

VENTURA COUNTY SELPA IEP INSTRUCTIONS

VII. REPORT FORMS

I. Psychoeducational Assessment

Fill in all demographics at the top of the page.

Language – If questions 1-3 on the Home Language Survey are other than English, note as “Native Language.” If the student is an EL, note current level of English proficiency, according to most recent assessment.

Indicate language used for this assessment.

Give name/title of person writing the report.

Reason for Referral:

In this section, the psychologist should address the referral reason, i.e., issues or concerns raised by the Student Study Team, triennial review, or any specific reason that the student was referred for the evaluation. Specify who has referred the student for evaluation.

Background Information:

For initial evaluations, include all pertinent information. For assessment for triennial review, summarize briefly and add any new pertinent information.

- **Environmental, cultural, and economic factors:**
Describe parents’ educational background, economic status, home environment, culture and language background, stability of residence, etc. Indicate history of learning or other developmental or mental health issues of family or relatives.

- **Health and developmental information:**
Describe educationally relevant pre-natal, peri-natal, and post-natal factors, labor and delivery information if relevant, general health (illnesses, injuries, allergies) of student. Describe relevant developmental milestones. Be sure to address current (within 12 months) vision and hearing screening results. If the student has been diagnosed with a medical condition, name the condition and address whether the student is receiving any medication. If known, indicate the name of the doctor(s) and/or specialist(s) who are following the student.

- **Educational Background:**
 - **Attendance history:**
Indicate significant history of attendance or tardy issues. Indicate whether SARB has been involved. Indicate if student attended several different schools due to residence changes or other factors.
 - **Review of school records:**
Summarize key elements obtained from the review of the cumulative record and SST records. Document prior history of school difficulties, retention, past teacher remarks, grades, comments on report cards, and discipline record if appropriate.
 - **Attempts to modify general education program:**
General education modifications or accommodations must be considered before referring a student for an initial eligibility evaluation for special education. Address all attempts by general education personnel to modify the curriculum or programs AND the results of those attempts.
 - **Previous assessment results:**
Must include results of previous special education assessments such as speech or academic assessments. Document past district and state assessment results, as available.

Behavioral Observations:

- **Observations in classrooms and other educational settings:**
An educational staff person other than the teacher must observe the student. Document observations in settings such as classroom, playground, cafeteria, or other educational settings.
- **Behavior during testing:**
Document student's behavior during the assessment and whether rapport was established with the examiner. For example, address student learning style, approach to novel tasks, level of effort, attention, concentration, etc.

Current Assessments:

Assessment reports MUST make a statement about whether tests are reliable AND valid or not.

Choose one of the first two statements regarding validity. Your choice will depend on whether or not additional assessment has been done. If additional assessments have been completed, insert student's first name and delete second phrase. If no additional assessment was completed, delete the first statement.

Choose one of the statements about reliability and add a reason if the results are not reliable.

For the following areas, only include reports in areas addressed. Delete titles that were not addressed. If a formal assessment was conducted by another

assessor, you may refer to the date of that report and attach it or synthesize the information in the appropriate section.

- **Cognitive Functioning:**
Describe assessment results and analyze the significance of the data obtained. Make a global statement about current levels of functioning and then analyze results with greater specificity. Examiner can also synthesize data from other prior assessments and/or observations. Processing deficits should be corroborated by classroom data or observations.
- **Self-Help/Adaptive:**
Discuss adaptive skill development and assessment. Areas that should be included are personal self-help skills, access to school campus, domestic self-help skills, and community living skills.
- **Pre-academic/Academic Skills:**
Discuss and analyze pre-academic or academic skill development. Include standardized and non-standardized assessment results from teachers. Include results from district and state testing, if available. Observations of classwork should be included.
- **Perceptual/Motor:**
Discuss results of fine and/or gross motor assessments as well as other processing assessment data (visual, auditory, etc.).
- **Communication Skills:**
Receptive, expressive, articulation, and pragmatic language skills should be addressed as appropriate.
- **Social/Emotional Functioning:**
Document any significant behavioral, social, or emotional factors found during the assessment or observations. If the reason for the referral is related to significant emotional or behavioral concerns, this section of the report should emphasize the documentation and analysis of data obtained through behavioral scales, charts, teacher reports, student interviews, self-report instruments, etc. Include observational data here to substantiate conclusions based on projective tests.
- **Pre-Vocational/Vocational Skills:**
Document student's pre-vocational or vocational skill development. Data from this part of the report can be helpful in creating the transition portion of the IEP for students age 16 and over. Pre-vocational data may be a summary of the student's stated strengths, interests and hobbies, as well as future career plans.

Relationship of Behavior to Student's Academic and Social Functioning:

Report MUST document how the student's behavior relates to their educational and social functioning. This section of the report should address whether the student's behavioral and/or emotional difficulties are the direct cause of the student's academic difficulties or if the behavioral deficits coexist with the processing deficits.

Summary and Recommendations:

- **Summary of assessment:**

Integrate data from all sources and all areas of the report. Incorporate assessment findings from other specialists and professionals, in the school and from independent assessments (if available). Use this section to answer the reasons for referral. Make sure the results of the assessment of all areas of suspected disabilities were addressed adequately.

- **Educational implications:**

MUST indicate how the assessment findings support the existence of a disability and/or a processing disorder. Explain how the disability impacts the student's academic performance in the classroom. If a processing disorder is identified, it is imperative to explain how this deficit is exhibited in the classroom situation and how it may affect the student's performance. The impact of the processing deficit upon academic achievement will serve as the basis for the goals and objectives, as well as any educational services or strategies that can be used in the classroom.

California law states that you must document whether this student may need special education and/or related services. However, eligibility and placement are IEP team decisions. To comply with the law, you should document that the student appears to demonstrate a disability and the type of disability, based on the 14 eligibility categories. Furthermore, you should provide an analysis of whether or not the resources of the general education program would be sufficient to meet the student's needs. The report should state that an IEP meeting will be held to discuss eligibility and placement.

- **Need for specialized services and equipment for low incidence:**

For students who may meet eligibility requirements for Orthopedic Impairment, Deaf/Blindness, Deafness, or Hard of Hearing, this section should indicate any specialized services and/or equipment that MAY be needed to address this student's needs in order to benefit from their educational program.

- **Specific recommendations:**

For this assessment process to be useful, the report MUST provide actual and individualized teaching strategies, curriculum modifications, behavioral interventions, etc., that could be useful for the regular and/or special education teachers who will work with the student in the future. This part of the report will be used to help the teacher make appropriate educational interventions that are based on valid assessment data. The examiner may also include recommendations to parents to support the student's educational efforts at home (study skills, homework completion, etc.).

Signature(s) of Evaluators:

If this is a comprehensive integrated psychoeducational report, you MUST have all specialists who conducted the evaluation sign the report indicating that their results were included and reported accurately. If no other assessors participated, DELETE the lines. In this case, just the psychologist signs.

Guidelines for Writing Assessment Reports:

Each assessment report should include not just the test scores, but also a narrative description of the results in terms the parents and classroom teacher can understand. It should be written in active voice in terms of the student (e.g. "Johnny appears to be able to...." or "Mary has difficulty with.....") rather than in passive voice (e.g. "The test results suggest...."). First person pronouns (I, me) should be avoided. If it is necessary to refer to the examiner, use the third person ("Susie appeared to be somewhat shy and did not look the examiner in the eye."). The report should include a discussion of the relationship between the student's strengths and weaknesses and his/her performance in school.

Any relevant behavior noted during the assessment and the relationship of that behavior to social and academic functioning should also be discussed. Use of alternative means of assessment (for students who are EL or LEP, African-American, low incidence, etc.) and/or use of an interpreter should be documented in the report. A statement as to the validity of the tests/results should also be included.

The assessment report should be summarized on the present levels of performance page on the IEP. Areas of concern mentioned in the report must be included on the present levels of performance page. Goals and objectives must be developed for these areas unless a rationale is provided on the present levels of performance page.

Assessment report forms (and more specific instructions) follow for these areas:

- Academic Assessment
- Speech/Language Assessment
- Adapted Physical Education Assessment
- Occupational Therapy Educational Assessment
- School Nurse Assessment

The individual assessment reports may be combined by the school psychologist into a single, comprehensive report of the results of the assessment.

II. Academic Assessment

Reason for Referral/Relevant Background Information

Include source of referral; reason for referral; relevant teacher comments; and/or results of previous individual academic testing. Include health and medical information if relevant.

Behavioral Observations

Report all relevant observations of the student's performance and behavior. Compare results to any other relevant information available such as developmental level, teacher reports, or previous testing. Comment on any behavioral factors affecting performance.

Current Academic Levels

Report name and date of test(s) administered at the top of this section with broad or composite scores only. (The computer version automatically puts in one test from the "Assessment Data" form; additional tests may be typed in below this information.)

Begin with a general statement to the effect that "The assessment tools utilized for this evaluation have been validated for the specific purposes for which they are being utilized. The above assessment results appear to/may not accurately reflect the student's true academic achievement due to (describe relevant test behavior: attention, persistence, confidence, work pace, etc.)

Specify any alternate modes of assessment or use of an interpreter.

Discuss the student's specific skill strengths and weaknesses in reading, writing, and math. Interpret the test results in terms that the parent can understand. Tell what the student can do, has difficulty with, and/or is ready to learn. Discuss the relationship of the test results to the student's performance in class (general education and/or special education).

Where appropriate, compare the results to any other relevant information available such as:

- teacher reports/comments
- previous testing
- grades

Summary and Recommendations

Summarize the above information in terms appropriate for use on the Present Levels of Performance page of the IEP. Include instructional implications and suggestions. Discuss accommodations needed in general education. Conclude with a general statement to the effect that "The IEP team should consider all of the above information along with other assessment data in determining the most appropriate placement and services for the student" or "The current assessment information will be shared with the IEP team for their consideration in determining special education eligibility and or services if IEP team determines that student is eligible, he could benefit from

Sign and Date Report

III. **Speech/Language Assessment Report**

Reason for Referral/Relevant Background Information (including health or medical)

Include the source of the referral, reason for the referral, relevant teacher observations and input, and previous assessments and/or therapy, if appropriate. Provide any relevant health data and/or developmental history, including hearing screening information: date / results

Tests Administered (Dates)

List names and dates of all tests administered. Specify/discuss any alternate modes of assessment or use of interpreter.

End with the statement that "These tests have been validated for the specific purposes for which they are being utilized.

Test Results

Provide names of specific tests, scores, and interpretation as appropriate. Describe specific strengths and weaknesses in terms that the parents can understand.

Other Relevant Description/Observations (including behavioral):

Include relevant test behavior: attention, persistence, confidence, work pace, etc. and whether or not the test results are considered to be valid. Compare the results to any other relevant information available such as developmental level, teacher reports, and/or previous testing.

Comment on any behavioral factors affecting performance.

Summary and Recommendations

Significantly delayed or inappropriate for developmental level according to State Guidelines:

	YES	NO	COMMENTS
Articulation/Phonology	<input type="checkbox"/>	<input type="checkbox"/>	_____
Voice/Fluency	<input type="checkbox"/>	<input type="checkbox"/>	_____
Morphology	<input type="checkbox"/>	<input type="checkbox"/>	_____
Syntax	<input type="checkbox"/>	<input type="checkbox"/>	_____
Semantics	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pragmatics	<input type="checkbox"/>	<input type="checkbox"/>	_____

Fill in the chart above. Explain what the student can do, has difficulty with, and/or is ready to learn. Include instructional implications and suggestions. Discuss relationship of test results to student's performance in class (general education and/or special education). Specify accommodations needed in general education. Conclude with a general statement that the IEP team should consider all of the above information along with other assessment data in determining the most appropriate placement and services for the student.

Sign and Date Report

IV. APE Assessment Report

Reason for Referral

Include name of person making referral and state reason for the assessment.

Relevant health, developmental, and medical factors

State medical diagnosis, if any, or indicate "None provided." Provide any other relevant health data and/or developmental history.

Assessment Results

Discuss tests administered and outcome. Report all results in terms the parents and classroom teacher can understand. Discuss student's strengths, areas of concern, and level of performance or function. Interpret findings in terms of their educational relevance.

Include relevant test behavior: attention, persistence, confidence, work pace, etc. and whether or not the test results are considered to be valid.

Behavioral factors affecting performance

Report observations of the student's performance in addition to test scores. Compare the results to any other relevant information available such as developmental level, teacher reports, and/or previous testing. Comment on any behavioral factors affecting performance.

Summary and Recommendations

Summarize the impact of the assessment results on the student's educational performance, if any. Include specific suggestions as to accommodations needed. Include a statement that the IEP team will determine whether or not the student needs Adapted P.E. to benefit from his/her educational program.

Sign and Date Report

V. Educational Occupational Therapy Assessment Report

1. Identification and Background Information

- Name, date of birth, age, sex, school district, school, grade, case manager name, and other information in the blanks at the top of the page.

2. Educational History

- Include source of referral, reason for referral, date of referral
- Also provide brief educational history

2. Health and Developmental Factors

- Describe educationally relevant health and developmental history
- If the student has been diagnosed with a medical condition, name the condition and address whether the student is receiving any medication

3. Behavioral factors affecting performance

- Describe behavioral observations, including behaviors which might affect performance and/or the validity of the test results

3. Findings

- List methods used such as record review, interview, observation, checklist, non-standardized and standardized testing procedures (state if standardized procedure not followed)
- Refer to other pertinent reports
- Summary and analysis of evaluation findings
- Interpretation of the educational relevance of these findings
- Functional limitations in objective, functional and measurable terms

4. Summary

- Significance of the assessment results: student's strengths and weaknesses in regard to his educational performance
- Suggested interventions
- A statement that the decision regarding the provision of related services is the responsibility of the IEP team

5. Signatures and Professional Designations

VI. Information for General Education Classroom

Used to inform the General Education Teacher about the special education student. Address all areas. Attach “Present Levels of Performance” and “Accommodations and Modifications” page from IEP. On “Accommodations and Modifications” page, circle or highlight those applicable to the teacher’s class.

VII. Data Collection Form

There are two versions of this form in the software, one for students with goals only, one for goals and objectives. The form can be used for organizing data about goals. It is designed to be printed out and written on by hand in the instructional setting. The program automatically fills in the student’s name, next IEP and triennial date and goals and/or objectives, but it does not allow you to write on in with your computer.

The grid on the right of the form may be used in several ways:

- Planning for instruction – Note the instructional periods/subjects across the top and use a check mark to indicate opportunities during the day for the student to work on the goal.
- Documenting instruction – Dates are noted across the top, and a check made if the goal was addressed.
- Documenting progress – Note date of probe and/or observation across the top. Note performance accuracy in the box. Use the same terms as used to measure the goal—this will lead right to your progress reports!

VIII. Educational Progress Report

If you are using the SESP software, this report automatically prints in your goals and objectives. You enter the data for reporting to parents at regular intervals. Check with your administrator regarding required reporting intervals in your district.

IX. Special Education Annual Report

Filled out by special education teacher in preparation for Annual Review. Optional – check with your administrator for district preference/policy.

Current Functioning in Special Education:

Describe setting in which student is receiving special education services. Discuss student’s current performance in the special education program and describe progress made since the last review. Discuss goals/objectives met/not met from the previous IEP in general terms (e.g. met all goals and objectives except for multiplication in math; met all reading goals, but not written language,

etc.). Include information regarding motivation, behavior, and functional skills. Also include performance in any community-based activities as appropriate.

Current Functioning in General Education:

Describe extent of student's participation in general education program and integration with nondisabled peers (amount of mainstreaming, subjects enrolled in special education, integration for lunch and recess, etc. Discuss student's performance in general education settings (academic and social). Comment on behaviors and work habits which either enhance or impede student's progress and ability to access the core curriculum.

Current Academic Achievement

Describe student's current performance levels in basic skills. Discuss strengths and weaknesses in reading, writing, language, and/or math, as appropriate. Tell what the student has learned or can do as well as what the student has difficulty with or is ready to learn. Specify areas which need particular emphasis and/or attention on the new IEP to enable the student to access the core curriculum. Write in terms of the student (what he or she has learned or likes or does), not in terms of the teacher (avoid the use of the pronoun "I").

Summary & Recommendations:

Summarize current levels of performance and ongoing needs. Explain how the student's disability affects his/her involvement and progress in the general education curriculum. Provide suggestions for accommodations where appropriate.

X. General Data Notes

Automatically informs you of dates you created/printed reports and forms. You may also access the form and enter your own notations.