Evaluation for Eligibility for IDEA Part C: Lesson 3

Slide 2

This lesson continues the focus on implementation with a review of recommended guidelines for communicating evaluation results with families, based on information from external evidence sources.

Slide 3

Team members are often involved in interpreting and explaining evaluation results to families during team meetings, home visits or other situations; and typically, all team members try to communicate results in a manner that is sensitive to each family’s culture, language, educational level, and emotional status at the time. There are many resources that review strategies everyone should use. This lesson reviews some of the strategies to use to ensure sensitivity to important issues and to reflect the importance of the family’s role during all phases of evaluation. Additional information will be layered in in future module updates.

Slide 4

The next few slides are a review of general recommendations to use when explaining and discussing evaluation results with families. Note that these may be used and modified based on family culture, preferences, and other family issues.

Slide 12

DEC Recommended Practices for assessment and evaluation (2005) includes practices that relate to communication with family members regarding assessment or evaluation results that are pertinent to eligibility determination activities. Examples are on the next few slides.

Slide 15

For detailed information, additional guidelines, and more resources and product related to methods for communicating evaluation and assessment results with families, refer to the DEC text.
Resources
American Speech-Language-Hearing Association (2004), Preferred Practice Patterns for the Profession of Speech-Language Pathology, #11 Communication Assessment – Infants and Toddlers


Early Head Start National Resource Center Paper No. 4, Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs.


