

Working with Interpreters- Suggested Script to use for Evaluation Summary Report Meetings

Setting up the Meeting

- Define the purpose of the meeting in simple terms
- Define the role of the interpreter and how interpretation is to occur
- Make introductions

Evaluation Summary Meetings

Overview:

- Background Information and results in each area will be summarized
- Discussion will be held
- Decision will be made regarding eligibility for services
- Parent and Teacher input is essential
- Summarize intellectual and communication information before results in other areas

Reason for Referral/Background Information

- Briefly review the reason for referral and interventions that were tried (in the classroom)
- Summarize information from parents
- Ask teacher how the child is currently functioning in class

Intellectual

In simple, lay terms

- State why this area was assessed
- State what has been learned about how student processes information
- State how results reflect on student's performance in the classroom
- For Example: School Psychologists test **nonverbal manual ability**. This gives us some information on how students think (use their hands and eyes) to solve problems and how we might expect them to learn in the classroom. The testing does not involve the use of language and compares the student's performance to students of the same age.
- I worked with your child individually and noted how s/he approached problems to solve them. I then tried to identify strengths and weaknesses and how your child takes in information and reacts to the environment. Knowing the student's ability and style of learning can help the teacher to plan instruction.

- Example: "... the student's scores when using a paper and pencil are in the average range and do not suggest any problems. Most likely the student will not have difficulties with routine written tasks (copying from the blackboard also). Modifications in the classroom (providing extra time to finish routine written work) do not appear to be needed."

Communication

Area Assessed and Why

- "With help from (INTERPRETER NAME), a communication assessment was done in (HOME LANGUAGE) and in English. When a student speaks a language other than English at home we gather information about the student's ability to speak and understand their home language and look at their progress in learning English. This provides information about listening and speaking skills in both languages and how (STUDENT'S NAME) communication skills might impact his/her learning in school."

What we did

- Information was gathered by having (STUDENT'S NAME) answer information and problem solving questions, use words for describing and sequencing, listen and retell stories and make up stories of their own. We also looked at their understanding of concepts and how they say sounds in both languages.

What was Learned

- (STUDENT'S NAME) had (no difficulty, difficulty, significant difficulty) understanding questions, concepts, expressing ideas, developing stories and saying sounds in (HOME LANGUAGE).
- **Briefly** comment on areas of weakness or strength, student's language preference and possible reasons e.g. language loss, development, below expectations considering exposure and background.
- (STUDENT'S NAME) is showing (difficulty, adequate progress, good progress) acquiring English.
- **Briefly** comment on areas of weakness or strength and relationship to skills needed for school and compare to skills in home language.
- "Similar (strengths, weaknesses) were observed in (HOME LANGUAGE) and developing English skills." Or "S/he did better in English than in (HOME LANGUAGE)" Or "S/he did better in (HOME LANGUAGE) and needs to develop more English skills".

How Communication Skills Impact Student's Classroom Performance

- **EXAMPLES:**
- (STUDENT'S NAME) is hard for friends and adults to understand.
- (STUDENT'S NAME) needs information repeated or shortened so they can understand. S/he does not understand the words used to give directions.
- (STUDENT'S NAME) does not give adequate information that can be understood by adults. S/he uses short sentences and does not know the words in either language to express ideas.

Academic

Area Assessed and Why

- "I tested (STUDENT'S NAME) reading, writing and math because of concerns about her/his progress."

What was Learned

- "I looked at (STUDENT'S NAME) skills in reading, writing and math and how her/his scores compared to the scores of other XXX graders who are learning English as a second language. I looked at how quickly and correctly s/he can perform basic skills. If her/his scores are half the rate of peers or less, that is a significant difference and it is a cause for concern. We know that how quickly and accurately a student can do these basic tasks is a good predictor of future school success."
 - Summarize your results and offer to provide more detail if parent wants it.
 - Briefly explain the chart and point out whether or not the student is discrepant. Summarize additional information by giving a present level of performance for reading, writing and math.

How Results Reflect on how the Student Performs in the Classroom

- "These results indicate that (STUDENT'S NAME) would function in the classroom in the following ways:

EXAMPLES:

- It would be very difficult for (STUDENT'S NAME) to participate successfully in the classroom without support in math.
- (STUDENT'S NAME) skills in reading are within the range of instruction for XXX grade.
- (STUDENT'S NAME) needs to improve her/his writing skills in order to express her/his thoughts and knowledge successfully."
- If applicable, give brief suggestions for interventions.

Classroom Observation

- Be Brief! "I observed (STUDENT'S NAME) in (AREA OF CONCERN) to gather information on how s/he performs in the classroom. It was observed that.... The observation supports/doesn't support the evaluation findings and teacher's concerns."

Social/Emotional/Behavior:

Areas Assessed and Why:

- My portion of the evaluation was completed to discover how (STUDENT'S NAME) social emotional development and behavior is affecting his/her performance at school.

What we did:

- Procedures used in this area included observations at school, a review of school records, a social skills checklist, mental health screening and interviews with teacher, parent and (STUDENT'S NAME). The

evaluation does include a summary of the interview that was completed with you.

What was learned:

- I will summarize the findings of these procedures. If there are any questions or you need more information, please ask me and I can provide more detailed information.
- Overall, the strengths in this area are.....
- Overall the main concerns in this area are.... (the evaluator should begin to describe the issues that are identified as the target behavior in the FBA)
- The evaluation data shows that (TARGET BEHAVIOR) is frequently triggered by.....
- Usually occurs this behavior occurs (FREQUENCY OF TARGET BEHAVIOR) and lasts this (DURATION OF TARGET BEHAVIOR)
- I completed (NUMBER) systematic classroom observations. During these observations, (BRIEFLY DESCRIBE BEHAVIORS NOTED AND THE DATA GATHERED DURING THE OBSERVATIONS)
- The interventions that were tried to address this behavior include.....
- I feel that (STUDENT'S NAME) would work best with staff that (DESCRIBE INTERACTION STYLE THAT WOULD BE BEST FOR STUDENT)
- It is hypothesized that this behavior occurs because.....

How the results reflect on the student's classroom performance:

- In conclusion, (STUDENT'S NAME)'s behavior is/is not interfering with his/her learning or learning of others. (IF THE BEHAVIOR IS INTERFERING GIVE A COUPLE SENTENCE EXPLANATION OF HOW)
- The behaviors described in this evaluation are/are not discrepant from the behaviors of (STUDENT'S NAME)'s peers.

Adaptive:

Areas Assessed and Why

- "I gathered the adaptive information from the interview I had with you on (Date). The information you gave me tells us a lot about how much and how well (Student's Name) can perform his/her daily tasks at home and in the community. The information you provided also tells us how much support he/she needs in order to complete specific tasks during his/her daily living activities. The school uses this information, and other information that we have gathered through reviewing of school data, testing and observations, to help us decide whether or not (Student's Name) is eligible to receive special education services.

Determination of Eligibility

- Intellectual - "These results rule out a cognitive disability as a primary cause of (STUDENT'S NAME) difficulty making academic progress." Or, "This information suggests low cognitive functioning and is supported by information from the adaptive evaluation which looks at daily living skills."
- Discussion of Learning Disability Criteria- "There are three areas that are needed when identifying a child with a Learning Disability. The first area, history of severe underachievement, was covered in the background information and was/was not supported in the testing of reading, writing, and math. (STUDENT'S NAME) does/does not have a history of severe learning difficulties. Information Processing is the second area and was/was not documented in (CHOOSE WHICH TESTS APPLY)." If the student does have a processing condition: "(STUDENT'S NAME) has difficulties with (GIVE A FEW UNDERSTANDABLE EXAMPLES)." "The third area was discussed in the testing looking at (STUDENT'S NAME)'s skills in reading, writing, and math." If the child is significantly discrepant: "(STUDENT'S NAME) is working at half the rate or less than his/her peers in (CHOOSE WHICH AREAS APPLY)." If the child is not significantly discrepant: "(STUDENT'S NAME)'s skills in reading, writing, and math are within a range of grade level expectations for an English Language Learner." "Because (STUDENT'S NAME) does/does not meet criteria in all three areas, (STUDENT'S NAME) would/would not qualify in the area of Specific Learning Disability."
- DISCUSS EXCLUSIONARY FACTORS IF APPROPRIATE
- "Do you have any questions?"

- Discussion of EBD Criteria- "There are three areas that are needed when identifying a child with an Emotional Behavioral Disorder (EBD). The first area states that a student must demonstrate an established pattern of behavior in one or more of the following categories: Withdrawn or Anxious behaviors, Disordered Thought Processes and/or Aggressive, Hyperactive or Impulsive Behaviors. [I have included descriptors of each category below.] (STUDENT'S NAME) does/does not demonstrate a pattern of behavior in (one, two or all) of these areas, as evidenced by (describe specific behaviors)."
- (STUDENT'S NAME) pattern of behavior does/does not adversely affect educational performance resulting in:(CHOOSE WHICH APPLY).
 - an inability to demonstrate adequate social competence significantly different from age, cultural or ethnic norms,
 - a pattern of unsatisfactory educational progress"
- If (STUDENT'S NAME) is not making adequate social or education progress, the team must determine that the lack of progress is NOT primarily due to:
- intellectual, sensory, physical health, cultural or linguistic factors, illegal chemical use, autism spectrum disorders or inconsistent educational programming. DISCUSS EXCLUSIONARY FACTORS."

- The combined results of previous documented interventions and the evaluation data must also establish significant impairments in one or more of the following areas:
- intrapersonal, academic, vocational, or social skills. (STUDENT'S NAME) is experiencing significant impairment in [list which areas and where documented]. (GIVE A FEW UNDERSTANDABLE EXAMPLES)"(STUDENT) has difficulty managing frustration when interacting with peers. He responds to this frustration by hitting, kicking or screaming at peers approximately 8 times per week."
- The data shows that (STUDENT'S NAME)'s behavior IS/IS NOT severely interfering with the student's or other student's educational performance, AND occurs consistently in at least three settings, including in the classroom, in another school setting (such as lunchroom, gym, playground), except for kindergarten students, and at home, child care or in the community."
- (STUDENT's NAME)'s behavior has/has not been occurring for [indicate length of time that behavior has been documented as occurring - must be a minimum of six months
- If a time period less than 6 months is documented, then the team must establish a sudden onset of a serious mental health disorder by a licensed mental health professional.] "(STUDENT's NAME) has been demonstrating difficulties with physical aggression toward peers for the last three school years. The behaviors have been escalating each year according to school disciplinary records."
- In examining the results of this evaluation, (STUDENT's NAME) does/does not meet eligibility criteria for Emotional Behavioral Disorder.
- "Do you have any questions?"