**Serious Emotional Disability**

**Checklist for Comprehensive Evaluation**

*Student Background Information*

* Grade level of student
* Date of enrollment, grade level at enrollment
* Schools attended/grade levels
* History of special education/Section 504/READ Plan/EL Plan

*Emotional/Behavioral*

* Documentation of tiered interventions and the student’s response to those interventions
  + Diagnostic assessment results
  + Detailed and specific
  + Goals
  + Interventions
  + Length of interventions
  + Progress monitoring
  + Increase of time and intensity – as needed
  + Modified interventions – as needed
  + Gap size and/or rate of improvement (CBM measures)
  + Pre and Post data
* Direct Assessment of Student
  + Clinical interview of student
  + Formal social-emotional assessments
  + Student self-report
* Observable in Multiple Settings (one of which is school)
  + Standardized report (e.g., rating scale, inventory, etc.) by teacher, parent, or other observers
  + Structured direct observation in structured and unstructured environments (include the date, name, and title of the observer)
  + Documentation of observable target behavior and its function
  + Documentation of specific behavior incidents (e.g., discipline reports)
* Observation by special education provider in multiple settings (Date and name/title of observer)
  + In the child’s learning environment (including the regular classroom setting)
  + In a non-structured setting (recess, PE, lunch)

*Psychosocial/Cultural History*

* Family background
* Environmental background
* Social background
* Cultural background
* Developmental history
* Educational history
* Behavior/Psychosocial functioning
* File review
* In-depth, structured interview with parent(s) or guardian(s)

*Intellectual/Development*

* Review of previous assessments to demonstrate cognitive abilities
* In-depth structured interview(s) of parent(s), guardian(s), teacher(s)

*Educational Progress*

* Documentation of tiered interventions and the student’s response to those interventions
* Curriculum-based measures
* Objective data on classroom performance (e.g., grades on assignments, tests)
* Standardized achievement testing
* Work samples/portfolios of student work

*If ML*

* Home Language Survey
* ACCESS Scores
* WIDA Scores
* Review comparison to like peers
* Review of EL supports

*Vocational Assessment before the student is 15 or in the 9th grade.*

*Health Assessment*

* Vision and Hearing screening
* Past and current health status reports
* Medications
* In-depth, structured interview(s) with parent(s) or guardian(s)

*Specialized assessments as recommended by the MDT, including the following:*

* Medical
* Psychiatric
* Psychomotor/Occupational Therapy
* Speech/Language/Communication
* Cognitive
* Academic Achievement