

**Education: Autism Spectrum Disorders:
Defining Assessment:
Educational Placement Evaluations**

Topic Brief:

Life Journey Through Autism: A Parent's Guide to Assessment. (2008). Organization for Autism Research (OAR). Southwest Autism Research and Resource Center (SARRC). DAYNA International, Inc., pages 18-20. Available at: <http://www.researchautism.org/resources/reading/documents/AssessmentGuide.pdf>

Reaction Questions

1. In your view, what is meant by educational placement evaluations? Please give some examples.
2. What do you see as the intended outcome of an educational placement evaluation?
3. Do you feel that stakeholders in your school/district, especially students with disabilities and families, are currently being involved in the process and informed of the results of the educational placement evaluation?
 - a. Give some examples of ways in which parents contributed to educational evaluation placements.
 - b. From your perspective, what processes have either facilitated or impeded the sharing of this information with all stakeholders?
4. Do you believe that educational placement evaluations are being conducted well in your school/district/state? Please give some examples from your experience.
5. In your opinion, what are the distinctions between an evaluation for eligibility and an evaluation for programming purposes?
6. How do you believe the district could be influenced to implement educational placement evaluations based on best practices to benefit students in your school/district/state?

Application Questions

1. Does your state have guidelines that address educational placement evaluations?
 - a. If so, what are they?
 - b. If not, what guidelines might be established?
2. Who (school personnel, parents, community members, agency representatives, etc.) needs to be involved in decision-making relative to educational placement evaluations? How could your school/district/state bring everyone together and facilitate that decision-making?
3. What are the areas of expertise (knowledge and skills) that these persons will need in order to effectively implement educational placement evaluations?
4. What processes/practices can be put into place to assist education personnel and families in understanding, developing, and conducting quality educational placement evaluations?
5. What data is required for an educational placement evaluation and how does collection occur? What practices can be put into place to ensure that data collected will be utilized to improve appropriateness of educational placement?
6. In what ways can the school/district/state determine if they are implementing educational placement evaluations in an effective and efficient manner?

The following stakeholders worked together within the IDEA Partnership and the Autism Community of Practice to create this dialogue starter:

Certified Behavior Analyst/Technical Support/Higher Education
Florida

General Education Administrator
Illinois

State Technical Assistance Provider
Illinois

National Technical Assistance Provider
Maryland

State Technical Assistance Provider
Ohio

Administrator/ Educational Diagnostician
Texas

Educational Diagnostician
Texas

Service Provider/ Occupational Therapist
Texas

State Personnel Development Provider
Utah



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