

# EVALUATION AI

\* This form will record your name, please fill your name.

Information to Gather

## 1. Gather

- ☐ CONSENT!!! Receipt of Consent / Refusal for Initial Evaluation
- ☐ TEACHER RATING SCALE – AT LEAST ONE
- ☐ PARENT RATING SCALE – AT LEAST ONE
- ☐ SDH
- ☐ PREVIOUS EVALUATIONS
- ☐ HEALTH SCREENING
- ☐ TEACHER SURVEY – AT LEAST ONE & SCHEDULE REMINDER
- ☐ PARENT SURVEY – AT LEAST ONE & SCHEDULE REMINDER
- ☐ EDGENUITY INFO
- ☐ SKYWARD: DIST TEST, STATE TEST, REN 360, ??
- ☐ ATTENDANCE
- ☐ SCHOOL ENROLLMENT INFORMATION
- ☐ DISCIPLINE
- ☐ GRADE CARDS
- ☐ RESPONSE TO INTERVENTION
- ☐ HEALTH SCREENING? IS IT AVAIL IN SKYWARD
- ☐ HOME LANGUAGE INFORMATION

☐ SPED ELIGIBILITIES

## 2. Information Gathered: Notes

## Other Information

### **Chat GPT Prompts for Other Information Section:**

Use the information in the "Other Information" section to complete the template below. The final product should be complete sentences that flow into logically ordered paragraphs and is appropriate for inclusion into the student's FIE. Leave the heading in place. Utilize standard writing conventions. Here is the template:

STUDENT was referred for a TYPE OF EVALUATION by REFERRING BODY, following continued difficulties in the areas of XXX. The purpose of this Initial Evaluation is to determine if STUDENT has a speech, language or learning deficit and/or physical, mental, emotional condition that requires special education services in order for him to be successful in the educational setting.

The purpose of this evaluation is to (a) determine the presence or absence of a disability condition(s), (b) identify and describe Student's strengths and weaknesses and (c) if a disability is identified, provide data that will assist the ARD committee in its deliberations regarding educational programming.

At the time of this evaluation, the suspected areas of disability included: Specific Learning Disability, Other Health Impairment, and Emotional Behavioral.

## PARENT/TEACHER INFORMATION: DIRECT INTERVIEW

**Questions:****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:**

**Fort Bend AU Supplement Exemplar (4/25/2025)** **Link:** [https://fortbend-my.sharepoint.com/:b:/r/personal/carol\\_clayborne\\_fortbendisd\\_gov/Documents/AU%20Supp%20Exemplar%2024%20\(1\).pdf?csf=1&web=1&e=95dX64](https://fortbend-my.sharepoint.com/:b:/r/personal/carol_clayborne_fortbendisd_gov/Documents/AU%20Supp%20Exemplar%2024%20(1).pdf?csf=1&web=1&e=95dX64)

Regarding communication/sensory/social concerns the parent/guardian 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 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.

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

### 3. Direct Interview Prompt 1.0a

Please convert the partial statements about the student's behavior into coherent sentences that form paragraphs. When making these changes, avoid unnecessary elaboration. Each statement should be turned into one complete sentence; however, a statement can be split into two sentences if needed, but no more than that. Use standard writing conventions throughout.

The student's name is **[Student Name]**. The teacher/guardian, **[Teacher/Guardian Name]**, who is the student's **[teacher/guardian]**, provided information via direct interview on **[Date]**. The student's parent/guardian, **[Parent/Guardian Name]**, was interviewed on **[Date]** and has known the student for **[X]** months. Include all behaviors and observations noted, categorizing those that don't fit into the specified categories under an "Other Observations" section. When possible, group related topics together within the "Other Observations" section. Maintain standard writing conventions throughout.

Begin the output with an introductory statement that includes the respondent's name, their role in the student's life, how long they have known the student, and when they provided the information (Month, Year).

If there are multiple respondents and the student's behavior appears generally consistent across settings, follow the instructions above as written.

If significant differences are observed in the student's behavior between respondents, report the divergent respondent's observations separately after the others, using the same format but without headings. After this section, provide a brief statement suggesting possible reasons for the observed differences in behavior between those with consistent and divergent observations.

**The information/Excel document is pasted below.**

## PARENT/TEACHER INFORMATION: MICROSOFT FORMS

**2023-2024 Emotional/Behavioral Survey (Parent and Teacher) - 3**

**2023-2024 Observations Emotional/Behavioral**

**2023-2024 ADOS-2 SCORING FORM - MODULE 3 (2)**

### 4. Microsoft Forms Prompt 2.0

Use the **information provided** and the respondents' answers to accurately communicate their observations of the student's behavior for a Special Education evaluation. Convert the responses into clear, logically structured sentences that form cohesive paragraphs. Paragraphs should be in Please try to avoid reporting repetition of information from the same respondent. Do not add any information beyond what is stated. Keep all heading titles intact, but do not include the heading title in the written responses. Ensure observations are correctly categorized; for example, all behaviors used to communicate wants or needs should be placed under the "Communication" category. Include all noted behaviors and observations, placing those that do not fit into the given categories under an "Other Observations" section. When possible, group similar topics together within this section. Follow standard writing conventions. The student's name is XXX and the respondent(s) is the student's XXX.

Begin the output by consolidating the respondent's names, their roles in the student's life, and how long they have known the student and when they provided the information (Season, Year) as an introductory statement.

If the student's behavior appears generally consistent across settings, use the above instructions as written.

However, if there is a significant difference in the student's behavior between respondents, report the responses of the divergent respondent(s) separately after the others, using the same format but without headings. Below this section, provide a short statement regarding possible reasons for the observed differences in behavior between those with consistent observations and those with divergent observations.

**The information is pasted below.**



## STUDENT INTERVIEW QUESTIONS - TYPICAL

### General Feelings About School

1. What do you like most about school?

(This can help identify positive aspects and areas of engagement.)

2. Is there anything about school that you don't like or find difficult?

(Look for areas of frustration or challenge.)

3. What's your favorite part of the day at school?

(Identify times when she might feel most comfortable or engaged.)

4. Are there any times during the school day that you feel bored or restless?

(Explore moments when attention might drift.)

### Classroom and Learning Experience

5. How do you feel when you're in the classroom?

(Gauge her comfort level and engagement in a structured environment.)

6. What do you do when you don't understand something in class?

(Assess her coping strategies and responses to academic challenges.)

7. Do you ever find it hard to sit still or pay attention in class? When does that usually happen?

(Directly addresses common ADHD/ADD symptoms in the school setting.)

### Social Interactions

8. Tell me about your friends. What do you like to do together?

(Understand her social connections and how they impact her school experience.)

9. Do you ever get in trouble with your teachers or friends? What happens then?

(This can help identify behavior patterns and impulse control issues.)

### Feelings and Emotions

10. How do you feel when things don't go the way you want them to?

(Look at her emotional regulation and response to challenges.)

11. What do you do when you feel upset or frustrated?

(Explore coping mechanisms and emotional self-management.)

### Home and Life Outside School

12. What do you like to do after school?

(Understand her interests and activities outside the academic setting.)

13. Do you ever have trouble finishing your homework or chores at home?

(Assess her ability to complete tasks and maintain focus outside school.)

14. How do you feel about your weekends or free time?

(Identify if she feels overwhelmed, relaxed, or if there are other concerns.)

### Self-Perception and Goals

15. What do you think you're really good at?

(Identify her strengths and build a sense of self-efficacy.)

16. Is there anything you wish was different about your school or your classes?

(Understand her ideal learning environment and areas for improvement.)

General Well-being

17. Do you ever feel worried or nervous about school or other things?

(Check for underlying anxiety or stress that may be affecting her attention.)

18. Can you tell me about a time when you were really happy or proud of yourself?

(Encourage her to reflect on positive experiences and self-esteem.)

These questions are designed to be open-ended, allowing her to express her feelings in her own words. The responses can provide valuable insights into her experiences and potential challenges related to ADHD/ADD.

## 5. Student Interview Response



## 6. **STUDENT INTERVIEW QUESTIONS - POSSIBLE AUTISM**

### **Social Communication and Interaction**

#### 1. Understanding Relationships:

- Can you tell me about your friends? How do you spend time with them?
- Do you find it easy or difficult to make new friends? Why?

#### 2. Non-Verbal Communication:

- Do you notice how people feel by looking at their faces or listening to their voices?
- How do you feel about making eye contact with others when you talk?

#### 3. Expressing Emotions:

- How do you usually feel when you are around people you don't know very well?
- Can you tell me how you feel when someone is upset or sad?

#### 4. Conversation Skills:

- Do you find it easy to start or keep a conversation going?
- What do you do when you don't understand what someone is saying?

### **Restricted, Repetitive Patterns of Behavior, Interests, or Activities**

#### 5. Routines and Flexibility:

- Do you like to follow the same routine every day? How do you feel when something changes unexpectedly?
- Are there things that you do the same way every time? Can you tell me about one of them?

#### 6. Special Interests:

- Are there things you are very interested in and like to talk about a lot?
- Do you have any hobbies or activities that you spend a lot of time on? What are they?

#### 7. Sensory Sensitivities:

Are there any sounds, lights, textures, or smells that you find really uncomfortable or upsetting?

- Are there any sounds, lights, textures, or smells that you find really uncomfortable or upsetting?
- Do you feel like you notice things (like sounds or lights) more than other people do?

8. Repetitive Movements:

- Do you ever find yourself doing the same movement over and over, like tapping your fingers or rocking back and forth? When do you usually do that?

**Additional Insight into Daily Functioning**

9. Problem Solving and Coping:

- When something is hard or confusing, what do you usually do to figure it out or calm down?
- How do you feel when you have to do something new or go somewhere you've never been before?

10. Interests in Details or Parts:

- When you play with toys or objects, do you find yourself focusing on a specific part or detail of them?
- Do you like to collect or organize things in a particular way?

11. Understanding of Abstract Concepts:

- How do you feel about jokes, sarcasm, or when someone says something that isn't meant to be taken literally?
- Do you ever find it hard to understand what people mean when they are talking about their feelings or ideas?

12. Perspective Taking:

- How do you think someone else feels if they are left out of a game or activity?
- Can you tell me about a time when you tried to see something from someone else's point of view?



## 7. Student Interview Prompt: 1.0

"Please take the following student interview responses and generate a concise, third-person narrative suitable for the Student Interview section of a Full Individual Evaluation (FIE). Organize the information by eligibility category (ADHD, Emotional Disturbance, Specific Learning Disability, Autism Spectrum Disorder, Other Health Impairment, Speech or Language Impairment, Intellectual Disability, Developmental Delay) and only include information relevant to each eligibility. Condense the information as much as possible while maintaining accuracy, and ensure each section flows logically with clear, appropriate language for an educational report.

**Student Responses:** [Insert student responses here]

**Example Format:**

1.

**ADHD:**

"The student reported difficulty maintaining focus during class, particularly during long lessons, and often feels restless, especially during quiet or seated activities. She expressed that she easily gets distracted when tasks are uninteresting or challenging."

2.

**Emotional Disturbance:**

"The student indicated feelings of worry about school performance and described moments of frustration when unable to understand class material. She reported that these feelings sometimes lead to withdrawing from tasks or interactions with peers."

3.

**Specific Learning Disability:**

"The student expressed challenges with reading comprehension and often finds it difficult to keep up with writing assignments. She mentioned feeling overwhelmed by math problems and frequently needs extra help to understand instructions."

4.

**Autism Spectrum Disorder:**

"The student reported preferring to play alone during recess and has difficulty making friends. She expressed discomfort in unfamiliar social situations and sometimes finds it hard to understand what others expect of her."

5.

**Other Health Impairment:**

"The student noted feeling tired and unfocused during parts of the school day, which she attributes to a medical condition that affects her energy levels. She reported needing breaks to manage her fatigue."

6.

**Speech or Language Impairment:**

"The student indicated occasional difficulty expressing her thoughts clearly in class discussions and sometimes avoids speaking up due to fear of misunderstanding instructions or being misunderstood by peers."

7.

**Intellectual Disability:**

"The student reported challenges with following multi-step instructions and often requires repeated explanations. She described feeling confused in class when new topics are introduced and frequently relies on peers or teachers for assistance."

8



~  
**Developmental Delay:**

"The student expressed that she often feels behind her classmates in completing tasks and managing transitions. She reported difficulty keeping pace with academic and social demands of her grade level."

Ensure the narrative remains objective, clear, and appropriate for educational documentation."

## OBSERVATIONS



## 8. --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  
noticeably exhibited increased effort for difficult tasks.  
usually associated with difficult tasks

generally persisted with difficult tasks.  
attempted tasks but gave up easily.  
would not try difficult tasks at all.

9. --EXAMINATION (ADOS)

10.



11. Behavioral Observation of Students in Schools (BOSS) As part of the comprehensive assessment conducted in this Full Individual Evaluation (FIE), we utilized the Behavioral Observation of Students in Schools (BOSS) system to gain insights into the student's engagement and behavior within the school setting. The BOSS system is a structured observation method designed to objectively capture real-time student behavior in various educational contexts. This method categorizes behaviors into several distinct groups, including Active Engaged Time (AET), Passive Engaged Time (PET), Off-Task Motor (OFT-M), Off-Task Verbal (OFT-V), and Off-Task Passive (OFT-P), among others. These categories help in identifying the student's time spent engaged in academic tasks, as well as instances of off-task behavior. By analyzing these behaviors, the BOSS system aids in understanding the student's learning environment, engagement level, and potential barriers to academic success.

### **--Classroom Observations (Structured) 2.0**

**Query for ChatGPT:** I want to analyze student behavioral observations categorized by the BOSS framework. Behavior observations are numbered followed by a description of student behavior. I need ChatGPT to:

1. Organize the data into the five BOSS categories for each student.
2. Calculate the percentage of time each student spent in each BOSS category based on the total number of observations.
3. Provide a summary of percentages for each category by student.
4. List the detailed behaviors grouped under each category for each student.

**Keep in mind when calculating percentages- After categorizing all observed behaviors, calculate the percentage of intervals each student spent in each category. Adjust the percentages for the target student being observed more often than the random student. Random student observations are numbered every fifth interval (5, 10, 15, 20, and 25 and so on). The target student's behavior is recorded on all of the other intervals. Intervals were 10 seconds long.**

1. Generate results in the following format:

#### **[Student Name] Percentages:**

- Active Engaged Time (AET): [Calculated Percentage]%
- Passive Engaged Time (PET): [Calculated Percentage]%
- Off-Task Motor (OFT-M): [Calculated Percentage]%
- Off-Task Verbal (OFT-V): [Calculated Percentage]%
- Off-Task Passive (OFT-P): [Calculated Percentage]%

#### **Detailed Behaviors:**

- **Active Engaged Time (AET):**
  - [List of behaviors]
- **Passive Engaged Time (PET):**
  - [List of behaviors]
- **Off-Task Motor (OFT-M):**
  - [List of behaviors]

- 
- **Off-Task Passive (OFT-P):**
    - [List of behaviors]

**Analysis of Behaviors:**

Can you process this data and provide the results in the format requested?"

Here's the data





## 12. Revised Prompt:

As part of this Full Individual Evaluation (FIE), the Behavioral Observation of Students in Schools (BOSS) system was used to objectively observe and categorize [Student Name]'s behaviors in real-time within the school setting. The BOSS system organizes behaviors into categories such as Active Engaged Time (AET), Passive Engaged Time (PET), Off-Task Motor (OFT-M), Off-Task Verbal (OFT-V), and Off-Task Passive (OFT-P). This method helps determine the student's engagement in academic tasks and identify any barriers to academic success by analyzing both engaged and off-task behaviors.

### Instructions:

1. Remove Observation Numbers: Provide a behavior analysis that is narrative in form. Do not reference specific observation numbers (e.g., "Observation 14"). Instead, describe observed behaviors in full sentences that logically convey the student's behavior patterns.
2. Observation Analysis for Both Student and Peer: Categorize the behaviors of both [Student Name] and a randomly selected peer according to the BOSS categories:
  - Active Engaged Time (AET)
  - Passive Engaged Time (PET)
  - Off-Task Motor (OFT-M)
  - Off-Task Verbal (OFT-V)
  - Off-Task Passive (OFT-P)
3. Calculate Percentages: Calculate and provide the percentage of time [Student Name] and the randomly selected peer spent in each behavior category:
  - [Student Name] was observed at every interval (45 intervals total).

The randomly selected peer was observed every fifth interval (9 intervals total). Adjust the calculations to account

13.

14.

Off-Task Passive (OFT-P): [Calculated Percentage]%

- Randomly Selected Peer Percentages:

- Active Engaged Time (AET): [Calculated Percentage]%

- Passive Engaged Time (PET): [Calculated Percentage]%

- Off-Task Motor (OFT-M): [Calculated Percentage]%

- Off-Task Verbal (OFT-V): [Calculated Percentage]%

- Off-Task Passive (OFT-P): [Calculated Percentage]%

5. Separate Results by Observation Period if Needed: If significant differences in attention level or behavior are noted across different observation periods or classes (e.g., Math vs. Reading/Language Arts), provide separate results to highlight these differences.

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## FORMAL ASSESSMENT: CBRs

<https://drive.google.com/file/d/1BJ1LSJDuEaTEaxgb7gmsxhMhmwQCILl/view?usp=sharing>



15. **CBRS 1.0**

**Conners CBRS - Conners Comprehensive Behavior Rating Scales – Conners (CBRS)**

SEE LINK FOR WORDING FOR CONCLUSION RE: ANXIETY AND THE LINK TO PERFORMANCE – ESPECIALLY IF NOTHING ELSE TO QUALIFY, AND THE ANXIETY IS HIGH BUT NO PHYSICAL SYMPTOMS

Anxiety and School Performance: <http://wix.to/X34tIO4>

The CBRS is a rating scale used to obtain teachers' and parents' observations of a student's behavior in the home and school settings. The behavior rating scale asks raters to describe behaviors over the past month; therefore, providing current presentation rather than a historical or lifetime perspective on functioning. This form was completed by Xxx's mother Xx, and classroom teacher Xx (Subject).

Response Style Analysis

The CBRS provides Validity Scales, which assess the respondent's tendency to be excessively positive or negative in responding. The Inconsistency Index score assesses an inconsistent response style. Results of the validity scales indicate that neither the parent, teacher, nor student scores on the Validity scales indicate a positive, negative, or inconsistent rating style.

Scores are reported as T-scores with a mean of 50 and standard deviation of 10. Scores below 40 are considered Low, between 40 and 59 is considered Average, between 60 and 64 is High Average. Scores between 65 and 69 are Elevated, and above 70 is Very Elevated. The results are provided in the table below.

Parent Ratings – XXX XXX

INSERT CHART HERE

Conners CBRS-P Content Scales

The T-scores for the following Conners CBRS-P Content scales were very elevated (i.e., T-score  $\geq 70$ ), indicating many more concerns than are typically reported: Worrying (Emotional Distress subscale) (T = 73) and Social Problems (Emotional Distress subscale) (T = 85). The T-score for the following Conners CBRS-P Content scale was elevated (i.e., T-score = 65 to 69), indicating more concerns than are typically reported: Emotional Distress (T = 69).

DSM-5 Symptom Scales

The Symptom Counts were probably met and the T-scores were elevated or very elevated (i.e., T-score  $\geq 65$ ) for the following DSM-5 Symptom scales: Conduct Disorder (T = 90), Major Depressive Episode (T = 90) and Separation Anxiety Disorder (T = 86). These diagnoses should be given strong consideration.

ITEM ANALYSIS

Item Analysis

The parent reports that Xxx's problems seriously affect his functioning often (rating = 2) in the academic setting, and

16. **CBRS 2.0**

Conners CBRS - Conners Comprehensive Behavior Rating Scales – Conners (CBRS)

The Conners 4th Edition- is an assessment tool used to obtain the parent's or teacher's observations about this student's behavior in a home or school setting. This assessment measures symptoms of, and impairments associated with, Attention-Deficit/Hyperactivity Disorder (ADHD), as well as common co- occurring problems and disorders in youths aged 6 to 18 years. Results are presented in the charts below:

17. **CBRS Parent Prompt 1.0**

CBRS ITEM ANALYSIS – PARENT

"Extract these statements (195, 181, 1, 170, 68, 189, 26, 111, 200, 34, 17, 200, 197, 24, 171, 9, 158, 53, 121, 183, 80, 76, 48, 2, 138, 118, 132, 69, 94, 18 ) and list them in this order: 195, 181, 1, 170, 68, 189, 26, 111, 200, 34, 17, 200, 197, 24, 171, 9, 158, 53, 121, 183, 80, 76, 48, 2, 138, 118, 132, 69, 94, 18). Put the original associated statement number from this given list on the right of the extracted statement. Attached is a word document containing the list of statements:"

(Link to list of statements. Copy and paste into word and then upload into CHAT or find in 2024-2024 "CBRS.." folder)

Link:

[https://fortbend-my.sharepoint.com/:w/r/personal/carol\\_clayborne\\_fortbendisd\\_gov/Documents/2024-2025%20LSSP/CBRS%20ITEMS%20FOR%20ANALYSIS/CBRS%20ITEMS%20FOR%20ANALYSIS.docx?d=wcbbbc4bdbae7e44c5b9c0aa41e9e31e50&csf=1&web=1&e=RVJDhs](https://fortbend-my.sharepoint.com/:w/r/personal/carol_clayborne_fortbendisd_gov/Documents/2024-2025%20LSSP/CBRS%20ITEMS%20FOR%20ANALYSIS/CBRS%20ITEMS%20FOR%20ANALYSIS.docx?d=wcbbbc4bdbae7e44c5b9c0aa41e9e31e50&csf=1&web=1&e=RVJDhs)

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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. Here are the statements that were made by the student's guardian describing him at home. All behaviors mentioned happen often to very often.

## ASSISTIVE TECHNOLOGY

18. **Assistive Technology Guide:** [https://drive.google.com/file/d/1BIEU7hjMDxIGKVbl0\\_eoih70rZnn7iY6/view?usp=sharing](https://drive.google.com/file/d/1BIEU7hjMDxIGKVbl0_eoih70rZnn7iY6/view?usp=sharing)

**Assistive Technology Consideration Guide:** <http://wix.to/solNheK>

### ASSISTIVE TECHNOLOGY

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, the student would benefit from low tech assistive technology to facilitate the acquisition of academic skills. In math, the student may benefit from... number lines, math manipulatives, and math charts. He may also benefit from visual schedules as well as visual reminders and cues.



## 19. FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Please complete a detailed Functional Behavior Analysis (FBA) for the top 3 behaviors of concern that interfere with academic progress for the student and/or others. Respond as an LSSP and you choose the behaviors based on an analysis of the information given. For each behavior analyzed, please provide the following elements: Operational Definition: A clear and specific description of the behavior. Likely Times/Settings: Identify common situations or environmental conditions where the behavior occurs. Frequency: How often the behavior happens (best estimate in form of numbers). Duration: The typical length of time the behavior lasts. Intensity: The severity or magnitude of the behavior. Consequence: Immediate and long-term outcomes that follow the behavior. Hypothesized Function: The likely purpose or function the behavior serves for the student, considering their context and needs. **Physical Aggression:** This encompasses actions where a student uses physical force in a way that could cause harm. Examples include hitting, kicking, biting, pushing, throwing objects, and other forms of physical contact that are aggressive in nature. **Verbal Aggression:** This refers to behaviors where a student uses words in a hostile or aggressive manner. Examples include yelling, screaming, using insults, threats, harsh criticisms, or offensive language directed towards others. **Elopement:** This behavior involves a student leaving or attempting to leave a supervised, safe area without permission or appropriate safety awareness. Examples include running out of the classroom or school building, leaving the playground without notice, or exiting the bus at an unscheduled stop. **Possession of Uncontrolled Substances:** This involves a student having unauthorized possession of substances that are illegal, controlled, or prohibited within the school setting. Examples include carrying illegal drugs, alcohol, prescription medication without authorization, or any substance used for substance abuse. **Failure to Initiate/Complete School Work:** This behavior is characterized by a student's consistent inability or unwillingness to start or finish assigned academic tasks. Examples include not beginning assignments or projects, leaving work consistently incomplete, or avoiding participating in classroom activities. **Inattention:** This refers to a student's difficulty in sustaining focus or paying attention during tasks or activities. Examples include frequent daydreaming, easy distractibility, failure to follow instructions, and difficulty in staying on task during lessons or other educational activities. **Hyperactivity:** This behavior is characterized by excessive physical movement or activity that is not appropriate for the setting or context. Examples include fidgeting, tapping, squirming in seat, excessive talking, and inability to stay seated when expected. **Non-compliance:** This behavior is characterized by a student's refusal or failure to follow directions, rules, or requests made by educators or other authority figures. Examples include not following classroom rules, ignoring teacher instructions, refusing to participate in assigned tasks or activities, and deliberately not adhering to school protocols. **The detailed information about the student's behaviors and background are attached.**

## 20. BEHAVIOR INTERVENTION PLAN (BIP)

Fort Bend BIP Exemplar (4/25/2025)**Link:**

[https://fortbend-my.sharepoint.com/:b:/r/personal/carol\\_clayborne\\_fortbendisd\\_gov/Documents/2024-2025%20LSSP/FBAs/BIP%20Exemplar%2024%20\(1\).pdf?csf=1&web=1&e=Yivizt](https://fortbend-my.sharepoint.com/:b:/r/personal/carol_clayborne_fortbendisd_gov/Documents/2024-2025%20LSSP/FBAs/BIP%20Exemplar%2024%20(1).pdf?csf=1&web=1&e=Yivizt)

Fort Bend AU Supplement Exemplar (4/25/2025)**Link:** [https://fortbend-](https://fortbend-my.sharepoint.com/:b:/r/personal/carol_clayborne_fortbendisd_gov/Documents/AU%20Supp%20Exemplar%2024%20(1).pdf?csf=1&web=1&e=95dX64)

[my.sharepoint.com/:b:/r/personal/carol\\_clayborne\\_fortbendisd\\_gov/Documents/AU%20Supp%20Exemplar%2024%20\(1\).pdf?csf=1&web=1&e=95dX64](https://fortbend-my.sharepoint.com/:b:/r/personal/carol_clayborne_fortbendisd_gov/Documents/AU%20Supp%20Exemplar%2024%20(1).pdf?csf=1&web=1&e=95dX64)

**For the student's behaviors above that you just listed**, please provide classroom **BEHAVIORAL INTERVENTIONS based on the latest peer-reviewed research** to address the behaviors of concern described below. Provide 3 interventions that can support appropriate behavior before manifestation and 3 for after behavior manifestation. Then provide a 1-sentence description of what the appropriate behavior should look like. Start the description of appropriate behavior with, "The student will". Be sure to include baseline and final data expectations that can be measured in numbers and is appropriate. Here is the behavior:

## 21. GOALS

Provide **2 GOALS** for each of the behaviors you cited on BIP. The goals should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). **The first goal is called "EOY". The second goal is called "ANNUAL".** The goals should describe (assuming supports are implemented appropriately and with fidelity and that the student responds appropriately for both) what the corrected behavior should look like by May 29, 2025 for "EOY" and what the corrected behavior should look like in 12 months for "ANNUAL". **Today XXX**. Each goal is to be constructed as follows: The goal should be comprised of coherent continuous sentences. The "EOY" goal should start with "By May 29, 2025. The "ANNUAL" goal should start with, "By the next Annual ARD". then add for both the following: "with appropriate supports that can include" (insert antecedent supports that include research-based Instructional Strategies, Supports, Accommodations, or Modifications that will support the appropriate behavior before misbehavior occurs. The supports can be comprised of Instructional strategies, Supports, or Accommodations.) " the student will" This is followed by a one-sentence description of what the appropriate behavior should look like. The final statement in each goal should be the criteria used to assess goal mastery at each point. For classroom goals, incorporate teacher observations, tests, and work completion when appropriate.

Use the same instructions to create 1 counseling goal to address: **XXX**

***Finally, each goal should have 2 objectives that will result in skill acquisition by the designated timeline.***

The student is (**XXX** gender) and **XXX** years old. Here is a description of the behavior of concern (FBA Segment):

## 22. **IMPACT STATEMENT**

As a School Psychologist, prepare an impact statement for the student you have been preparing documents for (student name XXX). The impact statement has the following components:

1. How does the disability affect access, involvement, and progress within the general education curriculum in the areas of academics, language, behavior, and adaptive functioning? (Summarize the general impact of the student's exceptionality on access to the student's curriculum.)
2. Identify the area of weakness and the impact of that weakness on her required tasks. (How does the disability specifically affect
3. Discuss learner characteristics and examine how the characteristics affect student learning.

Each of the above should not be longer than one sentence.

## 23. **RECOMMENDATIONS**

Please provide a list of 3-6 recommendations that the teacher can implement in the classroom to support the top 3 behaviors of concern for the student above named XXX

## 24. **PFLAAFP**

Please prepare a list of behaviors (2-3 each) for this student (AvAf) that indicate function and dysfunction for each area of a Present Levels of Academic Achievement and Functional Performance form. Include Physical, Behavioral, Academic, Functional, Communication, Social/Emotional. If there are no deficits or dysfunction simply state "None".

25.

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