**Other Information**

**Student Name**: [Insert Name]  
**Age**: [Insert Age]  
**Grade**: [Insert Grade]  
**School**: [Insert School Name]

**Referral Information**  
The purpose of this evaluation is to determine [Insert Name]'s eligibility for special education services and identify any necessary supports or services to ensure educational progress.

**Source of Referral**  
The referral for this evaluation was initiated by:  
☐ **Response to Intervention (RTI) Team** — Referral based on the review of RTI data, classroom observations, and documentation of interventions that did not result in sufficient progress.  
☐ **Parent/Guardian** — Referral requested by the parent/guardian due to concerns about [Insert Name]'s educational progress, development, or social-emotional needs.  
☐ **Both Parent/Guardian and RTI Team** — The referral was made jointly by the parent/guardian and the RTI team to address concerns related to [Insert Name]'s academic, behavioral, or developmental progress.

**Primary Concerns**  
The following areas of concern were identified as contributing factors leading to the referral for an evaluation:  
☐ **Evidence of Significant Academic Difficulties** — Data from RTI, classroom performance, and/or teacher observations indicate challenges in areas such as reading, math, or written expression.  
☐ **Evidence of Significant Behavioral Difficulties** — Observations from teachers, classroom reports, and/or discipline data indicate concerns about behavior affecting [Insert Name]'s educational performance or the learning environment of peers.  
☐ **Evidence of Significant Academic and Behavioral Difficulties** — Evidence suggests that [Insert Name] is experiencing difficulties in both academic and behavioral areas, which may impact educational progress and classroom functioning.

**Specific Areas of Concern**  
Specific areas of need identified by the referring party include the following:  
☐ **Expressing wants and needs appropriately** — [Insert Name] exhibits challenges with functional communication, such as expressing needs, wants, or ideas clearly.  
☐ **Reading** — Data from RTI, classroom observations, and/or teacher reports indicate difficulties in one or more of the following areas: decoding, fluency, and/or reading comprehension.  
☐ **Mathematics** — [Insert Name] demonstrates difficulty with mathematical reasoning, including skills in calculation, problem-solving, and/or fluency.  
☐ **Written Expression** — Difficulties have been observed in [Insert Name]'s ability to organize, generate, and express thoughts in writing, impacting performance on written tasks and assignments.  
☐ **Behavior** — Reports indicate challenges related to self-regulation, social-emotional skills, and/or behavior that may interfere with [Insert Name]'s ability to participate effectively in the learning environment.

**Prompt for AI to Turn this Into a Legally Defensible Narrative**

Here’s a **complete prompt** you can use in **GPT** or any AI tool to convert this content into a formal, legally defensible narrative for a Full Individual Evaluation (FIE).

**Prompt:**  
"Using the following information, create a formal, legally defensible narrative appropriate for use in a Full and Individual Evaluation (FIE). The student's name should be used in place of 'the student,' and the tone should be clear, professional, and objective. Ensure the report includes all relevant sections, clearly outlining the source of the referral, primary concerns, and specific areas of need. Use professional, formal language aligned with IDEA compliance standards. Do not add unnecessary details or opinions. Here is the information to convert:  
**Student Name**: [Insert Name]  
**Age**: [Insert Age]  
**Grade**: [Insert Grade]  
**School**: [Insert School Name]  
**Referral Information**: The purpose of this evaluation is to determine [Insert Name]'s eligibility for special education services and identify any necessary supports or services to ensure educational progress.  
**Source of Referral**: The referral for this evaluation was initiated by [Insert Source of Referral: RTI, Parent/Guardian, or Both].  
**Primary Concerns**: The following areas of concern were identified as contributing factors leading to the referral for an evaluation: [List the selected concerns, e.g., Academic Difficulties, Behavioral Difficulties, or Both].  
**Specific Areas of Concern**: The referring party identified the following specific areas of need for [Insert Name]: [List specific areas, such as functional communication, reading, math, written expression, and/or behavior]. Ensure the final output follows proper grammar, formal tone, and legally defensible language."

**Example of the AI-Generated Narrative**

Here’s an example of the type of output you can expect from the prompt:

**Other Information**

**Student Information**  
[Insert Name] is a [Insert Age]-year-old student enrolled in the [Insert Grade] grade at [Insert School Name]. The purpose of this evaluation is to determine [Insert Name]'s eligibility for special education services and to identify any necessary supports or services that will facilitate progress in the educational environment.

**Source of Referral**  
The referral for this evaluation was initiated by [Response to Intervention (RTI) Team/Parent/Guardian/Both the Parent/Guardian and the RTI Team]. This referral was made based on documented evidence of [Insert Name]'s educational performance, classroom observations, and/or parent concerns about [Insert Name]'s academic, behavioral, or developmental progress.

**Primary Concerns**  
The primary concerns that prompted this referral include evidence of [academic difficulties, behavioral difficulties, or academic and behavioral difficulties]. Evidence supporting this concern was gathered from [list sources: RTI data, classroom observations, teacher reports, parent input, etc.]. This evidence demonstrates that [Insert Name] is experiencing significant challenges that may impact educational performance.

**Specific Areas of Concern**  
The specific areas of need identified by the referring party include the following:

1. **Functional Communication**: [Insert Name] was reported to have difficulty expressing wants, needs, and ideas clearly, which may impact [his/her/their] ability to fully participate in classroom activities and social interactions.
2. **Reading**: [Insert Name] demonstrates challenges in the area of reading. Classroom performance and progress monitoring data indicate difficulty in [decoding, fluency, comprehension, or all three]. These difficulties affect [his/her/their] ability to access grade-level texts and complete reading-based assignments.
3. **Mathematics**: Evidence suggests that [Insert Name] experiences difficulty with mathematical reasoning and computation. Observations reveal specific challenges with [calculation, problem-solving, or fluency]. This impacts [his/her/their] performance on grade-level math assignments and assessments.
4. **Written Expression**: [Insert Name] experiences challenges in generating, organizing, and expressing ideas in written form. Teacher observations and student work samples indicate that [he/she/they] may require additional support to complete grade-level writing tasks.
5. **Behavior**: [Insert Name] has demonstrated challenges related to self-regulation and social-emotional skills. Reports indicate that [he/she/they] may require additional support to navigate transitions, manage emotions, and engage in socially appropriate behaviors. These behaviors have been observed to impact [Insert Name]'s engagement and participation in classroom activities.

This information will be used to determine [Insert Name]'s eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) and to inform the development of an educational program that supports [his/her/their] academic, social, emotional, and behavioral needs.