

FOR MORE INFORMATION

For more information on Prospect Center's CPSE Evaluations, please feel free to call us at 798-0170.



Where people get better at life™

Committee on Preschool Special
Education Evaluation
(CPSE Evaluations)



*A guide to your
child's evaluation*



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What is a Committee on Preschool Special Education Evaluation?

A Committee on Preschool Special Education (CPSE) Evaluation is an evaluation of your child's overall intellectual functioning, speech and language development, social-emotional, adaptive, and motoric development. A complete social history that takes into account your child's medical background is also completed. You, as a parent or primary care taker, are the person who has initiated this evaluation. You have contacted the CPSE chairperson from your local school district to initiate the referral for the evaluation. This chairperson has usually sent you papers and releases to complete to begin this process.

Who is involved in a CPSE Evaluation?

Upon arrival at the Prospect Center Main Center building, you will be greeted by an administrative secretary who will confirm your appointment. Next, a member of the evaluation team will accompany you and your child into the evaluation room. You will remain with your child throughout the assessment.

In the evaluation room, you will be greeted by a New York State Certified school psychologist and, if requested, a licensed speech and language pathologist. If your child's motor skills are to be assessed, a licensed physical and/or occupational therapist will also be present. At this time, you should take time to encourage your child to become accustomed to the room. Children perform best when they are comfortable and feel safe. When your child is able to separate from you, he or she will be invited to sit in a small chair at a table and test items will be presented. After the assessment is completed, toys will be provided for your child to enjoy. The evaluators will score all tests and ask any clarifying questions regarding your child's development.

Oral Peripheral Examination

This examination will offer the speech therapist a chance to see how well your child's tongue, lips, teeth, and other parts of the mouth work for speech and non-speech actions. Your child will be asked to do a variety of activities, such as stick out his/her tongue and say certain sounds.

The length of your child's sentences, the degree to which your child's words can be understood, and your child's overall ability to communicate his/her wants and needs will also be assessed. There are also various child behavior checklists that may be utilized at the time of the evaluation with your child.

Preschool Language Scale – 5th Edition

This test helps determine how well your child (1) understands what is said to him/her (2) is able to and makes his/her wants and needs known through the use of gestures and sounds as well as words. This test utilizes pictures, objects, and oral questions. Three different test scores will be obtained:

- Auditory Comprehension (child's understanding of language)
- Expressive Communication (child's ability to use language)
- Total Language Score (combination of Auditory Comprehension and Expressive Communication)

Stanford-Binet Intelligence Scale – 5th Edition

This test measures one's general intellectual ability, with specific emphasis on your child's ability to reason, learn, and remember. There are a wide variety of game like tasks your child will be asked to perform using pictures and small toys. Results are presented in standard scores and percentiles.

Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition

This test assesses one's general intellectual ability, with specific emphasis on verbal comprehension and nonverbal problem solving. Results are presented in standard scores and percentiles.

Tests and Assessment Methods

The information provided below offers a description of tests and assessment tools typically used during your child's evaluation. More information regarding any of these instruments is available upon request.

Bayley Scales of Infant and Toddler Development – 3rd Edition

This test is used for children ages birth to 42 months and is play-based. It is a standardized assessment used to assess a child's cognitive development and yields both standard scores and age equivalence.

Child Behavior Checklist for Ages 1-1/2 to 5

This rating scale is completed via observation and parent/guardian interview to assess one's social, emotional, and behavioral skills within the home setting. Results are presented in T-Scores and ranges.

Developmental Assessment of Young Children

This rating scale is completed via observation and parent/guardian interview to assess one's cognitive, communication, social-emotional, adaptive and physical skills. Results are presented in standard scores, age-equivalence and percentiles.

Goldman-Fristoe Test of Articulation – 2nd Edition

This test assesses how your child makes sounds in words. Your child will be asked to name pictures. His/her responses will be written down and compared to those of other children of the same age and sex.

Kahn-Lewis Phonological Analysis

This analysis will examine the processes your child does or does not use when making sounds and compares his/her results with other children of the same age. It will also consider whether the speech errors your child makes are typical of younger children. Responses from the Goldman-Fristoe Test of Articulation – 2 are used for this analysis.

What happens during the evaluation?

The school psychologist and therapist may work with your child together or one at a time. If concerns such as attending difficulties or temperament are raised, the school psychologist may complete a behavior rating scale with you for further information.

The evaluation typically takes an hour or more. Pages 7 and 8 of this brochure list various tests the examiners may use. Your child will be given breaks during the evaluation, as needed.

The school psychologist will ask your permission to observe your son or daughter in this setting. An interview with his or her teacher will also occur. This is to gather additional information regarding your child's strengths and needs.

What do I need to bring to the Evaluation?

- Completed Application for the Evaluation
- Completed Physical
- Proof of Immunization
- Snack/Drink
- Favorite Toys/Books
- Other Diagnostic Medical Reports, (e.g., Audiological, Neurological)

Will I get the results right away?

Following the evaluation, the tests administered will be scored and discussed.

A summary sheet will then be completed and given to you for review. On this form will be a brief description of your child's cognitive, speech/language, social - emotional, adaptive and physical skills. This is an appropriate time to ask any questions you may have about the findings, as well as the range of services available. It is also a good time to ask the question, "What is the next step?"

Eligibility

The New York State Education Department has established eligibility criteria for preschool special education services. To be identified as having a disability, a preschool student shall either:

- 1) Exhibit a significant delay or disorder in one or more functional areas related to cognitive, language, adaptive, social-emotional, or motor development. Delays or disorder must indicate:
 - a) A 12-month delay in one or more areas.
 - b) A 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas.
 - c) A score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas.

- OR -

- 2) A child's medical records indicate a diagnosis of autism, deafness, deaf-blindness, hearing impairment, orthopedic impairment, traumatic brain injury, and visual impairment as described in Section 200.1 of New York State Regulations of the Commissioner.

Formal Written Report

A complete report will be generated and mailed to you, your county Public Health Department, and CPSE school district approximately two weeks after the evaluation. Our phone number is listed at the top of the report and we ask parents to please call if they have additional questions.

CPSE Committee

The Committee will look at a continuum of services from the least restrictive environment to the most restrictive as follows:

- Related Services only
- Special Education Itinerant Services
- Related Services in combination with Special Education Itinerant Services
- A half-day program
- A full-day program

The New York State mandated members of the CPSE include: Committee Chairperson, Parent Member, County Representative, and Evaluator Representative or District Person familiar with Evaluation Procedures. As a parent, you are to be provided a five day notice prior to any CPSE meeting.