

# Completing the RDR: A practical and best practice approach



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# Learning Targets

Participants will be able to:

- State the purpose and steps of the reevaluation process
- State the purpose and importance of the RDR within the reevaluation process
- Select areas of the RDR to complete to ensure a thorough review of data is done
- Align information in the RDR to the student's eligibility category(ies)
- Identify high quality statements in the RDR

(.68 Effect size, HLP 11)



# **What is Reevaluation?**

Reevaluation is a process conducted to determine:

1. Does the student continue to require special education and related services?
2. Are any additions or modifications to the specially designed instruction and/or related services needed to support the student in meeting the annual goals in the IEP and to participate in the general education environment?



# **Why do we Reevaluate?**

**Special education should not (necessarily) be a lifelong sentence.**



**IT'S OK**



**IT'S A PROCESS**

# The Reevaluation Process

- There are 2 steps within the reevaluation process:
  - 1) Reevaluation Data Review (RDR) - a review of existing data
  - 2) Reevaluation Eligibility (Reeval) - a formal evaluation by the school psychologist and/or other staff as appropriate
- Some students may only need to go through step 1, whereas others may need to go through both steps.
  - All students must go through Step 1 before going through Step 2.
  - Cannot waive step 1 and go to directly to step 2.





**Reevaluation** is a process conducted to determine:

1. Does the student continue to require special education and related services?
2. Are any additions or modifications to the specially designed instruction and/or related services needed to support the student in meeting the annual goals in the IEP and to participate in the general education environment?

The **RDR** is the first step taken to answer those questions.

# Importance of the RDR

- The RDR takes the place of the previous eligibility document and **serves as the current eligibility document for the student.**
- It also serves as **the most recent evaluation.**
- Each section completed should contain a **strong, detailed paragraph** summarizing the student's data and current level of functioning.
- It should be completed with **sufficient information and data to support continued eligibility** in all categories for with the student is currently eligible as well as any additional areas of concern.



"Which brings us to my next point."

# Data/Information in the RDR

- Data in the RDR should:
  - Address criteria for all categories for which the student is currently eligible
  - Support continued eligibility for all identified disability areas
  - Address any additional areas of concern
  - Be sufficient to help write an appropriate and individualized IEP

**If it does not meet even one of these criteria, the need for further evaluation should be considered.**

# A Variety of Data Sources

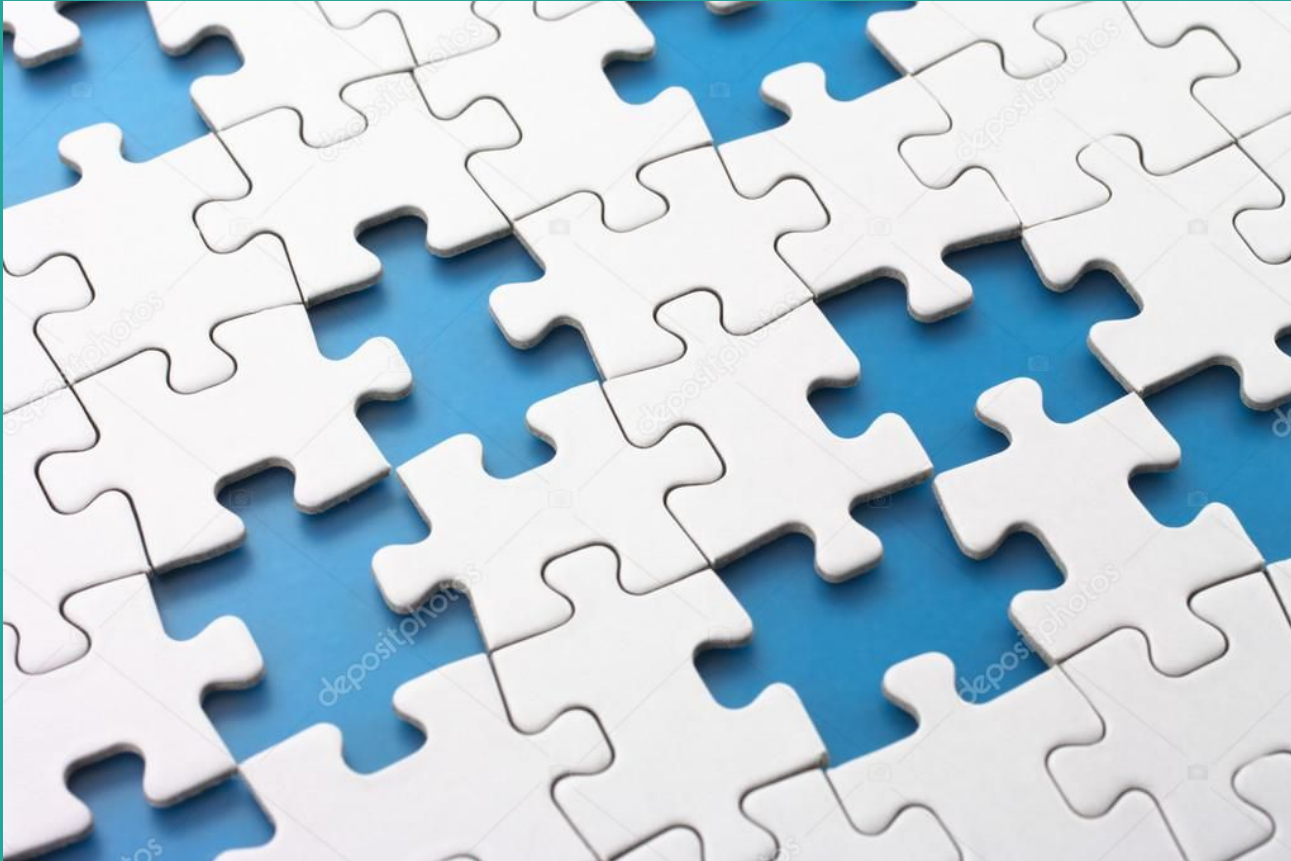
- Possible data sources are (list is not exhaustive):
  - The most recent Initial/Reevaluation Eligibility
  - The most recent psychological report
  - Evaluations and information provided by the parent
  - Current classroom-based, local and state assessments
  - Observations by the teacher and related service providers
  - Present levels of academic achievement and developmental needs
  - Progress toward meeting current IEP goals
  - Behavioral data, e.g. data from BIP, discipline data, etc.

# **I present you:**



**A best  
practice  
approach to  
completing  
the RDR.**

# **What Areas Should I Address?**



# **Areas to address: A Best Practice Approach**

Provide information in the following areas on every student every time:

- Achievement information
- Medical records
- Observation
- Parent information
- Psychological evaluation
- Social history
- Work samples

# **Areas to address: A Best Practice Approach**

Provide information in the following areas as they apply to the student:

- Adaptive behavior
- Assistive technology
- Behavior intervention plan
- Communication
- OT/PT data
- Social/emotional/behavioral information
- Transition information
- Vision/Hearing screening
- Other

**Does it align with eligibility criteria?**



If the disability category is...	Add data in....
Autism	Communication Social/Emotional/Behavioral Info
Deaf/ Blind	Vision/Hearing Screening <b>or</b> Other (Sensory data)
Deaf/ Hard of Hearing	Vision/Hearing Screening <b>or</b> Other (Sensory data)
Emotional Behavior Disorder	Social/Emotional/Behavioral Info Behavioral Intervention Plan (if approp)
Intellectual Disability	Achievement Information Adaptive Behavior Psychological Evaluation Observation

If the disability category is...	Add data in....
Orthopedic Impairment	Medical Records Motor
Other Health Impairment	Medical Records Achievement Information
Significant Developmental Delay	Areas identified as delayed in the current eligibility: <ul style="list-style-type: none"> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Motor</li> <li>● Psychological Evaluation or Other (Cognitive data)</li> <li>● Social/Emotional/Behavioral Information</li> </ul>

If the disability category is...	Add data in....
Specific Learning Disability	Achievement Information Work samples (analyzed) Observation Psychological Evaluation, previously completed
Speech or Language Impairment	Communication
Traumatic Brain Injury	Medical
Visual Impairment	Vision/Hearing Screening <b>or</b> Other (Sensory data)



**PRACTICE**

is your **TICKET**  
to **SUCCESS!**

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# What is required ?

(in addition to the “required for all” sections)

**Autism**

**Communication  
Social/Emotional/Behavioral  
Info**

**Intellectual Disability**

**\*Achievement Information  
Adaptive Behavior  
Observation  
\*Psychological Eval**

**Specific Learning  
Disability**

**\*Achievement Info  
\*Work Samples  
\*Observation  
\*Psychological Eval**

# What Goes in Each Section?



# Which statement(s) could *potentially* stand alone in the AT section of the RDR?

1. When using a text reader program, Malcolm is able to adequately comprehend grade level text and does not require any additional support from school staff.



2. George uses assistive technology successfully.



3. Bob is able to complete his work with accommodations provided through his current IEP and does not require any assistive technology at this time.



## Which statement(s) could *potentially* stand alone in the Adaptive Behavior section of the RDR?

1. Sue shows significant deficits in her adaptive abilities and is well below her grade-level peers.



2. Not applicable



3. Results of the Vineland (administered in May 2020) showed a significant deficit in social skills in both the home and school setting. Kendra continues to demonstrate deficits in this area, as evidenced by classroom observations and parent report.



# Which statement(s) could *potentially* stand alone in the Psychological Evaluation section of the RDR?

1. Juan obtained a Full Scale IQ score of 52 on the WISC-V in October 2015 and a score of 50 in Sept 2018. These scores indicate a significant deficit in general cognitive ability (average range is 85-115). Juan currently follows a modified curriculum and continues to struggle with basic reasoning tasks even when provided with supports. His current level of performance supports his previous diagnosis of intellectual impairment.



2. Ryan is currently eligible in the category of Intellectual Impairment. He was evaluated in 2021 and had an IQ of 65.



3. Based on the WISC-V, Reginald's IQ is average.



## Which statement(s) could *potentially* stand alone in the Parent Information section of the RDR?

1. Parent is happy with Tracy's progress.



2. The teacher was unable to contact Ms. Johnson to obtain input.



3. Ms. Berry is happy with Halle's academic progress and is pleased to hear that she has mastered most of her IEP goals. She worries that Halle is still learning at a slower pace than her classmates and is concerned that she continues to show a weakness in reading comprehension.



## Which statement(s) could *potentially* stand alone in the Achievement Info section of the RDR?

1. Stan is eligible for special education through the SLD category and struggles in math.



2. Morgan has a learning disability in reading.



3. Cliff was evaluated with the Woodcock-Johnson IV Tests of Achievement in March 2022. Results showed a deficit in his academic performance and he continues to struggle in all of his classes. Grades on his most recent report card were math-68, ELA-65, science-70, and social studies-72. He scored in the beginning level in Math and ELA on the most recent Milestones.



# Let's Put it All Together!



## Reevaluation Data Review Activity

Examine the sample RDRs and answer the following questions for each:

1. Can you determine the student's current eligibility category(ies)?
2. Does it provide a clear picture of the student's current levels of performance?
3. Does it support continued eligibility?

# Example 1

1. Can you determine the student's current eligibility category(ies)?
2. Does it provide a clear picture of the student's current levels of performance?
3. Does it support continued eligibility?

# Example 1

Eligibility: Other Health Impaired, Speech or Language Impairment

Decision: Continued to meet based on data in the RDR

## Example 2

1. Can you determine the student's current eligibility category(ies)?
2. Does it provide a clear picture of the student's current levels of performance?
3. Does it support continued eligibility?

## Example 2

Eligibility: Significant Developmental Delay

Decision: Referred for reevaluation due to age

## Example 3

1. Can you determine the student's current eligibility category(ies)?
2. Does it provide a clear picture of the student's current levels of performance?
3. Does it support continued eligibility?

# Example 3

**Eligibility**: Moderate Intellectual Impairment

**Decision**: Referred for reevaluation “to aid in the development of the IEP and for post-graduation endeavors”.

# Guiding Questions for Completing the RDR

1. Does it provide a clear picture of the student's current levels of performance?
  - Sufficient detail?(comparable that of the PLAAFP)
  - Multiple data sources?
  - Passes the stranger test?
2. Does it address all current eligibility categories for the student?
  - Aligns with eligibility criteria for all areas?
3. Does it support continued eligibility?
  - Provides evidence of continued deficits that align with eligibility criteria?

# Did we hit the target?



# **Learning Targets**

Participants will be able to:

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# Helpful Resources

- **GaDOE Special Education Rules**

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>

- **GaDOE Eligibility Categories**

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Eligibility-Categories.aspx>

- **Evaluation and Reevaluation Implementation Manual**

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Implementation%20Manual%202018-19/Evaluation%20and%20Reevaluation%20Implementation%20Manual.pdf>

# Helpful Resources

- **Georgia Online IEP (GO-IEP) Videos and Resource Library**
  - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia-Online-IEP-\(GO-IEP\)-Videos.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia-Online-IEP-(GO-IEP)-Videos.aspx)
- **Evaluations and Reevaluations (May 2023 Director's Webinar)**
  - [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Directors%20Webinars/2022-23/May%2023/Evaluations%20and%20Reevaluations\\_Directors'%20Webinar\\_5\\_2023.pdf#search=reevaluation%20data%20review](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Directors%20Webinars/2022-23/May%2023/Evaluations%20and%20Reevaluations_Directors'%20Webinar_5_2023.pdf#search=reevaluation%20data%20review)
- **Your friendly district school psychologist.**

# Presentation Materials

- Completing the RDR: A best practice approach
- I can provide a copy of the examples used during my presentation upon request, but encourage you to use examples from your district when conducting the activity with your own staff.

## Contact me



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