Sample Outline of Multi-Disciplinary Assessment Team Report

I. Referral Information
   a. Teacher/Provider Concerns
   b. Parent/Guardian Concerns
   c. Areas of Suspected Disability
   d. Areas Not Suspected (no concerns, within normal limits, etc.)

II. Background Information
   a. Home/Family Information
   b. Health/Medical & Developmental Information (including vision & hearing)
   c. Educational Information
   d. Previous Assessment Information
   e. Previous Intervention Information

III. Current Assessment Information
   a. Academic Assessment (Teacher and/or Psychologist)
      i. Teacher/Staff Interview(s)/Ratings: Academic Achievement/Performance
      ii. Parent Interview(s)/Ratings: Academic Achievement/Performance
      iii. Student (if appropriate) Interview(s)/Ratings: Academic Performance
      iv. Learning Style (e.g., Verbal, visual or hands-on learner? Ratio needed for learning new skills? Amount of repetition & structure required to learn?)
      v. Academic Achievement (standardized) & Curriculum-based Assessments
      vi. Academic Summary Including Strengths and Any Areas of Need
   b. Cognitive Assessment (Psychologist)
      i. Interviews and Observations Related to Cognitive Processing
      ii. Standardized Assessment of Overall Verbal and Visual Cognitive Skills
      iii. Standardized Assessment of Cognitive Processing Skills (e.g., visual processing skills, auditory processing skills, memory, attention, etc.)
      iv. Cognitive Summary Including Strengths and Any Areas of Need
   c. Speech & Language Assessment (Speech/Language Pathologist)
      i. Standardized SLP Testing, Observations and Interviews Regarding
         1. Expressive & Receptive Language Skills
         2. Social Pragmatic/Play, Discourse and Narrative Skills
         3. Speech/Articulation and Oral Motor Skills
      ii. Speech/Language Summary Including Strengths and Any Areas of Need
   d. Social-Emotional, Play, Adaptive & Problem Behavior Assessment (Psychologist)
      i. Teacher/Staff, Parent and (if applicable) Student Interviews and/or Rating Scales looking at Social-Emotional, Play, Adaptive & Problem Behaviors
      ii. Direct Observations of Social-Emotional, Adaptive & Problem Behaviors
      iii. Functional Analysis of Problem Behaviors Impacting Learning and/or Social Interactions (define A-B-C’s; duration, frequency & intensity; etc.)
      iv. Specific ASD, ED &/or ADHD/ADD Observations, Interviews & Ratings
      v. Social-Emotional & Behavior Summary, Strengths, and Areas of Need
   e. Motor Assessment (Occupational Therapist, APE Teacher and/or Physical Therapist)
      i. Fine/Visual Motor, Sensory Processing & Gross Motor Skills & Concerns

IV. Recommendations for Eligibility, Goals and Placement/Services