**Parent/Teacher Interview Questions**

**ADHD/ADD**

**Regarding inattentive/hyperactive behaviors, the parent/guardian reported that the student:**

1. ☐ Often has difficulty staying focused on tasks or activities, such as schoolwork or homework.
2. ☐ Frequently makes careless mistakes or overlooks details in their work.
3. ☐ Is easily distracted by external stimuli, such as noises or movements.
4. ☐ Frequently fidgets, squirms, or appears restless when expected to sit still.
5. ☐ Often seems to be "on the go" or acts as if "driven by a motor."

**Emotional Disturbance (ED)**

**Regarding emotional regulation, the parent/guardian reported that the student:**

1. ☐ Exhibits noticeable changes in mood or emotions, such as frequent sadness, irritability, or anger.
2. ☐ Has difficulty managing emotions and expressing them appropriately.
3. ☐ Experienced significant losses, trauma, or major life changes that affected emotional well-being.
4. ☐ Struggles with forming and maintaining friendships or relationships with peers.
5. ☐ Exhibited self-destructive behaviors or signs of self-harm.

**Autism (AU)**

**Regarding communication, sensory, and social concerns, the parent/guardian reported that the student:**

1. ☐ Has difficulties with social interactions, such as making eye contact, responding to social cues, or understanding others' emotions.
2. ☐ Displays repetitive or stereotyped behaviors, such as hand-flapping, rocking, or lining up toys.
3. ☐ Strongly prefers routines and struggles with changes in daily schedule.
4. ☐ Demonstrates intense or unusual interests in specific objects, topics, or activities.
5. ☐ Experienced delays or challenges in language development, such as delayed speech or difficulties with communication.

**Additional Look-fors for Autism (AU):** [**Autism Communication and Language Look-Fors**](http://wix.to/OtX3XiC)

**Learning Deficits**

**Regarding learning deficits, the parent/guardian reported that the student:**

1. ☐ Experienced ongoing difficulties in acquiring basic academic skills, such as reading, writing, or math.
2. ☐ Has trouble following instructions or understanding information presented in the classroom.
3. ☐ Frequently forgets information or struggles with memory tasks.
4. ☐ Demonstrates significant gaps between intellectual potential and academic achievement.
5. ☐ Requires additional support or accommodations to keep up with peers academically.

**Dyslexia**

**Regarding signs of dyslexia, the parent/guardian reported that the student:**

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

**AI Prompt for Legally Defensible Narrative**

Here’s a **concise AI prompt** to convert this interview data into a formal, legally defensible narrative for an FIE.

**Prompt:**  
"Using the responses to the parent/teacher interview questions, generate a legally defensible narrative for the 'Parent/Teacher Input on ADHD, Emotional Disturbance, Autism, Learning Deficits, and Dyslexia' section of a Full and Individual Evaluation (FIE). Summarize the responses, and where applicable, provide a description of the student’s behaviors, skills, and observed needs. Use clear, objective language that maintains compliance with IDEA and TEA guidelines. The final output should use the student’s name instead of 'the student' and follow proper grammar, a formal tone, and legally defensible language."

**Example of AI-Generated Narrative (Concise Version)**

Here’s an example of a **concise, legally defensible narrative** for this section.

**Parent/Teacher Input on ADHD, Emotional Disturbance, Autism, Learning Deficits, and Dyslexia**

**ADHD/ADD**  
During the parent/guardian interview, concerns were reported regarding [Insert Name]'s inattentive and hyperactive behaviors. The parent/guardian reported that [Insert Name] frequently has difficulty staying focused on schoolwork, often makes careless mistakes, and is easily distracted by external stimuli such as noises or movements. Additionally, [Insert Name] frequently fidgets and appears restless during times when sitting still is required. [Insert Name] also exhibits behaviors consistent with being "on the go" or acting as if "driven by a motor."

**Emotional Disturbance (ED)**  
The parent/guardian interview revealed concerns related to [Insert Name]'s emotional regulation. The parent/guardian reported that [Insert Name] exhibits mood changes, including frequent sadness, irritability, and anger. The parent/guardian indicated that [Insert Name] has difficulty managing and expressing emotions appropriately. The parent also noted that [Insert Name] has experienced significant life changes, including **[list major life events if applicable]**, which may have impacted emotional well-being. Concerns were also raised regarding [Insert Name]'s ability to form and maintain friendships and relationships with peers. No reports of self-destructive behaviors or self-harm were provided.

**Autism (AU)**  
During the parent/guardian interview, communication, sensory, and social concerns were reported regarding [Insert Name]. The parent/guardian indicated that [Insert Name] experiences challenges with social interactions, such as difficulty making eye contact, responding to social cues, and understanding the emotions of others. The parent reported that [Insert Name] displays repetitive behaviors, including **[list repetitive behaviors if applicable]**, and has a strong preference for routines, becoming upset when schedules change. Additionally, [Insert Name] demonstrates intense interests in specific topics and exhibits delays in language development, including **[list delays if applicable]**.

**Learning Deficits**  
The parent/guardian reported that [Insert Name] has experienced ongoing challenges with acquiring basic academic skills, particularly in **[list areas: reading, math, etc.]**. The parent also noted that [Insert Name] has difficulty following multi-step instructions and struggles with memory tasks, often forgetting previously learned information. Discrepancies between [Insert Name]'s cognitive potential and academic performance were noted, with parent/guardian input indicating that [Insert Name] requires additional academic support to keep up with peers.

**Dyslexia**  
Concerns regarding signs of dyslexia were reported during the parent/guardian interview. The parent/guardian indicated that [Insert Name] frequently reverses letters and numbers when reading or writing and experiences difficulty with phonics and decoding unfamiliar words. Additionally, [Insert Name] avoids reading and writing tasks and exhibits signs of frustration or anxiety when faced with such assignments. Persistent difficulties with spelling were noted, even for common words that have been previously mastered. The parent also reported that [Insert Name] has difficulty remembering sight words and frequently forgets previously learned words.

**Summary for Building Blocks Window**

Here’s a **concise summary** for the **Building Blocks Window**:

**Summary**: Collects parent/teacher input on ADHD, emotional disturbance, autism, learning deficits, and dyslexia. This data identifies patterns of behavior, emotional regulation, social development, and academic performance.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legally Defensible** |
| --- | --- | --- |
| **Question Format** | Open-ended informal questions | **Concise, checkable questions for efficient data collection.** |
| **Separate Areas** | ADHD, ED, Autism, Learning, Dyslexia | Clear categories with **question-based input** for each area. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Legally Defensible Language** | Informal phrasing | Added legally defensible language aligned with **IDEA** and **TEA**. |
| **Data-Driven Language** | Informal descriptions | Uses **“parent/guardian reported,” “teacher input,” and “assessment data”** for defensibility. |