



# Report of Assessment for Special Education

Training and Technical Assistance Guide





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# RPT 1A

Report Date will prepopulate based on Meeting Date entered in IEP Manager

Always review all the pre-populated fields at the top of the form for accuracy. If these do not populate, fill in Student name, Date of Birth, etc...

## Monterey County Special Education Local Plan Area Report of Assessment for Special Education

Report Date: \_\_\_\_\_

**Confidential:** This report is a confidential special education record. Access is provided only to those individuals and agencies as required or permitted by law.

Student: Student, Bogus Birth: 10/19/1999 C.A.: 15 yr. 0 mo.

School: Pacific Valley (K- Classroom Teacher(s) Grade: 9th Gender: M

Teacher(s): classroom teacher(s)

Primary Language: Spanish English Proficiency: EL

District of Service: Big Sur Unified District of Residence: Big Sur Unified

Compiled By: prepopulates based on 1st person to save form Position: prepopulates based on 1st person to save form

Phone: prepopulates based on 1st person to save form Email: prepopulates based on 1st person to save form

These fields will auto-populate based on 1st person to save form



# RPT 1A

Examples of reasons include: the child got sick, a fire drill occurred, or emotional/sensory issues. Also note whether the student is acting inappropriately or giving incorrect/malingering/under-reporting/over-reporting responses.

## VALIDITY AND RELIABILITY

Qualified personnel administered all tests in accordance with the instructions provided by the test publishers. Tests were selected so as to provide results that accurately reflect the student's aptitude and achievement and were not influenced by impaired sensory, manual or communication skills. No single measure or assessment was used as the sole criterion for determining whether the student may be an individual with exceptional needs or in making recommendations about an appropriate educational program. If this student is African/American, intelligence tests were not administered and alternative assessments were used instead.

### Factors Affecting Validity and Reliability

- The results of this assessment are believed to be valid and reliable.
- The results of this assessment are believed to be valid and reliable except as specified below:

EXAMPLE 1: A fire drill occurred during the math fluency subtest of the WJ-IV. Student and assessor evacuated building. Student attempted the entire subtest the following week and scores were derived from the second attempt.  
EXAMPLE 2: Student became upset and cried during reading subtest of WIAT-IV; subtest was completed, testing session ended, and testing was continued the following day.

See Procedural Handbook p. 15

EXAMPLES



# RPT 1A

Check one. SELPA  
Procedural Handbook- Ch. 4

## REASON FOR ASSESSMENT

- Initial assessment to determine eligibility for special education
- Reassessment to determine continuing eligibility for special education
- Additional assessment to determine current educational needs
- Other: \_\_\_\_\_

Information from SST and/or  
Referral packet

## Identified Concerns

EXAMPLE 1: Student demonstrates performance in reading and math that is at least two grade levels below when compared to grade level peers as measured by district-wide and classroom assessments.

EXAMPLE 2: Student demonstrates difficulty with fine motor tasks as evidenced by student work samples and teacher observation. Student has difficulty with speed and accuracy when completing handwriting, coloring and cutting tasks.

Elaborate on reasons for referral; should come from referral packet and relate to educational progress;  
Describe student's unique needs (academic, behavior, communication, motor, social/emotional, study skills)  
Include SST notes, parent referral concerns, information from RPT4 & RPT5 (found in SIRAS Document Library - under Tools).



# RPT 1A

## EDUCATIONAL BACKGROUND

### Enrollment and Attendance History

EXAMPLE 1: Student has attended Sample elementary school since kindergarten. Attendance history is typical through third grade. Student was absent no more than five days each school year.

EXAMPLE 2: Student did not attend preschool and entered kindergarten at 4 years old.

EXAMPLE 3: Student moved into the district attendance area in September 2014; prior to this move student resided within the Wonderful USD attendance area. Student has consistent attendance, according to records received from Wonderful USD as well as during the 2014-2015 school year. Student was absent 2 days during the 2013/2014 school year and was late to school one time. To date Student has not been absent or late to school this school year. Student resides within the Excellent Elementary School attendance area but is currently attending Amazing Elementary School on an inter-district permit.

Information from cumulative file, referral packet & district Student Information System including things such as history of extended absences, retentions, accelerated grades, and kindergarten start date Case manager could assist with entry and obtaining information  
Review of previous psycho-educational evaluations  
Provide information in referral for Behavioral Health services (RE 7)  
Information may be provided by school secretary, cumulative folder, school nurse, case manager

# RPT 1A

Important to document RESULTS of interventions

## Results of Attempted General Education Interventions, Accommodations, and Supports (required for initial assessments)

EXAMPLE 1 (Gen. Ed. Student Initial Referral): Student was provided Tier 3 intervention through the school RtI program in the areas of ELA and mathematics; she was in a small group facilitated by the academic coach at Sample Elementary School. Accommodations were provided on mathematics assessments; Student was able to use a calculator on all tests. Student was paired with a peer buddy who took classroom notes and wrote down all homework information on buddy paper for the student to take home each day. Small group interventions were successful but student had difficulty generalizing learned skills in the classroom without assistance.

EXAMPLE 2 (SPED Student spends part of the day in Gen. Ed.): Student receives accommodations for testing (separate classroom, answer choices read aloud) and completes modified homework assignments. Student is permitted to dictate responses to questions orally for a scribe (Instructional Assistant) to write on worksheet. Student appears to be responding well to these accommodations.

This section is required for all initials to document attempted general education interventions prior to referral. However, this section may also be applicable to students already receiving special education services who participate in the general education setting with accommodations or modifications for all or part of their day.  
IF student does not participate in the general education setting enter "Not Applicable."

Include: RTI documentation, classroom interventions, early intervention services, outside resources such as private therapy or tutoring; be sure to include whether successful, somewhat successful or unsuccessful  
Information may also come from:  
Information in RE7 referral packet grid (for MCBH Referrals)  
May also include information from the following pages: Accommodations on IEP 6A  
Modifications on IEP 6B  
Supports on IEP 8  
Behavior Intervention Plans IEP 6G-1





# RPT 1A

## Previous or Current Special Education Programs

EXAMPLE 1: Student received Speech ONLY services in K and 1st grades 90 min. per week; began receiving RSP services in 2nd grade 300 min. per week; by the end of 3rd grade student began attending SDC placement with general ed. participation for recess, lunch, PE, art, music and science.

EXAMPLE 2: Student received early intervention services through SARC and received Speech ONLY services from ages 3-5. However, upon entering Kindergarten she was exited from special ed. services as assessments revealed she was performing comparable to same-age peers and no longer required services at that time.

Include explanation of services provided to student in previous IEP and/or description of the IEP for student previously exited from special education services

Be sure to include a brief description of the reasoning behind the recommendation for changes in placement if applicable

Include: Information in Referral Packet for program or service (RE6 or RE7), Educational placement, Services on IEP 7A



# RPT 1A

## Additional Educational Background

EXAMPLE 1: Student received accommodations and supports through a 504 Plan beginning September 5, 2014. These supports were provided due to a medical diagnosis (Attention Deficit Hyperactivity Disorder) and need for support in the classroom setting due to symptoms associated with Student's ADHD.

EXAMPLE 2: Student was assessed using the CST assessment during the 2013-2014 school year and demonstrated far below basic skills as compared to her second grade peers. District benchmark assessments show Student is performing within the 25th percentile in reading, 14th percentile in writing, and 33rd percentile in mathematics.

Provide any additional information that is not listed above.

Information from cumulative file & district Student Information System; extended absences, retentions, accelerated grades, and kindergarten start date may be relevant

Community/private resources

Assessments/services conducted outside of the school or by private company/individual

Outside of school tutoring



# RPT 1A

## General Medical/Health Findings/Developmental History

- No educationally relevant medical or health concerns have been reported.
- The following significant medical or health concerns have been reported:

EXAMPLE 1: Student suffered a TBI as a result of an accident at age 7. Medical records indicate significant memory loss and difficulty with motor function (see attached medical report from student's PCM dated 10/15/2012).

EXAMPLE 2: Student was diagnosed with severe asthma and requires an inhaler at school (emergency plan on file with school nurse).

Include any medical information from file or parent; or type "Not Applicable" if none exists.  
Review previous psycho-educational evaluations and/or available medical records.  
Provide information in referral for Behavioral Health services(RE 7)  
Obtain information from Behavioral Health staff that observes/serves student.  
Include information obtained from case manager, Parent Interviews, cumulative folder, or school nurse.  
Developmental History is listed here when issues exist with normal development



# RPT 1A

## Medications

- Student is not reported to be taking any medications.
- Student is reported to be taking medications (specify below, include reason and any potential impact on educational performance):
- Other (specify below):

EXAMPLE 1: Records indicate Student takes Focalin 15 mg two times per day (a.m. dose at home, p.m. dose at school administered by trained staff) for symptoms related to ADHD. This was also confirmed by parent.

EXAMPLE 2: Parent stated that Student takes Risperidone 2 mg daily administered at home for symptoms of aggression related to autism.

Include all medications whether taken at home or school  
Review previous psycho-educational evaluations and/or available medical records (always verify with parent)  
School secretary/cumulative folder/school nurse  
Obtain information from case manager; Parent Interviews



# RPT 1A

For all initial and triennial reviews, students shall have had a hearing and vision screening (5 C.C.R. § 3027) unless parent permission was denied (see Procedural Handbook p. 16).

Vision screening dates will auto-populate IF already inputted into Student Info (under Student Profile – Medical)

Hearing screening dates will auto-populate IF already inputted into Student Info (under Student Profile – Medical)

## Vision

- Passed screening on: 12/6/14 (must be within one year for initials and triennials)
- Exhibits the following vision problem: Parent notified, passed with new glasses

## Hearing

- Passed screening on: 11/16/14 (must be within one year for initials and triennials)
- Exhibits the following hearing problem: passed hearing screening with bilateral hearing aids

List the date of most recent passed screening. If normal, no other information is needed. Be sure to include failed vision and/or hearing screenings. Include specific details and relevant info from parent.



# RPT 1A

## FAMILY ENVIRONMENTAL, CULTURAL, AND ECONOMIC FACTORS

Check one

- Environmental, cultural, and economic factors do not appear to be adversely or significantly affecting this student's ability to acquire academic skills.
- The following environmental, cultural, and economic factors appear to be adversely or significantly affecting this student's ability to acquire academic skills:

EXAMPLE 1: Student's father recently (2 months ago) passed away. His family is going through a number of changes including significant change in income and housing status. This has caused instability in Student's daily routines, support at home and increased anxiety at this time.

EXAMPLE 2: Student moved to the U.S. from Mexico eight weeks ago. He has had no exposure to English since birth. He had limited schooling in Mexico and is now in second grade.

EXAMPLE 3: Student has been admitted to the hospital under 5150 hold three times in the last 4 months due to behavior that was a danger to himself and others. All three incidents occurred off-campus and outside the school day, however the resulting missed days of school have affected his ability to acquire academic skills.

Examples may include second language, lack of exposure to school, homeless, change in living conditions, change in family dynamics  
Parent Interviews  
Factors affecting treatment in Avatar(MCBH internal database)



# RPT 1B

Review all the pre-populated fields at the top of the form for accuracy. If these do not populate, fill them in. Student name, Date of Birth and Date

Report of Assessment for Special Education (Continued)

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

**ENGLISH LANGUAGE LEARNERS**

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# RPT 1B

Date of most recent assessment: This should be the date of the most recent ELPAC Testing. The dropdown menus will populate based on the most current information in SIRAS. Determine that the information that populates is the most recent information available. If nothing populates or if the information is outdated, use the most recent ELPAC scores for the student to complete.

## Report of Assessment for Special Education (Continued)

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

### ENGLISH LANGUAGE LEARNERS

#### English Proficiency

Date of Most Recent Assessment: 9/30/2020

ELPAC:

Listening: 2-Some/Mod Dev Speaking: 2-Some/Mod Dev Reading: 1-Min Dev/Beg

Writing: 2-Some/Mod Dev Overall: LVL2- Somewhat Dev

Alternative Assessment Results: \_\_\_\_\_

ELPAC EXAMPLE

### ENGLISH LANGUAGE LEARNERS

#### English Proficiency

Date of Most Recent Assessment: 9/30/2020

ELPAC:

Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_

Writing: \_\_\_\_\_ Overall: \_\_\_\_\_

Alternative Assessment Results: Alternate ELPAC- Intermediate English Learner

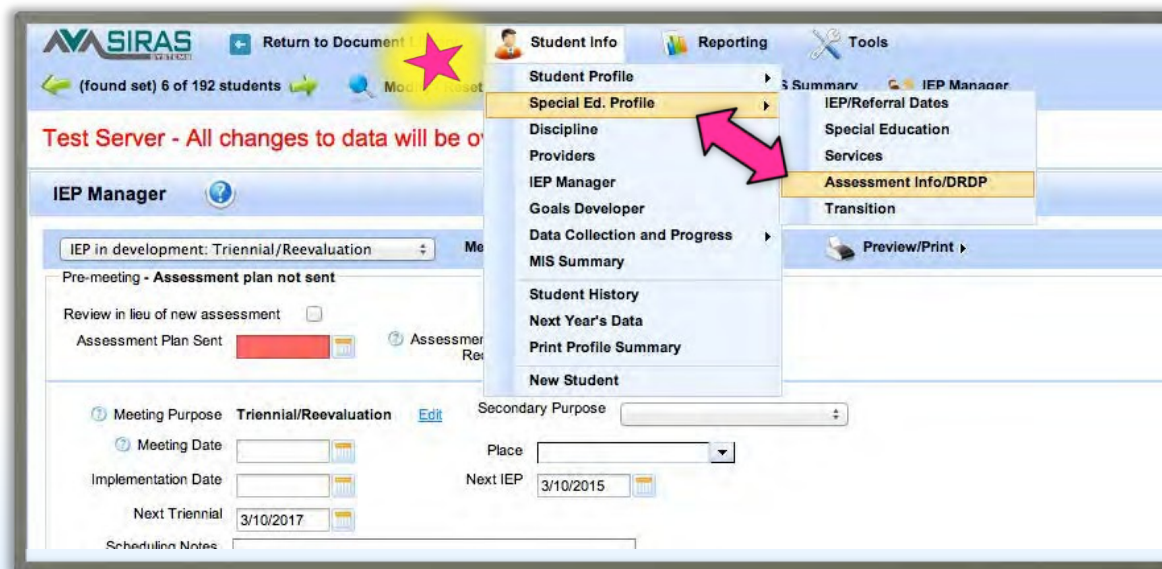
ALTERNATIVE ASSESSMENT EXAMPLE





# RPT 1B

If this data has been input to Assessment Info/DRDP, located within Special Ed. Profile, SIRAS can pull the information into the assessment form. The population of this data also works in reverse: If you have filled in the form, it should then populate into the Assessment Information. Be sure that the populated date meets the requirements, as indicated in the previous slide, and is from the most recent testing date.



# RPT 1B

## English Language Development

- English language development factors do not appear to be adversely or significantly affecting this student's ability to acquire academic skills.
- English language development factors appear to be adversely or significantly affecting this student's ability to acquire academic skills as described below:

Student is exposed to English and Chinese in the home and began speaking and responding to both (English with father, Chinese with mother) when she first began to communicate. At age 3 she began attending a Japanese preschool and was permitted only to communicate in Japanese. Student is now 5 and has difficulty acquiring academic skills and demonstrates significant gross motor, fine motor and speech articulation difficulties

English Language Development: Please check one of the two boxes to indicate whether there are English Language Development factors that may be having an impact on the student's ability to acquire academic skills. Checking the first box does not require an explanation. Checking the second box does not mean you CAN'T continue with writing an IEP it just requires that you acknowledge that there could be language factors affecting progress. The student could still meet the eligibility requirements for an area that may not be impacted by language at all such as orthopedically impaired or visually impaired. The two areas of eligibility that could be most impacted by second language development would be speech and language and specific learning disability. Though even these two areas of eligibility could co-exist with English Language Development concerns.



# RPT 1B

Check one or both boxes; indicate in the box below which assessment(s) was interpreted and elaborate as needed.

## Language of Assessment

The assessment was conducted in the following language: Pilipino (Tagalog)

With an Interpreter

Without an Interpreter

Description of any language supports provided during the assessment and the student's response:

Student was tested in both English and Tagalog. Directions and stimulus items on the WJ-IV were read to the student in English and scored by the assessor. Directions and stimulus items on the WIAT-III were read to the student by the assessor in English and then by the interpreter in Tagalog. Items were scored by the assessor.

Language can be selected from the drop down menu, or typed manually. More than one language can be entered.

Language of Assessment: Indicate the language in which the assessment was completed and whether the assessment was completed with an interpreter or without an interpreter. Describe any language supports that may have been provided during the assessment and whether the student responded to those supports. For example, if you provided any gestures or nonverbal signals to assist with receptive skills or if any picture communication systems or communication devices were used, these should be indicated here.

Tests and other assessment materials must be provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is not feasible to do so (see Procedural Handbook-Ch 4).



# RPT 1B

Additional English Language Learner Information: Information related to students participation in prior ESL classes or the implementation or use of specific techniques for students in the education program such as SDAIE or language scaffolding could be mentioned here. In addition, any information regarding more data including information obtained through parent interview or checklists can also be written here. Be sure to include the language in which the interview or checklist were conducted.

## **Additional English Learner Information**

Parent interview was conducted in Spanish. Parent shared that the student first began to speak in Spanish but struggled to communicate and acquire language. Student attended a Spanish speaking preschool when she was 3 years old and the teachers shared with the parents that they were concerned about the student's ability to communicate in both Spanish and English. Student was in a bilingual classroom for kindergarten and first grade. In second grade she began to receive extra pull-out support from the ELL specialist 3 times per week for 30 minutes per session.



# RPT 1C

“Area(s)” will populate once the form is selected

Always review all the pre-populated fields at the top of the form for accuracy. If these do not populate, fill them in. Student name, Date of Birth...

Report of Assessment for Special Education (Continued)

Student: Student, Bogus Date of Birth: 10/19/1999 Report Date: \_\_\_\_\_

**ASSESSMENT DATA** Area(s): Psychoeducational Evaluation

Assessor: Kenyon Hopkins Position: \_\_\_\_\_  
Phone: (831) 755-0342 Email: khopkins@monterey.k12.ca.us

Assessment Date(s): \_\_\_\_\_

**Method of Study**

<input type="checkbox"/> Review of Records/Previous Assessments	<input type="checkbox"/> Teacher Interview
<input type="checkbox"/> Observation of Student	<input type="checkbox"/> Parent Interview/Input
<input type="checkbox"/> Curriculum-Based Assessment	<input type="checkbox"/> Review of Work Samples
<input type="checkbox"/> Individual Standardized Tests	<input type="checkbox"/> Statewide Assessments
<input type="checkbox"/> District-Wide Test: _____	<input type="checkbox"/> Other: _____

This section will prepopulate with your personnel information

Enter all dates that apply

Check all that apply



# RPT 1C

Typical conditions

Exceptions may include fire drill, student became ill, excessively emotional, sensory or behavioral issues

## Assessment Conditions

- Assessments were administered under standard conditions.
- Assessments were administered under standard conditions with exceptions as described below.
- Assessments were administered under non-standard conditions as described below and results should be viewed with caution.

Description of and reason for any non-standard administration:

Include a more detailed explanation of the situation which describes the non-standard conditions or exceptions.

Other non-standard examples may include: student read aloud, Interview not in primary language, Interview in uncontrolled environment, etc.

Examples may include intolerance to testing materials (headphones, audio recording), child outside age range, translate into native language

Assessments should be administered according to standard conditions to ensure valid and reliable results. However, if non-standard conditions exist, be sure to explain why.



# RPT 1C

Descriptions should be relevant to the area(s) being assessed and may include both personal and normative strengths and weaknesses. For instance, special education teacher should include both strengths and weaknesses in academic skills and study skills. Speech Language Pathologist should include both strengths and weaknesses in areas of communication such as articulation, expressive and receptive language, and pragmatics. School Psych should include cognitive strengths and weaknesses as well as social/emotional.

## **Strengths, Interests, and Concerns Related to Area(s) of Assessment** (include input from parent, teachers/staff, and student, as appropriate)

EXAMPLE 1: Student reports that her favorite subject in school is science, and that she would like to be a doctor when she grows up. She prefers to read non-fiction materials (expository text) rather than fiction. Her teacher and parents report that she has difficulty staying focused during non-preferred tasks and becomes fidgety when required to sit for durations longer than 5 minutes.

EXAMPLE 2: Student has three friends in her current class, and reports she has additional friends at home and at soccer. She has difficulty following oral directions, but asks for clarification when needed.

EXAMPLE 3: Student demonstrates deficits in English Language Arts and Mathematics. Her general education teacher reports that she has a difficult time completing classroom assignments and is performing within the bottom 35% of her grade in all subject areas.

EXAMPLE 4: Processing speed is an area of personal strength for Student, although both processing speed and short term memory are areas of normative weakness.



# RPT 1C

May check one or both boxes

## Observations

- Relevant Observations in Classroom or Other Educational Environment
- Relevant Behavioral Observations During Assessment

### BEHAVIORAL OBSERVATIONS DURING TESTING:

EXAMPLE 1: Student was evaluated over two, 50-minute sessions in a quiet, well-lit room on the campus of Sample School. He approached all tasks with adequate attention and effort; however, he struggled with various tasks. Student seemed to work slowly and often paused before responding. He would sometimes whisper answers to himself before giving them aloud. Student continued with tasks even when they became difficult for him and he did ask for clarification when he was unsure how to proceed.

EXAMPLE 2: Student was evaluated over four, 30-minute sessions in the resource room during non-instructional time. Student was attentive and remained on task without redirection. Although his answers seemed impulsive at times, he responded appropriately to directions.

### CLASSROOM OBSERVATIONS:

EXAMPLE 1: Student was observed in his general education classroom for 30 min. beginning at 9:00 on 11/19/2014 during Math Centers. Students changed Centers every 10 minutes. Student was observed following the routine at each center and interacting with peers appropriately. Student was reminded 3 times during the block activity to stay in the center and keep the blocks on the table. During the observation period, all other students stayed in the area and kept the blocks on the table.

EXAMPLE 2: Student was observed in his general education classroom on 12/1/2014 during Science instruction for 45 min. beginning at 2:00. It was observed that Student raised her hand to participate in comprehension questions a total of 5 times. This was similar to a randomly selected peer whose participation was also evaluated as a comparison (peer raised her hand to participate 6 times during this class period). However, when called upon Student did not have the correct answer, and provided information that was far off-topic from the class discussion.

Use separate headings for testing observations and classroom observations. Be sure to include information about subject area/skill observed as well as date, time and duration.

Indicate the conditions of each observation including date, time, duration, setting, student's appearance, affect, and/or Mental Status Evaluation.

Settings may include general education classroom, special education classroom, playground, cafeteria, gym, therapy room, home, etc. Conditions may include small-group, large-group or individual instruction; structured or unstructured activities, heterogeneous or homogeneous grouping, etc.





# RPT 1C

## Assessment Results and Interpretation (including test names, descriptions, and scores)

Include a **general description** of the test(s) and what the test(s) measures.

Include **discussion** and **summary** of test results/scores with regard to this area of assessment.

This section can be done as a narrative and can include score charts.

Charts can be lined up and separated by spaces using the space bar(not the Tab button).

Charts that are separated using the space bar will copy and paste from Word into SIRAS fields and will maintain spacing.

Additional pages can be added using the “Add Page” function at the top of the 1C form or within the IEP manager.

Chart, graph, or other related document attached.

Attach charts as PDF's, once uploaded

### **Helpful Hint!**

Upload charts and graphs in a separate document.

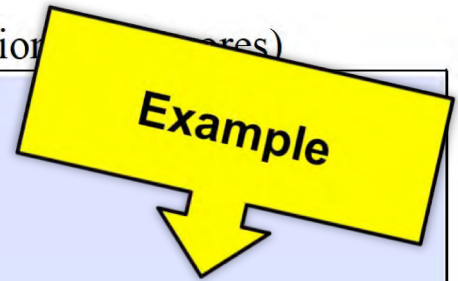
Label each test and its corresponding scores.



# RPT 1C

## Assessment Results and Interpretation (including test names, descriptions, and scores)

Wechsler Individual Achievement Test- Third Edition (WIAT-3)  
Total Reading: Word Reading; Pseudoword Reading; Reading comprehension  
Basic Reading: Word Reading; Pseudoword Reading  
Reading Comprehension and Fluency- Reading comprehension; ORF  
Mathematics: Math Problem Solving; Numerical Operations  
Math Fluency: Addition; Subtraction; Multiplication  
Written Expression: Spelling; Sentence Composition; Essay Writing  
Oral Language Composite: Listening Comprehension; Oral Expression



Student's performance on academic testing (WIAT-3) resulted in below average (70-84) composite scores for his overall academic performance, as measured by standard score and percentile rank (see Total Achievement SS 80; PR 9) when compared to peers his age. Within broad academic measures across skills areas, Student's results fell within the average (85-115) range for Mathematics (SS 87), but in the below average (70-84) range for Oral Language (SS 72), Total Reading (SS 84), and Written Expression (SS 84) when compared to peers his age. More detailed analysis for each broad academic area follows:

Within the areas of oral language, Student's performance suggests low functioning as shown by standard score and percentile rank (see Oral Language Composite SS 68). His skills in this area exceed that of only 2% of students in his age range (PR 2). His performance on tasks that measured his ability to name concepts shown in given pictures, to say words in a given category and to repeat orally presented sentences (see Oral Expression SS 65) fell in the low range. Student had significant difficulty repeating sentences. On tasks that required him to point to pictures that matched orally presented vocabulary words and to answer questions regarding orally presented passages, commercials and dialogues (see Listening Comprehension SS 78), Student's performance fell within the below average range. Student was able to identify pictures to given vocabulary words, but he struggled to answer simple comprehension question about orally presented materials. Given Student's extreme difficulties with a variety of oral language tasks, it is reasonable to conclude that his deficits in this area impact his overall academic development.

Chart, graph, or other related document attached.



# RPT 1C

Example

This is **NOT** the place to enter recommendations (services, placement, modifications, accommodations)

## Assessment Results and Interpretation (continued)

Within the areas of reading on the WIAT-3, Student's performance suggests below average functioning as shown by standard score and percentile rank (see Total Reading SS 81). His skills in this area exceed that of approximately 10% of students in his age range (PR 10). Student performed comparably on tasks that measured his ability to read a series of printed words and to correctly apply phonetic decoding rules when reading a series of printed nonsense words (Basic Reading SS 85) and on those that required him to read passages aloud under timed conditions with speed and accuracy; and to read aloud or silently under un-timed conditions, then answer open-ended questions (Reading Comprehension & Fluency SS 81). Student read oral reading fluency passages at rate of 77 words per minute, which is well below age-level expectations of 118 words per minute at the end of 4th grade. He read with about 95% accuracy, and made significant decoding errors that interrupted his overall comprehension. After reading a variety of passages silently, Student was able to answer some comprehension questions, which required information apparent in the text, but made errors answering both inferential and literal questions. His responses were often incomplete or were incoherent. He was able to decode words like crumb, equipment, budge and tough in isolation, but made errors reading words like they, frozen, photograph, and playfully. He appeared to consistently misread word endings.

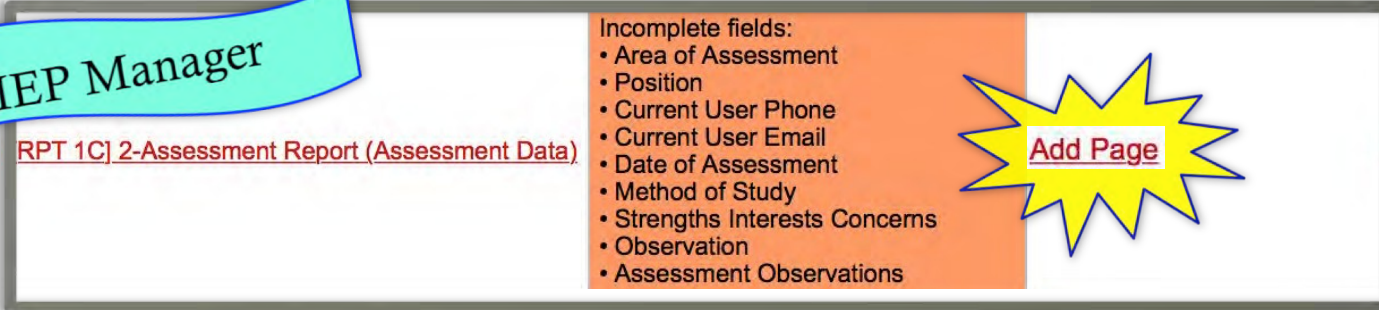
Within the areas of written language on the WIAT-3, Student's performance suggests below average functioning as shown by standard score and percentile rank (see Written Expression SS 83). His skills in this area exceed that of approximately 13% of students in his age range (PR 13). He demonstrated comparable skills across tasks that required him to write an essay given a simple topic (see Essay Composition SS 90), those that measure his ability to write single words that were dictated within the context of a sentence (see Spelling SS 87), and those that required him to combine the information from two or three sentences into single sentences that mean the same thing, and to write meaningful sentences with given words (see Sentence Composition SS 82). It is important to note however that the contributing scores for Essay Composition were diverse. On the measure of the number of words Student wrote for the essay, he scored in the average range (see Word Count SS 99), but scored in the below average range for measures of the quality of his writing (see Theme Development/Organization SS 80). Student is able to write simple sentences, but has difficulty forming complex sentences. He does occasionally use age-appropriate vocabulary; however, his overall writing is immature and contains many errors for spelling, capitalization, and punctuation.

Within the areas of mathematics on the WIAT-3, Student's performance suggests below average functioning as shown by standard score and percentile rank (see Mathematics SS 83). His skills in this area exceed that of approximately 13% of students in his age range (PR 13). Student performed comparably on tasks that required him to solve untimed written math problems in basic skills, basic operations with integers, geometry, and algebra (see Numerical Operations SS 88) to those that measured his ability to solve presented, situational math problems related to basic skills (counting, identifying shapes, etc.), everyday applications (time, money, word problems, etc.), geometry, and algebra (see Math Problem Solving SS 80). A separate composite measure of Student's speed and accuracy with addition, subtraction, and multiplication facts (see Math Fluency SS 90) revealed skills in the average range of functioning. Student could perform basic calculation with whole numbers; however, he seemed to struggle to demonstrate understanding of many basic math concepts such as, solving one and two-step real-world problems, solving problems with fractions, time and money, and he made errors regrouping while subtracting multi-digit numbers.



# RPT 1C Add Page

An “Add Page” button can be found in the IEP Manager as well as within RPT 1C.



**IEP Manager**

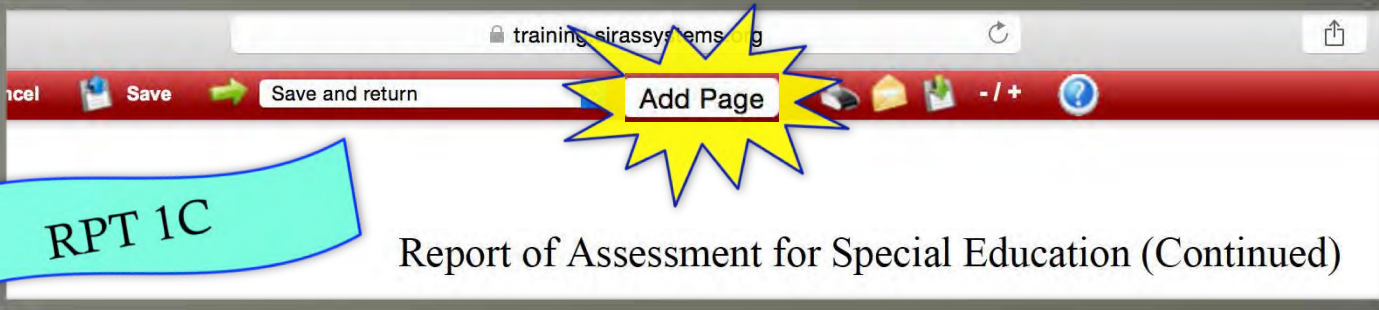
RPT 1C| 2-Assessment Report (Assessment Data)

Incomplete fields:

- Area of Assessment
- Position
- Current User Phone
- Current User Email
- Date of Assessment
- Method of Study
- Strengths Interests Concerns
- Observation
- Assessment Observations

**Add Page**

This screenshot shows the IEP Manager interface. A teal banner on the left reads "IEP Manager". Below it, the text "RPT 1C| 2-Assessment Report (Assessment Data)" is displayed. On the right, a list of "Incomplete fields" is shown in a red box, including Area of Assessment, Position, Current User Phone, Current User Email, Date of Assessment, Method of Study, Strengths Interests Concerns, Observation, and Assessment Observations. A yellow starburst button labeled "Add Page" is positioned to the right of the list.



**RPT 1C**

training.sirassy.com

Cancel Save Save and return **Add Page**

Report of Assessment for Special Education (Continued)

This screenshot shows the RPT 1C interface. A teal banner on the left reads "RPT 1C". The browser address bar shows "training.sirassy.com". Below the address bar, a red navigation bar contains buttons for "Cancel", "Save", "Save and return", and a yellow starburst button labeled "Add Page". The main content area displays "Report of Assessment for Special Education (Continued)".



# RPT 1C Add Page

Continue discussion and summary of test results with regard to this area of assessment.

Student: Student, Bogus Date of Birth: 10/19/1999 Date: \_\_\_\_\_

**Assessment Results and Interpretation** (continued)



# RPT 1D

## Report of Assessment for Special Education (Continued)

Student: \_\_\_\_\_ **Student, Bogus** \_\_\_\_\_ Date of Birth: 10/19/1999 Date: \_\_\_\_\_

### CONCLUSION

This section includes supporting evidence of disability and impact on educational performance. A discussion of strengths and weaknesses across all areas of assessment should also be included. Explain how the student's performance affects his/her involvement and progress in the general curriculum. For preschool children explain how performance affects participation in appropriate activities.

◆ ————— Synthesis and analysis of all available testing data from all members of the assessment team.

### RECOMMENDATIONS

#### Accommodations, Modifications, Supports, and Interventions

DO NOT LIST IEP 7 or IEP 8 Service Recommendations  
Share suggestions and recommendations from all assessors.  
Accommodations, modifications, supports, and interventions should relate to areas of need.



# RPT 1D

## ONLY Choose from 13 Eligibility Categories:

- Intellectual disabilities
- Speech or language impairment
- Visual impairment
- Emotional disturbance
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Deafness
- Hard of hearing
- Deaf-blindness
- Multiple disabilities
- Autism
- Traumatic brain injury

## **Assistive/Augmentative Devices or Tools**

- Student does not appear to require any assistive/augmentative devices or tools at this time.
- Student may require the following assistive/augmentative devices:

Examples may include FM amplification system, communication device, switches, alternative keyboard/mouse, software.

## **Eligibility for Special Education** (initial assessments and reassessments only)

Based on the results of this assessment, it is recommended that the IEP team discuss and consider possible eligibility in the following area(s):

List **ALL** eligibility categories **considered** by the assessment team here!

See the attached *Review(s) of Criteria for Eligibility*.



# RPT 1D

\*You must select a box prior to the IEP Team Meeting. This is not considered pre-determination as the IEP Team will make the final determination of eligibility for special education and related services.

## Need for Special Education and Related Services

Based on the results of this assessment:

Initial Assessment:

- It appears that the student may require special education and related services.
- It appears that the student may not require special education and related services.

Reassessment:

- It appears that the student continues to require special education and related services.
- It appears that the student may no longer require special education and related services.

Additional Assessment:

- It appears that the student may require additional special education and related services.
- It appears that the student does not require additional special education and related services.

The IEP team will make the final determination of eligibility and need for special education and related services.

## ASSESSOR SIGNATURES

The assessor's signature indicates **participation** in the assessment.

Signature	Position	Date

*All assessors should sign here*



# RPT 1 Eligibility Page Student Information

Review all the pre-populated fields at the top of the form (page 1 and 2) for accuracy. If these do not populate, fill them in. Student name, Date of Birth and Date.



## Review of Criteria of Eligibility, Page 2

Student: Student, Demo Date of Birth: 7/4/2005 Date: \_\_\_\_\_

Area of Possible Eligibility: Speech or Language Impairment

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.



# RPT 1 Autism

CRITERIA (All Three Conditions Must be Met)	MET
<p>1. Student exhibits a developmental disability that significantly affects (both must apply):</p> <p>Y    N</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Verbal and nonverbal communication</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Social interaction</p>	<p><input checked="" type="checkbox"/> Y    <input type="checkbox"/> N</p>

Determining Criteria for Autism: All three criteria (1,2,3) must be met.

Student exhibits a developmental disability that significantly affects (both must apply)  
Check the box yes or no to indicate that both a **verbal and nonverbal communication** deficit exists. Determination of these deficits is best documented by the SLP who can use both standardized and informal assessment measures (an example would be a language sample or the SCERTS assessment) to determine student's verbal and nonverbal communication strengths and weaknesses. In addition deficits in **social interaction** must also be noted and documented in the assessment.



# RPT 1 Autism

The remaining four sets of boxes should be checked indicating whether the student exhibits or does not exhibit the characteristics often associated with autism. These characteristics are not required in order to meet eligibility under the eligibility category of autism. Even if the student doesn't exhibit any of these four characteristics an eligibility of autism is still possible.

Student also exhibits the following characteristics (check any that apply):	
Y	N
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
The four characteristics identified above are often associated with autism but are not required in order to meet eligibility in this area.	
2. The characteristics identified above are not due to an emotional disturbance.	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
3. These characteristics adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

IEP team needs to examine and explore the possibility of an emotional disturbance and with the guidance of the psychologist rule out the existence of an emotional disturbance.

When determining whether the disorder is adversely affecting the educational performance of the student it is important that we are not just looking at the academic performance of the student but also his/her ability to participate in all expected activities (presentations, group projects and social activities including recess and other non structured times of the day).



# RPT 1 Autism

## EXPLANATION and COMMENTS

### Considerations for student Autism eligibility include:

This section should describe the standardized tests and informal assessment methods used and the decision making process followed by the team to make a determination as to whether the student is eligible for services under the eligibility criteria of autism. Information used to rule out emotional disturbance and ways in which the child's educational performance is being impacted or not impacted should also be explained.



# RPT 1 Deaf-Blindness

CRITERIA (All Four Conditions Must be Met)	MET
1. Student has a hearing impairment. Method of Identification: <input type="text"/> A state licensed or credentialed audiologist must verify the presence of this deficit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Student has a visual impairment. Method of Identification: <input type="text"/> A state licensed ophthalmologist must verify the presence of this deficit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. The combined hearing and visual impairments identified above cause such severe communication, developmental, and educational problems that they cannot be accommodated in special education programs solely for students with deafness or blindness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. The impairments adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Input Method Here

Input Method Here

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Deaf-Blindness

## EXPLANATION and COMMENTS

Considerations for student Deaf-Blindness eligibility include:  
Communication and mobility may be seriously impacted.  
Information typically “picked up naturally” must be deliberately introduced.  
Developmental ability can range from gifted to profoundly handicapped.  
Student may have a combination of vision and hearing loss, not necessarily complete deafness and complete blindness.





# RPT 1 Deafness

Area of Possible Eligibility: Deafness

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (All Three Conditions Must be Met)

	MET
1. Student has a hearing impairment.  Method of Identification: <span style="background-color: #e0e0ff; border: 1px solid #ccc; display: inline-block; width: 300px; height: 1.2em; vertical-align: middle;"></span> <span style="border: 1px solid red; padding: 2px;">A state licensed or credentialed audiologist must verify the presence of this deficit</span>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.  The hearing impairment is so severe that it impairs the processing of linguistic information through hearing, with or without amplification.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. The hearing impairment adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Input Method Here 

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Deafness

## EXPLANATION and COMMENTS

### Considerations for student Deafness eligibility include:

Generally audiometric measurement of the severity of the hearing loss and otologic exam (within 2 months of each other).

Physiologic testing such as ABR (auditory brainstem response testing); air conduction thresholds with visual reinforcement audiometry (VRA).

Sound field testing using behavioral assessments. Do not test each ear separately.

Conditioned play audiometry (CPA) may be used.

Puretone air and bone conduction testing, speech reception threshold testing (SRT) and word recognition testing - with each ear tested separately.





# RPT 1 Emotional Disturbance

Student: \_\_\_\_\_ **Student, Bogus** \_\_\_\_\_ Date of Birth: \_\_\_\_\_ **10/19/1999** \_\_\_\_\_ Date: \_\_\_\_\_ **10/10/10** \_\_\_\_\_

Area of Possible Eligibility: Emotional Disturbance

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

*Note: The term "Emotional Disturbance does not apply to students who are socially maladjusted, unless it is determined that they also have an emotional disturbance.*



# RPT 1 Emotional Disturbance

Remember this is NOT a student who chooses not to initiate or maintain interpersonal relationships

Does NOT include students who lack the social skills to initiate or maintain interpersonal relationships

MUST demonstrate actual, overt symptoms of depression. AND NOT due to immediate, identifiable environmental stressors

CRITERIA (Both Conditions Must be Met)	MET
1. Student exhibits an emotional disturbance as identified by one of the resulting characteristics indicated below (one or more must apply):	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> An inability to learn that cannot be explained by intellectual, sensory, or health factors.  This characteristic requires that an emotional condition cause an inability to learn.	
<input type="checkbox"/> Student exhibits an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.  This characteristic requires that a student be unable to initiate or to maintain satisfactory interpersonal relationships with peers and teachers. This refers to the ability to demonstrate sympathy and warmth towards others, the ability to have close friends, and the ability to enjoy playing and working with others. It also means the ability to stand-up for one's own beliefs when appropriate and to enjoy being alone at times. The term "unable" does not include "unwilling" or lacking in social skills if the student is capable of learning social skills.	
<input type="checkbox"/> Student exhibits inappropriate types of behavior or feelings under normal circumstances.  To qualify under this characteristic, the behaviors must be psychotic, overtly bizarre, or potentially or actually harmful to the student or to others.	
<input type="checkbox"/> Student exhibits a general pervasive mood of unhappiness or depression.  This characteristic requires that the student must demonstrate actual, overt symptoms of depression. Depression caused by immediate and identifiable environmental stressors is insufficient for meeting the requirement. Major depression is one of the few categories in which "the long period of time" can be considered to be less than six months. In this case, the psychologist will need to determine what constitutes a "long period of time" based upon individual histories.	
<input type="checkbox"/> Student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.  Physical symptoms should have no demonstrated organic etiology and should not appear to be under conscious control. Fears and phobias include persistent and irrational fears of particular objects, activities, individuals or situations that result in consistent avoidance behavior or a significant rise in anxiety or panic when the source cannot be avoided.	

This section requires thoughtful input from all team members

Physical symptoms should NOT be under conscious control AND should NOT be a demonstrated organic cause



# RPT 1 Emotional Disturbance

## 2. Limiting Criteria (all three must apply)

Yes  No

Characteristics have been exhibited over a long period of time.

Typically at least six months, allowing time for extensive and comprehensive efforts at providing successful intervention through less restrictive resources.

Characteristics have been exhibited to a marked degree.

Characteristics are **pervasive**, as evidenced through demonstration of them across almost all domains [school, home, community] and with almost all individuals, and **intense** producing significant distress either to the individual or to others in his or her environment.

Characteristics adversely affect educational performance.

This can be exhibited in academic achievement as well as in the student's quality and degree of task completion, on-task behavior, group participation, and interactions with peers and teachers. The student's needs cannot be solely met within the general education classroom setting.

“Long period of time” should be at the VERY LEAST six months. An explanation of intervention efforts should be included in the Explanation and Comments section of this form.

Characteristics should occur over almost ALL settings, AND with almost ALL individuals, AND produce significant distress to self or others

“Educational Performance” is NOT solely defined by Academic Achievement. It can also include task completion, on-task behavior, group participation or peer/teacher interactions



# RPT 1 Emotional Disturbance

## EXPLANATION and COMMENTS

### Considerations for student Emotional Disturbance eligibility include:

This section should include elaboration of the emotional condition and/or method of identification from above.

Measures of “educational performance” should also be explained including standardized achievement test scores, state testing scores, report card grades, observational data related to task completion, on-task behavior, group participation, and/or peer/teacher interactions. Method of Identification should be described here as well. List specific behavior rating scales used and team members who completed them. If outside assessment or confirmed medical diagnosis is used, consider citing the report and/or date of most recent assessment.

This section should include elaboration of any of the checked items above, specifically any interventions that have been tried and their outcomes as well as descriptions of specific, observed behaviors and/or confirmed relevant medical diagnosis (i.e. depression, anxiety disorder)




# RPT 1 Established Medical Disability

Area of Possible Eligibility: Established Medical Disability

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

**CRITERIA (All Three Conditions Must be Met)**

**MET**

<p>1. Student has a disabling medical condition or congenital syndrome.</p> <p>Identified condition or syndrome: _____</p> <p>Method of Identification: _____</p> <p style="border: 1px solid red; padding: 5px;">This area of disability is very limited in application and should only be used when a child has a medical or congenital condition as cited above <b>and</b> does not meet eligibility in any of the other 13 areas.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;"></p>
<p>2. Student is between the ages of three years, zero months and five years, zero months of age.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. The condition or syndrome has a high predictability of requiring special education and services.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Established Medical Disability

## EXPLANATION and COMMENTS

Considerations for student Established Medical Disability eligibility include:  
Preschool ONLY(ages 3.0 – 5.0) - For purposes of this section, "established medical disability" means a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services.

[CAL. EDC. CODE § 56441.11](#)



# RPT 1 Hard of Hearing

Ensure that a properly-qualified professional has assessed the student.

Area of Possible Eligibility: Hard of Hearing\*

\* *Also referred to as Hearing Impairment*

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (Both Conditions Must be Met)

## MET

1. Student has a permanent or fluctuating hearing impairment that does not meet the criteria for deafness.

Yes  No

Method of Identification:

Input Method Here

A state licensed or credentialed audiologist must verify the presence of this deficit.

2. The hearing impairment adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.

Yes  No



# RPT 1 Hard of Hearing

## EXPLANATION and COMMENTS

Considerations for student Hard of Hearing eligibility include:

***Below 5 years:*** Average air conduction hearing threshold of 50db or greater in better ear.

***5-18 years:*** Average air conduction hearing threshold of 70db or greater in better ear and average bone conduction hearing threshold of 40db or greater in better ear.

- Word recognition score of 40% or less in better ear.
- Average air conduction of 50db or greater in better ear and a marked limitation in speech or language.

***Hearing loss with cochlear implantation:***

5 years or 1 year after implant – word recognition score of 60% or less





# RPT 1 Intellectual Disability

Area of Possible Eligibility: Intellectual Disability

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (All Four Conditions Must be Met)

## MET

1. Student has significantly below average general intellectual functioning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Student demonstrates deficits in the following areas of adaptive behavior:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. These deficits were manifested during the developmental period.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. These characteristics adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Toileting, dressing, feeding, communicating, vocational skills, community skills, recreational and leisure skills

IQ score below 70



# RPT 1 Intellectual Disability

## EXPLANATION and COMMENTS

### Considerations for student Intellectual Disability eligibility include:

Functional academics may include reading, writing, math, science and social studies/ history that have immediate practical application in the student's current environment; may not be taught in the traditional developmental sequences; may use many types of support such as objects, photos, icons and pictures to support reading and language skills or money matching cards and money calculators to enable the student to make purchases.

### Pre-symbolic learner (early – late sensory motor stage, below 24 months)

Visual searching, reaching, grasping, mouthing, waving, banging, showing, objects “vanish” – representational use of familiar items, delayed imitation; very beginning use of labels; matching may be emerging skill; no or very little understanding of time or sequence (may anticipate familiar “next” but not “past.”)

### Pre Academic Learner (24 - 48 months development)

Can use symbols, can represent objects with photos, pictures, words + text; can label match and may classify; has “next” and some “past”; associative reasoning style (events/ things are “clumped together” based on associations not logical understanding); discriminates by size and limited quantity and may not have 1 to 1 correspondence.

### Early Academic Learner (K - 2<sup>nd</sup> development)

Uses symbols; may use words, icons, printed words to get and give information; classification skills; 1 to 1 correspondence, simple number and quantity concepts (not conservation); understanding based on “learned scripts” – non logical reasoning.



# RPT 1 Multiple Disabilities

Area of Possible Eligibility: Multiple Disabilities

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (All Three Conditions Must be Met)

### MET

<p>1. Student demonstrates concomitant impairments in the following two or more areas: _____</p> <p>Examples of multiple disabilities include intellectual disability and blindness or intellectual disability and orthopedic impairment, The term multiple disabilities does not apply to deaf-blindness.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. The combination of these impairments causes such severe educational needs that they cannot be accommodated in special education programs designed solely for one of these impairments.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. These characteristics adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>



# RPT 1 Multiple Disabilities

## EXPLANATION and COMMENTS

Considerations for student Multiple Disabilities eligibility include:  
“**Multiple disabilities**” means concomitant impairments, such as intellectual disability and blindness or intellectual disability and orthopedic impairment. The combination of impairments causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.  
“Multiple disabilities” does not include deaf-blindness. There is no current CA code defining multiple disabilities – the definition comes from Federal IDEA regulations.



# RPT 1 Orthopedic Impairment

Ensure that a properly-qualified professional has assessed the student.

Area of Possible Eligibility: Orthopedic Impairment

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (Both Conditions Must be Met)

MET

1. Student has a severe orthopedic impairment.

Yes  No

Cause of Impairment: \_\_\_\_\_

Method of Identification: \_\_\_\_\_

Input Method Here

Orthopedic impairments include those caused by congenital anomaly, disease (e.g., poliomyelitis, bone tuberculosis), and other conditions (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

2. The impairment adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.

Yes  No

For more information regarding assessment procedures, please visit [education.com](http://education.com) to view the article written by Teresa Odle.



# RPT 1 Orthopedic Impairment

**ORTHOPEDIC IMPAIRMENT DEFINITION** (an excerpt from an [education.com article](#) written by Teresa Odle)

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), orthopedic impairment is as follows: “a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments due to the effects of congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments due to the effects of disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)” (Pierangelo & Giuliani, 2007, p. 268).

Skeletal system impairments that involve the joints, bones, limbs, and associated muscles represent the mus-culoskeletal disorders. Orthopedic impairments often are divided into three main categories to help characterize the potential problems and learning needs of the students involved. These categories are neuromotor impairments, musculoskeletal disorders, and degenerative diseases. Although neuromotor impairments involve the central nervous system (brain, spinal cord, or nerves that send impulses to muscles), they also affect a child's ability to move, use, feel, or control certain parts of the body.

Clinically, they are separate and distinct types of disabilities with entirely different causes from musculoskeletal disorders, but they result in similar limitations in movement. Some examples of neuromotor impairments are spina-bifida, cerebral palsy, and spinal cord injuries. Musculoskeletal disorders include defects or diseases of the bones and muscles, such as limb deficiency or club-foot. Degenerative diseases are those that affect motor movement such as muscular dystrophy.

Orthopedic impairments involve a wide range of causes and a diverse group of students. Some children have impairments caused by congenital anomalies, whereas others have experienced injuries or conditions that have resulted in orthopedic impairments. Congenital causes include cerebral palsy, osteogenesis imperfecta, joint deformity, and muscular dystrophy. Motor vehicle accidents, sports injuries, premature birth, and other injuries and conditions may cause orthopedic impairments. Burns and broken bones can result in damage both to bones and muscles. Some children have their impairments from birth, while others acquire a physical disability, so age of onset varies widely. There does not appear to be any trend toward greater incidence of orthopedic impairment in boys or girls or based on cultural or racial factors.

Some children with skeletal deformities have surgery. Others have to use various types of braces, prosthetic, and orthotic devices before, after, or in place of surgery. Others may use adapted wheelchairs. Many children identified with severe and multiple disabilities have an orthopedic impairment that must be considered when assessing and establishing services.





# RPT 1 Other Health Impairment

Student: Student, Bogus Date of Birth: 10/19/1999 Date: \_\_\_\_\_

Area of Possible Eligibility: Other Health Impaired

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

**CRITERIA**  (Both Conditions Must be Met) 

	MET
<p>1. Student has limited strength vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, due to chronic or acute health problems</p> <p>Identified health problem(s): _____</p> <p>Method of Identification: _____</p> <p>Examples of chronic or acute health problems include asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. The identified health problem(s) adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Input Method Here

May include social/behavior rating scales, interviews; clinical psych assessment; outside medical diagnosis

"Educational Performance" is NOT solely defined by Academic Achievement. It can also include task completion, on-task behavior, group participation or peer/teacher interactions

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Other Health Impairment

## EXPLANATION and COMMENTS

### Considerations for student Other Health Impairment eligibility include:

This section should include elaboration of identified health problem and/or method of identification from above.

Measures of “educational performance” should also be explained including standardized achievement test scores, state testing scores, report card grades, observational data related to task completion, on-task behavior, group participation, and/or peer/teacher interactions. This may also include a description and outcomes of specific interventions that have been tried. List specific behavior rating scales used and team members who completed them. If outside assessment or confirmed medical diagnosis is used, consider citing the report and/or date of most recent assessment.





# RPT 1 Specific Learning Disability- Severe Discrepancy Model

A student must exhibit a disorder in one or more of the basic psychological processes.

CRITERIA (All Six Conditions Must be Met)	MET										
<p>1. Student exhibits a disorder in one or more of the following basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (check all that apply):</p> <table border="0"> <tr> <td><input type="checkbox"/> Attention</td> <td><input type="checkbox"/> Cognitive Abilities:</td> </tr> <tr> <td><input type="checkbox"/> Visual Processing</td> <td><input type="checkbox"/> Association</td> </tr> <tr> <td><input type="checkbox"/> Auditory Processing</td> <td><input type="checkbox"/> Conceptualization</td> </tr> <tr> <td><input type="checkbox"/> Sensory-Motor Skills</td> <td><input type="checkbox"/> Expression</td> </tr> <tr> <td><input type="checkbox"/> Phonological Processing</td> <td></td> </tr> </table> <p>The term "specific learning disability" includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p>	<input type="checkbox"/> Attention	<input type="checkbox"/> Cognitive Abilities:	<input type="checkbox"/> Visual Processing	<input type="checkbox"/> Association	<input type="checkbox"/> Auditory Processing	<input type="checkbox"/> Conceptualization	<input type="checkbox"/> Sensory-Motor Skills	<input type="checkbox"/> Expression	<input type="checkbox"/> Phonological Processing		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<input type="checkbox"/> Attention	<input type="checkbox"/> Cognitive Abilities:										
<input type="checkbox"/> Visual Processing	<input type="checkbox"/> Association										
<input type="checkbox"/> Auditory Processing	<input type="checkbox"/> Conceptualization										
<input type="checkbox"/> Sensory-Motor Skills	<input type="checkbox"/> Expression										
<input type="checkbox"/> Phonological Processing											
<p>2. Student exhibits a severe discrepancy between intellectual ability and achievement in (check all that apply):</p> <table border="0"> <tr> <td><input type="checkbox"/> Oral Expression</td> <td><input type="checkbox"/> Reading Comprehension</td> </tr> <tr> <td><input type="checkbox"/> Listening Comprehension</td> <td><input type="checkbox"/> Mathematical Calculation</td> </tr> <tr> <td><input type="checkbox"/> Written Expression</td> <td><input type="checkbox"/> Mathematical Reasoning</td> </tr> <tr> <td><input type="checkbox"/> Basic Reading Skill</td> <td></td> </tr> </table>	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Mathematical Calculation	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematical Reasoning	<input type="checkbox"/> Basic Reading Skill		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Reading Comprehension										
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Mathematical Calculation										
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematical Reasoning										
<input type="checkbox"/> Basic Reading Skill											

In determining whether a student has a specific learning disability, the IEP team considers whether a severe discrepancy exists between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision shall take into account all relevant material that is available and no single score or product of scores, test or procedure shall be used as the sole criterion for the decision.



# RPT 1 Specific Learning Disability- Severe Discrepancy Model

3. Discrepancies indicated in criterion 2, were identified using one of the following State-approved methods (check one):

Yes  No

- Standardized test scores indicate that the student exhibits a severe discrepancy of at least 1.5 standard deviations between intellectual ability and the identified areas of delay.
- An alternative means of assessment, as specified in the assessment plan and utilized when standardized test scores are considered to be invalid, indicates that the student exhibits a severe discrepancy between intellectual ability and the identified areas of delay.
- Other forms of data collection utilized when standardized test scores do not indicate that the student exhibits a severe discrepancy of at least 1.5 standard deviations between intellectual ability and achievement.

This method requires that the assessment report contains documentation that a severe discrepancy exists as a result of a disorder in one or more of the psychological processes and the area, degree, basis, and method used in determining the discrepancy.

Severe Discrepancy Model



# RPT 1 Specific Learning Disability- Severe Discrepancy Model

The discrepancy shall not be primarily the result of limited school experience, poor school attendance, or other primary factors indicated in this section (5 C.C.R. § 3030(10)(B)(4)); 5 C.C.R. § 3030(b)(10)(C)(3 and 4)).

4. The assessment team has determined that the learning problems are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; an emotional disturbance; cultural factors; environmental or economic disadvantage; limited English proficiency; or lack of appropriate instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. A qualified professional observed student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6. The disorder adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

A qualified professional must observe the student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment (5 C.C.R. § 3030(b)(10)(C)(5); 34 C.F.R. section 300.310. and 34 C.F.R. section 300.311).



# RPT 1 Specific Learning Disability- Severe Discrepancy Model

## EXPLANATION and COMMENTS

Considerations for student Specific Learning Disability eligibility include:

This section should describe the standardized tests, informal assessment methods used, and the decision making process followed by the team to make a determination as to whether the student is eligible for services under the eligibility criteria of Specific Learning Disability. The specific criteria met for the category of eligibility (severe discrepancy) should be detailed and clearly explained. Ways in which the child's educational performance is being impacted or not impacted should also be explained.

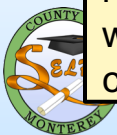


# RPT 1 Specific Learning Disability-Response to Intervention Model

A student must exhibit a disorder in one or more of the basic psychological processes.

CRITERIA (All Six Conditions Must be Met)	MET
<p>1. Student exhibits a disorder in one or more of the following basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (check all that apply):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Attention</p> <p><input type="checkbox"/> Visual Processing</p> <p><input type="checkbox"/> Auditory Processing</p> <p><input type="checkbox"/> Sensory-Motor Skills</p> <p><input type="checkbox"/> Phonological Processing</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Cognitive Abilities:</p> <p><input type="checkbox"/> Association</p> <p><input type="checkbox"/> Conceptualization</p> <p><input type="checkbox"/> Expression</p> </div> </div> <p>The term "specific learning disability" includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. Student has not achieved adequately to meet age or State-approved grade-level standards in one or more of the following areas of achievement, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards (check all that apply):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Oral Expression</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Basic Reading Skill</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Reading Fluency Skills</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Mathematics Calculation</p> <p><input type="checkbox"/> Mathematics Problem-Solving</p> </div> </div>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

In determining whether a student has a specific learning disability, the IEP team considers whether a student has adequately achieved for their age or met state-approved grade-level standards in one of the identified areas when using a process based on the child's response to scientific, research-based intervention. The identified areas include oral expression, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving (C.C.R. § 3030(b)(10)(C)(1 and 2i).



# RPT 1 Specific Learning Disability-Response to Intervention Model

When applying the RtI<sup>2</sup> Model to determine if the student meets the eligibility criteria for Specific Learning Disability, the IEP team must determine that the student has not made sufficient progress towards meeting age or state grade-level standards in one or more of the areas of achievement previously listed (criteria box #2). Data collected reflecting the student's response to scientific, research-based intervention in the specified area of achievement is required to determine eligibility.

### 3. Response To Intervention

Student has not made sufficient progress to meet age or State-approved grade-level standards, in one or more of the areas of achievement in the section above, when using a process based on the student's response to scientific, research-based, intervention.

Yes  No

There are five key areas in the identification process. These key areas are: low achievement, lack of progress, role of exclusionary factors, appropriate instruction, and need for special education.

For more information on these key areas reference:

<http://www.cde.ca.gov/sp/se/sr/documents/sldeligibiltyrti2.doc>



# RPT 1 Specific Learning Disability-Response to Intervention Model

The lack of response to intervention shall not be primarily the result of limited school experience, poor school attendance, or other primary factors indicated in this section (5 C.C.R. § 3030(10)(B)(4)); 5 C.C.R. § 3030(b)(10)(C)(3 and 4)).

<p>4. The assessment team has determined that the learning problems are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; an emotional disturbance; cultural factors; environmental or economic disadvantage; limited English proficiency; or lack of appropriate instruction.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5. A qualified professional observed student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>6. The disorder adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

A qualified professional must observe the student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment (5 C.C.R. § 3030(b)(10)(C)(5); 34 C.F.R. section 300.310. and 34 C.F.R. section 300.311).



# RPT 1 Specific Learning Disability- Response to Intervention Model

## EXPLANATION and COMMENTS

Considerations for student Specific Learning Disability eligibility include:

This section should describe the standardized tests, informal assessment methods used, and the decision making process followed by the team to make a determination as to whether the student is eligible for services under the eligibility criteria of Specific Learning Disability. The specific criteria met for the category of eligibility (response to intervention) should be detailed and clearly explained. Ways in which the child's educational performance is being impacted or not impacted should also be explained.





# RPT1 Specific Learning Disability- Pattern of Strengths and Weaknesses Model

A student must exhibit a disorder in one or more of the basic psychological processes.

CRITERIA (All Six Conditions Must be Met)	MET
<p>1. Student exhibits a disorder in one or more of the following basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (check all that apply):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Attention</p> <p><input type="checkbox"/> Visual Processing</p> <p><input type="checkbox"/> Auditory Processing</p> <p><input type="checkbox"/> Sensory-Motor Skills</p> <p><input type="checkbox"/> Phonological Processing</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Cognitive Abilities:</p> <p><input type="checkbox"/> Association</p> <p><input type="checkbox"/> Conceptualization</p> <p><input type="checkbox"/> Expression</p> </div> </div> <p>The term "specific learning disability" includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. Student has not achieved adequately to meet age or State-approved grade-level standards in one or more of the following areas of achievement, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards (check all that apply):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> Oral Expression</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Basic Reading Skill</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Reading Fluency Skills</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Mathematics Calculation</p> <p><input type="checkbox"/> Mathematics Problem-Solving</p> </div> </div>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

In determining whether a student has a specific learning disability, the IEP team considers if the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both. The pattern is relevant to age, state-approved grade-level standards, or intellectual development. The pattern is evident as indicated by significant variance among specific areas of cognitive function such as working memory and verbal comprehension or between specific areas of cognitive function and academic achievement. For a student to be found eligible for SLD under this criteria, the student must demonstrate a pattern of strengths and weaknesses in performance, achievement, or both in: oral expression, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving. (C.C.R. § 3030(b)(10)(C)(2); 34 C.F.R. sections 300.304 and 300.305)

# RPT1 Specific Learning Disability- Pattern of Strengths and Weaknesses Model

## 3. Pattern of Strengths and Weaknesses

Student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development that is relevant to the determination of a specific learning disability, based on appropriate assessments.

Yes  No

When determining if a student exhibits a pattern of strengths and weaknesses appropriate assessment data must be analyzed. Appropriate assessments include a compilation of formal assessments, informal assessments, interviews, observations, and extant information. Formal assessments should assess: reading comprehension, reading fluency, basic reading skills, math, written expression, oral expression, listening comprehension, and cognitive processing. Informal assessments may include benchmark testing, progress monitoring, curriculum-based measures, running records, work samples, and criterion-referenced tests. Extant information may include: school health records, previous test scores, grades, developmental history, and home language survey.



# RPT1 Specific Learning Disability- Pattern of Strengths and Weaknesses Model

The pattern of strengths and weaknesses shall not be primarily the result of limited school experience, poor school attendance, or other primary factors indicated in this section (5 C.C.R. § 3030(10)(B)(4)); 5 C.C.R. § 3030(b)(10)(C)(3 and 4)).

<p>4. The assessment team has determined that the learning problems are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; an emotional disturbance; cultural factors; environmental or economic disadvantage; limited English proficiency; or lack of appropriate instruction.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5. A qualified professional observed student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>6. The disorder adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

A qualified professional must observe the student in the student's learning environment or, in the case of a child less than school age or out of school, in an age-appropriate environment (5 C.C.R. § 3030(b)(10)(C)(5); 34 C.F.R. section 300.310. and 34 C.F.R. section 300.311).



# RPT1 Specific Learning Disability- Pattern of Strengths and Weaknesses Model

## EXPLANATION and COMMENTS

Considerations for student Specific Learning Disability eligibility include:

This section should describe the standardized tests, informal assessment methods used, and the decision making process followed by the team to make a determination as to whether the student is eligible for services under the eligibility criteria of Specific Learning Disability. The specific criteria met for the category of eligibility (pattern of strengths and weaknesses) should be detailed and clearly explained. Ways in which the child's educational performance is being impacted or not impacted should also be explained.



# RPT 1 Speech or Language Impairment

**CRITERIA** (At Least One of Conditions 1 – 4 and 5 Must be Met)

**MET**

1. Articulation Disorder (All Three Must Apply)

Yes  No

- Student displays reduced intelligibility or an inability to use the speech mechanism.
- Student'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.
- The condition significantly interferes with communication and attracts adverse attention

A student does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

1. Determining Criteria for SLI: Articulation Disorder requires that all three conditions must be met. Condition one references student's intelligibility during spontaneous speech/conversation that can be measured during spontaneous language sample. Condition two references students production of individual sounds or combinations of sounds as measured by standardized instruments. Condition three requires that examples be provided from any IEP team member which show evidence of the articulation disorder interfering with the students communication or attracting adverse attention to the student. Abnormal swallowing patterns do not qualify a student for SLP services through the schools. If all three conditions are met and checked then the yes box would be checked. Each of these criteria can be explained in the Explanation and Comments section at the end of page 2.



# RPT 1 Speech or Language Impairment

## 2. Language Disorder

Yes  No

The student has an expressive or receptive language disorder as exhibited by a score of at least 1.5 standard deviations below the mean, or below the 7<sup>th</sup> percentile, for his or her chronological age or developmental level in one or more areas of language development, including morphology, syntax, semantics, or pragmatics, as assessed by:

- Two or more standardized tests, **or**
- One standardized test and inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample (minimum of 50 utterances), **or**
- Alternative means, as identified in the assessment plan, when standardized tests are considered to be invalid for the student.

2. Determining Criteria for SLI: Language Disorder requires that one of the three conditions must be met. Condition one references student's performance on standardized tests. Condition two references students performance on one standardized test and a language sample. Condition three references alternative means for assessment that must be identified in the assessment plan and might include student's use of augmentative communication device or sign language. If any one of these boxes is checked then check yes for language disorder. The criteria used can be explained in the Explanation and Comments section at the end of page 2.



# RPT 1 Speech or Language Impairment

## 3. Fluency Disorder

The student exhibits a flow of verbal expression, including rate and rhythm, which adversely affects communication between the student and the listener.

Yes  No

3. Determining Criteria for SLI: Fluency requires a thorough investigation into the student's difficulties to determine that the difficulties are not isolated in one setting or situation. After use of a systematic interview of parents, teachers and student depending on age of student and observation of student in a variety of speaking conditions, a determination of a fluency disorder including stuttering or cluttering may be evident. Explanation of how this was determined can be briefly described in the Explanation and Comments section at the end of page 2.



# RPT 1 Speech or Language Impairment

4. Determining Criteria for SLI: Abnormal Voice requires an assessment including a full oral motor exam as well as assessment of the vocal parameters described in the criteria below using a published protocol or battery. It is important to have a medical professional rule out any anatomical or neurological reasons for the abnormal vocal quality prior to initiating an evaluation

<p>4. Abnormal Voice</p> <p>The student has an abnormal voice that is characterized by persistent, defective voice quality, pitch, or loudness.</p> <p>Documentation of an appropriate medical examination conducted by a licensed medical professional should be obtained, when necessary, to rule out a medical condition.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5. The disorder adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

5. When determining whether the disorder is adversely affecting the educational performance of the student it is important that we are not just looking at the academic performance of the student but also their ability to participate in all expected activities (presentations, group projects and social activities)





# RPT 1 Speech or Language Impairment

**EXPLANATION and COMMENTS**

Considerations for student Speech and Language Impairment eligibility include:  
This section should describe the standardized tests and informal assessment methods used, and the decision making process followed by the team to make a determination as to whether the student is eligible for services under the eligibility criteria of Speech or Language Impairment. The specific criteria met and the category of eligibility should also be explained. The category of articulation, language, fluency, etc. should be detailed. Ways in which the child's educational performance is being impacted or not impacted should also be explained.



# RPT 1 Traumatic Brain Injury

Area of Possible Eligibility: Traumatic Brain Injury

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

**CRITERIA** (All Three Conditions Must be Met)

	MET														
<p>1. Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.</p> <p>This area of eligibility is not intended for brain injuries that are congenital or degenerative, or induced by birth trauma.</p> <p>Method of Identification: _____</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
<p>2. The injury has resulted in impairments in one or more of the following areas:</p> <table border="0"> <tr> <td><input type="checkbox"/> Cognition</td> <td><input type="checkbox"/> Language</td> </tr> <tr> <td><input type="checkbox"/> Memory</td> <td><input type="checkbox"/> Abstract Thinking</td> </tr> <tr> <td><input type="checkbox"/> Reasoning</td> <td><input type="checkbox"/> Problem-Solving</td> </tr> <tr> <td><input type="checkbox"/> Judgment</td> <td><input type="checkbox"/> Sensory, Perceptual, &amp; Motor Abilities</td> </tr> <tr> <td><input type="checkbox"/> Attention</td> <td><input type="checkbox"/> Psychosocial Behavior</td> </tr> <tr> <td><input type="checkbox"/> Physical Functions</td> <td><input type="checkbox"/> Information Processing</td> </tr> <tr> <td><input type="checkbox"/> Speech</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>	<input type="checkbox"/> Cognition	<input type="checkbox"/> Language	<input type="checkbox"/> Memory	<input type="checkbox"/> Abstract Thinking	<input type="checkbox"/> Reasoning	<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> Judgment	<input type="checkbox"/> Sensory, Perceptual, & Motor Abilities	<input type="checkbox"/> Attention	<input type="checkbox"/> Psychosocial Behavior	<input type="checkbox"/> Physical Functions	<input type="checkbox"/> Information Processing	<input type="checkbox"/> Speech	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Cognition	<input type="checkbox"/> Language														
<input type="checkbox"/> Memory	<input type="checkbox"/> Abstract Thinking														
<input type="checkbox"/> Reasoning	<input type="checkbox"/> Problem-Solving														
<input type="checkbox"/> Judgment	<input type="checkbox"/> Sensory, Perceptual, & Motor Abilities														
<input type="checkbox"/> Attention	<input type="checkbox"/> Psychosocial Behavior														
<input type="checkbox"/> Physical Functions	<input type="checkbox"/> Information Processing														
<input type="checkbox"/> Speech	<input type="checkbox"/> Other: _____														
<p>3. The injury and resulting impairments adversely affect the student's educational performance and the student's needs cannot be solely met within the general classroom setting.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														

One or more blows to the head accompanied by altered mental status, including loss of consciousness.

- 1 ) A medical doctor makes a diagnosis of ATBI or TBI
- 2 ) If assessment is deemed necessary to establish eligibility for SPED services, the LEA should assess the following domains: Cognitive, Academic, Physical/Motor Skills, Social/Emotional Development, Adaptive Development, and Communication (speech/language)

Input Method Here

Check all that apply

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Traumatic Brain Injury

## EXPLANATION and COMMENTS

### Considerations for student Traumatic Brain Injury eligibility include:

In addition to comments regarding general cognitive, academic, motor, and communication skills, comment on as many of the following areas as possible:

- Changes in performance from prior to injury
- Inability to learn/retain new material
- Poor organization/follow through
- Fatigue/stamina
- Attention/concentration
- Inconsistency of performance
- Poor initiation
- Ability to adapt to new classroom routines
- Frustration tolerance/social/behavioral issues
- Need for routine/schedule
- Processing time
- Intensive outside supports being provided



# RPT 1 Visual Impairment

Area of Possible Eligibility: Visual Impairment

The following information is based upon the current assessment data and is provided for the IEP team's consideration in determining eligibility. The IEP team will make the final decision about eligibility.

## CRITERIA (Both Conditions Must be Met)

## MET

1. Student is:

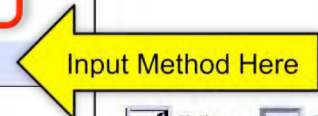
- Blind
- Partially Sighted



Yes  No

A "visually impaired student" does not include a student who is eligible for special education and related services based on a specific learning disability.

Method of Identification:



2. The visual impairment, even with correction, adversely affects the student's educational performance and the student's needs cannot be solely met within the general classroom setting.

Yes  No

Ensure that a properly-qualified professional has assessed the student.



# RPT 1 Visual Impairment

## EXPLANATION and COMMENTS

### Considerations for student Visual Impairment eligibility include:

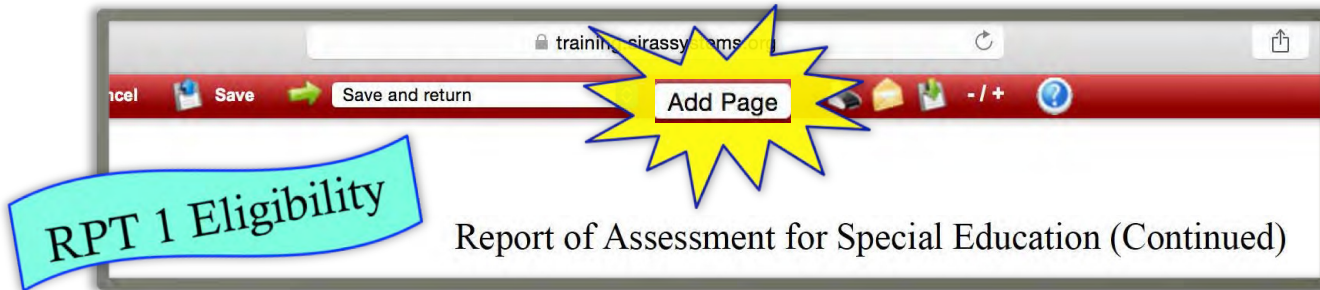
**Blind:** central visual acuity of 20/200 or less in the better eye with use of correcting lens. Visual field limitation such that the widest diameter of the visual field subtends an angle no greater than 20 degrees. Cortical visual disorders may result in abnormalities that do not appear on a standard eye exam – neuroimaging of cerebral cortex may be done.

**Abnormal Anatomical Findings:** retinopathy of prematurity; nypoplasia of the optic nerve; albinism with macular aplasia; bilateral optic atrophy.

An absent response to VEP in better eye



# RPT 1 Eligibility Add Page



RPT 1 Eligibility

Review of Criteria for Eligibility

Student: Student, Bogus Date of Birth: 10/19/1999 Date: \_\_\_\_\_

Area of Possible Eligibility: Emotional Disturbance

**EXPLANATION and COMMENTS** (continued)

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"Area of Possible Eligibility" will populate once "Add Page" is selected

Add any additional comments that need to be explained, with regard to the selected eligibility category. Use this page if you run out of space on the Criteria for Eligibility page.

