

# JOHNSTON PUBLIC SCHOOLS

## *Special Services*

The following is a description of evaluations that may be administered as a result of the Evaluation Team’s decision. The assessments are used to assist the Evaluation Team in determining an educational disability in special education. Assessments/evaluations are administered with parent knowledge and consent.

<b>EVALUATION/ ASSESSMENT</b>	<b>DESCRIPTION</b>
<b>Early Childhood Developmental Assessment</b>	The developmental assessment may include a combination of the following evaluations: <ul style="list-style-type: none"> <li>- psychological</li> <li>- social assessment</li> <li>- sensory</li> <li>- general medical</li> <li>- observation of the student in a natural preschool/group setting</li> <li>- educational</li> <li>- communication</li> <li>- occupational therapy</li> <li style="text-align: right;">and/or</li> </ul>
<b>Psychological</b>	A psychological evaluation may include the following: an observation of the student in the natural setting in school; an interview with the student; formal testing of the student in one or more of the following areas: <ul style="list-style-type: none"> <li>- intelligence (cognitive)</li> <li>- academic achievement testing</li> <li>- interpersonal and self-image areas</li> <li>- personality</li> <li>- attentional/behavioral</li> <li>- adaptive behavior</li> </ul>
<b>Educational</b>	An individual educational evaluation may include the following: <ul style="list-style-type: none"> <li>▪ an observation of the student in the natural setting in school</li> <li>▪ an interview with the student</li> <li>▪ progress monitoring data</li> <li>▪ formal testing to determine <ul style="list-style-type: none"> <li>- areas of strength and weakness</li> <li>- levels of functioning</li> <li>- student’s preferred mode of learning – auditory, visual, fine motor skills, tactile, etc.</li> </ul> </li> </ul>
<b>Social Assessment</b>	A social assessment usually includes an interview with the parent(s) by the school social worker to obtain information about the student’s developmental history; review of the student’s adjustment to school; adaptive behavior at home, in the neighborhood and with local peer groups; attentional and behavioral areas.
<b>Communication</b>	A speech and/or language evaluation assesses articulation as well as receptive and expressive skills. The receptive process includes the recognition and/or understanding of what is seen or heard. The expressive process includes the skills necessary to express ideas verbally. <ul style="list-style-type: none"> <li>▪ A speech evaluation may include articulation tests to determine the type of speech errors a student produces in addition to identifying the speech sounds where the error occurs.</li> <li>▪ A language evaluation detects language strengths and weaknesses in vocabulary, auditory discrimination, comprehension, auditory and visual sequential memory, reception, association, verbal expression, grammar and syntax, etc.</li> </ul>
<b>Clinical Psychological</b>	A clinical evaluation by a licensed clinical psychologist of the emotional, behavioral, intellectual and personality functioning of the student. The information is usually gathered through an interview with the student, parents, and staff as well as formal assessment with the student.
<b>Psychiatric</b>	An evaluation performed by a medical doctor certified in psychiatry. In addition to evaluation of the student’s emotional, intellectual and personality functioning, a psychiatrist will review and address medication treatment candidacy and/or other medication concerns.

# JOHNSTON PUBLIC SCHOOLS

## *Special Services*

<b>EVALUATION/ ASSESSMENT</b>	<b>DESCRIPTION</b>
<b>Physical Therapy</b>	A physical therapy evaluation normally consists of evaluation of sensory and motor functioning; postural deviations; movement dysfunction; developmental delays etc.
<b>Occupational Therapy</b>	<p>An occupational therapy evaluation may include the following:</p> <ul style="list-style-type: none"> <li>▪ an observation of the student in the natural setting in school</li> <li>▪ formal and informal instruments that evaluate the child’s ability to participate in the general education setting</li> <li>▪ accommodations and/or modifications that may be needed.</li> </ul> <p>The evaluation may include assessment of fine motor, sensorimotor, self-help skills, positioning, appropriate interactions with peers, sensory processing and activities of daily living.</p>
<b>Adapted Physical Education</b>	Evaluation to determine needs in the area of physical education. Evaluation may include formal and informal instruments that evaluate the child’s ability to participate in the general education setting and what accommodations or modifications may be needed.
<b>Sensory</b>	<p>Hearing – Test in this area assess the student’s hearing acuity and middle ear function. Assessment may include pure tone audiometry, speech audiometry, tympanometry and hearing analysis.</p> <p>Vision – Tests in this area assess a student’s visual acuity, visual processing ability and mobility skills.</p>
<b>Neurological</b>	An evaluation of diseases and disorders of the nervous system. It includes a review of the medical history; an interview with the parents; an extended evaluation of the child (assessment of thinking, vision, strength, coordination, sensation and reflexes); a summary of neurological findings and their implications for educational planning and coordination. Specific medical recommendations are provided, where appropriate.
<b>General Medical</b>	Gather medical information regarding the child’s medical history. This information may be provided by the child’s well care physician or other medical doctors involved in the evaluation and/or treatment of the child. Information includes, but is not limited to information regarding immunizations, childhood diseases, etc. and the current status of the child’s health.
<b>Vocational</b>	Strength based, student centered process. Includes the use of formal and informal methods of evaluation to collect information, including: interest inventories, student interviews, parent interviews, skill and aptitude tests, on/off campus situational assessments, work samples, performance in career related courses, etc.
<b>Functional Behavior Assessment/ Behavior Intervention Plan</b>	An assessment of the student’s behavior including a description, frequency, duration and intensity of the behavior; the setting where the behavior occurs; problems that cause the behavior and the impact of the behavior on the educational setting. A BIP is written to address the identified behaviors needing improvement and includes training the staff to implement the plan and progress monitoring.
<b>Assistive Technology</b>	An assessment to determine if assistive devices are needed to maintain or improve the functional capabilities of a child with a disability in the educational setting.