

Specific Learning Disability (SLD)

Multidisciplinary Evaluation Team Members: Sample Responsibilities

School Psychologist¹

- Cognitive ability and functioning (not required, may be norm referenced or criterion referenced).
- Academic achievement.
- Assessment of progress and interventions (review general education intervention (GEI) data, classroom benchmark data, progress monitoring, review of functional behavioral assessment, Positive Behavior Intervention Plan/Functional Behavioral Assessment (PBIP (FBA) data).
- Classroom observation to document academic progress and behaviors in areas of difficulty (may also be done by special education teacher or previously done by other personnel during a pre-referral process).
- Review of the *social and development history* (provided by school social worker).
- Review of other data sources (mental health reports, Functional Behavioral Assessment/Positive Behavior Intervention Plan (FBA/PBIP) data, progress monitoring, classroom benchmark assessments, parent information, and sensory-motor reports provided by occupational therapist).

Special Education Teacher Appropriately Licensed

- Provide support to general education teachers in administering evidence-based interventions and instruction (prior to evaluation).
- Evaluations may include one (1) or more of the following:
 - Classroom observations to document academic progress and behaviors in areas of difficulty collects behavior data, performs curriculum-based measures (CBMs) assessments or other informal assessments).

¹ State Board of Education Rule (SBE Rule) 2362.2.5 Additional Procedures for Identifying Children with Specific Learning Disabilities (34 CFR §§ 300.307-300.311) does not require a school psychologist as a member of the Evaluation Planning Team, but an individual who can administer and interpret diagnostic evaluations. While this role is often filled by a school psychologist, it can be filled by other team members who have the necessary expertise such as a speech and language pathologist, special education teacher, remedial reading teacher, or other LEA representative.

Contact Information:

If you have questions about this document or would like additional information, please contact:

AOE.SpecialEd@vermont.gov or (802) 828-1256.

- Assessment of progress and interventions in conjunctions with general education teacher (review general education intervention data, classroom benchmark data, progress monitoring data, review of FBA/PBIP data).
- Formal or informal measures of achievement (as requested by school psychologist).

General Education Teacher

- Administer evidence-based interventions and instruction with supports from special education teachers as necessary to establish fidelity and cohesion of services (prior to evaluation).
- Assessment of progress and interventions in conjunction with special education teacher (report of intervention data and progress, benchmark data and progress, summative data, social, behavioral and attendance).

Other Qualified Evaluators

- The school psychologist or other qualified LEA representative will direct other qualified evaluators to participate as appropriate when considering other possible areas of eligibility or multiple areas of eligibility. Other qualified evaluators may include:
 - Emotional disability teacher (if considering ED eligibility)
 - Behavior consultant (for all students who have behavior impeding learning)
 - Speech and language pathologist (if considering LSI)
 - Mild cognitive disability (MICD) or moderate cognitive disability (MOCD) teacher (if considering cognitive disability)
 - Autism specialist
 - Occupational therapist (OT) (for sensory-motor, or technology needs)
 - Special educator (with appropriate training on evaluation measure)
 - Remedial reading teacher

All Members of Multidisciplinary Team

- Parents provide meaningful contributions to the development of an evaluation plan. If the student has participated in a process that assesses the student’s response to scientific, research-based intervention, the LEA must maintain documentation that the parents were notified about the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the student’s rate of learning, and the parent’s right to request and evaluation. State Board of Education Rule (SBE Rule) 2362.2.6 (7)
- At the discretion of the parent or school district, other individuals who, in the opinion of the parent or school district, have knowledge or special expertise regarding the student/child, including related services personnel as appropriate may participate in the multidisciplinary team.
- All members of the multidisciplinary team should be notified of the date of the Multidisciplinary-team meeting at the time they are notified of the evaluation.