INITIAL ASSESSMENT FOR EDUCATIONALLY RELATED SOCIAL/EMOTIONAL SERVICES

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| Student Name: DOB: AGE:School: Grade: Sex: Male Female NonbinaryCase Manager: ERSES Clinician: School Psychologist: Parent(s) Name:Address:Email: Home Phone: Cell:  |

**LANGUAGE FOR STAND-ALONE ERSES ASSESSMENTS**

**(to be completed by school psychologist)**

The following report was developed to assist the IEP Team in determining the need for educationally related social/emotional services. The IEP team, including assessors, shall determine if assessment results demonstrate that the degree of the student’s impairment requires educationally related social/emotional services. The IEP team shall take into account all relevant information available on the student. The student was assessed in all areas of suspected disability related to the referral concern.

* All tests and materials include those tailored to assess specific areas of educational need.
* All assessments were selected and administered so as not to be racially, culturally, or sexually discriminatory.
* Each assessment was used for the purpose for which it was designed and is valid and reliable.
* Each instrument was administered by trained and knowledgeable personnel.
* Each assessment was given in accordance with the test instructions provided.
* All tests were selected and administered to best ensure that they produce results that accurately reflect the student’s abilities, not the student’s impairments, including impaired sensory, manual, or speaking skills.
* No single measure was used as the sole criterion for determining if the student requires educationally related social/emotional services; rather, a variety of tools and strategies were used to gather information regarding the student’s social and emotional development.
* Materials and procedures were provided in the student’s native language/mode of communication in a form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally.

*Explanation for any of the above that are not applicable*

English Level: English Only Initially Fluent English Proficient Reclassified Fully English Proficient English Learner (check box below):

 Beginning Early Intermediate/Intermediate Early Advanced/ Advanced

Assessment(s) administered in:

**REASON FOR REFERRAL:** Student was referred for an assessment to determine the need for intensive educationally related social emotional services due to:

**RELEVANT BACKGROUND INFORMATION**

Educationally relevant environmental, cultural, and economic information:

Health, developmental and medical information: (Describe any diagnoses, medications, psychiatry, or non-educational counseling or therapy received in the past)

Educational history:

Attendance history:

Other relevant educational history: Describe any non-intensive social/emotional services received.

**SOURCES OF DATA REVIEWED: (check or indicate “NA”)**

Cumulative records Statewide Testing Progress toward goals Discipline records

**REVIEW OF PRIOR ASSESSMENT REPORTS**

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| --- | --- | --- |
| **Date** | **Type of Assessment (include purpose, major findings)** | **Assessing Agency** |
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**REVIEW OF PRIOR IEPS (minimum last three years)**

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| --- | --- | --- |
| **Date** | **Type of Meeting (include whether Annual, Triennial, Other Review, etc and any major determinations/changes)** | **District** |
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 **ERSES CLINICIAN INPUT INTO MULTIDISCIPLINARY REPORT**

**(to be completed by ERSES Clinician)**

ERSES Clinician: Date(s) of ERSES Assessment:

Title:

**ADDITIONAL ASSESSMENTS/INFORMATION REVIEWED BY ERSES CLINICIAN NOT ALSO REVIEWED BY PSYCHOLOGIST:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Type of document (e.g. medical report, psychiatric report) and any major determinations** | **District** |
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**BEHAVIORAL OBSERVATIONS:**

Observations in classroom and other appropriate settings, including relationship of behavior to student’s academic and social functioning:

Behavior during evaluation, including relationship of behavior to the reliability of the current assessment results if applicable:

**INTERVIEWS BY ERSES CLINICIAN:**

Input from student:

Input from parent (seek input from both parents if parents live separately):

Input from teacher(s):

Input from private providers (if appropriate including outside therapists, psychiatrists, etc):

**NEW MEASURES ADMINISTERED BY ERSES CLINICIAN:**

Report and explain results of measures administered by clinician:  *compare results of measures and conclusions to results obtained by other team members (psychologist, school-based counselor, behavior specialist)*

**Diagnosis(es):**

**Factors impacting educational performance:**

**Student’s ability (both cognitive and motivation) to benefit from social emotional services provided in the educational setting:**

**Areas of need to be addressed by social-emotional goals (if applicable):**

**School and/or home based social emotional services the student may require to meet goals and be involved in and progress in the general education curriculum/activities (if applicable):**

Person completing this report:

Name

Title

Signature