So I reviewed everything as best I could and tried to make sure things were straightforward. The major sections are in red. I went back and made a few changes to all of the areas. I tried to put boxes wherever checkmarks should go. It's possible that I missed a few, but I don't think so. The editable text boxes are indicated by a rectangular cell. A few segments are large and should populate whole. I tried to highlight those in yellow. Also the absence of boxes should provide guidance. I went ahead and included web addresses. These should be included in the final product with everything else. If you have any questions please let me know. Thank you for your expertise and your patience.

aaa=age

ggg=grade

sss=school

he/she/they=

gender=male/female/non-binary

DOCUMENT BUILDER QUESTIONS

1) **To Confirm, empty checkboxes/text boxes do not have any residual image in the final product, correct?**
2) **If a checkbox is selected multiple times, will the associated text be added to the document multiple times as well?**

Multidisciplinary Evaluation Team Members

The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include an appropriately certified or licensed practitioner with experience and training in the area of the disability, or a licensed or certified professional for the specific disability category. The following district staff members and the parent(s) are part of the multidisciplinary team that evaluated Firstname:

- € Licensed Specialist in School Psychology (LSSP):
- € Diagnostician:
- € Speech Pathologist (SLP):
- € Orthopedic Specialist:
- € Physical Therapist:
- € Reason for referral
- € Adaptive PE:

This is the text box you already created where information populates and is editable. I'm putting it here to eliminate confusion.

Reason for Referral

- € Initial: The purpose of this evaluation is to determine if the student has a speech, language, or learning deficit and/or physical, mental, emotional condition that requires special education services in order for the student to be successful in an educational setting.
- € Reassessment: The purpose of this re-evaluation is to determine if the student has a speech, language, or learning deficit and/or physical, mental, emotional condition that requires special education services in order for the student to be successful in an educational setting.
- € Special request by the Committee:

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Other Information

- € Firstname is a aaa year old ggg grade student.
- € He/She/They currently attend sss school.
- € Firstname was referred for evaluation by the Response to Intervention (RTI) team to determine the extent to which he/she/they may require special education services and support due to
- € Firstname was referred for evaluation by his/her/their parent/guardian and the Response to Intervention (RTI) team to determine the extent to which he/she/they may require special education services and support due to
- € Firstname was referred for evaluation by his/her/their parent/guardian to determine the extent to which he/she/they may require special education services and support due to
- € academic concerns.
- € academic and behavior concerns.
- € behavior concerns.
- € The student's referral information indicates that current struggles include articulating wants and needs appropriately, reading problems, math problems, and problems with exhibiting appropriate behavior.
- € Focused Re-evaluation: This is a focused re-evaluation. Information from the previous evaluation will be identified as such. Updated information will have the current Full Individual Evaluation (FIE) date. The purpose of this Focused Re-evaluation is to determine if the student has a speech, language, learning, physical, mental, or emotional condition that requires special educations services to be successful in the educational setting, to identify and describe the student's strengths and weaknesses and, if a disability is identified, to provide data that will assist the Admission Review Dismissal (ARD) committee in its deliberations regarding educational programming.

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- € Current Eligibility:
- € Firstname is a new referral to Special Education.
- € The most recent evaluation dated xx/xx/xxxx indicated that the student met Texas Education Agency (TEA) eligibility requirements to receive Special Education service for the following:
- € Specific Learning Disability:
- € Basic Reading
- € Reading Fluency
- € Reading Comprehension
- € Basic Math
- € Math Calculation
- € Math Problem Solving
- € Written Expression
- € Intellectual Disability
- € Emotional Disturbance
- € Other Health Impairment
- € Autism
- € Orthopedic Impairment
- € Oral Expression
- € Speech

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- € Standard Measurement Procedures:
- € Standard measurement procedures were utilized for all tests administered. The results of the evaluation appear to be an accurate reflection of the student's abilities.
- € Standard measurement procedures were not utilized for all tests administered.
- € Testing was performed in a manner consistent with the Centers for Disease Control (CDC) COVID-19 recommendations:
- € A sneeze guard was placed between the examiner and the student.
- € The examiner wore a face covering.
- € The student wore a face covering.
- € Page protectors were utilized to cover testing materials.
- € The student was provided with a disposable instrument to indicate their response.
- € Hand sanitizer was offered.
- € While the nationally normed standardized tests were not normed with the use of PPEs, it is believed that the use of the PPEs did not negatively impact the evaluation results. Further, it is believed the results are an accurate reflection of the student's performance.

Editable Text Box

- € Translator:

- € A (language indicated below-LLL) translator was used during the evaluation process when working with Firstname. Due to Firstname's primary language being LLL with English being the secondary language, standard scores are not reported as his cultural linguistic background is not part of the norming population.
- € A lll Translator was used when interviewing this student's parent/guardian.
- € In spite of this deviation, the results of the evaluation appear to be an accurate reflection of the student's abilities.

Editable Text Box

Review of Existing Evaluation Data

- € This is an initial evaluation.
- € A Full and Individual Evaluation (FIE) dated xx/xx/xxxx indicates that (for evaluations, copy and paste all except Cog/Ach. Copy and paste charts)
- € An evaluation completed by ooo dated xx/xx/xxxx indicates that (testing data)
- € A 504 evaluation dated xx/xx/xxxx indicates that Firstname qualified for (services). Include accommodations and subjects (should be in 504 tab).
- € Review of Previous Evaluations (previous FIEs, outside evals, dyslexia, all screeners, 504 evals, etc.)_
- € For evaluations, copy and paste all except Cog/Ach. Copy and paste charts.
- € Firstname received the following supports through 504 services: .

Editable Text Box

- € DISTRICT TEMPLATE LINK: https://docs.google.com/document/d/1NAF4mtGUD_DtLLpvdGS1z7oHUqdO13Ft/edit

This Full and Individual Evaluation includes the following sections:

- € Speech and Language
- € Physical
- € Sociological
- € Emotional/Behavioral
- € Cognitive/Intellectual
- € Adaptive Behavior
- € Educational/Developmental Performance
- € Assistive Technology
- € Present Levels of Academic Achievement and Functional Performance

Sources of Data

Section	Source of Data	Evaluator

Editable Text Box

€   **SPEECH AND LANGUAGE**

€   A Home Language Survey dated xx/xx/xxxx indicates that the primary language spoken in the home is English. English is the only language of instruction. Therefore, based on the assessment of Firstname's language abilities, the Full Individual Evaluation was conducted in English.

€   A Home Language Survey dated xx/xx/xxxx indicates that that both English and xxx are spoken in the home. xxx is the language Firstname speaks most of the time at home. In the community Firstname mainly speaks xxx. English is the only language of instruction. Firstname spoke xxx for xx percent of the time in ELAR, Spelling, and Math when compared to use of the second language in other academic or elective areas. Therefore, based on the assessment of Firstname's language abilities, the Full Individual Evaluation (FIE) was conducted in xxx.

€   No home language survey was available at the time of testing. In English the student showed average receptive and expressive levels of proficiency according to teacher and/or guardian observation. The student expresses themself best orally. Based on the assessment of this student's language abilities, the remainder of this Full and Individual Evaluation was conducted using English.

Editable Text Box

€   TELPAS: The Texas English Language Proficiency Assessment System (TELPAS) was designed by the Texas Education Agency (TEA) to assess the progress that limited English proficient (LEP) students, also referred to as English learners (ELs), make in learning the English language.

€   English language proficiency assessments evaluate the progress that English Language Learners make in becoming proficient in the use of academic English. A student's performance on TELPAS provides information about their stage of English language acquisition in listening, speaking, reading, and writing and the extent to which they need second language acquisition support to understand and use English to engage in grade-appropriate academic instruction. A composite rating that combines the four language-area ratings into one overall English language proficiency rating has also been provided. The following gives a brief description of the abilities associated with the composite and language-area ratings.

€   TELPAS SCORING CHART (20XX-20XX)

xx Grade	RATING
SPEAKING	
LISTENING	
READINGQ	
WRITING	
COMPOSITE	

€   Advanced High: Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

€   Advanced: Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

€   Intermediate: Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.

€   Beginning: Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

€   For additional information about TELPAS scores : Understanding Your Child's Score (texasassessment.gov)

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€   **PHYSICAL**
€   Developmental History:
€   A child's developmental history is crucial when assessing for a Special Education disability for several reasons including: to gain an understanding of baseline abilities, to help identify patterns and trends, and to identify risk factors that may indicate the presence of a disability.
€   Information about a child's developmental history includes information about their family, home environment, prenatal and birth history, medical conditions, and previous educational experiences. These contextual factors can influence a child's development and learning and may

provide valuable insights into their needs. Information about Firstname's developmental history follows.

- € Firstname's pregnancy, delivery, and early development was not available.
- € His/Her/Their mother was in good/not in good general health during the pregnancy.
- € Medical care began at approximately xx weeks.
- € The mother did not use tobacco, alcohol, prescription or any other drugs while carrying Firstname.
- € The mother used tobacco, alcohol, prescription or some other drugs while carrying
- € Firstname.
- € His/Her/Their mother was not under any emotional pressure during the pregnancy.
- € His/Her/Their mother was under emotional pressure during the pregnancy.

Editable Text Box

- € Firstname's pregnancy and delivery were uncomplicated.
- € He/She/They was delivered at xxx weeks, weighing xx pounds xx ounces.
- € There were no indications of additional hospitalizations during infancy.
- € After delivery, Firstname's mother was able to care for him/her/them and was primarily responsible for care during infancy.
- € No surgeries, head injuries, unusual occurrences, or abnormalities during infancy were reported.
- € Health during the first year of life was described as good.
- € Neither sleeping nor eating problems were reported.
- € Developmental milestones were met within normal limits.
- € Firstname sat alone at xx months, stood at xx months, walked at xx months, and began speaking at xx months. Toilet training was accomplished by xx months.
- € Neither childhood diseases nor a high fever lasting several days was reported.

Editable Text Box

- € No surgeries, head injuries, unusual occurrences, or abnormalities during childhood were reported.
- € Health during childhood was described as good.
- € Neither sleeping nor eating problems were reported.
- € childhood diseases nor a high fever lasting several days was reported.

Editable Text Box

- € Present Health:
- € Firstname's current health is described as good.
- € No surgeries, head injuries, unusual occurrences, or abnormalities were reported.
- € Neither sleeping nor eating problems were reported.

- € Neither diseases nor a high fever lasting several days was reported.
- € Firstname has not taken any medication in the past for learning, attention, or behavior problems.
- € Current medications include xxx since xxx for xxx.
- € The most recent physician visit took place xx/xx/xxxx for:
- € Firstname's doctor xxx can be contacted at xxx-xxx-xxxx.

Editable Text Box

- € Health Screening:
- € On xx/xx/xxxx the school nurse xxx completed Firstname's health screening.
- € Vision was determined to be within normal limits without the use of corrective lenses.
- € Hearing was determined to be within normal limits without the use or need of an aid.
- € The nurse did not indicate that the student is currently taking medication.
- € The nurse reported the following medications in Firstname's health file
- € The following allergies were noted in Firstname's file:

Editable Text Box

- € Physical Education:
- € Firstname currently participates in a general education physical education class and is able to participate and make progress in the TEKS curriculum without modifications. There is no medical impairment that prevents Firstname from participating in regular physical education.

Editable Text Box

- € After reviewing the information, there are no indications of motor, vision, or hearing deficits, which would suggest the presence of a disability.

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- € **SOCIOLOGICAL**
- € FAMILY HISTORY:
- € Firstname lives with his/her/their birth parents.
- € Household members include xx siblings ages xx, xx, and xx.
- € Firstname's mother is employed…
- € Firstname's father is employed…
- € The highest level of education for both parents is noted as…
- € Parent/guardian employment information was not obtained.
- € There is no family history of emotional or behavior problems.

- € Major life events in the last three years ("xxx reports that there have not been any major changes in Firstname's life related to death or loss, relocation, or trauma.)
- € There are no reports of extended separation from family members.
- € Firstname gets along well with the other children inside, outside of the home, and with his/her/their parent/guardian.
- € Firstname is disciplined for xxx by xxx
- € The discipline yields a behavior change.
- € Student strengths and weaknesses
- €

Editable Text Box

- € EDUCATIONAL HISTORY:
  LOCATING EDUCATIONAL DATA: http://wix.to/8dcXd0A
- € HISTORY OF ENROLLMENT:
- € GRADES (GRADE CARDS & SKYWARD)
- € DISCIPLINE
- € ATTENDANCE HISTORY
- € INTERVENTIONS
- € It is unclear if the student has received supplemental interventions to address academic difficulties. Information regarding research-based interventions was not received from the previous district.
- € The guardian was interviewed on xx/xx/xxxx and indicated that Supplemental Interventions (Indicate type of intervention, when it was implemented, and whether or not progress was made via data collection)

Editable Text Box

- € **EMOTIONAL/BEHAVIORAL**
- € **PARENT INFORMATION**
- € Chat Prompt: Please take the following partial statements that describe a student's behavior and turn them into coherent sentences that flow and form paragraphs. When changing the statements into sentences, ensure there is no unnecessary elaboration. At most, one statement can be turned into two sentences, but not more than that. Utilize standard writing conventions.

- € Parent Survey Response: Firstname's parent/guardian, xxxx, provided information on the student's functioning on a parent/guardian survey dated xx/xx/xxx.

€ Direct Interview: Firstname's parent/guardian, xxxx, was interviewed on xx/xx/xxxx.

ADHD/ADD:

€ Regarding inattentive/hyperactive behaviors the parent/guardian reported that the student:
€ Often has difficulty staying focused on tasks or activities, such as schoolwork or homework.
€ Frequently makes careless mistakes or overlooks details in their work.
€ Easily distracted by external stimuli, like noises or movements.
€ Frequently fidgets, squirms, or seems restless when expected to sit still.
€ Often seems to be "on the go" or acts as if "driven by a motor."

Emotional Disturbance:

€ Regarding emotional regulation the parent/guardian reported that the student:
€ Exhibits noticeable changes in mood or emotions, such as frequent sadness, irritability, or anger.
€ Has difficulty managing emotions and expressing them appropriately.
€ Experienced significant losses, trauma, or major life changes that affected emotional well-being.
€ Struggles with forming and maintaining friendships or relationships with peers.
€ Exhibited self-destructive behaviors or signs of self-harm.

Autism:

€ Regarding communication/sensory/social concerns the parent/guardian reported that the student: sounds - since starting school she has noticed
€ Has difficulties with social interactions, such as making eye contact, responding to social cues, or understanding others' emotions.
€ Displays repetitive or stereotyped behaviors, such as hand-flapping, rocking, or lining up toys.
€ Strongly prefers routines and struggles with changes in daily schedule.
€ Demonstrates intense or unusual interests in specific objects, topics, or activities.
€ Experienced delays or challenges in language development, such as delayed speech or difficulties with communication.
€ Autism Communication and Language Look-fors: http://wix.to/OtX3XiC

Learning Deficits:

€ Regarding learning deficits, the parent/guardian reported that the student:
€ Experienced ongoing difficulties in acquiring basic academic skills, such as reading, writing, or math.
€ Has trouble following instructions or understanding information presented in the classroom.
€ Frequently forgets information or struggles with memory tasks.
€ Demonstrates significant gaps between intellectual potential and academic achievement.

€ Requires additional support or accommodations to keep up with peers academically.

€ Dyslexia:
€ Frequently reverses letters or numbers when reading or writing.
€ Struggles with phonics or has difficulty decoding unfamiliar words.
€ Avoids reading or writing tasks and expresses frustration or anxiety when faced with them.
€ Exhibits persistent difficulties with spelling, even for common words.
€ Has trouble remembering sight words or frequently forgets common words previously learned.

Editable Text Box

€ FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST): http://wix.to/DzErgfU

Editable Text Box

€ **TEACHER INFORMATION**
€ Chat Prompt: Please take the following partial statements that describe a student's behavior and turn them into coherent sentences that flow and form paragraphs. When changing the statements into sentences, ensure there is no unnecessary elaboration. At most, one statement can be turned into two sentences, but not more than that. Utilize standard writing conventions.

€ Teacher Survey Response: Firstname's (subject) teacher, xxxx, provided information on the student's functioning on a teacher survey dated xx/xx/xxx.

Editable Text Box

€ Direct Interview: Firstname's (subject) teacher, xxxx, was interviewed on xx/xx/xxxx.

ADHD/ADD:

€ Regarding inattentive/hyperactive behaviors the teacher reported that the student:
€ Often has difficulty staying focused on tasks or activities, such as schoolwork or homework.
€ Frequently makes careless mistakes or overlooks details in their work.
€ Easily distracted by external stimuli, like noises or movements.
€ Frequently fidgets, squirms, or seems restless when expected to sit still.
€ Often seems to be "on the go" or acts as if "driven by a motor."

Emotional Disturbance:

- € Regarding emotional regulation the teacher reported that the student:
- € Exhibits noticeable changes in mood or emotions, such as frequent sadness, irritability, or anger.
- € Has difficulty managing emotions and expressing them appropriately.
- € Experienced significant losses, trauma, or major life changes that affected emotional well-being.
- € Struggles with forming and maintaining friendships or relationships with peers.
- € Exhibited self-destructive behaviors or signs of self-harm.

Autism:

- € Regarding communication/sensory/social concerns the teacher reported that the student:
- € Has difficulties with social interactions, such as making eye contact, responding to social cues, or understanding others' emotions.
- € Displays repetitive or stereotyped behaviors, such as hand-flapping, rocking, or lining up toys.
- € Strongly prefers routines and struggles with changes in daily schedule.
- € Demonstrates intense or unusual interests in specific objects, topics, or activities.
- € Experienced delays or challenges in language development, such as delayed speech or difficulties with communication.
- € Autism Communication and Language Look-fors: http://wix.to/OtX3XiC

Learning Deficits:

- € Regarding learning deficits, the teacher reported that the student:
- € Experienced ongoing difficulties in acquiring basic academic skills, such as reading, writing, or math.
- € Has trouble following instructions or understanding information presented in the classroom.
- € Frequently forgets information or struggles with memory tasks.
- € Demonstrates significant gaps between intellectual potential and academic achievement.
- € Requires additional support or accommodations to keep up with peers academically.

- € Dyslexia:
- € Frequently reverses letters or numbers when reading or writing.
- € Struggles with phonics or has difficulty decoding unfamiliar words.
- € Avoids reading or writing tasks and expresses frustration or anxiety when faced with them.
- € Exhibits persistent difficulties with spelling, even for common words.
- € Has trouble remembering sight words or frequently forgets common words previously learned.

Editable Text Box

- € FUNCTIOAL ASSESSMENT SCREENING TOOL (FAST): http://wix.to/DzErgfU

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€ **STUDENT INFORMATION /INTERVIEW**

€ Projective Measure – Sentence Completion

€ The student completed a projective measure, designed to assist the examiner in gaining insight into the motivations and thought processes of the subject. It consists of 32 prompts (start of a declarative sentence) that the subject is asked to complete into a sentence.

€ A review of responses indicates that …

€ I wish I could be – When I grow up I can – I am proud – Most children – I get angry when – Animals are not afraid because – I – When I look at other boys and girls and then look at myself I feel – I want to – Teachers can – When I am alone – Fathers are – I am bad when – I feel happy when – School is – If I could be someone else, I – My best friend – I like to go – I cry when – If I were a teacher – I will never be – The big dogs – A mother is – I makes me unhappy to – It is nice to – What bothers me is – My teacher is – My friends think I am – When I am bad – People like me when – I wish I were a –

Editable Text Box

€ **Elementary/Middle:**

€ The student was asked to respond to questions which are designed to provide insight into their unique experiences, which will assist in developing a comprehensive evaluation. Reportedly, the student

€ ADHD/ADD:

€ Struggles to stay focused on tasks or activities, like listening to the teacher or completing assignments.

€ Often forgets or loses things, such as homework or school supplies.

€ Feels restless or fidgety when supposed to sit still, like during class or at the dinner table.

€ Frequently gets in trouble for talking or interrupting others when not supposed to.

€ Has difficulty waiting for their turn or waiting in line.

€ Emotional Disturbance:

€ Has emotions that vary, with experiences of happiness, sadness, anger, or other feelings most of the time.

€ Feels really worried, scared, or nervous about things that other kids might not worry about as much.

€ Has a hard time controlling temper or emotions, often getting really angry or upset quickly.

€ Feels lonely or has trouble making friends at school.

€ Occasionally feels like wanting to hurt themselves or others.

€ Autism:

€   Finds it easy or hard to make friends and talk to other kids their age.
€   Likes routines and gets upset when things change or happen differently than expected.
€   Has special interests or things they really like to do or talk about.
€   Is aware of certain sounds, lights, or textures that bother them or make them feel uncomfortable.
€   Sometimes has trouble understanding what others are saying or expressing themselves.

€   Theory of Mind Interview Questions: http://wix.to/7VYklWN
€   Theory of Mind Activity: THEORY-OF-MIND-TEST.pdf (successforkidswithhearingloss.com)
€   ADOS Student Interview: http://wix.to/P21vo6L
€   Autism Communication and Language Look-fors: http://wix.to/OtX3XiC

€   Learning Deficits:
€   Finds it hard to read words or understand what they read.
€   Struggles with remembering math facts or solving math problems.
€   Has trouble writing letters or numbers neatly or forming them correctly.
€   Sometimes feels confused or overwhelmed when given instructions by the teacher.
€   Needs extra help or more time to complete schoolwork compared to other students.

When interviewing a 10-year-old student for re-evaluation of services for autism, it is essential to tailor your questions to be age-appropriate and understandable. Here are some sample questions you might consider, bearing in mind that interviews should be conducted in a way that the student feels comfortable and understood:

1. About School and Learning:
  - What are your favorite subjects in school and why?
  - Are there subjects or activities in school that are hard for you? Can you tell me about them?
  - How do you feel when you are working in a group at school?

2. Social Questions:
  - Who are your friends at school? What do you like to do together?
  - Is there something that you wish your classmates knew about you?
  - Are there times at school when you feel really happy or really upset? What happens during those times?

3. Communication:
  - What do you do if you need help with something in school?
  - Are there times when it's hard to tell people what you are thinking or feeling?

4. Interests and Activities:
  - What do you like to do for fun?

- Do you have a favorite game or hobby? Why do you like it?

5. Daily Life:
  - Tell me about what you do when you get ready for school in the morning.
  - Are there things at home or school that you like to do yourself?

6. Behavior and Emotions:
  - What things make you feel really happy?
  - Are there things that make you feel upset or angry? What do you do when you feel that way?
  - How do you calm down when something bothers you?

7. Classroom Behavior:
  - What do you do in the classroom when you finish your work early?
  - How do you feel about speaking in front of the class?

8. Sensory Sensitivities:
  - Are there noises, lights, or smells in your school that you don't like? What are they?
  - What do you do if something in the classroom is too loud or too bright?

9. Change and Routines:
  - How do you feel when your daily routine changes unexpectedly?
  - What would you do if you had a substitute teacher one day?

10. Support Needs:
   - What are the things that your teachers or friends do that help you at school?
   - Is there anything that could be done differently at school to help you learn better or feel more comfortable?

It's important to note that the responses should be evaluated within the context of the student's developmental level and compared against the criteria set by TEA for autism spectrum disorder. These questions can be a starting point to guide your interview, but you may need to modify them based on the student's individual needs and communication abilities. Additionally, it's essential to ensure that the interview is only one component of a comprehensive re-evaluation that includes multiple data sources.

Editable Text Box

€ **High School:**
€ The student was asked to respond to questions which are designed to provide insight into their unique experiences, which will assist in developing a comprehensive evaluation. Reportedly, the student

€   ADHD/ADD:
€   Frequently finds it challenging to pay attention and stay focused during class or while studying.
€   Often misplaces or forgets important items like assignments, textbooks, or personal belongings.
€   Tends to procrastinate or has difficulty getting started on tasks that require sustained effort or concentration.
€   Is easily distracted by external stimuli, such as noises or movements, when trying to focus.
€   Struggles with time management and completing assignments or projects within given deadlines.

€   Emotional Disturbance:
€   Has an overall mood that frequently includes feelings of sadness, anger, or irritability.
€   Is aware of specific situations or triggers tend to make themfeel anxious, stressed, or overwhelmed.
€   Has difficulty controlling emotions that leads to outbursts, frequent mood swings, or emotional shutdown.
€   Has experienced significant life changes, traumatic events, or losses impacting emotional well-being.
€   Feels socially isolated or has trouble forming and maintaining meaningful relationships with peers.

€   Autism:
€   Finds it challenging to understand social cues and interact with others.
€   Prefers following specific routines or patterns in daily life, and changes in routines cause distress or anxiety.
€   Has intense or unusual interests in specific topics or subjects, often spending a significant amount of time engaging in those interests.
€   Is aware of being sensitive to sensory stimuli, such as bright lights, loud noises, certain textures, or strong smells.
€   Finds it difficult to understand sarcasm, metaphors, or non-literal language.

€   Theory of Mind Interview Questions: http://wix.to/7VYklWN
€   Theory of Mind Activity: THEORY-OF-MIND-TEST.pdf (successforkidswithhearingloss.com)
€   ADOS Student Interview: http://wix.to/P21vo6L
€   Autism Communication and Language Look-fors: http://wix.to/OtX3XiC

€   Learning Deficits:
€   Struggles with reading comprehension, such as understanding main ideas, making inferences, or remembering details from texts.
€   Finds that specific subjects or topics pose challenges in grasping concepts or performing well academically.

- € Experiences difficulty organizing thoughts and expressing ideas in writing or verbally.
- € Finds it hard to stay focused during lectures or when studying independently, resulting in limited retention of information.
- € Notices significant gaps between intellectual abilities and academic achievements.

BEHAVIOR SUPPORTS

- € To support Firstnames's behavior struggles during the 20xx-20xx school year teachers reported success/failure when using the following strategies:

- € Hyperactivity:

- € Breaks and Movement: Scheduled movement breaks, fidget tools, or sensory activities.

- € Structured Routines: Clear daily schedules and consistent routines to help manage hyperactivity.

- € Quiet Spaces: Designated calming areas where the student can take a break and self-regulate.

- € Inattention:

- € Visual Aids: Visual schedules, timers, and cues to help the student stay on task.

- € Task Chunking: Breaking tasks into smaller, manageable steps with clear instructions.

- € Active Engagement: Hands-on learning and interactive activities to increase focus.

- € Learning Problems:

- € Differentiation: Adapting teaching methods and materials to meet individual needs.

- € Multi-Sensory Learning: Incorporating various senses in learning activities to enhance understanding.

- € Peer Tutoring: Pairing students to support each other's learning and understanding.

- € Emotional Problems:

- € Emotional Regulation Techniques: Teaching coping strategies, deep breathing, or mindfulness.

- € Social-Emotional Learning (SEL) Curriculum: Implementing structured programs to develop emotional intelligence.

- € Counseling and Support: Referring students to counseling services or providing regular check-ins.

- € Social Skills Deficits:

- € Social Stories: Using narratives to teach appropriate social behavior in specific situations.

- € Social Skills Groups: Organizing small groups to practice social interactions in a controlled setting.

- € Role-Playing: Engaging in role-playing scenarios to develop social skills and problem-solving abilities.

€ Communication Skill Deficits:

€ Augmentative and Alternative Communication (AAC): Using visual supports or technology to enhance communication.

€

€ Visual Schedules: Incorporating visual cues to aid in understanding daily routines and expectations.

€ Pictorial Exchange Communication System (PECS): Using pictures to facilitate communication and requests.

€ Sensory Struggles:

€ Sensory Diet: Implementing a personalized plan of sensory activities to help regulate sensory input.

€ Sensory-Friendly Environment: Creating a classroom setup that accommodates sensory needs.

€ Sensory Breaks: Allowing short breaks when sensory input becomes overwhelming.

Editable Text Box

€ Outside Service Provider:

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€ **OBSERVATIONS**
€ --EXAMINATION
€ Testing took place over xxx days in a quiet location at sss..
€ Firstname entered the testing room willingly and rapport was easily established.
Conversation:
€ The student's conversational proficiency seemed
€ very advanced
€ advanced
€ typical
€ limited
€ very limited
€ when compared to same age/grade peers.
Cooperation:
€ The student
€ was exceptionally cooperative throughout the examination.
€ was cooperative throughout the examination.
€ was uncooperative at times.

€ uncooperative throughout the examination.

   Activity:

€ He/She/They

€ seemed lethargic.

€ exhibited a typical amount of activity when compared to same age/grade peers.

€ appeared fidgety or restless at times.

€ was overly active when being compared to age/grade peers.

   Attention:

€ Firstname

€ was unusually absorbed by tasks.

€ was attentive to the tasks presented.

€ was often distracted.

€ was consistently inattentive and distracted.

   Care in Responding:

€ Firstname

€ was very slow and hesitant in responding

€ was slow and careful in responding

€ was prompt but careful in responding

€ at times responded quickly

€ was impulsive and careless in responding

€ and

€ noticeably exhibited increased effort for difficult tasks.

€ generally persisted with difficult tasks.

€ attempted tasks but gave up easily.

€ would not try difficult tasks at all.

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€ --STRUCTURED

€ Structured needed when considering OHI(ADHD/ADD)

€ Behavioral Observation of Students in Schools (BOSS) (*THIS ENTIRE SECTION SHOULD POPULATE ALL TOGETHER*)

   The Behavioral Observation of Students in Schools (BOSS) enables users to observe students in a school environment and record students' behaviors in real time. Details are below:

   Activities Observed:

   Independent Seat Work 1 Student: 1 Teacher Present (ISW1S:1Tp) Target student engaged in individual seat work, with one adult.

   Independent Seat Work: Teacher Present (ISW:Tpsnt) Target student engaged in individual

seatwork, the teacher is present and circulating around the room.

Independent Seat Work: Teacher Present Small Group (ISW:TpSmGp) Target student engaged in individual seatwork, the teacher is working with a small group of which the student is not a part.

Small Group: Teacher Present (SmGp:Tpsnt) Target student is part of a small group with which the teacher is working. Small group is defined as a group involving less than half of the class.

Large Group: Teacher Present (LgGp:Tpsnt) Target student is part of a large group with which the teacher is working. Large group is defined as a group involving half or more of the class.

Off-Task Motor (OFT-M)
Off-task motor behaviors (OFT-M) are defined as any instance of motor activity that are not directly associated with an assigned academic task. OFT-M behaviors observed include:
- Engaging in any out-of-seat behavior (defined as buttocks not in contact with the seat)
- Aimlessly flipping the pages of a book
- Manipulating objects not related to the academic task (e.g., playing with a paper clip, throwing paper, twirling a pencil, folding paper)
- Physically touching another student when not related to an academic task.
- Bending or reaching, such as picking up a pencil on the floor
- Drawing or writing not related to an assigned academic activity
- Turning around in seat, oriented away from the classroom instruction
- Fidgeting in seat (i.e., engaging in repetitive motor movements for at least 3 consecutive seconds) while not on task

Off-Task Verbal (OFT-V)
Off-task verbal behaviors (OFT-V) are defined as any audible verbalizations that are not permitted and/or are not related to an assigned academic task. OFT-V behaviors observed include:
- Making any audible sound, such as whistling, humming, forced burping
- Talking to another student about issues unrelated to an assigned academic task
- Talking to another student about an assigned academic task when such talk is prohibited by the teacher
- Making unauthorized comments or remarks
- Calling out answers to academic problems when the teacher has not specifically asked for an answer or permitted such behavior

Off-Task Passive (OFT-P)
Off-task passive behaviors (OFT-P) are defined as those times when a student is passively not attending to an assigned academic activity for a period of at least 3 consecutive seconds. Included are those times when a student is quietly waiting after the completion of an assigned task, but is not engaged in an activity authorized by the teacher. OFT-P behaviors observed include:
- Sitting quietly in an unassigned activity

- Looking around the room
- Staring out the window
- Passively listening to other students talk about issues unrelated to the assigned academic activity

Active Engaged Time (AET)
Active engaged time (AET) is defined as those times when the student is actively attending to the assigned work. AET behaviors observed include:
- Writing
- Reading aloud
- Raising a hand
- Talking to the teacher about the assigned material
- Talking to a peer about the assigned material
- Looking up a word in a dictionary

Passive Engaged Time (PET)
Passive engaged time (PET) is defined as those times when the student is passively attending to assigned work. PET behaviors observed include::
- Listening to a lecture
- Looking at an academic worksheet
- Silently reading assigned material
- Looking at the blackboard during teacher instruction
- Listening to a peer respond to a question

€   INSERT CHARTS HERE (80%)
€   Observation Notes: (This information re-starts the checkboxes)

When observing a student in a classroom, you might notice various behaviors that can provide insight into their engagement, learning style, social interactions, and overall well-being. Here is a general list of behaviors you might observe:

€   Active participation: The student actively engages in class activities, asks and answers questions, and contributes to discussions.
€   On-task behavior: The student remains focused on the task at hand, follows instructions, and completes assignments.
€   Listening skills: The student pays attention to the teacher or peers when they are speaking, maintains eye contact, and demonstrates active listening.
€   Initiative: The student shows initiative in seeking help or clarification when needed, takes independent actions, and demonstrates self-motivation.
€   Time management: The student effectively manages their time, prioritizes tasks, and completes assignments within given time frames.
€   Organization: The student keeps their materials and workspace tidy, uses organizational tools, and manages their belongings efficiently.
€   Cooperation and collaboration: The student interacts positively with peers, demonstrates teamwork, and shares ideas and resources.

€   Respect for others: The student treats peers and teachers with respect, listens to others' opinions, and refrains from disruptive behavior.
€   Task persistence: The student displays determination, resilience, and perseverance when faced with challenges or difficult tasks.
€   Emotional regulation: The student manages their emotions appropriately, maintains composure, and copes effectively with frustration or stress.
€   Independence: The student demonstrates self-reliance, takes responsibility for their learning, and attempts tasks without excessive reliance on the teacher.
€   Nonverbal cues: The student's body language, facial expressions, and gestures can provide clues about their level of engagement, interest, or discomfort.
€   Social interactions: The student actively participates in group activities, initiates conversations, and shows appropriate social skills.
€   Motor skills: The student's fine motor skills (e.g., writing, drawing) and gross motor skills (e.g., movement, coordination) can be observed during various tasks.
€   Level of attentiveness: The student's level of focus, distractions, or daydreaming can be observed during lessons or independent work.

€   **CHAT PROMPT:**Please do not elaborate/infer. Simply rewrite the following statements into a paragraph about a student. Communicate that the student struggled/did not struggle to exhibit all of the behaviors listed. The student is male. The student's first name is XXX, Here are the statements:

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€   --UNSTRUCTURED

€   RECESS, CAFETERIA (OUTCLASS AND GYM CAN WORK ALSO IF NEEDED) - 2 SETTINGS REQUIRED

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€   RATING SCALES: http://wix.to/NIQPSJj

This text box needs to be able to accommodate 3-5 pages of text and charts.

€   **DIFFERENCES IN SCORES**
€   There are many factors that can contribute to contradicting behavioral rating scale responses between raters. Regarding discrepant scores for the student some possible factors may include:

- € Differences in expectations: Parents and teachers may have different expectations for a child's behavior, which can lead to differences in how they rate the child's behavior.
- € Differences in perception: Parents and teachers may have different perceptions of a child's behavior based on their interactions with the child in different settings.
- € Differences in context: Parents and teachers may observe a child in different contexts, which can lead to differences in their rating scale responses. For example, a child may behave differently at home than they do at school.
- € Cultural or linguistic differences: Parent and teacher responses may differ due to cultural or linguistic differences that affect how they interpret the meaning of behaviors.
- € Bias or subjectivity: Both parents and teachers may be influenced by their own biases and subjectivity when rating a child's behavior, leading to differing responses.
- € Incomplete information: Parents and teachers may not have complete information about a child's behavior, leading to differences in their rating scale responses.
- € It's important to note that conflicting rating scale responses between raters are not necessarily a sign of a problem with the child's behavior. Rather, they may reflect differences in perspective and context.
- € Attribution to Task Demand: The differences in rater scores are attributed to the varying demands of tasks or activities that the individual is engaged in across different settings. In other words, the expectations and requirements of different tasks can influence how the person is perceived and evaluated by different observers.
  Linguistic, Behavioral, Academic, and Social Settings:
    - Linguistic: Refers to situations involving language use, communication, or language-related tasks.
    - Behavioral: Focuses on observing and evaluating the individual's actions, conduct, or behavior.
    - Academic: Involves assessing the person's performance in educational or learning-related activities.
    - Social: Pertains to the individual's interactions, relationships, and behavior within social contexts.
- € Overall, this statement underscores the importance of considering the context and task demands when interpreting rater scores. It highlights that a person's behavior, performance, and social interactions can vary across different situations, which may lead to differences in how they are evaluated by various observers. It emphasizes the need for a comprehensive understanding of the individual's strengths and challenges across different domains to make a more accurate and nuanced assessment.

€ **FOLLOW-UP**

€ **FUNCTIONAL BEHAVIOR ASSESSMENT**

€   The purpose of the Functional Behavioral Assessment (FBA) is to identify specific behaviors which are interfering with this student's educational performance and identify antecedent and maintaining variables associated with these behaviors. Through interviews, direct observations, and behavior rating scales, there are several behaviors that are interfering with this student's educational and social performance. These behaviors include: Physical/Verbal Aggression, Class Elopement, Non-Compliance, Failure to Initiate and Complete Assignments, Disruptive Behavior

€   All FBA/BIP descriptions should have: http://wix.to/KtLpYay

-   Operational Definition (includes antecedent)
-   Likely Times / Settings the Behavior Occurs
-   Frequency
-   Duration
-   Intensity
-   Consequence
-   Hypothesized Function

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€   BEHAVIOR INTERVENTION PLAN: The behaviors above require a behavior intervention plan (BIP) which is a structured approach designed to address and modify specific behaviors that may be challenging or interfering with an individual's daily functioning or social interactions. BIPs are commonly used in educational and therapeutic settings to support individuals with behavioral difficulties. The appropriateness of addressing a behavior through a BIP depends on the context and the severity of the behavior, but generally, the following behaviors exhibited by Firstname are suitable for intervention:

€   Physical/Verbal Aggression: Using offensive or inappropriate words, phrases, tone, or volume while engaging in physical or verbal behaviors that are harmful to oneself or others.

€   Non-compliance: Refusal to follow instructions or rules.

€   Disruptive behaviors: Behaviors that disrupt the learning environment or social interactions.

€   Self-injurious behaviors: Actions that cause harm or injury to oneself, such as hitting or biting.

€   Property destruction: Intentional damage to objects or property.

€   Elopement: Running away or leaving a designated area without permission.

€   Inattention: Difficulty focusing or distractibility.

€   Withdrawal or isolation: Avoiding social interactions and remaining secluded.

€   Defiance: Openly challenging authority figures or rules.

€   Impulsivity: Acting without considering the consequences.

€   Obsessive or repetitive behaviors: Engaging in rituals or repetitive actions.

€   Inappropriate language: Using offensive or inappropriate words or phrases.

€   Inability to wait or take turns: Demonstrating difficulty with patience and turn-taking.

€   Poor organization or time management: Struggling with time management or task completion.

€   Hyperactivity: Excessive restlessness and difficulty staying still or focused.

€   Oppositional behaviors: Displaying resistance to directives or authority figures.

€   Inappropriate social skills: Struggling with social cues, communication, or understanding social norms.

€   Stereotypic behaviors: Engaging in repetitive body movements without an apparent purpose.

€   Anxiety-related behaviors: Expressing anxious behaviors, such as nail-biting, fidgeting, or pacing.

€   Task avoidance: Avoiding or procrastinating on assigned tasks or responsibilities.

€   Physical Aggression: Physical behaviors that are harmful to oneself or others.

€   Verbal Aggression: Using offensive or inappropriate words, phrases, tone, or volume.

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€   **BIP Intervention Folder: http://wix.to/qgXBPnT**

> **Editable Text Box**

€   **COUNSELING EVALUATION**
€   As part of this Full and Individual Evaluation, data was collected from multiple sources including observations, rating scales, parent information, teacher information, and a review of educational records. Counseling as a related service is a collaborative, integrative service with a focus on early intervention to assist a student with accessing the curriculum and improving educational outcomes. Counseling as a related service is offered to students who would benefit from individualized and problem-focused emotional and behavioral intervention. The goal of counseling is to assist the student in being better able to access instruction by providing skills and strategies along the continuum of the following three levels: acquisition, fluency, and generalization and maintenance.

€ Good Candidates for Counseling as a Related Service:

It is important to consider the need for intensive intervention, the age and developmental level of the student, and the students effort, attitude, and motivation for counseling. Students who are generally good candidates for counseling include, but are not limited to those with:
-adequate cognition
-adequate language skills
-a good support network
-a lack of positive response to previous therapeutic interventions
-a desire for change

€ Counseling in the school setting is distinguished from therapy in that the service is solution-focused, teaching specific skills identified on the student's counseling IEP to help the student benefit in the least restrictive environment.

€ The goal of counseling is to assist the student in being better able to access instruction by providing skills and strategies along the continuum of the following three levels: acquisition, fluency, and generalization and maintenance. The student appears to be struggling with problem solving skills. He struggles to know what to do in a frustrating or confusing situation. He often makes inappropriate choices or copies the behavior of his classmates. He struggles to generalize understanding and skills to new or similar situations. The student may benefit from direct instruction in problem solving and decision making skills. Given his intellectual ability level, he would benefit from materials presented at a basic level to acquire new skills. A maximum of 6 sessions should be initiated and then services tapered off to allow for generalization of the problem solving skills outside of the one-on-one setting.

€ While the final determination lies with the ARD Committee, it seems that Firstname's current attention/hyperactivity deficits may hinder their ability to derive benefits from counseling as a related service. Consequently, counseling as a related service is not being recommended at this time

€ Firstname could benefit from direct counseling to help him/her/them address skill deficits in the following area(s):

€ Self-awareness: This involves understanding one's own thoughts, feelings, and behaviors, and how they impact others.

€ Emotional regulation: This involves learning strategies to manage and cope with strong emotions, such as anger, anxiety, and depression.

€ Social skills: This involves learning how to communicate effectively, listen actively, and collaborate with others.

€ Conflict resolution: This involves learning how to resolve conflicts in a positive and constructive manner.

€ Decision-making: This involves learning how to make informed and responsible decisions, considering the consequences of different options.

€ Problem-solving: This involves learning how to identify problems, brainstorm solutions, and evaluate the effectiveness of different approaches.

€ Goal-setting: This involves learning how to set realistic and achievable goals, and develop a plan to accomplish them.

€ Resilience: This involves learning how to bounce back from challenges and setbacks, and develop a positive mindset.

€ Stress-management: This involves learning strategies to manage and cope with stress, such as relaxation techniques and time-management skills.

€ Self-advocacy: This involves learning how to advocate for oneself, such as requesting accommodations or expressing needs and concerns in a respectful manner.

€ He/She/They would also benefit from indirect counseling to help teachers learn how to support appropriate behavior in the classroom. Therefore, counseling as a related service is being recommended.

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€ **SOCIAL SKILLS SUMMARY**
€ Based upon data and input from Firstnane's parent, teachers, educational records, and this evaluation, Firstname exhibits difficulties in the area(s) of:
€ Active Listening: Paying attention, maintaining eye contact, and responding appropriately when someone else is speaking.
€ Conversation Skills: Taking turns in a conversation, staying on topic, and using appropriate verbal cues.
€ Empathy: Understanding and showing concern for others' feelings and perspectives.
€ Sharing and Cooperation: Sharing toys, materials, and ideas while working collaboratively with peers.
€ Making Friends: Initiating and maintaining friendships through positive interactions.
€ Conflict Resolution: Resolving disagreements peacefully and finding compromises.
€ Recognizing Social Cues: Understanding nonverbal cues like body language, facial expressions, and tone of voice.
€ Personal Space: Respecting personal boundaries and understanding appropriate physical proximity.
€ Self-Advocacy: Expressing needs, wants, and opinions assertively and respectfully.
€ Gratitude and Politeness: Expressing gratitude and using polite language and manners.
€ Following Social Rules: Understanding and adhering to societal norms and classroom rules.
€ Dealing with Rejection: Handling rejection and disappointment in social situations.

€ Handling Teasing or Bullying: Knowing how to respond to teasing or bullying and seeking help when needed.

€ Sportsmanship: Displaying good sportsmanship and accepting both victories and defeats gracefully.

€ Flexibility: Adapting to changes in plans or routines without becoming upset.

€ Taking Turns: Waiting patiently and sharing opportunities in group activities.

€ Giving Compliments: Offering genuine compliments to others to build positive relationships.

€ Active Participation: Engaging actively in group discussions, activities, and games.

€ Apologizing and Forgiving: Recognizing when an apology is needed and accepting apologies from others.

€ Responsible Digital Communication: Understanding the importance of respectful and responsible online interactions.

€ These Social Skills deficits are commonly observed in children with Autism. Therefore, it is believed that Firstname would benefit from the implementation of social skills goals in a small group setting, or in the classroom. The strategies used in the school setting should be shared with the parent to have consistency across settings. The parent is also encouraged to attend district-wide trainings and consult with the teacher, speech pathologist, and LSSP regarding any concerns. Firstname would also benefit from community-based opportunities to interact with other children outside of the school environment. Parents are encouraged to seek out interactive opportunities with children his/her/their age and encourage prosocial behaviors such as interactive play, conversational give-and-take, responding appropriately to other children, and using verbal requests to achieve positive conversational outcomes with others.

€ **IN-HOME TRAINING /PARENT TRAINING**
€ In-Home training can provide parent with hands on interactive participation in In-Home and Community Based Training as well as direct individualized training on techniques specific to the individual needs of the child. In-home and parent training services are based upon a collaborative approach between school and home. These services are designed to build a bridge across all environments to facilitate student success in life. Additionally, Firstname's parent/guardian is encouraged to participate in any of the district parent workshops that they feel are appropriate for them.

€ Based on the data reviewed, characteristics of XXX's behavior, as manifested in in-school and/or out-of-school settings, appear to influence his educational placement, programming, or discipline.

AU VIABLE ALTERNATIVES (FROM JOY - PUT IN CONCLUSIONS)

PARENT RESOURCES/HOME RECOMMENDATIONS

~STUDENT's parents are encouraged to provide opportunities for socialization outside of the school setting, such as through organized activities that provide opportunities for adult and peer interaction, such

as family time, family gatherings, and/or "play dates." Parents and family members can work with STUDENT on learning social games, such as throwing a ball back and forth, so that he can later learn to generalize the skill with other children.

~His parents are also encouraged to attend district wide parent training opportunities. They may want to consider accessing support groups in the area, such as Feat Houston, Fort Bend Autism Play Group, and Hope for Three.

Parents are encouraged to access information about autism spectrum disorders on the Autism Speaks website (including 100 Day Parent Kit):

http://www.autismspeaks.org/docs/family_services_docs/100_day_kit.pdf.

Online training on Autism Spectrum Disorders can be found through the Autism Internet Modules: www.autisminternetmodules.org

Additional training and resources can be found at txautism.net
- TARGET tab: evaluations/interventions
- Autism Circuit tab: "Tools" at top
- TSLAT tab: "Learning Library" at top: Online Courses, Video Gallery
- Resources tab: Autism Distance Education Parent Training (ADEPT) UC Davis

Region 13 Education Service Center also provides Free Online Workshops at www.esc13.net

Other helpful websites include www.autism-society.org and www.nichd.nih.gov/autism

It is recommended that STUDENT's parents register him with Texana. Texana Center is a public, nonprofit program that provides support and assistance to families and individuals with developmental delays living in the Fort Bend county areas.

Contact information for the Texana Intake Process:

Texana Center Richmond Office

4910 Airport

Rosenberg, TX 77471

€   COGNITIVE/INTELLECTUAL

(ALL COGNITIVE SECTION BELOW SHOULD LOAD ALL TOGETHER WHEN SELECTED)

Cognitive functioning was assessed using: Formal measures
IQ/Ach Information Folder: http://wix.to/6rEHjOI

TESTING CONDITIONS/BEHAVIOR
Firstname entered the testing room willingly and rapport was established. The student's conversational proficiency seemed consistent with age/grade peers. The student was cooperative throughout the examination and appeared at ease and comfortable. Firstname generally persisted with difficult tasks. It is the professional opinion of the assessor that these results represent an accurate picture of the student's current skills.

Intellectual evaluations do not measure innate capacity or potential, but rather facilitate the identification of cognitive strengths and weaknesses and are associated with the student's learning abilities.

Cross-Battery Approach
The results presented in this report were compiled from tests that do not share a common norm group; however, test results have been interpreted following the cross battery approach (XBA) and integrated

with data from other sources including educational records, parent/teacher interviews, behavioral observations, work samples, and other test findings to ensure ecological validity. Standardization was followed for all test administrations. No single test or procedure was used as the sole criterion for classification, eligibility or educational planning. Unless otherwise noted, the results of this evaluation are considered a reliable and valid estimate of Firstname's demonstrated skills and abilities at this time.

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
The WISC-V is an individually administered clinical instrument for assessing the cognitive skills of children aged 6 years 0 months through 16 years 11 months. It is comprised of 21 subtests, each measuring various facets of intelligence. The WISC-V was used as the primary test battery for the purposes of determining Firstname's cognitive abilities.

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
The CTOPP-2 assesses phonological processing which refers to the use of phonological information, especially the sound structure of one's oral language, in processing written language and oral language. Specifically, the CTOPP-2 was used to assess Firstname's abilities in the areas of Phonological Awareness (Ga) and Long-Term Retrieval (Glr).

Scores used with the tests in this report:
STANDARD SCORES have an average (mean) of 100 and a standard deviation of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

SCALED SCORES are similar to standard scores but have an average (mean) of 10 and a standard deviation of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half of these scores falls between 8 and 12.

PERCENTILE RANKS (PR) simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be average ±as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.
Additionally, the qualitative descriptors used are as follows:

STANDARD SCORE	PERCENTILE	DESCRIPTION
< 70	<2%	Extremely Below Average/Normative Deficit
70-79	2-8%	Well Below Average/Normative Deficit
80-89	9-24%	Below Average/Weakness
90-109	25-74%	Average
110-119	75-90%	Above Average/Strength
120-129	91-97%	Well Above Average/Normative Strength
>130	>97%	Extremely Above Average/Normative Strength

STANDARD SCORE	PERCENTILE	DESCRIPTION
< 70	<2%	Extremely Below Average/Normative Deficit
70-79	2-8%	Well Below Average/Normative Deficit
80-89	9-24%	Below Average/Weakness
90-109	25-74%	Average
110-119	75-90%	Above Average/Strength
120-129	91-97%	Well Above Average/Normative Strength
>130	>97%	Extremely Above Average/Normative Strength

The composite IQ scores have a mean of 100 and a standard deviation of 15. Each subtest has a mean of 10 with a standard deviation of 3.

Summary of Cognitive / Intellectual Performance:

xbass chart for fie 5-18-2018.xlsx - Google Sheets
TWO COG CHARTS: xbass chart for fie 5-18-2018.xlsx - Google Sheets

g-Value = 0.85	Scaled/Standard Score	Percentile Rank	Qualitative Descriptor
Comprehensive-Knowledge (Gc)	XBA - 92	3	Average
Vocabulary (VL)	9		
Information (KO)	8		
Similarities (VL) Divergent	4		
Long-Term Retrieval (Glr)	XBA - 100	50	Average
Immediate Symbol Translation (MA)	99		
Naming Speed Literacy (NA)	101		
Visual-Spatial Thinking (Gv)	81	10	Below Average
Block Design (Vz)	6		
Visual Puzzles (Vz)	7		
Fluid Reasoning (Gf)	94	34	Average
Matrix Reasoning (I)	9		
Figure Weights (RG)	9		
Short-Term Memory (Gsm)	88	21	Below Average
Digit Span (MW)	8		
Picture Span (MS)	8		
Phonological Awareness (Ga)	82	12	Below Average
Elision (PC) CTOPP-2	9		
Blending Words (PC) CTOPP-2	6		
Phoneme Isolation (PC) CTOPP-2	6		
Processing Speed (Gs)	75	5	Low
Coding (R9)	4		
Symbol Search (P)	7		

Age-based Norms: Mean = 100, Standard Deviation = 15

COMPREHENSION-KNOWLEDGE (Gc)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)			
Instrument	**Composites** Subtests	Scaled/ Standard Score	Qualitative Range

	Crystallized Intelligence (Gc)	86 XBASS	Average
WISC-V	Information (KO)		
WISC-V	Similarities (VL)		
WISC-V	Vocabulary (VL)		
	Fluid Reasoning (Gf)	83 XBASS	Low Average
WISC-V	Matrix Reasoning (I)		
WISC-V	Figure Weights (RG, RQ)		
WISC-V	Picture Concepts (I)		
	Long-Term Retrieval (Glr)	88 XBASS	Above Average
CTOPP-2	Rapid Digit Naming (NA)		
CTOPP-2	Rapid Letter Naming (NA)		
	Short-Term Memory (Gsm)	91	Average
WISC-V	Digit Span (MW, MS)		
WISC-V	Picture Span (Gsm: MS)		
WISC-V	Letter-Number Sequencing (WM)		

Visual-Spatial Thinking (Gv)		-- XBASS	Average
WISC-V	Block Design (Vz)		
WISC-V	Visual Puzzles (Vz)		
WJ-III COG	Picture Recognition (MV)		

Auditory Processing: Phonetic Coding (Ga:PC)		XBASS	Low Average
CTOPP-2	Elision (PC)		
CTOPP-2	Blending Words (PC)		
CTOPP-2	Phoneme Isolation (PC)		

Processing Speed (Gs)		100	Average
WISC-V	Coding (R9)		
WISC-V	Cancellation (Gs: P)		
WISC-V	Symbol Search (P)		
Age-based norms: Mean = 100, Standard Deviation = 15			

COMPREHENSION-KNOWLEDGE (Gc)
Comprehension Knowledge, or crystallized intelligence, measures Firstname 's ability to access and apply acquired word knowledge. The application of this knowledge involves verbal concept formation, reasoning and expression. All the items on the subtests (similarities, vocabulary, and information) require a verbal response from him/her/their. High VCI scores indicate a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, and good ability to reason and solve verbal problems, and effective communication of knowledge. Firstname's verbal reasoning abilities standard score of 85 is in the below above average range and equal to or above approximately xx% of his/her/their peers.

Similarities -This subtest required Firstname to listen to two words that represent common objects or concepts and describe how they are similar. It is designed to measure verbal concept formation and abstract reasoning. It also involves crystallized intelligence, word knowledge, cognitive flexibility, auditory comprehension, long-term memory, associative and categorical thinking, distinction between nonessential and essential features, and verbal expression.

Vocabulary - The Vocabulary subtest has picture and verbal items. For the verbal items, Firstname defined the word that is read aloud. Vocabulary is designed to measure word knowledge and verbal concept formation. It also measures crystallized intelligence, fund of knowledge, learning ability, verbal expression, long-term memory and degree of vocabulary development. Other abilities that may be used during this task include auditory perception and comprehension and abstract thinking.
Comprehension - Verbal Comprehension subtest that required Firstname to answer questions based on his/her/their understanding of general principles and social situations. Difficulties with this subtest may be related to low verbal reasoning and expression or poor practical knowledge and judgment. If she appears to have specific difficulties in the area of social pragmatics, interventions should be considered. She may benefit from directed social skills training, role play activities, and social thinking interventions.

Information - For the information subject, Firstname answered questions about a broad range of general-knowledge topics. It is designed to measure Firstname's ability to acquire, retain, and retrieve general factual knowledge. It involves crystallized intelligence, long-term memory, and the ability to retain and retrieve knowledge from the environment and/or formal instruction. Other skills used include verbal perception, comprehension, and expression.

VISUAL PROCESSING (Gv)
Visual Processing (Gv) measures Firstname's ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model. The ability to construct designs requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. High VSI scores indicate a well-developed capacity to apply spatial reasoning and analyze visual details. Low VSI scores may occur due to deficits in spatial processing, difficulty with visual discrimination, poor visual attention, visuo-motor integration deficits, or general low reasoning ability. Subtests include block design and visual puzzles. Firstname's visual-spatial thinking abilities standard score of 88 is in the below average range and is above approximately xx% of his/her/their peers.

Block Design - For Block Design, working within a specified time limit, Firstname viewed a model and/or a picture and uses two color blocks to re-create the design. The subtest is designed to measure the ability to analyze and synthesize abstract visual stimuli. It also involves nonverbal concept formation and reasoning, broad visual intelligence, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure ground in visual stimuli.

Visual Puzzles - Working with a specified time limit, Firstname viewed a completed puzzle and selected three response options that, when combined, reconstruct the puzzle. The subtest is designed to measure mental, non-motor construction ability, which requires visual and spatial reasoning, mental rotation, visual working memory, understanding part-whole relationships and the ability to analyze and synthesize abstract visual stimuli.

Visualization - Visualization includes two subtests: Spatial Relations and Block Rotation. Each subtest measures a different aspect of the narrow ability visualization, a component of visual processing (Gv). Spatial Relations requires the examinee to identify the two or three pieces that form a complete target shape. The item difficulty increases as the pieces that form the shape are flipped, rotated, and become more similar in appearance. The Block Rotation task requires the examinee to identify the two block patterns that match the target pattern.

FLUID REASONING (Gf)
Fluid Reasoning (Gf) measures Firstname's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. High FRI scores indicate a well developed ability to abstract conceptual information from visual details and to effectively apply that knowledge. Low FRI scores may occur for a number of reasons including difficulties identifying important visual information, difficulties linking visual information to abstract concepts, difficulties understanding and applying conceptual or quantitative concepts, or general low reasoning ability. The subtests that make up this index include Matrix Reasoning and Figure Weights. Firstname's nonverbal reasoning abilities standard score of 94 is in the average range and is above approximately xx% of his/her/their peers.

Matrix Reasoning - For Matrix Reasoning, Firstname viewed an incomplete matrix or series and selected the response option that completed the matrix or series. The task required him/her/their to use visual-spatial information to identify the underlying conceptual rule that links all the stimuli and then apply the underlying concept to select the correct response. The subtest is designed to measure fluid intelligence, broad visual intelligence, classification and spatial ability, knowledge of part-whole relationships, and simultaneous processing.

Figure Weights -Within a specified time limit, Firstname viewed a scale with missing weight(s) and selected the response option that keeps the scale balanced. This task required him/her/their to apply the quantitative concept of equality to understand the relationship among objects and apply the concepts of matching, addition, and/or multiplication to identify the correct response. The subtest measures quantitative fluid reasoning and induction.

Picture Concepts - For Picture Concepts (PC) Firstname was asked to view two or three rows of pictures and selects select one picture from each row to form a group with a common characteristic. This test measures age-appropriate numerical reasoning and applied computational ability.

WJ Cognitive IV - Analysis-Synthesis - Analysis-Synthesis Is a test of fluid reasoning (Gf). Specifically, the test primarily measures general sequential (deductive) reasoning. The test is a controlled learning task and is designed to measure the ability to reason and draw conclusions from given conditions. The test examinee is given instructions on how to perform an increasingly complex procedure. The task involves learning a miniature system of mathematics. The test also contains some of the features involved in using symbolic formulations in other fields, such as chemistry and logic.

SHORT-TERM MEMORY (Gsm)
Short-Term Memory (Gsm), or working memory, is the ability to sustain attention, concentrate, and exert mental control. Firstname's short term memory abilities standard score of 94 is in the average range and is above approximately 34% of his/her/their peers. Letter-Number Sequencing, Digit Span, and Picture Span are the subtests that make up this index. A weakness in mental control would make the processing

of complex information more time-consuming, draining mental energies more quickly as compared to other children, and perhaps result in more frequent errors on a variety of learning tasks.

Digit Span - In Digit Span, Firstname was required to listen to a sequence of numbers and recall the numbers in the same order (forward task), reverse order (backward task) and ascending order (sequencing task). The shift from one Digit Span task to another required cognitive flexibility and mental alertness. All three tasks require registration of information, brief focused attention, auditory discrimination, and auditory rehearsal. Digit Span Forward measured the auditory rehearsal and temporary storage capacity in working memory. Digit Span backward involved working memory, transformation of information, mental manipulation, and may involve visual-spatial imaging.

Letter-Number Sequencing - This subtest required Firsthame to listen to numbers and letters presented verbally, then recall or sequence them aloud. This index score measured the student's ability to register, maintain, and manipulate verbally-presented information.

Picture Span - For Picture Span, Firstname viewed a stimulus page with one or more pictures of nameable objects for a specified time and then he/she selected the picture(s) (in sequential order if possible) from options on a response page. It measures visual working memory and working memory capacity.

PROCESSING SPEED (Gs)
Processing Speed Index (PSI) measures the ability of speed and accuracy of visual identification, decision making, and decision implementation. This index consists of the Coding and Symbol Search subtests. Firstname's ability in processing simple or routine visual material without making errors is in the low range when compared to same age/grade peers. He/She/They performed better than approximately 42% of his/her/their peers on the processing speed tasks (Processing Speed Standard Score 97).

She performed better on Symbol Search (Scaled Score = 10), which is more demanding of attention to detail and mental control, than on Coding (Scaled Score = 9), which is more demanding of fine-motor skills, short-term memory, and learning ability. Good speed of simple information processing may free cognitive resources for the processing of more complex information and ease new learning.

Coding - For Coding, Firstname worked within a specified time limit and used a key to copy symbols that correspond with simple geometric shapes or numbers. In addition to processing speed, the subtest measures short-term visual memory, procedural and incidental learning ability, psycho-motor speed, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, attention, concentration and motivation.

Symbol Search - The Symbol Search subtest required Firstname to scan search groups and indicate whether target symbols are present, while working within a specified time limit. In addition to visual perceptual and decision-making speed, the subtest involves short-term visual memory, visual-motor coordination, inhibitory control, visual discrimination, psycho-motor speed, sustained attention, and concentration.

Cancellation - Cancellation is a supplemental subtest that require Firstname to scan a structured arrangement of colored shapes and mark the targets and avoid the distractors. This subtest is designed to measure processing speed, visual selective attention, vigilance, perceptual speed, and visuomotor ability.

or
 In addition to the subtests in the PSI, Firsthame was administered Cancellation (CA), another Processing Speed subtest, to gain a more comprehensive understanding of his/her/their processing speed ability. On this timed subtest she scanned arrangements of objects and marked target objects. His/Her/Their performance was typical compared to other children his/her/their age (CA = 8). Cancellation measures speed, scanning ability, and visual discrimination. Within Cancellation, Firstname worked more efficiently when faced with a structured, rather than unstructured, presentation format (CA Structured > CA Random; BR = 4.8%).

Children scan a two-page spread of relatively small colorful pictures. The pictures include animals and objects and the child's task is to identify all the appearances of the target animal. The illustration below shows a similar type of exercises where the child's role is to identify target letters amongst the clutter.

Cancellation - On this timed subtest Firstname was required scan arrangements. One arrangement was random, the other was ordered. Students scan a two-page spread of relatively small colorful pictures. The pictures include animals and objects and the child's task is to identify all the appearances of the target animal.

LONG-TERM RETRIEVAL (Glr)
Long-Term Retrieval (Glr) is the ability to store information and retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from long-term memory. Firstname's long-term retrieval was measured with two tasks.

-Immediate Symbol Translation, requires the student to learn visual-verbal pairs and then translate the symbol strings into phrases or sentences. Firstname's performance on this task falls in the average range with a Standard Score of 99.

-Naming Speed Literacy test requires a student to name elements (e.g., size-color-object) as quickly as possible. It is particularly sensitive to reading and written expression skills. Firstname's score falls in the average range with a Standard Score of 92. She was also administered Naming Speed Quantity where the student is asked to name the quantity of squares in a series of boxes as quickly as possible Firstname's score falls in the average range with a Standard Score of 101.
-WJ Cog Story Recall- This subtest measures meaningful memory, a narrow ability of long-term retrieval, as well as some aspects of oral language development. The task requires the examinee to recall increasingly complex stories that are presented from an audio recording. After listening to a passage, the individual is asked to recall as many details of the story as he/she/they can remember. Firstname's performance on this task falls in the average range with a Standard Score of 84.

Based on these findings, the XBA program was used to assist in the determination of cohesive results. As such, Firstname's overall Glr (using the 2 subtests, Immediate Symbol Translation and Naming Speed Literacy) yields a Standard Score of 86, is ranked at the 18 percentile and falls in the below average range of ability when compared to his/her/their same age peers.

PHONOLOGICAL AWARENESS (Ga)
Phonological Awareness (Ga) measures an individual's awareness of the sound structure in a spoken word. This includes the ability to distinguish units of speech (i.e., syllables within words, individual phonemes within consonant clusters, onset-rime units within syllables and word-length units in compound words). Using the CTOPP-2, the composite score includes the subtests of Elision, Blending

Words, and Phoneme Isolation. Elision measures the extent to which an individual can say a word, and then say what is left after dropping out designated sounds. For example, say shelf without the /sh/. Firstname's performance on this subtest falls in the average range of ability with a Scaled Score of 4. Blending Words measures an individual's ability to combine sounds to form words. Firstname's performance on this subtest indicated below average ability with a Scaled Score of 5. Lastly, on Phoneme Isolation Firstname was asked to isolate individual sounds within words. Firstname's performance on this subtest falls in the below average range of ability with a Scaled Score of 6. Firstname's overall Ga (based on all 3 subtest scores) yields a Standard Score of 68 and is ranked at the 2nd percentile. This score falls within the extremely below average range of ability when compared to his/her/their same age peers. A deficit in phonological memory impairs decoding of new words, as well as limits reading comprehension for more complex sentences, and difficulties with reading fluency (read with speed). Phonological awareness provides students with an important tool for understanding the link between written and spoken language.

EXPLANATION OF g-VALUE
It is important to note that in order to meet the condition for a specific learning disability, the student must display at least an average overall cognitive ability. To assist in this determination, the examiner utilized the XBASS Pattern of Strengths and Weaknesses Analyzer. The program assigns a value based on the student's cluster score for each of the seven cognitive domains. Students that are likely to display an average overall cognitive ability would have a G-value equal or greater than .60.

In Firstname's case, he/she received a g-Value of 0.69 which indicates that his/her/their overall cognitive ability IS likely to fall in the average range of functioning. The following were deemed sufficient and facilitated his/her/their cognitive composite:
- € Gc (ss)
- € Gf (ss)
- € Glr (ss)
- € Gsm (ss)
- € Gs (ss)
- € Ga (ss)
- € Gv (ss)

€ **ADAPTIVE BEHAVIOR**

€ Adaptive behavior was assessed using informal measures
€ Firstname possesses adequate adaptive skills for their age and developmental level:
€ The student demonstrates age-appropriate self-care skills, including dressing, grooming, and personal hygiene.
€ They show independence in completing daily living tasks, such as organizing their belongings and maintaining a tidy workspace.
€ The student communicates effectively with peers and adults, demonstrating appropriate social interactions and empathy towards others.
€ They adapt well to changes in routines or environments, displaying flexibility and coping skills.
€ The student follows classroom rules and expectations consistently, showing good self-regulation and impulse control.
€ They participate actively in group activities, taking turns, and cooperating with classmates.

- € The student is responsible for managing their assignments, completing tasks on time, and seeking help when needed.
- € They demonstrate problem-solving abilities, seeking solutions independently and asking for assistance when faced with challenges.
- € The student shows good emotional regulation, expressing feelings appropriately and coping with stress in a healthy manner.
- € They exhibit age-appropriate decision-making skills, considering consequences and making thoughtful choices.
- € The student displays good time management, organizing their schedule effectively to balance schoolwork and leisure activities.
- € They communicate their needs effectively and advocate for themselves in appropriate situations.
- € The student shows respect and consideration for others' feelings and perspectives.
- € They are responsible for personal belongings, taking care of school materials and equipment.
- € The student demonstrates independence in using public transportation or other age-appropriate methods of transportation.
- € They participate in extracurricular activities or hobbies, showing a balanced and well-rounded approach to life.
- € The student maintains appropriate boundaries with peers and adults, respecting personal space and privacy.
- € They follow safety rules and guidelines in various settings, demonstrating a good understanding of potential risks.
- € The student shows age-appropriate problem-solving skills, resolving conflicts with peers constructively.
- € They exhibit age-appropriate social skills, initiating and maintaining friendships with peers.

(THE WHOLE ADAPTIVE SECTION BELOW SHOULD LOAD ALL TOGETHER WHEN SELECTED)

- € **ADAPTIVE BEHAVIOR**
- € Adaptive behavior was assessed using **formal measures**

Based upon the data reviewed, FIRSTNAME's level of cognitive functioning is consistent with his/her adaptive behavior. If No, explain below:

Summary of Adaptive Behavior Performance

ABAS 3rd Edition - Adaptive Behavior Assessment System Third Edition

The Adaptive Behavior Assessment System Third Edition (ABAS provides a comprehensive norm-referenced assessment of the adaptive skills of individuals ages birth to 89 years old.   The General Adaptive Composite (GAC) summarizes performance across all skill areas. Average scores range from 90 - 109 for standard scores and 8-12 for scaled scores.

Adaptive behavior refers to the degree to which the student is personally and socially self-sufficient. This level of independence is based on age expectations and is performance and not only ability based (e.g., a student may possess the ability to perform a skill but does not do so at an independent level, thus self-sufficiency is adversely affected).

	Percentile	Classification	Scaled Score
120 or more	> or equal to 91	High	15 or more
110-119	75-90	Above Average	13 - 14
90-109	25-74	Average	8-12
80-89	9-24	Below Average	6-7
71-79	3-8	Low	4-5
70 or less	< or equal to 2	Extremely Low	3 or less

Firstname's results

Adaptive Behavior Assessment System, Third Edition- Parent (Ms. Williams)					
	Scaled Score	Standard Score	95th Percentile Rank	95% Confidence Interval	Description
Communication	6				Below Average
Functional Academics	3				Low
Self-Direction	5				Low
CONCEPTUAL			68	2 62-74	Extremely Low
leisure	8				Average
Social	7				Below Average
SOCIAL			86	18 80-92	Below Average
Community Use	10				Average
Home Living	5				Low
Health and Safety	4				Low
Self-Care	4				Low
PRACTICAL			75	5 69-81	Low
GENERAL ADAPTIVE COMPOSITE			73	4 69-77	Low

Ms. Williams reports Firstname is able to communicate his wants and needs, needs help using resources in the library and at home cleaning up behind himself. In the area of functional academics, he is is not able to keep score when playing games, telling time, writing his address, and being able to count money. He is able to show cautions around hot objects and almost never follows general safety rules at home. Firstname needs a lot of assistance with self-direction and needs instructions repeated more than one time.

Firstname's specific skill sets within the Social domain indicate leisure skills needed for engaging in play and planning recreational activities are in the average range. His ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the below average range. Adaptive skill areas within the practical domain show his ability to function and get around in the community, including shopping and using community resources, is

in the average range. Firstname's level of functioning inside the home, including cleaning, food preparation, performing chores and taking care of personal possessions is in the Low range. Firstname's ability to protect his physical well-being and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate, is in the low range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the low range.

Firstname's general ability to participate in social and leisure activities (social adaptive behavior) is significantly more developed than his overall functioning in the areas of communication, academics, and self direction (conceptual adaptive behavior). However, Firstname's overall functioning in the areas of communication, academics, and self-direction (conceptual adaptive behavior) is consistent with his general skills in the areas of community and home living, health and safety, and self-care (practical adaptive behavior).

Adaptive Behavior Assessment System, Third Edition - Teacher (Ms. Carr & Ms. McGary)					
	Scaled Score	Standard Score	Percentile	95% Confidence Interval	Description
Communication	2				
Functional Academics	2				Extremely Low
Self-Direction	4				Low
CONCEPTUAL		60	0.4	55-65	Extremely Low
Leisure	6				Below Average
Social	10				Average
SOCIAL		89	23	83-95	Below Average
Community Use	7				Below Average
School Living	3				Extremely Low
Health and Safety	7				Below Average
Self-Care	10				Average
PRACTICAL		80	9	74-86	Below Average
GENERAL ADAPTIVE COMPOSITE		74	4	70-78	Low

Adaptive Behavior Assessment System, Third Edition					
	Scaled Score	Standard Score	Percentile	95% Confidence Interval	Description
Communication					
Functional Academics					
Self-Direction					
CONCEPTUAL					
Leisure					
Social					
SOCIAL					
Community Use					

School Living					
Health and Safety					
Self-Care					
PRACTICAL					
GENERAL ADAPTIVE COMPOSITE					

Teachers report Firstname is able to take care of his personal needs but needs reminders to complete tasks in the class.

Adaptive skill areas within the Conceptual domain indicate Firstname's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the below average range. He functions in the extremely low range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. His ability to make independent choices, exhibit self-control and take responsibility when appropriate is in the low range.

Adaptive skill areas within the Conceptual domain indicate Firstname's communication abilities, including speech, vocabulary, listening, conversation, and nonverbal communication skills, are in the Extremely Low range. He functions in the Extremely Low range when performing basic academic skills such as reading, writing, and mathematics, as well as functional skills such as taking measurements and telling time. His ability to make independent choices, exhibit self-control, and take responsibility when appropriate is in the Low range. His ability to interact socially, initiate and maintain friendships, express and recognize emotions, and assist others when needed is in the Average range. Firstname's ability to function and get around in the community, including shopping and using community resources, is in the Below Average range. Firstname's level of functioning in a classroom setting, including maintenance of school property and taking care of personal possessions, is in the Extremely Low range. Firstname's ability to protect his physical wellbeing

and prevent and respond to injuries, including following safety rules, showing caution, and using medicine when appropriate, is in the Below Average range. His ability to perform self-care activities such as eating, dressing, and taking care of personal hygiene is in the Average range.

Both the parent and teacher's rating show Firstname's conceptual skills (communicating, functional academics and self-direction) were extremely low both at home and at school. His leisure and social skills are in the below average range. Firstname's practical skills were lower at home than at school with a noticeable difference in selfcare and health a safety were his mother has to remind him more so than at school.

BASC3
The BASC-3 also yields an Adaptive Scales Index which measure skills that are important for functioning in the home and school environments. Below are the student's scores, and their interpretation.

Behavior Assessment System for Children- Third Edition (BASC-3) Adaptive Scales		
	Parent	Teacher
Adaptive Scales	36	31
Adaptability	40	44
Social Skills	46	42
Leadership	38	28
Functional Communication	37	24
Activities of Daily Living	28	--
Study Skills	--	28

T-scores between 31-40 on adaptive scales (light gray) are within the at-risk range; 30 and below (dark gray) on the adaptive scales are within the clinically significant range.

Both raters reported difficulties in the areas of Leadership and Functional Communication. Firstname's mother reported difficulties with Activities of Daily Living. Firstname has trouble following regular routines, is careless with belongings, needs reminders to brush his teeth, and struggles to organize chores or other tasks. Firstname almost always acts in a safe manner. Firstname's teacher reported difficulties with Study Skills. Firstname struggles with staying on task, staying organized, and analyzing the nature of a problem before

€ EDUCATIONAL/DEVELOPMENTAL PERFORMANCE

€ IQ/Ach Information Folder: http://wix.to/6rEHjOI

Classroom Observation
Firstname was observed during his second period Math class. The students were working on the morning warm-up assignment that was displayed on the overhead projector. Firstname sat quietly and worked independently on his assignment. she sat in the back of the class and followed all of the teacher's directives. Once the assignment was complete, she submitted his answer on Schoology.

Criterion/Curriculum-Based Data
Firstname was successful on both the Reading and Writing STAAR test for the 2016/17 school year. she did not pass the Math STAAR. Firstname scored 1611 in Reading, 3588 in Writing and 1372 in Math.

Firstname took the Renaissance 360 Reading computer-adaptive reading test on xx/xx/xxxx. The Percentile Rank score compares Firstname's test performance with that of other students nationally in the same grade. With a PR of xx, he/she reads at a level greater than xx% of other students nationally in the same grade. Instructional Reading Level (IRL) is the grade level at which Firstname is at least 80% proficient at recognizing words and comprehending reading material. Firstname achieved an IRL score of x.x. This means that she is at least 80% proficient at reading approaching xxth grade words and books.

Firstname's grade equivalent is x.x. This indicates that this test performance is comparable to that of an average xxxth grader at the beginning of the school year.

Firstname also took the Renaissance 360 computer-adaptive Math test on xx. With a percentile rank of xx, Firstname's Math skills are greater than xx% of students nationally in the same grade. Firstname's grade equivalent is xx. This indicates that his test performance is comparable to that of an average xx th grader after the xx month of the school year.

REN 360 CHARTS GO HERE

Summary of Educational/Developmental Performance

The Woodcock-Johnson IV Tests of Achievement (WJ-IV) contains subtests measuring multiple curricular areas. Specific combinations or groupings of these tests form cluster scores for interpretive purposes. Cluster interpretation results in higher validity because more than one component of a broad ability comprises the score that serves as the basis for interpretation. The Standard Scores are based on a mean of 100 and a standard deviation of 15. Standard Scores falling within the 90-110 point range are considered average performance. The results obtained are presented on the table below.

ACH CHART GOES HERE

on the table below.

CLUSTER /SUBTESTS	Standard Score	Confidence Interval	Percentile	Qualitative Description
Applied Problems	72			
Number Matrices	75			
MATH PROBLEM SOLVING	71	64-78	3	Low
Calculation	65			
Math Facts Fluency	76			
MATH CALCULATION SKILLS	69	63-76	2	Very Low

Standard Score interpretation:
<70 = Very Low
70 – 79 = Low
80 – 89 = Low Average
90-110 = Average Range
111-120 = High Average Range
121-130 = Superior Range
>130 = Very Superior Range
The following cluster tests were administered to obtain levels of achievement:

Math Calculation Skills is a combined measure of math computational skills and the ability to do simple math calculations quickly. Math Calculation Skills cluster includes the Calculation (ss - 65) and Math Facts Fluency (ss- 76) subtests. Firstname received a standard score of 69 in this area. she scored within the very low range and performed better than 2 percent of his age peers. Firstname was able to solve addition problems with regrouping and basic multiplication facts. she attempt division but was not successful. she did not attempt subtraction with regrouping or multiplying 2 digit numbers.

Math Problem Solving provides a measure of mathematical knowledge and reasoning and fluid reasoning abilities. It is an aggregate measure of problem solving, analysis, and reasoning. This cluster is a combination of Applied Problems (ss - 72) and Number Matrices (ss - 75). Firstname received a standard score of 71 in this area. The student scored within the low range and performed better than 3 percent of his age peers. Firstname solved problems slowly and demonstrated less automaticity with the latter items.

Subtest Description:
Calculation is a set of math achievement measuring the ability to perform mathematical computations, a quantitative knowledge (Gq) ability. The initial items in Calculations require the individual to write single numbers. The remaining items require the person to perform addition and subtraction. Because the calculations are presented in a traditional problem format in the Response Booklet, the person is not required to make any decisions about what operations to use or what data to include.

Math Facts Fluency measures speed of computation or the ability to solve simple addition, subtraction, and multiplication facts quickly, requiring both quantitative knowledge (Gq) and cognitive processing speed (Gs) abilities. The person is presented with a series of simple arithmetic problems in the Response Booklet. This test has a 3-minute time limit.

Applied Problems requires the person to analyze and solve math problems, a quantitative knowledge (Gq) ability. To solve the problems, the person must listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems include extraneous information, the individual must decide not only the appropriate mathematical operations to use but also which numbers to include in the calculation. Item difficulty increases with more complex calculations.

Number Matrices is a measure of quantitative reasoning, requiring both quantitative knowledge (Gq) and fluid reasoning (Gf) abilities. A matrix is presented and the individual must identify the missing number.
Although the test is not timed, there is a general guideline of either 30 seconds or 1 minute per problem.

Site to help with Basic Reading
Speech-Sound-Development-Chart.pdf (readingrockets.org)
Phonics: In Practice | Reading Rockets
Word Walls | Classroom Strategies | Reading Rockets
Dolch Sight Words List | Sight Words: Teach Your Child to Read

Basic Reading Skills is an aggregate measure of sight vocabulary, phonics, and structural analysis that provides a measure of basic reading skills. This cluster is a combination of of Letter-Word Identification (ss - 91) and Word Attack (ss - 81). Firstname received a cluster standard score of 87 in this area. she scored within the low average range. Firstname was able to read 2nd Grade sight words. she began struggling with multi-syllabic words. On word attack she struggled with reading phonemes.

Subtest Description:
Letter-Word Identification measures the examinee's word identification skills, a reading-writing (Grw) ability. The initial items require the individual to identify letters that appear in large type on the examinee's side of the Test Book. The remaining items require the person to read aloud individual words correctly. The examinee is not required to know the meaning of any word. The items become increasingly more difficult as the selected words appear less frequently in written English.

Word Attack measures a person's ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words, a reading-writing (Grw) ability. The initial items require the individual to produce the sounds for single letters. The remaining items require the person to read aloud letter combinations that are phonically consistent or are regular patterns in English orthography but are nonsense or low-frequency words. The items become more difficult as the complexity of the nonsense words increases.

The Written Expression cluster is an aggregate measure of meaningful written expression and fluency providing a measure of written expression skills. This cluster is a combination of the Sentence Writing Fluency and Writing Samples subtests. Firstname obtained scores on the individual subtests, which make up the aforementioned written language clusters include: Writing Fluency (ss - 97), and Writing Samples (ss - 114) subtests. A review of Firstname's written work revealed many spelling mistakes, omissions of less meaningful words (i.e.; the), and difficulties applying capitalization and punctuation.

Subtest Description:
Sentence Writing Fluency measures an individual's skill in formulating and writing simple sentences quickly, requiring both reading-writing (Grw) and cognitive processing speed (Gs) abilities. Each sentence must relate to a given stimulus picture in the Response Booklet and must include a given set of three words. The words gradually require the formulation of more complex structures.

Writing samples measures the examinee's skill in writing responses to a variety of demands, a reading-writing (Grw) ability. The person must write sentences that are evaluated for their quality of expression. Item difficulty increases by increasing the passage length, the level of vocabulary, and the sophistication of the content. The individual is not penalized for errors in basic writing skills, such as spelling or punctuation.

€ **ASSISTIVE TECHNOLOGY**
€ **Assistive Technology Consideration Guide: http://wix.to/soLNheK**

☐ COMMUNICATION: The student can communicate effectively without the use of aids or devices.

☐ LISTENING: The student can hear and follow instructions without the use of aids or devices.

☐ MOBILITY: The student is able to access all areas of the facility without assistive devices.

☐ PERSONAL MANAGEMENT AND DAILY LIVING: The student is able to manage routine self-care and daily living activities like other students without unusual modifications and adaptations.

☐ PHYSICAL EDUCATION/RECREATION AND LEISURE: The student is able to participate in activities to build `enhance' skills in this area without assistive devices.

☐ VISUAL AIDS: The student is able to track or follow visual stimuli in the general education environment without assistive devices.

☐ COMPUTER ACCESS: The student does not need/use adaptations or accommodations other than that available to other students in general or special education

> €   The student has access to utilize technology available to all students in the classroom. However he would benefit from low tech assistive technology to facilitate the acquisition of academic skills. In math, he may benefit from number lines, math manipulatives, and math charts. He may also benefit from visual schedules as well as visual reminders and cues.

€ **SUMMARY AND CONCLUSIONS**

€ **OTHER HEALTH IMPAIRMENT (OHI)** (all of the "male" or "female" should load when selected.)

€ [Twice Exceptional: Gifted & Challenged with ADHD and More (additudemag.com)](additudemag.com)
€ MALE

An Other Health Impairment (OHI) is a special education disability category under IDEA 2004 and is characterized by a student having a chronic or acute health problem that limits the student's strength, vitality, or alertness that adversely affects a child's educational performance. The student's alertness may include a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment. Accordingly, a health problem may include, but is not limited to Attention Deficit Hyperactivity Disorder (ADHD).

A multidisciplinary team must collect or review evaluation data to determine the student's eligibility based on this category of disability. The evaluation should include information as to how the health problem affects the child's educational performance. The multidisciplinary team must include a licensed physician.

Other Health Impairment Criteria
Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

1.	Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome
a.	Based on observation data, teacher reports, school disciplinary records, and direct testing, Justin DOES present characteristics of the diagnostic criteria of Attention-Deficit Hyperactivity Disorder in the school setting. Both Justin's teacher and parent report elevated and very elevated levels of inattention respectively.
2.	Adversely affects a child's educational performance. The parent and teacher indicate that the student's problems seriously affects his schoolwork or grades often. The parent and teacher also indicate that the student's problems never seriously affect his friendships and relationships. The parent indicates that the student's problems seriously affects his home life occasionally.
a.	 Justin HAS been noted as demonstrating a significant amount of academic difficulties in all of his classes.

Justin does currently have a diagnosis of ADHD from a licensed physician. If a licensed physician provides documentation of a diagnosis of ADHD on an OHI form that is submitted to the school, the examiner highly recommends that the ARD committee consider the eligibility of Other Health Impairment.

Justin does not currently have a diagnosis of ADHD from a licensed physician. Should Justin's behaviors continue to interfere with HIS educational performance despite the implementation of individualized academic supports and strategies, and a licensed physician provides documentation of a diagnosis of ADHD on an OHI form that is submitted to the school, the examiner highly recommends that the ARD committee consider the eligibility of Other Health Impairment.

Therefore Justin DOES NOT meet qualifications as a student with an Other Health Impairment at this time.
€	FEMALE

An Other Health Impairment (OHI) is a special education disability category under IDEA 2004 and is characterized by a student having a chronic or acute health problem that limits the student's strength, vitality, or alertness that adversely affects a child's educational performance. The student's alertness may include a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment. Accordingly, a health problem may include, but is not limited to

Attention Deficit Hyperactivity Disorder (ADHD).

A multidisciplinary team must collect or review evaluation data to determine the student's eligibility based on their category of disability. The evaluation should include information as to how the health problem affects the child's educational performance. The multidisciplinary team must include a licensed physician.

Other Health Impairment Criteria

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

1.   Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome

a.   Based on observation data, teacher reports, school disciplinary records, and direct testing, Emily DOES present characteristics of the diagnostic criteria of Attention-Deficit Hyperactivity Disorder in the school setting. Both Emily's teacher and parent report elevated levels of inattention.

2.   Adversely affects a child's educational performance. The parent and teacher indicate that the student's problems seriously affect her schoolwork or grades. The parent and teacher also indicate that the student's problems never seriously affect her friendships and relationships. The parent indicates that the student's problems seriously affect her home life.

a.   Emily HAS been noted as demonstrating a significant amount of academic difficulties in all of her classes.

Emily does not currently have a diagnosis of ADHD from a licensed physician. If a licensed physician provides documentation of a diagnosis of ADHD on an OHI form that is submitted to the school, the examiner highly recommends that the ARD committee consider the eligibility of Other Health Impairment.

Emily does not currently have a diagnosis of ADHD from a licensed physician. Should Emily's behaviors continue to interfere with HER educational performance despite the implementation of individualized academic supports and strategies, and a licensed physician provides documentation of a diagnosis of ADHD on an OHI form that is submitted to the school, the examiner highly recommends that the ARD committee consider the eligibility of Other Health Impairment.

Therefore Emily DOES NOT meet qualifications as a student with an Other Health Impairment at this time.

€   AUTISM

[Twice Exceptional: Gifted & Challenged with ADHD and More (additudemag.com)](additudemag.com)

Autism Eligibility: For school-based assessments, the TEA and federal criteria for the special education eligibility of Autism are defined as, "A developmental disability significantly affecting verbal and nonverbal communication and social interaction. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Students with pervasive developmental disorders are included under this category.

YES Significant deficit in verbal communication ~ Based on the evaluation, Chance has a deficit in verbal communication. He communicates using gestures and guttural sounds.

YES Significant deficit in nonverbal communication ~ Based on the evaluation, Firstname currently exhibits deficits in appropriate eye contact. He uses gestures when communicating with others. His teacher indicates that he understands tone of voice and body language of others, but does not respond.

YES Significant deficit in social interaction ~ Based on the evaluation, Firstname does not interact with peerstends to keep to himself and does not interact much with his peers. His Grandmother reported he has a history of this, while reports from at his previous school and Angel's own report, he had multiple friends. As he does not meet these three criteria, Angel does not meet the special education criteria for the disability condition of Autism.

€   EMOTIONAL DISTURBANCE

Emotional Disturbance (ED)
Based on results of the current evaluation, it does appear that Firstname's in or out of school emotionality influences learning in such a way as would affect the student's educational placement, programming, or discipline. Firstname demonstrates the following IDEA characteristics of Emotional Disturbance, to a marked degree, for a long period of time, which is sufficiently different from average same age/grade peers, as follows:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors. Based on current evaluation data, there does not appear to be an inability to learn. Firstname's formal testing yielded scores indicating general learning difficulties due to overall low cognition. Difficulties with academics are likely due to low cognition in conjunction with behaviors that have impeded the time gained during instruction. Firstname does not meet this criterion.

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Firstname does not meet this criterion.

- Inappropriate types of behaviors and feelings under normal circumstances. Firstname does not meet this criterion.

- A general pervasive mood of unhappiness or depression. This characteristic includes behaviors, thoughts, and feelings which signal "unhappiness." The unhappiness or depression must be general and pervasive; that is, occurring over most if not all, of the student's life situations. While Firstname does not currently have an outside diagnosis of depressive disorder, she certainly presents with overwhelming

characteristics of depressed mood. Sheengages in suicidal threats when angered, reports feeling tired and irritable, reports feeling lonely all of the time, indicates that shehas trouble sleeping, and feels either bored or sad most of the time. Firstname does meet this criterion.

- A tendency to develop physical symptoms or fears associated with personal or school problems. There is currently no evidence of physical symptoms or fears associated with personal or school problems. However, this should be monitored over time, as Firstname reports having stomach aches often. Firstname does not meet this criterion.

Based on current evaluation data, Firstname **DOES** meet TEA eligibility as a student with an Emotional Disturbance (ED).

€   SPECIFIC LEARNING DISABILITY

SPECIFIC LEARNING DISABILITY
According to the federal register (34 CFR 300© 10) A Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematic calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. It does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, or emotional disturbance, or of environmental, cultural, or economic disadvantage. In order to determine if Firstname meets the criteria for a specific learning disability based on a pattern of strengths and weaknesses, the Dual Discrepancy/Consistency (DD/C) operational definition of SLD was applied. There are 6 diagnostic markers for the presence of a specific learning disability condition, and the following questions were used to guide the process of determining a specific learning disability on the presence of these markers:

1.PRESENCE OF A NORMATIVE ACADEMIC DEFICIT - YES
Firstname displayed normative academic deficits that reflect an inability to achieve grade or age level expectations despite adequate instruction and supplemental interventions based on his performance on the following composites: Math Calculation (69) and Math Problem Solving (71). These areas are below what would be expected for his age/grade. These deficits are supported through various converging data sources, including teacher and parent information, curriculum-based, criterion-referenced, and norm-referenced test scores.

2.PRESENCE OF A COGNITIVE PROCESSING DEFICIT - YES
According to the results of formal testing, Firstname has deficits in three cognitive processing areas:Visual-Statial Thinking- Gv(81), Processing Speed-Gs (75) and Auditory Processing-Ga (82).

3.PROFILE WITHIN NORMAL LIMITS - YES

Firstname has broad intact cognitive abilities in Crystallized Intelligence, Fluid Reasoning, Short-term Memory, and Long-Term Retrieval. These are combined to create the Facilitating Cognitive Composite (FCC) of 92, which suggests Case most likely has average ability to learn when the attenuating aspects of his profile are removed. In addition, his G-value of .85 indicates likely average overall intelligence.

## 4.EMPIRICAL RELATIONSHIP BETWEEN COGNITIVE AND ACADEMIC DEFICITS - YES
Firstname's processing speed (Gs) deficit is related to his performance in Math Calculation and Math Problem Solving. Slow processing speed leads to a lack of automaticity in basic math operations (e.g., addition, subtraction, and multiplication).

5.DOMAIN SPECIFIC COGNITIVE WEAKNESS (ES): - YES
Firstname's deficit in Gs is significantly lower than what would be expected based on the FCC. The difference between the cognitive scores and the FCC indicates that the processing deficits are domain specific and not attributable to overall lower general ability.

6.UNEXPECTED ACADEMIC ACHIEVEMENT - YES
Firstname's scores in Math Calculation and Math Problem Solving are significantly below what would be expected based on his FCC. However, Math Calculation difficulties are affecting his problem solving ability.
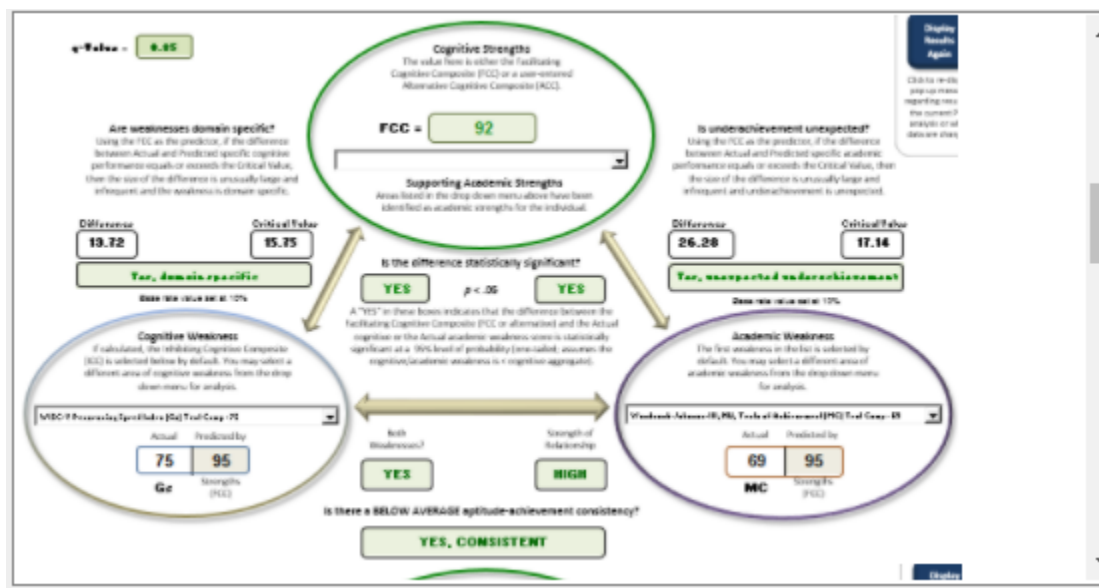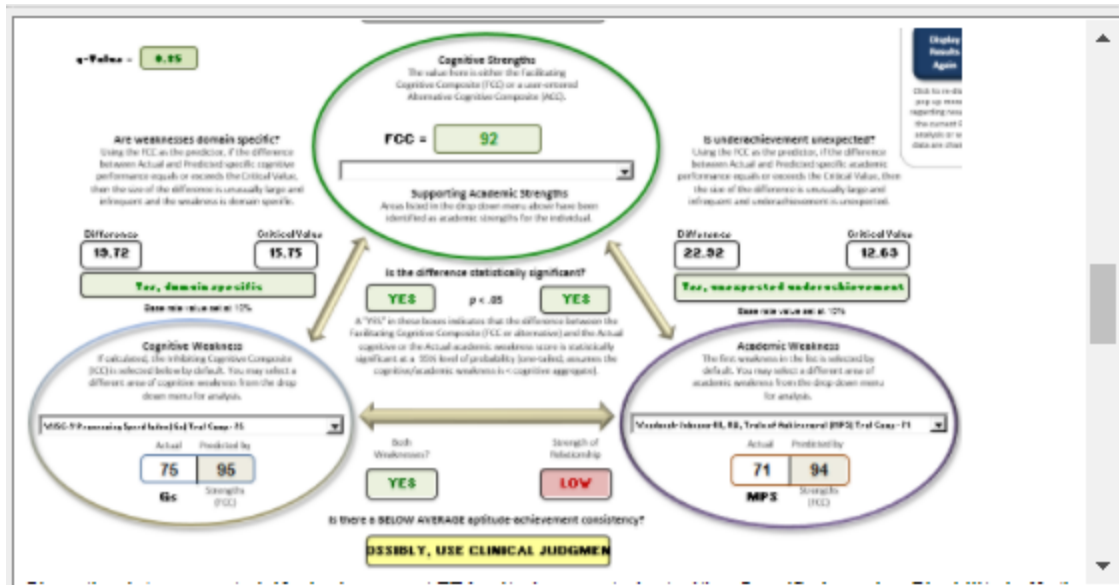
Given the data presented, Firstname does meet TEA criteria as a student with a Specific Learning Disability in Math Calculation Skills. Final determination of educational need will be made by the Admission, Review and Dismissal Committee (ARDC).

€   **DYSLEXIA/DYSGRAPHIA**

DYSLEXIA

THIS EXAMPLE IS HOW TO PRESENT AND CONCLUDE DYSLEXIA. THIS IS USUALLY DONE AFTER THE DETERMINATION OF LD IN BASIC READING. This student would be characterized as LD in Basic Reading with the condition of Dyslexia.

Dyslexia

An analysis of _____'s test results/data was done and compared to the Texas Education Agency (TEA) criteria for dyslexia. Based on the TEA Dyslexia Handbook (2018 Update), there are several domains that must be assessed to determine if an individual meets the criteria for dyslexia. The domains and the various tests/data gathered in each of these areas are listed below:

- Letter knowledge (name and associated sound) – Measurement of this skill was obtained through a review of benchmark assessments from K-2nd grade. _____ knows all letters and associated sounds.
- Reading real and nonsense words in isolation (decoding) —WIAT-III: Word Reading=74, Pseudoword Decoding=82. Low to low average standard scores indicate significant difficulties in word decoding (Basic Reading=79).
- Reading Fluency – WIAT-III Oral Reading Fluency: Rate (80) and Accuracy (71); ORF=73. This is further assessed through curriculum-based measurement noting 65 cwpm which is well below grade expectations (115 at ending 4th grade). Prosody of oral reading is choppy/not smooth,

inflection is not present, and ____ sounds out individual letters for most words prior to saying the whole word.

- Reading Comprehension – WIAT-III Reading Comprehension=99.
- Written Spelling—WIAT-III: Spelling=69.
- Phonological awareness—CTOPP Phonological Awareness cluster=84 and all subtests were low average: Elision=6, Blending Words=7 and Phone Isolation=5. This area includes segmenting, blending, and manipulating sounds in words. A deficit in phonological awareness is viewed as the hallmark of reading disability or dyslexia.
- Rapid naming—CTOPP: Rapid Symbolic Naming=98. _____'s ability to rapidly name familiar stimuli such as letters and numbers is average.

_____ demonstrates the primary academic skill characteristics of dyslexia: Difficulty reading words in isolation; Difficulty accurately decoding unfamiliar words; Difficulty with oral reading (slow, inaccurate, or labored); and Difficulty spelling. He/she/they displays a weakness in phonological awareness which is presumed to be the causative or underlying factor in the reading deficit. This pattern does exist within a cognitive profile indicative of adequate intelligence (WISC-V FSIQ=97); thus, the pattern is unexpected. Therefore _____ meets the TEA criteria for the <mark>condition of</mark> dyslexia.

Figure 5.2 Areas for Evaluation of Dysgraphia

THE DYSLEXIA HANDBOOK Updated 2021

CHAPTER V

Figure 5.2 Areas for Evaluation of Dysgraphia

Academic Skills	Cognitive Processes	Possible Additional Area
• Letter formation • Handwriting Word/sentence dictation (timed and untimed) • Copying of text • Written expression • **Spelling** • Writing fluency (both accuracy and fluency)	• Memory for letter or symbols sequences (orthographic processing)	• Phonological awareness • Phonological memory • Working memory • Letter retrieval • Letter matching

TEA

LINK - DYSGRAPH, DYSCALC

Dyslexia, Dysgraphia, and Dyscalculia in the Individualized Education Program (texas.gov)

Figure 5.3 Questions to Determine the Identification of Dysgraphia

Figure 5.3 Question to Determine the Identification of Dysgraphia

- Do the data show the following characteristics and consequences of dysgraphia?
  - Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
  - Difficulty with unedited written spelling
  - Low volume of written output as well as problems with other aspects of written expression

- Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and /or storing and retrieving orthographic codes (letter forms)?

- Are these difficulties unexpected for the student's age in relation to the student's other abilities, and the provision of effective classroom instruction?

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PRESENT LEVELS OF ACADEMIC ACHIEVEMNT AND FUNCTIONAL PERFORMANCE (PFLAAFP)

€   **RECOMMENDATIONS AND ASSURANCES**

€   **ADHD/ADD**

€   Clear and Consistent Routines: Establish and maintain a predictable daily schedule to help the student know what to expect throughout the day.

€   Visual Aids and Timers: Use visual schedules, timers, or countdown clocks to help the student manage time and transitions between activities.

€   Reduce Distractions: Create a calm and organized learning environment with minimal distractions and visual clutter.

€   Seating Arrangement: Consider seating the student near the front of the class and away from distractions to enhance focus.

€   Use of Fidget Tools: Allow the use of fidget tools (e.g., stress balls, wiggle seats) to provide sensory input and improve concentration.

€   Chunking of Tasks: Break tasks into smaller, manageable chunks and provide clear instructions for each step.

€   Positive Reinforcement: Use a system of positive reinforcement, such as behavior charts or token economies, to encourage and reward desired behaviors.

€   Flexible Assignments: Offer flexible assignments to accommodate the student's learning style and pace.

€   Offer Movement Breaks: Allow short movement breaks or opportunities for the student to stand up and stretch during prolonged seated tasks.

€   Encourage Active Learning: Incorporate hands-on activities and movement into lessons to engage the student's attention.

€   Preferential Seating: Seat the student near positive role models or peers who can provide support and encouragement.

€   Encourage Self-Advocacy: Teach the student strategies to communicate their needs effectively to the teacher, such as requesting breaks or additional support.

€   Use of Technology: Integrate educational apps or tools that cater to the student's individual learning needs.

€   Checklists and Visual Reminders: Provide checklists or visual reminders for tasks and assignments to help the student stay organized.

€   Offer Flexible Seating Options: Consider providing flexible seating options, such as standing desks or stability balls, to promote focus and engagement.

€   Task Prioritization: Help the student prioritize tasks and focus on one task at a time to avoid feeling overwhelmed.

€   Break Down Long-Term Projects: Assist the student in breaking down long-term assignments into smaller steps with clear deadlines.

€   Encourage Physical Activity: Allow opportunities for physical activity during recess or PE to help release excess energy.

€   Partner or Group Work: Encourage group or partner work to provide opportunities for social interaction and support.

€   Regular Communication with Parents: Maintain open communication with parents to ensure consistency and support between home and school.

€   **EMOTIONAL DISTURBANCE**

€   Establish a Safe and Supportive Environment: Create a classroom atmosphere that promotes emotional safety, trust, and positive relationships between the teacher and students.

€   Clear Expectations and Rules: Set clear and consistent behavior expectations and classroom rules. Review them regularly to reinforce the guidelines.

€   Emotional Regulation Strategies: Teach and model emotional regulation techniques such as deep breathing, mindfulness, or self-calming strategies.

€   Provide a Calm Corner: Designate a quiet and safe space where the student can go to self-regulate and de-escalate if they feel overwhelmed.

€   Individualized Behavior Plan: Develop an individualized behavior plan in collaboration with the student, parents, and support staff to address specific emotional needs.

€   Regular Check-ins: Establish a system for regular check-ins with the student to discuss their emotions, concerns, and any support they may need.

€   Allow Emotional Expression: Encourage the student to express their emotions verbally or through journaling or art, providing appropriate outlets for emotional release.

€   Avoid Public Shaming or Punishment: Avoid public shaming or punishment, and instead, use private discussions to address behavioral concerns.

€   Peer Support: Encourage peer support and understanding by promoting empathy and inclusivity among classmates.

€   Break Tasks into Smaller Steps: Break down academic tasks into manageable steps to reduce frustration and increase feelings of accomplishment.

€   Flexible Seating Arrangement: Consider allowing the student to choose their seating arrangement to increase their comfort and engagement.

€   Collaborate with Support Staff: Work closely with school counselors, psychologists, or other support staff to provide additional resources and interventions.

€   Conflict Resolution Skills: Teach conflict resolution skills to help the student navigate social situations constructively.

€   Positive Reinforcement: Use positive reinforcement to recognize and encourage appropriate behaviors.

€   Consistent Communication with Parents: Maintain open and consistent communication with parents to share concerns and progress.

€   Crisis Intervention Plan: Develop a crisis intervention plan in case of emotional outbursts or heightened emotions.

€   Sensory-Friendly Environment: Create a sensory-friendly classroom environment by considering lighting, noise levels, and classroom arrangement.

€   Encourage Self-Advocacy: Teach the student to advocate for their emotional needs and seek help when necessary.

€   Flexible Academic Support: Provide academic support tailored to the student's emotional needs and learning style.

€   Emotional Support Animals: Consider the possibility of an emotional support animal in the classroom, if appropriate and allowed by school policy.

€   **AUTISM**

€   Structured Environment: Create a structured and predictable classroom environment with visual schedules and routines to reduce anxiety.

€   Visual Supports: Use visual aids, such as picture schedules, social stories, and visual cues, to enhance understanding and communication.

€   Clear and Concise Instructions: Provide clear and concise instructions, breaking down tasks into simple steps, and avoiding ambiguous language.

€   Sensory-Friendly Space: Create a sensory-friendly classroom by minimizing overwhelming stimuli and offering sensory tools or quiet spaces for self-regulation.

€   Task Organization: Use color-coded folders or bins to help the student organize their materials and assignments.

€   Positive Reinforcement: Implement a system of positive reinforcement to reward appropriate behaviors and accomplishments.

€   Peer Support: Encourage peer support and social interactions through structured activities and cooperative learning.

€   Social Skills Training: Provide explicit social skills training and opportunities for practicing social interactions.

€   Visual Cues for Social Skills: Use visual cues or prompts to teach appropriate social behaviors and expectations.

€   Individualized Instruction: Tailor instruction to the student's individual strengths, interests, and learning style.

€   Preparation for Transitions: Prepare the student for transitions between activities or changes in routines using visual cues and countdowns.

€   Communication Supports: Implement communication supports, such as visual communication boards, AAC devices, or sign language, based on the student's needs.

€   Breaks and Movement: Allow for regular movement breaks or sensory activities to promote focus and self-regulation.

€   Consistent Staff Training: Ensure that all staff members are trained in autism awareness and effective strategies for supporting students with autism.

€   Collaboration with Parents and Therapists: Maintain open communication with parents and therapists to align strategies and support between home and school.

€   Specialized Instruction: If needed, provide specialized instruction in areas of difficulty, such as social skills, communication, or adaptive behavior.

€   Personal Space Awareness: Teach personal space awareness and social boundaries through visual cues and role-playing activities.

€   Predictable Schedules and Transitions: Stick to predictable schedules and provide advanced notice for any changes in routines or activities.

€   Task Reinforcement: Use the student's special interests to reinforce engagement and motivation in learning tasks.

€   Empathy and Understanding: Foster empathy and understanding among classmates, promoting a culture of acceptance and inclusivity.

€   **SPECIFIC LEARNING DISABILITY**

€   Basic Reading:

€   Provide systematic and explicit phonics instruction.

€   Use decodable books and materials matched to the student's reading level.

€   Offer one-on-one or small group reading instruction to target specific areas of difficulty.

€   Use multisensory approaches, such as tapping out sounds or using manipulatives, to reinforce phonics skills.

€   Encourage repeated reading of familiar texts to build fluency and confidence.

€   Reading Comprehension:

€   Teach and model comprehension strategies, such as summarizing, questioning, and making connections.

€   Use graphic organizers to help students visualize and organize information from the text.

€   Provide opportunities for discussions and peer interactions to enhance understanding.

€   Break down complex texts into smaller sections and focus on one skill or concept at a time.

€   Use visual supports, such as pictures or charts, to aid in understanding the text.

€   Reading Fluency:

€   Implement regular and structured fluency practice sessions, such as repeated reading or choral reading.

€   Use audiobooks or reading aloud to model fluent reading for the student.

€   Encourage the student to read at their own pace, gradually increasing speed as their fluency improves.

€   Provide positive feedback and praise for progress in reading fluency.

€   Offer opportunities for the student to read in a relaxed and non-judgmental environment.

€   Math Calculation:

€   Use hands-on materials and manipulatives to reinforce math concepts.

€   Break down complex math problems into smaller, more manageable steps.

€   Provide extra practice and repetition of math skills through worksheets or interactive games.

€   Offer visual supports, such as number lines or charts, to aid in understanding math concepts.

€   Implement the use of assistive technology, such as calculators, for complex calculations.

€   Math Problem Solving:

€   Teach problem-solving strategies, such as drawing pictures, making a list, or working backward.

€   Provide real-life contexts for math problems to make them more meaningful and relevant.

€   Encourage students to verbalize their thought process while solving problems.

€   Scaffold problem-solving tasks by offering different levels of support based on individual needs.

€   Use graphic organizers or step-by-step guides to help students organize their problem-solving approach.

€   DYSLEXIA

€   Structured Literacy Instruction: Provide explicit and structured literacy instruction that focuses on phonics, phonological awareness, and decoding skills.

€   Multisensory Techniques: Use multisensory teaching methods, such as the Orton-Gillingham approach, to engage multiple senses in the learning process.

€   Decodable Texts: Offer decodable texts and materials that align with the student's phonics instruction and reading level.

€   Extended Time for Reading Tasks: Allow additional time for reading tasks, such as reading assignments or tests, to accommodate processing speed.

€   Assistive Technology: Integrate assistive technology tools, such as text-to-speech software or speech-to-text applications, to support reading and writing tasks.

€   Visual Supports: Use visual aids, such as word walls, charts, or graphic organizers, to reinforce spelling patterns and word recognition.

€   Reading Interventions: Implement reading interventions targeted at improving fluency and comprehension.

€   Small Group Instruction: Offer small group or one-on-one reading instruction to provide targeted support.

€   Preferential Seating: Allow the student to sit in a location that minimizes distractions and enhances focus during instruction.

€ Chunking Information: Break down complex instructions or information into smaller, more manageable parts.

€ Encourage Audiobooks: Provide access to audiobooks to support comprehension and enjoyment of literature.

€ Positive Reinforcement: Offer positive reinforcement and praise for effort and progress in reading and writing.

€ Build Vocabulary: Focus on building vocabulary through explicit instruction and exposure to a variety of words.

€ Structured Note-Taking: Provide structured note-taking formats to help organize information during lectures or discussions.

€ Support Reading Fluency: Offer repeated reading practice and encourage the use of expression and intonation.

€ Reduce Copying: Minimize the need for extensive copying from the board or textbooks.

€ Use Color Coding: Utilize color coding to highlight important information and help with organization.

€ Flexible Assessments: Consider alternative forms of assessment, such as oral presentations or projects, to demonstrate knowledge.

€ Encourage Reading for Pleasure: Foster a love for reading by providing access to age-appropriate and engaging reading materials.

€ Teacher Training: Provide training for teachers on dyslexia awareness and effective strategies for supporting students with dyslexia.

€