

Worksheet 2 for AAT Students

This worksheet will direct your reading for pages 17-40. Please note that pages 25 (from XII through p. 27 were omitted as they deal with early childhood, as it is not part of the LBSI certificate).

The Six Principles, which will be addressed in the next few worksheets, are especially important because they describe protections for children that have been established in law. The Principles deal with how we identify children as having a disability, how we program from them appropriately, and how we make certain that personal or cultural bias is not part of the decision making process.

The first principle is Zero Reject. Please note that students covered under the law are ages 3-21. All students with disabilities have a right to a Free Appropriate Public Education (FAPE).

On p. 17 of the text are written the words, "All means all." That may be the most important sentence about the Zero Reject principle. In very real terms, no matter how challenging the student, no matter how unusual his/her disability, no matter how difficult the child is to work with, if he/she has an identified disability, we have an obligation to teach him/her. So, if you are the parent of a deaf, blind, behaviorally disordered child and he's the only child with that combination of issues, the school district cannot make the decision that your child will not be served. If it is in the child's best interest, he/she may not be served in the school in the next block but the school district will find an appropriate placement and will pay for it.

1. Students with HIV and other infectious diseases are included in the "all means all" category. What must schools do to make sure that include them safely?
2. What does the "high risk pool" mean?
3. In your own words describe, "Child find." What's the point of the process?

Please read p.19-41 with the thought in mind of understanding the complexity of the law and the variety of issues that it addresses.

Principle Two: Non-Discriminatory Testing

It is critical when testing a student for a potential disability to remember that tests must be used in the way they were intended to be used, for the purposes and populations they were designed for, and they must be administered by people who are trained to use them appropriately. For example, if a student was having difficulty in math and the NDE team decided to test his/her math skills. The test would need to be both valid and reliable; it must test what it is supposed to test and must do so in a way that will produce similar results time after time. In addition, if the team wanted to discover the approximate grade level of the student's math skills, the test must provide that information. It must also be normed on populations that included students with disabilities and that it must be

administered by a teacher (or psychologist) trained in giving the test and the directions must be followed, precisely.

1. Who is on the NDE (non-discriminatory evaluation) team?
2. What are the purposes of evaluation?
3. Why do the same people typically serve on both the NDE and IEP/placement teams?

There are several concerns about bias in testing: that the testing not discriminates on the basis of language, culture, or disability. Children with a primary language, other than English, must be tested in the other language. If tests or trained testers are not available in the other language, tests must be non-verbal.

Tests with questions that are most likely to be known or understood by individuals of particular cultural groups are not allowed because testing results would reflect the student's culture more than the child's abilities. For example, many years ago a commonly used intelligence test had a question that asked, "What do you call the brother of your mother?" Many students correctly responded, "uncle." However, children of a particular Native America group, responded, "father." In that particular culture, the mother's brother was designated as "father" for purposes of teaching a young warrior to be a man. So, the children of that culture marked that item, and others with culturally imbedded information, incorrectly. As a result, test scores of those students were incorrect and discriminatory.

Students must not be tested with instruments that reflect the suspected disability rather than what the student knows and is able to do. For example, a student with suspected visual impairments would not be tested on math skills with an instrument that requires the student to use visual skills. If attempting to check math skills, the test administrator would not ask the student to point out which pattern on the right side of a card completes the pattern shown on the left side of the card. Rather, the test administrator might ask the student to physically complete the pattern using manipulatives that provide sensory information in addition to visual information.

Some basic evaluation information that is not highlighted in the text:

We never test without a clear-cut reason. Testing just for information's sake is not ethical. We test based on information provided at the Domain Meeting. That must take place within 30 school days of the parents signing of the referral for evaluation. During that meeting, school personal, typically those who will be on the IEP team, and the parents, determine which domains (academic, speech and communications, behavioral, fine/gross motor, etc.) are of concern. So, if Johnny is having significant issues in math, we'll test him in math. If his fine and gross motor skills are developing typically, we will **not** evaluate him in that area.

The text is clear that tests are only to be used for the purposes with which they were designed and given by only those who have been trained to give them. As a student, you will have an opportunity to become familiar with a number of testing

instruments. It is likely that your test-specific training will take place in your first job, since districts tend to use different instruments.

After reading pages 19-40, answer the following questions:

1. Describe what non-discriminatory testing means. What 3 kinds of discrimination do we have to be especially careful to avoid when testing?
2. Describe the provisions for mandatory and optional re-evaluation.
3. What kinds of information might we look for when conducting initial evaluations and re-evaluations?
4. What are the purposes of evaluation?
5. Your text describes cautions about the evaluation process on p.31. Please paraphrase the requirements listed.
6. Who can refer a child for evaluation?
7. What happens if parents say “no” when we ask permission to test a child?
8. If a parent says “no” to testing and the child fails. Are we held accountable for not providing services? Why/why not?
9. When wouldn't we re-evaluate?
10. When do we re-evaluate?