THREE PRONG EXAMPLES	
Within the *Eligibility Report,* the evaluation team must provide evidence that the student either meets or does not meet the three-prong test of eligibility. In Prong One, the team will summarize the evidence that demonstrates the student meets or does not meet the eligibility criteria for the suspected category(s). In Prong Two, the team will describe the adverse effect of the disability on the student's educational performance. Finally, in Prong Three, the team will describe the student's need for specially designed instruction. Below are <u>examples</u> of narratives for each of the three prongs. Teams should ensure that the information included in a student's *Eligibility Report* is individualized based on the information gathered during the evaluation.	
PRONG 1- EVALUATION TEAM ASSESSMENT SUMMARY	
EXAMPLE: Autism Spectrum Disorder	Nolan was diagnosed with autism by Dr. Lamkin at Riverview Pediatrics in 2012 as part of a comprehensive evaluation due to delays in his social, communication, and motor skills. Based on the results gathered during this evaluation, he continues to demonstrate significant delays in social skills and expressive language. In addition, the results of the BASC-3 indicate that maladaptive behaviors are impacting him both at home and at school. Nolan was observed during both classroom and lunchtime and the results of the assessments were consistent with the behaviors and skill deficits seen during the observations.
EXAMPLE: Specific Learning Disability	<u>Academic:</u> Chaney's standard scores on the Reading Fluency cluster (62) and Reading Comprehension cluster (55) indicate she is performing well below her same grade peers in these areas. <u>Intellectual/Cognitive: Pattern of Processing Strengths and Weaknesses:</u> • Chaney's significant weakness in advanced phonological awareness suggests that she struggles blending and manipulating sounds within words which negatively impacts reading development and spelling skills. When fluency is labored, reading comprehension can be secondarily impacted. • Chaney exhibits a deficit in rapid symbolic naming. This narrow ability is related to the fluid and automatic recognition of whole words and phrases that develops as the orthographic loop in good readers. • In combination with academic deficits in reading identified through achievement assessments, Chaney's profile indicates a Specific Learning Disability (SLD) with primary impact in Reading Fluency and Reading Comprehension.
EXAMPLE: Other Health Impairment	Based on the results of the WJ-IV COG and KABC-II, Annie's scores fall within the average range and indicate that she is functioning at a level consistent with her peers. At this time, no notable pattern of strengths and weaknesses is apparent in her profile. Annie does not meet the criteria for a Specific Learning Disability at this time. The results of the rating scales completed by Annie's parents and her teacher for both the Conners-3 and the BASC-2 indicate the likely presence of ADHD Inattentive Type. No hyperactive behaviors are reported, and problems with hyperactivity are not endorsed according to parent and teacher ratings. Annie demonstrates limited vitality and alertness with regard to attention in the school environment. This impacts her ability to fully access and benefit from the general education curriculum in a regular education environment. Annie is able to manage externalized behaviors and appears to be on-task throughout her day, so it is difficult to identify when she is not attending. The classroom observation conducted supports the ratings on these assessments. Annie's scores on the math calculation subtests of the WJ-IV show that she is performing significantly below her same grade peers in both math fluency and calculation skills at approximately the 1st percentile.

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PRONG 2- ADVERSE EFFECT	
EXAMPLE 1	Aubrey's intellectual disability impacts her ability to keep up with her peers in situations that require age-appropriate reasoning skills across all school settings. Aubrey is not able to complete academic tasks that are at grade level without significant adaptations. In the classroom, she struggles to understand directions and content, remember information from one day to the next, and to keep her materials organized without adult assistance. Her language and speech deficits make it difficult for her to communicate and interact with her teachers and peers and for her to participate in group discussions.
EXAMPLE 2	Chaney's psychological processing deficit in rapid automatized reading has been shown to be one of the characteristic difficulties identified in individuals with reading disabilities. Without the ability to immediately and accurately identify common words while reading, individuals with symbolic naming deficits, such as Chaney, have to decode each and every word, even those that they have encountered many times in the past. As a result, reading is slow and lacks fluidity, which can then lead to difficulties with reading comprehension. For Chaney, this impact is evident in the general education classroom where her classmates are able to read grade-level texts with enough fluency that they are also able to comprehend the material, respond to questions about the reading, and progress into more complex reading-related tasks. This deficit significantly affects Chaney's ability to participate with her peers in the classroom.

PRONG 3- NEED FOR SPECIALLY DESIGNED INSTRUCTION	
EXAMPLE 1	Violet needs intensive instruction in math calculation and problem solving. She needs skills broken down into discrete parts and taught until mastery. She requires frequent practice of skills in order to maintain them over time.
EXAMPLE 2	Spencer requires small group instruction presented at his skill level in speech, social skills, writing, math, and reading. He needs a slower pace, frequent repetition, and reteaching of skills in order to achieve mastery. He also needs frequent specific feedback for successes and errors and frequent positive reinforcement for using skills he has learned.