

#1

PURPOSE

The purpose of this evaluation is to provide information to the Case Conference Committee about STUDENT with regards to the suspected disability of a Specific Learning Disability. This information will be considered by the CCC to determine whether STUDENT is eligible for special education and related services, and if eligible, the nature and extent of the special needs.

RECOMMENDATIONS:

STUDENT has not progressed with his reading skills as one might expect given the extra intervention support that he has been receiving. STUDENT's decoding skills and fluency skills are below grade level. STUDENT's processing assessment indicated deficits with phonological memory and rapid naming, which impacts his ability to store and quickly retrieve information necessary to be fluent reader.

The case conference committee will need to review and discuss the intervention efforts provided to the STUDENT and decide whether or not substantial evidence exists to warrant entitlement at this time using RtI. Information to consider could be the fidelity of implementation of intervention, time allotted for the intervention to be successful, group size and the number of times the intervention group met, and the trajectory of the progress monitoring data. It may also be important to consider whether or not adjustments in the named interventions were made and whether or not sufficient analysis of the data took place in a problem-solving fashion. It is this report writer's opinion that STUDENT does meet the criteria for a specific learning disability. The case conference committee will review the SLD criteria and determine as a CCC if he is eligible for special education services and supports.

STUDENT would continue to benefit from interventions to target his reading deficits. Interventions that target decoding and recoding strategies would be most appropriate. STUDENT needs specific remediation on blends and vowels when trying to sound out unfamiliar words. STUDENT also would benefit from sight word repetition to increase his storage of sight word recognition.

#2

PURPOSE

This FBA was requested by the school personnel in order to determine possible functions of the anxious behavior that STUDENT exhibits as well as not turning work in on time and appropriate supports to address these behaviors.

BEHAVIORS OF CONCERN: STUDENT's teacher report that their main concerns are that STUDENT misses quite a bit of school that results in missed instruction. Teachers also report that STUDENT turns in late assignments, or no assignment at all, frequently.

RECOMMENDATIONS

Based on interviews, systematic observations, data collection, and motivational assessments, the multidisciplinary team has derived the following hypothesis:

1. When given a directive by an adult, STUDENT will refuse to comply by not beginning work in order to escape or avoid undesired or difficult task.
2. STUDENT refuses to come to school on time in order to avoid difficult tasks and/or situations.
3. The need that is being met by the performance of this/these behaviors is escape or avoidance of undesired task and to gain control of situation.
4. The skill(s) that the STUDENT may need to learn to replace this/these behaviors are how to follow teacher directives appropriately.

EDUCATIONAL IMPACT STATEMENT: STUDENT's behavior does negatively impact his educational progress.

Goals:

1. When presented with an academic task that STUDENT finds difficult or undesired, he will ask for assistance, clarification or explanation, or begin the task within two minutes of request to complete the task, in 4 out of 5 trials.
2. STUDENT will be absent, and not tardy, no more than 3 more times throughout the remainder of the school year.

STUDENT should be given explicit instructions when given assignments in the classroom. After those instructions have been given, the teacher should check back with STUDENT for understanding. When applicable, teachers should give STUDENT reasonable deadlines. When given a task, when applicable, STUDENT should have the option of using a form of technology to complete that task. STUDENT should use his agenda. This will require STUDENT being taught how to use the agenda, what to write in the agenda and agenda checks to make sure that he is using his agenda. It is suggested that STUDENT has a pass from classes to go to a safe place when he begins to feel anxious. STUDENT should be taught coping skills to use when he begins to feel anxious. STUDENT should be given preferential seating in the classroom so that he can sit when he feel comfortable. If STUDENT chooses, he should be allowed to leave the classroom for tests and quizzes. Teachers are encouraged to reward STUDENT for submitting on time and completed. Counseling sessions are also advised.

#3

PURPOSE:

STUDENT was referred for an initial evaluation by parent. Prior to kindergarten, Parent expressed concerns with STUDENT's vision and fine motor skills (writing and copying). The school psychologist was specifically asked to obtain information about STUDENT's cognitive, academic, and adaptive behavior skills as part of this evaluation. Information gained through this evaluation will be used to help determine how to meet STUDENT's educational needs and if that would include special education services as a STUDENT with Blind/Low Vision or an Orthopedic Impairment.

RECOMMENDATIONS:

Observations and standardized testing indicate that STUDENT exhibits delays in gross and fine motor skills and functional vision. STUDENT's early literacy, math, and writing skills are also delayed when compared to her same-age peers. Her listening comprehension skills are more developed as they are within the Average range. Based upon her performance on a cognitive assessment, STUDENT's verbal and nonverbal reasoning skills are within the Average range. STUDENT struggles with spatial tasks that require the use of visual-spatial (hands-on) skills. At home, mother reported average adaptive skills, while classroom teacher reported lower adaptive skills within the school environment.

Based upon the current evaluation results, it is the opinion of this examiner that STUDENT's educational progress could be impacted by her difficulties with motor skills and functional vision. The case conference committee should utilize this report, along with any other available evaluation reports and information, when determining how to meet STUDENT's educational needs and if that would include special education services.

1. Practice letter and number identification with the use of flash cards. Start with identification and mastery of letters in STUDENT's name first.
2. Activities from www.fcrr.org can be utilized to practice letter identification, rhyming, segmenting and other phonics skills.
3. Play matching games to increase rhyming skills.
4. Have STUDENT practice writing her name in different formats such as playdoh snakes, Wikki Sticks, chalkboard/dry erase board, cookie sheet with a thin layer of sand, finger over a zip lock baggie filled with colored glue (these will also help with the fine motor skills).
5. Have STUDENT practicing write her name on paper in all capital letters, as they are easier to form. Once she has mastered that skills, progress to use of lower case letters.
6. Practice 1-1 correspondence when counting by having STUDENT count objects and point to them as she counts (e.g., counting cans in the cabinet, items on the table).
7. Working on arts and crafts can increase fine motor skills (e.g., cutting, coloring, gluing, picking up objects, etc.).

#4

PURPOSE:

STUDENT was referred for a psycho-educational assessment by her mother due to ongoing concerns regarding her academic progress particularly across the areas of **math and reading**. The degree to which her diagnosed ADHD may be interfering with her ability to progress in the general curriculum was of particular concern.

OBSERVATION:

SPED TEACHER reported that when she observed STUDENT in the classroom, they were doing individual seat work. They were working on decorating their book covers. STUDENT stood a little and sat a little. She did however pay attention to her work most of the time. Only one time she looked up and paid attention to another STUDENT who was at the pencil sharpener. When she was unsure about something, she did ask TEACHER for help. SPED TEACHER noted that TEACHER reported that STUDENT had been a little more active this week including being up and down of her seat.

RECOMMENDATIONS

Currently, overall cognitive ability was measured within the below average to average range on the DAS II, but is felt to be a slightly lower estimate of her true ability due to an impulsive response pattern. STUDENT's true cognitive ability is felt to be well within the average range. Diagnostic testing revealed very strong visual/verbal memory for meaningful data, but much lower short term auditory memory for numbers. Sequencing ability was seen as a relative weakness numerous times throughout the assessment.

Academic skills were measured within the average range across the areas of word recognition, nonsense word decoding, reading comprehension, math computations, written expression, spelling, and listening comprehension. Academic skills were measured within the below average range across the area of math reasoning. Additional DIBELS assessment by the special needs teacher revealed at least grade level reading fluency, accuracy, and recall for STUDENT. Curriculum based measurement in math revealed ongoing weaknesses with quantity discrimination, number facts, computations and concepts. Behavioral rating scales indicated residual concerns with ADHD symptoms at school while being treated with meds. Observations and interviews indicated that STUDENT is a pleasant young lady who wants to do well in school. She participates in class, is observed to be considerate of others and strives to do well. Her behavior is usually appropriate, but she often has difficulty with focus and concentration.

- 1.) The case conference committee should review all team member evaluations and determine whether STUDENT will be eligible for special education services.
- 2.) STUDENT **does not present a psychometric profile consistent with learning disabilities classification**. She displays weaknesses in sequential processing, which in turn, adversely affect her progress in mathematics. These weaknesses are likely a manifestation of her ADHD.
- 3.) The case conference committee should consider special education **placement under Other Health Impairment classification**
- 4.) The case conference committee may want to consider ongoing smaller group math remedial instruction for STUDENT. Instructing and practicing with her on how to sequence information would seem helpful in an environment with limited distractions.

#5

PURPOSE

STUDENT has been experiencing behavior difficulties in the classroom. Some behaviors are related to classroom instruction and work times around language arts. He gets frustrated in class, talks out, touches and distracts other students, and gets under his desk. He seems to have some self-esteem issues. He is an attention seeker. It was determined that an evaluation for an Emotional Disability and Specific Learning Disability for reading and writing be conducted. He also diagnosed with Attention Deficit Hyperactivity Disorder and takes medication to help with symptoms.

RECOMMENDATIONS

STUDENT is a 7-year-old boy who is enrolled in the 1st grade at XX School. STUDENT has been exhibiting behavior control difficulties for some time, however, these behaviors appear to have increased since his parents' separation. STUDENT has been diagnosed with ADHD and is prescribed medication to help with symptoms. There have been some challenges with time of day medication has been given which has affected how the medication helps alleviate symptoms. Parents reported that they were trying to adjust this to help STUDENT be more successful. Mornings tend to be more difficult for STUDENT than afternoons. He also appears to have more difficulty in language arts than during math. Review of academic assessments indicate that there is not a significant difference between his math and reading skills, but he does struggle more with written expression and spelling tasks. STUDENT also presents with strengths and weaknesses within his cognitive profile. He displayed weaknesses in the areas of verbal comprehension and visual spatial skills. He displayed a statistical strength in processing speed. There is some support for the presence of a Specific Learning Disability in the area of reading based on test analysis provided by the WISC-V and K-TEA-3. With that said, STUDENT's behavior appears to be more of a hindrance to his learning than his academic delays. STUDENT has difficulty staying in the classroom setting and maintaining appropriate social behavior. When he gets angry he has difficulty calming and can become verbally explosive (screaming negative comments) and often needs to separate from the group. He has been physically aggressive at times. Most behaviors that interfere with learning are getting frustrated in class, talking out, touching and distracting others, and getting under his desk. He seeks attention. STUDENT has been diagnosed with Oppositional Defiant Disorder at Southern Hills Counseling Center. He has difficulty making transitions from one class to another. He also has difficulty in the cafeteria and makes the choice to sit alone away from other STUDENTS. At this time STUDENT's behavior is reflective of those behaviors typically seen in children who meet eligibility for an Emotional Disability. He is having difficulty building and maintaining friendships/relationships with peers, displays inappropriate behaviors under normal circumstances, and shows a general mood of unhappiness. The case conference committee should discuss the results found in this report along with the findings of other evaluation teams members (some of which are discussed in this summary) and determine the need for special education services and whether STUDENT officially meets the criteria for an Emotional Disability.

The following recommendations are offered only as possible educational interventions. All decisions regarding special education eligibility/ineligibility as well as instructional support and accommodations are the decision of the case conference committee.

The case conference committee will review the results of this evaluation, along with any other available information to determine if STUDENT meets eligibility criteria for an educational disability and if he requires special education services to address areas of need.

STUDENT would benefit from a formal behavior intervention plan to help find replacement behaviors and provide positive support for him to find success. STUDENT would benefit from counseling services to help understand his home situation and help him regulate his emotions. If determined to be a child with an Emotional Disability, he would qualify for counseling services.

#6

PURPOSE

STUDENT was referred for evaluation by the Case Conference Committee to assess their current abilities and functioning in order to help determine eligibility for services under the special education categories of Specific Learning Disability and/or Other Health Impairment. STUDENT is currently being served by a Section 504 plan for a diagnosis of a reflux disorder and upon parent's requests, the committee requested this evaluation to help determine if additional services are needed.

RECOMMENDATIONS

Academic testing indicates a personal weakness in the areas of mathematics and written expression. The STUDENT demonstrated average ability in reading and oral expression. The STUDENT's Cognitive profile demonstrates an overall below average ability with personal weakness in visual spatial processing and strength in verbal comprehension skills. The STUDENT's adaptive skills were rated in the average range at school.

The testing indicates that STUDENT's adaptive functioning while at school is in the average range, and this would suggest that the STUDENT's health impairment is holding the most influence over the STUDENT academic performance. This would likely disqualify her from placement under the Other Health Impairment category. The STUDENT's academic functioning would support the a pattern of strengths and weakness with personal strength in Reading and weakness in Mathematics. Additionally the STUDENT's cognitive profile demonstrates a similar pattern of performance with strength in verbal comprehension and weakness in visual spatial processing. As mentioned in the report above those cognitive skills match up with their respective academic skills. This would support the hypothesis that the STUDENT has a pattern of strengths and weakness which is the states' definition of a Specific Learning Disability.

It is the opinion of this report and the report writer that the STUDENT should be placed as a STUDENT with a specific learning disability in Math. The following recommendations are suggested based on the STUDENT's data:

1. The STUDENT should be observed by an occupational therapist for recommendation for testing regarding visual processing and hand writing.
2. Additional time should be granted on assignments in mathematics and writing.
3. Additional instruction in a small group setting should be provided for mathematics to focus mainly on:
 - i. Math Computation
 1. Increasing skills in computation at grade level.
 - ii. Math Fluency
 1. Increasing math fact recall and fluency.
4. The STUDENT should be provided with a separate set of notes for lectures so that she doesn't have to go between the board and her note paper. This will likely allow her to follow along in class easier.

PURPOSE

STUDENT was referred for evaluation due to concerns about his academic achievement, particularly in reading. Rather than being fluent in his reading, STUDENT is reported to present with a choppy oral reading style, to have poor memory for sight words, and to have difficulty with comprehension. Although STUDENT's listening comprehension is a relative strength, he has difficulty in determining what specific information may be pertinent to answer a specific question. Suspected area of disability was identified as Specific Learning Disability.

RECOMMENDATIONS:

The case conference committee will review the results of this evaluation, along with any other available information to determine if STUDENT meets eligibility criteria for an educational disability and if he requires special education services to address areas of need. It is this examiner's opinion, though, that based on a pattern of strengths and weaknesses evident in STUDENT's profile that he presents with a need for entitlement to special education accommodations and supports as a STUDENT with an SLD.

STUDENT's deficits in acquiring oral reading fluency skills may be rooted in deficits in orthographic processing skills, meaning that STUDENT appears to have difficulty in noting sequences of letters in words and in being able to distinguish among spelling patterns of words. When a STUDENT has difficulty visualizing letter symbols in his mind's eye, reading and spelling become extremely challenging, even when the STUDENT has strong phonological processing for letter sounds. In addition, STUDENTs with weak orthographic processing will rely heavily on sounding out very common words that should be in memory, leading to a choppy, halting style of decoding.

STUDENT would benefit from systematic synthetic-multisensory-phonics technique to try to improve his oral reading fluency skills. He could be asked to look at a phoneme (one of the 44 sounds of the English language in letter symbol form), make the sound of the phoneme (i.e., B-"b") and then with his fingers trace the letters as he looks at it and says its sound. As his reading skills improve, consider implementing multisensory training in prefixes, root words and suffixes. For example, STUDENT could write a prefix presented; he could look at it, say it and trace it. These techniques require substantial drill.

Continue to rely on STUDENT's strong listening comprehension skills to accommodate his weaknesses by providing recorded texts, assistance with note-taking, and allowing him to provide oral answers when assessment of content knowledge is needed.

#8

PURPOSE

To determine function of behavior and possible replacement skills to be taught as well as accommodations that may help.

RECOMMENDATIONS

Recommended replacement skills and instructional strategies:

- Learn use of visual schedule so he knows the expectations ahead of time

- Give several minute notice when it is close to time to change activities (visual if possible)

- If STUDENT says “no”, shuts down or does not go to assigned activity, give him the choice of the assigned activity or time out. If he continues behavior, escort him to time out area for 3-5 min. or until he is ready to do assigned activity.

#9

PURPOSE:

Subjective: STUDENT is a 54 month old male who is being evaluated by physical therapy as part of a comprehensive evaluation for determination of eligibility for the Developmental Pre-school. Evaluation was initiated by Head Start Pre-school Teacher secondary to overall concerns about overall development.

RECOMMENDATIONS:

STUDENT is a 54 month old male with noted delay in age appropriate gross motor skills in all areas tested by the Peabody Developmental Motor Scales II. STUDENT’s overall Gross Motor Quotient is in the below average range. PT services are recommended at this time. PT is particularly concerned about decreased muscle tone/weakness of trunk and extremities which is impacting the development of balance and ability to jump.

Activities to Encourage Age Appropriate Developmental Progression in area of Object Manipulation:

1. Ball activities – STUDENT could play catch and throwing to a person or to a target of varying distance. Start with a medium size ball and progress to a tennis ball. Encourage him to use opposition when throwing and kicking.
2. Jumping – work on jumping down, jumping over and jumping forward with emphasis on keeping feet together.

Plan: The data from this evaluation suggest that STUDENT does display a significant delay in gross motor development at this time. Therefore, PT services are recommended. However, the case conference committee should utilize this report and other available data to determine if physical therapy needed in order to support his participation in the Developmental Preschool.

Are the purpose of the report, Educational Impact Statement and the list of recommendations aligned?

What skills will be taught, measured, and learned?

