

# SCHOOL PSYCHOLOGIST'S IEP & Evaluation Report Review

## Assessment: Process

1.1 - Utilizes appropriate assessment and data collection methods

- \_\_\_\_\_ testing decisions are appropriate
- \_\_\_\_\_ each behavior has its own assessment
- \_\_\_\_\_ purpose of evaluation is stated
- \_\_\_\_\_ possible eligibility area is mentioned
- \_\_\_\_\_ observations were systematic and are geared toward skill deficits
- \_\_\_\_\_ an effective error analysis was completed

## Assessment: Product (report components)

1.2 - Contributes to school-wide assessment practices

- \_\_\_\_\_ background information was noted
- \_\_\_\_\_ opinion words are not used in report
- \_\_\_\_\_ graphs are easily understood
- \_\_\_\_\_ presentation of report is parent-friendly
- \_\_\_\_\_ acronyms are explained
- \_\_\_\_\_ report is edited

## Assessment: Usefulness

1.4 - Conducts special education evaluations to inform eligibility

- \_\_\_\_\_ the skills that need to be taught are evident.
- \_\_\_\_\_ purpose of report aligns with the recommendations
- \_\_\_\_\_ replacement skills are named

## Goals: Defined by Skills (quality of the goal)

4.3 - Advocates for student success

- \_\_\_\_\_ goals are measurable
- \_\_\_\_\_ goals are portable
- \_\_\_\_\_ goals are skills, not outcomes
- \_\_\_\_\_ goals are realistic
- \_\_\_\_\_ needs define the skills to be taught
- \_\_\_\_\_ replacement skills are named
- \_\_\_\_\_ goal only measures one thing

## Goals: Product (aligned with IEP)

2.2 – Contributes to intervention practices

- \_\_\_\_\_ charts align with goals
- \_\_\_\_\_ charts have correct metrics
- \_\_\_\_\_ present levels align with goals
- \_\_\_\_\_ there is a goal for every period and related service

## Services: Quality

1.3 - Contributes to progress monitoring and data-based intervention decisions

- \_\_\_\_\_ there is a service listed for each goal
- \_\_\_\_\_ services are reasonable to get student to the goal

## Services: Product

2.1 - Contributes to school-wide curricular and instructional practices

- \_\_\_\_\_ provisions match services listed in goals
- \_\_\_\_\_ provisions are not assigned to staff
- \_\_\_\_\_ provisions include time to teach replacement skills

## IEPs

- LRE codes are correct
- first secondary disability is speech
- accommodations are allowable and match disability
- reason for special transportation is appropriate
- possible harmful effects are noted
- transition plan is compliant

# CONSULTANT'S IEP & Evaluation Report Review

## Assessment: Process

1.2 -Assessment Process - Collects student data for appropriate planning

- \_\_\_\_\_ testing decisions are appropriate
- \_\_\_\_\_ each behavior has its own assessment
- \_\_\_\_\_ purpose of evaluation is stated
- \_\_\_\_\_ possible eligibility area is mentioned
- \_\_\_\_\_ observations were systematic and are geared toward skill deficits
- \_\_\_\_\_ an effective error analysis was completed

## Assessment: Product (report components)

1.3 – Organizes, analyzes and presents data

- \_\_\_\_\_ background information was noted
- \_\_\_\_\_ opinion words are not used in report
- \_\_\_\_\_ graphs are easily understood
- \_\_\_\_\_ presentation of report is parent-friendly
- \_\_\_\_\_ acronyms are explained
- \_\_\_\_\_ report is edited

## Assessment: Usefulness

2.3 – Oversees comprehensive assessments and interventions

- \_\_\_\_\_ the skills that need to be taught are evident.
- \_\_\_\_\_ purpose of report aligns with the recommendations
- \_\_\_\_\_ replacement skills are named

## Goals: Defined by Skills (quality of the goal)

3.3 – Advocates for student success

- \_\_\_\_\_ goals are measurable
- \_\_\_\_\_ goals are portable
- \_\_\_\_\_ goals are skills, not outcomes
- \_\_\_\_\_ goals are realistic
- \_\_\_\_\_ needs define the skills to be taught
- \_\_\_\_\_ replacement skills are named
- \_\_\_\_\_ goal only measures one thing

## Goals: Product (aligned with IEP)

3.7 – Meaningfully participates in case conferences

- \_\_\_\_\_ charts align with goals
- \_\_\_\_\_ charts have correct metrics
- \_\_\_\_\_ present levels align with goals
- \_\_\_\_\_ there is a goal for every period and related service

## Services: Quality

2.1- Provides consultative services that promote positive outcomes

- \_\_\_\_\_ there is a service listed for each goal
- \_\_\_\_\_ services are reasonable to get student to the goal

## Services: Product

2.4 - Contributes to school-wide instructional practices

- \_\_\_\_\_ provisions match services listed in goals
- \_\_\_\_\_ provisions are not assigned to staff
- \_\_\_\_\_ provisions include time to teach replacement skills

# THERAPIST'S and ITINERANT'S IEP & Evaluation Report Review

## Assessment: Process

1.5 - Uses appropriate evaluation procedures

- \_\_\_\_\_ testing decisions are appropriate
- \_\_\_\_\_ each behavior has its own assessment
- \_\_\_\_\_ purpose of evaluation is stated
- \_\_\_\_\_ possible eligibility area is mentioned
- \_\_\_\_\_ observations were systematic and are geared toward skill deficits
- \_\_\_\_\_ an effective error analysis was completed

## Assessment: Product (report components)

1.3 - Gathers information for appropriate planning

- \_\_\_\_\_ background information was noted
- \_\_\_\_\_ opinion words are not used in report
- \_\_\_\_\_ graphs are easily understood
- \_\_\_\_\_ presentation of report is parent-friendly
- \_\_\_\_\_ acronyms are explained
- \_\_\_\_\_ report is edited

## Assessment: Usefulness

1.6 - Interprets results to make appropriate placement recommendations

- \_\_\_\_\_ the skills that need to be taught are evident.
- \_\_\_\_\_ purpose of report aligns with the recommendations
- \_\_\_\_\_ replacement skills are named

## Goals: Defined by Skills (quality of the goal)

1.9 - Assesses student learning for planning

- \_\_\_\_\_ goals are measurable
- \_\_\_\_\_ goals are portable
- \_\_\_\_\_ goals are skills, not outcomes
- \_\_\_\_\_ goals are realistic
- \_\_\_\_\_ needs define the skills to be taught
- \_\_\_\_\_ replacement skills are named
- \_\_\_\_\_ goal only measures one thing

## Goals: Product (aligned with IEP)

3.1 - Maintains accurate records

- \_\_\_\_\_ charts align with goals
- \_\_\_\_\_ charts have correct metrics
- \_\_\_\_\_ present levels align with goals
- \_\_\_\_\_ there is a goal for every period and related service

## Services: Quality

2.2 - Demonstrates knowledge of specialty area

- \_\_\_\_\_ there is a service listed for each goal
- \_\_\_\_\_ services are reasonable to get student to the goal

## Services: Product

3.9 - Develops IEPs based on individual needs

- \_\_\_\_\_ provisions match services listed in goals
- \_\_\_\_\_ provisions are not assigned to staff
- \_\_\_\_\_ provisions include time to teach replacement skills

## SLP'S IEP & Evaluation Report Review

### Assessment: Process

#### 1.3 - Develop Standards-Based Unit Plans and Assessments

- \_\_\_\_\_ testing decisions are appropriate
- \_\_\_\_\_ each behavior has its own assessment
- \_\_\_\_\_ purpose of evaluation is stated
- \_\_\_\_\_ possible eligibility area is mentioned
- \_\_\_\_\_ observations were systematic and are geared toward skill deficits
- \_\_\_\_\_ an effective error analysis was completed

### Assessment: Product (report components)

#### 1.5 - Track Student Data and Analyze Progress

- \_\_\_\_\_ background information was noted
- \_\_\_\_\_ opinion words are not used in report
- \_\_\_\_\_ graphs are easily understood
- \_\_\_\_\_ presentation of report is parent-friendly
- \_\_\_\_\_ acronyms are explained
- \_\_\_\_\_ report is edited

### Assessment: Usefulness

#### 1.1 - Utilizes assessment data to plan

- \_\_\_\_\_ the skills that need to be taught are evident.
- \_\_\_\_\_ purpose of report aligns with the recommendations
- \_\_\_\_\_ replacement skills are named

### Goals: Defined by Skills (quality of the goal)

#### 1.2 - Set Ambitious and Measurable Achievement Goals

- \_\_\_\_\_ goals are measurable
- \_\_\_\_\_ goals are portable
- \_\_\_\_\_ goals are skills, not outcomes
- \_\_\_\_\_ goals are realistic
- \_\_\_\_\_ needs define the skills to be taught
- \_\_\_\_\_ replacement skills are named
- \_\_\_\_\_ goal only measures one thing

### Goals: Product (aligned with IEP)

#### 3.4 - Advocate for Student Success

- \_\_\_\_\_ charts align with goals
- \_\_\_\_\_ charts have correct metrics
- \_\_\_\_\_ present levels align with goals
- \_\_\_\_\_ there is a goal for every period and related service

### Services: Quality

#### 1.4 - Create Objective-Driven Lesson Plans and Assessments

- \_\_\_\_\_ there is a service listed for each goal
- \_\_\_\_\_ services are reasonable to get student to the goal

### Services: Product

#### 3.1 - Contribute to School Culture

- \_\_\_\_\_ provisions match services listed in goals
- \_\_\_\_\_ provisions are not assigned to staff
- \_\_\_\_\_ provisions include time to teach replacement skills