

1. Screening/Child Find	2. CDA - Initial Evaluation	3. Eligibility Determination	4. IEP Development
<ul style="list-style-type: none"> •• A brief developmental Screening of: <ul style="list-style-type: none"> Cognitive Communication Physical Social or emotional Adaptive ∴ Must include results of: <ul style="list-style-type: none"> Vision screening Hearing Screening* Previous records/ information Observation Parent report Home language survey <p><u>Outcomes:</u></p> <p>Pass? Yes – Stop</p> <hr/> <p>No – Provide Procedural <u>Safeguards & PWN</u> for referral</p> <p>See Step 2 Refer for further evaluation</p> <p>Proceed to Step 2 *Hearing Screenings should be conducted according to Department of Health Services Rules (four-frequency puretone, three-frequency puretone with tympanometry or otoacoustic emissions (OAE) testing). Arizona Administrative Code, Article 1.R9-13-102 & R9-13-103</p> <p>*Procedural Safeguards given to parents upon initial referral or when parent requests evaluation and then 1time per year thereafter</p>	<ul style="list-style-type: none"> •• Review existing data with documentation of team decision. If more information is needed: <ul style="list-style-type: none"> ∴ Obtain parent consent to evaluate •• Give Prior Written Notice (PWN) (Can combine with Referral PWN) •• Conduct Comprehensive Developmental Assessment of: <ul style="list-style-type: none"> Cognitive Communication Physical Social or emotional Adaptive ∴ Measures can be: <ul style="list-style-type: none"> Norm-referenced (at least one instrument must be norm-referenced) Criterion-referenced Judgment-based Play-based Behavior observation Communicative/Behavior sampling Checklist Other instruments for any other info needed in specific domains Parent Input Solicited Test Selection: <ul style="list-style-type: none"> Culturally relevant Consider child's needs Valid for child <p><u>Outcomes:</u></p> <p>Sufficient information for determining eligibility is obtained. See Step 3</p> <hr/> <p>RULE OF TWO'S FOR FURTHER EVALUATION: Minimum of:</p> <ul style="list-style-type: none"> 2 Evaluators must be used 2 Instruments must be used 2 Settings are suggested 	<ul style="list-style-type: none"> •• Explain/discuss assessment results with parents •• Multidisciplinary Evaluation Team (MET) decision made based on all sources from the CDA Initial and Area – Specific Assessments. If discrepancy exists between test results from different instruments and/or judgments, eligibility is based on preponderance of information. <p><u>Outcomes:</u></p> <p>Written MET report to include strengths, needs and priority educational needs to access general education curriculum which will translate into a PLAAFP for IEP.</p> <p>Eligible? No -Proceed with MET conference deeming child non-eligible. Provide Prior Written Notice</p> <p>Yes – Proceed with MET conference deeming the child eligible:</p> <p><u>Identify Preschool Category:</u></p> <ul style="list-style-type: none"> Developmental Delay (DD) Preschool Severe Delay (PSD) Speech/Language Impaired (SLI) Vision Impaired (VI) Hearing Impaired (HI) <ul style="list-style-type: none"> •• Provide Prior Written Notice (one PWN may be written for MET & IEP if held at the same time. IEP must be developed within 30 days of the MET.. Indicate initial educational placement. 	<ul style="list-style-type: none"> •• IEP team (which includes the parents) develops goals based on Present Levels of Academic and Functional Performance (PLAFP). •• Include priority educational needs that will drive goal writing (ie: priority educational needs are in the areas of motor and communication and affect student's ability to access the preschool curriculum). •• For ELL Students include how language acquisition needs will be addressed (ie: language acquisition needs will be addressed through developmentally appropriate language activities within the preschool environment). <p><u>Outcomes:</u></p> <p>Placement <u>decision</u> based on least restrictive environment (LRE) to implement IEP</p> <p>Preschool Services to be Provided</p> <ul style="list-style-type: none"> Cognitive Intervention Adaptive Intervention Social or Emotional/Behavioral Int. Communication Therapy Articulation Therapy <p><u>Related Services</u></p> <ul style="list-style-type: none"> ST, OT and/or PT Assistive Technology Transportation <p><u>Supplementary: Aides & Services</u></p> <ul style="list-style-type: none"> AT Devices Aide for Toileting Assistance PECS Supports for School Personnel PECS Training <ul style="list-style-type: none"> Training on tube feeding Training on AT device Initiation & Duration Dates .ESY Consideration <ul style="list-style-type: none"> •• Provide Prior Written Notice (one PWN may be written for MET & IEP if held at the same time. IEP must be developed within 30 days of the MET. Indicate initial educational placement.

WUSD FBA/BIP* Flow Chart

STEP 1: Administrator/team requests an FBA/BIP.

Step 2: Team meets to review data, determine whether to proceed, or try other interventions

Step 3: If yes – Team will discuss behaviors, obtain signatures, designate roles in the process

Step 3: If no – Brainstorm other intervention options (Similar to those used prior to SIT referral)

STEP 4: Team members would complete questionnaires, and collect necessary data.

STEP 5: Turn in information to FBA/BIP specialist, who creates an FBA assessment.

STEP 6: Team reconvenes to develop a BIP, and revise IEP to include behavior goals

STEP 7: BIP progress is monitored at least quarterly along with progress reports by case manager, and reviewed annually at the IEP meeting.

*Functional Behavioral Assessment/Behavior Intervention Plan
