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School Website

# CONFIDENTIAL EDUCATIONALLY RELATED

# MENTAL HEALTH ASSESSMENT REPORT

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:**  |  | **Grade:** |  |
| **Birth Date:** |  | **School:** |  |
| **Chronological Age:** |  | **Ethnicity:** |  |
| **Report Date:** |  | **Testing Date(s):** |  |
| **Name of Assessor:** |  |

*The following assessment report may contain sensitive information subject to misinterpretation by untrained individuals. Nonconsensual disclosure by unauthorized individuals is prohibited by both the California State Education Code and the Welfare and Institution Code.*

A note on the use of the template:

This template is not meant as a sample report. The removal of all items in red is recommended as they are meant as reminders on what to include in the section, not as examples of the way one should write within the section. All information presented within the headings in this template should be written for the ease of understanding for all IEP participants and be written in paragraph format instead of using bullet points. Parent friendly language is strongly recommended. Not all sections of the report are required, removal of sections is recommended depending on the assessment that was completed and the student for whom it was completed.

Additionally, this report template may be used as a stand-alone report if an ERMHS evaluation was requested/ recommended apart from an initial or triennial evaluation. If the ERMHS evaluation is in tandem with or part of an initial or triennial evaluation, please use the comprehensive Psychoeducational Report Template.

**English Language Learner Information**

*This is an assessment of an English language learner (ELL). The normal processes of second language acquisition, as well as manifestations of dialect and social linguistic variance, were not diagnosed as a disabling condition. Materials and procedures were provided in the student’s native language/mode of communication in a form most likely to yield accurate information regarding the student’s current levels of functioning. Any exceptions to the above will be addressed in the following report.*

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Language: |  | Dominant Language: |  |
| Language in which Assessments were Administered: |  | English Proficiency Level (CELDT scores): | Include reading, writing, speaking, listening and overall score |
| Instructional program: | *Examples** Structured English Immersion
* Dual Language
* Bilingual Waiver
 | Additional Information: | * Interpreter used?
* Bilingual psych used?
* Conducted under standard conditions?
 |

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| **Reason for Referral** |

The purpose of this assessment is to determine the student’s areas of strengths, weaknesses, and needs, to provide information useful in further educational planning to include supportive educational strategies, and to assist the IEP team in determining the student's eligibility to receive special educational services. This information may also be used to determine if the student is best served in general or special education or a combination of programs as the most-appropriate, least-restrictive setting to meet the student’s needs. The following assessment procedures are for the purpose of determining eligibility under the California Education Code and are not for diagnosing a student with a medical condition.

* Source of referral (teacher, parent, Student Success Team, Intervention Team, DIS provider, etc.)
* Reason why student was referred
* List of disabilities suspected (e.g., Emotional Disturbance, SLD), Other Health Impaired (OHI), etc.
* Current or previous areas of eligibility (in the case of a re-evaluation)
* Date of initial eligibility
* Other identified concerns
* Concerns in other areas related to the suspected disability

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| **Background Information Relevant to This Report** |

**Sources Used to Gain Background Information**

|  |  |
| --- | --- |
| X | Cumulative Records |
|  | Statewide Academic Assessment Records |
|  | Discipline Records |
| X | Attendance Records |
|  | Academic Progress/ Report Cards |
| X | Interview/ Questionnaire (Parent, student, teacher) |
| X | Previous IEPs and Progress Towards Goals |
|  | Previous Psychoeducational Evaluation Reports |

**Educational history:**

* History of schools attended
* Indicate the student’s
	+ Academic and personal strengths
	+ Areas of progress made
	+ History of difficulties (e.g. difficulties that are documented in school records)
* Attendance history
* History of Retention
* Discipline history
	+ Office Discipline Referrals (ODR)
	+ Suspensions or expulsions
* Achievement history:
	+ Report card information
	+ CBM data
	+ State Assessment Data
* IEP History: Note changes in
	+ student’s disability
	+ DIS services
	+ instructional setting

**Environmental, cultural, and economic information:**

* Foster home or Licensed Children’s Institution (LCI) residence
* Family members with whom the student now lives; siblings?
* History of household changes that the student has made, including changes in family members in the household
* Home Language
* Family history of developmental, medical, and/or learning difficulties
* Family goals for student’s performance in the home, school, and community
* Probation/ Juvenile court involvement
* Department of Child and Family Services (DCFS) Involvement

**Health and developmental information:**

* NOTE: A medical diagnosis is NOT required for the eligibility criteria of Autism or for OHI for ADHD NOR does a medical diagnosis automatically make a student eligible for an IEP
* Pregnancy and delivery information (within normal limits?)
* Developmental milestones/Developmental History
* Any health issues that might impact learning
* Relevant medication information and why prescribed
* A medical diagnosis of (DSM criteria) is noted (where information is) by (doctor) on (date)
* Exchange of information form for (doctor) was received on (date) by school
* Vision and hearing information
* Outside health reports
* Regional Center history
* Drug and alcohol use while in utero

**Previous Assessment(s):** (remove if initial)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Type | Assessor | Summary of Data | Eligibility |
| 8/13/12 | Cognitive Assessment System  | Mrs. Jenny B. Psych |  | Eligible: Y/N |
| Primary\_\_\_\_\_Secondary\_\_\_\_\_ |
| 7/22/12 | Clinical Evaluation of Language Fundamentals | Mr. Adam Speech |  | Eligible: Y/N |
| Primary\_\_\_\_\_Secondary\_\_\_\_\_ |
|  |  |  |  |  |
|  |  |  |  |  |

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| **Current Assessment Reports** |

**Evaluation Procedures:**

*In accordance with State and Federal guidelines, no single test or score will determine a student's eligibility. Test results are examined in conjunction with all available sources of information by the IEP team, including teachers, parents, specialists and others. Assessments utilize formal and informal tools, observation, interviews, and file reviews. Assessment procedures are selected so as not to discriminate on the basis of gender, culture, language, ethnicity or disability. Test results accurately reflect student's skills and abilities unless otherwise specified in the body of the report. Tests were administered have demonstrated validity for the purposes in which they were utilized unless otherwise described in the body of the report. Student was assessed in all areas of suspected disability.*  *In the state of California, the use of cognitive tests is prohibited for African-American students as a result of the Larry P. vs. Riles litigation, even with informed parental consent. Parents are not required to self-identify their race or ethnicity. In the case of lack of self-identification, the California Department of Education (CDE) suggests that observer identification should be used.*

**The following procedures were components of this evaluation:**

*Parent Input:*

* Developmental History
* Rating Scales and Questionnaires
* Interview

*Student Input:*

* Interview
	+ Rating Scales and Questionnaires
* Sentence Completion

*Educational Team Input:*

* Cumulative Records Review
* Observation of the Student
* Interviews of the Parent, Student, Teachers
* List complete name of assessment: list assessor if not the individual writing the report
	+ Rating Scales and Questionnaires: completed by Ms. Teacher Extraordinaire

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| **Response to Intervention** |

*Data to demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate differentiated instruction in general education settings using state-adopted standards in reading, writing, mathematics and English Language Development (for ELL students), delivered by qualified personnel.*

**Intervention History:**

* Describe any counseling or social skills supports that were implemented
* Structure (implemented by GE teacher, school counselor, etc.)
* Name, type and description of intervention
* Length of time of implementation of the intervention(s) and the frequency and duration
* Discuss the results of the intervention, data to show progress or non- progress
* SST meetings and dates and interventions decided upon
* Type of progress monitoring described
* Student’s response
	+ Indicate the interventions that were successful
	+ Indicate the interventions that were not successful
* Documentation of the student’s response to the interventions (mentioned above) may be presented in chart format
	+ Targeted behaviors
	+ Charts, trends, data points, etc., of the student’s response to interventions

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| **Behavioral Observations and Interviews** |

**Teacher Observation and/or Interview:**

**Parent Observation and/or Interview:**

**Student Interview:**

**Psychologist Observations**:

* Observations in classroom and other appropriate settings in areas of both strength and weakness, including relationship of behavior to student’s academic and social functioning.
* Behavior during testing, including relationship of behavior to the reliability of the current assessment results.
* Glasses or hearing aids worn during testing if necessary?

**Relation of observed behavior to results of assessment:**

Accommodations made during this assessment were frequent opportunities for movement, breaks and praise for her efforts. No modifications were provided during assessment.

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| **Assessment Results** |

**Social-Emotional Domain:**

For use in explanation of the limitations of a rating scale:

*Rating Scales are Tools that allow professionals to look at perspectives of the people in student’s lives – in various settings – in comparison to data compiled on same age peers.  However this data can be limited – and is not diagnostic in and of itself.  The data must be used in conjunction with other data in a multi-disciplinarian assessment, and most importantly, and with clinical judgment and expertise in order to make any significant diagnostic decisions.*

* Name and description of tests administered
* At least one Broad-Band standardized instrument, to be completed by
	+ Teacher
	+ Parent/caregiver
	+ Student self report depending on the age of the student
	+ Examples of broad band standardized assessment tools that may be utilized:
		- Behavior Assessment System for Children-2
		- Achenbach System of Empirically Based Assessment
		- Robert’s-2
* Use Narrow-Band assessment tool(s) as indicated
	+ Selection of the narrow band should be made considering information from the broad-band assessment or other referral information.
	+ For student’s referred for ERMHS or ED—at least one Narrow-Band instrument is required
	+ Teacher
	+ Parent/caregiver
	+ Student self-report depending on the age of the student
	+ Examples of narrow band standardized assessment tools that may be utilized:
		- Revised Children’s Manifest Anxiety Scale – Second Edition
		- Children’s Depression Inventory-Second Edition
		- Anger Regulation and Expression Scale (ARES)
		- Conner’s 3
		- Scale for Assessing Emotional Disturbance (SAED)
		- Piers- Harris
		- Reynold’s Adolescent Depression Scale-2 (RADS)
* Test Results
* Summary

**Behavioral Domain:**

* Functional Behavior Assessment (FBA) (Summarize the assessment results if an FBA has been conducted)
* Behavior Intervention Plan (BIP) (Summarize)
* Rating scales and questionnaires from both home and school
* Other sources: (observation, teacher reports, parent reports, school records)

**Adaptive Skills Development Domain:**

* Name and description of tests administered
* Rating scales and questionnaires from both home and school
* Test Results
* Summary
* Degree of the student’s ability to function independently, at school, in the home, and in the community.
* Degree to which challenges in adaptive functioning are related to other areas of disability (e.g., Are delays in adaptive skills related to cognitive delays, health issues, autism, etc.?), if apparent.
* Age appropriateness of social relationships
* Areas in which the student requires support
* Self-help and care

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| **Summary and Conclusions**  |

*This report was developed to assist the IEP Team in determining eligibility and need for special education and related services according to the code of Federal Regulations, Sections 300.304 to 300.306. A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of impairment requires special education. The decision as to whether or not the assessment results demonstrate that the degree of the student’s impairment requires special education shall be made by the IEP team, including assessment personnel. The IEP team shall take into account all relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student’s eligibility for special education. (From CCR 5 Sec. 3030)*

**Assessment Summary:**

* The summary should consist of one or two paragraphs that provides a brief description of relevant background information and the assessment findings.
* Name, referral question, age, grade, ethnic background, EL status, instructional program
* Brief review of relevant background information (attendance, educational history, etc.)
* Documentation of interventions that were successful or not
* Behavior that impacted educational performance
* Domains
	+ Social-emotional status
	+ Behavior
	+ Adaptive

**Assessment Conclusions:**

Note: If it is found that the student does in fact have social emotional needs that are impeding on their ability to access the general education curriculum, then it may be appropriate to rule in/ out the eligibility criteria of ED.

Based on the results of this report, the student appears to/ does not appear to meet eligibility criteria in the following area(s):

|  |  |  |  |
| --- | --- | --- | --- |
|  | Intellectual Disability (ID) |  | Specific Learning Disability (SLD)\* |
|  | Speech and Language Impairment (SLI) |  | Emotional Disturbance (ED) |
|  | Orthopedic Impairment (OI) |  | Other Health Impairment (OHI) |
| X | Autism (AUT) |  | Traumatic Brain Injury (TBI) |
|  | Visual Impairment (VI) |  | Hard of Hearing (HH) |
|  | Multiple Disabilities (MD) |  | Deafness (D) |
|  | Deaf-Blindness (DB) |  | Does not appear to qualify |

**Relationship between achievement weakness and area of eligibility recommended:**

(this is the impact statement for the info & eligibility page)

**Rationale:**

* NOTE: A student must meet educational eligibility criteria, regardless of medical diagnosis.
* INCLUDE final eligibility explanation of recommendation based on assessment: *Refer to linked Eligibility Criteria section of the Procedural Guide.*
* Provide clear rationale.

The IEP team will meet to discuss assessment results and make a decision about special education eligibility and services. Final recommendations will be made by the IEP team. The determination of eligibility for special education does not serve as a diagnosis for any medical condition as included in the Diagnostic and Statistical Manual (DSM).

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| **Recommendations** |

*After thorough consideration of the general education curriculum and the student’s specific strengths, weaknesses, and needs, the following recommendations are deemed appropriate by the assessment team and should allow for the student to access the general education curriculum, make adequate progress and receive educational benefit.* *The following interventions are intended to be suggested strategies to facilitate learning and not to be interpreted as accommodations mandated in an IEP.*

* Each student will have a different set of needs due to their unique profile. Thus, the recommendations should be individualized.
* Recommendations should not include 1:1 aide, discussion of placement, service minutes, etc. These are all decisions of the IEP team.

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Mr./Ms./Mrs. Psych Date

School Psychologist