ASD Re-Evaluation Report Checklist

Student Name: 3-Year Due Date:

Case Manager: Current Day 20:

Coordinator: Current Day 30:

PRELIMINARY RESPONSIBILITIES
☐ "Materials and Procedures" on the PWN match the plan from the psychologist EXACTLY – If you feel as though something is missing, or have questions, contact the psychologist or coordinator
☐ The re-evaluation begins upon district receipt of the signature, or after 14 calendar days have passed from the date that is on the PWN
☐ Notify the coordinator/supervisor and all specialists of the start date/20 days/30 days
☐ Upload signed PWN to SpedForms history

The following is available in the Google Drive (the link is below):
- ASD Re-Eval ER Checklist (guide to what needs to be included under each section)
- ASD Structured Student Interview
- ASD Parent Interview Re-evaluation
- ASD Teacher Interview - Preverbal
- ASD Teacher Interview – Elementary
- ASD Teacher Interview – Secondary
- Informal Autism Behavior Checklist (Teacher and Parent)
- Informal Autism Behavior Checklist Template (if you choose to use it)
- The Dyssemia Rating Scale – School Screening
- The Dyssemia Rating Scale Template (if you choose to use it)
- Orion's Pragmatic Language Skills Questionnaire
- Orion's Pragmatic Language Skills Questionnaire Template (if you choose to use it)
- Informal Summary of Adaptive Behavior Skills
- Template Informal Summary of Adaptive Behavior Skills (if you choose to use it)
- Informal Sensory Processing Checklist
- Informal Sensory Processing Checklist Template (if you choose to use it)
- ASD Re-Eval Summary Template (if you choose to use it)

https://drive.google.com/drive/folders/1SXV2I_E2oHd5w-A5xdeSHvbA8O1eplzr?usp=sharing

Reason for Referral
☐ Student's current category
☐ History of when they started SPED and services received

Background Information
☐ Copy and paste previous progress report (only goals and progress toward goals, including data points) - If Progress Report is older than 4-5 weeks, update progress towards goals, including data points

Information, Strengths and Concerns Reported by Parent(s)
- ☐ Parent interview summarized
- ☐ Includes statements about the parent's concerns regarding social interaction, communication, and restricted/repetitive behavior

Educationally Relevant Medical Findings
- ☐ Medical Diagnoses that impact learning
- ☐ Medications that impact learning

Special Considerations
- ☐ The template is changed if: the student needs accommodations for assessments, student needs accommodations for hearing, student needs accommodations for vision, etc.

Intellectual
- ☐ Review of most recent intellectual testing
- ☐ Cut and paste complete information for that test into the new evaluation
- ☐ Change the date of assessment to "Date Administered"
- ☐ After the Psychologist's name, add "Reviewed by: (Your Name)", AND "Date Reviewed: (Current Date)"
- ☐ Change wording of the write-up to reflect past tense

Academic
Achievement Review
- ☐ Review of most recent achievement testing
- ☐ Cut and paste complete information from that test into the new evaluation
- ☐ Change the date of assessment to "Date Administered"
- ☐ After the administrator's name, add "Reviewed by: (Your Name)", AND "Date Reviewed: (Current Date)"
- ☐ Change wording of the write-up to reflect past tense

Record Review
- ☐ Current or most recent grades
- ☐ Attendance
- ☐ Discipline Records or behavior data
- ☐ Local and state test scores (e.g. MCA, NWEA, STARS, FAST, etc.)
- ☐ Descriptions of what test scores mean (norms, percentile, Meets/Does not meet etc.)
- ☐ Data from informal curriculum-based probes
- ☐ Other relevant information to help establish present levels

Interviews
- ☐ Teacher Interview
- ☐ Student Interview

Communication
- ☐ Specialist has entered data from all assessments listed on the PWN
- ☐ IF ON THE PWN: Informal social communication tool is written up (Orion's Pragmatic Language Skills Questionnaire/The Dyssemia Rating Scale)

Motor
- ☐ Specialist has entered data from all assessments listed on the PWN
- ☐ If no specialist is involved with motor, statement of "The team determined no need for formal assessment in this area at this time."

Sensory Status
- ☐ Nurse has entered information about *current* vision and hearing screenings

Health/Physical Status
- ☐ Nurse has entered information about current medical diagnoses, medications, immunizations, attendance, etc.

Social/Emotional/Behavioral
- ☐ Informal Autism Behavior Checklist is written up

Sensory Processing
- ☐ IF ON THE PWN: Review of formal sensory processing assessment from initial evaluation
- ☐ IF ON THE PWN: Informal Sensory Processing Checklist is written up
- ☐ If not addressed on the PWN, statement of "The team determined no need for formal assessment in this area at this time."

Adaptive/Functional Skills
- ☐ IF ON THE PWN: Informal Summary of Adaptive Behavior Skills is written up
- ☐ If not addressed on PWN, statement of "The team determined no need for formal assessment in this area at this time."

Observations
- ☐ Observations are entered and summarized if included on the PWN
- ☐ If included, Observations describe student's social interaction, communication skills, and restricted/repetitive behavior
- ☐ If included, observations occur on different days; one in a formal setting, one in an informal setting
- ☐ If no observations are done, statement of "Because this is a re-evaluation, new observations are not needed at this time. A review of records indicated that two observations were conducted in support of initial eligibility criteria."

Transition
- ☐ Includes written summary of both transition assessments listed on the PWN
- ☐ All questions in the template on SpedForms are answered (do not delete this template)
- ☐ Information indicates what the student needs to learn specifically regarding managing their disability
- ☐ Section is deleted if the student is below 7th grade (this is ONLY section that can be deleted from the report)

Summary
- ☐ Every heading in the report is summarized using the "Summary Template" in the Google Drive or on your own
- ☐ Summary template statements are changed as they apply to this student

Special Education Needs That Derive From The Disability
- ☐ Needs statements derive from the data in the report
- ☐ Needs are listed in a way that leads them to turn into IEP goals

Adaptations/Modifications
- ☐ All adaptations that will help the student succeed in the classroom are listed in a way they can be transferred to the IEP

FINAL
- ☐ Eligibility boxes are checked
- ☐ Complete the "Primary disability and team membership" page in SpedForms
- ☐ ALL materials listed on the PWN have write-ups and are clearly labeled in the report