

Observations Required for Special Education Initial Evaluations

Disability Area	Observations & requirements needed for eval based on criteria:
ASD	2 in two different settings on 2 different days
DCD	at least 2; with a focus on 1) adaptive behavior and 2) consideration for culturally relevant info, medical and education history
DD (age 3 to 6)	1 systematic observation in the child's daily routine setting by appropriate professional
EBD	3 in classroom or other learning environments
SLD	1 or 2 depending on subject areas of concern; may be completed during pre referral OR after permission has been obtained*
PI	2 at least one by licensed OH/PI
OHD	1 or more, by licensed special ed teacher
TBI	Not required, but at least 1 systematic behavioral observation <u>may</u> be used to document functional impairment

*Resource: Minnesota Department of Education criteria documents from August 2012; SLD - MNSpEd Rules 3525.1341

***Determination of specific learning disability.**

In order to determine that the criteria for eligibility in subpart 2 are met, documentation must include:

- A. an observation of the child in the child's learning environment, including the regular classroom setting, that documents the child's academic performance and behavior in the areas of difficulty. For a child of less than school age or out of school, a group member must observe the child in an environment appropriate to the child's age. In determining whether a child has a specific learning disability, the parents and the group of qualified professionals, as provided by Code of Federal Regulations, title 34, section 300.308, must:
 - (1) use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for a special education evaluation; OR
 - (2) conduct an observation of academic performance in the regular classroom after the child has been referred for a special education evaluation and appropriate parental consent has been obtained; AND
 - (3) document the relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning