

Teacher Narrative

The *Teacher Narrative* is used to document the concerns of the child's general education teacher (and/or special education teacher when used for a reevaluation) and important information about the child's learning and development. It should be used to identify areas that should be examined in depth by the Multidisciplinary Evaluation Team (MET). The *Teacher Narrative*, or a similar form containing the same information, must be used when considering eligibility under any disability category.

1. The *Teacher Narrative* must be completed prior to the administration of any academic or social/emotional/behavioral assessments. The information gathered from this document should be used by the MET to assist in the selection of assessment instruments in these areas.
2. The *Teacher Narrative* must be completed by the child's general education teacher and/or the child's special education teacher.
3. The *Teacher Narrative* must document any academic and/or behavioral problems that might affect the child's performance in an educational setting.
4. The *Teacher Narrative* must document any interventions and/or accommodations that have been used with the child to address academic and/or behavioral problems.
5. Supporting evidence such as academic and behavioral records that highlight concerns about the child (e.g., State and/or districtwide assessment data, grade reports, attendance records, office referrals, disciplinary actions, universal screening data, Tier intervention records, progress monitoring charts, work samples, behavior intervention plans, etc.) must be collected with the *Teacher Narrative*.

TEACHER NARRATIVE

PERSONAL DATA				
Child's Name:	Race/Ethnicity:	Gender:	DOB:	
District/School:	MSIS #:	Grade:	Age:	
HOME AND FAMILY INFORMATION				
Parent(s)/Guardian(s):				
Language(s) Spoken in the Home				
Is any language other than English spoken in the home? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to next section)				
Language(s)	Child		Parent(s)/Guardian(s)	
	Understands	Speaks	Understands	Speaks
English				
History of Parent Contacts				
Has the child's parent(s) requested a comprehensive evaluation or "testing" for the child verbally or in writing? <input type="checkbox"/> Yes <input type="checkbox"/> No				
Have you contacted/been contacted by the child's parent(s) to discuss any concerns about the child's academic progress, development, and/or behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to next section)				
Date	Reason for Contact	Results		
REFERRAL INFORMATION				
Child's Strengths				
Describe the child's strengths.				
Reason for Referral				
Describe any concerns that you have or any recent changes in the child's academic progress, development, or behavior (e.g., attendance, difficulties with school work, difficulties with adults or peers, changes in concentration or activity level, inattention, disruptive behavior, withdrawn, etc.).				
Has the child ever been evaluated/assessed/tested for special education? <input type="checkbox"/> Yes <input type="checkbox"/> No (skip to next section)				
By whom: _____		When: _____		
Results: _____				

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COGNITIVE AND ACADEMIC CONCERNS

Please attach any applicable academic records available that highlight your concerns about the child's cognitive and/or academic progress such as State and/or districtwide assessment data (MCT scores), grade reports, universal screening data, Tier intervention records, progress monitoring charts, work samples, etc.

Cognitive Concerns

Can the child understand and follow directions? Yes No
If yes: Indicate: One-step directions only Two-step directions Multi-step directions
If no: Describe any additional support the child requires to understand and follow directions.

Describe any concerns you have about the child's cognitive abilities (e.g., memory, problem-solving, imagination, etc.).

Academic Concerns

Indicate any academic areas in which the child is having difficulties:

<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Basic reading skills	<input type="checkbox"/> Mathematics calculation
<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills	<input type="checkbox"/> Mathematics reasoning
<input type="checkbox"/> Written expression	<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Other: _____

Describe the specific problems the child is having in any area(s) indicated.

Does the child know learning expectations (e.g., learning goals and demonstration of mastery)? Yes No
Describe how you communicate these expectations to the child.

Indicate all instructional methods that engage the child and support his/her successful learning:

<input type="checkbox"/> independent seatwork	<input type="checkbox"/> whole class instruction	<input type="checkbox"/> cooperative/small group learning
<input type="checkbox"/> independent reading	<input type="checkbox"/> whole class discussions	<input type="checkbox"/> small group activities/projects
<input type="checkbox"/> child-directed activities	<input type="checkbox"/> highly-structured activities	<input type="checkbox"/> one-on-one/peer-assisted learning

Describe how the child participates in the classroom.

Can the child complete classroom assignments with typical instruction and guidance? Yes No

Describe the child's learning needs (compared to other children his/her age):

How much explanation does s/he need?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How much guided practice does s/he need?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How much independent practice does s/he need?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How much feedback does s/he need?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most

Describe the child's learning behaviors (compared to other children his/her age):

How much initiative does s/he demonstrate?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How conscientious or attentive to detail is s/he?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How much persistence does s/he demonstrate?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most
How often does s/he ask for assistance?	<input type="checkbox"/> less than most	<input type="checkbox"/> about the same	<input type="checkbox"/> more than most

Describe any additional support(s) and/or modification(s) the child requires to complete classroom assignments.

ADAPTIVE CONCERNS

Describe any concerns you have about the child's adaptive functioning and daily living skills.

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MEDICAL / PHYSICAL CONCERNS

General Health

Has the child had any significant medical conditions and/or accidents? Yes No (skip to next question)
Describe any concerns.

Does the child take any regular medications? Yes No (skip to next question)
Describe any impacts noted.

Does the child receive physical or occupational therapy? Yes No (skip to next question)

PT - frequency: _____

OT - frequency: _____

Hearing and Vision

Has the child been screened for hearing and/or vision? Yes No (skip to next question)

Hearing only

Vision only

Hearing and vision

Hearing results: _____

Vision results: _____

Does the child use devices to assist with hearing or vision? Yes No (skip to next question)

Hearing aids (when acquired: _____) Glasses (when acquired: _____)

Describe any concerns you have about the child's hearing or vision.

Motor Skills

Describe any concerns you have about the child's gross motor skills, fine motor skills, and/or physical development.

COMMUNICATION CONCERNS

Does the child receive speech or language therapy? Yes No (skip to next question)

Frequency: _____

Does the child seem to understand what is said to her/him? Yes (skip to next question) No

Explain:

Does the child express his/her wants/needs/ideas/feelings appropriately for her/his age?

Yes (skip to next question) No

Explain:

Does the child misarticulate speech (e.g., omissions, substitutions, distortions, additions)?

Yes No (skip to next question)

Explain:

Describe any additional concerns you have about the child's language or speech development and skills (e.g., voice is always hoarse/harsh/breathy, voice is too loud/soft, speaks too fast/slow, stuttering, etc.).

SOCIAL, EMOTIONAL, AND BEHAVIORAL CONCERNS

Please attach any applicable behavioral records that highlight your concerns about the child's social/emotional/behavioral progress such as attendance records, office referrals, disciplinary actions, universal screening data, Tier intervention records, progress monitoring charts, behavior intervention plans, etc.

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Does the child know the classroom rules and behavior expectations? Yes No
Describe how you communicate these rules and expectations to the child.

Does the child receive social skills instruction or counseling services? Yes No (skip to next question)
 social skills instruction - frequency: _____
 counseling services - frequency: _____

Indicate if the child has had any of the following difficulties:

<input type="checkbox"/> Difficulty making friends	<input type="checkbox"/> Being a victim of teasing/bullying	<input type="checkbox"/> Engaging in teasing/bullying behavior
<input type="checkbox"/> Aggression/fighting	<input type="checkbox"/> Anxious in groups of people	<input type="checkbox"/> Fearful of speaking in social settings
<input type="checkbox"/> Withdrawn or keeps to self	<input type="checkbox"/> Inflexible/difficulty compromising	<input type="checkbox"/> Insensitive to others' emotions/needs
<input type="checkbox"/> Does not speak in class	<input type="checkbox"/> Refrains from physical contact	<input type="checkbox"/> Does not interact well in groups

Describe any concerns you have about the child's ability to get along with peers.

Indicate if the child has had any of the following difficulties:

<input type="checkbox"/> Extremely fearful or nervous	<input type="checkbox"/> Cries easily or whines frequently	<input type="checkbox"/> Frequently complains of aches/pains
<input type="checkbox"/> Depressed or very unhappy	<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Explosive/angry outbursts
<input type="checkbox"/> Self-injurious (e.g., cutting)	<input type="checkbox"/> Suicidal thoughts	<input type="checkbox"/> Obsessive/compulsive behaviors
<input type="checkbox"/> Unwarranted self-blame/criticism	<input type="checkbox"/> Out of touch with reality	<input type="checkbox"/> Repetitive behaviors (e.g., rocking)

Describe any concerns you have about the child's emotional functioning.

Describe the child's behavior (compared to other children his/her age):

How active is the child?	<input type="checkbox"/> less active than others	<input type="checkbox"/> about the same	<input type="checkbox"/> more active
How well does the child pay attention?	<input type="checkbox"/> less distracted than others	<input type="checkbox"/> about the same	<input type="checkbox"/> easily distracted
How does the child handle change?	<input type="checkbox"/> handles change easily	<input type="checkbox"/> about the same	<input type="checkbox"/> resists change
How does the child respond to new things?	<input type="checkbox"/> readily accepts new things	<input type="checkbox"/> about the same	<input type="checkbox"/> resists new things
How strongly are the child's emotions?	<input type="checkbox"/> passive/indifferent	<input type="checkbox"/> about the same	<input type="checkbox"/> very intense
How moody is the child?	<input type="checkbox"/> very easygoing	<input type="checkbox"/> about the same	<input type="checkbox"/> very changeable
How predictable is the child?	<input type="checkbox"/> unpredictable	<input type="checkbox"/> about the same	<input type="checkbox"/> rigid routines

Indicate if the child has had any of the following difficulties:

<input type="checkbox"/> Stealing or lying	<input type="checkbox"/> Suspected gang involvement	<input type="checkbox"/> Defiance/oppositional behavior
<input type="checkbox"/> Suspected drug/alcohol abuse	<input type="checkbox"/> Abusive to others	<input type="checkbox"/> Destructive behavior
<input type="checkbox"/> Denies mistakes/blames others	<input type="checkbox"/> Cheating on assignments/tests	<input type="checkbox"/> Truancy/cuts classes

Describe any additional concerns you have about the child's behavior.

Disciplinary Actions

Has the child ever:

been suspended from school (*indicate the reason for each suspension and the total days of each suspension*)

- reason: _____	days: _____
- reason: _____	days: _____
- reason: _____	days: _____
- reason: _____	days: _____

been expelled from school (*indicate the reason for expulsion and the amount days of expulsion*)

- reason: _____	days: _____
- reason: _____	days: _____

ADDITIONAL INFORMATION

Please attach any additional information that would help us understand the child and his/her difficulties better.

Form completed by _____

Date completed _____

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Characteristics: Please check those characteristics that the student exhibits consistently and in relation to the other students in your classroom. If the child exhibits none of the characteristics, check "no problems observed." Please circle the appropriate characteristic(s) if there are multiple options per item. Written explanation and/or additional explanation may be requested at the MET meeting.

General Physical <input checked="" type="checkbox"/> No problems noted.		
Always complains of feeling sick	Takes prescription medicine	Has improper eye movements
Is continually thirsty	Wears glasses	Seizures observed in classroom
Has fluid draining from ears	Complains of double/blurred vision	Often has bruises on body
Wears hearing aids	Frequently squints/rubs eyes	Tics – involuntary movements/noises
Has frequent earaches	Eating problems	Has a serious illness
Complains of not being able to see the board	Holds printed material too close/too far away	Health problems that require special care
Other (Specify):		

Gross Motor <input checked="" type="checkbox"/> No problems noted.		
Difficulty going up/down stairs, alternating feet	Difficulty throwing a ball	Has unusual gait
Problems with lower body motor movement	Difficulty catching a ball	Problems with balancing
Problems with upper body motor movement	Difficulty hopping, skipping, or jumping	Uses walker/wheelchair
Other (Specify):		

Fine Motor <input checked="" type="checkbox"/> No problems noted.		
Problems with reaching/retaining motions	Problems with grasping reflex	Difficulty copying letters/numbers/words
Cannot transfer objects hand to hand	Difficulty holding crayon/pencil	Difficulty spacing
Difficulty cutting paper with scissors	Difficulty building a tower of blocks	Other (Specify):
Difficulty tying/buttoning/zippping	Difficulty staying in lines when writing	

Social Skills <input checked="" type="checkbox"/> No problems noted.		
Rarely interacts with others	Engages in rocking/repetitive movements	Does not join in group
Is frequently alone at lunch/recess	Unaware/takes no interest in other people	Does not share with others
Is frequently teased by others	Does not recognize another's feelings	Does not apologize
Usually withdraws from touch	Cannot deal with being left out	Does not express own feelings
Does not ask for help	Does not accept "no" as an answer	Other (specify):
Does not look at person talking	Does not accept consequences of own actions	

Adaptive Behavior <input checked="" type="checkbox"/> No problems noted.		
Need for a high degree of supervision	Unable to wash/dry hands independently	Not toilet trained
Immature for his/her age	Inadequate skills in exchange of money	Inadequate skills in telling time
Has only younger playmates	Inadequate skills in using telephone	
Constant thumb/finger sucking	Does not engage in independent community skills	
Constant hair chewing	Inadequate skills in appropriate personal hygiene	
Difficulty feeding self	Lacks daily living skills such as sweeping, mopping, using washer/dryer, etc.	
Other (Specify):		

Behavior <input checked="" type="checkbox"/> No problems noted.		
Unable to interact with minimal friction	Frequently quarrels, pouts, or sulks	Difficulty staying on task
Denies mistakes/blames others	Insults other students/adults	Easily frustrated
Prefers to be alone or isolated	Acts before thinking/impulsive	Easily loses temper
Frequently found to be untruthful	Yells at other students/adults	Teases others
Mute/refuses to speak	Fails to complete assignments	Bullies others
Threatens other students	Fails to turn in homework	Interrupts others
Puts down peers	Refuses to complete work	Fails to bring materials to class
Difficulty paying attention to a task, extracurricular activity, or academics		
Disciplinary actions have been initiated by principal or other school authorities		
Oppositional/resistant/noncompliant/negative/defiant		
Disciplinary actions initiated through juvenile court system		
Other (Specify):		

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Emotional <input checked="" type="checkbox"/> No problems noted.		
Upset by ANY change in routine	Talks about suicide or death wishes	Unresponsiveness
Pronounced fear of failure	Exhibits unwarranted self-blame/self-criticism	Shows excessive fears of specific objects
Irritable for greater part of day	Performs obsessive/compulsive behaviors	Engages in self-destructive behaviors
Appears withdrawn from peers	Changes mood for no apparent reason	Rarely laughs or smiles
Depressed for most of the day	Creates imaginary/fantasy situations in an attempt to escape reality	
Has attempted suicide	Tells of extremely strange/illogical thoughts or fears	
Has experienced significant changes in activity levels or concentration or school grades or interests		
Other (Specify):		

Receptive Language <input checked="" type="checkbox"/> No problems noted.		
Difficulty comprehending new ideas	Does not understand vocabulary words related to the curriculum	
Does not comprehend questions	Does not understand age-appropriate vocabulary	
Does not understand spoken directions	Does not understand information in class that is presented orally	
Cannot identify simple objects	Does not follow multi-step directions	
Does not demonstrate use of position words such as on, under, front, behind, beside, over, etc.		
Other (Specify):		

Expressive Language <input checked="" type="checkbox"/> No problems noted.		
Difficulty organizing thoughts	Nonverbal	Uses oral grammar incorrectly
Does not use age appropriate grammar	Difficulty asking questions	Hesitant to engage in verbal interaction
Difficulty finding the right words	Silent much of the time	Difficulty giving directions
Does not tell definitions of words	Cannot retell a story	Difficulty telling a story
Difficulty putting thoughts down on paper	Does not use spoken compound sentences	Does not name objects/actions in pictures
Uses immature words	Uses immature sentence patterns	
Verbal responses do not relate to questions asked or subject under discussion		
Other (Specify):		

Speech <input checked="" type="checkbox"/> No problems noted.		
Articulation	Voice	Fluency
Substitutes one sound for another	Too loud or too soft	Rate of delivery too fast or too slow
Omits sounds	Consistently hoarse/harsh/breathy	Disruption in normal flow of speech
Distorts sounds	Nasal sounding – like a constant cold	Words prolonged
Difficulty sequencing sounds	Pitch too high or too low	Excessive repetition syllable/sound/word
Difficult to understand	Voice "lost" by end of or during day	Interferes with daily communication
Able to self-correct errors	Quality makes difficult to understand	Inserts unnecessary words into speech
Uses dialect	Quality resulting from culture	
If additional characteristics are noted in any area of speech, please specify:		

Visual Perception <input checked="" type="checkbox"/> No problems noted.		
Visual tracking difficulties	Transposes letters	Prefers auditory activities
Visually confuses objects/letters/numbers	Confuses left to right on pencil/paper activities	Difficulty identifying shapes in various sizes and positions
Difficulty discriminating between words with similar appearance	Difficulty completing missing details in objects or pictures	Difficulty in copying assignments from board to desk/book to paper
Continues to demonstrate difficulty in reversing or inverting letters of alphabet after age 6		
Other (Specify):		

Auditory Perception <input checked="" type="checkbox"/> No problems noted.		
Difficulty understanding spoken directions	Does not orally form phrase/sentence correctly	
Difficulty sounding out word, sound by sound	Does not retain auditory stimuli	
Difficulty identifying rhyming words	Other (Specify):	
Difficulty sequencing syllables/letters in speaking and/or reading and/or oral spelling		