

CONFIDENTIAL

PLAINS UNION SCHOOL DISTRICT
ABC SCHOOL

PSYCHO-EDUCATIONAL EVALUATION REPORT

Name: Tom Thumb

Date of Birth: XXXXX

Teacher: Mary Joe

Grade: Kindergarten

Attends: ABC School

Parents/Guardians: Tammy Thumb

Phone: XXXXXXX

Address: 123 Sesame St.

Examiner: Sam Iam, M.A. and Cat Inhat M.A

Dates of Assessment: XXXXXXX

Date of Report: XXXXXXX

REASON FOR REFERRAL

Reason for Referral: Tom is being referred for assessment due to concerns regarding Tom's ability to communicate, attending to a task, and following directions.

EVALUATION METHODS/TESTS/PROCEDURES USED

- Review of cumulative file
- Interviews with mother, teacher, and student
- Formal and informal observations
- Standardized assessment used
 - Brigance Comprehensive Inventory of Basic Skills II (Brigance)
 - Differential Abilities Scale for Children – Second Edition (DAS-2)
 - Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI-6)
 - Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
 - Neuropsychological Assessment – Second Edition (NEPSY-2) selected subtests
 - Behavior Assessment System for Children – Third Edition (BASC-3) Parent and Teacher
 - Behavior Rating Inventory Executive Function Second Edition (BRIEF 2)

Evaluation procedures included the use of standardized measures, informal assessment, observation in a variety of settings, and interviews of student, teachers and/or parents. All tests were administered by qualified personnel in accordance with the instructions provided by the test publishers, and are valid for the purpose used. All areas of suspected disability were assessed. Except where otherwise noted, the results of this assessment are believed to be reliable and valid. Due to the California Department of Education's 1997 Memorandum on the Larry P. and Crawford case, no intelligence test from the banned lists are used with African American students and no overall measure of intelligence is reported.

NOTICE OF PROFESSIONAL USE

This report is provided for the school, child, and parent/guardian. All information included in the report is confidential. This report is not to be shared with any other individual or agency not directly involved with the child without the parent/guardian.

BACKGROUND INFORMATION

Health and Developmental History

Tom lives in Anytown with his aunt and his older cousin (Vinnie). The primary language of the home is English.

Per aunt report, pregnancy and birth were reported as unremarkable. Developmental milestones were unremarkable except for speech. Tom would say words and then they were never heard again. Additionally, his speech intelligibility has always been a concern. Medical history was reported as unremarkable.

Academic/Educational History:

Although Tom qualified for services on 06/02/17 Tom did not receive services due to Tom not attending Vista preschool. Several factors prevented mother from being able to bring Tom to receive services.

Currently, Tom is a Kindergartener in a general education classroom. This is his first year at ABC. His home school is Pioneer, but he is here due to over enrollment. Tom previously qualified for speech services at Vista, but did not attend.

Attendance

This school year Tom has struggle to get to school either on time or at all. He currently has been tardy 16 days, has 9 excused absences and 12 unexcused absences totaling 21 days absent. The average number of absences for a student in a given school year is 7 and beyond 10 absences is considered excessive.

CLASSROOM AND PLAY OBSERVATIONS

Students were asked to do a “picture walk” about a new short story. Afterwards, they were going to guess what the story was going to be about (before reading it, based on the pictures). Some students raised their hands to guess what the story was going to be about including Tom. When he got called to share, he said “dog” clearly but the other words that he said were unintelligible. His teacher said “do you mean that the story could be about a dog pulling a rope?” Tom said “yes!”. Then, as the class looked at a different page in the same book, the teacher read a sentence that said “they have a pen” the pictured showed rabbits inside a pen on the grass. Tom raised his hand and when he got his turn to speak he said “pencil” then, his teacher explained more and mentioned that a pen is where the rabbits live and gave examples of other animals and the places where they live. When they moved to a different page, there was a picture that illustrated

CONFIDENTIAL

kittens. Tom raised his hand to participate and said some unintelligible words; teacher said “are they going to jump on the bed?” Tom said “yes!”. Then, the teacher moved on to the next activity where students were going to use crayons to find specific words within their story books. Tom started to use a blue crayon before the teacher finished giving directions, his teacher redirected him to wait until she finished giving directions. When the teacher finished, Tom started to do his work, then his teacher approached him to look at the work that he was doing (she also approached other students in the class, as she was walking around the classroom). After he finished searching words, he started to color his picture book (Tom was coloring his book standing up). The teacher gave directions to all students to put their picture books inside their “reading folders” and then into their “mailboxes”. Tom pushed his peers as he tried to get by, towards his mailbox, he did not use his words to get through. His teacher redirects him not to push his peers, then he sat on the floor and waited there while other peers were putting their “reading folders” away. His teacher asked him to stand up, so that other students could also get through. Tom pushed a peer on his way back to his seat. The teacher saw him pushing his peer and told him not to push other students. Tom said, “She pushed me!”; his teacher said “I saw you”. When Tom got back to his desk, he started talking to a peer who was sitting behind him. When the teacher started explaining about this math activity, he turned toward his teacher and made eye contact. Teacher said, “Now, we are going to practice “taking away” (subtraction) using stories. So, if you have 5 donuts and I eat 3, how many donuts do you have left?” students, including Tom responded “2”. After explaining different examples, she said, “I will pair you up with a peer and I will give you 5 counters for you and your peer to create your own stories.” Tom and his peer sat on the floor and started working on their stories. Tom said, “I want to eat one donut”, his peer said “Then, I will have 4 left”; peer said, “I have 5 sandwiches and I eat 5, how many would I have?” peer answered his own question and said, “0!”. Tom said, “I win!” peer said, “No, it’s math time.”; Tom said, “I win!” and then his peer continued giving examples and Tom continued saying “I win!”. Then, the teacher told all students to go back to their desks and to put their heads down. When all students were at their desks, their teacher said “Now, clap once if you can hear me” most students clapped once, then she said, “If you can hear me clap zero times” Tom was the only student who clapped twice. The teacher started giving directions about what they needed to do next. Tom was playing using his hands with his peer who was sitting behind him and his teacher redirected both students to stop.

At recess, Tom is animated having fun playing with his peers. He is generally well liked although has difficulty at times making himself understood, it does impact his peer relationships as extra time is taken to be understood or frustration occurs. Also, Tom’s attention often shifts quickly leaving friends puzzled or sometimes bowled over as he rushes past.

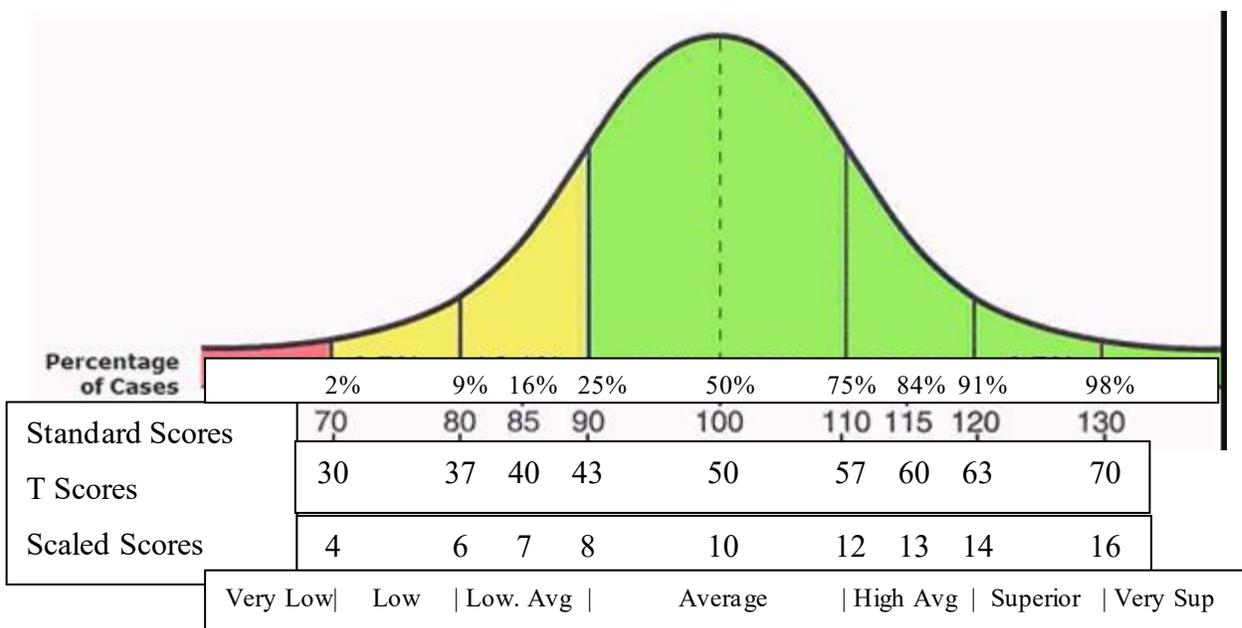
ASSESSMENT RESULTS AND CLINICAL INTERPRETATION OF FINDINGS

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

CONFIDENTIAL

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 above descriptors. The following chart provides descriptive ratings for Standard Scores (mean of 100 and standard deviation of 15) T scores (with mean of 50 and standard deviation of 10) and Scaled Scores (mean of 10 standard deviation 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	121-130	63-70	14-16	92-98
High Average	111-120	57-63	12-14	76-91
Average	90-110	43-57	8-12	25-75
Low Average	80-89	37-42	6-8	9-24
Low	70-79	30-36	4-6	2-8
Very Low	<70	≤30	≤4	≤2



Brigance Comprehensive Inventory of Basic Skills II:

Assessment observations: Tom came willingly to testing. He was very inquisitive and had lots of things to say. It was difficult to understand all of the things Tom was trying to convey. Tom looked around during testing and was easily distracted while working. He did appear to be working to the best of his ability, but just needed quick reminders to refocus on the task at hand.

Assessment Results:

Behavioral Observations During Cognitive Processing Assessment

Tom had no difficulty transitioning from class to come for his evaluation. He smiles easily and we chatted a bit. He was very curious and his gaze shifted all over the room asking about different items or pictures. One on one Tom was able to remain engaged and persevere on most tasks, but on some tasks, even though Tom remained focused, task completion would take a much longer than one might expect given his problem solving strengths. These sustained attention bursts take quite a bit out of him and a noticeable amount of effort. Generally speaking Tom was able to attend to more complex type problems because he finds them more engaging than more simple, mundane, repetitive tasks but this has its limits. There appears to be some executive functioning issues, especially with language loaded tasks along with attention that are impacting Tom’s performance. The following assessment results will better explain his cognitive processing strengths and weaknesses that are impacting his educational performance.

Cognitive Processing

The chart below reports scores from selected subtests from the Differential Ability Scales 2nd Edition (DAS-II), Comprehensive Test of Phonological Processing 2nd Edition (CTOPP-2) and Neuropsychological Assessment 2nd Edition (NEPSY-2) organized by cognitive ability area according to Cross Batter Assessment (XBA) technique (based on factor analytic loading of subtests). Cells that are darkened represent overall estimates that have been calculated using test makers criteria or if indicated by an “*” the XBA formula.

Cognitive Expression – Crystallized ability 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. A narrow ability is lexical knowledge – breadth and depth of one’s vocabulary. The DAS-II’s Verbal Ability cluster represents Tom’s verbal knowledge and reflects his use of the English language to reason and solve problems. Tom did not have difficulty completing verbal tasks that required him to recognize and articulate similarities between words (Similarities) or defining words (Word Definitions). Tom obtained a Verbal Cluster Composite estimate places him in the very low to low range of his peers. The data for Cognitive Expression is found below. This assessment should not be confused with a speech and language assessment which covers this area in far more detail.

Subtest	Broad Ability Category	Specific Narrow Ability	T Score	Standard Score	Percentile Rank
Verbal Comprehension (DAS-II)	Crystallized Ability	Listening Ability (expressive)	30		5
Naming	Crystallized	Lexical Knowledge	33		2

CONFIDENTIAL

Vocabulary (DAS-II)	Ability	(expressive)			
	Verbal Cluster Composite	Confidence Interval 60-78 Very Low to Low range		67	1

Cognitive Conceptualization is the process of using information in an increasingly more complex and fluid manner. This is often called, abstract thinking, fluid reasoning, the ability to solve novel problems; that is, problems that cannot be solved by simply relying on previous situations or solutions. This processing area allows a person to make generalization or inferences. For the DAS-II this processing area is captured using subtests that assess Inductive skills - 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. The Nonverbal Reasoning cluster of the DAS-II represents Tom's ability to interpret and organize visually perceived material and to generate and test hypotheses related to problem solutions. Tom had no difficulty finding figures that correctly completed a matrix (Matrices) or Picture Similarities. Tom it is quite possible that his ability may even be better due to how quickly and possibly impulsively he responded. He was reminded to slow down after each problem, but even with the one on one prompting, he would continue to answer quickly. Therefore, even though his estimated ability in this area falls in the average to high average range, this may be under predicting his ability and should be viewed as a low end estimate. Working Memory is also a component of Cognitive Conceptualization but is described below in conjunction with Attention below.

Subtest	Broad Ability Category	Specific Narrow Ability	T Score	Standard Score	Percentile Rank
Picture Similarities (DAS-II)	Fluid Reasoning	Induction	57		76
Matrices (DAS-II)	Fluid Reasoning	Induction	60		84
	Nonverbal Reasoning Cluster Composite	Confidence Interval 104-122 Average to Superior range		115	84

Attention is the process of being able to focus on a specific a given stimuli (object, task, instruction), sustaining that attention and redirecting attention (shifting focus) when it is required by the learning or function of the situation. The vast majority of individuals can attend when what they are attending to is of high interest or emotionally engaging. Tom more than most needs this in order to sustain his attention. One on one attention, or the attention of others provides him with some emotional engagement to remain focused depending on his relationship with that individual for a time depending on his interest in the task. He has a strong desire to please and work for rewards, but again depending on

CONFIDENTIAL

his interest in the task itself he can become fatigued or restless. Where most individuals can also attend even when material is not of interest, Tom struggles. When material is not of interest to him, or is impacted by another processing area deficit making the task even more challenging for him, Tom can become uncomfortable as the mental effort required to sustain attention, is far more fatiguing for him than to his peers. This discomfort can cause him to be distracted or use diverting behaviors, the dropping of his pencil, rummaging through his desk. It may also manifest in mental fatigue having to work twice/three times harder to sustain focus than it would for his peers, causing him to take extra time. To assess the impact of sustained attention compared to sustaining attention with working memory on a very basic task the NEPSY-2 Auditory Attention and Inhibition were given. For Auditory Attention, Tom's estimate places him at the 5th percentile, in the low range. Tom had more difficulty not making errors (low average) than correctly reacting to the target (low to low average range. The combination of both again places him in the low range. Inhibition Naming where unlike Auditory Attention Tom is in control of the rate of speed he is slow and error prone on this task. Just having to label figures are squares or circles is not terribly interesting and there are a lot on the page. Ironically the task took him 3 minutes and 27 seconds (approximately the same length of time as the Auditory Attention task). His performance compared to his peers was in the very low range. Increasing the level of difficulty by adding working memory requiring him to inhibit his behavior (say circle when he see a square and say square when he sees circle) improved his performance as the task became more interesting. Still within the very low range but, individually for the Time to Complete and Total Errors were in the low range. The ability to attend impacts one's ability to follow directions. A measure of this would be Comprehension of Instruction. His lexical knowledge (understanding word meaning) is intact, but following a sequence of instructions, even with visuals involves sustained working memory, planning and organization (an executive functioning skill), and falls in the low end of the low range for Tom. This data suggests that Tom's attention difficulty can objectively be measured and is impacting his ability to learn and follow directions.

Subtest	Specific Narrow Ability	Areas Measure	Scaled Score	Percentile Rank
NEPSY-2 Auditory Attention	Sustained Attention and Impulse Control	Total Correct	7	16
		Commission Errors		6-10
		Combined	5	5
NEPSY-2 Inhibition Naming	Sustained Attention and Impulse Control	Completion Time	1	
		Total Errors		<2
		Combined	1	0.1
NEPSY-2 Inhibition Inhibition	Sustained Attention, Impulse Control and Working Memory	Completion Time	5	5
		Total Errors		2-5
		Combined	3	1

CONFIDENTIAL

NEPSY-2 Comprehension of Instruction	Listening Ability		4	2
--	-------------------	--	---	---

Cognitive Association is the process of acquiring information in memory, and the system for relating that information to previously learned information to develop patterns or logical groups. This is a foundational process that is required for more complex operations that take place in conceptualization. Ability retrieve information from memory is a key component to Cognitive Association. In the task Recall of Objects Tom has a list of 15 items he sees pictures of (read to him) and has to be able to recall them from memory (in any order). He does this well within the low average range. His ability to recall these objects immediately or with a 30 minute delay is nearly the same. This may be an underestimate of his ability as interest in the items or lack of interest in the items may impact is ability to recall tem due to his difficulty sustaining attention. Included in Cognitive Association is the element of efficiency, i.e. how fluidly one can retrieve information from long term memory. The CTOPP-2’s Rapid Naming Digits and Rapid Naming Letters were not able to be administered as he does not know his letters and numbers sufficiently yet to do the task. However, performance on Rapid Naming of Colors and Objects indicate Rapid Non-Symbolic naming to fall in the very low range. His ability to rapidly name colors was better falling in the low average range at the 9th percentile, however his ability to rapidly name objects fell in the very low range.

Subtest	Broad Ability Category	Specific Narrow Ability	T Score	Standard Score	Percentile Rank
Recall of Objects Immediate (DAS-II)	Long Term Retrieval	Free Recall	41		18
Recall of Objects Delayed (DAS-II)	Long Term Retrieval	Free Recall	39		14
	Long Term Retrieval *	Low Average to Average range		85	16
SUBTESTS	Broad Factor	Narrow Factor	Scaled Score	Standard Score	Percentile Rank
CTOPP-2 Rapid Color Naming	Long Term Retrieval & Storage	Naming Facility Rapid Non-Symbolic Naming	6		9
CTOPP-2 Rapid Object Naming	Long Term Retrieval & Storage	Naming Facility Rapid Non-Symbolic Naming	2		<1
		Descriptive Range			
	Naming Facility Rapid Non-Symbolic Naming	Very Low range		64	1

Auditory Processing (excluding phonological processing as it now has its own processing area) includes Auditory Memory Span-the ability to maintain information in primary memory and immediately reproduce it in the same sequence in which it was presented. Overall auditory memory span for Tom is estimated to fall in the very low range. It could be that he has some auditory processing difficulty that is also manifesting in his difficulty articulating sounds (see speech and language report). Short Term auditory memory is a processing area of significant weakness. However, Short Term auditory and visual memory (Recall of Objects) combined however as seen above falls within the low average range. Therefore visual supports will benefit Tom with respect to his learning.

Subtest	Broad Ability Category	Specific Narrow Ability	Scaled Score	Standard Score	Percentile Rank
Memory for Digits –CTOPP-2	Short Term Memory	Memory Span (auditory)	4		2
Nonword Repetition CTOPP-2	Short Term Memory	Memory Span (auditory)	1		<1
	Short Term Memory	Auditory Memory Estimate (Phonological Memory)		55	<1
			T Score	Standard Score	Percentile Rank
Recall of Digits Forward –DAS II	Short Term Memory	Memory Span (auditory)	26		1

Phonological Processing includes Phonological Awareness – the ability to access the sound structure of language at the phoneme level (phonological units that are used in various words) and Phonological Memory – the ability to code information phonologically in short term auditory memory (see above). Phonological processing is foundational for basic reading skills as the ability to decode and sound out words are directly related to this processing area, especially for unfamiliar words. Tom’s Phonological Awareness is estimated to fall in the low average range at the 9th percentile. Phonological Memory, as described above is estimated to fall in the very low range (see short term auditory memory above). It appears that there is some phonological awareness issues (low average range) which is most likely tied to his speech and language difficulty, and in addition to that very weak auditory memory a possible combination of weakness of auditory processing and attention. It is unclear at this time if Tom meets the definition of having a phonological processing deficit rather than a language and attention deficit. Therefore, even though this Phonological Processing is estimated in the very low range it is more likely when sounding out words Tom is having difficulty with retrieval fluency and short term auditory memory than it be due to a phonological deficit. Again, while Tom may not necessarily have the phonological type of Dyslexia, he may appear to have

CONFIDENTIAL

the Orthographic type, coupled with a significant attention deficit and working memory disorder as his rapid naming is very low.

Subtest	Broad Ability Category	Specific Narrow Ability	Scaled Score	Standard Score	Percentile Rank
Elision CTOPP-2	Auditory Processing	Phonetic Coding	6		9
Blending Words CTOPP-2	Auditory Processing	Phonetic Coding	6		9
Sound Matching CTOPP-2	Auditory Processing	Phonetic Coding	8		25
		Phonological Awareness Estimate		80	9
Memory for Digits –CTOPP-2	Short Term Memory	Memory Span (auditory)	4		2
Nonword Repetition CTOPP-2	Short Term Memory	Memory Span (auditory)	1		<1
	Short Term Memory	Auditory Memory Estimate (Phonological Memory)		55	<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 store and retrieve 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. Another narrow area is Visual Memory – the ability recall and reproduce from memory specific visually presented information or detail. The Spatial Ability cluster reflects Tom’s understanding of spatial relationships and use of hand-eye coordination. He had great difficulty constructing designs using solid cubes with black and yellow patterns on each side (Pattern Construction)estimated in the very low to low. And as mentioned before his visual memory after briefly viewing abstract line drawings and reproducing them from memory (Recall of Designs) gives an estimate in the very low to low range. Overall, his estimated Spatial Cluster Score fall in the average to high average range. Again these scores may be under predicting his true ability as he did rush his responses on some early easier items and did not receiving full credit, even though he was reminded to slow down and take his time.

Subtest	Broad Ability Category	Specific Narrow Ability	T Score	Standard Score	Percentile Rank
Copying	Visual Processing	Visualization	55		69

CONFIDENTIAL

Pattern Construction	Visual Processing	Visualization	46		34
	Spatial Cluster Composite	Confidence Interval 95-105 Average range		100	50

Sensory Motor Integration

Sensory Motor Integration skill is estimated based on the completion of abstract drawing on the Beery-Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI-6). Tom’s estimate of his visual motor integration places him in the average range with Standard Score of 92 and percentile of 55. Even though Tom’s tendency is to speed through this type of task, this assessor had him stop and take his time with each drawing to reduce the impact of impulsivity and inattentiveness. This should be viewed as a low end estimate.

Adaptive Functioning

There is some slight difference between the adaptive behaviors reported by mother and teacher but domain areas they see as stronger or weaker are consistent. Conceptual, Social and Practical domains fall in the very low to average range. A breakdown of these domains follows.

ABAS-3 Domains	Subtest	Parent Standard /Scaled Scores	Parent %ile	Parent Range	Teacher Standard /Scaled Scores	Teacher %ile	Teacher Range
Conceptual		64	1	Very Low	61	0.5	Very Low
	Communication	2			3		
	Functional Pre-Academics	4			4		
	Self-Direction	3			5		
Social		74	4	Very Low to Low Average	87	19	Low Average to Average
	Leisure	5			7		
	Social	5			8		

CONFIDENTIAL

ABAS-3 Domains	Subtest	Parent Standard /Scaled Scores	Parent %ile	Parent Range	Teacher Standard /Scaled Scores	Teacher %ile	Teacher Range
Practical		79	8	Low to Low Average	96	39	Average
	Community Use	6					
	Home-Living/ School Loving	6			9		
	Health and Safety	5			9		
	Self-Care	7			11		
General Adaptive Composite		68	2	Very Low to Low	78	7	Low to Low Average

The Conceptual domain involves competence in memory, language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving, and judgment in novel situations, among others. The adaptive skills that make up this domain are Communication, Functional Pre-Academic and Self Direction skills. Both parents and teacher estimate Tom's Conceptual skills in the very low range and this is most likely due to his language deficit.

The Social domain involves awareness of others' thoughts, feelings, and experiences; empathy; interpersonal communication skills; friendship abilities; and social judgment, among others. The adaptive skills that make up this domain are Social and Leisure Skills. Parent sees Social Skills in the very low to low average range and teacher sees it more in the low average to average range.

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. The adaptive skills that make up this domain are Home and School Living, Health and Safety, Self Care and Community Use. Mother sees his practical skills more in the low to low average range and teacher sees them more in the average range.

Overall Adaptive Behavior is estimated by both parent and teacher to fall in the very low to low average range.

Intellectual Disability is met when:

- When a significant number of Basic Psychological process are significantly low that they do not fit an Otherwise Normal Cognitive Ability Profile. This happens when a significant number of the Basic Psychological Processes fall around 2 standard deviations below the mean

CONFIDENTIAL

(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 is 2 standard deviation below the mean in the very low to low range and can be as high as the 5th percentile (low range) with the standard error of measure. Many of Tom's estimated basic psychological processes fall in the low average to high average range, therefore this element is not met.

- One or more of his adaptive behavior domains falls 2 standard deviations below the mean. In Tom's case one of the three domains: Conceptual across environments is significantly low however this can be explained by his language deficit.
- As the neither of the two standards are met, it does not matter that Tom is within the developmental period (less than the age of 18 years old).

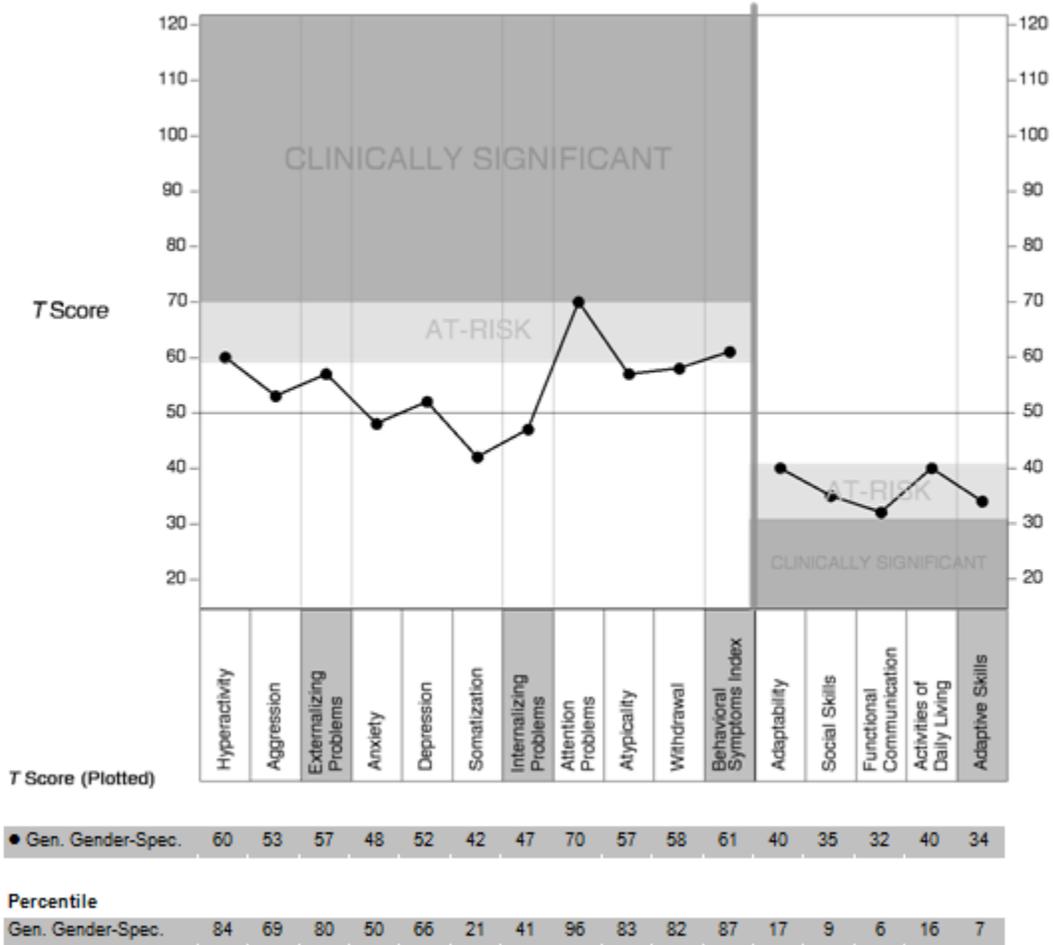
Social-Emotional Functioning

Mother reports, that Tom "speaks of his dad often which is an absent parent. But talks as if they spend multiple hours of the day together. (#135 Does weird things) Says phrases over and over, plays under his bed with toys. Seeks more attention than necessary then complains that he's not a baby and does not need the attention because "I am a Big Boy!" Teacher reports that Tom is a happy child and has a good attitude. In the speech room as well as classroom Tom struggles to pay attention and stay on task.

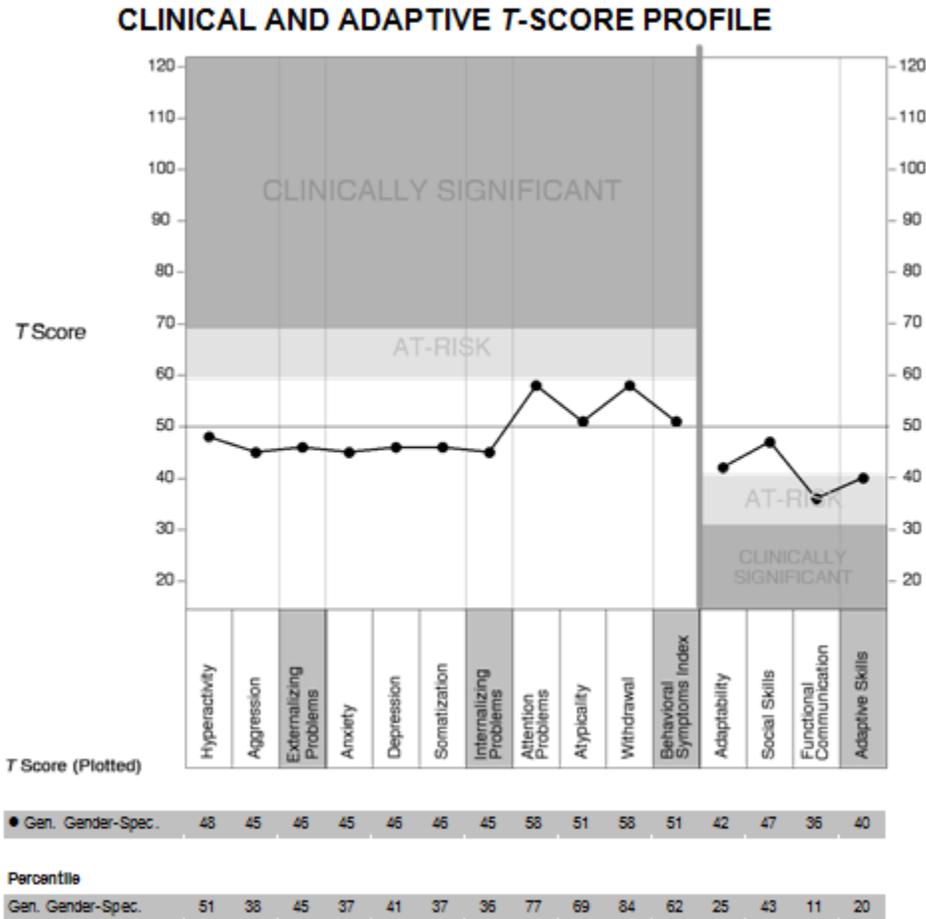
Mother and Teacher were given the BASC-3 Rating Scale to complete. A graphic representation of the results follows:

Mother

CLINICAL AND ADAPTIVE T-SCORE PROFILE



Teacher



Mother’s profile of BASC-3 scale scores for Tom does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems, but significant for Attention Problems scales. Even though overall Externalizing Problems were not significantly elevated his Hyperactivity Scale was in the At Risk range. . His teacher does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems or Attention Problems Scales. This suggests the absence of clinical syndromes associated with these scales. However, in speaking with Teacher, she is making allowances for his difficulty with his communication, and therefore in looking at is profile attention is rated near the At Risk range as is Withdrawal. Mother rates his Adaptive Scales as impacted as well, and these stem from his difficulty with his ability to communicate, and his difficulty sustaining attention. His teacher also sees his difficulty with functional communication as well (Clinically Significant) also suppressing in other scales. Children with elevations on the Attention scale likely struggle to remain focused and on task for sustained periods of time. They may be easily distractible, forgetful, and disorganized. Attention problems may indicate the presence of attention-deficit/hyperactivity disorder (ADHD). This profile is also characterized at least at home by an above average Hyperactivity scale score. In making diagnostic considerations regarding the possibility of ADHD, such a profile is probably at this time more consistent with diagnosis of ADHD predominantly

CONFIDENTIAL

inattentive presentation, as opposed to predominantly hyperactive/impulsive or combined presentations. The increased activity often observed may be more due to difficulty cognitively regulating and thus requiring physical movement to aid him to sustain his attention when tasks are not of interest.

Both parent and teacher were given the Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2).

T- Score	Guideline
70+	Clinically Elevated/Significant
65-69	Potentially Clinically Elevated
60-64	<i>Mildly Elevated</i>

Scoring Summary Table				
Scale/Index/ Composite	T Score	%tile	T Score	%tile
Inhibit	69	96	51	65
Self-Monitor	74	98	61	93
Behavior Regulation Index	72	97	57	77
Shift	55	77	53	68
Emotional Control	64	91	50	76
Emotional Regulation Index	60	84	52	72
Initiate	67	98	60	90
Working Memory	72	99	69	96
Plan/Organize	73	99	62	92
Task-Monitor	66	97	63	92
Organization of Materials	70	99	68	97
Cognitive Regulation Index	71	99	68	92
Global Executive Composite	75	99	63	86

Global Executive Composite

The GEC is an overall summary that incorporates the BRI, ERI and CRI. When BRI, ERI and CRI scores differ from 11 points or more obscures important differences and doesn't

CONFIDENTIAL

adequately represent the child and the various Index Scores should be looked at more closely. Both parent and teacher GEC's have Index scores that differ by 11 points so the other Index scores should be look at.

Behavior Regulation Index

The BRI represents a child's ability to regulate and monitor behavior effectively. Appropriate behavior regulation is precursor for cognitive regulation and allows for, systematic problem-solving and broadly supporting appropriate self-regulation. Children who are unable to inhibit impulses and monitor their impact on others and their surroundings are likely to have difficulty with several aspects of cognitive regulation. Mother reports this as an area that is Clinically Elevated and teacher sees it mildly elevated for Tom. It could be different expectations home verses school or the more activity of the classroom hold his attention more than the quiet of home.

Emotional Regulation Index

The ERI represents ability to regulate their emotional responses, such as their response to changing situations. Recent research shows that emotional regulation is a precursor to effective cognitive regulation. Both parent and teacher do not see this as an area of concern for Tom. For mother this barely register as a mild area, for teach not at all.

Cognitive Regulation Index

The CRI represents the ability to control and manage cognitive processes and problem solve effectively. Cognitive regulation is required for executive processing of higher order problem solving, learning and recall of complex information and strategic application of knowledge. Parent and teacher report concerns in this area with mother Clinically Elevated and teacher Potentially Clinically Elevated. Within the cluster parent and teacher see different areas of weakness but they both agree that Working Memory and Organization of Materials are of the most concern. This is consistent with children with ADHD – Predominantly Inattentive Type.

SUMMARY AND RECOMMENDATIONS

Overall Summary:

Tom is a very sweet nearly 6 year old who wants to please and appears to be experiencing some difficulty speaking. While he has not been diagnosed with ADHD, he does appear to meet the characteristics for predominantly inattentive type. In addition to attention (which also impacts his short term auditory memory), he also has significant difficulty with an aspect of Cognitive Association - in the area of expressive fluency-Non-Symbolic as he has not learned his letters one may assume difficulty with Symbolic or Orthographic Processing and Cognitive Conceptualization – Executive Functioning – working memory. At this time phonological processing may be better explained by his speech and language weakness (see speech and language report). Tom's academic assessment reported by teacher indicates relative strengths in the areas of gross and fine motor skills. Tom is able to write clearly and legibly. He appears to struggle oral expression, listening comprehension, math concepts and learning his letters and numbers.

Eligibility

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.

Specific Learning Disability

Based on evaluation results and observations, Tom does appear to meet the eligibility for criteria for Specific Learning Disability (SLD). As a cognitive ability estimate cannot be obtain given Larry P and CDE prohibition a pattern of strengths and weaknesses will be used.

Given a pattern of processing strengths in: Cognitive Conceptualization, Visual Processing, Phonological Processing and Sensory Motor Integration in the Low Average Superior range.

Given a pattern of processing weaknesses in: Attention, a narrow area of Cognitive Conceptualization (Executive Functions - Working Memory), Cognitive Association (Orthographic Processing), and Auditory Processing (short term auditory memory) which are directly linked to poor academic performance in: oral expression (see speech and language), basic reading skills, reading comprehension, reading fluency, mathematical calculation, and mathematical reasoning as measure by standardized assessment and classroom performance. However, given the number of absences and truancy there is an exclusion factor in for SLD CCR 3030 (b) (10)). "A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance." 21 days absent and 16 days tardy is more than a 1/3 of his current school year to date. The team will need to discuss if he had been here would his processing deficits still have hampered his academic progress to the extent he would need specialized services or could his needs have been met in the general education classroom.

Other Health Impairment

Based on evaluation results and observations, Tom does appear to meet the eligibility for criteria for Other Health Impairment (OHI) due to having limited alertness with respect to the educational environment that is due to the chronic health problem consistent with attention deficit disorder hyperactivity disorder (predominantly inattentive type), adversely affects a child's educational performance. However, his attention as well as other processing areas appear to be impacting his ability to learn, rather than just alertness and therefore SLD is the more appropriate eligibility category as OHI does not address anything additional for the IEP team to consider, which isn't already met under SDL.

Intellectual Disability

Based on evaluation results and observations, Tom does not appear to meet the eligibility for criteria for Intellectual Disability (ID) for the reasons outline: The majority of Tom's estimated cognitive processing falls in the low average to superior range, and the one

adaptive behavior domain that falls in the significantly low range is accounted for due to language deficits not cognitive processing.

EDUCATIONAL RECOMMENDATIONS:

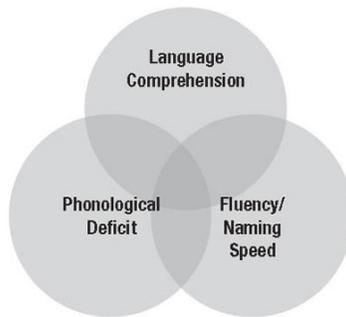
To Increase Tom's attention
<p>Tom's inability to remain on task and sustain attention is related to his level of interest. In order to attain Tom's attention, and thus his capacity for learning, create a <i>highly engaging curriculum</i> that does not tax processing area weaknesses.</p> <ul style="list-style-type: none">• Use Tom's areas of interest - Whenever possible, use topics that are of a high interest to Tom. This will increase his attention and engagement.• Teach using thematic instruction - Bridge academic content and functional activities together. Integrate reading, math, social skills, science, into activities related to the theme. This will help increase Tom understanding, attention, engagement, and ability to apply the learned skills.
Creating meaningful curriculum
<p>In order for Tom to gain the most from his education, the material being taught to him needs to be meaningful and is at the heart of the state standards. When Tom is being taught new skills or information, he needs to be able to understand and apply what he is using. When learning is meaningful and when he is able to see the purpose of the task that he is completing, he will be more likely be able to retain the information will thus be increasing the ways that he can be successful.</p> <ul style="list-style-type: none">• Continue to teach academic skills – Tom has demonstrated the ability to learn rote academic skills, so this should be encouraged. However, do not teach academic skills in isolation where he will 'overlearn' them in a decontextualized environment and then not be able to apply them. Focus on helping him apply learned information through the experiential curriculum, not via packets, worksheets or paper and pencil tasks that involve copying.• Use accommodations so that Tom can produce 'products' – Spelling may hamper Tom's ability to produce written work. Consider using alternative means for Tom to produce written work or products to demonstrate his learning. Some examples may include: using the computer or access to a word bank of high frequency words associated to the topic being written about

Need for intensive literacy instruction

Research in literacy has identified three primary types of reading disabilities:

- ***Phonological deficit*, a problem in the phonological processing system of oral language, which for Tom could be manifesting as part of his speech and language deficit.**

- **Processing speed/orthographic processing deficit, affecting speed and accuracy of printed word recognition (also called *naming speed problem* or *fluency problem*) which for Tom does appear to have.**
- *Comprehension deficit*, often coinciding with the first two types of problems, but specifically found in children with social-linguistic disabilities (e.g., autism spectrum), vocabulary weaknesses, but could be due to generalized language learning disorders, and learning difficulties that affect abstract reasoning and logical thinking. At this time this is not clear if this is impacting Tom other than part of his language delay.



Subtypes of Reading Disability
Moats and Tollman

“

As indicated in the above diagram, individual students may have overlapping deficits.

The International Dyslexia Association for instance defines Dyslexia as an overlap of phonological and fluency/naming speed deficits. “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Given this definition Tom could meet the technical definition of Dyslexia, as he does delays in learning to read his letters and numbers.

Reading instruction

Provide balanced literacy instruction. A balanced literacy program includes instruction in five areas identified by the National Reading Panel:

- Phonological awareness
- Phonics and sight words

CONFIDENTIAL

- Reading fluency
- Vocabulary
- Reading comprehension

Balance means that all areas are included; however, all areas need not receive equal emphasis at all times. Tom will benefit from targeted reading instruction. This instruction should be balanced, but focus on helping him to develop reading skills by emphasizing synthetic and analogy phonics. In addition to phonics, referencing the topic of what is being read directly prior to reading will aid in language comprehension skills to help him recognize words in context. It is crucial that given his attention problems that materials that are given for him to read are of high interest as possible.

Also accommodations for his executive functioning needs might include guided notes in order to decrease the organizational demands of note-taking, assignment notebooks to organize homework assignments, or pointed questions prior to reading assignments in order to improve comprehension.

It may be beneficial for the family to seek support through their pediatrician and other support groups such as CHADD.org (Children and Adults with Attention Deficit Disorder), where information on how to support children and adults throughout their lives with ADHD (and local support groups can be found).

It is also highly recommended that parent take this report to his pediatrician to explore and possible medical resources available to the family. Tom is doing the best he can to attend, and trying hard on his own and being as smart as he is he may begin to start doubting how smart he is as he puts so much effort but is not advancing where his less capable peers are out pacing him. Remember, it is not for lack of effort or trying that his holding Tom back. He is doing his best.

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. .

It is will be important to incorporate any findings from the speech language pathologist given the expressive language retrieval fluency difficulty observed in this assessment and incorporate any speech and language support services that may be needed in this area.

These findings and recommendations, 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.