

# Writing a Comprehensive Report in Special Education

EDG 654





# Practical Guidelines

- ◆ Be as comprehensive as possible
- ◆ Be clear and concise
- ◆ Write the report in third person
- ◆ Single space your report to condense the length
- ◆ Try to write the report in the past tense as often as possible
- ◆ Underline, bold, or italicize paragraph headings so that they stand out and are easy to locate
- ◆ Write reports using complete sentences



# Criteria for Writing a Comprehensive Report



# Section I: Identifying data

- ◆ Name:
- ◆ Address:
- ◆ Phone:
- ◆ Date of Birth:
- ◆ Grade:
- ◆ School:
- ◆ Chronological Age at Time of Testing (CA):
- ◆ Parents' Names:
- ◆ Teacher:
- ◆ Referred By:
- ◆ Date/s of Testing:
- ◆ Date of Report:
- ◆ Examiner:



## Section II: Reason for Referral

- ◆ Describe specific reasons why this evaluation is taking place
- ◆ Not longer than two or three sentences
- ◆ Long enough to clarify the purpose
- ◆ Should not contain a great deal of teacher information

# Section III: Background History

- ◆ Contains a very thorough description of the child's family history, developmental history, academic history, and social history
- ◆ Generally very comprehensive





# Family History

- ◆ Tells the reader about family structure, siblings, and parental perceptions



# Developmental History

- ◆ Provides information about developmental milestones



# Academic History

- ◆ Provides the reader with information pertinent to the child's academic performance during the school years
- ◆ Trace child's educational performance as far back as possible
- ◆ Establish a consistent pattern for the reader
- ◆ Include past teacher comments, grades, attendance, group scores



# Social History

- ◆ Provides the reader with an understanding of the child in her social world
- ◆ Include information about group participation, organizations, hobbies, interests, interaction with peers, and social style



# Section IV: Behavioral Observations

- ◆ Describe the child's behavior during the testing sessions



# Section V: Tests and Procedures Administered

- ◆ Includes a sample list of individual tests included in the test battery
- ◆ E.g., subtests administered from the Wechsler Individual Achievement Test – 2<sup>nd</sup> Edition (WIAT-2)
- ◆ Interview with Parent
- ◆ Interview with Child
- ◆ Classroom observation
- ◆ Teacher conference
- ◆ Review of cumulative records



# Section VI: Test Results

- ◆ Test-by-Test Approach
- ◆ Content Area by Content Area Approach



# Test-by-Test Approach

- ◆ Analyzes the results of different sub-tests and provides indications of
- ◆ strengths and weaknesses
- ◆ manner of approach
- ◆ indications of whether the scores should be considered valid
- ◆ first paragraph contains all basic score information; e.g., stanines, grade levels, age levels, percentiles, ranges



# Test-by-Test Approach

- ◆ next paragraphs under each test describe
- ◆ subtest performance
- ◆ strengths
- ◆ weaknesses
- ◆ performance
- ◆ patterns



# Content Area by Content Area Approach

- ◆ Analyzes results separately by content area
- ◆ Hope to identify a pattern of strengths and weaknesses



# Key Steps to follow:

- ◆ Write out the name of the test
- ◆ Create a table (standard score, classification, and percentile)
- ◆ Write a brief 2-3 sentence statement about what each subtest measures (obtained from examiner's manual)
- ◆ Report the student's standard score, classification, and percentile for each subtest
- ◆ Make a statement regarding something to note about the student's performance on each subtest



## Section VII: Conclusions

- ◆ The “essence” of the report



Examiner explains trends in the child's testing results to the reader that may indicate:

- ◆ academic strengths and weaknesses
- ◆ modality strengths and weaknesses
- ◆ process strengths and weaknesses
- ◆ overall diagnosis and level of severity of problem areas



## Section VII: Conclusions

- ◆ State name of student, age, grade, & reason for referral
- ◆ Discuss strengths in next sentence
- ◆ Discuss weaknesses in next few sentences
- ◆ Add a sentence or two about “testing” behavior



# Section VIII: Recommendations

- ◆ Should contain practical recommendations that provide a focus for remediation
- ◆ Should be organized under three headings:
- ◆ Recommendations to the school
- ◆ Recommendations to the teacher
- ◆ Recommendations to the parent(s)
- ◆ Each subsection should contain recommendations in priority order
- ◆ Number each one to provide clarity