

EVALUATION TEAM RECOMMENDATION

Cognitive Impairment (CI)



File #: _____ MET Date: _____

Student: _____ D.O.B: _____ Age: _____

District: _____ School: _____

Dom. Language: _____ Grade: _____

PURPOSE

- Initial eligibility, MET recommendation/summary. (Attach all referenced material)
- Change of eligibility for special education. (Attach all referenced material) Previous Eligibility: _____

EVALUATION FINDINGS AND DOCUMENTATION

The following information and documentation is required to recommend eligibility for special education as a student with a cognitive impairment:

Required Information:

Name and Date of Attached Report/Document

- Intellectual assessment/description of cognitive development
- Description of adaptive behavior
- Reading and math scores
- Information from parents
- Educationally relevant medical information (If none, write "NONE")

ASSURANCE STATEMENTS

The Evaluation Team must consider the following assurance statements before making a recommendation regarding this student's eligibility:

This student manifests all of the following behavioral characteristics:

1. Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.
2. Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. (If age & developmentally appropriate)
3. Lack of development primarily in the cognitive domain.
4. Impairment of adaptive behavior.
5. Adverse affect on student's educational performance.
6. The suspected disability is not due to the lack of appropriate instruction in the essential components of reading or math; or limited English proficiency.
7. The student requires special education programs/services.

RECOMMENDATION OF ELIGIBILITY

The Evaluation Team 1) finds all the assurance statements to be true; 2) has considered exclusionary factors; and 3) recommends, based on the evaluation findings, that this student be considered eligible for special education programs/services under the cognitive impairment rule (R340.1705).

Yes* No

* If recommending eligibility, state present levels of academic achievement and functional performance on the back of this form or attach documentation that addresses this issue. To assist in the determination of educational programs/services, this student's scores fall within the following range: (-2sd to -3sd below the mean) (-3sd to -4.5sd below the mean) (-4.5sd or more below the mean)

EVALUATION TEAM SIGNATURES

As a member of the Evaluation Team, I agree with the eligibility recommendation:

Psychologist _____ Other/Title _____

Other/Title _____ Other/Title _____

This Evaluation Summary does not reflect my/our opinion and a separate statement is attached:

Signature/Title _____

EXCLUSIONARY FACTORS WORKSHEET

Cognitive Impairment

Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum, and for obtained cognitive, achievement, and adaptive scores.	Yes	No
1. Lack of appropriate instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum?		
2. Limited English Proficiency		
<ul style="list-style-type: none"> • Is there a language other than English spoken by this student? 		
<ul style="list-style-type: none"> • Is there a language other than English spoken by the student's home? 		
<ul style="list-style-type: none"> • Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English? 		
3. Cultural Background Differences		
<i>Document all information gathered in assessment that would exclude environmental or cultural disadvantage as the determinant factor for this student's inability to access general education curriculum or perform significantly below normal on measures of cognition, achievement, and adaptive behavior</i>		
<ul style="list-style-type: none"> • Is there compelling evidence from data gathered and information generated to indicate this student is unable to learn or perform on assessments due to cultural or background difference? 		
4. Medical Conditions That Impact School Performance		
<i>Document all information gathered through assessment that would exclude medical or health reasons for this student's deficient performance on both assessments of cognition, achievement, and adaptive behavior.</i>		
<ul style="list-style-type: none"> • Does the student have a medical history and/or school history of medical or health-related difficulties causing the student to have difficulty accessing the general education curriculum? 		
<ul style="list-style-type: none"> • Are there school records of illness or health-related conditions that would impact negatively on this student's ability to progress in the general education curriculum? 		
5. Socioeconomic Status, or Communication, Sensory or Motor Impairments		
<i>Document all information gathered through assessment that would exclude sensory or motor impairments as a factor for this student's deficient performance on assessment of cognition, achievement, and adaptive functioning.</i>		
<ul style="list-style-type: none"> • Does the assessment data indicate that lack of opportunity to learn due to socioeconomic circumstances is the cause or primary reason for the student's deficient scores obtained on cognitive, achievement, and adaptive skills measured? 		
<i>If any of the questions in sections 1-5 are YES, please document the reason a given exclusionary consideration is not the primary reason for the student's deficit cognitive, achievement, and/or adaptive scores:</i>		
6. Impairment Specific Considerations		
<ul style="list-style-type: none"> • Are the student's measured skills on the cognitive assessment consistently in the significantly deficient range across the assessment battery (language and visual/motor skills are equally deficient)? 		
<ul style="list-style-type: none"> • Are the student's measured skills of home adaptive behavior consistently in the significantly deficient range across the adaptive area domains (communication, functional daily life skills, and motor skills are in the deficient or near-deficient range)? 		
<ul style="list-style-type: none"> • Are the student's observed behaviors in the classroom and school setting consistent with significantly deficient cognitive, academic, and adaptive functioning? 		

Present Level of Academic Achievement and Functional Performance: