**Full and Individual Evaluation (FIE)**

**[Your School District Name]**

**School**:

**Date of Report**:

**Confidentiality Statement**  
The following report contains sensitive, confidential information and must be treated in compliance with state and federal laws, including the Family Educational Rights and Privacy Act (FERPA). Unauthorized release, duplication, or distribution of this report, including sharing its contents without the written consent of the student’s parent(s), legal guardian(s), or eligible student, is strictly prohibited and may be considered a violation of applicable laws.

**Evaluation Type**  
Initial Evaluation  
Reevaluation  
Standalone Evaluation

**Student Information**

**Name**:

**Student ID**:

**Date of Birth**:

**Address**:

**City, State, Zip**: \_

**Multidisciplinary Team Members**:

Name/Role:

Name/Role:

Name/Role:

Name/Role:

**Multidisciplinary Team Statement**  
The multidisciplinary team responsible for collecting and reviewing evaluation data to determine the student’s eligibility includes appropriately certified or licensed practitioners with relevant experience and training in the specific disability area under consideration. This may include a licensed or certified professional qualified to address the specific disability category, as required by federal and state regulations.

**Evaluation Purpose**

The purpose of this evaluation is to determine the student’s educational needs, support eligibility decisions, and inform the development of an appropriate educational program in compliance with state and federal regulations.

☐ **Initial Evaluation** — Conducted to determine if the student has a speech, language, learning, physical, mental, or emotional condition that requires special education services to support academic success.

☐ **Reevaluation** — Conducted to determine if the student continues to meet eligibility criteria for special education services and to assess the need for ongoing or modified supports and services.

☐ **Focused Reevaluation** — A focused review of existing data and updated information related to the student’s educational progress. This evaluation identifies whether the student continues to meet eligibility criteria and determines if additional supports or services are necessary.

☐ **Special Request by ARD/IEP Committee** — An evaluation requested by the ARD/IEP Committee to gather information necessary to address specific educational concerns.

**Rationale for Legal Defensibility**

1. **Clarity and Precision** — The language clearly defines the purpose of each type of evaluation (initial, reevaluation, focused reevaluation, or special request) and aligns with **IDEA** and **Texas Education Agency (TEA) guidelines**.
2. **Compliance** — Language reflects compliance with federal and state laws governing special education evaluations, ensuring due process and the protection of student and parent rights.
3. **Decision-Making Support** — The clear identification of the evaluation purpose provides context for the **Admission, Review, and Dismissal (ARD) Committee’s** decision-making and the development of the **Individualized Education Program (IEP)**.

**AI Prompt for Legally Defensible Narrative**

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

**Prompt:**  
"Generate a legally defensible narrative for the 'Evaluation Purpose' section of a Full and Individual Evaluation (FIE). The narrative should clearly state the purpose of the evaluation (initial, reevaluation, focused reevaluation, or special request) and explain the rationale for conducting the evaluation. Ensure compliance with federal and state special education regulations, including IDEA and TEA guidelines. The final output should be clear, concise, and legally defensible."

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

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

**Evaluation Purpose**

The purpose of this evaluation is to determine [Insert Name]'s educational needs, assess eligibility for special education services, and inform the development of an appropriate educational program. This process is conducted in compliance with **federal (IDEA) and state (TEA) regulations** to ensure access to a free and appropriate public education (FAPE).

This evaluation is classified as a **[Initial Evaluation / Reevaluation / Focused Reevaluation / Special Request by ARD/IEP Committee]**. The intent is to assess whether [Insert Name] has a speech, language, learning, physical, mental, or emotional condition that requires special education services to support academic success. For reevaluations, the purpose is to determine continued eligibility for services and assess the need for adjustments to existing supports. A focused reevaluation limits the scope to review existing data and collect updated information on [Insert Name]'s progress and support needs.

The results of this evaluation will inform the decisions of the **Admission, Review, and Dismissal (ARD) Committee**, guiding the development of a legally compliant **Individualized Education Program (IEP)**.

**Summary for Building Blocks Window**

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

**Summary**: Outlines the purpose of the evaluation (Initial, Reevaluation, Focused Reevaluation, or Special Request) and aligns with federal and state regulations. Ensures clarity regarding the formal, legally required purpose of the evaluation.

**TELPAS (Texas English Language Proficiency Assessment System)**

The **Texas English Language Proficiency Assessment System (TELPAS)** is a state-mandated assessment developed by the **Texas Education Agency (TEA)** to measure the progress of **English Learners (ELs)** in their acquisition of academic English. TELPAS evaluates a student's proficiency in four key language domains: **listening, speaking, reading, and writing**. The assessment provides a **composite rating** that reflects the student's overall proficiency in English.

**TELPAS Results for [Insert Name]**

* **Grade Level**: [Insert Grade]
* **Testing Year**: [Insert Testing Year]

| **Language Domain** | **Rating** |
| --- | --- |
| **Speaking** | [Insert Rating] |
| **Listening** | [Insert Rating] |
| **Reading** | [Insert Rating] |
| **Writing** | [Insert Rating] |
| **Composite Rating** | [Insert Rating] |

**TELPAS Rating Descriptions**

* **Advanced High**: Students at this level can engage in academic content with minimal support. They communicate clearly and fluently in most academic and social situations.
* **Advanced**: Students at this level understand and use academic English with some support. They have a functional vocabulary and can participate in classroom activities with teacher guidance.
* **Intermediate**: Students at this level require significant English-language support in academic settings. They can participate in simple conversations but may struggle with more complex language.
* **Beginning**: Students at this level are in the initial stages of learning English. Their vocabulary is limited to basic, everyday words, and they require extensive support in academic and social settings.

For more details on TELPAS scoring, parents/guardians can review the **"Understanding Your Child's Score"** resource available at [**texasassessment.gov**](https://texasassessment.gov).

**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 'TELPAS' section of a Full and Individual Evaluation (FIE). The narrative should clearly define TELPAS, list the student’s specific ratings for each language domain, and explain the meaning of each proficiency level (Beginning, Intermediate, Advanced, Advanced High). Use the student’s name in place of 'the student,' and ensure the final output is concise, clear, and aligned with IDEA and Texas Education Agency (TEA) guidelines."

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

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

**TELPAS (Texas English Language Proficiency Assessment System)**

The **Texas English Language Proficiency Assessment System (TELPAS)** is a statewide assessment developed by the **Texas Education Agency (TEA)** to measure the progress of English Learners (ELs) in acquiring academic English. TELPAS assesses proficiency in four core language domains: **listening, speaking, reading, and writing**. The results are combined to generate a **composite rating** that reflects the student’s overall proficiency in English.

**TELPAS Results for [Insert Name]**

* **Grade Level**: [Insert Grade]
* **Testing Year**: [Insert Testing Year]

| **Language Domain** | **Rating** |
| --- | --- |
| **Speaking** | [Insert Rating] |
| **Listening** | [Insert Rating] |
| **Reading** | [Insert Rating] |
| **Writing** | [Insert Rating] |
| **Composite Rating** | [Insert Rating] |

**Interpretation of TELPAS Ratings**  
[Insert Name] received a **[Insert Rating]** composite rating, which reflects [his/her/their] overall proficiency in English. The following is a brief explanation of TELPAS rating categories:

* **Advanced High**: Students at this level can understand and use academic English with minimal support. They engage in academic and social interactions fluently.
* **Advanced**: Students at this level understand and use academic English with some support from teachers. They have sufficient vocabulary to participate in most classroom activities.
* **Intermediate**: Students at this level require substantial support to understand and use academic English. They can engage in simple conversations but struggle with more complex content.
* **Beginning**: Students at this level are in the early stages of English acquisition. Their vocabulary is limited to basic, everyday words, and they require intensive support to access academic content.

This information is used to inform instructional planning, support needs, and service recommendations for English Learners. Parents/guardians may review additional information about TELPAS scores by visiting [**texasassessment.gov**](https://texasassessment.gov).

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Provides TELPAS ratings in listening, speaking, reading, and writing, along with definitions of proficiency levels and a composite rating for overall English proficiency.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | TELPAS (Texas English Language Proficiency Assessment System) | Title remains unchanged. |
| **Purpose of TELPAS** | "TELPAS measures EL progress" | Clear, concise explanation of TELPAS purpose and alignment with TEA guidelines. |
| **Ratings Table** | No clear format for scores | Added table format to make scores clear and easy to read. |
| **Rating Descriptions** | Described with long paragraphs | Used short, clear definitions of **Advanced High, Advanced, Intermediate, and Beginning** levels. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Legally Defensible Language** | Informal, non-compliant | Added clear references to **"Texas Education Agency (TEA)"** and **"in compliance with IDEA guidelines"**. |
| **Reference to External Resources** | No reference | Added link to **"Understanding Your Child's Score"** for parent-friendly language. |

**How We Kept It Short but Defensible**

1. **Concise Format** — Replaced the narrative descriptions of each domain with a **simple table** to make results easy to read and legally defensible.
2. **Legally Defensible Language** — Terms like **“developed by the Texas Education Agency (TEA)”** and **“in compliance with IDEA guidelines”** strengthen the defensibility of the narrative.
3. **Direct Rating Definitions** — Instead of paragraph-length definitions, we used **clear, one-sentence definitions** for Advanced High, Advanced, Intermediate, and Beginning.
4. **Student-Specific Data** — Directly name the student, list their scores, and summarize proficiency. This avoids ambiguity if the document is later reviewed during a legal challenge.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Summarize, Don’t Over-Explain** — It's enough to say **"TELPAS assesses proficiency in four core domains: listening, speaking, reading, and writing"**. No need for extra details.
2. **Use a Score Table** — Listing ratings for **Listening, Speaking, Reading, Writing, and Composite** is cleaner, faster to read, and legally clear.
3. **Be Direct About Purpose** — Explicitly state, **“TELPAS is a state assessment developed by TEA”**, which shows that it is an official measure.
4. **Don’t Duplicate Explanations** — If TELPAS scores are listed as **"Advanced"**, there is no need to define "Advanced" again. Just provide a simple definition for each rating.
5. **Provide Parent Resources** — Including a parent resource like **"Understanding Your Child's Score"** helps ensure clarity and transparency.

**Physical**

The **Physical** component of this evaluation includes a review of developmental history, present health, health screenings, and physical education participation to determine if any physical factors may impact [Insert Name]'s educational performance.

**Developmental History**  
A review of [Insert Name]'s developmental history provides important insight into [his/her/their] early health and developmental milestones. The following information was obtained from parent/guardian interviews, medical records, and other available sources:

* **Prenatal/Birth History**:
  + ☐ Pregnancy, delivery, and early development records were not available.
  + ☐ [Insert Name] was delivered at **[Insert Weeks] weeks** and weighed **[Insert Weight]**.
  + ☐ The pregnancy was described as **uncomplicated/complicated**.
  + ☐ The mother was in **good/poor** health during the pregnancy.
  + ☐ The mother used/abstained from **tobacco, alcohol, and other substances** during pregnancy.
* **Infancy and Early Childhood**:
  + ☐ No reports of surgeries, head injuries, or unusual health issues.
  + ☐ Health during the first year of life was described as **good/poor**.
  + ☐ Developmental milestones (sitting, standing, walking, and talking) were met within normal limits.
  + ☐ No reported history of chronic illnesses, high fevers, or diseases during infancy.
* **Childhood Health**:
  + ☐ No reports of surgeries, head injuries, or unusual health issues.
  + ☐ No concerns related to eating, sleeping, or chronic illnesses.
  + ☐ No reported history of childhood diseases or high fevers lasting multiple days.

**Present Health**  
[Insert Name]'s current health is described as **good/poor**. The following health information was provided by the parent/guardian and verified through medical and school health records:

* **Current Health Status**: No current health conditions are reported that may affect educational performance.
* **Medications**:
  + ☐ [Insert Name] has not taken any medications related to learning, attention, or behavior.
  + ☐ [Insert Name] currently takes **[Insert Medication]** for **[Insert Condition]**.
* **Recent Physician Visit**: [Insert Name] visited **[Insert Physician]** on **[Insert Date]** for **[Reason for Visit]**.
* **Physician Contact**: **[Insert Physician Name]** at **[Insert Phone Number]**.

**Health Screening**  
A health screening was completed by the school nurse on **[Insert Date]**. The following results were recorded:

* **Vision**: Within normal limits (WNL) without corrective lenses.
* **Hearing**: Within normal limits (WNL) without hearing aids.
* **Medications**: The nurse reported that [Insert Name] is/is not currently taking any medications.
* **Allergies**: **[List allergies, if any]**.

**Physical Education**  
[Insert Name] participates in a general education physical education (PE) class and is able to access and progress in the **TEKS curriculum** without modifications. There are no reported medical impairments that prevent [Insert Name] from engaging in regular physical education activities.

**Summary of Physical Assessment**  
Based on the review of developmental history, current health, health screenings, and physical education participation, there is no evidence to suggest the presence of motor, vision, or hearing impairments that would interfere with [Insert Name]'s educational performance.

**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 'Physical' section of a Full and Individual Evaluation (FIE). The narrative should summarize the student’s developmental history, present health, health screenings, and participation in physical education. Use concise, clear language and ensure the student’s name is used instead of 'the student.' Clearly indicate the results of health screenings, prenatal and developmental history, and any physical factors that may impact educational performance. Ensure the final output is aligned with IDEA and Texas Education Agency (TEA) guidelines."

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

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

**Physical**

The **Physical** component of the evaluation for [Insert Name] includes a review of developmental history, present health, health screenings, and participation in physical education. This information is used to determine if any physical factors may impact [Insert Name]'s educational performance.

**Developmental History**  
A review of [Insert Name]'s developmental history indicates that the pregnancy and delivery were **uncomplicated/complicated**. [Insert Name] was delivered at **[Insert Weeks] weeks** and weighed **[Insert Weight]**. Parent/guardian reports indicate no significant medical concerns during infancy or early childhood. Developmental milestones, such as sitting, standing, walking, and talking, were achieved within normal limits. No reports of surgeries, head injuries, or significant illnesses during early childhood were noted.

**Present Health**  
[Insert Name]'s current health is reported as **good/poor**. [He/She/They] has no known medical conditions that affect educational performance. The most recent physician visit occurred on **[Insert Date]** with **[Insert Physician]** for **[Insert Reason]**. [Insert Name] is currently taking **[Insert Medication]** for **[Insert Condition]**, and this information is documented in [his/her/their] health file.

**Health Screening**  
A health screening was conducted by the school nurse on **[Insert Date]**. The results indicate that [Insert Name]'s vision and hearing are within normal limits (WNL) without the use of corrective lenses or hearing aids. No medications were reported by the nurse, and the following allergies were noted: **[List Allergies]**.

**Physical Education**  
[Insert Name] actively participates in general education physical education (PE) without the need for modifications. There are no reported medical impairments that prevent [Insert Name] from engaging in physical education activities aligned with the **TEKS curriculum**.

**Summary of Physical Assessment**  
Based on a review of [Insert Name]'s developmental history, present health, health screening, and participation in physical education, there is no evidence to suggest the presence of motor, vision, or hearing impairments that would interfere with [Insert Name]'s educational performance.

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Summarizes developmental history, present health, and physical education participation, highlighting any motor, vision, or hearing factors that may impact educational performance.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Physical | Title remains unchanged (it's legally accurate) |
| **Developmental History** | Descriptive narrative | Organized into clear categories (prenatal, infancy, childhood) for simplicity. |
| **Present Health** | Informal phrasing | Clear headings with concise descriptions of health, medications, and physician visits. |
| **Health Screening** | Informal health screening section | Clarified roles of **nurse screening, vision, hearing, medications, and allergies**. |
| **Physical Education** | No clear reference | Clear reference to physical education and student’s access to TEKS curriculum. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Legally Defensible Terms** | Not specific | Used terms like **"within normal limits (WNL)"**, **"TEKS curriculum"**, and **"participation in physical education"**. |
| **Compliance Language** | No mention of IDEA | Tied the process to **IDEA guidelines** for legal defensibility. |

**How We Kept It Short but Defensible**

1. **Clear Headings** — We divided content into **Developmental History, Present Health, Health Screening, and Physical Education**.
2. **Concise Format** — Reduced the original paragraph form into **clear bulleted options** for data points.
3. **Legally Defensible Language** — We use precise terms like **"WNL" (within normal limits)** and "TEKS curriculum," which are legally significant.

**Sociological**

The **Sociological** component of this evaluation includes a review of family history, social-emotional development, and environmental factors that may influence [Insert Name]'s educational performance. Information was gathered through interviews, parent/guardian reports, and available school records.

**Family and Household Information**

* **Living Arrangements**: [Insert Name] resides with **[list family members (e.g., mother, father, siblings, guardian)]**.
* **Household Members**: The household includes **[insert number]** siblings, ages **[insert ages]**.
* **Parental Employment**:
  + **Mother**: **Employed/Unemployed** as **[Insert Occupation, if available]**.
  + **Father**: **Employed/Unemployed** as **[Insert Occupation, if available]**.
  + ☐ Parent/guardian employment information was not obtained.
* **Parental Education**: The highest level of education reported for the parents/guardians is **[Insert Education Level]**.

**Social and Emotional Factors**

* **Major Life Events**:
  + ☐ There have been no significant life changes in the past three years related to death, loss, relocation, or trauma.
  + ☐ Significant life events were reported, including **[list major life event(s)]**.
* **Extended Family Separation**:
  + ☐ No reports of extended separation from family members were noted.
  + ☐ Reports of extended separation from family members were noted, including **[list details]**.
* **Peer and Social Interactions**:
  + **Home**: [Insert Name] gets along **well/poorly** with siblings and other household members.
  + **School**: [Insert Name] interacts **positively/negatively** with peers and teachers at school.
* **Discipline**:
  + Discipline methods reported by parents/guardians include **[Insert Discipline Methods (e.g., time-out, loss of privileges)]**.
  + ☐ The reported discipline methods are generally effective in changing behavior.
  + ☐ The reported discipline methods have **limited/no effect** on [Insert Name]'s behavior.

**Strengths and Weaknesses**

* **Student Strengths**: [Insert Name]'s strengths include **[list strengths such as creativity, empathy, humor, perseverance, etc.]**.
* **Student Needs**: [Insert Name]'s areas for growth include **[list areas such as attention, self-regulation, task completion, social interaction, etc.]**.

**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 'Sociological' section of a Full and Individual Evaluation (FIE). The narrative should summarize the student’s family history, living arrangements, major life events, social-emotional factors, discipline practices, and student strengths and needs. Use clear, objective language, and ensure the student’s name is used instead of 'the student.' Include all relevant data while ensuring the final output is concise, clear, and legally defensible in alignment with IDEA and Texas Education Agency (TEA) guidelines."

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

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

**Sociological**

The **Sociological** component of the evaluation for [Insert Name] includes a review of family history, social-emotional development, and environmental factors that may influence educational performance. This information was gathered through parent/guardian interviews, teacher input, and school records.

**Family and Household Information**  
[Insert Name] resides with **[list family members (e.g., mother, father, siblings, guardian)]**. The household includes **[insert number]** siblings, ages **[insert ages]**.

The parent/guardian(s) are employed as follows:

* **Mother**: **Employed/Unemployed** as **[Insert Occupation, if available]**.
* **Father**: **Employed/Unemployed** as **[Insert Occupation, if available]**.

The highest level of education completed by the parents/guardians is **[Insert Education Level]**.

**Social and Emotional Factors**  
In the past three years, there have been **no/significant** major life events affecting [Insert Name], such as death, loss, relocation, or trauma. No extended separation from family members was reported.

At home, [Insert Name] interacts **positively/negatively** with siblings and household members. At school, [Insert Name] exhibits **positive/negative** interactions with peers and staff. Parent/guardian reports indicate that discipline methods, such as **[Insert Discipline Methods]**, are generally **effective/ineffective** in supporting behavior changes.

**Strengths and Weaknesses**  
**Student Strengths**: [Insert Name] demonstrates strengths in areas such as **[list strengths]**.  
**Student Needs**: Areas for growth include **[list areas for growth, e.g., attention, task completion, self-regulation, etc.]**.

This sociological review provides context for understanding [Insert Name]'s development, home environment, and social-emotional functioning. These insights will be used to inform decisions regarding eligibility for special education services and the development of an appropriate educational program.

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Summarizes family history, social-emotional development, discipline practices, and strengths/weaknesses that may impact educational performance.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Sociological | Title remains unchanged (it's legally accurate) |
| **Family and Household** | Disorganized, unclear format | Clear, organized categories: Family Info, Household Members, Parental Employment, Parental Education. |
| **Social-Emotional Factors** | No clear structure | Clearly defined subcategories (Major Life Events, Peer Interactions, Discipline). |
| **Discipline** | Informal phrasing | Direct, concise phrasing about discipline effectiveness. |
| **Strengths and Weaknesses** | Listed at the end, unclear | Clearly identified **Student Strengths and Areas of Need** at the end. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Legally Defensible Terms** | Informal phrasing | Used specific terms like **"major life events"**, **"social-emotional development"**, and **"areas for growth."** |
| **Compliance Language** | No mention of IDEA | Tied the process to **IDEA guidelines** for legal defensibility. |

**How We Kept It Short but Defensible**

1. **Organized Into Clear Categories** — We structured the section into **Family Information, Social-Emotional Factors, and Strengths/Weaknesses** for clarity.
2. **Concise Sentences** — Instead of long, narrative-style paragraphs, we used **short, clear sentences** that convey the necessary details in fewer words.
3. **Data-Driven Language** — We included specific phrases like **“Parent/guardian reports indicate…”** and **“Sibling ages are…”**, which are **objective and defensible**.
4. **Student-Specific Data** — We use **[Insert Name]** instead of "the student" to create a personalized, legally defensible document.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Break Content Into Categories** — Use headings like **Family Information, Social-Emotional Factors, and Strengths/Weaknesses** to provide structure.
2. **Use Objective Descriptions** — Instead of “the student is well-behaved at home,” use **"Parent reports that [Insert Name] gets along well with siblings."**
3. **Don’t List Everything** — Focus on what matters: household members, parent employment, major life events, social interaction, and discipline methods.
4. **Direct, Simple Language** — Avoid "educational jargon" and stick to simple, clear language that parents, teachers, and ARD/IEP teams can easily understand.

**Educational History**

The **Educational History** section includes a review of [Insert Name]'s school enrollment history, academic performance, attendance, discipline, and the use of interventions. Information was gathered through parent/guardian interviews, school records, and data from the student's current and previous educational settings.

**Enrollment History**  
[Insert Name] is currently enrolled at **[Insert School Name]** in **[Insert Grade]**. Records indicate that [he/she/they] began attending this school on **[Insert Date]**.

* **Previous School(s)**:
  + ☐ [Insert Name] attended **[Insert Previous School Name]** from **[Insert Date] to [Insert Date]**.
  + ☐ Information regarding [Insert Name]'s previous educational settings is not available.
* **Enrollment Status**:
  + ☐ Continuous enrollment with no significant breaks.
  + ☐ History of school transfers or changes in educational settings, including transfers from **[Insert Previous School or District]** on **[Insert Date]**.

**Academic Records**  
A review of academic records, including report cards, progress reports, and district systems (e.g., Skyward), reveals the following:

* **Grades**: Academic performance is described as **[Insert Description: e.g., consistent, variable, declining, etc.]** based on grades from **[Insert Date Range]**.
* **Performance by Subject**: [Insert Name] demonstrates strengths in **[list subject areas]** and challenges in **[list subject areas]**.
* **Grade Retention**:
  + ☐ No history of grade retention.
  + ☐ [Insert Name] was retained in **[Insert Grade Level]**.

**Attendance History**  
Attendance records from **[Insert Date Range]** were reviewed to identify any patterns of absenteeism or tardiness that may impact academic progress.

* **Attendance Patterns**:
  + ☐ Attendance is within expected limits.
  + ☐ Attendance concerns are noted, with **[Insert #]** unexcused absences and **[Insert #]** tardies from **[Insert Date Range]**.
  + ☐ Attendance data from the previous district was not available for review.

**Discipline History**  
A review of disciplinary records from the student information system (e.g., Skyward) reveals the following information regarding behavior-related incidents.

* **Discipline Incidents**:
  + ☐ No reported incidents of disciplinary action.
  + ☐ Reported disciplinary actions include **[list actions such as ISS, OSS, teacher-managed interventions, etc.]** from **[Insert Date Range]**.
* **Behavioral Patterns**:
  + [Insert Name] demonstrates **[Insert Description of Behavior: e.g., consistent, episodic, resolved, etc.]** behavioral patterns.
  + **Frequency of Incidents**: [Insert Number] incidents occurred during the **[Insert Date Range]** review period.

**Intervention History**  
Information regarding supplemental interventions was gathered from school records, parent/guardian interviews, and previous district documentation.

* **Intervention Status**:
  + ☐ School records indicate that [Insert Name] **did/did not** receive research-based interventions for academic or behavioral challenges.
  + ☐ Information regarding interventions was **not received** from [Insert Name]'s previous school or district.
* **Guardian Input**:
  + On **[Insert Date]**, [Insert Name]'s guardian reported that [Insert Name] received supplemental intervention in **[Insert Subject or Area]** from **[Insert Date] to [Insert Date]**.
  + The guardian described the intervention as **[Insert Description of Intervention]**.
  + The guardian reported that this intervention resulted in **[Insert Description: e.g., progress, no progress, inconsistent progress, etc.]**, according to progress monitoring data.

**Summary of Educational History**  
A review of [Insert Name]'s educational history, including enrollment, academic performance, attendance, discipline, and interventions, provides insight into [his/her/their] learning experiences. This information will be used to support the **Admission, Review, and Dismissal (ARD) Committee** in determining eligibility for special education services and the development of an appropriate educational program.

**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 'Educational History' section of a Full and Individual Evaluation (FIE). The narrative should summarize the student's enrollment, grades, attendance, discipline, and intervention history. Use clear, objective language, and ensure the student's name is used instead of 'the student.' Include all relevant data from district records, parent/guardian input, and review of previous educational settings. Ensure the final output is clear, formal, and legally defensible in alignment with IDEA and Texas Education Agency (TEA) guidelines."

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

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

**Educational History**

The **Educational History** section provides a review of [Insert Name]'s enrollment, academic records, attendance, discipline, and intervention history. Information was gathered from parent/guardian interviews, school records, and data from previous educational settings.

**Enrollment History**  
[Insert Name] is currently enrolled at **[Insert School Name]** in **[Insert Grade]**. [He/She/They] began attending this school on **[Insert Date]**. Prior to this, [Insert Name] attended **[Insert Previous School Name]** from **[Insert Date] to [Insert Date]**. There were no significant breaks in enrollment.

**Academic Records**  
A review of academic records, including report cards and progress reports, indicates that [Insert Name]'s academic performance is described as **[consistent, variable, declining, etc.]**. [He/She/They] demonstrates strengths in **[list subject areas]** and faces challenges in **[list subject areas]**. There is **no record of grade retention**.

**Attendance History**  
Attendance records from **[Insert Date Range]** indicate that [Insert Name] has maintained an attendance rate of **[Insert %]**, with **[Insert #]** unexcused absences and **[Insert #]** tardies during this period. Attendance data from the previous district was **not available for review/available for review**.

**Discipline History**  
A review of discipline records indicates that [Insert Name] has **no/some** disciplinary incidents recorded during the review period from **[Insert Date Range]**. [Insert Name]’s behavioral patterns are described as **[consistent, episodic, resolved, etc.]**. Specific incidents include **[list of incidents if applicable]**.

**Intervention History**  
School records indicate that [Insert Name] **did/did not** receive supplemental research-based interventions. Documentation from [Insert Name]'s previous school was **not available/available**. On **[Insert Date]**, [Insert Name]'s guardian reported that [he/she/they] received intervention for **[Insert Subject]** from **[Insert Date to Date]**. The guardian noted that the intervention was described as **[Insert Description]** and reported **[progress, no progress, or variable progress]** based on data collected.

**Summary of Educational History**  
A review of [Insert Name]'s educational history, including enrollment, academic records, attendance, discipline, and interventions, provides insight into [his/her/their] learning experiences. This information will support the **Admission, Review, and Dismissal (ARD) Committee** in determining eligibility for special education services and the development of an appropriate educational program.

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Summarizes enrollment, academic performance, attendance, discipline, and intervention history to support ARD/IEP decision-making.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legally Defensible** |
| --- | --- | --- |
| **Enrollment Info** | Unclear format | Clear subcategories for **Current School, Previous School, and Enrollment Status**. |
| **Attendance** | Informal language | Included **attendance patterns** and **rate of unexcused absences**. |
| **Discipline** | Limited info | Added clarity on **incidents, behavior patterns, and teacher-managed interventions**. |
| **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. |
| **Data-Driven Language** | Vague descriptions | Used data-backed language such as "guardian reports" and "records indicate." |

**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. |

**Student Information / Interview Template**

**Student Self-Report**

The student was asked to respond to the following questions, which are designed to provide insight into their unique experiences and assist in developing a comprehensive evaluation. Responses were collected using a combination of student interviews, self-report measures, and projective techniques.

**General Questions for Elementary, Middle, and High School Students**

1. **About School and Learning**
   * What are your favorite subjects in school and why?
   * Are there subjects or activities in school that you find challenging? Can you tell me about them?
   * How do you feel when you are working in a group at school?
   * Do you prefer to work alone or with others?
2. **Social Interactions**
   * Who are your friends at school? What do you like to do together?
   * Is there something that you wish your classmates knew about you?
   * How do you feel about making new friends?
   * Do you have times at school when you feel really happy or upset? What happens during those times?
3. **Communication and Self-Expression**
   * What do you do if you need help with something in school?
   * Do you ever have a hard time telling people what you are thinking or feeling?
   * When someone asks you to explain something, is it easy or hard for you?
4. **Interests and Hobbies**
   * What do you like to do for fun?
   * Do you have a favorite hobby or activity? Why do you like it?
   * How do you spend your time after school or on the weekends?
5. **Daily Life and Routines**
   * Tell me about what you do to get ready for school in the morning.
   * Are there things you do at home or school by yourself, or do you need help with them?
   * Do you have chores or responsibilities at home? What do you do?
6. **Emotions and Coping**
   * What things make you feel happy?
   * What things make you feel upset or angry? What do you do when you feel this way?
   * How do you calm down if something is bothering you?
7. **Classroom Behavior and Work Habits**
   * What do you do in class when you finish your work early?
   * How do you feel about speaking in front of the class?
   * What do you do if a task is too hard or confusing?
8. **Sensory Sensitivities**
   * Are there noises, lights, or smells in your school or classroom that you don’t like? What are they?
   * What do you do if something in the classroom is too loud, too bright, or too overwhelming?
9. **Adaptability and Change**
   * How do you feel when your daily routine changes unexpectedly?
   * What do you do if there is a substitute teacher one day?
10. **Support Needs**
    * What helps you learn better at school?
    * Is there anything that could be done differently at school to help you feel more comfortable?

**ADHD/ADD-Specific Questions**

**Regarding attention and hyperactivity, the student reported that they:**

1. ☐ Struggle to stay focused on tasks or activities, like listening to the teacher or completing assignments.
2. ☐ Often forget or lose things, such as homework or school supplies.
3. ☐ Feel restless or fidgety when expected to sit still (e.g., during class).
4. ☐ Frequently get in trouble for talking or interrupting others.
5. ☐ Have difficulty waiting for their turn or waiting in line.

**Emotional Disturbance (ED) Specific Questions**

**Regarding emotional regulation, the student reported that they:**

1. ☐ Frequently feel happiness, sadness, anger, or other emotions.
2. ☐ Often feel worried, scared, or nervous about things that other students may not worry about.
3. ☐ Have difficulty controlling their temper or emotions, often becoming angry or upset quickly.
4. ☐ Feel lonely or have trouble making and keeping friends at school.
5. ☐ Occasionally feel like hurting themselves or others.

**Autism (AU) Specific Questions**

**Regarding communication, sensory, and social interactions, the student reported that they:**

1. ☐ Have difficulty making friends and talking to other kids their age.
2. ☐ Prefer routines and get upset when things change unexpectedly.
3. ☐ Have special interests that they like to focus on for long periods.
4. ☐ Are sensitive to sounds, lights, or textures that bother them.
5. ☐ Have difficulty understanding what others are saying or have trouble expressing themselves.

**Additional Resources:**

* [**Theory of Mind Interview Questions**](http://wix.to/7VYklWN)
* [**ADOS Student Interview**](http://wix.to/P21vo6L)
* [**Autism Communication and Language Look-Fors**](http://wix.to/OtX3XiC)

**Learning Deficit-Specific Questions**

**Regarding academic performance, the student reported that they:**

1. ☐ Find it hard to read words or understand what they read.
2. ☐ Struggle with remembering math facts or solving math problems.
3. ☐ Have difficulty forming letters or numbers correctly when writing.
4. ☐ Sometimes feel confused when teachers give instructions.
5. ☐ Need extra time or help to complete schoolwork compared to their peers.

**Dyslexia-Specific Questions**

**Regarding reading and writing, the student reported that they:**

1. ☐ Frequently reverse letters or numbers when reading or writing.
2. ☐ Struggle with phonics or decoding unfamiliar words.
3. ☐ Avoid reading or writing tasks and feel frustrated when doing them.
4. ☐ Have persistent difficulties with spelling, even for common words.
5. ☐ Forget sight words or previously learned words.

**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 student interview questions, generate a legally defensible narrative for the 'Student Information' section of a Full and Individual Evaluation (FIE). Summarize the responses, noting observations regarding ADHD, emotional disturbance, autism, learning deficits, and dyslexia. Use the student’s name instead of 'the student' and ensure the final output follows proper grammar, formal tone, and legally defensible language. The narrative should clearly link student self-report to key eligibility criteria where applicable."

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

**Student Information**

During the interview, [Insert Name] provided information regarding [his/her/their] school experience, social skills, behavior, and emotional well-being. The interview was conducted using age-appropriate questions designed to provide insight into [Insert Name]'s thoughts, behaviors, and self-perception.

**ADHD/ADD**  
[Insert Name] reported having difficulty staying focused on tasks and sometimes feels restless or fidgety during class. [He/She/They] also indicated that it is difficult to remain seated during structured activities and that [he/she/they] frequently misplaces or forgets school supplies and personal items.

**Emotional Disturbance**  
When asked about emotions, [Insert Name] reported frequent mood shifts, including sadness and frustration. [He/She/They] also noted that certain situations make [him/her/them] feel anxious or overwhelmed. [Insert Name] shared that [he/she/they] sometimes feels lonely and has difficulty maintaining friendships with peers.

**Autism (AU)**  
Regarding social interactions, [Insert Name] indicated that making and keeping friends is challenging. [He/She/They] also noted a preference for daily routines and shared that changes in routines often cause anxiety or frustration. [Insert Name] reported that certain sounds, textures, or lights are bothersome and that it can be difficult to understand what others mean in conversations.

**Learning Deficits**  
[Insert Name] reported having difficulty with reading, writing, and math tasks. [He/She/They] also stated that following multi-step instructions can be challenging and that [he/she/they] requires extra help from teachers or parents to complete schoolwork.

**Dyslexia**  
During the interview, [Insert Name] indicated persistent struggles with letter and number reversals and difficulties with decoding unfamiliar words.

**Student Information / Interview Template**: Collects student responses during interviews to assess areas related to ADHD, emotional disturbance, autism, learning deficits, and dyslexia. The section includes questions designed for elementary, middle, and high school students to support eligibility determination and provide insight into social, emotional, and academic functioning.

**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.

**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.

**Standard Measurement Procedures**

**Overview**  
Standard measurement procedures were utilized to ensure the validity and reliability of all administered assessments. These procedures are consistent with test publisher guidelines, and the results are believed to accurately reflect [Insert Name]'s true abilities.

**Testing Conditions**  
☐ **Standardized Conditions** — All tests were administered under standardized conditions, with no deviations from test administration protocols. Standardized conditions ensure that [Insert Name]'s results are valid and comparable to normative data.

☐ **Non-Standardized Conditions** — Certain tests were administered under non-standardized conditions due to the specific needs of the student or environmental constraints. When deviations from standard procedures occurred, efforts were made to minimize the impact on test validity, and this impact is noted in the assessment results.

**COVID-19 Safety Measures**  
Testing was conducted in accordance with the Centers for Disease Control (CDC) guidelines to ensure the health and safety of both the student and the examiner. The following protective measures were implemented:  
☐ A sneeze guard was placed between the examiner and the student.  
☐ The examiner wore a face covering.  
☐ The student wore a face covering.  
☐ Page protectors were utilized to cover testing materials.  
☐ The student was provided with a disposable instrument (e.g., pencil, stylus) to indicate responses.  
☐ Hand sanitizer was made available for both the student and the examiner.

While the nationally normed standardized tests were not normed with the use of personal protective equipment (PPE), it is believed that the use of PPE did not negatively impact [Insert Name]'s performance. This conclusion is based on observation of the student’s engagement, level of cooperation, and response style throughout the assessment. As a result, the evaluation results are believed to be an accurate reflection of [Insert Name]'s abilities.

**AI Prompt for Legally Defensible Narrative**

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

**Prompt:**  
"Using the following information, generate a formal, legally defensible narrative for the Full and Individual Evaluation (FIE) under the section titled 'Standard Measurement Procedures.' The narrative should use the student's name in place of 'the student' and clearly describe the testing conditions, whether standardized or non-standardized procedures were followed, and any COVID-related safety protocols that were implemented. Ensure the final output is clear, professional, and legally defensible.

**Information to convert**:  
**Student Name**: [Insert Name]  
**Testing Conditions**: Indicate whether standardized conditions were used or if deviations from standard procedures occurred (check either **Standardized Conditions** or **Non-Standardized Conditions**).  
**COVID-19 Protocols**: If relevant, list the COVID-19 protective measures in place, including sneeze guards, face coverings, page protectors, disposable instruments, and hand sanitizer.  
**Test Validity Statement**: If PPE was used, include a legally defensible statement confirming that the use of PPE did not negatively impact the test results. Ensure the tone is formal, professional, and legally defensible in accordance with IDEA and assessment standards. "

**Example of AI-Generated Narrative**

Here’s an example of what the AI-generated output might look like based on the provided prompt:

**Standard Measurement Procedures**

The assessment of [Insert Name] was conducted using standard measurement procedures consistent with guidelines from test publishers to ensure the validity and reliability of the results. All tests were administered in accordance with standardized protocols, and no deviations from standard procedures were necessary. As a result, the evaluation is believed to accurately reflect [Insert Name]'s true abilities.

Due to the ongoing COVID-19 pandemic, protective measures recommended by the Centers for Disease Control (CDC) were implemented to ensure the safety of both [Insert Name] and the examiner. These measures included the use of a sneeze guard between the student and the examiner, face coverings for both the examiner and the student, and the use of page protectors to shield testing materials. In addition, [Insert Name] was provided with a disposable instrument (e.g., pencil or stylus) to indicate responses, and hand sanitizer was made available to both the examiner and the student.

While the standardized tests used in this evaluation were not normed with personal protective equipment (PPE) in place, it is believed that the use of PPE did not negatively impact [Insert Name]'s test performance. This conclusion is supported by observations of [Insert Name]'s behavior, level of engagement, cooperation, and response style during the testing process. The results of this evaluation are therefore considered to be a valid and accurate representation of [Insert Name]'s cognitive and academic abilities.

**Summary for Building Blocks Window**

Here’s a concise, one-sentence description of this section for the **Building Blocks Window**:

**Summary**: Documents the standardized or non-standardized procedures followed during testing, including the use of CDC-recommended COVID-19 protocols and their impact on test validity.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Standard Measurement Procedures | Kept the same (no change needed) |
| **Test Conditions** | "Standard measurement procedures were utilized" | Expanded to specify whether conditions were standardized or non-standardized |
| **COVID Protocols** | Listed items (face covering, sneeze guard, etc.) | Improved clarity and included language that explicitly states "based on CDC guidelines" |
| **Test Validity Statement** | "The results are believed to be an accurate reflection" | Included formal language explaining why PPE did not negatively impact the student’s results. |
| **Student-Specific** | "The student" | Replaced "the student" with the actual student’s name. |
| **Defensibility** | Ambiguous statement about PPE use | Clear rationale supporting the validity of scores when PPE is used. |

**Key Takeaways**

1. **Address Testing Conditions** — Specify whether standardized or non-standardized conditions were used.
2. **Document COVID Protocols** — If applicable, state which protective measures were used (face coverings, sneeze guards, etc.).
3. **Include Test Validity Statement** — If PPE was used, explicitly state that it did not negatively impact test performance.
4. **Use Clear, Defensible Language** — Replace "concerns" with "evidence," use "based on observation" when justifying test validity, and always link back to **IDEA compliance**.

**Translator Use During Evaluation**

**Language of Assessment**  
[Insert Name] is a multilingual learner whose primary language is **[Insert Language]**, with **English** as a secondary language.

**Use of Translator**  
☐ A **[Insert Language] translator** was used during the evaluation to ensure [Insert Name] could access test instructions and respond appropriately.  
☐ A **[Insert Language] translator** was used to facilitate communication with [Insert Name]'s parent/guardian during the interview.

**Impact on Scores**  
Due to [Insert Name]'s linguistic background, standardized test scores may not fully represent [his/her/their] abilities, as the norming population may not be reflective of [Insert Name]'s cultural and linguistic experience. Supplementary data, including classroom observations, parent/teacher input, and qualitative assessments, were used to support the accuracy of the evaluation.

**Validity of Results**  
Despite the use of translation services and language accommodations, the evaluation results are considered valid and representative of [Insert Name]'s cognitive, academic, and functional abilities. This conclusion is based on observations of [Insert Name]'s cooperation, task engagement, and ability to follow instructions during testing.

**Concise AI Prompt for Legally Defensible Narrative**

Here’s a **short, effective prompt** you can use to generate an AI-powered version of the narrative.

**Prompt:**  
"Generate a legally defensible narrative for the 'Translator Use During Evaluation' section of a Full and Individual Evaluation (FIE). Use the student’s name in place of 'the student,' and clearly state the student’s linguistic background, the role of the translator, the impact on test scores, and a statement on the validity of results. Ensure the language is concise, clear, and legally defensible, adhering to IDEA and Texas Education Agency (TEA) guidelines."

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

Here’s a shorter, legally defensible narrative for this section.

**Translator Use During Evaluation**

[Insert Name] is a multilingual learner whose primary language is **[Insert Language]**, with **English** as [his/her/their] secondary language. To ensure equitable access to testing, a **[Insert Language] translator** was used during the evaluation. The translator facilitated [Insert Name]'s understanding of directions and test items. Additionally, a **[Insert Language] translator** was used to facilitate the interview with [Insert Name]'s parent/guardian, ensuring accurate communication of developmental and educational history.

Due to [Insert Name]'s linguistic background, standardized test scores may not fully reflect [his/her/their] abilities, as the norming population may not adequately represent multilingual learners with [Insert Language] as a primary language. To address this, supplementary data from classroom observations, teacher input, and performance-based assessments were used to support the accuracy of the evaluation.

Despite the use of language accommodations, it is believed that the evaluation results accurately reflect [Insert Name]'s cognitive, academic, and functional abilities. This conclusion is supported by observations of [his/her/their] task engagement, cooperation, and ability to follow instructions throughout the testing process.

**Summary for Building Blocks Window**

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

**Summary**: Describes the role of a translator in the evaluation process, the impact of linguistic background on standardized test scores, and the rationale for validity of the results.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Be Direct and Clear** — Avoid extra explanation. State it plainly: "A translator was used to ensure understanding."
2. **Stick to Essential Legal Points** — Include (1) Student’s Language, (2) Translator Use, (3) Validity of Results.
3. **Don’t Over-Explain Test Validity** — One strong statement like, “Despite the use of accommodations, the results are valid” is enough.
4. **Name the Student, Not "The Student"** — Always personalize with the student’s name to avoid generic language.

**Review of Existing Evaluation Data**

**Evaluation History**  
☐ This is an **initial evaluation** for [Insert Name]. There are no prior Full and Individual Evaluations (FIEs) on record for [Insert Name].

☐ A prior **Full and Individual Evaluation (FIE)** was completed on **[Insert Date]**, which included assessments in the following areas:

* **Speech/Language**: [Insert summary or key result, if applicable]
* **Emotional/Behavioral**: [Insert summary or key result, if applicable]
* **Adaptive Behavior**: [Insert summary or key result, if applicable]
* **Medical/Health**: [Insert summary or key result, if applicable]
* **Developmental History**: [Insert summary or key result, if applicable]

☐ An **independent evaluation** was completed by **[Insert Evaluator/Agency]** on **[Insert Date]**. Key findings included the following:

* [Insert key takeaways, such as eligibility or recommendations]

☐ A **504 evaluation** was completed on **[Insert Date]**, resulting in eligibility for Section 504 services. The following accommodations were documented:

* **Accommodations**: [List accommodations, such as extended time, small group testing, etc.]
* **Subjects Supported**: [List subjects for which 504 accommodations apply, such as reading, math, or behavior]

**Summary of Previous Supports**  
[Insert Name] has received the following supports through Section 504:

* **Accommodations**: [List supports, such as extra time, small group, behavior support, etc.]
* **Interventions**: [Include any relevant behavioral or academic interventions that were provided]

**AI Prompt for Legally Defensible Narrative**

Here’s a clear, direct, and concise **AI prompt** to generate this content as a formal, legally defensible narrative for the FIE.

**Prompt:**  
"Generate a legally defensible narrative for the 'Review of Existing Evaluation Data' section of a Full and Individual Evaluation (FIE). The narrative should identify the evaluation history, including prior FIEs, independent evaluations, and Section 504 evaluations. Summarize key findings from these evaluations and list accommodations, supports, and any prior eligibility decisions. Ensure the student's name is used instead of 'the student,' and the final output should be concise, clear, and aligned with IDEA guidelines."

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

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

**Review of Existing Evaluation Data**

This is an **initial evaluation** for [Insert Name]. No prior Full and Individual Evaluations (FIEs) for [Insert Name] are on file.

A **504 evaluation** was conducted on **[Insert Date]**, and [Insert Name] was found eligible for Section 504 services. The 504 plan includes the following accommodations:

* **Accommodations**: [List accommodations, such as extended time, preferential seating, etc.]
* **Subjects Supported**: [List subjects, such as reading, math, etc.]

If applicable:  
A prior **Full and Individual Evaluation (FIE)** was completed on **[Insert Date]**, which included assessments in the following areas:

* **Speech/Language**: [Insert summary or key result, if applicable]
* **Emotional/Behavioral**: [Insert summary or key result, if applicable]
* **Adaptive Behavior**: [Insert summary or key result, if applicable]
* **Medical/Health**: [Insert summary or key result, if applicable]
* **Developmental History**: [Insert summary or key result, if applicable]

Additionally, an **independent evaluation** was completed by **[Insert Evaluator/Agency]** on **[Insert Date]**, which found that [Insert summary of key findings, such as eligibility or specific recommendations].

The information from prior evaluations, Section 504 plans, and independent evaluations was considered as part of this evaluation process to ensure alignment with IDEA guidelines for eligibility determination and the development of an appropriate educational plan.

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Summarizes previous evaluation history, 504 services, and supports provided, including FIEs, 504 evaluations, and independent evaluations.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Review of Existing Evaluation Data | Title remains unchanged (it's legally accurate) |
| **Initial Evaluation** | “This is an initial evaluation.” | Added legally clear statement that no FIEs exist. |
| **Prior Evaluations** | "A Full and Individual Evaluation..." | Clear, concise breakdown of FIEs and key data points. |
| **504 Plan** | "504 evaluation dated..." | Clear mention of eligibility, supports, and accommodations. |
| **Supports** | "Firstname received supports..." | Directly lists supports and accommodations from 504 plan. |
| **Independent Eval** | "Evaluation completed by..." | Identified as an **independent evaluation** with specific findings. |
| **Legally Defensible Language** | Not always specific | Tied everything to "compliance with IDEA guidelines" and included **objective, observable language**. |

**How We Kept It Short but Defensible**

1. **Eliminated Repetition** — We don’t need to restate eligibility decisions or re-explain 504 plans; we can just **list them clearly**.
2. **Clear Structure** — The information is now organized into **three clear categories**: FIEs, 504 Plans, and Independent Evaluations. This makes it easier for ARD/IEP teams to find what they need.
3. **Bullet-Style Supports** — Instead of long paragraphs, we list **Accommodations and Supports** clearly so that it’s faster to read and harder to misinterpret.
4. **Direct Legal Language** — Instead of "this evaluation was done to determine...," we use "This evaluation complies with IDEA guidelines." That is legally defensible language.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Organize Into Key Categories** — Use subheadings like **Evaluation History**, **504 Plan**, and **Summary of Supports** to organize content logically.
2. **Use Simple Statements** — Instead of "The previous evaluation found that the student met the criteria for...," just say **"The student met eligibility for..."**
3. **Use Data-Driven Language** — Use phrases like **"based on teacher input"**, **"according to parent report"**, and **"as indicated by assessment data"** to tie the information to **objective, measurable sources**.
4. **Summarize, Don’t List Everything** — We don’t need to copy every detail from past FIEs. Just mention **key points** (e.g., "Speech/Language: Mild Articulation Delays").
5. **Personalize the Student's Name** — Instead of "The student," always use **[Insert Name]**.

**Full and Individual Evaluation (FIE) Components**

The Full and Individual Evaluation (FIE) for [Insert Name] includes the following key components to ensure a comprehensive evaluation consistent with **IDEA guidelines** and **TEA requirements**. Each section is intended to provide a complete and accurate understanding of [Insert Name]'s cognitive, academic, behavioral, and developmental profile.

**Evaluation Components**

* **Speech and Language** — Assessment of articulation, fluency, voice, and expressive/receptive language to identify speech and language-related educational needs.
* **Physical** — Review of health and physical development, including motor skills and any orthopedic impairments, to determine their impact on educational performance.
* **Sociological** — Review of social history, environmental factors, and cultural considerations that may impact educational performance.
* **Emotional/Behavioral** — Assessment of emotional, social, and behavioral functioning to identify behavioral concerns that may affect classroom engagement.
* **Cognitive/Intellectual** — Evaluation of cognitive processing and intellectual functioning to identify potential learning disabilities or intellectual disabilities.
* **Adaptive Behavior** — Assessment of daily living skills, self-care, and independent functioning, as reported by parents, teachers, and caregivers.
* **Educational/Developmental Performance** — Review of developmental milestones and academic history, including Response to Intervention (RTI) data, to determine current educational performance.
* **Assistive Technology** — Analysis of the need for assistive technology to support [Insert Name]'s educational access and performance.
* **Present Levels of Academic Achievement and Functional Performance (PLAAFP)** — A summary of [Insert Name]'s current academic strengths, weaknesses, and functional performance, which informs the development of educational goals and accommodations.
* **Sources of Data** — The FIE relies on multiple data sources to ensure comprehensive and valid results, including teacher input, parent input, classroom observations, formal assessments, and progress monitoring data.

**AI Prompt for Legally Defensible Narrative**

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

**Prompt:**  
"Generate a concise, legally defensible narrative for the 'Full and Individual Evaluation (FIE) Components' section of a Full and Individual Evaluation. Use the student’s name in place of 'the student,' and clearly describe the purpose and content of each section. Ensure the final output is clear, concise, and aligned with IDEA and Texas Education Agency (TEA) guidelines. Summarize the sources of data and ensure the tone is formal, professional, and legally defensible."

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

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

**Full and Individual Evaluation (FIE) Components**

The Full and Individual Evaluation (FIE) for [Insert Name] includes the following core components, each of which provides essential data for the determination of eligibility and the development of an appropriate educational program. These components are included to ensure compliance with the **Individuals with Disabilities Education Act (IDEA)** and **Texas Education Agency (TEA) guidelines**.

1. **Speech and Language** — An assessment of [Insert Name]'s ability to communicate effectively, including articulation, fluency, voice, and expressive/receptive language skills.
2. **Physical** — An examination of [Insert Name]'s physical development, motor skills, and any orthopedic impairments to determine the impact on [his/her/their] educational performance.
3. **Sociological** — A review of [Insert Name]'s social and environmental history, including family, cultural, and environmental factors that may influence educational outcomes.
4. **Emotional/Behavioral** — An evaluation of [Insert Name]'s emotional, social, and behavioral functioning, with a focus on identifying any behavioral challenges that affect classroom engagement.
5. **Cognitive/Intellectual** — An assessment of [Insert Name]'s intellectual functioning and cognitive processes to determine strengths and areas of need in cognitive development.
6. **Adaptive Behavior** — An analysis of [Insert Name]'s daily living skills and adaptive functioning, which includes input from parents, teachers, and caregivers to determine independent living and socialization skills.
7. **Educational/Developmental Performance** — A review of [Insert Name]'s academic progress, including RTI data, classroom performance, and developmental history, to evaluate current educational needs.
8. **Assistive Technology** — A review of [Insert Name]'s need for assistive technology, including any devices or tools required to support [his/her/their] learning.
9. **Present Levels of Academic Achievement and Functional Performance (PLAAFP)** — A summary of [Insert Name]'s academic strengths, areas of need, and current functional performance. This summary informs the development of the Individualized Education Program (IEP) and educational goals.
10. **Sources of Data** — Multiple sources of data were used to ensure the comprehensive and legally compliant nature of the evaluation. These sources include teacher input, parent input, classroom observations, formal assessments, and progress monitoring data.

These components ensure that the evaluation is thorough, objective, and legally defensible, supporting the determination of [Insert Name]'s eligibility for special education services and the development of an appropriate educational plan.

**Summary for Building Blocks Window**

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

**Summary**: Lists and explains the core components of the Full and Individual Evaluation (FIE), including cognitive, academic, behavioral, and developmental assessments, as well as the sources of data.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Full and Individual Evaluation Sections | Title updated to **FIE Components** to emphasize evaluation structure. |
| **List of Sections** | Listed as plain text | Reorganized as concise, clear, legally defensible subheadings with clear explanations. |
| **Language** | Used "Speech" and "Physical" | Used **"Speech and Language"** and **"Physical Development"** to align with IDEA terms. |
| **Sources of Data** | Included but vague | Clarified as teacher input, parent input, classroom observation, formal assessment, etc. |
| **Legally Defensible Terms** | Informal language | Used clear, specific language that aligns with IDEA, such as **"Present Levels of Academic Achievement and Functional Performance (PLAAFP)"**. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for personalization. |
| **Compliance Language** | No mention of IDEA or TEA | Tied the process to **IDEA** and **TEA** guidelines for legal defensibility. |

**How We Kept It Short but Defensible**

1. **Concise Subheadings** — Instead of long paragraphs for each evaluation section, the content is listed as **bullet points** with direct, clear descriptions.
2. **Clear Legal References** — We reference **IDEA guidelines** and **TEA requirements** as a subtle but important legal reference.
3. **No Unnecessary Details** — We don’t list specific test names (unless essential) to avoid over-complication.
4. **Data-Driven Sources** — Explicitly mention **teacher input, parent input, formal assessments, and classroom observations**, which are critical in due process hearings.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Organize Into Clear Components** — Use a list format with clear subheadings to structure the evaluation components.
2. **Use Simple Explanations** — Avoid explaining the **"why"** — just state the **"what"**. Example: "Speech and Language" instead of "An assessment was conducted to determine the student’s ability to communicate..."
3. **Legally Defensible Phrases** — Include **“in compliance with IDEA guidelines”** and **"sources of data include teacher input, parent input, and classroom observations"** — these are essential legal references.
4. **Don't Duplicate Rationale** — Each section serves its purpose. You don’t need to repeat the same justification for multiple components.

**Speech and Language**

**Language of Instruction**  
The language of instruction for [Insert Name] is **English**, as indicated by the available data.

**Home Language Survey**  
☐ **Home Language Survey (HLS) dated [Insert Date]** indicates that the primary language spoken in the home is **English**, and English is the language of instruction. Based on the assessment of [Insert Name]'s language abilities, the Full and Individual Evaluation (FIE) was conducted in **English**.

☐ **Home Language Survey (HLS) dated [Insert Date]** indicates that the languages spoken in the home are **English** and **[Insert Other Language]**. [Insert Other Language] is the language that [Insert Name] primarily speaks at home and in the community. English remains the language of instruction at school. [Insert Name] speaks [Insert Other Language] for approximately **[Insert %]** of the time in ELAR, spelling, and math classes. Based on the assessment of [Insert Name]'s language abilities, the Full and Individual Evaluation (FIE) was conducted in **[Insert Other Language]**.

☐ **No Home Language Survey (HLS) was available** at the time of testing. However, according to input from teachers and/or the student’s guardian, [Insert Name] demonstrates average receptive and expressive language proficiency in **English**. Observational data indicates that [Insert Name] expresses [himself/herself/themselves] best orally. As a result, the remainder of the Full and Individual Evaluation (FIE) was conducted in **English**.

**AI Prompt for Legally Defensible Narrative**

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

**Prompt:**  
"Generate a legally defensible narrative for the 'Speech and Language' section of a Full and Individual Evaluation (FIE). The narrative should identify the language of instruction, the results of the Home Language Survey (if available), and the rationale for conducting the evaluation in the chosen language. If no Home Language Survey is available, reference teacher and parent input on the student's language proficiency. Use the student's name instead of 'the student' and ensure the final output is concise, clear, and legally defensible in alignment with IDEA and Texas Education Agency (TEA) guidelines."

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

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

**Speech and Language**

The language of instruction for [Insert Name] is **English**.

A **Home Language Survey (HLS) dated [Insert Date]** indicates that the primary language spoken in [Insert Name]'s home is **English**, and English is the sole language of instruction at school. Based on an assessment of [Insert Name]'s language abilities, the Full and Individual Evaluation (FIE) was conducted in **English**.

Alternatively:  
A **Home Language Survey (HLS) dated [Insert Date]** indicates that [Insert Name]'s home language environment includes both **English** and **[Insert Other Language]**. [Insert Other Language] is the language [Insert Name] primarily speaks at home and in the community, though English is the only language of instruction at school. Classroom data indicates that [Insert Name] uses [Insert Other Language] approximately **[Insert %]** of the time during ELAR, spelling, and math. Based on an assessment of [Insert Name]'s language abilities, the Full and Individual Evaluation (FIE) was conducted in **[Insert Other Language]**.

If No HLS is available:  
No **Home Language Survey (HLS)** was available at the time of testing. However, teacher and/or guardian input indicates that [Insert Name] demonstrates average receptive and expressive language proficiency in **English**. Observations revealed that [Insert Name] expresses [himself/herself/themselves] most effectively through oral communication. Based on these data points, the Full and Individual Evaluation (FIE) was conducted in **English**.

**Summary for Building Blocks Window**

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

**Summary**: Describes the language of instruction, the Home Language Survey results, and the rationale for conducting the evaluation in English or another language.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | Speech and Language | Title remains unchanged (it's legally accurate) |
| **Language of Instruction** | Not explicitly stated | Explicitly identifies English as the language of instruction. |
| **Home Language Survey** | Varied language across multiple scenarios | Each Home Language Survey scenario is clear and concise. |
| **Language of FIE** | No clear rationale | Clear, concise rationale for language of the evaluation (English or other). |
| **Input from Observations** | Informal and unclear | Clear reference to **teacher/guardian input and observation data** as support. |
| **Legally Defensible Terms** | Not specific | Uses IDEA-relevant terms like **"Home Language Survey (HLS)"** and **"language of instruction"**. |
| **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. |

**How We Kept It Short but Defensible**

1. **Clear Rationale for Language Choice** — We clearly explain how and why **English** or another language was chosen as the language of evaluation.
2. **No Extra Explanation** — We only state **what matters most**: (1) Home Language Survey, (2) Language of Instruction, (3) Rationale for FIE language choice.
3. **Legally Defensible Language** — Using terms like **“teacher input,” “guardian input,” and “observational data”** supports legally sound reasoning.
4. **Simple Sentence Structure** — Instead of, "The student demonstrated... Based on this, it was determined that...", we just say, **"The student demonstrated... Therefore, the FIE was conducted in English."**

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **State the Language of Instruction First** — By stating **“The language of instruction is English”** at the beginning, we establish clarity from the start.
2. **Use "Home Language Survey" (HLS) As a Key Term** — This is a legally significant term. If no HLS is available, be clear and note it as a **data limitation**.
3. **Use "Based on" for Legal Clarity** — Use simple, direct rationale like **“Based on the Home Language Survey, the FIE was conducted in English”** to leave no room for ambiguity.
4. **Avoid Over-Explaining** — If the Home Language Survey says the language is English, don't explain it further.