

COMPONENTS OF A COMPREHENSIVE EVALUATION

<u>TYPE OF EVALUATION</u>	<u>TO OBTAIN INFORMATION ABOUT</u>	<u>OFTEN CONDUCTED BY</u>
Physical Examination	Sight, hearing, physical development, medical needs, physical and health factors which affect school progress.	School Physician
Individual Psychological Evaluations	Reasoning ability, understanding, judgment, learning strengths and weaknesses, social interactions and relationships.	School Psychologist
Appropriate Educational Evaluations	Educational achievement, learning strengths and weaknesses; vocational and academic needs.	Teachers, Reading Specialist, Guidance Counselor; Vocational Counselors, School Psychologists
Speech/Language Tests	To assess articulation and language skills.	Speech Therapist
Classroom Observation	Performance in the current educational setting, relationship to teachers and other students, learning styles and	School Administrator; Reading Specialist; Guidance Counselor, CSE Member, School Psychologists
Social History	Collect relative background information.	School Social Worker, School Nurse, Counselor, School Psychologist
Assessments in all areas relating, to the suspected disability	A specific disability related to health, vision, hearing, social-emotional development, general intelligence, communication skills, motor abilities and academic performance.	School Nurse, Speech Therapist, Audiologist, Physical Therapist, Occupational Therapist, Teacher or Specialist with knowledge in area of suspected disability.
Functional Behavior Assessment	Any behaviors that may impeded learning the causes and conditions that contribute to the behavior and the probable consequences that maintain it.	School Psychologist