**-CONFIDENTIAL-**

This report is to be interpreted and used only by individuals properly trained and certified by state agencies, and/or by parents or legal guardians of the stated student. This report is confidential and must not be released to persons who do not have a legitimate professional interest in the child.

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| **SAMPLE MULTI-DISCIPLINARY ASSESSMENT REPORT** |
| **STUDENT'S LAST NAME** | **FIRST NAME** | **M.I** | **BIRTH DATE****AGE** | **GENDER** | **STUDENT ID** |
|  |  |  |  |  |  |
| **SCHOOL:** | **GRADE:** | **TEACHER:**  |
| **LANGUAGE:** | **PARENT/GUARDIAN(S):** |
| **PRIMARY DISABILITY:****CURRENT SERVICES:**  |
| **ASSESSMENT TEAM:** | **ASSESSMENT REPORT/IEP DATE:** |

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| **PRESENTING SITUATION AND PURPOSE OF EVALUATION** |

**INITIAL EVALUATION**

\_\_\_\_\_\_\_ was referred for a comprehensive assessment by \_\_\_\_\_\_, due to \_\_\_\_\_\_\_. Results of this evaluation will be discussed at the Individualized Education Program (IEP) meeting and will answer the following questions:

1. Is there a disability (federal handicapping condition)?
2. If so, is there an adverse effect on educational performance resulting from the disability?
3. If so, are specially designed instruction and/or related services and supports needed to help the student make progress in the general education curriculum or least restrictive environment ?

Primary concerns related to his/her education at this time include his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Based on the referral, student profile, and existing data, a\_\_\_\_\_\_\_\_\_\_ disorder and/or \_\_\_\_\_\_\_\_\_are the areas of suspected disability to be addressed in this evaluation.

**TRIENNIAL EVALUATION**

\_\_\_\_\_ has participated in special education services for the past three years under the disability of ***\_\_\_\_\_\_\_****.* The law requires that “at least” every three years a comprehensive evaluation must be completed. The purpose of the evaluation and report are to address the following questions:

1. Is \_\_\_\_\_\_\_'s Individualized Education Program appropriate with respect to his/her needs?
2. What progress has \_\_\_\_\_\_ made in meeting the goals of the program?
3. What are \_\_\_\_\_\_\_'s current learning skills and what are his/her current needs?
4. What changes, if any, should be made in \_\_\_\_\_\_\_'s program at the present time?

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| **IDEA CLASSIFICATION (*CHOOSE APPLICABLE*)** |

* Autism: 112,318
* Deaf-blindness: 115
* Deafness: 3,242
* Emotional disturbance: 24,936
* Hard of hearing: 10,633
* Intellectual disabilities: 43,855
* Multiple disabilities: 7,161
* Orthopedic impairment: 10,453
* Other health impairment: 97,426
* Specific learning disability: 297,468
* Speech or language impairment: 161,485
* Traumatic brain injury: 1,618
* Visual impairment: 3,487

Autism is educationally defined as a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

In educational terms, a specific learning disability is defined as when a student’s profile demonstrates a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematics. Furthermore, the child must not be academically achieving adequately for the child’s age in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving. The condition also must not be primarily the result of a visual, hearing, or motor disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency (IDEA ‘04).

In educational terms, a speech or language impairment is referred to when a child exhibits a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects educational performance and cannot be corrected without special education and related services. A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:

 (1) **Articulation disorder.**

(A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

 (B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(2) **Abnormal Voice**. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(3) **Fluency Disorder**. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(4) **Language Disorder**. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

(A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

(B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

(5) **Hearing Loss**. The pupil has a hearing loss which results in a language or speech disorder and significantly affects educational performance.

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| **VALIDITY/RELIABILITY STATEMENT** |

The current evaluation incorporates non-discriminatory assessment procedures that reduce the bias of these factors on the validity of the assessment results. These procedures may include, but are not limited to, the following: ecological assessment (e.g., observation, interviews, records review), testing conducted in the student’s primary language, alternative assessment (e.g., work samples, criterion referenced tests, nonverbal assessments, testing the limits). The evaluation procedures were administered in the child’s primary language or mode of communication and performed in all areas related to the suspected disability including, where appropriate: health and development, vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interests, and social emotional status (EC 56320 (3) (f)).

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| **ASSESSMENT PROCEDURES** |

\*Unless otherwise stated, standard scores have a mean of 100+/-15, scaled scores have a mean of 10+/-3, and T-scores have a mean of 50 +/-10. Scores are based on age at the time of testing. All assessment measures were administered according to publishers' specifications and are valid for which they were designed.

**ASSESSMENT TOOLS/RESOURCES**  **DATE**

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| Review of Records |  |
| Parent Interview |  |
| Teacher Interview |  |
| Student Interview |  |
| Specific Psych Tests/Rating Scales and Editions(e.g. Behavior Assessment Scale for Children (BASC-3) |  |
| Specific SAI Tests and Editions(e.g. Woodcock Johnson Tests of Achievement (WJIVach) |  |
| Specific Related Services Tests and Editions(e.g. Comprehensive Assessment of Spoken Language-2 (CASL-2) OT PASS Elementary Developmental Motor Inventory |  |
| Observations (where student spends majority of day) |  |

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| **RECORDS REVIEW** |

**Educationally Relevant Health and Developmental History**:

*(Calif and federal guidelines (56327 (e).)*

Birth History (Location, Pregnancy, Delivery)

Developmental Milestones (First words, sentences, crawling, walking, toilet training)

Illnesses and/or Injuries

Vision and Hearing

**Educationally Relevant Family Information**:

**Educational Experience:**

**Effectiveness of Specialized Services, current performance, and areas of strength/needs:**

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| **PSYCHO-EDUCATIONAL ASSESSMENT** |

Assessor/Date(s) of Assessment:

Interviews:

Teacher

Parent

Student

Observations of Behavior:

Classroom

Other setting

**INTELLECTUAL DEVELOPMENT/PROCESSING ASSESSMENTS:**

**SUMMARY and RECOMMENDATIONS:**

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| **ACADEMIC ASSESSMENT** |

Assessor/Date(s) of Assessment:

For initial: Response to Interventions/Dates/Outcomes

For triennial: Initial date SAI services, hours, location, review of existing data

Current Goals and Progress

Observations:

Parent and Teacher information:

Current Assessments

Reading

Writing

Math

**SUMMARY and RECOMMENDATIONS**:

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| **LANGUAGE AND SPEECH ASSESSMENT** |

This comprehensive evaluation was comprised of standardized and performance-based assessments including a combination of academic activities (e.g. observation in classroom setting, work samples, artifact analysis), speech-language probes (e.g. interviews, Language/Speech samples, dynamic or play-based assessment), and performance measures (e.g. curriculum benchmarks).

Assessor/Date(s) of Assessment:

For initial: Response to Intervention/Dates/Outcomes (if applicable)

For triennial: Initial date SLP services, hours, location, review of existing data

Current Goals and Progress:

Classroom Observation Summary

Lunch recess Observation Summary:

Testing Observation Summary:

 *(Observe student in appropriate setting and the relationship of behavior to academic and social functioning. Calif and federal guidelines (56327 (c)-(d).)*

Parent Interview Summary:

Teacher Interview Summary:

Student Interview Summary:

Assessment Results

The tools used in this assessment provide a valid representation, include relevant data from a variety of sources, are an accurate and valid sample of the student ́s true abilities, and speak directly to educational performance.

\*(for initial - address all areas of suspected disability) (include what are the tests designed to assess?)\*

\*\* include educationally relevant data sources: questionnaires, standardized assessments, adaptive and developmental scales, report cards, play-based assessment, behavior checklists, student work samples, attendance

Oral Motor:

Articulation/Phonological Processes:

Voice:

Fluency:

Expressive and Receptive Language: when including standardized scores, confidence interval at 90% or 95% should be included

Pragmatic Language:

**SUMMARY and RECOMMENDATIONS:**

*(Identify data that determines eligibility and/or present levels Calif and federal guidelines (300.305 (a)- (b).)*

**Example for Triennial: SLI**

**Impact Statement: Language Impairment**

Based on the data, STUDENT displays deficits in the areas of expressive and receptive language. He/She has significant difficulty understanding academic language and using language to clearly express ideas. As a result, STUDENT´s ability to understand classroom text, participate in classroom discussions and produce written work are significantly impacted in the general education curriculum.

* IEP Team determines what area(s) of deficit are affected due to the disability
* IEP Team determines how the area(s) of deficit impacts student ́s involvement in the general education classroom
* IEP Team determines what academic area(s) and if applicable, adaptive/social emotional area(s) are impacted due to the disability

Specific recommendations regarding goals and services will be discussed at STUDENT’S upcoming IEP meeting with input from student’s IEP Team.

**OR**

**Impact Statement: Phonological Processes**

Based on the data, STUDENT displays deficits in the areas of speech intelligibility. He/She has significant difficulty producing speech sounds and sequences in single words, sentences and conversations. Additionally, STUDENT needs support to discriminate between sounds and to self monitor own productions. These difficulties significantly interfere with social and academic interactions with peers and adults in the classroom.

* IEP Team determines what area(s) of deficit are affected due to the disability
* IEP Team determines how the area(s) of deficit impacts student ́s involvement in the general education classroom
* IEP Team determines what academic area(s) and if applicable, adaptive/social emotional area(s) are impacted due to the disability

Specific recommendations regarding goals and services will be discussed at STUDENT’S upcoming IEP meeting with input from student’s IEP Team.

 **OR**

**Impact Statement: Does NOT require SLP services**

Based on the data, STUDENT presents with receptive and expressive language skills commensurate with his/her age and linguistic and educational background and do not significantly impact his/her ability to effectively access and participate in the general education curriculum, specifically in his/her ability to understand language, answer questions and express his/her thoughts and ideas clearly. STUDENT no longer requires speech and language related services to access the general education curriculum.The service that the student requires can be provided by the general education/special education teacher and does not require the unique skills and expertise of the Speech Language Pathologist.

**OR**

Based on the data, STUDENT no longer requires speech and language related services to access the general education curriculum.

STUDENT’s speech production is within normal limits and does not significantly impact his/her ability to effectively access and participate in the general education curriculum, specifically in his/her ability to use speech sounds, answer questions and express his/her thoughts and ideas clearly. The service that the student requires can be provided by the general education/special education teacher and does not require the unique skills and expertise of the Speech Language Pathologist.

The analysis, statements, and recommendations in this report are the professional opinion and interpretation of the assessing Speech Language Pathologist, and are based on the assessment data and evidence-based practice in the school setting.

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| **OCCUPATIONAL THERAPY ASSESSMENT** |

Assessor/Date(s) of Assessment:

For initial: Response to Interventions/Dates/Outcomes (if applicable)

For triennial: Initial date OT services, hours, location

Current Goals and Progress

Assessments:

**SUMMARY and RECOMMENDATIONS:**

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| **ADAPTED PHYSICAL EDUCATION ASSESSMENT** |

Assessor/Date(s) of Assessment:

For initial: Response to Interventions/Dates/Outcomes (if applicable)

For triennial: Initial date APE services, hours, location

Current Goals and Progress

Assessments:

**SUMMARY and RECOMMENDATIONS:**

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| **OTHER ASSESSMENT** |

Assessor/Date(s) of Assessment:

For initial: Response to Interventions/Dates/Outcomes (if applicable)

For triennial: Initial date \_\_\_\_ services, hours, location

Current Goals and Progress

**SUMMARY and RECOMMENDATIONS:**

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| **INTERPRETIVE SUMMARY** |

\*\* Synthesis of all information, academic and behavioral, observations, interviews,

and formal/informal test results\*\*

Strengths:

Needs:

**Eligibility for special education:**

STUDENT was assessed in all areas of suspected disability in accordance with Education Code Title 5, Section 3030 and related section 56320(f). It is felt that the results of this evaluation provide a valid assessment of his/her \_\_\_\_\_\_\_\_\_\_\_skills, social emotional development, and educational needs. STUDENT’s educational needs are not believed to be *primarily* due to a lack of school experience or appropriate instruction, limited English proficiency, environmental or economic disadvantage, cultural factors, a visual, hearing or motor disability, or social maladjustment. At this time, STUDENT (does/does not demonstrate(s) a need for special education services and supports in order to make progress and benefit from instruction. However, as is required in the Education Code, final decisions regarding eligibility, placement, and services will be made at the IEP team meeting held after all assessment data is reviewed and discussed (CCR, Section 3030). This information is presented as only one part of the IEP Team’s decision making process. It is recommended that the IEP team consider the following when making their final determination of eligibility and services:

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| **ADDITIONAL RECOMMENDATIONS FOR INSTRUCTIONAL INTERVENTIONS, MODIFICATIONS, AND PROGRAM DEVELOPMENT** |

Respectfully submitted

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Psychologist Education Specialist

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Speech Language Pathologist Other

References:

Individuals with Disabilities Education Act (IDEA) & California Ed. Code: Assessment and Report Requirements. Orange County Department of Education

<https://www.ocde.us/SPED/Documents/OT%20and%20PT%20Focus%20Day/AESD%20Handouts/IDEA_and_CA_Ed_Code%20Assessment_and_Report%20Requirements.pdf>

California Code of Regulations (CCR) Title 5, Section 3030 and related section 56320(f)

California Department of Education. (1992, 1997, 2006, 2014, 2015)

California Education Code (EC) EC 56320 (3) (f).

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

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