

# Collaborative EI/ECSE Evaluation Process

PRESENTED BY THE WEST LINN-WILSONVILLE  
EARLY CHILDHOOD EVALUATION TEAM

Lori Prater, Early  
Childhood Coordinator



Iva-Marie Connall, Speech  
Language Pathologist

Michele St.  
Marie,  
Physical  
Therapist



Nailah  
Paxton,  
Speech  
Language  
Pathologist



Andrea  
Ramos,  
Bilingual  
School  
Psychologist



Karina  
Archibald,  
Intake &  
Bilingual  
Assessment  
Assistant

# Getting to Know Each Other

- ▶ What is your role in your district . . .
  - Administrator/Coordinator: School-Age, EI/ECSE
  - Classroom teacher
  - Specialist: SPED teacher, OT, PT, SLP, School Psych, Vision, Hearing . . .
- ▶ What is your current level of engagement with EI/ECSE
  - full time doing the work
  - attend IFSP meetings as the district representative
  - facilitate/participate in EC to K transition IEP meetings
  - none at all

# Why WLWV Created an EI/ECSE Evaluation Team

▶ Video

# Connection to WLWV

## District Mission Question and Goals

**How do we create learning communities for the greatest thinkers and most thoughtful people ... for the world?**

1. Grow student achievement, through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while **eliminating opportunity and achievement gaps**.
2. Align, evaluate and update integrated systems of professional growth, **assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student**.
3. Operate in an accessible and transparent manner that **encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district**.

# Getting ready . . . Learning the Work!



# Next steps to get ready . . .

- ▶ Asking the experts and collecting resources
- ▶ Observing the work at the ESD
- ▶ Training opportunities
- ▶ Putting together our assessment spaces
- ▶ Learning the tools
- ▶ Identifying processes and procedures to get started



# Vision Statement

- ▶ We believe that every child is remarkable and each family has a unique story.
- ▶ Through the evaluation process we highlight the child's development and strengths, allowing us to support parents in understanding their child as a learner.
- ▶ We connect families to the CESD for services; and reconnect with the family as they transition back to the district for Kindergarten.
- ▶ By establishing positive relationships early with families, we begin the journey of supporting their child's growth in learning.

# Pre-Evaluation

## Intake Checklist for Early Childhood Program Evaluation

Child: \_\_\_\_\_ Date of Intake: \_\_\_\_\_  
 Person Interviewed: \_\_\_\_\_ Child's Age: \_\_\_\_\_

**Explain purpose for call if not a parent referral:** | \_\_\_\_\_

(name of person/clinic) referred your child for an Early Intervention/Early Childhood Special Education evaluation . . .

**Primary/Secondary Language:** determine need for interpreter for parent and/or child. \_\_\_\_\_

**Birth:** was your child premature, if so by how many weeks/days? \_\_\_\_\_

**What is their overall concern for their child:**

\_\_\_\_\_

\_\_\_\_\_

### General Health Information (hearing, vision, health):

Hearing:

How is your child's hearing? Any concerns?	
--	--

Vision:

How is your child's vision? Any concerns?	
---	--

Health:

Doctor information (if not already with the referral documents)	Name: Clinic: City:
---	---------------------------

Does your child have any health or medical conditions?	
--	--

### **AREAS OF CONCERN:**

Make a note for all areas. If parent indicates no concern for a specific note that in ecWeb. When prompting parent use "tell me about . . ." "how do they . . .?", "what does it look like?"

### Cognitive Development

(0-3yrs) - looks for object if not in usual location - orients self to visual, auditory, tactile stimuli	
engages in imitation (0-3yrs) (copies speech sounds/motor movements)	
problem solving (0-3 yrs) - engages with toys - moves around barriers - moves objects (e.g. puzzle) to make them fit	
matches (0-3yrs) - categorizes objects by color, size, function	
Concept knowledge (ages 3-5yrs) - colors - alphabet - shapes - sizes	
School Readiness (ages 3-5yrs) - counts out loud up to... - counts objects (one-to-one correspondence) - writes letters - writes name	

### Receptive Language:

Understanding of gestures, words and sentences – understands words named by another person, following directions (1-2 step)	
---	--

### Expressive Language:

- How does the child communicate – babble, gestures, show/take you to what they want/need, word approximations, or recognizable words, phrases or sentences. - Number of single words (examples) - Length of sentences (typical examples)	
---	--



# PRE-EVALUATION PLANNING

- ▶ Karina – sets up files with docs needed; schedules EI evaluations right away
- ▶ Eval team meets regularly to review the new referral files for pre-eval planning
- ▶ Return files to Karina for scheduling (ECSE), completion or follow-up needed before evaluation appointment

**Intake, Evaluation Planning and Paperwork Distribution**

Referral Date: \_\_\_\_\_ For Initial EI - DUE to ESD by: \_\_\_\_\_ (15 days prior to timeline)  
 Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_  
 Age Group: EI EI Re-Eval 3<sup>rd</sup> bday Dual ECSE Initial ECSE Re-Eval KG transition  
 Parent name(s)/Phone number: \_\_\_\_\_  
 Interpreter Needed: Y N If so, for Parent Child Both Language: \_\_\_\_\_

+ Team Evaluation Planning Date: \_\_\_\_\_

Paperwork	Needed	Sent	Needed in file:
Needed before appointment:	<input type="checkbox"/>	<input type="checkbox"/>	Appointment Letter
	<input type="checkbox"/>	<input type="checkbox"/>	ASQ
	<input type="checkbox"/>	<input type="checkbox"/>	Child History Form
	<input type="checkbox"/>	<input type="checkbox"/>	ROI: ___ Dr. _____ ___ Outside provider _____ ___ Preschool _____
	<input type="checkbox"/>	<input type="checkbox"/>	Medical Statement (3-5)
	<input type="checkbox"/>	<input type="checkbox"/>	Med. Condition Statement (0-2)
			Needed Placed
			<input type="checkbox"/> <input type="checkbox"/> Meeting Minutes
			<input type="checkbox"/> <input type="checkbox"/> Parent Rights
			<input type="checkbox"/> <input type="checkbox"/> Curve
		<input type="checkbox"/> <input type="checkbox"/> AEPS	
		<input type="checkbox"/> <input type="checkbox"/> Next Steps Letter	
		<input type="checkbox"/> <input type="checkbox"/> Other: _____	
Areas to Evaluate:			
Evaluation Tools:			
Notes:	<p><b>KARINA – Please follow-up on:</b></p>		
Eval Team Members:	Iva-Marie Karina Lori Andrea Vicki Shannon		



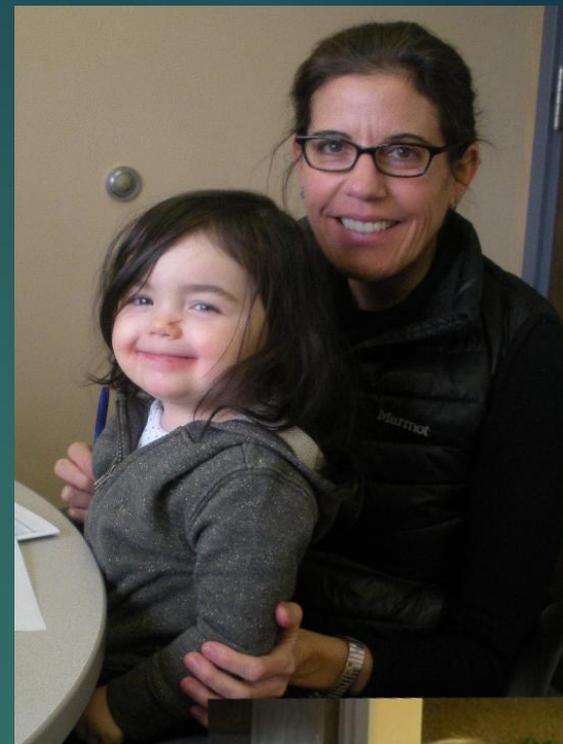
# Evaluation

# Families feel welcomed . . .



# Creating Relationships . . .

14



# Doing the work . . .

- ▶ Team is usually an SLP and either Eval Spec. or School Psych; or a motor team member w/one of the specialists above
- ▶ Both evaluators greet and review ASQ and Child History
- ▶ Fluid roles during the evaluation
- ▶ Parents are an integral part of gathering information and data





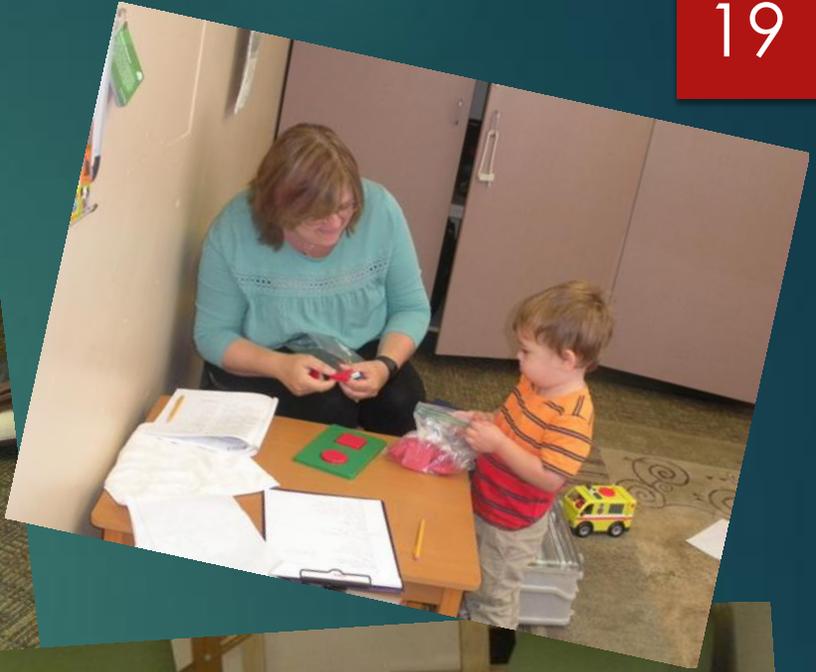
# Parents have an important role . . .

17



# Taking the child's lead . . .





## Follow-up evaluation activities:

- For some evaluations observations happen in other settings – preschools, daycares, family home, library, mall play areas, parks
- Further interviews with family, preschool/daycare providers, service providers, outside providers, doctors
- Collecting rating scales



# Post - Evaluation

# Eligibility

22

- ▶ Originally the determination of eligibility was completed by the ECSE teams at the ESD
- ▶ Part-way into 2<sup>nd</sup> year agreed that our evaluation teams would complete eligibilities
  - ▶ Helps us think about the child as a member of our district
  - ▶ Thinking about how this information can help us with long-range planning for our children
  - ▶ Using district criteria for eligibility decisions for ECSE – particularly for Communication Disorder
  - ▶ Focus on finding a categorical eligibility for ECSE; and if not clear, consider Developmental Delay, knowing that in most cases we will likely re-evaluate before KG
  - ▶ Separating difference from disability
  - ▶ Making recommendations and offering resources

# Benefits of Doing this Work

- ▶ First connection with families as members of our school district
- ▶ Developing relationships
- ▶ Building trust
- ▶ Ongoing engagement over time
- ▶ Sharing information about what Kindergarten and beyond will look like
- ▶ More partnerships in the community (i.e. Imagination Library, DHS, Pediatricians, Community preschools)

# Transition to Kindergarten – How this work has improved our process

▶ VIDEO

# Transition from EC to K

- ▶ Helpful to know who the children are and their needs as they come into kindergarten in terms of school-age planning and being prepared the first day of school
- ▶ Recommendations for children to participate in Jump Start
- ▶ Being able to address parent anxiety about their children transitioning to Kindergarten – so they know the supports that will be provided

# Transitioning children who won't have eligibility entering KG

- ▶ Even for children who do not qualify – helps parents understand what to expect and ease their anxiety about the transition; reassure that their children will get what they need in KG
- ▶ For kiddos that age-out and had ECSE eligibility the previous year a note is put in our data system to alert district staff that my need more information
- ▶ For late spring referrals – we created guidelines for when a referral should be passed along to the school team or when an immediate evaluation is needed

# DATA

▶ # of Evaluations each year:

2014-15	164
2015-16	191
2016-17	138

▶ Types of evaluations

	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>
EI	54	66	58
ECSE	82#	84	45
3 <sup>rd</sup> BD	23	24	21
Dual	5	7	7
ECtoK	#	10	7

▶ Outcomes:

	<u>15-16</u>	<u>16-17</u>
Screen Out	18	7
DNQ	47	37
HI	0	2
VI	0	1
DB	0	1
CD (ECSE)	42	26
ED (ECSE)	0	2
OI	3	3
OHI (ECSE)	6	3
ASD	13	8
DD-ps	6	11
DD (EI and ECSE)	53	37
Multiple	3	2

# How we feel about our work as part of the EI/ECSE Evaluation Team

- ▶ Most rewarding and rich work experience
- ▶ Uses all of our skills – intuition, caring, data, knowledge about development
- ▶ It's positive, full of potential and hope
- ▶ Connection with families – true partnership throughout the process
- ▶ Exciting and dynamic – have to think on your feet in the moment because each child and family brings something different, and sometimes unexpected things to the table
- ▶ Getting to meet the children long before they will enter our schools and knowing who they are as learners

# Feedback from one family . . .

30

We can't thank you enough for your time with our daughter last Friday! She absolutely loved you both. You both were so thorough and reassuring. Bill and I learned so much from you, and we feel more confident about our daughter's development. We couldn't be happier about your visit. We enjoyed you both immensely. You two have a gift with kids (adults too ;-)).

Questions, Comments, Feedback

# Contact Information

- ▶ Lori Prater, Early Childhood Coordinator  
[praterl@wlwv.k12.or.us](mailto:praterl@wlwv.k12.or.us) 503-673-7141
- ▶ Iva-Marie Connall, Speech Language Pathologist  
[connalli@wlwv.k12.or.us](mailto:connalli@wlwv.k12.or.us) 503-673-7142
- ▶ Andrea Ramos, School Psychologist  
[ramose@wlwv.k12.or.us](mailto:ramose@wlwv.k12.or.us) 503-673-7143
- ▶ Jennifer Spencer-Iiams, Asst. Superintendent of Student Services  
[spencerj@wlwv.k12.or.us](mailto:spencerj@wlwv.k12.or.us) 503-673-7026