**REED WORDING**

**Language**

REED (No testing): Review of data in the areas of oral expression and listening comprehension indicate adequate language abilities. XXSTUDENTXX communicates best orally, primary language is English, and no other languages are spoken in the home. Articulation, fluency, voice, and pragmatics appear to be within normal limits. Neither teachers nor parents indicate concerns and existing data is considered appropriate and no assessment is requested.

that language skills are commensurate with intellectual and academic functioning.

REED (Request testing): Review of data in the areas of oral expression and listening comprehension indicate deficits. Teachers and/or parents indicate concerns and an assessment is requested.

**Physical**

REED (No testing): Review of data indicates no history of concerns related to physical abilities that would affect educational progress, planning or placement. Vision, hearing, and motor skills are all within normal limits. Neither teachers nor parents indicate concerns and existing data is considered appropriate and no assessment is requested.

REED (No testing, has OHI): Review of data, including an Other Health Impairment eligibility form, indicates a diagnosis of XXXXX. Existing information documented on previous Other Health Impairment eligibilities are consistent and no assessment is requested in this area. Vision, hearing, and motor skills are all within normal limits.

REED (Request additional info): Review of data indicates no history of concerns related to physical abilities that would affect educational progress, planning or placement. Vision, hearing, and motor skills are all within normal limits. Neither teachers nor parents indicate concerns and no assessment is requested, but updated information is requested from parent/guardian.

REED (Request additional info, has OHI): Review of data, including an Other Health Impairment eligibility form, indicates XXXXX. Additional information is requested from medical doctor.

REED (Request additional info, suspect OHI): Review of data indicates that there may be physical/health issues that are affecting academic progress. Additional information is requested from medical doctor.

**Sociological**

Review of data indicates that neither cultural nor lifestyle factors appear to influence behavior and learning. There does not appear to be a lack of previous educational opportunities or a history of attendance issues and XXSTUDENTXX appears to have entered school with sufficient school-readiness skills. There are no reported current stressors and neither teachers nor parents indicate concerns. Existing data is considered appropriate and no assessment is requested.

**Emotional/Behavioral**

Review of data indicates no significant concerns related to behavior that would warrant an individual behavior plan or functional behavior assessment. Behavior is commensurate with peers and does not influence educational placement, programming, or discipline. Neither teachers nor parents indicate concerns and existing data is considered appropriate and no assessment is requested.

REED (Request testing): Review of data indicates that XXSTUDENTXX presently receives special education services as a student with an emotional disturbance. Assessment is requested.

**Cognitive/Intellectual**

REED (No testing, normal range): Review of data indicates results are consistent within the normal range of abilities. Neither teachers nor parents indicate concerns and existing data is considered appropriate and no assessment is requested. Previous testing scores on the XXXXX as part of the XXXXX evaluation: Gc=xx, Gf=xx, Glr=xx, Gsm=xx, Gv=xx, Ga=xx, Gs=xx, FSIQ=xx.

REED (No testing, has significant deficits): Review of data indicates cognitive deficits that continue to impact XXSTUDENTXX in the educational setting. Teachers and parents both indicate that XXSTUDENTXX continues to have cognitive difficulties. Existing data is considered appropriate and no assessment is requested. Previous testing scores: Gc=xx, Gf=xx, Glr=xx, Gsm=xx, Gv=xx, Ga=xx, Gs=xx, FSIQ=xx.

REED (Dismissal with deficits): Review of data indicates cognitive deficits. However, neither teachers nor parents indicate concerns and XXSTUDENTXX is being successful in school despite these cognitive deficits. Existing data is considered appropriate and no assessment is requested. Previous testing scores: Gc=xx, Gf=xx, Glr=xx, Gsm=xx, Gv=xx, Ga=xx, Gs=xx, FSIQ=xx.

REED (Request testing, has normal range): Review of data indicates results are consistent within the normal range of abilities. Assessment is requested. Previous testing scores: Gc=xx, Gf=xx, Glr=xx, Gsm=xx, Gv=xx, Ga=xx, Gs=xx, FSIQ=xx.

REED (Request testing, has significant deficits): Review of data indicates cognitive deficits. Assessment is requested. Previous testing scores: Gc=xx, Gf=xx, Glr=xx, Gsm=xx, Gv=xx, Ga=xx, Gs=xx, FSIQ=xx.

**Adaptive Behavior**

REED (No testing): Review of data indicates that adaptive behavior appears to be commensurate with intellectual ability. XXSTUDENTXX is able to feed, dress, clothe, and bathe themselves appropriately for their age and functional skills appear to be within normal limits. XXSTUDENTXX appears to meet the standards of personal independence and social responsibility expected of their age and cultural group. Neither teachers nor parents report concerns and existing data continues to be an accurate assessment of student’s abilities and no assessment is requested.

REED (No testing, has AU/ID): Review of data indicates deficits in adaptive behavior. Review of information from parent and teacher indicate progress in self-help skills and daily living skills, but that deficits continue to persist. Existing data continues to be an accurate assessment of student’s abilities and no assessment is requested. Results from the XXXXX administered in XXXX indicate deficits in the areas of XXXXX.

REED (Request additional information): Review of data indicates that adaptive behavior appears to be commensurate with intellectual ability. Student appears to meet the standards of personal independence and social responsibility expected of their age and cultural group. No assessment is requested, but additional information is requested from parent/guardian.

REED (Request testing, suspect AU/ID): Review of data indicates that there may be adaptive behavior issues that are affecting academic progress. Assessment is requested

**Educational/Developmental Performance**

Review of data indicates educational deficits that continue to require special education services because there would be difficulty functioning in general education classes without these interventions. Teachers and parents indicate that academic concerns persist. Existing data is considered appropriate and no assessment is requested. Previous testing scores on the XXXXX as part of the XXXXX evaluation: Basic Reading=xx, Reading Comprehension=xx, Reading Fluency=xx, Written Expression=xx, Math Calculation=xx, and Math Problem Solving=xx. State assessment scores: XXXXXX

DISMISSAL: Review of data indicates educational deficits. However, XXSTUDENTXX has been successful in general education classes with accommodations. Teachers and parents indicate no academic concerns when XXSTUDENTXX is provided with accommodations. Existing data is considered appropriate and no assessment is requested Previous testing scores on the XXXXX as part of the XXXXX evaluation: Basic Reading=xx, Reading Comprehension=xx, Reading Fluency=xx, Written Expression=xx, Math Calculation=xx, and Math Problem Solving=xx. State assessment scores: XXXXXX

**Assistive Technology**

Review of data indicates that assistive technology, other than that provided to all students (iPad), is not needed to make progress in school. XXSTUDENTXX does not have a physical impairment, severe communication deficit, sensory issue, or other impairment of a nature and severity that would require the use of assistive technology. Neither teachers nor parents indicate concerns and no assessment is requested.

Review of data indicates that assistive technology, other than the AT currently used, is not needed to make progress in school. XXSTUDENTXX currently uses XXXXXX. Existing data is considered appropriate and no assessment is requested.

**Vocational**

Review of data indicates XXSTUDENTXX does not have a physical impairment, severe communication deficit, sensory issue, or other impairment of a nature and severity that would require a vocational assessment. Vocational needs are more appropriately addressed through transition data, including the transition supplement information and transition coordinated set of activities. Neither teachers nor parent report concerns and no assessment is requested.

Review of data indicates XXSTUDENTXX has a physical impairment, severe communication deficit, sensory issue, or other impairment of a nature and severity that requires vocational support. Vocational needs are documented in transition data, including the transition supplement information and transition coordinated set of activities. Parents/student have been informed of services available through outside agencies, including Texas Workforce, and they are encouraged to work with those agencies in achieving post-secondary goals toward a successful transition to the adult world. Parent and teachers report progress on gaining vocational skills and no assessment is requested.

XXSTUDENTXX is presently in the 18+ transitional program which focuses on building job skills and home-living skills.

**Additional Information**

A review of existing data included, but was not limited to, the following: Full and Individual Evaluations dated XXXXX, parent information, teacher information, school records, current and previous ARDs/IEPs, classroom-based assessments, and state testing results.

REED: (No testing): Based on all the information reviewed, XXSTUDENTXX continues to meet eligibility requirements for special education services as a student with XXDISABILITYXX and continues to exhibit an educational need for special education services.

REED: (Request testing): Assessment is requested to determine whether XXSTUDENTXX meets eligibility requirements for special education services.

DISMISSAL: Based on all the information reviewed, XXSTUDENTXX continues to meet eligibility requirements for special education services as a student with XXDISABILITYXX; however, XXSTUDENTXX does not exhibit an educational need for special education services. Dismissal from special education and possible implementation of a 504 plan to provide accommodations to support XXSTUDENTXX is recommended.