

Cognitive Disabilities

Multidisciplinary Evaluation Team Members and Responsibilities

School psychologist

* Cognitive ability and functioning (norm referenced or criterion referenced).
* Academic achievement.
* Functional skills or adaptive behavior across various environments from multiple sources.
* Review of *social and development history* (provided by school social worker).
* Review of other data sources (mental health reports, functional behavioral assessment (FBA)/positive behavior intervention plan (PBIP) data, ISTEP+, Acuity and M-Class, classroom benchmark assessments, parent information, and sensory-motor reports provided by occupational therapist (OT), speech and language evaluation).

Special education teacher appropriately licensed in area of disability

* Evaluations may include one or more of the following:
* Classroom observation to document academic progress and behaviors in areas of difficulty (collects behavior data, performs curriculum based measures (CBMs) assessments or other informal assessments).
* Assessment of progress and interventions in conjunction with general education teacher (review general education intervention (GEI) data, classroom benchmark data, ISTEP+, Acuity and M-Class progress, review of FBA/PBIP data).
* Achievement (formal or informal if requested by school psychologist).

General education teacher (recommended but not required, report will be the *teacher/counselor information form* and pre-referral GEI information on interventions if appropriate)

* Collaborates with school psychologist and special education teacher in providing information for assessments, review of records, and student data on academic, social and behavioral performance in the general education setting.

The school psychologist will direct other qualified evaluators to participate when considering other possible areas of eligibility or multiple areas of eligibility:

* Emotional disability teacher (if considering ED eligibility)
* Speech and language pathologist (if considering LSI)
* Behavior consultant (for all students who have behavior impeding learning)
* Moderate cognitive disability (MOCD) teacher (if considering moderate or severe cognitive disability)
* Occupational therapist (OT) (for sensory-motor, or technology needs)
* Autism specialist (if considering autism)

All members of the cognitive disabilities multidisciplinary team will produce a written summary of their evaluation and send to the school psychologist within the timeline provided.

All members of the multidisciplinary team should be notified of the date of the M-team meeting at the time they are notified of the evaluation.

Procedures for Identification of Students with Cognitive Disability

1. Cognitive ability testing must include two (2) individually administered norm referenced assessments;
   1. If adequate information cannot be obtained, a criterion-referenced assessment that:
      1. Has been designed or may be adapted or modified for use with students who have a cognitive disability.
      2. Is administered by a professional team or professionals with knowledge of assessment strategies appropriate for the student.
   2. When interpreting scores, special attention should be given to non-verbal scores (perceptive reasoning, processing speed, etc.) and other scores that could be influenced by culture.
2. Current academic achievement must include information regarding a student’s performance on:
   1. Norm-referenced,
   2. Criterion-referenced,
   3. And other classroom progress and achievement measures.
3. Functional skills or adaptive behavior must be assessed across various environments from a minimum of two (2) sources.
   1. Social and development history.
   2. Other assessments and information collected prior to referral or during evaluation.
4. Students considered for eligibility in the area of cognitive disability must have scores consistent with two (2) to three (3) standard deviations below the mean in cognitive, achievement and adaptive behavior. Review of information by a second psychologist and director of special education or appropriate supervisor prior to case conference is required.