difficulties with motor planning and gross motor skills; history of occupational therapy or APE services.
 - Note if student is engaging in behaviors that appear to be sensory seeking
- Refer to sensory-motor processing assessment.

ELIGIBILITY REFERENCE GUIDE- OHI

Social Emotional Status

- Document any behaviors that may be impacting learning.
- Must include interviews with parents, teachers, student, and other relevant persons (e.g. outside therapists, service providers).
- Must include a broad band measure that addresses behavior (e.g. BASC 2, CBRS, Achenbach).
- Must include a narrow band to examine behaviors associated with ADHD (e.g. Conners' 3, ADHD-T).

ELIGIBILITY REFERENCE GUIDE- OHI

■ NARROW BAND INSTRUMENTS

- ADHD Rating Scale-IV – DuPaul et al.
- ADHD Test (ADHDT) - Gilliam
- Conners' Rating Scale - 3rd Edition
- Disruptive Behavior Rating Scale- Barkley

■ BROAD BAND INSTRUMENTS

- Behavior Assessment System for Children-Second Edition (BASC-2)

■ PERVASIVENESS

- Barkley Home Situation Questionnaire (HSQ)
- Barkley School Situation Questionnaire (SSQ)

ELIGIBILITY REFERENCE GUIDE- OHI

Analysis of Behavior

- This section may be included in the report depending on the severity of the behavior concerns. Behavior should be described in operational terms (observable behaviors). The replacement behavior should serve the same function as the problem behavior.

Self-Help/ Adaptive Functioning (if indicated on assessment plan)

- Information regarding the student's adaptive skills within the home and school setting should be reported.
- If significant concerns are noted, an adaptive measure should be administered to parents and teacher.

OPERATIONAL DEFINITIONS

OPERATIONAL DEFINITIONS DOCUMENT

Instructions

While developing your case study,

- Refer to the specific Operational Definitions Document for each suspected area of disability.
- Cite specific examples of operational definitions throughout your report.
- Ensure that final eligibility determination includes operational definitions previously cited throughout the various sections of the report.



Division of Special Education Psychological Services



CA Ed. Code

Other Health Impairment Eligibility Criteria Operational Definitions

Section 3030(9), Title 5, CCR defines Other Health Impairment as when a pupil has limited strength, vitality or alertness, due to chronic or acute health problems, which adversely affects a pupil's educational performance. Article 2.6 5633 (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.

Eligibility Criteria

***The list of behaviors delineated below is not exhaustive. A student may exhibit some or all of the behaviors. Refer to the eligibility criteria.**

A persistent pattern of inattention and/or hyperactivity-impulsivity that adversely affects student's educational performance

Operational Definitions

- Often fails to give close attention to details
- Often makes careless mistakes in schoolwork
- Often has difficulty sustaining attention during lectures, conversations, or play activities
- Often does not seem to listen when spoken to directly
- Often does not follow through on instructions and fails to finish
- Often fidgets with or taps hands or feet or squirms in seat
- Often leaves seat in situations when remaining seated is expected
- Often runs about or climbs in situations where it is inappropriate
- Often unable to play or engage in leisure activities quietly
- Often talks excessively
- Often blurts out an answer before a question has been completed

OTHER HEALTH IMPAIRMENT **ED CODE CRITERIA**

Section 3030(9), Title 5, CCR defines Other Health Impairment as when a pupil has limited strength, vitality or alertness, due to chronic or acute health problems, which adversely affects a pupil's educational performance. Article 2.6 5633 (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.

OPERATIONAL DEFINITIONS-OHI

A persistent pattern of inattention and/or hyperactivity- impulsivity that adversely affects student's educational performance

Examples:

- Often makes careless mistakes in schoolwork.
- Often leaves seat in situations when remaining seated is expected
- Often runs about or climbs in situations where it is inappropriate

OPERATIONAL DEFINITIONS-OHI

Considerations:

- Several inattentive or hyperactive-impulsive symptoms were present early in life (prior to age 12 years)

- Several inattentive or hyperactive-impulsive symptoms are present in two or more settings
 - School
 - Home
 - Community/work

- Several symptoms should be at a level that is significantly deviant from same-age peers

COMPONENT CHECKLIST

COMPONENT CHECKLISTS

The Component Checklist Document is used to document where eligibility criteria data can be found within the psycho-educational report. The document is to be utilized in conjunction with the development of the case study to provide uniform guidance with regard to specific information that must be included in a comprehensive psycho-educational report in accordance with the eligibility criteria in the Ed. Code.

COMPONENT CHECKLIST

This document is mandatory for all cases required to be presented at case review.

■ Initial consideration of:

- AUT
- ED
- OHI

■ Component checklist must be emailed to your Specialist with the final draft of your report 5 working days prior to the IEP meeting.

Demographic Information

AUT Component Checklist

Student Name: _____ Student ID# _____ Age: _____ Ethnicity: _____ Language: _____

Psychologist Name: _____ School _____

	Areas addressed in report:	Checkmark for "Yes"	Psych report page(s)
1. REASON FOR REFERRAL			
	AUT is listed as an area of suspected disability.		
	Reasons for referral include operational illustrations of any of the relevant eligibility criteria.		
2. BACKGROUND INFORMATION			
Health/Development, Family History	Observational and/or anecdotal data that address relevant eligibility criteria are present in the Health and Family History sections, as applicable.		
3. EDUCATIONAL HISTORY			
	Achievement history may or may not suggest academic difficulties.		
4. INTERVENTION HISTORY			
	Documentation of any academic and behavioral interventions in or outside of the school (including the length of time, what the interventions were targeting, and progress)		
	Characteristics that are relevant to the eligibility criteria observed by intervention providers are documented		
	Intervention progress noted		
5. SPECIAL EDUCATION HISTORY			
	Information from previous evaluations that are relevant to suspected disability (e.g. difficulties with pragmatics, social skills, fine motor, gross motor etc.) are documented.		
	Relevant information from previous present levels of performance (e.g. difficulties with transitions, tantrums, solitary play etc.) is documented.		
	Relevant history of DIS services		
	Relevant information from previous BSPs is documented.		
6. OUTSIDE/PRIVATE ASSESSMENTS			
	Summary of outside evaluation, if applicable. If results are not available, there is documentation that an outside evaluation was conducted, if applicable.		
	Behaviors and/or areas of need relevant to suspected disability are documented.		
	If no diagnosis given, behavioral observations that support the case study are noted, if applicable.		

Report Headings

Information to be addressed in your report

A REVIEW OF HELPFUL HINTS

- It may be beneficial to print out the relevant document(s) to reference while writing.
- It may be beneficial to preview the relevant document(s) before beginning to write your report.
- The operational definitions document may be helpful when interviewing parents or teachers.

SAVING TO NEW FILE

- **Prior to emailing the component checklist to your Specialist, be sure to save the specific eligibility checklist as a separate file to your desktop**
 - 1. Right Click above Tab to save**
 - 2. Select Move or Copy**
 - 3. Under “Move Selected Sheet to Book”**
 - Select “New Book” from the drop down
 - Hit “OK”
 - 4. Save file to desktop**

QUESTIONS

