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## **IEEs & School Evaluations for Clinical Psychologists**

*A Comprehensive Training for U.S. Clinicians Entering K–12 Educational Evaluation*

### **Course Structure: Modules & Lessons**

#### **MODULE 1 — Welcome to the Educational World**

##### **Foundational Legal, Cultural, and Procedural Orientation for Clinical Psychologists**

##### **Learning Objectives**

By the end of Module 1, participants will be able to:

1. **Define and differentiate** core special education constructs (IDEA, FAPE, IEP, 504, LRE).
2. **Locate, review, and summarize** their jurisdiction's education code and procedural safeguards.
3. **Compare and contrast** 504 Plans vs. IEPs; RTI vs. MTSS.
4. **Explain** eligibility categories under IDEA and their legal/educational purpose.
5. **Analyze** the role of cultural responsiveness within RTI/MTSS and eligibility determinations.
6. **Interpret** the Patterns of Strengths and Weaknesses (PSW) model in relation to SLD identification.
7. **Discuss** the Larry P. decision and its implications for psychologists in California.
8. **Identify** exclusionary factors in SLD assessment.
9. **Evaluate** the qualities of a successful independent evaluator.
10. **Examine** a model IEE report and identify key legally defensible features.
11. **Differentiate** educational vs. medical/clinical models and describe how each shapes assessment practice.

##### **Lessons**

1. **Orientation to the K–12 Educational Landscape**
2. **Legal Foundations: IDEA, FAPE, LRE, IEP, 504, Procedural Safeguards**

3. **Compare: 504 vs. IEP**
  4. **Compare: RTI vs. MTSS**
  5. **Eligibility—Understanding the Categories & Decision Pathways**
  6. **Cultural Responsiveness in MTSS & RTI**
  7. **SLD Identification: Patterns of Strengths and Weaknesses (PSW)**
  8. **Special Topic: Psychologists in California & the Case of Larry P.**
  9. **SLD Exclusionary Factors: What Must Be Ruled Out**
  10. **Qualities of a Successful IEE Evaluator**
  11. **Sample IEE Report: Annotated Walkthrough**
  12. **Educational vs. Medical Models: A Brief but Essential Overview**
  13. **Module 1 Homework: Your State’s Ed Code & Legal Brief**
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## **MODULE 2 — Practical Matters for the Independent Evaluator**

### **How to Enter the Market, Communicate with Schools, and Collect the Right Data**

#### **Learning Objectives**

Participants will be able to:

1. **Explain** how IEEs are contracted and funded by districts.
2. **Develop** a marketing plan for reaching school districts and families.
3. **Formulate** strategic questions to ask teachers that maximize limited consultation time.
4. **Identify and organize** essential data sources for educationally meaningful evaluations.
5. **Apply** Hattie’s meta-analysis to educational recommendations.
6. **Use** the What Works Clearinghouse to strengthen intervention recommendations.

#### **Lessons**

1. **How to Market IEE Services to Districts & Families**
2. **Contracting Basics: Funding, Agreements, Scopes of Work**
3. **Teacher Interviews: Asking the Right Questions in Limited Time**
4. **Data to Collect in Educational Evaluations**
5. **Interventions Until They Become Second Nature: Hattie’s Effect Sizes**
6. **Interventions, Part II: What Works Clearinghouse & Evidence-Based Practices**

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## **MODULE 3 — Academic Skill Deep Dives for IEEs**

### **Understanding Reading, Math, Writing, and Behavioral Contexts**

#### **Learning Objectives**

Participants will be able to:

1. **Describe** the developmental progression of reading and math skills.
2. **Identify** early warning signs and patterns relevant to SLD.
3. **Explain** math anxiety and its implications for assessment.
4. **Select** appropriate academic achievement tests based on referral question and student profile.
5. **Propose** targeted and nontraditional (“out of the box”) academic recommendations.
6. **Analyze** behavioral factors affecting academic performance.

#### **Lessons**

1. **Reading Development & Educationally Relevant Assessment**
2. **Math: Developmental Progression, Anxiety, & Intervention Pathways**
3. **Math Interventions with Strong Evidence**
4. **The 5 Traits of Writing & Writing Remediation Approaches**
5. **When to Use Which Academic Achievement Test—and Why**
6. **Out-of-the-Box Recommendations for Schools**
7. **Behavior and Its Impact on Academic Functioning**

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## **MODULE 4 — Hot Topics in Education Every Clinician Must Understand**

### **Contextual knowledge that deeply shapes IEEs**

#### **Learning Objectives**

Participants will be able to:

1. **Explain** the reading instruction controversy (“the reading scandal”).
2. **Discuss** how the special education staff shortage impacts IEEs.
3. **Identify** parental safeguards and their relevance to independent evaluators.
4. **Differentiate** FERPA and HIPAA in school-based evaluations.
5. **Explain** the principles of LRE and FAPE.

6. **Recommend** appropriate assistive technology in IEE reports.

#### **Lessons**

1. **The Reading Scandal: Why It Matters for IEEs**
  2. **Special Education Staff Shortage: Implications for Evaluators**
  3. **Parent Rights & Procedural Safeguards**
  4. **FERPA vs. HIPAA**
  5. **LRE (Least Restrictive Environment)**
  6. **FAPE (Free Appropriate Public Education)**
  7. **Assistive Technology: What Clinicians Need to Know**
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### **MODULE 5 — Final Details: The Business & Communication Side**

#### **Ensuring the evaluation is ethical, paid, and acted upon**

##### **Learning Objectives**

Participants will be able to:

1. **Prepare** professional contracts and payment structures for IEEs.
2. **Implement** communication strategies that increase school follow-through.
3. **Demonstrate** knowledge of due process protocols and testimony preparation.

#### **Lessons**

1. **Setting Up Contracts & Getting Paid**
  2. **The Magic Trick: Ensuring School Follow-Through**
  3. **Testifying in Due Process Hearings**
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### **MODULE 6 — Behavioral Evaluations in Schools**

#### **FBAs, BIPs, and Legal Requirements**

##### **Learning Objectives**

Participants will be able to:

1. **Conduct** a functional behavior assessment tailored to educational settings.
2. **Develop** behavior intervention plans that are instructionally relevant.
3. **Explain** manifestation determinations and their legal implications.

## Lessons

1. **Functional Behavior Assessment (FBA)**
  2. **Behavior Intervention Plans (BIP)**
  3. **Manifestation Determination Reviews (MDRs)**
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## MODULE 7 — Writing a Legally Defensible IEE Report

### Your Capstone: Produce Reports That Schools Respect and Implement

#### Learning Objectives

Participants will be able to:

1. **Construct** a comprehensive, legally defensible IEE report.
2. **Integrate** high-quality data with educational relevance.
3. **Produce** recommendations aligned with FAPE, LRE, and MTSS.
4. **Evaluate** strengths and weaknesses in sample reports.

#### Lessons

1. **Your Guide to Legally Defensible Reports**
2. **Sample Report: A Challenging Case**