



Disability Suspected Form

STUDENT: EC example 2 Ronald **Birthdate:** 06/14/2006
Last (legal) **First (not nickname)** **M.I.**

Gender: **Male** **Female** **Grade:** pk **Teacher/Service Provider:** _____

Resident District: _____ **Building:** _____

Attending District: _____ **Building:** _____

Are there data to suggest:

- the child is affected by a health or physical condition or a functional limitation that adversely affects educational performance (e.g., a progressive condition, a condition strongly associated with adverse effects on developmental progress or educational performance)
- there has been a significant status change due to a health or medical condition, injury, etc. – for example a traumatic brain injury
- there is an obvious and immediate need for service that may exceed the capacity of general education to provide (e.g., progressive loss of sight requiring Braille and orientation and mobility instruction).
- the child’s performance is below standards or expectations, is unique compared to others, and not explained by more plausible factors (i.e., attendance or cultural factors). Summarize:

- the status the child’s hearing and vision:

A review of records indicated that Ronald’s hearing and vision have both been screened within the past year by appropriately credentialed professionals and both are within normal levels and expectations.

- the information which suggests the child’s educational performance falls persistently below state approved standards or typical developmental or behavioral expectations for age and grade level:

Ronald’s teacher is familiar with the Iowa Early Learning Standards and has gathered assessment information using the Creative Curriculum on all children to identify children’s strengths and targets for instruction. Despite frequent support since the beginning of the year, Ronald does not follow classroom expectations and obtains the lowest scores possible on the Creative Curriculum assessment in areas pertaining to such skills as following classroom rules and interacting with peers and adults (e.g., performing in the expanded forerunner range).

- how the child’s performance is unique when compared to others in the same setting:

Interviews with Ronald's teacher, which were confirmed in a subsequent observation revealed that, at this point, almost all of the children in Ronald's classroom are following directions and interacting appropriately (16 of 18 peers), but Ronald frequently does not. Ronald almost never initiates interactions with adults or peers (teacher estimates less than 5% of opportunities), responds minimally when others initiate with him (answers only with multiple prompts). He does not use words to communicate when he wants or needs something. In addition, Ronald does not follow directions without constant support from the teacher.

- other plausible explanations that may account for the child's lack of educational performance, (i.e., lack of appropriate instruction, language other than English, lack of prior knowledge, cultural expectations, attendance or mobility):

Ronald has received extra support from the teacher. She models, prompts and praises Ronald throughout the day in an attempt to promote social interactions (indicates appropriate instruction has been provided). Ronald speaks English. He has received childcare in settings with other children almost every day since he was 9 months old. Based on the evidence available there do not appear to be other more plausible explanations for Ronald's concerns.

Documentation of Decision:

Participants involved in decision:

Name	Position	Name	Position
Mr. Hallmark	General Education Teacher		
Ms. Parent	Parent		

Is disability suspected? Yes No

Date: 9/27/09

Note:

- Written parental consent for a full and individual initial evaluation must be sought when disability is suspected.
- Prior Written Notice of a refusal to conduct an evaluation must be provided when parents have requested an evaluation and disability is not suspected.
- This form must be retained as a part of the student's records.