

Educationally Relevant Information

Educationally relevant information (from parents, caregivers or school staff) related to the area(s) of concern is useful when used to determine if the problems are due to a disability and the impact on education. Sometimes school teams are inundated with lots of information, the key question to ask:

Is this information related to the student's education? Why?

Information from the areas listed below should be documented and shared with team members early on in the evaluation process as it can assist with the determination of areas that need to be assessed or further explored.

Type of information	Why is the information needed
Developmental, health, and educational history	May be used to determine long lasting or pervasive concerns.
Medical information	Necessary to ensure the student's health and safety while attending school.
Functional skills related to education and in consideration of activities same age peers are engaged in. e.g. writing one's name, transferring to toilet, feeding self, using electronic devices, etc.	Helps in the determination of meaningful goals which are relevant to education and activities a student will encounter on a daily basis.
Physical abilities related to education and in consideration of activities same age peers are engaged in. e.g. walking up the stairs, moving from one place to another, sitting in a chair, running, reaching for books etc.	Helps in the determination of accommodations needed for the student to access education and engage in educational activities similar to same age peers. Brings to everyone's attention the safety needs of the student.
Social and cultural background e.g. different attitudes toward schooling, different approaches to teaching based on one's culture or learning styles, etc.	What unique social and/or cultural characteristics does the school team need be aware of to ensure that the student is not mistakenly identified as having a disability.
Observations related to the area of concern e.g. observations must be objective and focused on student behavior or ability. It should not include descriptions of the student's appearance, subjective statements or the observer's opinion.	To obtain information about a student's observable behaviors in various educational contexts and situations. Especially when there is a difference between what parents, teachers and/or assessors report.
Data from screenings for instructional purposes	Helps assessors understand the focus of the concern. Strengths and needs of student.
Attendance records, discipline reports, report cards, retentions, etc.	Helps with the determination of appropriate instruction, access to education, real time in instructional activities.
Information provided by parent and evaluation reports from other agencies or professionals.	Provides parent perspective regarding the area of concern and information from a different perspective.