



**ATLANTA PUBLIC SCHOOLS  
PSYCHOLOGICAL SERVICES**

**CONFIDENTIAL PSYCHOEDUCATIONAL EVALUATION REPORT**

<b>Name:</b>	Henry Tucker Hodgdon	<b>Birthdate:</b>	1/23/2020	<b>Age:</b>	5:3
<b>School:</b>	The Preschool at PRUMC	<b>Grade:</b>	Pre-K	<b>GTID:</b>	1712810092
<b>Hearing Screening:</b>	2/5/2025	<b>Vision Screening:</b>	2/5/2025		
<b>Primary Language:</b>	English	<b>Home Language:</b>	English		
<b>Date Evaluated:</b>	5/13/2025	<b>Report Completed:</b>	5/16/2025		
<b>Type of Evaluation</b>	Initial	<b>60-Day Due Date</b>	6/13/2025		
<b>Examiner:</b>	Maria Gordon-Rumley, Ed.S., School Psychology Intern				
<b>Supervisor:</b>	Rosemary Glean, Ed.S., LPC, School Psychologist				

*This document is a report of privileged and confidential information which is not to be released without signed parent consent.*

**REASON FOR REFERRAL**

Tucker was referred for an initial evaluation by his parent due to concerns with his communication, behavior, and foundational academic skills. Tucker has diagnoses of Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder, Combined Type. This evaluation will help identify Tucker's current strengths and challenges to assist with educational planning.

**EVALUATION PROCEDURES**

<b>Review of Records</b>
<b>Student Interview</b>
<b>Parent Information</b>
<b>Teacher Information</b>
<b>BCBA Information</b>
<b>Observations in the School Setting</b>
<b>Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)</b>
<b>Bracken Basic Concepts Scale—Fourth Edition Receptive (BBCS-4:R)</b>
<b>Autism Spectrum Rating Scales (ASRS)</b> Parent Rating Scale Teacher Rating Scale
<b>Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)</b> Parent Rating Scale

**BACKGROUND INFORMATION**

*The following was obtained through a review of available records, as well as information from home and school.*

**Development History**

Tucker's parent reported that he was born full-term via caesarian section following an uncomplicated pregnancy. He was reported to crawl, walk, say first words, speak in simple sentences, and was toilet trained at an age-appropriate time. Tucker had some speech delays that were addressed through speech language therapy beginning at age 2.

**Medical History**

Tucker was diagnosed with Autism Spectrum Disorder by Elizabeth Greenfield, PhD, at the Marcus Autism Center in February 2022. He subsequently received a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD), Combined Presentation. He takes 10 mg of Metadate CD daily. Tucker also had ear tubes placed in September 2021. Tucker currently receives speech therapy and ABA therapy. He previously received occupational therapy. Hearing and vision are within normal limits.

**Family History**

Tucker currently lives with his mother, father, older sister, and two younger brothers. There have not been major recent changes in the home. A biological family history of depression was reported. Family members speak English in the home.

**Educational History*****Enrollment & Attendance***

Tucker is currently enrolled in Pre-K at the Preschool at Peachtree Road United Methodist Church. He is age appropriate for his grade. He will transition into Kindergarten in Fall 2025.

***Social, Emotional, and Behavior History***

Tucker demonstrates a history of challenges with social, emotional, and behavioral skills at school. His teacher reports tantrums when asked to transition away from preferred activities. He also has some challenges with social situations with peers. While attention was a significant concern at the beginning of his Pre-K year, he has shown significant improvement since he began taking medication. Tucker's parent indicates a history of social, emotional, and behavioral challenges at home. Parent reports tantrums, as well as inattention and hyperactivity.

**PREVIOUS EVALUATION RESULTS*****Outside or Private Evaluations***

Tucker was assessed by Elizabeth Greenfield, PhD at the Marcus Autism Center on 2/1/2022. He was referred for an evaluation due to his participation in a research study in social engagement. Results indicated Tucker demonstrated deficits in social interaction and social communication skills, as well as the presence of restricted and repetitive behaviors. He showed inconsistent eye contact, did not consistently use language to make requests, and engaged in repetitive play and sensory-seeking behaviors. Based on these results, Tucker was diagnosed with Autism Spectrum Disorder.

**INTERVIEWS*****Student Interview***

Tucker reported that he lives with his parents, older sister, and two younger brothers. He reported having friends at school and that he likes his teacher. Additionally, Tucker appears to have age-appropriate interests and hobbies, such as playing with toy cars and construction cranes, and his iPad. When asked if he has a favorite toy at home, he said that he likes all of them, but not the baby toys. Tucker expressed that he likes going outside to play at recess, except when it is too hot.

***Parent Information***

The following information was obtained through a parent questionnaire. Tucker is a happy child who gets along well with his siblings. Challenges were reported with his attention and high level of activity. He also becomes frustrated easily and is resistive to change. When he becomes upset, he will tantrum or yell. His parent reports no concerns with his speech, motor skills, self-help skills, and pre-school academic skills.

***Teacher Information***

The following information was obtained through the Problem Identification Checklist and Functional Assessment Interview Form completed by Tucker's pre-K teacher, Lauren Emily Genthner.

In reading, Tucker's teacher reports mild concerns with his ability to recognize letters, letter sounds, and the main idea of a story. She expressed significant concern for his ability to copy letters and numbers. In math, she reported mild concerns for his problem solving abilities. In the area of listening comprehension, Tucker's teacher reported mild concerns with his ability to follow simple and complex directions, identify pictures in response to

oral prompts, and to retell information. She reported no concerns with his oral expression.

With regards to motivation and engagement, Tucker's teacher reports no concerns with his participation in class activities and attention. She reports mild concerns with his ability to play appropriately with peers and to attempt new tasks and activities, and significant concerns with the quality of his work. For motor skills, his teacher reports mild concerns with cutting and pasting skills, and self-care skills such as buttoning, tying, or using utensils, and significant concerns with writing. In the area of adaptive skills, his teacher reports mild concerns with socialization skills.

Additionally, Tucker's teacher reports that he is a really kind and fun kid who enjoys hands-on activities, like building with manipulatives. He does not like writing, loud people, or loud activities. He has difficulty transitioning away from preferred tasks, especially if he is working one-on-one or in a small group with the teacher while others are at more fun centers. He also has challenges negotiating social situations with peers. His teacher says he will become angry and "gets loud." Tucker had significant challenges at the beginning of the year with his ability to attend to instruction and tasks, and to appropriately engage with his peers. She has seen great improvements since he began taking medication. She reports that it is still difficult for her to assess what skills he knows, and he benefits from shortened tasks.

### **BCBA Information**

The following information was obtained from the Functional Assessment Interview Form completed by Tucker's BCBA, Georgia Beauregard.

She reports that Tucker has tantrums a few times a month, which looks like screaming, crying, flopping to the ground, and refusing to follow instructions. They last about 5 to 10 minutes in duration. Tucker is most likely to tantrum when he is prompted to transition away from centers or a preferred activity to complete an academic task, or when he has a peer conflict about sharing.

Tucker's BCBA noted that he previously had a token board to earn small rewards, but its use was faded and Tucker is successful through motivators provided as part of the whole classroom management system. He responds well when given choices, and when instructions are provided in multiple different ways or with models and examples.

### **BEHAVIORAL OBSERVATIONS**

#### **Assessment Behavior**

Tucker was assessed over one session. The following behaviors were observed throughout the testing session:

<b>Strengths Observed</b>		
<input checked="" type="checkbox"/> Cooperative	<input checked="" type="checkbox"/> Attended to tasks	<input type="checkbox"/> Pushed through hard tasks
<input checked="" type="checkbox"/> Understood directions	<input checked="" type="checkbox"/> Motivated to do well	<input type="checkbox"/> Initiated conversation
<input checked="" type="checkbox"/> Followed directions	<input checked="" type="checkbox"/> Tried his best	<input type="checkbox"/> Engaged in conversation appropriately
<b>Challenges Observed</b>		
<input type="checkbox"/> Uncooperative	<input checked="" type="checkbox"/> Overactive / Fidgety	<input type="checkbox"/> Difficulty maintaining conversation
<input type="checkbox"/> Difficulty understanding directions	<input type="checkbox"/> Appeared unmotivated to do well	<input checked="" type="checkbox"/> Limited eye contact
<input type="checkbox"/> Difficulty following directions	<input type="checkbox"/> Gave little effort	<input type="checkbox"/> Repetitive behaviors
<input type="checkbox"/> Inattentive / Easily distracted	<input type="checkbox"/> Did not initiate conversation	<input type="checkbox"/> Sensory seeking / sensitivities

Tucker was provided frequent breaks between tasks, which helped to maintain his engagement and attention. He at times complained that tasks were hard and required encouragement to continue, but he persisted and completed all tasks presented. Based on his overall effort and participation, results are likely a valid representation of Tucker's current functioning.

#### **Classroom Behavior**

Tucker was observed in his classroom for approximately 30 minutes during arrival, morning work, and morning meeting. The following behaviors were observed throughout the observation:

Strengths Observed		
<b>Learning Behavior</b> <input type="checkbox"/> Attended to instruction <input checked="" type="checkbox"/> Participated <input type="checkbox"/> Organized <input type="checkbox"/> Started task independently <input checked="" type="checkbox"/> Stayed on task <input checked="" type="checkbox"/> Completed tasks	<b>Classroom Behavior</b> <input checked="" type="checkbox"/> Followed directions <input checked="" type="checkbox"/> Followed routines <input checked="" type="checkbox"/> Transitioned independently <input checked="" type="checkbox"/> Stayed in seat/area <input checked="" type="checkbox"/> Appropriate use of materials	<b>Social Behavior</b> <input checked="" type="checkbox"/> Responded well to authority <input checked="" type="checkbox"/> Worked well with peers <input checked="" type="checkbox"/> Engaged with others <input checked="" type="checkbox"/> Cooperative <input type="checkbox"/> Engaged in appropriate conversation <input checked="" type="checkbox"/> Helpful
Challenges Observed		
<b>Learning Behavior</b> <input checked="" type="checkbox"/> Inattentive <input type="checkbox"/> Did not participate <input type="checkbox"/> Unorganized <input checked="" type="checkbox"/> Did not start tasks independently <input type="checkbox"/> Frequently off-task <input type="checkbox"/> Did not complete tasks	<b>Classroom Behavior</b> <input type="checkbox"/> Difficulty following directions <input type="checkbox"/> Difficulty following routines <input type="checkbox"/> Difficulty with transitions <input type="checkbox"/> Leave seat/area without permission <input type="checkbox"/> Disruptive <input type="checkbox"/> Property destruction <input type="checkbox"/> Repetitive behaviors <input type="checkbox"/> Sensory seeking / sensitivity	<b>Social Behavior</b> <input type="checkbox"/> Difficulty with authority <input type="checkbox"/> Difficulty working with peers <input type="checkbox"/> Withdrawn / Did not engage peers <input type="checkbox"/> Uncooperative <input type="checkbox"/> Physical aggression <input type="checkbox"/> Verbal aggression <input checked="" type="checkbox"/> Limited eye contact

When Tucker entered his classroom, he went over to his teacher and pulled on her sleeve to get her attention instead of verbally greeting her. He repeated this at another time when he wanted to show her something instead of vocalizing what he wanted her to do. His teacher supported him through morning work. Tucker attempted to independently write his name, but it was illegible. His teacher guided him question by question, providing additional verbal prompts for him to respond and writing the missing letters with a highlighter for Tucker to trace. Tucker appropriately engaged in classroom routines, such as putting up his pencil and worksheet, cleaning up toys, sitting in his spot on the carpet, and lining up for recess. Tucker played with Legos with his peers after he finished his morning work, and he engaged in appropriate turn-taking when playing a game with his class. While the class was reviewing the weather and calendar, Tucker sat in his space on the carpet but played with his shoes instead of participating in the class discussion.

### EVALUATION RESULTS & INTERPRETATIONS

*No set of test score descriptors is universally used by all tests, even though test scores are based on the same statistical model (i.e., a normal curve). While the following descriptors are not an exact match with the descriptors proposed by the respective test publishers, they are generally applicable interpretations of standard scores that are based on a mean of 100 and a standard deviation of 15, and of scaled scores that are based on a mean of 10 and a standard deviation of 3. In addition, assessment materials and procedures used for this evaluation were selected and administered with individual student characteristics in mind.*

	NORMATIVE WEAKNESS		AVERAGE RANGE			NORMATIVE STRENGTH	
	Significantly Below Average	Below Average	Low Average	Average	High Average	Above Average	Significantly Above Average
Standard Score	≤ 70	71-84	85-89	90-110	111-115	116-129	≥ 130
Scaled Score	≤ 4	5-6	7	8-12	13	14-15	≥ 16
T-Score	≤ 30	31-39	40-42	43-57	58-60	61-69	≥ 70
Percentile	≤ 2	3-15	16-24	25-75	77-85	86-97	≥ 98

### ASSESSMENT OF COGNITIVE/INTELLECTUAL FUNCTIONING AND PSYCHOLOGICAL PROCESSING

*Intellectual or cognitive functioning refers to a student's overall ability to think, learn, and problem solve. Additionally, it involves the ability to reason, plan, and understand complicated concepts. Psychological processing involves how a student takes in, understands, and makes sense of information.*

**Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)**

The Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV) is an individually administered assessment of intelligence of children ages 2 years, 6 months through 7 years, 7 months. The WPPSI-IV assesses children in five cognitive areas: Verbal Comprehension, Visual-Spatial, Fluid Reasoning, Working Memory, and Processing Speed. The WPPSI-IV also gives a Full-Scale IQ (FSIQ) score that represents a student's ability to learn when compared to others their age.

<b>Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)</b>			
<i>Index Subtest</i>	<i>Standard Score Scaled Score</i>	<i>Percentile</i>	<i>Qualitative Description</i>
<b>Verbal Comprehension</b>	<b>88</b>	<b>21</b>	<b>Low Average</b>
Information	7	16	Low Average
Similarities	9	37	Average
<b>Visual Spatial</b>	-	-	---
Block Design	7	16	Low Average
<b>Fluid Reasoning</b>	-	-	---
Matrix Reasoning	10	50	Average
<b>Working Memory</b>	-	-	---
Picture Memory	8	25	Average
<b>Processing Speed</b>	-	-	---
Bug Search	8	25	Average
<b>FULL SCALE IQ</b>	<b>86</b>	<b>18</b>	<b>Low Average</b>

Tucker's Full-Scale Intelligence Quotient (FSIQ) score fell within the Low Average range when compared to other children his age. Six different tasks make up the FSIQ. This score is usually considered the best estimate of someone's overall intellectual functioning.

Tucker performed in the Low Average range on the Verbal Comprehension Index, indicating adequate ability with remembering and using words and information he has learned. This index reflects his ability to explain what he is thinking and think about spoken information. He demonstrated Low Average ability to answer questions about general knowledge (Information), and Average ability to describe how two common objects or concepts are alike (Similarities). Tucker's performance on the Verbal Comprehension Index was similar to other children his age. His performance suggests he is able to express himself using words and understand and learn new words without difficulty.

Tucker was given the Block Design subtest from the Visual-Spatial Index. He performed in the Low Average range, indicating adequate ability to understand and think about visual details and recreate a design from a model. His performance suggests he can work with visual-spatial information and understand part-whole relationships.

Within the Fluid Reasoning Index, Tucker demonstrated Average ability to determine underlying conceptual relationships among visual objects and to use reasoning to identify and apply rules by selecting the missing pieces to complete a pattern (Matrix Reasoning). His performance suggests age-appropriate critical thinking skills.

Tucker was given the Picture Memory subtest from the Working Memory Index. He demonstrated Average ability to select pictures of previously viewed objects. His performance suggests he has adequate short term, visual working memory.

Within the Processing Speed Index, Tucker demonstrated Average ability with quick and accurate decision making with simple visual information by marking a bug in the search group that matches the target (Bug Search). His performance suggests age-appropriate ability to work with simple information quickly.

### **Cognitive/Intellectual Functioning and Psychological Processing Summary**

Based on comprehensive procedures for measuring cognitive/intellectual ability, including performance on formal measures, interpretation of processing strengths and challenges, observations, interviews, and a review of data, Tucker's intellectual functioning appears to be within the Low Average range. Measures of his psychological processing also indicate that he is performing within the Low Average to Average range.

### **ASSESSMENT OF ACADEMIC FUNCTIONING**

*Academic achievement refers to the academic skills a student has learned from classroom instruction.*

#### **Bracken Basic Concepts Scale–Fourth Edition Receptive (BBCS–4:R)**

Bracken Basic Concepts Scale–Fourth Edition Receptive (BBCS–4:R) consists of ten subtests to evaluate basic concept development for children ages 3 years 0 months through 7 years 11 months. The first six subtests make up the School Readiness Composite (SRC), which is designed to assess educationally relevant concepts children have traditionally needed to know to be prepared for early formal education.

<b>Bracken Basic Concepts Scale–Fourth Edition Receptive (BBCS–4:R)</b>			
<i>Composite</i>	<i>Scaled Score</i>	<i>Percentile</i>	<i>Qualitative Description</i>
School Readiness Composite	78	7	Below Average

Tucker obtained a School Readiness Composite Standard Score of 78, which is the Below Average range when compared to other children his age.

On the School Readiness Composite, the following subtests are reported in percentage Tucker correctly answered:

**Colors – 67%** Tucker was able to identify most colors by name. He pointed to pink for red, black for brown, and did not demonstrate understanding of the terms primary color or pastel color.

**Letters – 60%** Tucker identified the letters A, K, W, X, and u. He was unable to identify D, H, Q and m.

**Numbers/Counting – 80%** Tucker was able to identify single-digit numbers and count pictures of items within 10. He struggled to identify double-digit numbers.

**Sizes/Comparisons – 83%** Tucker demonstrated understanding of the concepts of big, small, short, long, same, different, enormous, and miniature. He could not identify the pictures that showed deep, unlike, equal size, or unequal.

**Shapes – 50%** Tucker was able to identify some two-dimensional shapes, such as star, heart, and square. He was unable to identify a circle, triangle, or diamond.

**Self-/Social Awareness- 76%** Tucker demonstrated understanding of emotions such as happy, tired, excited and bored, the relationship of brothers, and relative ages including old and adult. He did not correctly select the pictures that show sleepy, friendly, or frowning, and the relationships of mother and father.

#### **Academic Functioning Summary**

**STRENGTHS:** Tucker has academic strengths in foundational math skills. He recognizes numbers within 10 and understands vocabulary that compares sizes and amounts.

**AREAS OF NEED:** Tucker has academic challenges in the areas of letter recognition and naming shapes.

## ASSESSMENT OF SOCIAL, EMOTIONAL, AND BEHAVIORAL FUNCTIONING

*Social, emotional, and behavioral functioning refers to a student's ability to manage their own emotions and behaviors, understand the emotions of others, and establish healthy relationships.*

### Autism Spectrum Rating Scales (ASRS)

The Autism Spectrum Rating Scales (ASRS) is a standardized, norm-referenced rating scale used to identify symptoms, behaviors, and associated features of Autism Spectrum Disorder (ASD) in children ages 2 years to 18 years. The ASRS can be completed by the student's parent/caregiver and teacher to obtain perceptions across settings. T-scores from 60 to 64 are considered *Slightly Elevated*, indicating slightly more concerns than typically reported. T-scores from 65-69 are *Elevated* indicating more concerns than are typically reported and T-scores  $\geq 70$  are considered *Very Elevated* indicating many more concerns than are typically reported.

Autism Spectrum Rating Scales (ASRS)				
Scales	Parent T-Score	Qualitative Description	Teacher T-Score	Qualitative Description
Social/Communication	50	Average	48	Average
Unusual Behaviors	48	Average	69	Elevated
Peer Socialization	46	Average	52	Average
Adult Socialization	55	Average	54	Average
Social/Emotional Reciprocity	51	Average	45	Average
Atypical Language	55	Average	51	Average
Stereotypy	44	Average	62	Slightly Elevated
Behavioral Rigidity	53	Average	72	Very Elevated
Sensory Sensitivity	39	Average	71	Very Elevated
Attention/Self-Regulation	62	Slightly Elevated	53	Average
<b>TOTAL SCORE</b>	<b>49</b>	<b>Average</b>	<b>60</b>	<b>Slightly Elevated</b>

### Parent Ratings

The Parent rating was completed by Tucker's mother, Anna Hodgdon. Overall, parent's ratings indicate Tucker demonstrates little behavioral characteristics similar to youth diagnosed with an Autism Spectrum Disorder (ASD).

Parent indicates Tucker demonstrates Average Social and Communication skills, indicating age appropriate skills in using non-verbal communication appropriately to initiate, engage in, and maintain social contact. Parent reports Average concerns for Tucker's spoken communication being repetitive, unstructured, or unconventional (atypical language), his willingness and capacity to successfully engage in activities that develop and maintain relationships with peers and adults (peer and adult socialization) and his ability to provide an appropriate emotional response to another person in a social situation (social/emotional reciprocity). Tucker was reported to occasionally have social problems with other children, and to play next to, not with, other children. He also avoids looking at people who speak to him.

Parent indicates Average concerns with Tucker engaging in Unusual Behaviors. Parent ratings suggest Tucker does not engage in apparently purposeless and repetitive behaviors (stereotypy), he can tolerate changes in routine, activities, or behavior (behavioral rigidity), and he does not overreact to certain experiences sensed through touch, sound, vision, smell, or taste (sensory sensitivity). Tucker was reported to occasionally have a strong reaction to changes in routine, become upset if routines are changed, and to insist on certain routines. He also can focus on one subject for too much time.

Parent indicates Tucker demonstrates Slightly Elevated concerns for Self-Regulation skills. Parent reports concerns with attention, impulse control, and ignoring distractions (attention). Tucker very frequently becomes distracted and appears fidgety when asked to sit still.

**Teacher Ratings**

The Teacher rating was completed by Tucker's Pre-K teacher, Lauren Emily Genthner. Overall, teacher's ratings indicate Tucker demonstrates some behavioral characteristics similar to youth diagnosed with an Autism Spectrum Disorder (ASD).

Tucker's teacher indicates he demonstrates Average Social and Communication skills, indicating age appropriate skills in using non-verbal communication appropriately to initiate, engage in, and maintain social contact. Parent reports Average concerns for Tucker's spoken communication being repetitive, unstructured, or unconventional (atypical language), his willingness and capacity to successfully engage in activities that develop and maintain relationships with peers and adults (peer and adult socialization) and his ability to provide an appropriate emotional response to another person in a social situation (social/emotional reciprocity).

Teacher indicates concerns with Tucker engaging in Unusual Behaviors. She reports concerns with Tucker engaging in apparently purposeless and repetitive behaviors (stereotypy). He frequently lines up objects in a row, and occasionally focuses on one subject for too much time. Tucker's teacher reports significant concerns with Tucker frequently overreacting to loud noises (sensory sensitivity). She also reports significant concerns with Tucker tolerating changes in routine, activities, or behavior (behavioral rigidity). He often insists on doing things the same way each time, has a strong reaction to any change in routine, and focuses too much on details.

Tucker's teacher indicates he demonstrates Average Self-Regulation skills. She reports he occasionally becomes distracted or has difficulty paying attention to fun tasks.

**ASRS Summary**

Parent ratings indicate concerns at home in the area of Attention/Self-Regulation. Teacher reports additional concerns at school in the areas of Stereotypy, Behavioral Rigidity, and Sensory Sensitivity. Differences between ratings may be due to varying demands placed on Tucker in the different environments.

**Social, Emotional, and Behavioral Functioning Summary**

**STRENGTHS:** Tucker demonstrates strengths in his social communication, and peer and adult socialization.

**AREAS OF NEED:** Tucker demonstrates challenges in Unusual Behaviors. Teacher notes challenges in Stereotypy, Behavioral Rigidity, and Sensory Sensitivity in the school setting. Parent reports occasional challenges adjusting to changes in his routine.

Overall, Tucker demonstrates social, emotional, and behavioral needs that adversely impact his educational access and performance at this time.

**ASSESSMENT OF ADAPTIVE FUNCTIONING**

*Adaptive behavior refers to a student's independent skills at home, school, and in the community.*

**Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)**

The Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) is a standardized, norm referenced rating scale used to assess an individuals' adaptive skills from birth to 90 years. The Vineland-3 can be completed by a parent/caregiver and teacher. It measures general adaptive skills in the areas of Communication, Daily Living Skills, Socialization, and Motor Skills.



<b>Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)</b>		
<i>Domain Scales</i>	<i>Parent Standard Score v-Score</i>	<i>Adaptive Level</i>
Receptive	14	Adequate
Expressive	12	Moderately Low
Written	10	Moderately Low
<b>Communication</b>	<b>81</b>	<b>Moderately Low</b>
Personal	14	Adequate
Domestic/Academic	13	Adequate
Community	13	Adequate
<b>Daily Living Skills</b>	<b>90</b>	<b>Adequate</b>
Interpersonal Relationships	17	Adequate
Play and Leisure Time	13	Adequate
Coping Skills	12	Moderately Low
<b>Socialization</b>	<b>94</b>	<b>Adequate</b>
Gross	15	Adequate
Fine	12	Moderately Low
<b>Motor Skills</b>	<b>89</b>	<b>Moderately Low</b>
<b>ADAPTIVE BEHAVIOR</b>	<b>85</b>	<b>Moderately Low</b>

### **Parent Ratings**

The Parent/Caregiver form was administered to Tucker's mother, Anna Hodgdon. Results indicated Moderately Low overall adaptive behavior skills. Parent reports Moderately Low communication skills, including Adequate receptive language with Moderately Low expressive and written language. Tucker is learning to copy his name, and he struggles to correctly use pronouns, past tense verbs, and to tell the basic parts of a familiar story. Parent indicates Adequate daily living skills, including Adequate personal, domestic, and community skills. Parent reports Adequate socialization skills, including Adequate interpersonal relationships and play and leisure skills, and Moderately Low coping skills. Tucker has difficulty transitioning from one activity to another, handling change without getting upset, and controlling his anger when he does not get his way. Parent reports Moderately Low motor skills, with Adequate gross motor skills and Moderately Low fine motor skills. Tucker struggles to correctly hold a crayon, marker, or pencil, use scissors to cut, and to color simple shapes.

### **Adaptive Functioning Summary**

**STRENGTHS:** Tucker demonstrates strengths in his daily living skills and socialization.

**AREAS OF NEED:** Tucker demonstrates challenges in communication, motor skills, and coping skills.

Overall, Tucker demonstrates adaptive behavior challenges that adversely impact his educational access and performance at this time.

### **SUMMARY & CONCLUSIONS**

Tucker is a 5 year 3 month old student in Pre-K at The Preschool at PRUMC. He was referred by his parent due to concerns with his communication, behavior, and foundational academic skills. Tucker has diagnoses of Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder, Combined Type.

Results indicated Tucker's overall cognitive abilities measured within the Low Average range on the WPPSI-IV (FSIQ=86). On the School Readiness Composite of the BBCS-4:R, Tucker's score fell in the Below Average range when compared to other children his age (SS=78). He has academic strengths in identifying numbers and his understanding of size and comparison terms. He struggled with identifying letters and shapes.

Parent and teacher ratings on the ASRS indicate Tucker demonstrates some behavioral characteristics similar to youth diagnosed with Autism Spectrum Disorder. Parent ratings indicate concerns at home with Attention/Self-Regulation. His teacher reports additional concerns in the areas of Stereotypy, Behavioral Rigidity, and Sensory

Sensitivity in the school setting. Ratings from Tucker's parent on the Vineland-3 indicate that his overall adaptive skills are lower than expected for his age. Tucker demonstrates strengths in Daily Living Skills and Socialization. He has challenges in Communication and Motor Skills.

### **ELIGIBILITY RECOMMENDATIONS**

#### **AUTISM (AUT)**

Autism spectrum disorder is a developmental disability generally evident before age three that adversely affects a child's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. Other characteristics often associated with autism spectrum disorder are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines. Tucker demonstrates the following characteristics as outlined below.

- ☒ Atypical developmental rates and sequences- *Tucker demonstrated speech delays and has participated in speech therapy since 2 years of age.*
- ☐ Significant challenges with social interaction and participation
- ☒ Significant deficits in communication (verbal and/or nonverbal)- *Parent Vineland-3: Communication=83, Moderately Low*
- ☒ Challenges with sensory processing- *Teacher ASRS: Sensory Sensitivities=71, Very Elevated*
- ☒ Restricted repertoire of activities and interests- *Teacher ASRS: Behavior Rigidity=72, Very Elevated*

Based on the above criteria, Tucker appears to meet eligibility criteria for Autism.

#### **OTHER HEALTH IMPAIRMENT (OHI)**

Other health impairment means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and adversely affects a child's educational performance. In some cases, heightened awareness to environmental stimulus results in difficulties with starting, staying on and completing tasks; making transitions between tasks; interacting with others; following directions; producing work consistently; and organizing multi-step tasks.

The results of this evaluation indicate that Tucker exhibits a heightened alertness to environmental stimuli that may be due to ADHD and adversely affects Tucker's educational performance. In addition, a medical form completed by Carley Niehaus, MD of the Marcus Autism Center on 4/9/2025 indicates a medical diagnosis of ADHD.

The results indicate, therefore, Tucker appears to meet the eligibility criteria as a student with an Other Health Impairment (OHI) at this time.

Final determination of Tucker's eligibility for special education services will be made by the Eligibility Committee based upon eligibility criteria. The Eligibility Committee will consider all relevant information from home and school. If Tucker is found eligible for special education services, the Individualized Education Program (IEP) team will develop a plan to support his educational needs in the most appropriate setting.

**RECOMMENDATIONS**

1. Use direct instruction procedures to teach Tucker letter names and sounds. Teach only one or two letter names and sounds at a time. In teaching, show the letter and pair the name with the sound. Regularly review letter names and sounds previously taught.
2. Frequent short assignments may be better than a few lengthy ones. Vary the content of the assignments to keep Tucker's interest.
3. Gradually increase the difficulty of tasks to allow Tucker to experience early success and minimize frustration.
4. Due to concerns about inattention, make sure that Tucker's attention is focused before presenting directions or information.
5. Build frequent breaks or movement into the class period when Tucker has difficulty sitting still or when the introduction of new or difficult materials results in loss of attention.
6. Provide Tucker with choices when possible. For example, allow Tucker to choose which task he would like to complete first.
7. When possible, prepare Tucker for changes to his usual routine by letting him know ahead of time and explaining what will be different.

*Please note that any psychoeducational evaluation represents a snapshot of a person's performance. The current results appear accurate at this time. If you have questions regarding this evaluation, please contact me at [maria.gordon@atlanta.k12.ga.us](mailto:maria.gordon@atlanta.k12.ga.us).*

*Maria Gordon-Rumley*

Maria Gordon-Rumley, Ed.S.  
School Psychology Intern

5/16/2025  
Date

*Rosemary Glean*

Rosemary Glean, Ed.S., LPC  
School Psychologist

5/16/2025  
Date