

SCHOOL-BASED PSYCHOEDUCATION EVALUATION

Every child is unique and learns in different ways. The Wissahickon School District recognizes the uniqueness in each and every student. As a parent of a student with special needs, you can play a major role in shaping the services your child receives. In an effort to assist you and the District to work together to improve educational results for your child, the District is providing the below for informational purposes only. For an overview of special education, please visit <https://odr-pa.org/parent-resources/parent-resource-library/overview/>.

Together, you and the school-based IEP team can discuss, plan and implement a special education program that serves your child's individual and specific needs.

How is a Student Identified as Having a Disability?	What Happens During the Evaluation Process?	Understanding Psychoeducational Evaluation Results
<p>“Child Find” is the process where school districts must identify, locate, and evaluate all children with disabilities who need special education and related services. Either a parent/guardian or school professionals may refer or request an evaluation. Upon review of the request, the Wissahickon School District will either send a Permission to Evaluate- Consent Form for parents’ signature or issue a Notice of Recommended Educational Placement/Prior Written Notice form explaining why the Wissahickon School declined the request.</p>	<p>The Certified School Psychologist meets with your child for several hours over several days. Your child is assessed in all areas related to the child’s suspected disability. The evaluation may consist of cognitive assessments, achievement testing, social/behavioral rating scales, observations, and functional behavioral assessments depending on the child. The evaluation results will be used to decide the child’s eligibility for special education and related services and to make decisions about an appropriate educational program for the child</p>	<ul style="list-style-type: none"> • The Evaluation Report (ER) will contain information and data regarding your child’s current performance in the classroom setting, teacher observation and feedback, any information you have provided and results and discussion from any test and evaluation instrument utilized by the evaluation team. • The tests and instruments used by psychologists, speech/language therapists, occupational therapists, and others present student results in their own unique ways. A majority of the instruments used by our staff are standardized, norm-referenced measures. This means that they allow the performance of each student to be compared to a group of their same-age peers, and allows the evaluators to make assumptions based on their performance (for example “Below Average”, “Average”, “Above Average”).
<p>What Happens if my Child is Found Eligible for Special Education and Related Services?</p>		
<p>Within 30 calendar days after a child is determined eligible, the Individualized Education Program Team (IEP) must meet to write an IEP for the child. The grade level case manager will notify the parent(s) early enough to make sure they have an opportunity to attend.</p>		
<p>Some Common Scores and Other Terms</p>		
<p>Standard Score: used by a number of cognitive, academic achievement and speech and language assessments.</p> <ul style="list-style-type: none"> • Mean (average) score of 100, with a standard deviation of 15. • This means that the range of “average” scores on the test is between 85-115 		

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Some Common Scores and Other Terms (Continued)

Scaled Score: used as a measure of an individual area on a much larger assessment tool. used by a number of cognitive, academic achievement and speech and language assessments.

- Mean score of 10, with a standard deviation of 3.
- Average range between 7 – 13

T Scores: used by a number of behavior rating scales and some cognitive measures

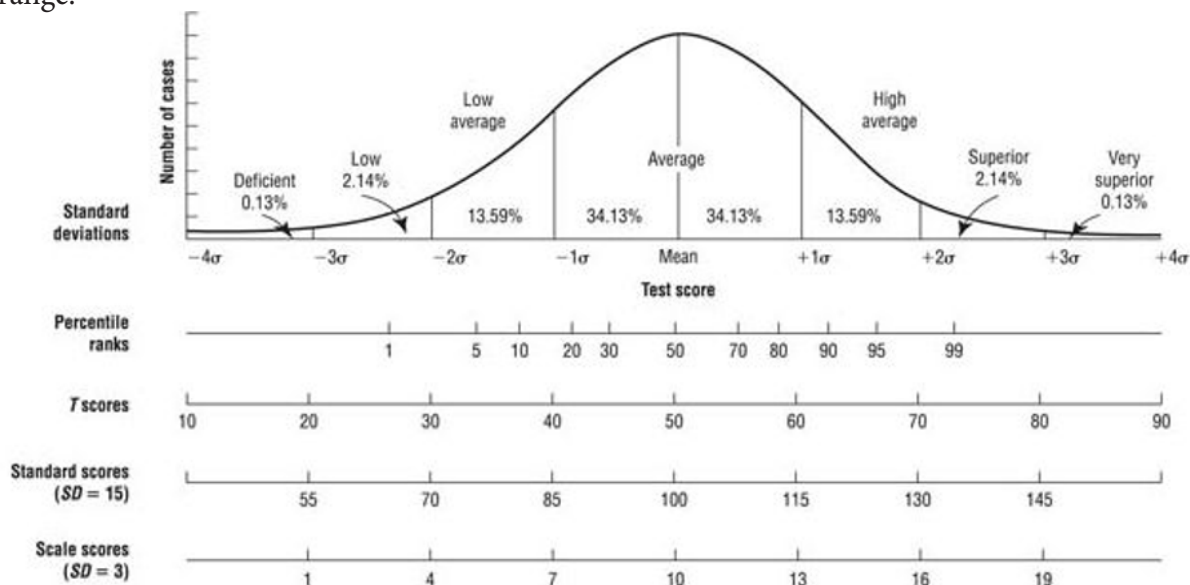
- Mean score of 50, with a standard deviation of 10
 - Average range between 40 – 60
 - However, depending on the specific scale/instrument/test high scores could be a strength or weakness, and vice versa with low scores
 - For example, a score of 67 on a scale that measures Anxiety, would indicate that the student could be more anxious than his peers
 - While a score of 67 on a scale that measures self-image, may indicate that a student has a strong positive self-image.

Percentile Ranks: a supplemental score provided by nearly all evaluation tools utilize.

- Tests present ranges from 0.01 – 99.9, with an average of 50
- Allows student to be compared to peers (i.e. a student that scores at the 47th percentile rank, has performed better than 47 percent of students that have taken the test in the sample).

Confidence Intervals (95%, 90%, etc.): a range of scores where we can be reasonably certain a student's "true" score lies.

- Because the scores obtained on any standardized, norm-referenced test are an estimate of a student's ability in the area tested, this allows us to say with a level of confidence that the student's actual ability falls within this range.



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