

Disability Suspected Form Directions

Key Concepts

- This form is used to make screening level decisions based on existing data but **not** an eligibility determination. RIOT may be used, but is not used as rigorously or to the degree needed for eligibility. Data collected should be guided by and align with disability suspected questions (see 4 boxes below). **Do NOT** collect entitlement information. Comments such as “I’m sorry your child is not eligible” would not be appropriate.
- The purpose of the disability suspected form is to give clarity to what constitutes a suspicion of a disability and to ensure that students are evaluated if there is a disability suspected. Efforts at this level are used like a net - using data to suspect a disability at a broad level ensuring no one is missed. The “data bar” for suspicion is lower than the “data bar” for eligibility. Staff may be completing more evaluations (net), but the standards of eligibility remain high and have not changed.
- Your professional judgment is always involved when making a screening *level decision*.

Completing the Disability Suspected form

1. **Demographic Information:** Please ensure that the student’s birthday and spelling of the full legal name are accurate. If an inaccuracy occurs, there will be a duplicate IEP on the IMS system.
2. **Are there data to suggest:** The use of boxes 1, 2, and/or 3 is rare. These boxes refer to significantly limiting conditions and circumstances. There would need to be evidence to support the conclusion that boxes 1, 2, and/or 3 are a reason to suspect a disability. Keep in mind that a medical condition or diagnosis, in and of itself, does not automatically cause suspicion of an educational disability.
3. This scenario is rare, represents significantly limiting conditions or circumstances, and focuses on health and physical (vision/hearing) conditions.
4. This scenario focuses on sudden onset and immediate changes due to a health/medical condition. Use of professional judgment regarding health/medical conditions or injuries is reasonable when documenting a suspicion of a disability.
5. This scenario focuses on rare, obvious and immediate needs that impede access to the general education curriculum. Immediate actions are required.
6. When this box is marked, data based evidence must exist to support professional judgment in all considerations and conclusions (all four of the bullets must be addressed with summary information). **The use of this box is likely to be the most typical manner of suspicion of an educational disability.**
7. The first consideration is to ensure that hearing and/or vision are not primary causes of the child’s problem. Student records or the school nurse should have this information. If the information is not in the student or school nurse records, consult the AEA hearing and/or vision staff member serving the building. The hearing/vision information should be current within the last year.
8. Information summarized here would need to support a continued existence or occurrence of performance below expectations over time. The focus should be on collecting existing data from district curriculum or early learning standards. Using data-based conversations, document current efforts made to address or remedy the concern and that the problem continues to persist. Note: We cannot stop the suspicion of a disability just because interventions have not been done in general education.
9. The purpose of this information is to assist in determining if the concerns relate to the child (i.e., are indicative of a suspected disability). The student’s performance should be more characteristic of the performance of a very small subgroup of peers. If the concerns are shared by a significant number of others with similar backgrounds, then this may be indicative of a problem with the system of supports and instruction.

10. A disability cannot be suspected if there is compelling evidence of more plausible explanations.
11. Required participants include: 1) Representative from the AEA or 2) the AEA and LEA in conjunction (public agency). The LEA participant can be anyone who has knowledge of the student. Parents are encouraged to be involved in the decision. Determining a suspicion of a disability is a team decision, but a meeting isn't required.
12. If one or more of the previous 4 boxes are checked, indicate that disability is suspected by checking "Yes". If none of the previous 4 boxes are checked, indicate that disability is not suspected by checking "No".
13. If "Yes" is checked, seek Consent for Full and Individual Evaluation. 60 day timeline begins when consent is received. If "No" is checked, and if parents have initiated the request a Prior Written Notice needs to be provided explaining the reasons for the agencies refusal to conduct an evaluation. Follow your AEA's process for retaining educational records.