

BEHAVIORAL OBSERVATIONS

Classroom Observations

Jane was observed in class and she was compliant with her aid during the 10 minute period. She worked on matching cards, sorting and making choices. She was rewarded with a choice of two snacks. This assessor took the time to introduce himself so that Jane would be familiar for the coming assessment.

On another occasion, Jane was working on a 100 piece puzzle. She worked on it quietly for approximately 12 minutes and rewarded when completed with a choice of snack (a very small piece of donut or an m&m). She used her communication device to indicate that she wanted to clean up, and she began putting away the puzzle and given a choice of snack. Staff was putting away the puzzle, when she bolted quickly to the door. Staff was able to stop her from leaving the class. It took a few moments for the staff to ask the right question for Jane to be able to answer using her communication device that she wanted to do another puzzle.

Jane has a behavior intervention plan (BIP) for her noncompliant behavior.

“Noncompliance: not following direction 1st/2nd time asked, attempts to leave or leaves the instructional area, elopement (leaving classroom), crawling under tables, whining, screaming, standing up/down in seat, rocking in her chair, pushing over divider, silly behavior (laughing, bobbing head left/right, fiddling with objects, playing keep away), dropping to the floor, rolling on the floor, throwing materials, and taking items/materials from storage that she is not supposed to have. Noncompliance can lead to aggression. Aggression: hitting staff, grabbing at staff/staff's clothing, biting or attempting to bite staff, kicking staff, pinching staff, pushing peers, hitting peers.” From BIP XX/XX/XX. The BIP addresses interventions that are in place to support Jane and updates will be addressed at her triennial.

Test Behavior

Jane was assessed with her aid present, to provide reinforcements and continuity. At times the aid repeated direction for Jane, which did not change the standardization as they were for practice items and allowable. Jane was compliant and attempted as best she could. She willingly transitioned between test items and her breaks. This assessment is a reliable and valid measure of her current basic cognitive processing ability in the areas that were able to be assessed.

In my observation during the assessment I noticed her left eye was either turned outward or did not move as readily as her right eye. The she may have a form of strabismus-eye misalignment called extropia. This was brought to mother's attention and something that she may wish to bring to her pediatrician's attention.

ASSESSMENT RESULTS AND CLINICAL INTERPRETATION OF FINDINGS

Test Data Tables

Throughout the report standardized test scores are provided followed by discussion of how a student’s performance is best interpreted. The qualitative descriptors used to label these standardized scores are not consistent across test makers. Some tests have wider or narrower ranges, different labels, or the same label but for a much different area. This often makes for confusing interpretations. Therefore, for the sake of statistical consistency and logical interpretation, we will be using the descriptors below. The following chart provides descriptive ratings for Standard Scores (means of 100 and standard deviations of 15), T scores (means of 50 standard deviations of 10), and Scaled Scores (means of 10 standard deviations of 3) for normally distributed norm-referenced tests:

Descriptive Rating	Standard Score	T Score	Scaled Score	Percentile Rank
Very Superior	>130	>70	>16	≥98
Superior	120-130	64-70	14-16	92-98
Above average	110-120	58-63	12-14	75-92
Average	90-110	43-57	8-12	25-75
Low Average	80-90	37-42	6-8	9-25
Low	70-80	30-36	4-6	2-9
Very Low	<70	<30	<4	≤2

Estimates of Basic Psychological Processes:

Cognitive Conceptualization is the process of using information in an increasingly more complex and fluid manner. This is often called, abstract thinking, fluid reasoning, or simply reasoning, the ability to solve novel problems; that is, problems that cannot be solved by relying on previous situations or solutions. This processing area allows a person to make generalization or inferences. It is comprised of General Sequential Reasoning - the ability to reason logically using established premises and principles; Induction - the ability to observe a problem and understand the underlying rules or principles that will govern the outcome; being able to generalize from specific situations to others; and Quantitative reasoning - the understanding of mathematical function(s), principles to use to solve problems. It is estimated that Jane’s fluid reasoning falls within the very low range as she was not able understand the directions to the task, even with significant modifications to test the limits (DAS-2 Fluid Reasoning).

Differential Ability Scales Second Edition

SUBTESTS	Broad Factor	Narrow Factor	T Score	Percentile Rank
Matrices	Fluid Reasoning	Induction	10	<0.1
Sequential & Quantitative Reasoning	Fluid Reasoning	Sequential Reasoning	10	<0.1
	Broad Factor	Descriptive Range	Standard Score	Percentile Rank
	Fluid Reasoning	Very Low	35	<0.1

Visual Processing is the broad ability to perceive, process, and use visual spatial information. It includes being able to: Identify the key components of visual information; analyze similarities, differences, patterns (sequential) and categories, as well as storage and retrieval of visual information. A Narrow ability that falls under this ability is Visualization - the ability to perceive complex patterns and manipulate how they might look transformed, e.g., rotated, when the view is partially obscured, shrunk or enlarged. Jane’s visual processing is estimated to fall within the very low range (DAS-2 Spatial). Unlike the other subtests, Jane was able to process and do some of the Pattern Construction tasks, but even so the level at which she was able to complete the tasks fell far short of her age mate peers (<0.1 percentile).

Differential Ability Scales Second Edition

SUBTESTS	Broad Factor	Narrow Factor	T Score	Percentile Rank
Copying	Visual Processing	Visualization	10	<0.1
Pattern Construction	Visual Processing	Visualization	10	<0.1
	Broad Factor	Descriptive Range	Standard Score	Percentile Rank
	Spatial	Very Low	32	<0.1

Cognitive Expression - Language is the ability to apply the breadth and depth of acquired knowledge, including language, culture, adaptive and academic skills. It can be viewed as a product of what an individual has had the opportunity to learn and how one can communicate it to others. Where expression has to do with communicating what one knows (e.g. talking, writing, nonverbal actions), association has to do with how efficiently that information is stored and is retrievable. Lexical knowledge has to do with breadth and depth of word meaning. Listening Ability has to do with comprehension of verbally given information and answering questions. Jane’s overall ability in this area falls in the very low range (DAS-II Verbal).

Differential Ability Scales Second Edition

SUBTESTS	Broad Factor	Narrow Factor	T Score	Percentile Rank
Verbal Comprehension	Verbal Comprehension	Listening Ability	11*	<0.1
Naming Vocabulary	Verbal Comprehension	Lexical Knowledge	10	<0.1
	Broad Factor	Descriptive Range	Standard Score	Percentile Rank
	Verbal	Very Low range	32	<0.1

*This score although numerically higher than a T Score of 10 is the lowest possible score for this subtest. Jane was not able to answer any of the Verbal Comprehension questions.

Adaptive-Behavioral Functioning:

Conceptual

Both parent and teacher rate Jane Conceptual skills in the Very Low range (0.1 and 0.3 percentile respectively). “The *conceptual (academic) domain* involves competence in memory, language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving, and judgment in novel situations, among others.” – Diagnostic and Statistical Manual of Mental Disorders Fifth Edition – DSM-5

Jane has little understanding of written language or of concepts involving numbers, quantity, time, and money. Family and school provide extensive supports for problem solving in her daily activities. She can use objects in goal-directed fashion for self-care, work, and recreation. Certain visuospatial skills, such as matching and sorting based on physical characteristics, have been acquired. She is able to do several puzzles ranges from 60 to 100 pieces, as long as the visual information in the puzzle isn’t too complex (not abstract nor repetitive), or she hasn’t become bored with it.

Social

Both parent and teacher rate Jane Social skills in the Very Low to Low range (2 and 4 percentile respectively). “The *social domain* involves awareness of others’ thoughts, feelings, and experiences; empathy; interpersonal communication skills; friendship abilities; and social judgment, among others.” DSM-5

This is a relative strength area for Jane compared to her other adaptive domains, even though it is in the Very Low to Low range. However, the scores are consistent with someone with an Autism Spectrum Disorder – ASD.

Practical

Parent rates Jane Practical skills in the Very Low range (0.1 percentile) where teacher rate her in the Very Low to Low range (1st percentile). “The *practical domain* involves learning and self-management across life settings, including personal care, job responsibilities, money management, recreation, self-management of behavior, and school and work task organization, among others.” DSM-5

This difference can be due to the consistent set of routines that take place at school, on a near daily basis. The school team is working on generalizing skills learned at school to be in other environments. However, scores are not everything. Mother reports that Jane is able to get food out of the refrigerator and place it properly in the microwave on her own without prompting. She just needs assistant with setting the proper amount of time. Learning how to set the proper time for various food items would be a great practical, functional skill for her to learn.

Social Emotional Behavior

Behavior Assessment System for Children Third Edition (BASC-3).

Both parent and teacher provided responses to the Behavior Assessment System for Children Third Edition (BASC-3). For mother, the BASC-3 had many questions that did not seem to be able to accurately address Jane given her communication, adaptive behavior and cognitive skill limitations. Therefore mother answered these questions to the best of her ability with these limitations in mind (A full reporting of scores can be found in the Appendix).

Mother and teacher report very consistently on areas that are consistent with individuals with ASD: Atypicality (At Risk & Clinically Significant respectively) Withdrawal (At Risk & At Risk respectively), Social Skills (At Risk & At Risk Respectively), Functional Communication (Clinically Significant & Clinically Significant respectively).

Teacher also reports other areas of concern: Developmental Social Disorders (Clinically Significant) and Hyperactivity, Attention Problems, Adaptability, Leadership, Anger Control, Emotional Self Control, Executive Functioning, and Resiliency (all in the At Risk Category). As mentioned above Jane has a BIP and many of the concerning behaviors are come out as indicators on these various indices.

Childhood Autism Rating Scales Second Edition – CARS-2

Taking into consideration, interviews with teacher, aids and mother as well as direct observations of Jane, her Total Raw Score of 34 places her in the category of Mild to Moderate Symptoms of Autism Spectrum Disorder. What this score represent are similarly identified children who have been diagnosed as having an Autism Spectrum Disorder have total raw scores that also fall within these severity ranges. These scores do not diagnose nor does having a score that falls into one of the following ranges determine eligibility for special education services. Determination for special education services is an IEP team decision based on state and federal regulation.

SUMMARY AND RECOMMENDATIONS

Other than the aforementioned information detailed within the background information of this report, no other records indicated any environmental, cultural, or economic disadvantage; unfamiliarity with the English language; limited school experience; poor attendance; social maladjustment; intellectual disability; or visual, hearing, or motor impairment.

Review of this report and specific recommendations will be made at the IEP meeting based on the multidisciplinary assessment data. Determination of Special Education eligibility and appropriate academic programs will be made by the IEP team, at the IEP meeting, based on all collected data.

Jane Doe is a 8 year 2 month 2nd grader attending Marsh Creeks Service Specific Class as a child with Autism Spectrum Disorder.

- Based on standardized assessment, parent and teacher interviews and observational data Jane still has profound verbal and nonverbal language delays that impact her social interaction and impacts her educational performance
- Based on standardized basic cognitive processing assessment, parent and teacher interviews and observational data, it is estimated that Jane's basic cognitive processing abilities all fall at the 0.1st percentile (very low range).
- Based on adaptive behavior assessment, parent and teacher interviews and observational data, it is estimated that Jane's overall adaptive functioning fall less than the 1st percentile (very low range), with Social Domain being a relative strength in the very low to low range.

Eligibility

It is the school psychologist's professional opinion that in accordance with CCR 3030 (1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

It is the school psychologist's professional opinion that in accordance with CCR 3030 (b)(6) Jane is eligible to qualify as a student with an Intellectual Disability.

(6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

When basic cognitive process fall 2 standard deviations below the mean (including the standard error of measure of 5, when the mean is 100 and standard deviation is 15) subaverage is met. A percentile rank of 2 standard deviation below the mean is 2 (5 with the standard error of measure). Jane falls below the 1st percentile so that element is met.

One or more of the adaptive behavior associated domains falls 2 standard deviations below the mean (in Jane's case all three, Conceptual, Social and Practical domains all fall below the standard deviations below the mean including when including the standard error of measure of 5, when the mean is 100 and standard deviation is 15.

And Jane is still within the developmental period (less than the age of 18 years old.

The IEP team may wish to also consider that Jane may qualify in accordance with CCR 3030 (b)(7) as a student with multiple disabilities: Autism and ID. Intent of this category is for those students who have more than one disability and such special needs that they cannot be met within a program designed solely for either one disability.

(7) Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.

This additional determination can inform the IEP team to develop more functionally appropriate goals for Jane. What this additional determination will do is further protect Jane once she leaves special education services when she turns 22 and is supported by county. This will aid in informing county services of her needs better than the sole condition of Autism.

These findings and recommendations, as well as those of other specialists, will be reviewed and discussed at an IEP meeting. The IEP team will make the final determinations regarding eligibility for Special Education and how to best support student's progress in the least restrictive environment.

School Psychologist