

Top 10 Evaluation / Report Recommendations

#10 Present information in a parent-friendly format.

Acronyms and technical terms should be explained.

Highlight or **bold** important parts.

Break topics into paragraphs.

Present information so it is easy to understand at a glance.

#9 Omit opinion words in reports.

#8 Evaluate one behavior at a time in functional behavior assessments.

Each behavior should have its own assessment. Several behaviors can be covered in the same report. However, each behavior should have its own function and its own replacement skill.

#7 Mention the eligibility area that the student is being evaluated for in the purpose of the report.

#6 Systematically conduct observations. They should not be random, but tied back to *original* skill deficit.

#5 Complete an error analysis to define a pattern of specific skills (needs) the student is lacking.

#4 Collect data on student skills (instead of data of desired outcomes).

#3 Distinguish eligibility for one of the 13 special education areas with eligibility for a service. (i.e. "Student is eligible for Developmental Preschool, Student is eligible for OT, Student is eligible for counseling...")

#2 Include the most important parts of the report:

Behaviors / skill deficit(s) that initiated the referral,

The purpose of the evaluation,

Recommended changes to student's educational plan

The results of the evaluation should tell us what our next steps are.

- Replacement skills to teach,

- Patterns in errors that will further identify:

- skills the student needs to be taught,

- services / supports that are needed.

#1 ALIGN the PURPOSE of the evaluation with the RECOMMENDATIONS.

Align the following:

a. What skills deficits did the student have that brought about the evaluation?

b. What question needs answered?

c. What is the answer?

Top 10 Co-op Observations

- #10 Professionalism is demonstrated.
- #9 Compassion is evident.
- #8 Knowledge is apparent.
- #7 Coordinators are prepared.
- #6 Conferences are inviting.
- #5 Helping each other out is always appreciated.
- #4 Support is evident.
- #3 New knowledge is put into action.
- #2 Sense of humor prevails.
- #1 Time is shared *abundantly*.

Top 10 Case Conference Recommendations

- #10 Do not include strategies in an IEP.
- #9 Do not include WHO is doing the service in an IEP.
- #8 Name the Public Agency Rep when the principal leaves or isn't there.
- #7 Cover questions in all the tabs:
 - participation in extracurriculars
 - participation in PE
 - ESY
 - transportation
- #6 When presenting goals and services, refer to them as "proposed goals" or "proposed services."
- #5 Verbalize connections between goals and services.
- #4 Refer to "student's goal" instead of the "my goal" or "teacher's goal".
- #3 Help discourage an attitude of "we do it like this in our school". Promote the theme of individualization.
- #2 Build an environment of trust. Put technology aside and talk with parents.
- #1 Present draft copies of the IEP to parents to follow along during the case conference.

Top 10 IEP Recommendations

#10 Correctly differentiate indirect support from direct instruction.

#9 Be consistent in using measurements in goals and measurements in charts.
(i.e. Use percents or numbers, not a combination of the two.)

#8 Title metrics correctly.

#7 Use an action verb in the verb of the goal. It is what you want the student to DO that can be SEEN, and MEASURED. Name the replacement skill.
The following should not be measured: “# of prompts” or what “not to do”.

#6 Identify skills, not scores, as a goal.

#5 Designate services for each goal. Plan instruction services, even for behavior goals.

#4 Explain rubrics.

#3 List adequate services to get the student from PLOP to goal.

#2 Identify NEEDS that are specific to the student.
Determine what it is that this student needs to do to go from the PLOP to goal.
This is the part that makes an IEP individualized. Conduct an error analysis to figure out this very important piece.

#1 Wordsmith goals as skills that can be taught and learned, not as desired outcomes.