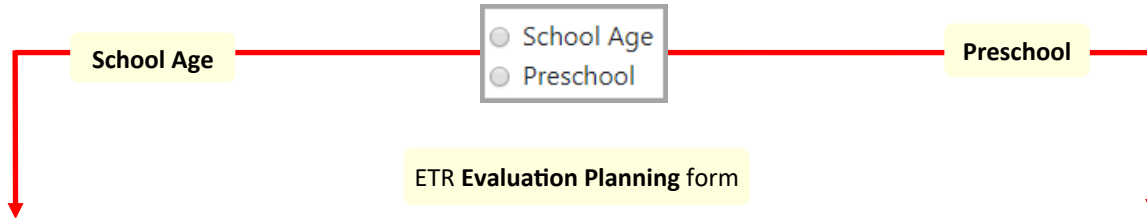




ETR Cover Page: Planning Form



Suspected Disability(ies):

Assessment Areas Related To Suspected Disability(ies)	Data for Review	Person Responsible for Assessment and Report
Information Provided By Parent		
General Intelligence		
Academic Skills		
Classroom-based Evaluations and Progress in the General Curriculum		
Data from Interventions		
Communicative Status		
Vision		
Hearing		
Social Emotional Status		
Physical Exam/General Health		
Gross Motor		
Fine Motor		
Vocational/Transition		
Background History		
Observations		
Behavior Assessment		
Adaptive Behavior		
Braille Needs		
Audiological Needs		
Assistive Technology Needs		
Other: Hello Jake	Sufficient Data Available	avdrfasdfasdfasdf

The Team has taken into consideration limited English proficiency to plan this assessment

The Team has taken into consideration possible sources of racial or cultural bias in planning this assessment

Suspected Disability(ies):

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Developmental Delay - If selecting only this category, the team has considered the disability categories above and determined that they are not applicable to the child. See 3301-51-11(C)(6)(b & d)

Note: Each developmental area must be assessed using one of the methods/data sources listed and all methods/data sources must be used at least once.

See Operating Standards 3301-51-11 (C)(3)

Developmental Areas (Required for all)	Existing Data Available	Additional Data Needed	Assessment Methods/Data Sources (Indicate the position responsible for assessment and/or data collection, and report.)				Data from Part C and/or Community or Preschool Program Provider**
			Structured Interview	Structured Observations *	Norm-Referenced Assessments	Criterion-Referenced Assessments	
Adaptive Behavior	<input type="checkbox"/>	<input type="checkbox"/>					
Cognition (including pre-academic)	<input type="checkbox"/>	<input type="checkbox"/>					
Communication	<input type="checkbox"/>	<input type="checkbox"/>					
Hearing	<input type="checkbox"/>	<input type="checkbox"/>					
Vision	<input type="checkbox"/>	<input type="checkbox"/>					
Sensory/Motor Functioning	<input type="checkbox"/>	<input type="checkbox"/>					
Social/Emotional Functioning	<input type="checkbox"/>	<input type="checkbox"/>					
Behavioral Functioning	<input type="checkbox"/>	<input type="checkbox"/>					
Specialized Assessments: Required in some situations, see 3301-51-06 (E)(3)(i) and 3301-51-06 (H).							
Physical Examination	<input type="checkbox"/>	<input type="checkbox"/>					
Vision Examination	<input type="checkbox"/>	<input type="checkbox"/>					
Audiological Examination	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>					

*Structured observations are required in more than one setting and during multiple activities. 3301-51-11 (C)(1)(b)

**Data from Part C only applies if the child is transitioning from Part C Early Intervention. Data from community or preschool program providers is required if the child attends such program in the past 12 months. 3301-51-06 (F)(1)

The team has taken into consideration limited English proficiency in planning the assessments.

The team has taken into consideration possible sources of racial/cultural bias in planning the assessments.