

Information Provided by Parent- Questionnaire or information from guardian/parent

General Intelligence- IQ testing

Academic Skills- Academic Achievement testing, can be just one area or reading, math, writing expression, can also do more in depth testing in one area

Classroom Based Evaluations and Progress in the General Curriculum- information from teachers about how the student is doing in the classroom

Data from Interventions- RTI data and any other data the teachers have

Communicative Status- can use checklist from the state or could be testing by SLP

Vision- can be in school screening or medical information from parent, could be information from outside report. To have a specific learning disability, the educational team legally must rule out that the student's difficulty is not due to a hearing problem.

Hearing- can be in school screening or medical information from parent, could be information from outside report. To have a specific learning disability, the educational team legally must rule out that the student's difficulty is not due to a hearing problem.

Social Emotional Status- State has a checklist or could be rating scales

Physical Exam/General Health- Could be parent info or outside report. Typically used for students who have medical conditions.

Gross Motor- Large motor movements, could be checklist from state completed by the teacher. If teacher is going to mark that gross motor skills interfere with the student's performance in the classroom, then the educational team should discuss an evaluation by the PT. *Info from the Referral Form will help determine if the PT needs invited to the planning meeting. To have a specific learning disability, the educational team must determine that gross motor skills are not the main reason for the student's difficulty in the classroom.

Fine Motor- Small motor movements, could be checklist from state completed by the teacher. If teacher is going to mark that fine motor skills interfere with the student's performance in the classroom, then the educational team should discuss an evaluation by the OT/OTA. *Info from the Referral Form will help determine if the OT/OTA needs invited to the planning meeting. To have a specific learning disability, the educational team must determine that fine motor skills are not the main reason for the student's difficulty in the classroom.

Vocational/Transition- Would gather information related to transitional needs or post-secondary needs.

Background History- Can be on a separate form but could also be covered under parent info or review or records.

Observations- Formal classroom observation. Can be used to measure behaviors, to see student performance in the classroom, and to prove that a student's behavior is not significantly impacting the student's performance in the classroom if Specific Learning Disability is the suspected disability.

Behavior Assessment- Could be a rating scale or other measure of behavior (frequency count, duration measurement, off task/on task). Includes both internal and external behavior.

Adaptive Behavior- Required for Intellectual Disability assessment. Adaptive behavior DOES NOT measure internal or external behavior. It measures one's ability to take care of themselves. Adaptive Behavior is the collection of conceptual, social, and practical skills that all people learn in order to function in their daily lives. Examples include: social, leisure, self-direction, functional academics, communication, and school or home living.

Braille Needs- Determined by a visual impairment teacher

Audiological Needs- Determined by an audiologist

Assistive Technology Needs- Measures the need for assistive technology (communication devices, electronic devices, ect.)

Other- Can cover any other areas of need