

REVIEW OF RECORDS

A review of records is a process in which the evaluator reads through the student file. The student file contains documentation including past assessment reports, medical records, educational information (e.g. test records), transition information, and the past and current Individualized Education Plans (IEPs). Through a review of records, critical information is gathered about the student’s overall educational history, such as when the student was referred to special education services and if the student was qualified for services under the eligibility category of visual impairment and blindness, or other categories. Additional educational background information such as placement within special education settings (e.g. fully included, mainstreamed, resource room placement, or specialized school for the blind) can be found through a review of records. Figure ___ provides a checklist of documents that should be gathered in a thorough review of records. Information gathered from each document should be summarized on the cover page of the CHAMPION Assessment Protocols and this information will be reported in the Background section of a comprehensive report.

Student File Component:
<input type="checkbox"/> Current eye report from a clinical low vision specialist, optometrist, or ophthalmologist
<input type="checkbox"/> Current educational assessment reports, including the most recent <ul style="list-style-type: none"> ○ functional vision assessment (FVA), ○ learning media assessment (LMA), ○ expanded core curriculum (ECC), ○ access or assistive technology (AT) reports ○ other reports (e.g. speech and language pathology, occupational therapy, physical therapy, orientation and mobility)
<input type="checkbox"/> Past and current Individualized Education Programs (IEPs)
<input type="checkbox"/> Transition plans
<input type="checkbox"/> Standardized testing scores
<input type="checkbox"/> Report cards, progress reports, or progress monitoring data

Commented [CK1]: From Karen Blakenship - Holly's reference

- Comprehensive review of records addresses: Eye health reports.
- Clinical low vision evaluation (if available).
- ECC information.
- Academic records.
- District-wide assessment results.
- Records from other service providers.
- Other medical information.

INFORMATION TO BE GATHERED

Figure ___ defines the terms and explains what type of data should be collected.

Term	Definition	Example/non-example

CHAMPION COVER PAGE

Name of the student _____ Date of the assessment _____

Student's age _____ Student's current grade level _____

Student's DOB _____ Name of the school _____

MEDICAL BACKGROUND

Component	Data gathered	Data Source/s
Vision related medical background:		
Date of the report & Dr.'s name		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Eye condition		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Prognosis (e.g. stable, fluctuating, progressive)		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Acuity		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Field		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Oculomotor function		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Other medical information (e.g. hospitalizations, surgeries)		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report
Cumulative review of records (e.g.		<input type="checkbox"/> Eye report <input type="checkbox"/> Previous educational report

change over time)		
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EDUCATIONAL BACKGROUND

Component	Data gathered	<input type="checkbox"/> Data Source/s
Educational Background		
History of special education services	<p>Did the student previously qualify for special education services? If so, under what eligibility?</p> <p>What services does the student currently receive?</p>	<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP
History of educational placements	<p>Was the student previously placed in a setting where he/she received special education services? If so, in what setting (e.g. home, hospital, school – fully included, mainstreamed, resource room, special day class)?</p> <p>What is the student’s current education placement?</p>	<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP
Most recent FVA/LMA/AT/ECC data	<p>Summarize the findings from the report, including confirming medical information from the most recent eye report with educational assessment data and adding any additional data:</p>	<input type="checkbox"/> Previous educational report <input type="checkbox"/> By whom was it written? <hr/> <input type="checkbox"/> What is the date of the report? <hr/>
Other educational background	<p>Summarize the findings from the additional reports (e.g. speech and language pathology, occupational therapy, physical therapy, orientation and mobility):</p>	<input type="checkbox"/> Previous educational report <input type="checkbox"/> By whom was it written? <hr/>

		<input type="checkbox"/> What is the date of the report?
Use of technology	What technology does the student currently use (e.g. Chromebook, Mac laptop, PC laptop, tablet, refreshable braille, braille notetaker, Closed Circuit Television (CCTV), cellphone?	<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview
Past IEPs	Is there a current IEP on file? If so, summarize data here:	<input type="checkbox"/> IEP <input type="checkbox"/> What is the date of the IEP?
Standardized test scores	Are current standardized test scores on file? If so summarize data here: Language Arts/Literacy scores: Math scores: Science scores: Social studies scores:	<input type="checkbox"/> Score report <input type="checkbox"/> What is the date of the exam? _____
Report cards, progress reports, or other progress monitoring data	Are current report cards, progress reports, or other progress monitoring data on file? If so summarize data here: Language Arts/Literacy scores:	<input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data:

	<p>Math scores:</p> <p>Science scores:</p> <p>Social studies scores:</p>	<input type="checkbox"/> What is the date of the source? <hr/>
Other relevant information	Add any additional information here:	<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data:
Cumulative review of records (e.g. change over time)		<input type="checkbox"/>

CULTURAL AND LANGUAGE BACKGROUND INFORMATION

Component	Data gathered	Data Source/s
Primary language at home		<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report

		<input type="checkbox"/> Other data: <input type="checkbox"/>
Level of English language proficiency		<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data: <input type="checkbox"/>
Cultural assets		<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data: <input type="checkbox"/>
Student interests		<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data: <input type="checkbox"/>
Additional cultural factors		<input type="checkbox"/> Previous educational report <input type="checkbox"/> Interview <input type="checkbox"/> IEP <input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Other data: <input type="checkbox"/>

PURPOSE OF INTERVIEWS

Interviews are an essential component of a robust comprehensive assessment. They promote perspective sharing among educational team members. Interviews with the family members, student, and other education specialists can provide valuable insight into goals, interests, assets, strengths, cultural artifacts, family/personal values, and areas of development.

INTERVIEW TIPS

Interviews may be conducted using several strategies. First, the format for the interview, such as face-to-face, telephone, or webinars must be considered. Advantages of face-to-face and webinar interviews are that individuals may show facial expressions and non-verbal communication. Telephone interviews are convenient, and may also be used at the convenience of the interviewee. The interviewer should reach out to the individual being interviewed to determine the most appropriate and convenient format. Figure ___ provides additional tips for conducting positive and effective interviews.

When conducting interviews, the interviewer must be aware of the importance of cultural relevance and cultural sensitivity.

Tips for conducting positive and effective interviews:
<ol style="list-style-type: none">1. Schedule a time that is convenient for the interviewee.2. Provide the questions ahead of time.3. Ask follow-up questions if needed.4. Explore topics that are of interest to the interviewee.5. Ask permission for the interview to be recorded and audio record the interview.6. Allow the interviewee plenty of time to respond.7. Be aware of the time spent talking versus listening and allow plenty of time for the interviewee to respond.8. Plan to conduct the interview in the individual's primary language.9. Schedule a translator ahead of time, if one is needed.10. Rephrase questions and redirect the conversation, if needed.

INTERVIEW FORMS

The following set of interview forms are included:

1. Parent of Family Member Interview Form (should we include O&M questions? So that parents only get one form?)
2. General Education Teacher Interview Form
3. Student Interview Form
4. Other Specialist Collaboration Checklist or Form? (should we have a form to document collaboration and some of the things other specialists contribute to the report – such as OT and finger strength/isolation, O&M and advocacy)

PARENT OR FAMILY MEMBER INTERVIEW QUESTIONS

Interview Questions

1. Tell me about your child.
2. What are some of your child’s favorite activities?
3. Provide an example of when your child participated in making decisions in their life? Is there anything you’d like your child to participate in decision making?
4. What are your child’s favorite things about school?
5. Is there anything that you child dislikes about school?
6. How does your child access school work? (e.g. read print, magnifier, or braille)?
7. How does your child currently do their homework?
8. Does your child communicate that they are not able to participate in an activity? If so, how? If not, then what does your child do when they are not able to participate in an activity?
9. What are some specific tasks or skills you would like your child to work on?
10. At home, are there any daily activities that you would like your child to do?
11. Tell me about your child’s morning routine, before they go to school.
12. Tell me about your child’s afternoon routine, after they return from school.
13. Does your child have any career goals? If so, what are they?
14. If there is one thing you would like your child to learn to do in this year, what would it be?
15. Is there anything else you would like me to know about your child?

Parent ECC Checklist

Please choose five (5) items from the list below which you would like us to focus on this school year. Then, rank them in order of importance to you (1 is most important and 5 is least important). This will allow us to personalize a program based on your child’s needs.

	Select 5 and rank them in order of most important to least important
Personal hygiene & grooming	
Dressing and clothing care	
Time management & organization	
Cleaning and general household tasks	
Money management	
Career goals	
Basic work skills and habits (e.g. being prompt, prioritizing, completing tasks on time)	
Health (e.g. nutrition), fitness, and individual sports	
Hobbies and free time activities	
Access to Internet	
Keyboarding/typing skills	
Using technology for personal productivity (e.g. calendars, notes, social media)	
Using technology for academic work (e.g. homework and classwork)	

Making friends and maintaining friendships	
Conversation skills	
Recreational activities	
Being comfortable with, sharing about, and dealing with one's own visual impairment and blindness	
Advocating for academic and personal needs	

GENERAL EDUCATION TEACHER INTERVIEW QUESTIONS

Interview Questions

1. Tell me about the student's academic skills in each of the following areas:
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Science.
2. What are some of the student's favorite activities?
3. Describe the student's independence in participating in class activities.
4. How does the student access their school work? (e.g. read print, magnifier, or braille)?
5. Does the student independently complete classwork and turn in assignments on time?
6. How does the student communicate that they are not able to participate in an activity?
7. What are some specific tasks or skills you think the student would benefit from learning to increase their independence?
8. Tell me about the student's independence in daily non-academic activities (e.g. traveling around the school, asking for help, putting on a jacket to go outside, organizing materials, putting things away).
9. Does the student independently use any technology in class? And if so, how does the student perform using the technology?
10. Is there anything else you would like me to know about the student?

OTHER SPECIALIST INTERVIEW QUESTIONS

Interview Questions

1. Tell me about the student's skills in the areas with which you work?
2. What are some of the student's favorite activities?
3. Describe the student's independence in participating in activities with you.
4. How does the student communicate that they are not able to participate in an activity?

5. What are some specific tasks or skills you think the student would benefit from learning to increase their independence?
6. Tell me about the student's independence in daily non-academic activities (e.g. traveling around the school, asking for help, putting on a jacket to go outside, organizing materials, putting things away).
7. Does the student independently use any technology with you? And if so, how does the student perform using the technology?
8. Is there anything else you would like me to know about the student?

ECC CHECKLISTS

A set of checklists may be used to inform educators about the students' skills in ECC areas. Of particular importance for this assessment are the self-determination and self-advocacy checklists (see Canvas).

