

REEVALUATION REPORT (RR)

Student Name:	Logan		
Date of Report(mm/dd/yyyy):	Date Report Provided to Parent/Guardian/Surrogate:		
Student Birth Date:	Age: 10	Grade: 4th	
Local Education Agency (LEA):	SOUTH ALLEGHENY SD/IU03		
School Student is Attending:	South Allegheny Elementary		
Current Educational Program:	Supplemental Learning Support		
County of Residence:	Allegheny County	Phone(Home):	
Name and Address of Parent/Guardian/Surrogate:		Phone(Home):	
		Phone(Work):	
		Phone(Cell):	
		Email(Home):	
		Email(Work):	
15133			

Date IEP Team Reviewed Existing Evaluation Data:

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

I. SUMMARIZE INFORMATION REVIEWED

Complete Items 1 through 7 for all students.

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:

Logan is a 4th grade student who attends South Allegheny Elementary School. According to his previous Reevaluation Report, dated 11/10/15, Logan qualifies to receive special education services under the primary disability category of Autism, with a secondary disability of Speech and Language Impairment.

According to school nurse Sheryl , records on file indicate that Logan has been diagnosed as having autism, asthma, ADD, and OCD. Logan passed his vision screening that was administered in 4th grade.

There are no known cultural factors related to his disability.

In regard to adaptive behaviors, Logan has shown much improvement. In the past, he was assigned a personal care aide to assist him throughout portions of the day. The PCA would help Logan manage his stress/anxiety, initiate tasks, attend to tasks, and engage with others. During his 4th grade year, Logan has not demonstrated the need to require a PCA. With a daily behavior chart that addresses work completion in the school setting, Logan is able to initiate and complete tasks. He is motivated by earning ipad time and time to build with legos/blocks. He engages with his peers in academic and non-academic settings. He has recently begun asking for a break when needed and has not used breaks for avoidance purposes at all.

Logan does benefit from having a scheduled daily sensory break. Currently, he utilizes the SAE sensory room during the last 10 minutes of his lunch period. However, he prefers to remain with his class during days they have recess.

2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):

The IEP team met three times this school year thus far. Mrs. G , Logan's mother, expressed some concerns regarding his ability to comprehend in both academic and social situations. As a result of this concern, she requested that a full re-evaluation with updated testing be conducted.

Other concerns expressed involved Logan's homework being sent home, his tracker initialed, and all materials being packed and unpacked from his folder.

3. Aptitude and achievement tests:

According to Logan's previous Reevaluation Report, dated 11/10/15, the following information regarding his Speech and Language performance was as follows:

Articulation - In May 2015, Logan completed the Goldman Fristoe 2- Test of Articulation which assesses an individual's ability to produce target consonant sounds in varying word positions. Logan correctly produced early developing sounds in all assessed positions at the word level and the standard score was equivalent to 91. His sound errors included the substitution of v/voiced th and f/voiceless th in the medial position only and the phonological error pattern of gliding of liquids (producing a /w/ for /l/) in the initial position of words and blends. Logan's speech was completely intelligible to the listener. His voice quality and speech fluency was unremarkable.

Language - In May 2015, Logan completed the following sub tests of the Clinical Evaluation of Language Fundamentals: Concepts & Following Directions - Logan showed an understanding of many concepts including inclusion/exclusion, location, sequencing, and temporal concepts. He followed multi-level directions adequately and received a scaled score = 11.

Word Structure - Logan used regular and irregular plural tenses, possessive nouns, and regular and irregular past tense forms correctly. His ability to used comparative and superlative terms are emerging. Logan scaled score was = 10.

Recalling Sentences - Logan repeated sentences of increasing complexity sufficiently. His scaled score was equal to 9.

Formulated Sentences - Logan used given words to independently formulate sentences to describe pictured scenario. He exhibited difficulty formulating sentences when the target words were conjunctions (and; before; unless). His raw score was equal to a scaled score of 6.

Expressive Vocabulary - Logan exhibited strong vocabulary skills and named items correctly when shown a picture. His scaled score was equal to 12. Logan was cooperative and remained seated for time periods up to thirty minutes. He requested repetition of directions and sentences to recall and did not exhibit signs of frustration when unable to have these portions reread. Logan has demonstrated appropriate language use when describing pictures during speech/language tasks. Intervention has mainly focused on social language use in one-on-one, small group and classroom settings.

Cognitive

Logan was administered the Wechsler Intelligence Scale for Children – Fifth Edition (WISC -V) on October 14,2015. The WISC-V employs various problem-solving tasks (both verbal and nonverbal) in order to measure current levels of cognitive functioning.

This administration of the WISC-V indicates that Logan is functioning within the average range of intellectual ability (FSIQ=92). He performed as well as or better than 30% of his same age peers.

Logan's verbal ability, as measured by the Verbal Comprehension Index (VCI), is in the low average range (VCI=89).

Logan's logical, abstract and sequential reasoning is measured by the Fluid Reasoning Index (FRI). He demonstrates a relative weakness in this area, which is low average (FRI=82).

Logan's working memory, as measured by the Working Memory Index (WMI) is in the high average range and a strength (WMI=110).

Logan's speed of mental operations, as measured by the Processing Speed Index (PSI), is average (PSI=105).

Academic

Logan was administered the Woodcock-Johnson Test of Achievement – Third Edition (WJIII) on October 14, 2015.

Logan's broad reading achievement is in the average range (102). His basic word identification (105), speed and accuracy in reading short sentences (104), phonics usage (99) and reading comprehension (94) are within the average range of ability. Logan was able to use phonics to sound out words and gain meaning from text. He was also able to read short sentences quickly and accurately.

Logan's broad math achievement is in the average range (106) and a relative strength. Logan demonstrates significant strengths in his high average speed and accuracy of completing basic math facts (119). His math reasoning and problem solving are average (106), as well as his written computational skills (98). Logan successfully completed basic addition and subtraction facts and questions pertaining to money and time.

Logan's broad written language achievement is average (104). Significant strengths are noted in his speed and accuracy in writing short sentences, which are high average (119). His spelling abilities are average (99), as well as his written expression (92). Logan was able to spell words and construct short sentences employing basic knowledge of sentence structure.

Data from the 2016-2017 school year

The following are Logan's grades from the first and second grading period of his 4th grade year.

English-87, 92
Reading-80, 86
Science-87, 91
Spelling-97, 99
Social Studies-93, 97
Conceptual Math-88, 82
Fundamentals of Math-88, 87

On his 3rd grade PSSA's, Logan scored within the "basic" category on the ELA assessment and "proficient" on the math assessment.

4. Current classroom based assessments and local and/or state assessments:

Local Assessments

The CDT (Classroom Diagnostic Tools) assessment was administered to Logan twice thus far during his 4th grade year, once in September of 2016 and again in December of 2016. On the Reading portion of the assessment, Logan's overall score decreased from a 696 to a 648. His scores in the area of Key Ideas and Details in both literature and informational text also decreased. His score in Integration of Knowledge/Ideas in literature did increase, but it decreased in Informational text. His Vocabulary Acquisition and Use decreased as well. The goal range for 4th grade students' scores are from 826-1040.

On the Math portion of the assessment, Logan's overall score decreased slightly from 861 to 856. His performance increased in the areas of Numbers and Operations and Algebraic Concepts. His performance decreased in Geometry, and Measurement, Data, and Probability.

Classroom Based Assessments

In math, Logan has demonstrated the ability to estimate, add, and subtract. He can compose and decompose numbers and understands place value concepts. Logan can round numbers to given place values. He can also multiply by 1 digit numbers. At this point in the school year, Logan is working toward mastering skills involving factoring numbers, multiplying by 2 digit numbers, and performing long division. Because these math skills are more recently introduced and new skills, he may require some support at times. Mrs. W , 4th grade Conceptual Math teacher, often sits with Logan and ensures he understands what each question/problem is asking of him. Mrs. B , special education teacher, provides questioning to keep him advancing through multi-step problems. She also provides reassurance, as he often looks at her to gauge if he is on the right track or not.

In terms of his grammar and written expression skills, Logan can identify the 4 types of sentences. He identifies subjects, predicates, simple subjects, and simple predicates. Logan can identify when commas are needed to join compound sentences with conjunctions. He places commas in the appropriate spots. Logan is also able to identify and correctly capitalize proper nouns. At times, Logan can be very hesitant to write. It is important to note that we are seeing improvement, though. In Feb. of 2017, Logan wrote a narrative essay for his English class with Mrs. D . Mrs. D allowed Logan to work on the essay in a series of smaller steps as opposed to writing all at once. This appears to have made the task seem less overwhelming as Logan completed it with no hesitation at all. In fact, he even initiated going to her room in the mornings during homeroom to work on the essay. The focus of Logan's essay was regarding a time when someone helped him. He wrote about how coming to Mrs. B 's room for breaks is helpful. He included details about how he earns the ability to use her ipad if he completes work. Throughout the essay, Logan was able to remain focused on the topic. He included details and specific examples. All sentences began with a capital letter and had end punctuation. He wrote a total of 11 sentences. Although it didn't follow the exact essay format that Mrs. D provided, there was an attempt at an introduction, body, and conclusion.

In reading, Logan tends to do better with literal comprehension skills as opposed to inferential comprehension skills. However, we are beginning to see improvements in his overall comprehension skills in the classroom. Logan is able to identify and interpret idioms. He also can identify elements of drama and differentiate between fact and opinion. Logan has some difficulty with skills involving interpreting author's purpose, identifying theme, and drawing conclusions/making generalizations.

5. Observations by teacher(s) and related services provider(s), when appropriate:

Mrs. B , special education teacher, observes Logan on a daily basis during transition from his English to Reading class. Logan greets her, as well as Mr. D , as he is walking by. He hands his daily behavior chart clipboard to Mr. D as he is entering the classroom. While waiting in line, he initiates and engages in conversations with his classmates.

Mr. D , reading teacher reports that Logan has shown a real improvement in terms of his participation. He is much more engaged in classroom lessons, activities, and discussions. His responses are often correct and related to the topic of the lesson. Mr. DeBellis further reports that Logan finds the daily behavior chart to be very motivating and allows Logan to go to Mrs. B 's classroom at the end of class, provided he has completed his work and behaved appropriately.

On occasion, Logan has become frustrated during class. However, what used to involve him completely shutting down, refusing to interact with the adult trying to help, and refusing to leave the classroom has now significantly improved. Both Mrs. D , English teacher, and Mr. Y , Fundamental Math teacher, report that they each observed Logan to become frustrated one time since beginning use of the behavior chart. In these instances, Logan put his head down for just a few moments then picked it back up and became engaged in the lesson once again. It is the opinion of the 4th grade team that Logan is making great progress in terms of his behavior when upset or frustrated. He is able to take quick self-directed breaks during class.

Speech and Language 2017: Logan exhibits typical receptive and expressive language skills, however, Logan demonstrates difficulty with pragmatics/social language. He receives Speech and Language Support within the small group setting for one thirty minute session per month. Since reducing the frequency of service at his IEP meeting on 12/6/6, Logan has demonstrated appropriate social behaviors, as measured by a check list, on 100% of opportunities in 3 out of 3 sessions. Logan appears to enjoy being with his peers. He freely converses with others, occasionally requiring redirection back to the task. In small groups, Logan has been observed to correct peers, however this behavior has lessened within the small group setting.

Logan was given pictures and descriptions of several social scenarios that he was asked to provide a response for what to say and/or do in each situation. Overall, Logan demonstrated the ability to use facial expression, body language and environmental clues to infer how a person may be feeling, what they may say, or why. He did demonstrate some difficulty interpreting indirect language, taking another's perspective and/or using their perspective in decision making as well as mild difficulty providing appropriate examples for how to repair communication breakdowns or misunderstandings.

Logan's social communication has also been observed during lunch and recess, in order to address pragmatic skills in less structured situations. On all observations during recess, Logan ran from one group of students to another, joining in their activities. He joined in the games already in progress without initiating communication with the other students. He was accepted into the games without trouble. He remained in a group for a brief period of time before moving to another group. Logan was smiling and laughing during observations. Logan was also observed to give high fives to others in appropriate situations. Recently during a lunch observation, Logan was having a 1:1 conversation with the student sitting next to him. The topic was unknown, however both students were conversing back and forth, smiling.

Logan demonstrates a desire to socialize with others and can do so appropriately in the majority of instances during his school day. As Logan matures and social communication becomes more complex, he may demonstrate increased difficulty. Logan would benefit from instruction and support for pragmatic behaviors as well as opportunities for practice within the small group setting.

Occupational Therapy

Occupational Therapy 2016-17: Logan was observed in a one on one occupational therapy session (9/16) by Jennie E , OTR/L. Logan was pleasant and completed all tasks asked of him. He often rested his head on his arm/desk during writing activities. Logan demonstrates a consistent left hand dominance and functional grasp on writing utensils. He uses his helper hand appropriately to stabilize the paper and is able to rotate and reposition the pencil to erase with one hand. Logan is able to print the upper and lowercase letters of the alphabet and the numbers 1-20 demonstrating accurate letter/number formations and letter size. He is able to copy 110 letters in a timed writing sample at a rate of 58 letters per minute which is above average for his grade level. This sample displays decreased spacing between words and inconsistent letter size. He demonstrates adequate baseline awareness. Logan is able to copy 4-5 sentences onto adapted paper demonstrating adequate accuracy for baseline awareness and spacing between words. He demonstrates inconsistent accuracy for letter size, at times. Writing samples from last year demonstrate higher percentages for accuracy overall with writing. During occupational therapy sessions Logan requires verbal cues to slow down during writing activities for improved accuracy. He is often anxious about leaving class and once he is in occupational therapy he is eager to complete tasks to get back to class. In regards to self-help skills Logan is independent with all fasteners and is able to untie and tie his shoe including a double knot independently. Therapist has been consulting with his teachers on a regular basis to monitor written work in the classroom. He is doing fairly well but would benefit from continued monitoring by therapist. Logan would benefit from continued occupational therapy services at a **frequency of 30 minutes per month of consult only to monitor accuracy and legibility** of handwriting in the classroom and school setting.

Information provided by Jennie E , OTR/L

The 4th grade team has been collecting writing samples from Logan. Logan's handwriting has been consistently legible on a variety of writing assignments. Logan wrote a text-dependent analysis for Mr. D on 2/15/17. Another TDA writing sample was obtained on 2/22/17. Logan wrote a narrative essay for Mrs. D on 2/20/17. All samples were easy to read and understand. It is the opinion of his teachers that Logan no longer requires a handwriting goal.

Physical Therapy:

Logan has received physical therapy services two times per month for 30 minutes per session during the 2016-2017 school year. He has maintained his gross motor skills over the course of the school year even though his services were decreased from 30 minutes per week. Logan completes all requested gross motor activities and asks politely when he wants to perform a desired activity. He prefers to be told ahead of time what activity is next on his schedule.

Logan remains independent with all school mobility. He ascends and descends the school steps by using an alternating pattern with or without use of the railing. He can also carry school supplies safely when walking on the steps. He is independent with all gross motor skills needed in the classroom. He can access all classroom materials and can carry his supplies to his work space. He uses a standard classroom chair and desk and performs all transitions independently. Logan moves to the floor easily when needed for classroom activities. He transitions from the floor to standing by using a half-kneel on either leg without needing his arms for support. Logan is independent with the gross motor skills as needed in the bathroom and the cafeteria. He can exit the building with his peers in the event of an emergency.

Logan participates in the Physical Education program with his peers. He can jump over twenty times in a row by taking off and landing with two feet. Logan can jump down from fifteen inches high without falling upon landing. He can perform a broad jump forward for 34 1/4 inches by taking off and landing with two feet. From a stationary position, Logan was able to jump over a hurdle fifteen inches high. He hops independently on one leg 21 times on his left leg and 12 times on his right leg. He can gallop for twenty feet leading with either leg. Logan can skip forward for ten feet. Logan can wheelbarrow walk for five feet and bear walk for fifteen feet. He performs nineteen sit-ups in one minute. Logan performs twenty jumping jacks in a row correctly. He rides a stationary bike continuously for two minutes when shown a timer. Logan catches a large ball 10/10 times by using his hands only when the ball is thrown underhand from ten feet away. He catches a small ball 9/10 times by using his hands only when the ball is thrown underhand from five feet away. Logan throws a small ball overhand using his right hand while stepping with his left leg. He runs up to and kick a large, rolling ball. Logan has progressed to the point where educationally-based physical therapy services are no longer required. He participates safely in all gross motor activities at school.

6. Teacher recommendations:

It is recommended that Logan continue to receive his instruction in all subject areas in the regular education classroom. Accommodations should be in place to increase his chances of being successful and should include the following:

- use of a daily behavior chart for work completion
- allow self-directed breaks both in and out of his classroom
- scheduled daily sensory room break
- assistance with organization
- desk reminder to unpack papers/give papers to his teacher
- frequent checks for understanding
- break instruction/essay writing into smaller parts
- adapted tests/quizzes
- tests administered in a small group setting
- extra time to complete assignments/assessments
- assist Logan with brainstorming for writing assignments
- graphic organizers
- retest when his grade earned is 59% or below

It is recommended that Logan continue to receive speech and language support services once per month to address social language difficulties. Interventions should focus on social skills and provide opportunities to demonstrate skills with peers.

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

- ☐ Yes ☒ No Lack of appropriate instruction in reading, including the essential components of reading instructions. Provide evidence:
Logan's reading instruction is delivered by state-certified highly qualified teachers. The school district provides ongoing staff development trainings regarding delivery of curriculum using best practices. The fidelity of instruction is assessed and maintained through regular classroom observations and individualized teacher professional development.
- ☐ Yes ☒ No Lack of appropriate instruction in math. Provide evidence:

Logan's math instruction is delivered by state-certified high qualified teachers. The school district provides ongoing staff development regarding delivery of curriculum using best practices. The fidelity of instruction is assessed and maintained through regular classroom observations and individualized teacher professional development.

☐ Yes ☒ No

Lack English proficiency. Provide evidence:

Logan's primary language is English.

II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

Based on all evaluation data reviewed, complete item 1 or item 2.

1. ☐ **The IEP team determined that additional data are not needed.**

Reason(s) additional data are not needed:

Conclusion: Complete A or B or C.

A. ☐ The student has a disability AND continues to need specially designed instructions.

i. Disability Category

Primary disability category: _____

Secondary disability category(s), if any: _____

ii. Summary of Findings

Student's educational strengths and needs:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

B. ☐ The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

OR

C. ☐ The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

2. ☒ **The IEP team determined that there is a need for additional data.**

The LEA must issue the *Permission to Reevaluate - Consent Form* and administer tests and other evaluation materials as may be needed to produce the data below.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE *DETERMINATION OF SPECIFIC LEARNING DISABILITY* COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW

Interpretation of additional data:

Speech and Language 2017: Logan exhibits typical receptive and expressive language skills, however, Logan demonstrates difficulty with pragmatics/social language. He receives Speech and Language Support within the small group setting for one thirty minute session per month. Since reducing the frequency of service at his IEP meeting on 12/6/6, Logan has demonstrated appropriate social behaviors, as measured by a check list, on 100% of opportunities in 3 out of 3 sessions. Logan appears to enjoy being with his peers. He freely converses with others, occasionally requiring redirection back to the task. In small groups, Logan has been observed to correct peers, however this behavior has lessened within the small group setting.

Logan was given pictures and descriptions of several social scenarios that he was asked to provide a response for what to say and/or do in each situation. Overall, Logan demonstrated the ability to use facial expression, body language and environmental clues to infer how a person may be feeling, what they may say, or why. He did demonstrate some difficulty interpreting indirect language, taking another's perspective and/or using their perspective in decision making as well as mild difficulty providing appropriate examples for how to repair communication breakdowns or misunderstandings.

Logan's social communication has also been observed during lunch and recess, in order to address pragmatic skills in less structured situations. On all observations during recess, Logan ran from one group of students to another, joining in their activities. He joined in the games already in progress without initiating communication with the other students. He was accepted into the games without trouble. He remained in a group for a brief period of time before moving to another group. Logan was smiling and laughing during observations. Logan was also observed to give high fives to others in appropriate situations. Recently during a lunch observation, Logan was having a 1:1 conversation with the student sitting next to him. The topic was unknown, however both students were conversing back and forth, smiling.

Logan demonstrates a desire to socialize with others and can do so appropriately in the majority of instances during his school day. As Logan matures and social communication becomes more complex, he may demonstrate increased difficulty. Logan would benefit from instruction and support for pragmatic behaviors as well as opportunities for practice within the small group setting.

Cognitive:

Logan was administered the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) on February 21, 2017. The WISC-V employs various problem-solving tasks (both verbal and nonverbal) in order to measure current level of cognitive functioning. General cognitive skills assessed include verbal and nonverbal reasoning, memory and speed of mental operations. Performance on these various tasks is used to determine general intellectual functioning (Full Scale Intelligence Quotient – FSIQ).

This administration of the WISC-V indicates that Logan is functioning in the average range of intellectual ability (FSIQ=92). He performed as well as or better than 30% of his same age peers. Logan's processing speed is superior and a strength. His verbal abilities and working memory are average. Logan's logical, abstract, and sequential reasoning are borderline low average, while his visual spatial reasoning is borderline mildly impaired. Logan demonstrates specific cognitive skills ranging from borderline to superior.

Logan's verbal ability, as measured by the Verbal Comprehension Index (VCI), is average (VCI=98). These tasks require him to listen to questions and produce elaborate spoken responses. His performance on these tasks is based on his word knowledge, language comprehension, long-term retrieval, and reasoning abilities. Logan's verbal abstract and categorical reasoning and his vocabulary and word knowledge are average.

Logan's visual spatial skills, as measured by the Visual Spatial Index (VSI), are borderline mildly impaired (VSI=72). Tasks included in this index are reproducing patterns with blocks and completing mental puzzles. These tasks measure Logan's visual perception and discrimination, reasoning with visual stimuli, motor dexterity, and speed of motor response. Logan's abstract visual reasoning, visual analysis and synthesis, mental rotation and part-to-whole conceptualization are borderline.

Logan's logical, abstract, and sequential reasoning is measured by the Fluid Reasoning Index (FRI). His skills in this area are in the upper limits of the borderline low average range (FRI=79). Tasks included in this index are nonverbal activities like pattern completion. Logan's quantitative fluid reasoning is average. His visual logical and sequential reasoning are in the borderline range.

Logan's working memory, as measured by the Working Memory Index (WMI), is in the average range (WMI=94). Working memory is the cognitive process of temporarily storing and then transforming or sorting information in the memory. It is known to be a key element in all reasoning ability and strongly related to reading comprehension, arithmetic problem solving and vocabulary acquisition. Logan's visual working memory and auditory sequential memory are in the average range.

Logan's speed of mental operations, as measured by the Processing Speed Index (PSI), is in the superior range (PSI=126). Processing speed measures short-term memory, attention, and concentration. His visual memory and motor speed are very superior. Logan's visual discrimination and speed of visual scan are high average.

Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)

WISC Index Scale	Standard Score	Percentile	Qualitative Description
Verbal Comprehension	98	45	Average
Visual Spatial	72	3	Borderline Mildly Impaired
Fluid Reasoning	79	8	Borderline Low Average
Working Memory	94	34	Average
Processing Speed	126	96	Superior

Full Scale (FSIQ)	92	30	Average
-------------------	----	----	---------

Note: Standard scores between 90 and 109 are average.

WISC Subscales	Scaled Score	Qualitative Description
Similarities	11	Average
Vocabulary	8	Average
Block Design	5	Borderline
Visual Puzzles	5	Borderline
Matrix Reasoning	5	Borderline
Figure Weights	8	Average
Digit Span	9	Average
Picture Span	9	Average
Coding	16	Very Superior
Symbol Search	13	High Average

Note: Scaled scores between 8 and 12 are average.

Academic

Logan was administered the Wechsler Individual Achievement Test – Third Edition (WIAT - III) on February 21, 2017. The WIAT-III is a comprehensive, individually administered achievement battery, administered to measure academic skills. In diagnosing a learning disability, achievement test results are interpreted relative to a student's assessed cognitive potential to determine if there is a significant discrepancy between a student's achievement and cognitive ability in relation to age or the state standards for the grade.

Logan's speed and accuracy when reading aloud (111) is high average. His phonics usage (102), word recognition (96), and reading comprehension (91) are in the average range. Logan was able to answer questions about the content of passages after reading them independently. He was able to read quickly, but often skipped over words.

Logan's speed and accuracy when completing multiplication facts (131) is very superior, while his speed and accuracy for addition (124) and subtraction (125) are superior. His math problem solving (99) and written math computation (90) are in the average range. Logan was able to complete multi-step arithmetic problems, double-digit addition and subtraction, read charts and graphs, and solve problems using money and time concepts.

Logan's ability to write detailed and meaningful sentences based on prompts (108) and spelling (108) are in the average range. Logan was able to combine two simple sentences into one and write sentences based on single-word prompts, though omitted punctuation in sentences frequently. His oral expression (97) is in the average range.

Wechsler Individual Achievement Test - Third Edition (WIAT-III)

Subtest	Standard Score	Percentile	Qualitative Description
Reading Comprehension	91	27	Average
Word Reading	96	39	Average
Pseudoword Decoding	102	55	Average
Oral Reading Fluency	111	77	High Average
Math Problem Solving	99	47	Average
Numerical Operations	90	25	Average

Math Fluency-Addition	124	95	Superior
Math Fluency-Subtraction	125	95	Superior
Math Fluency-Multiplication	131	98	Very Superior
Sentence Composition	108	70	Average
Spelling	108	70	Average
Oral Expression	97	42	Average

Behavior:

Logan's mother, Ms. G , completed the Behavioral Assessment System for Children - Third Edition, Parent Rating Scales - Child form (BASC-3 PRS-C) to provide insight on Logan's behavioral, social, and emotional functioning. The BASC-3 form is designed to evaluate a child's emotional and behavior skills for one or more of the four general composites : externalizing and internalizing functioning, behavioral symptoms, and adaptive skills. Each composite is narrowed down to more specific categories. The F-index, a measure of validity, indicates that these ratings should be interpreted with extreme caution.

Ms. G 's ratings indicate significant concern in the composites of Externalizing Problems, Internalizing Problems, Behavioral Symptoms Index, and Adaptive Skills and in the areas of hyperactivity, aggression, conduct problems, anxiety, depression, attention problems, atypicality, withdrawal, leadership, functional communication, and activities of daily living. At-risk concern is noted in adaptability and social skills. Ms. G answered that Logan almost always argues when denied his way, worries about making mistakes, is easily distracted, acts strangely, seems unaware of others, interrupts others when they are speaking, acts out of control, and is careless with belongings. He often responds appropriately when asked a question, says 'please' and 'thank you,' and accepts people who are different from himself.

The BASC-3 PRS-C reports critical items that may warrant follow-up; however, these items do not indicate the severity of particular circumstances under which the behaviors occur. The items included in this category for Logan are as follows: Logan almost always is a picky eater, loses control when angry, and avoids exercise or physical activity. He often says "I want to die" or "I wish I were dead," hurts others on purpose, falls down or trips over things, and hits other children. Logan sometimes threatens to hurt others, says "I hate myself," eats things that are not food, confuses real with make-believe, bullies others, says "I want to kill myself," and throws up after eating.

Behavior Assessment System for Children, 3rd ed., Parent Rating Scale- Child Form (BASC-3 PRS-C)

COMPOSITE/Subscale	T-Score
EXTERNALIZING PROBLEMS	86**
Hyperactivity	80**
Aggression	87**
Conduct Problems	76**
INTERNALIZING PROBLEMS	75**
Anxiety	72**
Depression	94**
Somatization	47
BEHAVIORAL SYMPTOMS INDEX	

	102**
Attention Problems	72**
Atypicality	116**
Withdrawal	79**
ADAPTIVE SKILLS	22**
Adaptability	32*
Social Skills	31*
Leadership	24**
Functional Communication	21**
Activities of Daily Living	21**

Note: ** Denotes significant concern, * denotes at-risk concern

Logan's teachers also completed the BASC-2 Teacher Rating Scales - Adolescent form (BASC-2 TRS-C) to provide information related to Logan's behavior. This form evaluates emotional, behavioral, and social functioning across similar composites and categories as the Parent Rating Scales. These ratings indicate no areas of significant concern and at-risk concern in the areas of atypicality and adaptability. Logan often babbles to himself, pays attention, joins group activities, and adjusts well to new teachers. Critical items noted include that Logan is sometimes easily annoyed by others.

Behavior Assessment System for Children, 2nd Ed., Teacher Rating Scale- Child Form (BASC-2 TRS-C)

COMPOSITE/Subscale	T-Score
EXTERNALIZING PROBLEMS	46
Hyperactivity	47
Aggression	46
Conduct Problems	45
INTERNALIZING PROBLEMS	42
Anxiety	38
Depression	45
Somatization	47
SCHOOL PROBLEMS	48
Attention Problems	51
Learning Problems	46
BEHAVIORAL SYMPTOMS INDEX	52
Atypicality	63*
Withdrawal	55
ADAPTIVE SKILLS	38*
Adaptability	37*
Social Skills	40
Leadership	39
Study Skills	42
Functional Communication	39

Note: ** Denotes significant concern, * denotes at-risk concern

Functional Behavior Assessment (FBA):

The fourth grade team completed a Functional Assessment Informant Record, Teacher Form (FAIR-T) regarding Logan's behaviors in the classroom. They described him as performing academically and behaviorally at levels that are equivalent to his peers. In math, he has a positive outlook and is good at computation. In English, he is a good oral reader, but is extremely hesitant to write and often writes one-word answers. Logan displays isolated incidences of behavior issues. When presented with a writing task, he sometimes shuts down, avoids the activity, or refuses to complete the task. This is very manageable, but moderately disruptive and occurs less than one time per day. They have used encouragement, rewards, differentiated activities, sensory breaks, and behavior charts to manage his behavior.

The antecedents to his work refusal include: when he is required to answer a question that includes a written response, during difficult tasks, and during independent work. Consequences to his behavior includes changes to teacher attention, including ignoring, redirection, and reprimand. The teachers report that there are no ways that they could elicit or predict the behavior.

School psychologist intern, Charles Christiansen, observed Logan on January 12, 2017, January 24, 2017, and February 6, 2017. During the observations, Logan was observed in independent writing and reading work, during classroom discussion, and in a group research activity. Logan maintained attention on tasks an average of 24% of the time throughout the observations and required an average of 2 additional prompts to begin tasks beyond the initial prompt per 20 minute period. Logan often looked at peers and around the room instead of working on assignments and appeared to enjoy talking to his teachers when being redirected to work.

Mrs. G , Logan's mother, completed a Functional Assessment Informant Record, Parent Form (FAIR-P) to provide additional information regarding Logan's behaviors in the home. She identified her concerns for Logan including non-compliance, anger and aggression and disrespect. She rates his non-compliance as being unmanageable and disruptive, while his disrespect and aggression are very unmanageable and very disruptive.

Based on the responses of Mrs. G to questions about the antecedents and consequences of Logan's behavior in the home setting, it appears that the primary function of Logan's non-compliance, disrespect, and aggression is to gain attention. Secondary functions for disrespect and aggression may include to escape from non-preferred activities or gain access to preferred activities. Based on the responses of the teachers to questions about the antecedents and consequences of his task refusal and observations of Logan in the classroom, it is hypothesized that Logan's work non-completion behaviors are to escape the task and to gain attention.

Conclusion: Complete A or B or C.

A. ☒ The student has a disability AND continues to need specially designed instructions.

i. Disability Category

Primary disability category:

Autism

Secondary disability category(s), if any:

Speech or Language Impairment

ii. Summary of Findings

Student's educational strengths and needs:

Logan continues to qualify for special education services under the disability category of Autism.

Strengths

In math, Logan has demonstrated the ability to estimate, add, and subtract. He can compose and decompose numbers and understands place value concepts. Logan can round numbers to given place values. He can also multiply by 1 digit numbers.

In terms of his grammar and written expression skills, Logan can identify the 4 types of sentences. He identifies subjects, predicates, simple subjects, and simple predicates. Logan can identify when commas are needed to join compound sentences with conjunctions. He places commas in the appropriate spots. Logan is also able to identify and correctly capitalize proper nouns.

In reading, Logan tends to do better with literal comprehension skills as opposed to inferential comprehension skills. However, we are beginning to see improvements in his overall comprehension skills in the classroom. Logan is able to identify and interpret idioms. He also can identify elements of drama and differentiate between fact and opinion.

With a daily behavior chart that addresses work completion in the school setting, Logan is able to initiate and complete tasks. He is motivated by earning ipad time and time to build with legos/blocks. He engages with his peers in academic and non-academic settings. He has recently begun asking for a break when needed and has not used breaks for avoidance purposes at all.

Logan participates in all gross motor activities at school safely. He is independent with all school mobility and transitions. He has the necessary gross motor skills as needed in the classroom, cafeteria, and the bathroom. Logan participates in the Physical Education program with his peers.

Needs

When math skills are more recently introduced and new skills, he may require some support at times. Mrs. W , 4th grade Conceptual Math teacher, often sits with Logan and ensures he understands what each question/problem is asking of him. Mrs. B , special education teacher, provides questioning to keep him advancing through multi-step problems. She also provides reassurance, as he often looks at her to gauge if he is on the right track or not.

In Reading, Logan has some difficulty with skills involving interpreting author's purpose, identifying theme, and drawing conclusions/making generalizations.

In Written Expression, Logan will require some assistance when brainstorming. He also will require some guidance regarding how to organize his writing. Logan will benefit from more lengthy writing assignments being chunked into smaller, more manageable parts.

Logan benefits from use of a daily behavior chart with earned incentives regarding work completion. This helps Logan remain focused and on task during his classes, and also provides immediate and long term reinforcement.

Logan has difficulty with visual-spatial reasoning, and may benefit from a multi-modal method of instruction to integrate his cognitive abilities.

Speech

Logan is friendly, cooperative and exhibits strong receptive language skills that allow him to follow age appropriate directions in his educational environment. He is able to use appropriate vocabulary and grammar as well as age appropriate articulation of phonemes in conversational speech. He demonstrates needs in understanding of more complex pragmatic skills and how to communicate in and respond to more complex social situations.

Physical Therapy

Logan does not have any educationally-based gross motor needs at this time.

Occupational Therapy 2017

Strengths: Logan works hard in occupational therapy sessions and completes all tasks asked of him.

Needs: Logan would benefit from consult only occupational therapy services to monitor consistency and accuracy with written work in the classroom and school environment. Information provided by Jennie E , OTR/L

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Logan is making progress in the regular education setting. His report card grades from the first and second grading period, as well as his current grades from the third marking period are as follows (as of Feb. 21, 2016):

English-87, 92, 85
Reading-80, 86, 92
Science-87, 91, 87
Spelling-97, 99, 100
Social Studies-93, 97, 100
Conceptual Math-88, 82, 94
Fundamentals of Math-88, 87, 88

The CDT (Classroom Diagnostic Tools) assessment was administered to Logan twice thus far during his 4th grade year, once in September of 2106 and again in December of 2016. On the Reading portion of the assessment, Logan's overall score decreased from a 696 to a 648. His scores in the area of Key Ideas and Details in both literature and informational text also decreased. His score in Integration of Knowledge/Ideas in literature did increase, but it decreased in Informational text. His Vocabulary Acquisition and Use decreased as well. The goal range for 4th grade students' scores are from 826 -1040.

On the Math portion of the assessment, Logan's overall score decreased slightly from 861 to 856. His performance increased in the areas of Numbers and Operations and Algebraic Concepts. His performance decreased in Geometry, and Measurement, Data, and Probability. It is important to note that at the time of testing, Geometry, Measurement, Data, and Probability had not been formally covered yet in 4th grade. It is anticipated that he will improve in those areas when the assessment is taken again.

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

It is recommended that Logan continue to receive special education services. Logan should also continue to receive all instruction within the regular education classroom. However, accommodations are necessary. Recommended accommodations to increase his chances of being successful include the following:

- use of a daily behavior chart for work completion
- allow self-directed breaks both in and out of his classroom
- scheduled daily sensory room break
- assistance with organization
- desk reminder to unpack papers/give papers to his teacher
- frequent checks for understanding
- break instruction/essay writing into smaller parts
- adapted tests/quizzes
- tests administered in a small group setting
- extra time to complete assignments/assessments
- assist Logan with brainstorming for writing assignments
- graphic organizers
- retest when his grade earned is 59% or below

Logan has progressed to the point where educationally-based physical therapy services are no longer required. He participates safely in all gross motor activities at school.

It is recommended that Logan continue to receive speech and language support services once per month to address social language difficulties. Interventions should focus on social skills and provide opportunities to demonstrate skills with peers.

B. ☐ The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability)

OR

C. ☐ The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**
_____	Parent(s)	<input type="checkbox"/>	<input type="checkbox"/>
G			
_____	Special Education Teacher	<input type="checkbox"/>	<input type="checkbox"/>
A B			
_____	School Psychologist/LEA Rep.	<input type="checkbox"/>	<input type="checkbox"/>
Christy Chicklo			
_____	School Psychologist Intern	<input type="checkbox"/>	<input type="checkbox"/>
Charles Christiansen			
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>
_____		<input type="checkbox"/>	<input type="checkbox"/>

* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment, and Orthopedic Impairment.

** For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the Evaluation Report. Please submit this statement to:

Christy Chicklo _____

412-675-3070

x2305 _____

LEA Representative Name

Phone Number

cchicklo@southallegheny.org

Email Address

A copy of the Procedural Safeguards Notice is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated Reevaluation Report is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation Report.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

2. Check below to identify the process(es) used to determine eligibility.

Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:

4. The educationally relevant medical findings, if any:

5. The effects of the student's environment, culture, or economic background:

6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:

7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:

9. Other data, if needed, as determined by the evaluation team:

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of Visual, hearing, motor disability:

Intellectual Disability:

Logan P

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed *Evaluation Report*.