

How to Obtain a Psycho-Educational Evaluation

TO LEARN MORE ABOUT YOUR CHILD

HELPFUL TERMS TO KNOW BEFORE.

What is a psycho-educational evaluation and what does it tell me?

This can also be called a FIE- Full Individual Evaluation. The evaluation assesses a person's cognitive abilities, academic skills, and how their emotional and behavioral factors might be impacting their learning. It helps identify learning disabilities, developmental disorders, or other factors that may be hindering academic performance and overall well-being. It helps to understand the student's strengths and weaknesses.

What if I disagree with the public district's FIE? What is an IEE?

If you disagree with the school's evaluation, you have the right to request an independent educational evaluation (IEE) at school expense ([Parent's Guide to ARD](#) on pg. 17).

What if I want to choose a private evaluator?

You can request for Briarwood and Tuttle Schools' referral list.

My child has had a previous public school FIE and now needs a re-evaluation. How do I request an updated one?

Visit, [Special Education Initial Referral Timeline](#) for details. 15-45-30: The district has 15 days to respond to your written request for an updated FIE, has 45 school days to re-evaluate your child, and 30 school days to complete the report. Please note that the Briarwood and Tuttle Schools cannot accept a REED (Review of Existing Evaluation Data) only. All domains must be re-assessed for a comprehensive re-evaluation.

What areas must be assessed in a psycho-educational evaluation/FIE?

Medical, Sociological, Academic/School History, Past Diagnoses

Cognitive Functioning:

Full scale intelligence quotient (FSIQ), short-term memory, long-term memory, working memory, and auditory and visual memory. Common measures include: Woodcock-Johnson Tests of Cognitive Abilities (WJ-IV COG) and Wechsler Intelligence Scale for Children (WISC)

Academic Achievement:

All areas of reading that include phonological awareness, phonological memory, and rapid automatized naming (RAN). Common measures include: Comprehensive Test of Phonological Processing-2 (CTOPP-2), WJ-IV, Wechsler Individual Achievement Test (WIAT-4), Gray Oral Reading Test (GORT-5). All areas of spelling and writing. Common measures include: WIAT-4 and WJ-IV ACH (spelling). All areas of mathematics that include calculation, problem solving/applied math, and math fluency. Common measures include: WAIT-4 and WJ-IV ACH

Language and Communication:

Receptive, expressive, pragmatic scores with overall language ability score

Social, Emotional, and Behavioral Functioning and Attention and Executive Functioning:

Confirm with your chosen evaluator if he/she can assess for ADHD and other behavior disorders

Visual-Motor and Perceptual Skills:

Adaptive Functioning for those with developmental concerns or a past history of developmental delays and/or ASD

How to Obtain a Psycho-Educational Evaluation

TO LEARN MORE ABOUT YOUR CHILD

TERMS TO KNOW & UNDERSTAND

Specific Learning Disability (SLD): An SLD is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance or disability, or of environmental, cultural, or economic disadvantage. 34 CFR 300.8(c)(10) and 19 TAC 89.1040(c)(9)(A)

Dyslexia: The Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way: "Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. 'Related disorders' include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability."



Dysgraphia: Dysgraphia is a written language disorder in the serial production of strokes to form a handwritten letter. This involves motor skills and language skills—finding, retrieving, and producing letters, which is a subwordlevel language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

Dyscalculia: According to IDEA, dyscalculia is a specific learning disability that affects mathematical abilities with core deficits in number sense, calculation, and/or math reasoning.

IDEA: The Individual with Disabilities Education Act (IDEA) is the federal law that mandates schools meet the needs of children with disabilities and provides them a Free Appropriate Public Education (FAPE) in the least restrictive environment. (National Center for Learning Disabilities)

TEA: The Texas Education Agency is the state agency that oversees primary and secondary public education. It is headed by the commissioner of education. The Texas Education Agency improves outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

TEC: Texas Education Code (TEC), a set of state laws governing public education.

Child Find: According to TEA's SPED Tex, Child Find refers to the federal requirement under the Individuals with Disabilities Education Act (IDEA) that all children in need of special education services are identified, located and evaluated. Schools are responsible for conducting Child Find and identifying all IDEA-eligible students that reside in their jurisdiction. Child Find is not a passive activity, but rather an active process.

How to Obtain a Psycho-Educational Evaluation

TO LEARN MORE ABOUT YOUR CHILD

TERMS TO KNOW & UNDERSTAND

FIE and FIIE: Full Individual Evaluation (FIE). Full and Individual Initial Evaluation (FIIE). According to TEA, the FIE/FIIE serves two main purposes: to determine if a student is a child with a disability according to the specific criteria outlined by federal and state law and to identify the child's educational needs to help develop an appropriate IEP and placement.

LEA: Local Education Agency (LEA)

IEP: According to TEA, an IEP- Individualized Education Program is the written document that is completed by an Admission, Review, and Dismissal (ARD) committee for every public-school child ages 3-21 receiving special education services in Texas. The IEP is the centerpiece of the federal legislation we call the Individuals with Disabilities Education Act (IDEA). The IDEA ENSURES "that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living."

ARD: According to Texas SPED Support with TEA, an ARD in Texas, the admission, review, and dismissal (ARD) committee is responsible for making decisions about a child's special education program. The ARD committee is also known as the individualized education program (IEP) team in other states.

PWN: Prior Written Notice. The purpose of the prior written notice is to ensure that parents/guardians or the adult student are provided all relevant information so that they are fully informed about the actions related to special education identification, evaluation, services, and placements the local education agency (LEA) has proposed or refused to provide.

MTSS: According to TEA, MTSS is an integrated framework for the systemic alignment of evidence-based prevention and intervention practices to support all the needs of all students. Taking a whole child approach, MTSS seeks to support the academic, behavior, mental health and wellness of all learners. When MTSS is implemented effectively, it can provide students with the supports needed to progress towards academic and non-academic goals. An integrated MTSS approach encompasses various other systems, such as response to intervention (RTI), positive behavioral interventions and supports (PBIS), school mental health (SMH), and other supports for early intervention and prevention.

OSERS: Office of Special Education and Rehabilitative Services

MDT: Multidisciplinary Team (MDT). Once consent to evaluate the student is received from the parent, an MDT is formed, and this team assumes the responsibility of following all evaluation procedures. The MDT members may vary due to suspected areas of disability and the need for specific evaluator skill sets.

