

DESE Document Revision:
“Is Special Education the Right Service?
Eligibility and Assessment Guidelines”



Presenters

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AGENDA

Introductions	5 min
History, Design & Status	5 min
Draft Document Highlights	25 min
Question & Answer	15 min
Next Steps	5 min

HISTORY, DESIGN, AND STATUS

- MSPA outreach to DESE – 2011
 - Submitted proposed edits
- Proposal – Spring 2014
 - Consistent with IDEA 2004 & Federal regulations
 - Separate section for each disability category
 - Sections on MTSS and English language learners
- First draft by MSPA work groups – Summer/Fall 2014
- Outreach to prospective collaborators – Spring 2015

Current version is a draft, subject to DESE revision!

DOCUMENT OUTLINE

- I [DESE Introduction]
- II Increasing the Capacity of General Education through the Massachusetts Tiered System of Support (MTSS)
- III General Guidance on Evaluation and Eligibility Determination
- IV Autism
- V Communication Impairment
- VI Developmental Delay
- VII Emotional Impairment
- VIII Health Impairment
- IX Intellectual Impairment
- X Sensory Impairment
- XI Neurological Impairment
- XII Physical Impairment
- XIII Specific Learning Disability
- XIV English Language Learners

MTSS

- Replaces “Increasing the Capacity of the General Education Setting”
- Incorporates MTSS as tiered systems of support for general education
 - Prior to special education
 - Examines components to MTSS
 - Available to all students
 - When to consider referral
- Updates based on new laws and regulations

GENERAL GUIDANCE

- **Referral**
 - Consider general education services first, but process cannot serve to delay or deny appropriate referrals
- **Evaluation**
 - Individualized to address standard set of questions
 - Optional assessments as needed, at public expense
 - Avoid unnecessary or redundant assessment
 - Re-evaluation can be limited in scope
- **Eligibility**
 - Flow chart (same as previous)
 - Identify a primary disability ... does not determine or limit the program or services provided

INTELLECTUAL IMPAIRMENTS

- More toward federal definition
- Examines
 - Cognitive functioning
 - Adaptive Skills
- Provides assessment considerations

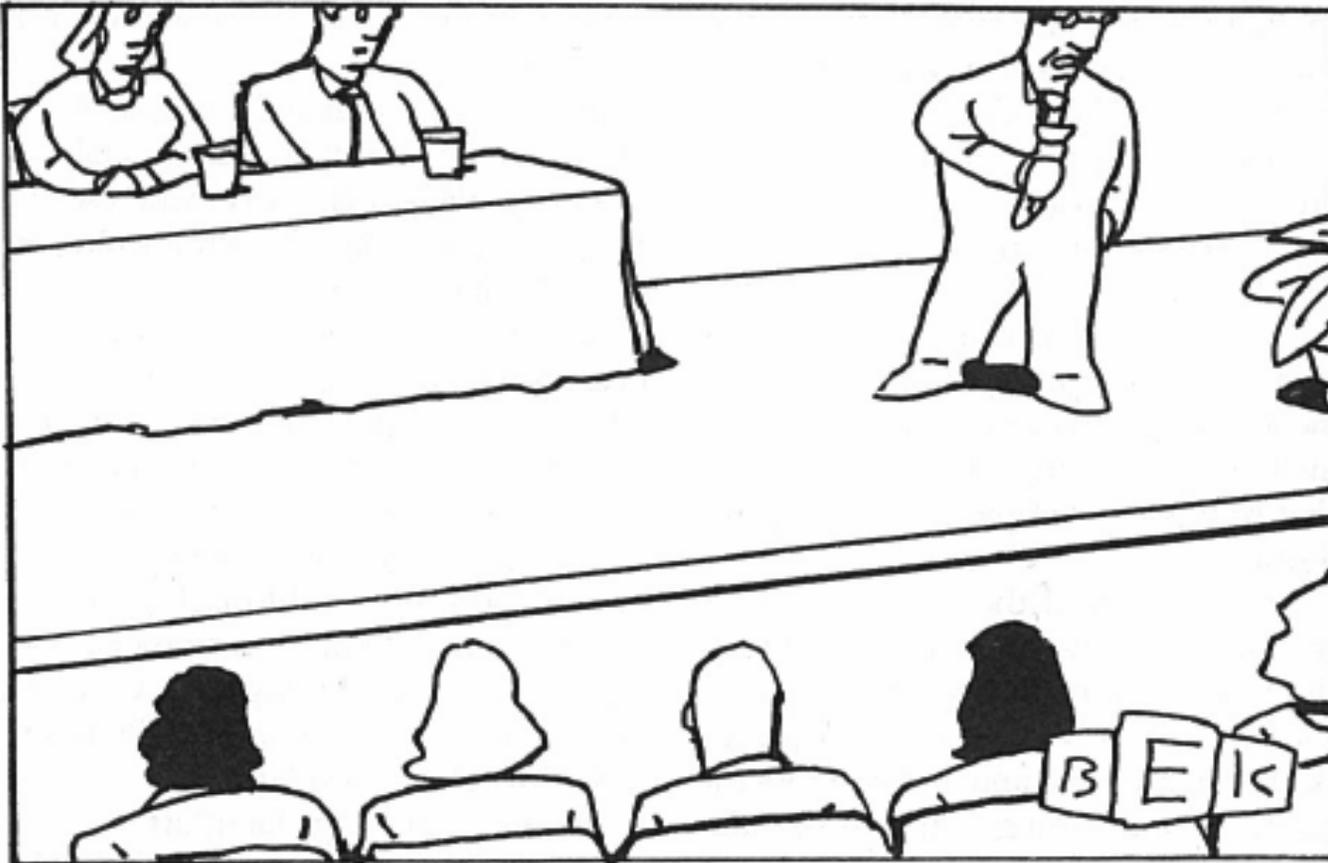
SPECIFIC LEARNING DISABILITIES

- Incorporates IDEA 2004 and 2006 federal regulations
- Three eligibility criteria:
 - Underachievement
 - Multiple determinants
 - Evidence of LD (RTI or PSW)
 - Exclusionary criteria
- Pattern of strengths and weaknesses (PSW) models
 - Ability/achievement discrepancy
 - Corresponding deficits in ability and achievement profiles
 - Clinical judgment
- Lack of appropriate instruction
 - How to proceed if insufficient evidence prior to referral

ENGLISH LANGUAGE LEARNERS

- New Section
- WIDA Measure of Developing English Language
- Basic Interpersonal Communication Skills (BICS) ~ 1 to 3 years
- Cognitive Academic Language Proficiency (CALP) ~5 to 7 years
- Multifaceted assessment to identify language development and acculturation factors

QUESTIONS & COMMENTS



"Afterward, there will be a short Q. and A. that will be just long enough for one person to take up too much of it."

NEXT STEPS

- Incorporate input from collaborators
- Some sections in need of further development:
 - Communication impairment
 - Physical impairment
 - Sensory impairment
- Target date for submission to DESE: Dec. 2015