

# I SUSPECT A DISABILITY, NOW WHAT?

(for educators)

SPEDMODIFIED.com



## Take notes

Document **specific** examples based on your concerns.

Once you have examples, contact the student's family to discuss them.

**\*DO NOT MENTION SPED\***



## TIER 2

Request a meeting with someone on the **SPED or MTSS** teams to discuss the concerns and specific examples you have collected. Be prepared to explain how you have approached the concerns.

Leave with at least one strategy to implement for each of your concerns



## Follow up on the Intervention

After about **3 weeks** follow up with the **SPED or MTSS** teams regarding the student's progress.

Be sure to have your **dated & graded** examples if there is an academic concern. Have your tracker if there's a behavioral concern.

**\*Update the family on progress**

## No Progress?



## Contact Family

Request a meeting with the family and an administrator to discuss all of the examples that display the concern as well as **proposing a comprehensive special education evaluation.**

**\*Must obtain consent before moving forward with an evaluation.**

## Obtained Consent?



## Eligibility Determination

A team of interdisciplinary professionals will assess all areas of concern **within 60 days** of the request and schedule a meeting to determine eligibility.



## IEP Development

**If eligible** based on the results of the comprehensive assessment, an Individualized Education Program will be developed to support your student's needs.

