**Current Eligibility**

**Eligibility Status**  
[Insert Name] is being evaluated to determine eligibility for special education services.

☐ **New Referral** — This evaluation represents an initial referral under the **Individuals with Disabilities Education Act (IDEA)** to determine [Insert Name]'s eligibility for special education services.

☐ **Reevaluation** — This evaluation is a reevaluation to determine if [Insert Name] continues to meet eligibility criteria for special education services and to review the need for continued support or changes in services.

**Previous Evaluation Data**  
The most recent **Full and Individual Evaluation (FIE)** for [Insert Name] was completed on **[Insert Date]**. The evaluation concluded that [Insert Name] met eligibility criteria under the following categories as defined by **IDEA** and **TEA guidelines**:

☐ **Specific Learning Disability (SLD)** — [Insert Name] met eligibility criteria for SLD in the following areas:

* ☐ **Basic Reading Skills** — Evidence of difficulty with decoding, phonemic awareness, or word recognition as indicated by [insert data source, e.g., classroom performance, assessments, or progress monitoring].
* ☐ **Reading Fluency** — Significant delays in reading fluency, as demonstrated by classroom performance and assessment data.
* ☐ **Reading Comprehension** — Difficulty with understanding and interpreting texts, as supported by assessment data and teacher observations.
* ☐ **Basic Math Skills** — Foundational math deficits identified through classroom-based assessments and progress monitoring.
* ☐ **Math Calculation** — Difficulty with math calculations, as reported through teacher input, classroom performance, and assessment data.
* ☐ **Math Problem Solving** — Struggles with multi-step problem-solving, as observed in classwork and assessments.
* ☐ **Written Expression** — Weaknesses in writing clarity, organization, and task completion, affecting classroom performance.

☐ **Intellectual Disability (ID)** — [Insert Name] met criteria for Intellectual Disability (ID) based on below-average cognitive functioning and adaptive behavior deficits that impact educational performance.

☐ **Emotional Disturbance (ED)** — [Insert Name] met criteria for Emotional Disturbance (ED) based on the following characteristics:

* **Inability to learn** that is not explained by intellectual, sensory, or health factors.
* **Difficulty forming relationships** with peers and teachers.
* **Inappropriate behavior or feelings** under normal circumstances.
* **Pervasive mood of unhappiness or depression**.
* **Development of physical symptoms or fears** related to school or personal problems.

☐ **Other Health Impairment (OHI)** — [Insert Name] met criteria for OHI, which includes chronic or acute health conditions such as **[e.g., ADHD, diabetes, epilepsy]** that limit strength, vitality, or alertness and adversely impact educational performance.

☐ **Autism (AU)** — [Insert Name] met criteria for Autism (AU) due to the presence of communication deficits, social interaction challenges, and repetitive behaviors that impact educational performance. Evidence for this determination was gathered through parent input, teacher reports, and direct observations.

☐ **Orthopedic Impairment (OI)** — [Insert Name] met criteria for Orthopedic Impairment (OI), which includes physical impairments that affect participation in educational activities. This determination is supported by medical documentation and reports from **[e.g., occupational or physical therapists]**.

☐ **Speech or Language Impairment (SLI)** — [Insert Name] met eligibility for SLI in the following area(s):

* ☐ **Articulation** — Difficulty with speech sound production that impacts intelligibility in conversations and oral academic tasks.
* ☐ **Voice** — Abnormalities in pitch, resonance, or vocal quality that affect classroom communication.
* ☐ **Fluency** — Disruptions in speech fluency, such as stuttering, which affect [Insert Name]'s oral participation in class.
* ☐ **Language** — Difficulty with receptive or expressive language, limiting [his/her/their] ability to understand or express ideas effectively.

☐ **Oral Expression** — [Insert Name] has significant difficulty with oral expression, including challenges in organizing and generating spoken language, which affects classroom participation.

**Summary of Current Eligibility**  
The results of this evaluation will support the **Admission, Review, and Dismissal (ARD) Committee** in determining [Insert Name]'s eligibility for special education services and developing an appropriate educational program. The evaluation is compliant with the requirements of the **Individuals with Disabilities Education Act (IDEA)** and **Texas Education Agency (TEA) guidelines**.

**AI Prompt for Legally Defensible Narrative**

Here’s a **concise, clear AI prompt** to convert the template above into a formal, legally defensible narrative for an FIE.

**Prompt:**  
"Generate a legally defensible narrative for the 'Current Eligibility' section of a Full and Individual Evaluation (FIE). The narrative should clearly describe the student's current eligibility status, including whether it is a new referral or a reevaluation. For each eligibility category that applies (e.g., SLD, OHI, SLI, ED, etc.), provide a legally defensible description of how eligibility was determined, referencing classroom data, teacher input, parent input, and assessment results. Use the student’s name instead of 'the student' and ensure the final output follows proper grammar, 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.

**Current Eligibility**

This evaluation for [Insert Name] serves as a **[new referral/reevaluation]** under the **Individuals with Disabilities Education Act (IDEA)** to determine [his/her/their] eligibility for special education services.

A prior Full and Individual Evaluation (FIE) was completed on **[Insert Date]**, which found that [Insert Name] met eligibility for the following categories under IDEA:

1. **Specific Learning Disability (SLD)** — [Insert Name] meets eligibility criteria for Specific Learning Disability (SLD) in the areas of **[list applicable areas: Basic Reading, Math Calculation, etc.]**. Evidence includes teacher input, classroom performance, and assessment data, all of which document significant academic challenges in these areas.
2. **Other Health Impairment (OHI)** — [Insert Name] meets eligibility criteria for Other Health Impairment (OHI) due to the presence of **[e.g., ADHD]**, a chronic health condition that limits alertness, attention, and executive functioning. This determination is supported by parent input, teacher observations, and assessment data.
3. **Speech or Language Impairment (SLI)** — [Insert Name] meets eligibility for Speech or Language Impairment (SLI) due to difficulties in **[list areas: articulation, voice, fluency, or language]**. Speech-language assessment results and input from teachers indicate that these impairments impact [Insert Name]'s ability to participate in oral academic tasks and classroom discussions.

The eligibility decisions from this evaluation will be used by the **Admission, Review, and Dismissal (ARD) Committee** to determine [Insert Name]'s eligibility for special education services and to develop an appropriate educational program. This evaluation is compliant with **IDEA** and **TEA guidelines**.

**Summary for Building Blocks Window**

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

**Summary**: Documents eligibility status, previous evaluations, and eligibility categories, with legally defensible rationales for each.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legally Defensible** |
| --- | --- | --- |
| **Title** | Current Eligibility | Title remains unchanged (it's legally accurate) |
| **Initial vs. Reevaluation** | Informal phrasing | Clear categories for **New Referral** and **Reevaluation**. |
| **Eligibility Categories** | Informal, long descriptions | Organized by category with clear checkboxes. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Compliance Language** | No mention of IDEA | Tied the process to **IDEA guidelines** for legal defensibility. |
| **Structure** | Dense, long paragraphs | Clear, concise categories, short descriptions, and direct language. |

If you'd like any edits or would like me to create **concise versions** for other sections, I’m happy to continue helping you refine your **Building Blocks templates**

**CONCISE VERSION**

**===========================**

**FULL VERSION**

**Current Eligibility**

**Eligibility Status**  
[Insert Name] is currently being evaluated to determine eligibility for special education services.

☐ **New Referral** — This evaluation represents an initial referral to determine [Insert Name]'s eligibility for special education services under the Individuals with Disabilities Education Act (IDEA).

☐ **Reevaluation** — This evaluation is a reevaluation to determine if [Insert Name] continues to meet the eligibility criteria for special education services and to assess the need for continued support or modifications to services.

**Previous Evaluation Data**  
The most recent Full and Individual Evaluation (FIE) was completed on **[Insert Date]**. The FIE determined that [Insert Name] met Texas Education Agency (TEA) eligibility criteria for special education services under the following eligibility category(ies):

☐ **Specific Learning Disability (SLD)** — [Insert Name] met eligibility criteria for Specific Learning Disability (SLD) in the following areas:

* ☐ Basic Reading Skills — Evidence of significant difficulty in decoding, phonemic awareness, or word recognition, as indicated by [insert data source, e.g., classroom performance, assessment results, or progress monitoring].
* ☐ Reading Fluency — [Insert Name] demonstrates significant delays in reading fluency, as indicated by classroom performance and assessment data.
* ☐ Reading Comprehension — Assessment data and teacher observations indicate [Insert Name] has difficulty with understanding and interpreting written texts, impacting overall academic performance.
* ☐ Basic Math Skills — [Insert Name] demonstrates difficulty with foundational math skills, as indicated by progress monitoring and classroom-based assessments.
* ☐ Math Calculation — Data from classroom performance, teacher reports, and assessment results indicate difficulty with math calculations.
* ☐ Math Problem Solving — [Insert Name] demonstrates difficulty with problem-solving in mathematics, impacting [his/her/their] ability to complete multi-step math problems.
* ☐ Written Expression — [Insert Name] exhibits difficulty in the generation, organization, and clarity of written work, which affects [his/her/their] ability to complete writing assignments at grade level.

☐ **Intellectual Disability (ID)** — The evaluation concluded that [Insert Name] met the eligibility criteria for an Intellectual Disability (ID) as defined by IDEA. Assessment data indicate significantly below-average cognitive functioning and deficits in adaptive behavior that adversely affect educational performance.

☐ **Emotional Disturbance (ED)** — [Insert Name] was found to meet eligibility criteria for Emotional Disturbance (ED) due to the presence of emotional or behavioral characteristics that significantly impact educational performance. Characteristics include:

* **Inability to learn that cannot be explained by other factors** (e.g., intellectual, sensory, or health factors).
* **Inability to maintain satisfactory relationships with peers or teachers**.
* **Inappropriate types of behavior or feelings under normal circumstances**.
* **A general pervasive mood of unhappiness or depression**.
* **A tendency to develop physical symptoms or fears associated with school or personal problems**.

☐ **Other Health Impairment (OHI)** — [Insert Name] met eligibility for Other Health Impairment (OHI), which includes chronic or acute health conditions such as ADHD, diabetes, epilepsy, or other medical conditions that limit strength, vitality, or alertness and impact educational performance.

☐ **Autism (AU)** — [Insert Name] was determined to meet eligibility criteria for Autism (AU) based on the presence of communication deficits, social interaction difficulties, and repetitive behaviors that adversely impact educational performance. This determination is supported by information from parent interviews, teacher input, and direct observation.

☐ **Orthopedic Impairment (OI)** — The evaluation concluded that [Insert Name] meets eligibility for Orthopedic Impairment (OI), which refers to a physical disability that adversely affects the student’s ability to participate in educational activities. This determination is based on medical documentation and input from occupational/physical therapists.

☐ **Speech or Language Impairment (SLI)** — [Insert Name] met eligibility criteria for Speech or Language Impairment (SLI) in one or more of the following areas:

* ☐ Articulation — [Insert Name] demonstrates difficulty with speech sound production, which impacts [his/her/their] intelligibility in conversation and oral academic tasks.
* ☐ Voice — [Insert Name] exhibits differences in voice quality, pitch, loudness, or resonance that affect classroom participation and communication.
* ☐ Fluency — [Insert Name] demonstrates stuttering or disruptions in speech fluency that impact classroom participation and oral responses.
* ☐ Language — [Insert Name] exhibits difficulties with receptive or expressive language that limit the ability to understand or express ideas effectively.

☐ **Oral Expression** — The evaluation found that [Insert Name] has significant challenges with oral expression, including difficulty generating and organizing spoken language, which affects classroom participation and oral communication.

**Summary**  
The results of this evaluation will inform the Admission, Review, and Dismissal (ARD) Committee's determination of [Insert Name]'s eligibility for special education services and the development of an appropriate educational program. This evaluation is in compliance with the Individuals with Disabilities Education Act (IDEA) and the Texas Education Agency (TEA) guidelines.

**AI Prompt for Legally Defensible Narrative**

Here’s a prompt to convert the above content into a formal, legally defensible narrative for an FIE:

**Prompt:**  
"Using the following information, generate a legally defensible narrative for use in a Full and Individual Evaluation (FIE). Replace 'the student' with the student's name, and ensure the language is clear, professional, and objective. The narrative should reflect the purpose of the evaluation, previous eligibility, and any new eligibility determinations. It should also include a description of the eligibility categories under which the student qualifies. Ensure the final output follows proper grammar, formal tone, and legally defensible language.

**Information to convert**:  
**Student Name**: [Insert Name]  
**Eligibility Status**: This is a [New Referral/Reevaluation] for special education services under the Individuals with Disabilities Education Act (IDEA).  
**Previous Evaluation Date**: The last Full and Individual Evaluation (FIE) for [Insert Name] was completed on [Insert Date].  
**Eligibility Determinations**: [List eligibility categories such as SLD, ID, ED, OHI, AU, OI, SLI, Oral Expression].  
For SLD, list all relevant subcategories (Basic Reading, Reading Fluency, etc.).  
For each eligibility category, provide a clear, legally defensible rationale describing the evidence and data used to support eligibility (e.g., classroom performance, RTI data, teacher observations, parent input, and assessments).  
The final output should be clear, formal, and legally defensible, ensuring compliance with IDEA and TEA guidelines."

**Example of AI-Generated Narrative**

Here’s an example of the output the AI might generate from the prompt:

**Current Eligibility**

[Insert Name] is a [Insert Age]-year-old student enrolled in the [Insert Grade] grade at [Insert School Name]. This evaluation serves as a [new referral/reevaluation] to determine [Insert Name]'s eligibility for special education services under the Individuals with Disabilities Education Act (IDEA).

A prior Full and Individual Evaluation (FIE) for [Insert Name] was completed on [Insert Date]. The results of the evaluation indicated that [Insert Name] met eligibility criteria for the following categories under IDEA:

1. **Specific Learning Disability (SLD)** — [Insert Name] met eligibility criteria for Specific Learning Disability (SLD) in the areas of [list areas: Basic Reading, Reading Fluency, etc.]. Evidence from classroom performance, assessment data, and progress monitoring indicate significant challenges in these areas, which adversely affect [his/her/their] educational performance.
2. **Other Health Impairment (OHI)** — [Insert Name] meets eligibility for Other Health Impairment (OHI) due to a chronic medical condition (e.g., ADHD) that significantly impacts [his/her/their] attention, executive functioning, and ability to access grade-level curriculum.
3. **Speech or Language Impairment (SLI)** — [Insert Name] met eligibility for Speech or Language Impairment (SLI) based on difficulties with [articulation, voice, fluency, language, or oral expression]. This determination is supported by speech/language evaluations and teacher input.

These eligibility categories were determined in compliance with IDEA and TEA guidelines. The results of this evaluation will support the ARD Committee’s decision-making regarding [Insert Name]'s educational programming and services.