**Results of the Evaluation Report**

The results of the initial evaluation met the eligibility criteria for student 4 to qualify for special education under the category of Emotional Behavioral Disabilities (EBD). Information obtained from the general education teacher and the at-risk teacher indicated that the child has gone through several interventions with little to no progress made behaviorally. The student has been removed from the classroom daily due to aggression and other behavioral difficulties. Observations done in the classroom describe situations at any given point in the day and week where student 4 displays difficulty in using coping skills while frustrated. Rather than follow directions, student 4 does things as he sees fit. He also has difficulty adapting to the daily routine of the classroom. Student 4 has been a part of the At-Risk Program since the end of first grade.

**Behavior Interventions Used**

Student 4 has been sent out of the classroom and to the at-risk or surround care teachers classrooms throughout the day due to non-compliance. This is generally for a 30 minute period in order for him to cope or calm down. Other times it has been because the teacher is not able to properly handle it on their own.

A check in/check out system was used for student 4, where he would visit the at-risk teacher every morning and evening to discuss the behavioral goal for the day. Throughout the day the student had checkpoints that he was able to check in and decide if he was meeting his goal. This technique proved to be unsuccessful, as it caused more anxiety and stress for the student.

**Present Level of Education Performance (PLEP)**

Student 4 has the academic skills necessary to succeed in the classroom, when his behavior does not interfere. His reading level is M, which is the target level for the end of second grade. He is a strong reader, but is often uncooperative with tasks that involve writing, spelling, and independent progress in such areas.

**Informal Assessment and Results**

Classroom Observations: Student 4 has had his behavior documented since the second half of his first grade year. Reasons for office referrals include; insubordination, inappropriate language, and inappropriate contact. Problem behaviors are more likely to occur when student 4 is asked to make corrections or to redo work because of poor quality. Student 4 has shown behaviors such as refusal, difficulty accepting responsibility, running away, and attention seeking behaviors. These behaviors have been documented throughout the day and week without any specific setting being necessary as a stressor.

Parent Interviews: Student 4 currently lives with his father and stepmother. He sees his biological mother occasionally on weekends, although he lived with her and his older brother until the age of 5. According to his stepmother and father, the behaviors seen at school are also seen at home. Mainly his skills with coping when frustrated or agitated. The difference between the behaviors at the differing environments is, at home they are not as prominent. He is able to cope and calm himself down when frustrated at home. Student 4 takes a break in order to regroup.

**Formal Assessment and Results**

Behavior Assessment System for Children-3rd Edition (BASC-3): The BASC-3 assesses a variety of adaptive and problem behaviors in home and school environments The results for the BASC-3 showed that student 4 scored clinically significant in the following areas according to his parents; aggression, conduct problems, and externalizing problems. His parents also scored him at-risk for the areas his teachers found to be clinically significant. These areas are as follows; hyperactivity, aggression, conduct problems, externalizing problems, depression, attention problems, atypicality, behavioral symptoms index, adaptability, social skills, leadership, functional communication, and adaptive skills. Student 4 was found at-risk by his teachers for withdrawal..

Child Behavior Checklist (CBCL): The CBCL looks at the child from the perspective of social competencies and behavior problems. This is a standardized rating scale containing 20 social competencies and 119 behavior problem items. The responses are scored and compared to a norm group of the same gender and age range of the student. The results of the CBCL for student 4 are that he is within normal limits for withdrawn/depressed behavior and somatic complaints. The most difficult behaviors seen for this student were; aggression, anxious/depressed, social problems, rule-breaking behavior, thought problems, and attention problems. This characterizes him at argumentative, explosive, stubborn, and inattentive.

The Sensory Profile School Companion: This profile assesses student’s sensory processing abilities. It is a standardized method of measuring a student’s sensory processing abilities and to ascertain the effect of sensory processing on functional performance in the daily life of the child. Student 4 showed a probable difference from his peers in emotional/social responses, emotionally reactive, seeking and registration patterns, awareness and attention, and range of tolerance for sensory input. These sensory input areas are auditory, visual, movement, touch, and behavior. There was a definite difference in seeking from a norm group. Seeking is described as students that are active and continuously engaged in their environments and add sensory inputs into every experience. Student 4 has shown that attention difficulties occur more often at school and are often auditory distractions.

**Other Key Points**

Student 4 currently meets with the school counselor and another student to work on skills related to dealing with family issues. He does not see his mother on a regular basis. He also meets the eligibility criteria for EBD.

**Goals and Objectives**

**Goal 1:** Student 4 will increase coping abilities in the general education classroom.

**Objective 1A:** Student 4 will work with an occupational therapist to integrate sensory input tools as a calming mechanism when frustrated outside of the general education classroom.

**Objective 1B:** Student 4 will use coping skills learned from previous objective to generalize the use of sensory input tools when frustrated in the general education classroom.

**Goal 2:** Student 4 will increase social skills, functional communication, and self-esteem through social skills training.

**Objective 2A:** Student 4 will be taught how to use some general conversational tools to use when frustrated or while talking to peers.

**Objective 2B:** Student 4 will work with the social skills training group to help generalize functional communication skills to be used outside of group.