



## **Disability? Delay? Disorder? Difference?**

### **What do we see as strengths?**

- What is the child currently doing? What developmental milestones or past expectations were met?
- What do we and other familiar caregivers see as the child's gifts, contributions, strengths or talents?
- What protective factors are supporting the child's growth and development (internal and external)?
- Other?

### **Can we dig deeper into the concern?**

- What is our underlying concern (reason for referral, presenting issue) and how it is impacting the child, the family, and the classroom or other community settings?
- What is the desired outcome we are striving for? What is our hope for the future? If we were to image a time without this concern, what would it look like and how would we feel?
- What solutions are we seeking (realistic and hopeful)? Are there different solutions we see given our vantage point?
- Is there a fear behind or underlying the concern? Can we tell if there is "shark music" playing?
- Other?

### **What do we "know for sure"?**

- What have we experienced (seen, heard, felt)?
- What do we see as risk factors or other barriers that seem to be in the way of the child's learning and development? Risk factors can be internal or external, controllable or out of the team's control.
- What do we fear if a particular action isn't taken?
- What data do we have to inform our next step (e.g., screening data, classroom observations, conversations with others)?
- What other agencies are involved or may need to be involved?
- Has the child had exposure to same age peers?
- Other?



## How would we rate/describe current development and educational supports and settings?

### *Educational environment (how true are each of the following)*

- Developmentally appropriate toys and materials are readily available for children to choose from
- Developmentally appropriate activities are designed, delivered, and revised based upon children's needs and interests
- Isn't too over/underwhelming
- Isn't too restrictive/chaotic
- Other \_\_\_\_\_

### *Educational team members (how true are each of the following)*

- Clear sense of each individual children's needs
- Strong knowledge of typical development and learning progressions
- Set expectations based upon the variability of when children acquire skills
- Ensure strong relationships, predictability, and external regulation before children are expected to internally regulate
- Understand that cultural differences may impact when skills emerge or are mastered, including issues around social dialect
- Understand socio-economic differences and how it may impact when skills emerge or are mastered.
- Enforce developmentally appropriate rules/expectations
- Create engaging activities
- Make instructional decisions based upon authentic/trustworthy data
- Provide feedback to children
- Celebrate children's success
- Encourage or demonstrate a growth mindset
- Deliver evidence-based instructional strategies during daily activities, including play
- Differentiate instruction to support a wide variety of learners
- Deliver universally designed instruction
- Other \_\_\_\_\_

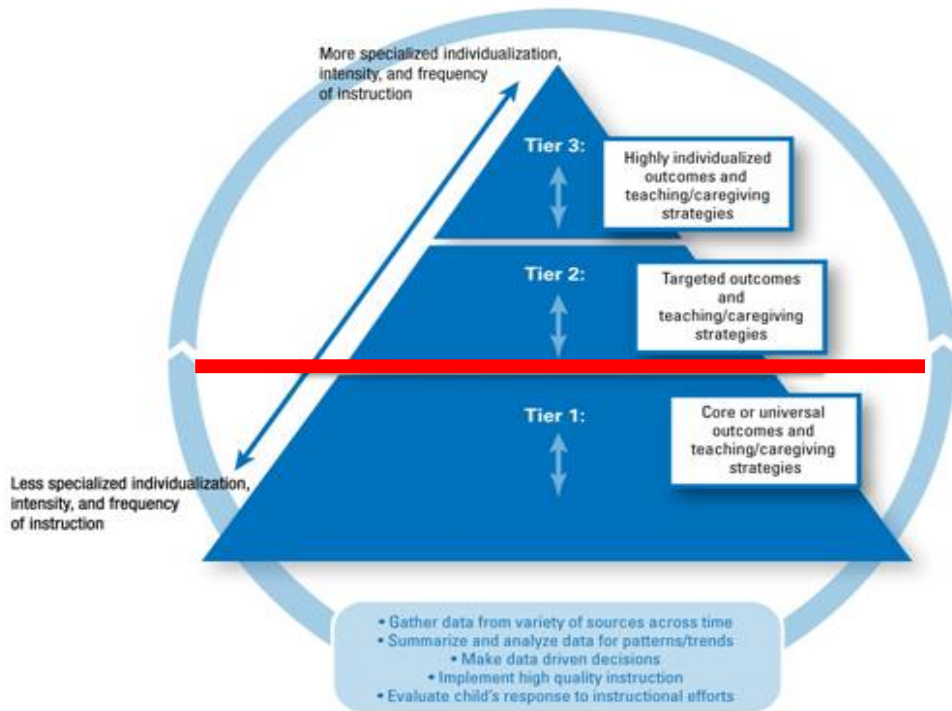


Before we head to suspected disability, let's do one final check:

- Is the child young and given all the pressures around us, maybe we're rushing development and learning?
- Is the child's temperament and behavioral repertoire a match at home and within their community, but the "cultural norms" and "school-based" expectations make the child appear to be behind or in some way delayed?
- Does the child prefer to do things in a different way or at a different pace but not in a way that is too rigid, it's just different and perhaps off putting in the current educational environment?
- Is the child struggling but has the foundational or prerequisite skills? For example, the child struggles with some demands from a classroom environment (e.g., playing cooperatively, demonstrating impulse control, following directions, meeting own needs) but has the foundational skills in terms of play, self-regulation, comprehension, cause and effect, etc.
- Did the child previously fall into the "monitor" category of the developmental screening and we need to screen again and/or continue to monitor
- What is the child's pattern/rate of learning in other areas?



# What is IEP worthy?



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## NOTES:

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"Filter 1"

Needs must stem from the child's disability, not just a skill or outcome the district wants to see improved

"Filter 2"

The "need" must have an adverse impact on daily activities, not just low performance

"Filter 3"

Need requires specially designed instruction, not just exposure, practice, or maturation

"Filter 4"

Need must be something that can be acquired within a year of "typical" development



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## What is the child doing?



- What are the child's strengths & talents?
- What resiliency factors exist?
- What is the child naturally curious about?
- What does a typical response look like?

## What does the team want to see the child doing?



- What would increase the child's participation?
- What are family priorities & expectations?
- What would allow for greater independence?
- What would lead to better self-regulation?

## What are possible solutions?



- What temporary supports could be provided?
- How can the environment support the child?
- Are expectations relevant and DAP?
- Has the child been had prior experience?
- Are we rushing development and learning?

## What are our priorities?



- Do priorities align w/common outcomes?
- Do priorities align w/the uniqueness of the child?
- Do priorities align w/family & cultural values?
- Do priorities warrant specialized instruction?

### NOTES:

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**Single  
Simple  
Concrete  
Global  
Famliar  
Preferred  
Self**

**Multiple  
Complex  
Abstract  
Specific  
Unfamliar  
Unpreferred  
Others**



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