Pre-referral and Referral Process

Initial Identification

- Teacher notices student has a problem in some area of the curriculum, social skills, or behavior
  - Routine curriculum-based assessment results may provide some information to identify or define the problem
- Teacher records observations and evaluates work products
- Have parent conference to keep parents informed of student’s strengths and weaknesses

Develop and Evaluate Teaching Programs and Strategies

- Teacher chooses researched intervention strategy
- Develop charts and collect baseline data
- Implement researched intervention program
- Observe and record results of intervention program

If Intervention Fails:

- Continue observations
- Implement a different researched intervention program
- Review teaching strategies and make teaching/environmental adjustments

If Intervention Succeeds:

- Process ends
- Continue to record observations and evaluate work products as a follow up
**Second Researched Intervention**

- Continue observations
- Intervention plan
- Evaluate success of intervention

**If Second Intervention Fails:**

- Review data collected to date
- Consider options/alternatives
- Decide whether:
  - more data is needed
  - third intervention should begin
  - OR whether to begin referral process

**If Second Intervention Succeeds:**

- Process ends
- Continue observations and evaluate products as follow-up process

**Third Researched Intervention**

- Continue observations
- Intervention Plan
- Evaluate Success of Intervention

**Begin Referral Process**

- Referral for evaluation and consideration of special services
### Referral Process

- **Teacher gathers observational data, results from curriculum-based assessments, and examples of student's work**
- **Problem-solving team determines if student's response to research-based intervention resulted in adequate progress and that language/cultural issues are not the main source of student's academic or behavioral discrepancy**
- **Complete Referral to Consider a Special Education Evaluation Form**
- **Notify parents and provide them with a copy of the Procedural Safeguards Notice**
- **Seek consent from parent and/or adult student for assessments**
- **Evaluation team (including the parent) reviews available records, family and health history, past school experiences, results of interventions, and previous assessments and evaluations**
- **IF evaluation is warranted, written notice is provided to parents**
- **Obtain parental permission for formal assessment**
- *** IF evaluation is not warranted, team looks for other ways to meet student's needs. Written notice of refusal to evaluate student for special education sent to parents***
Evaluation Process

- After obtaining parental consent for evaluation, schedule and conduct assessments. Administer formal tests such as Wechsler Intelligence Scale for Children (WISC-IV), the Kaufman Test of Educational Achievement (KTEA), and other assessments as determined by the evaluation team. These tests document educational needs and provide information for eligibility and placement decisions.

- Test results are interpreted (usually by psychologist)

- Review assessment information with parent and/or adult student

- Determine eligibility and complete the Eligibility Report

- Provide parent and/or adult student with a copy of the Eligibility Report

- Student must meet three-prong eligibility criteria to be eligible for special education:
  - student has a disability according to the established Idaho Criteria;
  - student's condition adversely affects academic performance; and
  - student needs special education (specially designed instruction and related services).

- Info from evaluation can be used to consider:

  - nature and extent of special education and related services student needs to participate and progress in general education curriculum or curriculum aligned to the Idaho Content Standards or Idaho Early Learning Standards

  - least restrictive environment (LRE) for the student