

## **Multidisciplinary Psychoeducational Assessment Report**

### **Student Information**

- **Name:** Danny Test
- **Date of Birth:** 07/02/2012
- **Chronological Age:** 11 Years; 9 Months
- **Student ID #:** 123456
- **Gender:** Male
- **School of Attendance:** Carr Intermediate
- **Case Manager:** Hernandez
- **Current Program Placement:** Moderate Autism
- **Grade Level:** 6
- **Date of Report:** 04/19/2024

### **Individuals Who Contributed to This Assessment**

- School Psychologist: Kristine Dechter
- Special Education Teacher: Rachel Hernandez
- School Nurse: Tonya Long
- Speech and Language Pathologist: Linda Styles
- Occupational Therapist: Cheryl Henderson

**Reason for Referral** Danny was referred for a federally mandated triennial evaluation. A complete and individual multidisciplinary re-assessment of functioning and development levels was completed in order to determine the best educational placement in accordance with federal regulations. A multidisciplinary assessment of functioning and developmental levels was required to:

1. Determine the presence of a disabling condition under federal regulations.
2. Determine present levels of performance and the educational needs of the student.
3. Determine the need for special education and related services.
4. Determine the need for accommodations and modifications to the student's education program.
5. Determine the student's ability to participate, as appropriate in the general curriculum or least restrictive environment (LRE).

### **Referral Questions**

1. Does Danny continue to demonstrate the need for special education and related services?

**Primary Language/Mode of Communication** Danny is an English Language Learner. Danny lives with his biological parents, Minh Do and Trang Le. Both English and Vietnamese are

spoken in the home, with Vietnamese being the primary language, although Danny's dominant language is English.

### **Current Services (as of 04/24/2023)**

- **Specialized Academic Instruction:**
  - Start Date: 4/24/2023, End Date: 4/24/2024
  - Provider: District of Service
  - Location: Separate classroom in public integrated facility
  - Duration/Frequency: 306 min x 5, totaling 1530 min served Weekly
  - Comments: Danny will participate in lunch and recess with his general education peers. Wednesdays are modified days.
- **Speech and Language:**
  - Start Date: 4/24/2023, End Date: 4/24/2024
  - Provider: District of Service
  - Location: Separate classroom in public integrated facility
  - Duration/Frequency: 20 min x 50, totaling 1000 min served Yearly
- **Occupational Therapy:**
  - Start Date: 4/24/2023, End Date: 4/24/2024
  - Provider: District of Service
  - Location: Separate classroom in public integrated facility
  - Duration/Frequency: 20 min x 5, totaling 100 min served Yearly
  - Comments: OT will provide consultation to address student's sensory needs. Additional consult will be provided as needed.
- **Intensive Individual Services:**
  - Start Date: 4/24/2023, End Date: 4/24/2024
  - Provider: District of Service
  - Location: Separate classroom in public integrated facility
  - Duration/Frequency: 1835 min served Weekly

### **Health and Developmental History/Medical Findings**

- **Health History:** Information provided by the parent indicates medical history of **Autism, Attention Deficit Disorder, Encopresis**, and urinary frequency. Danny takes Aripiprazole (for behavior) and Fluoxetine (for anxiety). His last doctor's appointment was in January 2023.
- **Current History:** The student has not had any major illnesses, injuries, or hospitalizations within the past three years. Prescribed medications are taken at home.
- **Assessment:** Danny appeared well and cooperative, ambulatory with good range of motion. He is at the 97th percentile for BMI (26.8 kg/m<sup>2</sup>) and is obese per CDC guidelines. No known allergies or diet restrictions.
- **Vision/Hearing/Dental:** Vision screening passed, functional hearing noted, and dental inspection revealed no obvious cavities or gingivitis.
- **School Nurse Recommendations:**

1. Report any changes in health status or medication usage that might adversely affect student's education.
2. Follow up with primary care provider for weight management.
3. Follow up with comprehensive hearing evaluation; unable to test at school with standard equipment.
4. Encourage student to practice healthy habits by:
  - Eating healthy foods and beverages including water.
  - Discussed brushing teeth twice a day.
  - Participating in physical activity on most (preferably all) days of the week.
  - Getting adequate sleep.
  - Limiting television viewing.

### **Psychological Assessment (Reported by: Kristine Dechter, School Psychologist)**

- **Ability Testing:** Ability testing indicates potential for academic inadequacy due to Danny's short attention span, variable rate of development, and varying degrees of cooperative "test taking moments". Performance may not be stable over time and is not necessarily a predictor of permanent intellectual ability.
- **Classroom Observation:** Danny was observed in a self-contained classroom. He transitions well from PE, sits with peers, and interacts appropriately. He follows directions, retrieves and puts away items, and sits attentively. He spoke very quickly and was difficult to understand, making aggressive verbal statements that were not understood by the listener, but he was able to calm down and return to the lesson. In another observation, he completed a worksheet, answered questions (e.g., "fine," "ok"), and moved to another classroom for a "party," where he ate snacks and answered questions about food preferences. He said "I am upset" when a game was lost or library door did not open, and reported fear of other students eating chips.
- **Social Emotional/Behavioral:** Danny shows daily progress in expressing happiness and works best when frontloaded with expected behaviors. He uses visual schedules and token boards. He can self-regulate with staff (70% of opportunities) and will talk through solutions (30% of opportunities). He engages in behaviors like screaming, crying, throwing items, kicking, hitting, and biting himself/others.
- **Autism Spectrum Rating Scales (ASRS):**
  - **Parent Report (Trang Le, Mother):** Danny's total ASRS T-score was **75 (Very Elevated)**, indicating many behavioral characteristics similar to youth diagnosed with Autism Spectrum Disorder. Key areas rated as "Very Elevated" include Social/Communication (75), Unusual Behaviors (77), Peer Socialization (78), Adult Socialization (74), Social/Emotional Reciprocity (76), Atypical Language (76), Stereotypy (70), Behavioral Rigidity (67 - Elevated), and Sensory Sensitivity (78). Self-Regulation (63) and Attention (64) were rated as "Slightly Elevated".
  - **Teacher Report (Ms. Hernandez):** Danny's total ASRS T-score was **81 (Very Elevated)**. All subscales were rated as "Very Elevated" or "Elevated": Social/Communication (81 - Very Elevated), Unusual Behaviors (85 - Very Elevated), Self-Regulation (65 - Very Elevated), Peer Socialization (84 - Very Elevated), Adult Socialization (65 - Elevated), Social/Emotional Reciprocity (72 -

Very Elevated), Atypical Language (81 - Very Elevated), Stereotypy (75 - Very Elevated), Behavioral Rigidity (85 - Very Elevated), Sensory Sensitivity (80 - Very Elevated), and Attention (63 - Slightly Elevated).

- **Common Behaviors in Autism:** Delays in verbal and nonverbal communication, social interaction, engagement in repetitive activities, stereotyped movements, resistance to change in daily routines, and unusual responses to sensory experiences are consistent with observations and rating scales.

#### **Academic Achievement (Provided by Rachel Hernandez, Special Education Teacher)**

- **Tests Administered:** Brigance Comprehensive Inventory of Basic Skills – II, San Diego Quick, Unique Learning Systems Benchmarks, Dibels-Oral Reading Fluency.
- **Test Session Observations:** Tests were administered over one week. Danny was cooperative but required multiple breaks and redirection to stay focused. He often asked for help with difficult questions.
- **Brigance Comprehensive Inventory of Basic Skills – II:**
  - **Word Recognition Grade Placement:** Reads with 80% accuracy at the 4th-grade level.
  - **Oral Reading:** Reads an Upper-Third grade level passage at 85 WPM.
  - **Reading Comprehension-Short Passages:** Reads a Lower Third-Grade Level Passage and answers with 80% accuracy; reads an Upper Third-Grade Level Passage and answers with 40% accuracy.
  - **Reading Comprehension-Long Passages:** Reads a Second Grade Leveled Long passage and answers with 80% accuracy, including drawing conclusions, making inferences. Reads a Third Grade Leveled Long passage and answers with 20% accuracy.
  - **Spelling:** 100% accuracy at the 3rd-grade level, 20% accuracy at the 4th-grade level.
  - **Mathematics Grade Placement Test:** 2nd Grade (90% accuracy) and 3rd Grade (89% accuracy).
- **San Diego Quick Assessment:**
  - Reading Level: Independent 2nd grade, Instructional 3rd grade, Frustration 4th grade.
- **Unique Learning Systems Benchmarks:**
  - **Mathematics:** Proficient in Data 1 (Categorizing Data), Fractions 1 (Unit Fractions), Measurement 1 (Length and Standard Units), Money 1 (Add & Subtract), Multiplication & Division 1 (Equal Groups & Arrays), Shapes 3 (Attributes of 3D Shapes), Time 1 (Schedule, Calendar & Time Concepts). Instructional in Data 2 (Advanced Picture Graphs), Fractions 2 (Represent & Compare), Money 4 (Advanced Money Skills), Multiplication & Division 2 (Facts & Word Problems within 100), Time 4 (Calculating Elapsed Time).
  - **English:** Proficient in Print Concepts Match, Listening Comprehension 1, Vocabulary 1 (Sorting), Vocabulary 2 (Related & Similar Words), Writing Conventions 1 (Foundations), Narrative Writing. Instructional in Print Concepts,

Writing Conventions 2, Writing Process: Beginning Research. Pre-Emerging in Listening Comprehension 2, Vocabulary 3 (Word Analysis).

- **Informal Reading and Reading Comprehension:** Danny reads 66 words per minute on DIBELS (3rd grade level). He reads at 2nd-grade level independently, 3rd-grade instructionally, and 4th-grade at frustration level. At 3rd grade level, he reads with 25% accuracy. At 4th grade, he stops at words with 3+ syllables. He needs help to decode words and often asks for help. His comprehension at 3rd grade level is 20%.
- **Informal Writing:** Danny shows 80% independence in capitalization and punctuation, needing 5 prompts to write a sentence. He writes full sentences with 80% accuracy, but struggles with generalizing past tense. He can complete writing on his Chromebook following a model or dictation.
- **Informal Mathematics:** Danny can compute addition and subtraction with regrouping up to 3 digits. He knows multiplication facts 0-12, can categorize/graph/interpret picture graphs, partition shapes, and measure length. He identifies 2D shapes and solves 5-step multiplication word problems with 100% accuracy, but 2-step problems with 20% accuracy. He needs to learn order of operations to solve equations.
- **Daily Living Skills:** Danny can go to lunch independently, eat all items, and clean up. He goes to the restroom independently and handles hygiene. He can manage P.E. clothes and change independently. He uses "I want" statements in 80% of opportunities and waits for peer responses in 80% of opportunities. He engages in positive chasing in 20% of opportunities daily.

#### **Speech and Language Assessment (Provided by Linda Styles, Speech-Language Pathologist)**

- **Reason for Referral:** To determine eligibility for special education services and for educational planning purposes.
- **Testing:** Administered by Linda Styles. Due to Danny's bilingual background (English and Vietnamese are spoken at home), standardized tests were used diagnostically in combination with other methods.
- **Speech/Oral Motor/Fluency:** Oral speech production and functions are adequate; voice quality and fluency are within normal limits.
- **Articulation/Phonology:** Danny produces all English sounds correctly at the word and sentence level; intelligibility is rated at 90%.
- **Language (Expressive and Receptive):** Significant deficits in expressive, receptive, and pragmatic language.
  - **EOWPVT Spanish-Bilingual Edition:**
    - Receptive Vocabulary: Standard Score 73 (4th Percentile, Below Average).
    - Expressive Vocabulary: Standard Score 69 (2nd Percentile, Below Average).
  - **Grammatical Morphemes:** Raw Score 15 (24th Percentile).
  - **Elaborated Phrases and Sentences:** Raw Score 24 (15th Percentile).
  - **Pragmatics (CASL-2):** Standard Score 55 (<1st Percentile, Well Below Average).

- **Social Communication Inventory (RESC-E):** Parent rating scale score of 1 (<1st Percentile, Well Below Average).
- **Language Summary:** Danny's vocabulary skills are low. He made typical English Learner errors in verb tense and prepositions. He struggled to find words to accurately describe pictures, and while he has adequate functional language, his vocabulary and word-finding skills limit complex descriptions.
- **Pragmatic Language Strengths:** Often makes/responds to greetings and farewells, uses appropriate body language, offers/responds to expressions of affection/appreciation, and responds appropriately to disappointment.

#### **Occupational Therapy Assessment (Provided by Cheryl Henderson, Occupational Therapist)**

- **Reason for Referral:** To determine if Danny demonstrates the need for special education and related services, particularly regarding his fine motor abilities and sensory processing skills.
- **Parent Input:** Mother reported concerns about Danny's sensory issues, noting he is sensitive to sounds and dislikes when the toilet is flushed.
- **Teacher Input:** Teacher reported Danny is motivated by work and playing basketball. No concerns regarding fine motor or sensory processing in the classroom. The teacher is concerned with his social emotional needs, observing that Danny gets upset easily by crying, yelling, or biting his finger.
- **Clinical Observations:** Danny was cooperative and easily transitioned. He had minimal auditory and visual distractions, and the room had adequate lighting. He was motivated by "walking to the elevator" and paid attention when given instructions. He was easily distracted by auditory input and required verbal prompting to return to task.
- **Fine Motor Skills:**
  - **Neuromuscular Skills:** Muscle tone, range of motion, upper extremity muscle strength, and sitting posture are within functional limits.
  - **Fine Motor Skills Assessment:** Danny demonstrated adequate prehension patterns (Grasp-pincer), able to screw lids and rotate pencil (In-Hand Manipulation/Dexterity), and adequate stabilization when crossing midline (Bilateral Coordination). He can snip, cut paper, cut within 1/4" boundary lines, and cut within 1/4"-1/3" of curves.
  - **BOT-2 (Fine Motor):**
    - Fine Motor Precision: Scaled Score 4 (**Well Below Average**). Danny did not watch task modeling, ignored instructions, and struggled with folding and cutting paper.
    - Fine Motor Integration: Scaled Score 10 (**Below Average**).
    - Fine Motor Control: Scaled Score 4 (**Below Average**).
- **Visual-Motor and Visual Perceptual Skills:**
  - Danny's ability to control hand movement is guided by vision. Visual perception allows him to recognize and identify shapes, objects, colors, and other qualities.
  - **WRAVMA:**

- Drawing: Visual-Motor: Standard Score 1 (**Significantly Below Average**). Danny correctly drew 8 shapes but rushed and did not pay close attention to details when drawing.
  - Matching: Visual-Spatial: Standard Score 39 (**Average**).
- **Writing Skills:**
  - Danny uses a functional right-handed static tripod grasp. He was able to orient writing from left to right and adhere to margins. He can copy all upper and lower case letters. He uses consistent spacing between letters and words, maintains distinct height difference, and anchors 61% of letters to the baseline. Alignment decreases when writing continued. Danny has access to assistive technology (Chromebook) for writing production.
  - **Timed Writing Samples (WPM):**
    - Writing Full Alphabet: Paper/Pencil 10.4 WPM, Keyboarding 16.8 WPM.
    - Best Sentence Copy: Paper/Pencil 10.2 WPM, Keyboarding 11.2 WPM.
- **Sensory Processing and Organization of Behavior:**
  - Sensory integration is the neurological process of sensations. Dysfunction results in central nervous system damage or cognitive deficits.
  - **Sensory Profile 2 (School Companion):**
    - **Teacher Report (Rachel Hernandez):** Danny demonstrates sensory processing patterns as "More Than Others" for Seeking/Seeker (38/40), Avoiding/Avoider (48/60), Sensitivity/Sensor (48/55), Registration/Bystander (50/65), Auditory (32/35), Visual (32/35), Touch (33/40), Movement (36/40), and Behavioral (45/55).
    - **Parent Report (Trang Le, Mother):** Similar to teacher's report, Danny's parent also indicates "More Than Others" across Seeking/Seeker, Avoiding/Avoider, Sensitivity/Sensor, and Registration/Bystander quadrants.
    - **Discussion:** Danny frequently reacts strongly to loud noises, has difficulty participating in group activities, looks away from tasks, and misses eye contact. He touches people/objects excessively and is fidgety or disruptive. He is described as inflexible and easily distracted by auditory and visual input. He struggles to complete tasks and gets distracted by noise.
- **Occupational Therapy Recommendations:**
  - The IEP team should consider:
    - Interactions between Danny's abilities, curriculum, and educational environment.
    - Utilization of all special education resources and staff.
    - Any significant discrepancy in Danny's sensory-motor, visual-motor, and/or fine motor ability compared to his ability level.
    - Whether changes in structure, routine, or environment would enable participation.
    - Whether assistive devices, modifications, or classroom adaptations would enable participation.

- Who the qualified personnel are to help achieve IEP goals.
  - If the expertise of an occupational therapist is required and what service delivery model is appropriate.
- Danny meets eligibility criteria for Occupational Therapy due to sensory materials.

## **Eligibility Analysis**

- **Criteria for Autism:** Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction.
  - **Analysis:** Danny shows delays in verbal and nonverbal communication, as well as social interactions.
- **Other Characteristics Associated with Autism:** Engagement in repetitive activities, stereotyped movements, resistance to change in daily routines, and unusual responses to sensory experiences.
  - **Analysis:** Based on observations, rating scales, and interviews, Danny demonstrates these characteristics.
- **Adversely Affecting Educational Performance:** Danny requires many modifications and accommodations to the curriculum and environment to make academic and social progress.
- **Emotional Disturbance:** Danny does not demonstrate characteristics associated with emotional disturbance.
- **Team Conclusions:** Based on this assessment, Danny appears to meet eligibility criteria for special education as indicated. The IEP team will determine the final decision as to eligibility.

**Summary & Recommendations** Danny is a 6th grade student currently enrolled in a moderate autism self-contained classroom. The assessment results suggest the presence of behaviors associated with Autism Spectrum Disorders, including challenges in social communication, unusual behaviors, self-regulation, peer and adult socialization, atypical language use, stereotypical behaviors, behavioral rigidity, sensory sensitivity, and attention.

Danny may benefit from the following suggestions:

- **Continued use of a structured and predictable routine** to support his need for sameness.
- **Continued opportunities for social skills training** to enhance peer and adult socialization.
- **Continued sensory accommodations** to address his sensory sensitivity.
- **Utilization of positive behavioral supports** for stereotypical behaviors and behavioral rigidity.
- **Giving short directions and gradually increasing length** as he demonstrates success.
- **Ensuring the student is looking at you** when giving directions.
- **Demonstrating directions.**

- **Hands-on activities** to encourage interest.
- **Use of an alternative curriculum** for English Language Arts and Math.
- **Small group instruction.**