

IEP Meeting Participants

Occupational Therapist (SPEDSTAFF)

Father (GUARDIAN)

Mother (GUARDIAN)

EVALUATION REPORT (ER-1)

Type of Evaluation: ☒ Initial ☐ Reevaluation

Date On Which Eligibility Determination Was Made: 04/04/2016

This Evaluation Report Includes The Following

- ☒ Information from review of existing data ☐ Additional documentation required when child is evaluated for a specific learning disability
- ☒ Information from assessments and other sources
- ☒ Determination of eligibility for special education ☐ Documentation for determining Braille needs for a child with a visual impairment

Information From Review Of Existing Data

A. Summary of previous evaluations

This is [REDACTED]'s first evaluation for special education.

B. Information provided by parents

[REDACTED] lives with his father and stepmother and visits his mother some weekends. He lived with his mother until he was 5, at which point he began living with his father and stepmother. [REDACTED]'s mother lives in [REDACTED] with her parents and other relatives, including [REDACTED]'s older brother. He also sees his younger sister at times at his mother's home. As a young child, [REDACTED] met developmental milestones on time, with no medical issues. He attended preschool when he was five and then kindergarten in the [REDACTED] School District, and has attended [REDACTED] Elementary since first grade. He does not have any medical diagnosis which would be associated with behavioral concerns.

[REDACTED]'s father and stepmother are concerned about his behavior at school. They feel that there are fewer concerns at home, and [REDACTED] more readily complies with directions, especially from his dad. [REDACTED] does not throw tantrums at home when asked to do something, although they are aware that he does this at school and at surround care. They report that [REDACTED] can become easily frustrated over simple things and has difficulty letting the frustration go. He does not like to be told no, and if he doesn't understand why the answer is no, often does his own thing anyway. [REDACTED] can be very negative toward himself and blames himself, especially when caught in a lie or doing something he isn't supposed to do.

[REDACTED] has friends outside of school, and gets along well with peers in his neighborhood. He enjoys Minecraft, playing on the Xbox, and watching Youtube videos about Minecraft.

C. Previous interventions and the effects of those interventions

[REDACTED] has been served by the Behavioral At-Risk program since the end of first grade. He goes to the room first thing in the morning for 30 minutes because he arrives at school early, and then spends his intervention (WIN) time as well as 30 minutes during writing. He has some educational assistant support in the classroom at times. He is also sent out of his classroom almost on a daily basis for non-compliance and spends time in the behavioral at-risk room. Having a routine and another setting to go to when he is upset has helped the behaviors from escalating at school, but he needs this in place to have success in the classroom. He started on the check in/check out program where he got ratings on his behavior several times a day and met with an adult to set a goal and see if he attained it at the beginning and end of the day, but this system seemed to cause more stress for [REDACTED] and was ineffective in changing his behavior. His teachers have also tried limiting movement in the classroom as well as allowing specific break times.

D. Current classroom-based, local or state assessments

[REDACTED] is meeting grade level expectations academically when his behavior does not interfere with classroom performance. He is reading at a level M which is the end of the year target for second grade.

EVALUATION REPORT (ER-1)

E. Current classroom-based observations

In the classroom, [REDACTED] has the academic skills to succeed, but his behavior often gets in the way and he has difficulty coping with the routine of the day. He enjoys reading, but does not like to write. He often gets frustrated with spelling or with his ideas for writing, and makes little independent progress. At times in the classroom, [REDACTED] insists on doing things his way rather than following the directions. He participates in class discussions by raising his hand, but when he is not called on, often persists to get the teacher's attention and interrupts the rest of the class. When [REDACTED] is not interested or engaged in the classroom, he fidgets with items around him. When corrected, he sometimes throws things, yells, cries, or leaves the classroom on his own. He often tries to negotiate with the teacher, for example, he wants to decide when to take a break out of the room, and not follow the schedule. [REDACTED] sometimes lies to teachers, and he does not back down when confronted with the lie. He very much dislikes being confronted or caught doing something wrong. [REDACTED] sometimes is frustrated by transitions, both at home and at school. If he is not done with a task and wants to complete it, he often refuses to stop doing the task. When told he needs to comply with the directions, his behavior often escalates and he yells and cries. His teacher reports that once things don't go [REDACTED] way, he believes everything else is unfair and is not able to be reasoned with at any level.

F. Observations by teachers and related service providers

When [REDACTED] is in a good mood, he is kind, considerate, and fun to be around. In a good mood he also puts forth 100% effort into classroom tasks. He often gets frustrated with writing. He has to work hard to get his thoughts out on paper, and often gets frustrated when he doesn't know how to spell a word. Once he is frustrated, it is difficult for him to let the frustration go and move on, even with a misspelled word.

[REDACTED] behavior has been documented since the second half of first grade. Minor behavioral incidents, like refusal to work and name calling began the week of September 14th of this school year. His classroom teacher addressed the problems through re-teaching, consequences such as loss of recess, taking breaks in the classroom, and discipline referrals. At the end of September [REDACTED] had two major meltdowns which included running away, hiding in a locker, and throwing chairs. In October, there were several temper tantrums which included screaming and throwing a book. He was considered too aggressive to attend Surround Care that day and parent was called to pick him up. He made threats, made noises in the classroom, infringed on others' personal space, and used inappropriate language. The last week of October was good because his parents had a plan that he would not be allowed to trick-or-treat if there was bad behavior that week. In November, there was an incident where the class needed to be removed because he was throwing things across the room, crying, and calling everyone bullies. In December he left the classroom once, and often refused to do work, and was argumentative with staff. In January similar behaviors occurred. In February he crawled under tables in the classroom, ran out of class, threw a student on the ground at recess, and hid. He also refused to do work and called people names. In March, these behaviors continued, with [REDACTED] tipping over chairs, throwing pencils, and kicking furniture. He had an in school suspension on 3/9, but was so oppositional that parents were called and it became an out of school suspension.

[REDACTED] has had 31 office referrals (referrals serious enough that a teacher would not handle by themselves), and the reasons were for insubordination, inappropriate personal contact, and inappropriate language. Various staff members reported [REDACTED] behavior in a variety of school settings, with no particular time of day or specific day of the week.

[REDACTED] has also had similar issues at Surround Care. When he arrives at school in the morning he goes to the At-Risk Teacher's room where he can have breakfast, rather than in Surround Care. When [REDACTED] was younger, he was removed from summer daycare because of his behavior, and asked to find a different placement.

For [REDACTED], problem behaviors are more likely to occur after requests for him with work expectations, to make corrections on work, or to redo work because of poor quality. Problem behaviors are also likely to occur when he is confronted about in incident he had a role in, and if he is asked to state his role or to make apologies. Problem behaviors are least likely to occur when no expectations are put upon him, or if he can complete a task in his own manner or style.

[REDACTED] often views things as not being fair. He does not like it when instructed to take a time-out. He will run away and refuse. He has significant difficulty accepting responsibility. About 90% of the time he will say "It wasn't me, I didn't do it," even when something is witnessed by adults. [REDACTED] is typically willing work for free time or tangible items. His at-risk teacher feels that some functions of his behavior are frustration (such as wanting to read a book he chooses, not one at his reading level), difficulty with attending and impulsivity, attention seeking behaviors, and avoidance.

INFORMATION FROM ASSESSMENTS AND OTHER SOURCES (ER-1)

In determining whether the student has a disability (impairment and need for special education) document consideration of other information including individual assessments, aptitude and achievement tests, independent and outside evaluations, teacher recommendations and information about the students physical condition, social or cultural background and adaptive behavior.

The Behavior Assessment System for Children: Third Edition (BASC-3) was used to assess a variety of adaptive and problem behaviors in the home and school environments. Carsen's father and stepmother completed a behavior rating scale as did his classroom teacher.

The following are the clinical scales assessed in the BASC-3:

Aggression: The tendency to act in a hostile manner (either verbal or physical) that is threatening to others.

Anxiety: The tendency to be nervous, fearful, or worried about real or imagined problems.

Attention Problems: The tendency to be easily distracted and unable to concentrate more than momentarily.

Atypicality: The tendency to behave in ways that are considered odd or commonly associated with psychosis.

Conduct Problems: The tendency to engage in antisocial and rule-breaking behavior, including destroying property.

Depression: Feelings of unhappiness, sadness, and stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.

Hyperactivity: The tendency to be overly active, rush through work or activities, and act without thinking.

Learning Problems: The presence of academic difficulties, particularly understanding or completing homework.

Somatization: The tendency to be overly sensitive to and complain about relatively minor physical problems and discomforts.

Withdrawal: The tendency to evade others to avoid social contact.

The following are the adaptive scales assessed in the BASC-3:

Activities of Daily Living: The skills associated with performing basic, everyday tasks in an acceptable and safe manner.

Adaptability: The ability to adapt readily to changes in the environment.

Functional Communication: The ability to express ideas and communicate in a way others can easily understand.

Leadership: The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.

Social Skills: The skills necessary for interacting successfully with peers and adults in home, school, and community settings.

Study Skills: The skills that are conducive to strong academic performance, including organizational skills and good study habits.

When reviewing the scores below, please remember that "average" scores on the BASC-3 mean that [REDACTED] demonstrates these behaviors as much as is typical for a child his age and that these behaviors are not problematic (T-scores between 41-59 are considered average). "At-risk" means that the behaviors are not typical, and may identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring (T-scores between 60-69 on clinical scales and 31-40 on adaptive scales are at risk). "Clinically significant" suggests a high level of maladjustment, as perceived by the rater (T-scores 70 and above for clinical scales and 30 and below for adaptive scales are clinically significant).

The first scores were received from [REDACTED]'s father and stepmother, and the second set of scores from his teacher:

Hyperactivity = 63 S.S., At-Risk; 79 S.S., Clinically Significant

Aggression = 72 S.S., Clinically Significant; 89 S.S., Clinically Significant

Conduct Problems = 81 S.S., Clinically Significant; 85 S.S., Clinically Significant

Externalizing Problems = 75 S.S., Clinically Significant; 87 S.S., Clinically Significant

Anxiety = 55 S.S., Average; 57 S.S., Average

Depression = 69 S.S., At-Risk; 84 S.S., Clinically Significant

Somatization = 44 S.S., Average; 43 S.S., Average

Internalizing Problems = 57 S.S., Average; 65 S.S., At Risk

Attention Problems = 56 S.S., Average; 74 S.S., Clinically Significant

Atypicality = 62 S.S., At-Risk; 73 S.S., Clinically Significant

Withdrawal = 55 S.S., Average; 68 S.S., At Risk

Behavioral Symptoms Index = 67 S.S., At Risk; 85 S.S., Clinically Significant

Adaptability = 40 S.S., At-Risk; 22 S.S., Clinically Significant

Social Skills = 38 S.S., At Risk; 30 S.S., Clinically Significant

Leadership = 40 S.S., At-Risk; 30 S.S., Clinically Significant

Functional Communication = 37 S.S., At-Risk; 29 S.S., Clinically Significant

Activities of Daily Living = 46 S.S., Average

Adaptive Skills = 39 S.S., At Risk; 26 S.S., Clinically Significant

Ratings in the following areas were at risk or clinically significant across raters: hyperactivity, aggression, conduct problems, depression, atypicality, adaptability, social skills, leadership, and functional communication. His teacher also rated him as at risk for withdrawal, and clinically significant for attention problems.

[REDACTED] teachers, (including his classroom teacher and specialists such as art, PE, and music teachers) Surround Care, as well as his father and stepmother completed the Child-Behavior Checklist (CBCL) to gain their perspectives regarding [REDACTED] social competence and behavior problems. The CBCL is a standardized rating scale containing 20 social competencies and 119 behavior problem items. After the responses are scored, they are compared to norms for the child's gender and age group.

INFORMATION FROM ASSESSMENTS AND OTHER SOURCES (ER-1)

teachers rated him as scoring within normal limits in 2 of the 8 areas, withdrawn/depressed and somatic complaints. The area of aggressive behavior was above the 98th percentile for 4 of the teachers. Surround Care reports the most difficult behaviors for . Specifically, anxious/depressed, social problems, rule-breaking behavior, and aggressive behavior are above the 93rd percentile. classroom teacher rated him at or above the 93rd percentile in 5 of the 8 areas: social problems, thought problems, attention problems, rule-breaking behaviors, and aggressive behavior. Areas of anxious/depressed and withdrawn/depressed were at the 97th percentile.

All of teachers characterize him as argumentative, explosive, stubborn, and inattentive.

The Occupational Therapist assessed sensory needs. The Sensory Profile provides a standardized method for measuring a child's sensory processing abilities and to ascertain the effect of sensory processing on functional performance in the daily life of a child. The Sensory Profile School Companion was used to measure student's sensory processing abilities. This is a standardized assessment tool for measuring student's sensory processing abilities and their effect on the student's functional performance in the classroom and school environment. It is for children age 3 – 11 years 11 months. A Sensory Profile Student Companion was completed by his teachers.

Skilled observation was done of student's fine motor hand skills, preparatory writing skills, and postural stability.

Sensory Processing Skills:

Sensory Profile:

Sensory Processing:

Auditory: Typical Performance

Visual Processing: Typical Performance

Vestibular Processing: Typical Performance

Touch Processing: Typical Performance

Multisensory Processing: Typical Performance

Oral Sensory Processing: Typical Performance

Modulation: (the child's regulation of neural messages)

Of Sensory Processing Related to Endurance and Tone: Typical Performance

Related to body position and movement: Typical Performance

Of Movement Affecting Activity Level: Typical Performance

Of Sensory input affecting emotional responses: Typical Performance

Of Visual Input Affecting Emotional Responses and Activity Level: Typical Performance

Behavior and Emotional Responses:

Emotional/Social Responses: Probable Difference – frequently has a difficult time liking himself, has trouble "growing up"; is sensitive to criticism; expresses feeling like a failure; is stubborn or uncooperative; poor frustration tolerance (difficult time coping with frustration)

Behavioral Outcomes of Sensory Processing: Typical Performance

Items Indicating Thresholds for Response : Typical Performance

Factors:

Sensory Seeking: Typical Performance

Emotionally Reactive: Probable Difference

Low Endurance/Tone : Typical Performance

Oral Sensory Sensitivity: Typical Performance

Inattention/Distractibility: Typical Performance

Poor Registration: Typical Performance

Sensory Sensitivity: Typical Performance

Sedentary: Typical Performance

Fine motor/perceptual: Typical Performance

Interpretation:

Parent's completion of the profile indicates that he is typical of most students except for in the area of low self-esteem and ability to cope with frustration. It is indicated that responds differently at home than at school. They do see him get easily frustrated with noted difficulties coping but he is able to take a short break to regroup. His step-mother believes that it may continue longer at school due to embarrassment and frustration that he is not able to let go of. Although his scores are in the typical range, they do identify that he is a boy that is "on the go". No reports of difficulty with focus or attention at home.

Sensory Profile, School Companion:

Quadrant Scores:

1. Registration: Typical Performance -Represents behavior consistent with a pattern of high neurological thresholds and a tendency to act passively in relation to those thresholds. This is a student who may appear uninterested and can have a flat or dull affect. Or he/she may seem to have a low energy level and act as if he/she is overly tired all the time. May also seem to be a "bystander" often missing sensory stimuli that provide cues about what is going on in their environment.

2. Seeking: Definite Difference - These students are active and continuously engaged in their environments. "Seekers" add sensory input to every experience in daily life. i.e., needs a lot of extra input to activate his/her high

INFORMATION FROM ASSESSMENTS AND OTHER SOURCES (ER-1)

thresholds in order to be prepared for learning. They may appear excitable or seem to lack consideration for safety while playing. From the teacher's perspective these students work from assignments that provide more intense sensory stimuli so he/she notices what is going on and can stay on task to complete the work.

3. Sensitivity: Typical Performance-These students tend to be distractible and may display hyperactivity. "Sensors" have a pattern of directing their attention to the latest stimulus that presents itself, which draws them away from whatever they are trying to accomplish. They might be cautious about proceeding in some situations because they missed something (while being distracted), or might become upset either by their own difficulties, or with others who are interrupting them. They tend not have the adequate ability to habituate to every stimulus that becomes available in their environment.

4. Avoiding: Typical Performance -These students engage in very disruptive behaviors as they engage in an active strategy to keep sensory input away. They either withdraw or have an emotional outburst that enables them to get out of the threatening situation. From a behavioral perspective, this student might be stubborn or controlling. However, from a sensory processing perspective the student is creating a situation to limit sensory input to those events that are familiar and therefore easy for his/her nervous system to interpret. Students who avoid sensation are resistant to changes because change represents an opportunity to be bombarded with unfamiliar (and potentially harmful) stimuli.

School Factor Scores:

School Factor 1: Probable Difference - Seeking and Registration Patterns: This represents the student's need for external supports.

School Factor 2: Probable Difference - Awareness and Attention: This indicates a student may have difficulty with being aware and active within the learning environment.

School Factor 3: Probable Difference - Range of Tolerance for Sensory Input: This indicates the tolerance the child has to sensory inputs.

School Factor 4: Typical Performance - Level of Availability for Learning: This represents the student's level of availability for learning.

Section Scores:

Auditory: Probable Difference: [REDACTED] almost always is distracted or has trouble functioning if there is a lot of noise in the area. He frequently appears to not hear what you say and tells others to be quiet.

Visual: Probable Difference - [REDACTED] almost always watches other students when they move around the room and startles at unexpected movements near desk or around the room. He frequently misses written or demonstrated directions more than other students, adds more details to drawing and coloring, and looks away from tasks to notice all other activity in the room.

Movement: Probable Difference - He almost always fidgets during activities and gets up and moves around more than other students. He is frequently "on the go."

Touch: Probable Difference - [REDACTED] frequently plays or "fiddles with objects or school supplies. He occasionally comes too close into other people's space, doesn't seem to notice when face and hands remain soiled, and if fidgety or disruptive when standing in line or close to other people.

Behavior: Probable Difference - [REDACTED] almost always is bossy with peers, can be described as over-reactive or dramatic when compared to peers, and is easily frustrated. He is frequently inefficient in doing things and is stubborn or uncooperative.

Large Motor Skills, i.e., antigravity postures: Assumes refined pivot prone posture (flying like superman) and holds for 27 seconds. Assumes supine flexed posture (rolling up into a ball with arms crossed on chest) and holds for 20 seconds. He requires two tries and a lot of encouragement to hold these postures. PRN is about 7 seconds with student feeling quite dizzy initially. Balance on one leg is as follows: R is 10 seconds and left is 15 seconds. Heel to toe is 20 seconds. He is unsteady and wobbly with balance challenges. Eye Pursuits appeared WNL.

Classroom Observations: [REDACTED] is prone on elbows engaged in rainbow spelling activity. He spends more time talking with the boy next to him than working. Conversation is initiated by [REDACTED] almost every time interfering with his peers work. When he does work, he sings to himself. He copies from the board without looking at his paper. He writes fast forming letters large and often sloppy. During this time, he frequently stretches his arm and hand. He is then seen during floor time with peers. He sits on his feet instead of crisscross. He is fidgety the entire time as he takes off his jacket and puts it back on, rubs the hood over his face, stretches, and licks his arm. He does raise his hand to participate but doesn't have an answer when called upon.

Assessment:

The Sensory Profile for home and school presented differently in most areas except for in the area of behavioral outcomes. Although he is noted to be an "on the go" child at home, this was not enough to show a difference from typically developed children of his age. At both home and school [REDACTED] is easily frustrated, demonstrates poor coping skills, and is stubborn or uncooperative. In the classroom setting [REDACTED] is easily distracted by noise and visual stimulation. He seeks out movement and stimulation by fidgeting with items, wiggling, moving and making noises. When he attempts to contribute in group discussion, he has been too distracted to effectively participate. [REDACTED] behaviors can escalate at school to the point of removal from the classroom. At home he is able to take a quiet break and then complete work with 1:1 direction of an adult. He is not able to calm himself as easily at school as he lacks the coping and regulation skills to effectively manage his anger and frustration.

INFORMATION FROM ASSESSMENTS AND OTHER SOURCES (ER-1)

██████ is currently being seen by the school counselor with another student to work on skills related to dealing with family issues.

If assessments or other evaluation materials were not administered in accordance with the instructions provided by the publisher or producer of the assessments describe the extent to which there were variations in administration from standard conditions such as the qualification of the evaluator or methods of assessment administration including the language or other mode of communication that was used in assessing the student.

☒ N/A

DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION (ER-1)

A. This student meets the criteria for one or more of the following impairments:

Check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedically Impaired |
| <input type="checkbox"/> Cognitive Disability | <input type="checkbox"/> Other Health Impairment |
| <input checked="" type="checkbox"/> Emotional Behavior Disability | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Specific Learning Disability (complete ER-2, 'Additional Documentation Required for Specific Learning Disabilities') | <input type="checkbox"/> Visual Impairment (complete ER-3, 'Determining Braille Needs') |
| <input type="checkbox"/> None found (complete C. below) | <input type="checkbox"/> Significant Developmental Delay (first consider other areas as the primary disability) |

B. For each impairment identified, document how the student meets the criteria:

See attached worksheet. The team discussed each item and was in agreement that ██████ meets the eligibility requirements both at school and in the community. His behavior affects his classroom adjustment, social relationships, and personal adjustment. Behaviors are frequent, chronic, and severe. He demonstrates inappropriate behavioral responses to normal situations.

C. Were impairments Considered and rejected? ☐ Yes ☒ No

(If yes, document which one(s) and how the student did not meet the criteria)

D. By reason of the impairment(s) identified, does this student need or continue to need special education?:

☒ Yes ☐ No (In order for the IEP team to determine that the student needs special education, the IEP team must answer 'yes' to question 1 AND list needs under 2b and/or 3 below)

☒ Yes 1. Does the student have needs that cannot be met in regular classroom education as structured?

(If yes, list the needs below.)

At times ██████ needs direct instruction on coping skills, and when in crisis, needs a place to go to get calm as well as direct supervision. He may need closer adult supervision than typical students, and social skills instruction.

☐ No (If no, there is no need for special education).

☒ Yes 2. Are there modifications that can be made in the regular education program to allow the student access to general education curriculum and to meet the educational standards that apply to all students? (Consider adaptation of content, methodology and/or delivery of instruction.)

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DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION (ER-1)

(If yes.)

a.) List modifications that do not require special education.

a variety of sensory items and breaks are available, and he is paired with appropriate peer models

b.) List modifications that require special education.

OT services, Educational Assistant supervision, individualized instruction in a small group or 1:1 setting at times for him to learn social and coping skills

☐ No

(If no, go to question 3).

☒ Yes

3. Are there additions or modifications that the child needs which are not provided through the general education curriculum? (Consider replacement content, expanded core curriculum, and/or other supports.)

(If yes, list below.)

██████████ will participate full-time in meeting the standards and goals of the general curriculum; however, materials or level of support may differ from the regular classroom at times.

☐ No