**Date of Report:** **Reason for Evaluation**:

**FULL AND INDIVIDUAL EVALUATION**

**RELATED SERVICES**

**Student Name**: **Grade:** 3  **Local ID#:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Campus of Enrollment:**  **Date of Birth:** **Medicaid#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROFESSIONAL EVALUATORS**:

**REASON FOR REFERRAL:**

**[[1]](#endnote-1)Present levels of educational performance which identify the need for the related service. “Need not be addressed for transportation only.):**

Interpersonal Skills: enjoys and seeks out attention from one or two adults; does not like to share adult attention with other students, has an interest in other students but does not know how to initiate conversation or play with them; avoids interaction with other students. May refuse to talk or talk only while using “baby-talk”

Attention and Concentration: limited ability to focus her attention on a task for more than 5 minutes unless it is a book that she has selected. Engages in a high level of distracting activity such as putting her feet on the desk, sitting on top of the desk, walking around the room, talking to herself, singing, and humming.

Self Esteem: makes negative comments about herself, makes negative comments to others, will not complete assignments independently-tries to keep an adult at her side when she is working

Work Habits: requires tangible and activity rewards to elicit cooperation with school assignments, will complete short work assignments given one at a time, and prefers quiet space and limited distractions in order to complete assignments

Emotional Regulation: Exhibits mood swings on a daily basis. Has periods in which she “shuts down” can last from 5 to 45 minutes. Behavior such as running out of the classroom, raising her voice, crying, and or complete withdrawal may all occur at least once per week.

Task Completion: on average, completes 1-20 percent of her in-class or homework assignments and then only with coaxing and promise of rewards from teachers.

Evaluation Results:

Yes No \*Assessment data indicate that this student meets district eligibility requirements and needs the specified related service(s) to benefit from instruction

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| **RELATED SERVICE(S)** | **TYPE**  **DIRECT/CONSULT** | **FREQUENCY** | **DURATION** |
| Psychological Services | Direct: Counseling | 30 minutes per week | 6 out of 9 weeks per marking period |
| Psychological Services | Consult | 30 minutes every 3rd week of the marking period | Consultation with parent and staff should occur on the weeks that the student is not seen for direct counseling services |
| Psychological Services | Indirect-monitoring of student’s progress on BIP | Once every 9 weeks | Duration of the student’s BIP |

Yes No Recommended goals and objections to be implemented by related services personnel are included.

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Goal 1: Over the course of the next 36 week improve behavior in the classroom setting.

* Remain in assigned area with less than 1 elopement per 6 weeks.
* Reduce the number of “shutdowns” to less than 2 per week for 3 consecutive weeks
* Comply with teacher directives with no more than prompts at the rate of 70 % per day.
* Participate in classroom activities with peers without behavioral incidents at least once per day.

Goal 2: Over the course of the next 36 weeks improve classroom grades and rate of completion of in- class assignments and homework assignments.

* Complete a minimum of 4 in-class assignments within the specified time period
* Submit a minimum of one homework assignment daily 4 times per week
* Bring grades to a minimum of 70 in all subjects for 2 marking periods without teacher modification of grading criteria.

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\*Name \*Position

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\*Signature of Registered/Licensed/Certified Evaluator

1. Denotes required items.

   ^ Related services not listed in federal regulations or State Board of Education rules may be provided with the written approval of the Texas Education Agency. [↑](#endnote-ref-1)