

Psychoeducational Triennial Report

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Name	Clark Kent	Birthday	3/11/2010
School	Fortress of Solitude Public School	Age	13:1
Parents	Martha & Jonathan Kent	Grade	7 th
Address	2313 Pine Trail Sunshine, FL 52134	Dates of Testing	412, 4/13/2023
Examiner	Wonder Woman, SSP, NCSP	Report Date	4/22/2023

REASON FOR REFERRAL

Clark is a 7th grade student who is described as funny, loving, and supportive. Clark is currently eligible for special education under the Other Health Impairment category. Clark attends a general education classroom 46% of the day and receives specialized academic instruction 300 minutes per week. He also receives counseling and guidance 180 minutes weekly and individual counseling 60 minutes weekly. This triennial evaluation is to provide additional information to the IEP team to assist with eligibility and programming decisions.

EVALUATION TOOLS UTILIZED

- Records Review
- Parent Interview
- Teacher Interviews
- Student Interview
- Observations
- Behavior Assessment System for Children, 3rd Edition (BASC-3)
- Children's Depression Inventory, 2nd Edition (CDI 2)
- Cognitive Assessment System, 2nd Edition (CAS2)
- Conners, 4th Edition (Conners 4)
- Developmental Profile 4 (DP-4)
- Feifer Assessment of Reading (FAR)
- Multidimensional Anxiety Scale for Children, 2nd Edition (MASC 2)
- Woodcock-Johnson IV Tests of Oral Language (WJ-IV OL)

BACKGROUND INFORMATION

Sources: Parent interview, cumulative records, special education records

Clark is a 13-year-old African American student who lives with both parents and his sister. Clark's father is a teacher, and Clark's mother is a lawyer. Clark also has two older sisters who no longer live in the home. Clark likes to play basketball and video games. The family does many activities together. Clark's strengths are being loving and supportive. Clark is helpful and giving; he does his best to encourage others and is very empathetic to how others feel.

Mrs. Kent's pregnancy with Clark was full term and birth was induced. Clark was delivered at 40 weeks and weighed 7 lb 2 oz. Clark met all developmental milestones on time. Clark was diagnosed with sleep apnea at eight years of age. Clark has had night terrors for a long time, dating back to the age of 1. He slept walked more than three nights a week until the age of 12. Currently, he sleep walks infrequently. He is currently not taking any medications. Clark's vision and hearing were assessed by the school nurse on 12/13/2022, and Clark passed both screenings. Clark's mother did not report any recent changes in the last few years and did not note a history of trauma. Clark's mother reported a family history of ADHD and anxiety.

Clark attended preschool at Toddler Superhero Development Center from 2012 to 2016, elementary school at Superstar Elementary from 2016 to 2017 and X-Men Elementary from 2017 to 2018, Steel Academy from 2018 to 2019, Laser Vision Elementary from 2019 to 2021, and is currently attending James Dean Middle School. Clark has a history of receiving some virtual instruction in 2020 and 2021 due to COVID-19-related school closures. Concerns with attendance and tardiness were reported. Clark currently has 62 tardies, eight unexcused absences, and one excused absence this school year. Clark has a history of disciplinary referrals. Violations include skipping class, not following classroom expectations, not following community expectations, minor physical aggression, fighting, language, obscene/ profanity, tardiness, and disruptive behavior. Clark is attending an after-school program at school.

Clark was initially assessed for special education services in 2014 and qualified under the category of Speech or Language Impairment. Clark started receiving language and speech services at that time. In 2020, Clark no longer met eligibility criteria for special education services as a student with a Speech or Language Impairment. However, it was indicated that Clark met the special education eligibility criteria under the categories of Emotional Disturbance and Other Health Impairment for deficits in attention, impulsivity, and executive functioning. In 2021, Clark was assessed for educationally related mental health services, and it was recommended that he receive counseling services. He did not meet the criteria for an Emotional Disturbance at that time. However, he did meet the criteria for Other Health Impairment. Currently, Clark receives specialized academic instruction, counseling and guidance, and individual counseling services at school.

OBSERVATIONS

Conducted by Wonder Woman

As part of a functional behavior assessment, Clark was observed on 3/28/2023 for approximately 6 hours and on 3/29/2023 for approximately 2 hours. On 3/28/2023, Clark was observed at Crew, math, MAD (art), Study Hall, lunch, science, and English language arts (ELA). On 3/29/2023 he was observed at math, MAD, and lunch. Clark spent an average of 76% of his school day in his classrooms and eloped from his class an average of 1.6 times per hour. Clark followed an average of 70% of whole-class instructions and an average of 92% of 1:1 instructions. Clark engaged in aggression toward peers an average of 0.5 times per hour. However, Clark also initiated positive peer interactions on average 5 times per hour and asked for a break on average 0.9 times per hour.

Clark often sat with a female student, who also seemed to isolate herself from the rest of the class. They often talked, but she was not always friendly to him, and on one occasion said to him that she did not like him. It should also be noted that she also engaged in inappropriate behaviors, such as eloping from the classroom and talking to her boyfriend on the phone throughout the class period. In one of his classes (MAD), Clark sat next to a boy whom he had been seen to be aggressive toward and who seemed hesitant toward him. During Crew, he was observed to punch the boy and another in the chest, and he said, "You look scared." In the second MAD class observed, Clark isolated himself and sat in the front of the room by himself, but toward the end of the class another girl seemed to engage positively with him. During that class, he also approached the boy a few times, and when another boy in their table group made a comment about Clark's painting, Clark tapped him on the head with his picture. During an outside group activity during MAD class (nature hunt), Clark walked away from the group and did not join in the group activity. During transitions and when leaving the classroom, Clark was often observed to engage with younger students. He was also friendly with teachers and seemed to be familiar with all of them, even if they were from a different grade level. During lunch, Clark played basketball with a group of peers. Clark was observed to frequently eat snacks throughout the day. He was also observed to be very fidgety in the classroom; he would chew on a plastic stick, fidget with pencils, and tap pencils on the table. Please refer to the functional behavior assessment for detailed information on observations.

Clark was resistant at first to work with the examiner. The examiner approached him when he was returning from an errand, introduced herself, and explained that they needed to do some testing. Clark said "nope" and continued walking. When his assistant principal told him to go to the high school's office, he went, and by that time the examiner only had 5 minutes before lunch, so she only explained the tasks that needed to be completed. After lunch, Clark refused to leave the class with the examiner, and his science teacher talked to him and tried to encourage him to work with the examiner. Clark shared that he wanted to call his mother to let her know he was working with the examiner. The examiner showed him the email that was sent to his mother with the information and her response, and he was willing to participate. Due to a

Clark Kent

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confusion with the testing room, Clark and the examiner transitioned from one room to outside tables, where they completed the student interview. Clark was resistant to most of the questions and often responded with, “I don’t know.” Clark asked to go to the restroom after 10 minutes. After that, school staff came and noted they had a room available, and Clark and the examiner transitioned there. On the way, Clark picked up a snack from the cafeteria. Clark worked with the examiner on four subtests but then shut down and acted as if he was falling asleep, and finally he actually fell asleep. Testing was discontinued at this point.

Clark came willingly to the second testing session, and rapport was established. The examiner and Clark first worked on a bench outside until a room was available. Clark completed rating scales on the examiner’s iPad. After he completed one scale, he asked to drink water. The 6th grade class was outside for PE, and Clark started making vocal sounds. One of the 6th graders responded with a different vocal sound, and they went back and forth for a while. He also walked over to some of the students after he drank water and repeated the vocal sound play with the 6th grader on the way back. After 30 minutes, Clark and the examiner transitioned into a quiet testing space. Clark was cooperative with assessment activities in the second testing session. Clark appeared tense and worried at times. Clark was observed to bite the skin on his fingers. Clark’s conversational skills were age-typical. Clark responded too quickly at times. He would often not wait for the examiner to finish her instruction and try to turn the pages himself. Clark generally persisted with difficult tasks. Clark seemed lethargic in the first testing session and was overly active compared to same-age peers in the second testing session. He frequently fidgeted with items on the table. Clark seemed attentive in the 1:1, quiet testing environment at first, but he struggled with his attention more when there were outside distractions and toward the end of the testing session. He seemed to fatigue quickly and was observed to yawn and almost close his eyes. Clark wrote with the right hand and used a stable pencil grip. Clark required frequent breaks.

ASSESSMENT RESULTS

Please find descriptions of tests administered, validity statements, and current test scores in the appendix.

The results of this assessment should be interpreted in the context of the current COVID-19 pandemic. Consideration should be given to the potential impact of variation in instructional modalities and disruption in attendance on Clark’s academic performance and mental health.

LANGUAGE AND COMMUNICATION

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Woodcock-Johnson IV Tests of Oral Language (WJ-IV OL); Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3), and Wechsler Individual Achievement Test, 4th Edition (WIAT-4), administered by special education teacher; parent interview, teacher interviews, student interview, cumulative records, special education records.

Previous assessment results from March 2022 concluded that Clark was developing skills in expressive language, communicating his thoughts, and advocating for himself at an age-expected level. At that time, Clark was ready to improve in using kind language with peers and staff.

English is the only language spoken in the home and by Clark. Language history, proficiency, and level of acculturation do not seem to be factors contributing to any learning difficulties.

Clark was previously enrolled in speech and language services for voice remediation and education. He was exited from speech and language services in 2020.

Clark's mother reported that all of Clark's schooling has been in English. Clark's family noted they never have trouble understanding Clark when they are speaking at home. Clark acquired language similarly to siblings. Clark's mother noted age-appropriate functional communication skills. In particular, Clark often communicates clearly, responds appropriately when asked questions, and almost always starts conversations. There are no concerns with Clark's functional communication skills in the home environment at this time.

At school, Clark's ELA teacher and math teacher reported strengths in receptive language skills, specifically in Clark's ability to comprehend word meanings, follow oral directions, comprehend classroom discussions, and respond to questions within the expected time period. Clark requires support in the area of remembering information just heard. Clark's special education teacher noted that Clark requires support in the areas of comprehending word meanings, remembering information just heard, and responding to questions within the expected time period. In the area of expressive language skills, Clark showed strengths in displaying age-appropriate vocabulary, expressing himself fluently, and speaking clearly and distinctly. Clark benefits from support in using age-appropriate grammar, expressing himself in social conversations, and expressing information in an organized way. Clark's teachers reported age-appropriate functional communication skills. In particular, Clark often responds appropriately when asked a question, often is clear when telling about personal experiences, and is able to track down information when needed.

Current Testing Data

Clark's current language skills were assessed by the special education teacher, Lois Lane, with the Kaufman Test of Educational Achievement, 3rd Edition, and the Wechsler Individual

Achievement Test, 4th Edition. Assessment results indicate age-appropriate competency in listening comprehension. Clark appears ready to improve in oral expression. Please refer to the special education teacher's report for detailed information on Clark's language skills.

Potential Functional Implications

Language/Communication Strengths:

- Clark shows strengths in his functional communication skills, indicating he is able to find information on his own and ask for help when needed.
- Clark has good listening skills and is able to follow directions and answer questions about information he has heard.
- Clark exhibits strong expressive language skills and uses age-appropriate vocabulary, speaks clearly, and responds fluently in the classroom.

Language/Communication Areas of Need:

- Clark may have difficulty recalling the names of common objects, items, and concepts.
- Clark may struggle with remembering information just heard, expressing himself in an organized way, and expressing himself in social situations.

COGNITION AND PROCESSING

Administered by Wonder Woman

Sources: Cognitive Assessment System, 2nd Edition (CAS2); Feifer Assessment of Reading (FAR); Woodcock-Johnson IV Tests of Oral Language (WJ-IV OL); special education records

Previous assessment results from 2020 showed that Clark performed well with tasks that involved visual and verbal memory as well as attention, visual-motor integration, and motor coordination. He had more difficulty with tasks involving delayed recognition and visual perception.

Current Testing Data

Planning

Clark's performance on tests that measured the ability to efficiently make decisions about how to best complete the tasks presented was lower than expected when compared to same-age peers. However, Clark exhibited uneven performance across the subtests administered. Clark performed poorly when asked to quickly fill in the appropriate codes in empty boxes beneath each letter from a corresponding legend. However, Clark had no difficulty rapidly connecting number and letter sequences. Overall, Clark's planning skills were comparable to his other cognitive abilities.

Simultaneous

Clark's ability to work with information organized in groups and develop a cohesive whole was below the expected level when compared to same-age peers. Clark struggled with finding the

missing part of a matrix. When asked to demonstrate comprehension of spoken instructions by pointing to pictures in a book, Clark also scored poorly. Overall, Clark's simultaneous skills were comparable to his other cognitive abilities.

Attention

Clark's performance on subtests measuring attention was below expectations when compared to same-age peers. However, Clark exhibited uneven performance across the subtests administered. Clark struggled when asked to rapidly name color words with varying degrees of distraction. When required to rapidly find target numbers within an array, Clark performed adequately. Overall, Clark's attention was comparable to his other cognitive abilities.

Successive

Clark's overall ability to work with information arranged in a specific order was adequately developed when compared to same-age peers. Clark was efficiently able to recall words from a verbally presented list. Clark's ability to answer questions about sentences read by the examiner was also adequately developed when compared to same-age peers. Overall, successive abilities were an area of strength for Clark when compared to his other cognitive abilities.

Phonetic Coding

Clark's ability to hear, decipher, and manipulate sounds in words was adequately developed when compared to same-age peers. Clark did well at identifying the parts of words read aloud. Clark also performed adequately when asked to blend sounds into words presented aloud by an audio recording. Overall, phonetic coding was an area of strength for Clark when compared to his other cognitive abilities.

Long-Term Memory

This composite measures the ability to retrieve words from long-term storage efficiently and quickly. Clark's performance in this area was lower than expected when compared to same-age peers. When asked to quickly label simple pictures within 2 minutes, Clark performed below age expectations. Clark also had difficulty naming as many examples as possible from a given category within a 1-minute time period. It should be noted that Clark shut down when the examiner asked him to list first names of people. He responded that he did not know any first names of people, and when the examiner explained the task further, Clark gave the example of "Clark" as a first name but then was not able to list any other names. After that, he refused to continue working with the examiner. When given an additional test in this area, Clark was able to rapidly name items from a particular category and identify items that start with a particular letter. However, Clark's ability to repeat a list of words presented at a rate of one word per second was lower than expected for his grade level. Clark also performed below expectations on a task that involved naming as many different objects or letters as possible in 30 seconds. Overall, long-term memory was an area of relative weakness for Clark when compared to his other cognitive abilities.

Potential Functional Implications

Cognitive Strengths:

- Clark may do well with remembering auditory information in a specific order.
- Clark is able to accurately decipher the individual sounds used to form words.

Cognitive Areas of Need:

- Clark may struggle with developing, selecting, evaluating, and using plans or strategies to solve problems.
- Clark may struggle with tasks that require him to understand relationships among words, pictures, or ideas.
- Clark may struggle with focusing and resisting distractions.
- Clark struggles to quickly pull information (e.g., numbers, letters, names, objects) from long-term memory.

ACADEMICS

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Conners, 4th Edition (Conners 4); Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3), and Wechsler Individual Achievement Test, 4th edition (WIAT-4), administered by special education teacher; teacher interviews, parent interview, student interview, cumulative records, special education records

Previous evaluation results from 2020 indicated that Clark struggled with math calculation, number matrices, and math fact fluency. At that time, Clark presented with skills similar to same-age peers in the areas of reading and writing.

Clark stated that school is going good this year. To Clark, the best thing about school is science and playing basketball. Clark dislikes homework. Clark endorsed that reading is easiest, while writing is the most difficult. Clark reported that he likes ELA and science the most, while he does not like math. Overall, Clark does not like school. When asked if there was anything that could be changed about school, Clark stated he did not know. Clark is currently not involved in any activities outside of school.

Clark's mother reported that Clark has a good attitude toward school. Clark spends approximately 30 minutes per day completing homework. According to Clark's mother, Clark does present with a growth mindset at home. Clark often believes he can learn new things when trying hard, persists with challenging tasks, sees failure as an opportunity to grow, and uses positive self-talk when struggling.

Classroom Learning Skills

Clark's special education teacher and general education teacher reported heightened concerns with Clark's ability to demonstrate age-appropriate learning skills. Clark's teachers reported that he has difficulty remembering concepts and comprehending school work, requires extra instructions, and struggles to complete schoolwork. Clark's teachers also reported concerns

with beginning tasks promptly, producing quality work, and showing age-appropriate organizational skills. Clark's teachers also noted concern in the areas of classroom and learning behaviors. Specifically, Clark does not behave appropriately and is not cooperative with teachers. According to his teachers, Clark does not present with a growth mindset at school. Clark rarely believes he can learn new things when trying hard, persists with challenging tasks, sees failure as an opportunity to grow, or uses positive self-talk when struggling. At school, Clark is provided with the following accommodations: graphic organizers, breaks, sentence stems, and speech-to-text/ text-to-speech.

English Language Arts

In reading, Clark's teachers endorsed that Clark's decoding ability, sight word recognition, reading vocabulary, reading fluency, and reading comprehension skills are adequately developed. With regard to writing, Clark's teachers endorsed that Clark is able to write legibly. Clark struggles with structuring sentences, writing paragraphs/essays, using mechanics, and spelling material adequately.

Clark's current grades in reading and writing are meeting grade-level expectations. Previous report cards were not available for review. Clark did not meet state standards in English language arts on the California Assessment of Student Performance and Progress (CAASPP) state test from 7th grade. Clark currently has IEP goals addressing reading comprehension and written expression.

Current Testing Data in Reading and Writing

Clark's current reading and writing skills were assessed by the special education teacher, Lois Lane, with the Kaufman Test of Educational Achievement, 3rd Edition. Clark showed grade-appropriate competencies in spelling, basic reading, and reading fluency. Clark appears ready to improve in reading comprehension and written expression. Please refer to the special education teacher's report for detailed information on reading and writing skills.

Mathematics

In the area of math, Clark's math teacher endorsed that math computation, math fact fluency, and math reasoning are areas of relative strength for Clark. However, Clark's special education teacher noted weaknesses in math computation, math fact fluency, and math reasoning skills.

Clark's current math grades are meeting grade-level expectations. Previous report cards were not available for review. Clark did not meet state standards in math on the California Assessment of Student Performance and Progress (CAASPP) state tests from 7th grade. Clark currently has IEP goals addressing math problem-solving.

Current Testing Data in Mathematics

Clark's current math skills were assessed by the special education teacher, Lois Lane, with the Kaufman Test of Educational Achievement, 3rd Edition, and the Wechsler Individual Achievement Test, 4th Edition. Clark appears ready to improve in math concepts and applications and math computation. Please refer to the special education teacher's report for detailed information on math skills.

Other Subjects

Clark's current art grades are meeting grade-level expectations.

Potential Functional Implications

Academic Competencies:

- Clark has a good attitude toward school and shows a growth mindset at home.
- Clark shows a strength in decoding and reading fluently.
- Clark shows strong spelling skills.

Academic Areas of Need:

- Clark struggles with showing appropriate learning and organizational behaviors.
- Clark struggles with expressing himself in writing and answering questions about what he has read.
- Clark struggles with basic math facts and word problems.

SOCIAL/EMOTIONAL/BEHAVIORAL FUNCTIONING

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Children's Depression Inventory, 2nd Edition (CDI 2); Conners, 4th Edition (Conners 4); Multidimensional Anxiety Scale for Children, 2nd Edition (MASC 2); observations, parent interview, teacher interviews, student interview, cumulative records, special education records

Previous assessment from 2020 indicated that Clark demonstrated clinically significant concerns with aggression. Clark demonstrated at-risk concerns with conduct problems, withdrawal, and adaptability.

Clark shared feeling happy most of the time. For fun, Clark likes to go to bed and play basketball. When asked, "What do you like about yourself?" Clark responded he did not know. When asked, "How do you think others would describe you?" Clark stated he did not know. Clark lives with his mother and his little sister. There was nothing he would change about himself or his family. Clark does not know what kind of career he would like to have. If granted three wishes, Clark would ask for money, a bigger house, and his own amusement park.

Clark's mother described Clark's strengths as being a loving and supportive child as well as helpful and giving. Clark's teachers reported Clark is funny, caring, and sweet. When asked about his strengths, Clark stated drumming.

The following summarizes Clark's current social, emotional, and behavioral development as compared with same-age peers.

Hyperactivity

Clark's mother reported that Clark demonstrates appropriate levels of activity. However, Clark's math and ELA teachers reported concerns with his activity level. At school, Clark has a tendency to rush through activities, be overly active, act without thinking, and interrupt others. Clark often speaks out of turn and seeks attention while doing schoolwork. Clark shared having difficulty remaining seated and displaying appropriate activity levels in the classroom. During classroom observations, Clark frequently eloped from the classroom or asked to take a break and was fidgety with items. During testing, Clark also frequently asked to take a break, was impulsive, and fidgeted with items on the table.

Attention

Attention and concentration were reported as areas of elevated concern by Clark, Clark's mother, and Clark's teachers. Clark was noted to be easily distracted and to have difficulty concentrating. It was reported that Clark has difficulty concentrating for long periods of time and has difficulty concentrating on work. Clark's mother stated that Clark is easily distracted and needs frequent redirection. Clark's teachers shared that Clark is easily distracted, is unorganized, and makes careless mistakes. Clark indicated he has difficulty paying attention in the classroom. Clark noted that ELA is the hardest class to pay attention in, which is the last class of the day. During classroom observations, Clark seemed distracted by peers and by anything going on outside of the classroom. During testing, Clark was able to focus when in a quiet environment, but he fatigued easily, especially after extended periods of testing and in the afternoon. On one occasion, Clark fell asleep during testing.

Executive Functioning

Clark's executive functioning skills were reported to be areas of notable weakness. It was reported that Clark has difficulty starting and finishing projects, and has poor planning and organizational skills. In the classroom, Clark struggles with producing quality work, displaying age-appropriate organizational skills, and completing and turning in homework. Clark's mother reported that Clark is unable to complete work. Clark reported he has difficulty organizing materials and struggles with completing assignments.

Aggression/Conduct

Clark, Clark's mother, and Clark's teachers endorsed elevated concerns related to aggression and rule-breaking behaviors. Clark was reported to have tendencies toward physical and verbal aggression, be threatening to others, be argumentative, and have poor anger control. Clark's mother stated that he tends to bully other children. Clark's teachers shared that Clark is unable to control his temper when he gets angry. Clark disclosed getting into verbal and physical fights

with others at school. He sometimes gets into trouble, but he said he did not know what for. Clark was observed to be physically aggressive and threatening toward peers in the classroom.

Anxiety

Some concerns related to Clark's level of anxiety were reported on the rating scales completed by Clark, Clark's mother, and Clark's teachers. Clark shows elevated social anxiety, generalized anxiety, obsessions and compulsions, and physical symptoms of anxiety. Clark also exhibits some issues related to being nervous, fearful, or overly worried about problems at school. Clark has also been noted to be overly sensitive and to complain about relatively minor physical problems. However, this may be due to health concerns regarding being overweight. Clark's mother reported that Clark sometimes worries about what others think, sometimes has panic attacks, and is often easily stressed. Clark's mother also noted that Clark has been teased for being overweight. Clark's mother reported that he is seeing a dietician but that he still has bad eating habits, such as eating in the middle of the night and eating unhealthy foods. During an interview with the examiner, Clark endorsed feeling afraid of heights. Clark does not worry about anything. Clark reported that he is not afraid of getting sick. However, he shared that he has muscle spasms in his legs that come out of nowhere. Clark is never afraid of going to school or big groups of people. Clark seemed nervous during testing and was observed to bite the skin on his fingers. Clark also seemed to be anxious in social situations at school, such as during the Easter egg hunt, and he was observed to withdraw socially from his peers in class.

Depression

Clark, Clark's mother, and Clark's teachers shared that Clark shows mild levels of depression when compared to same-age peers. Clark appears to be demonstrating symptoms of depression in his ELA class more than he is in his math class or at home. Clark's mother reported that Clark often blames himself for things. In the classroom, Clark sometimes is easily upset and is sometimes sad. Clark reported that he feels a limited sense of control related to personal events. Clark has low self-esteem, lacks confidence in personal skills, and has interpersonal problems. However, in an interview with the examiner, Clark reported that he has not been feeling more depressed lately. Clark does not experience nightmares. Clark did not report experiencing thoughts about self-harm or suicide. Clark has not experienced recent changes in life. During observations, Clark did not present as depressed, but he was noted to frequently eat snacks and to fall asleep during a testing session.

Social Skills

With regard to social skills, no concerns were indicated by Clark's teachers. However, Clark himself indicated a high level of concern regarding peer interactions. Clark noted he struggles with peer relationships. Clark feels picked on. However, Clark has a positive attitude toward school and teachers. According to his teachers, Clark has friends and appears to be accepted by his peers. Clark's mother reported that Clark does not always feel that people care about him. Clark reported that he gets along very well with his teachers but not with his classmates. He does not know why he does not get along with his classmates. Clark indicated having friends at

school (6th graders and some 7th graders). Clark also has friends outside of school. According to Clark, it is between easy and hard to make friends. Clark prefers to spend time alone. When Clark was asked to name a trusted person to talk to in times of trouble or difficulty, Clark responded that he did not want to talk about his problems with other people and that he also does not have anyone to talk to. With his counselor, he talks about school. Clark was observed to seem very lonely in the classroom, and he eloped from the classroom to socialize with younger students or teachers. He also often remained in the classroom at the end of a class to socialize with his teacher. Clark initiated positive interactions with a girl in his class who often was not friendly to him. A boy he initiated interactions with seemed scared of him and was noted to be hesitant with him. Clark has been observed to be threatening and aggressive to that boy.

Unusual Behaviors

Clark's mother and math teacher reported no concerns with odd or immature behaviors. However, Clark's ELA teacher reported mild concerns regarding odd or immature behaviors. Clark often has strange ideas. Clark shared he does not have auditory or visual hallucinations.

Adaptability

Clark is able to adequately adapt to a variety of situations when compared to same-age peers, indicating that Clark adjusts well to new teachers and adjusts well to changes in routine.

Potential Functional Implications

Social/Emotional/Behavioral Strengths:

- Clark is loving, caring, and sweet.
- Clark is helpful and supportive to others.
- Clark is very social and knows a lot of people on campus.
- Clark described himself as having a good sense of rhythm.

Social/Emotional/Behavioral Areas of Need:

- Clark struggles to remain calm and seated in the classroom and has a history of eloping from the classroom.
- Clark has difficulty focusing his attention on work and not getting distracted by peers or things going on outside the classroom.
- Clark often engages in a threatening and aggressive manner toward peers, which leads peers to avoid him.
- Clark experiences a high level of social anxiety, generalized anxiety, obsessions and compulsions, and physical symptoms of anxiety.
- Clark seems to experience many functional problems related to depression, as well as a negative mood and interpersonal problems.

ADAPTIVE SKILLS

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Developmental Profile 4 (DP-4); observations, parent interview, teacher interviews, special education records

Previous assessment results from 2020 indicated that Clark was developing fine and gross motor skills in an age-expected manner. Clark's development of adaptive skills was delayed in the area of activities of daily living skills.

Activities of Daily Living

Some concerns related to Clark's ability to complete activities of daily living in a safe manner were reported by Clark's mother. Clark seems able to perform daily activities related to self-care, hygiene, participation in common routines, contribution to household chores, and organization in a manner that is similar to same-age peers. Clark is responsible for completing chores at home, including cleaning his room, cleaning the bathroom, sometimes cleaning the kitchen, and taking out the garbage. Clark's mother reported that Clark often needs to be reminded to brush his teeth and is never able to organize his chores or other tasks. He is also careless with his belongings. However, on another measure of adaptive skills, Clark's mother reported no concerns with Clark's independence skills at home. Teacher reports indicate that Clark is able to meet the majority of the physical and social demands in the school environment. Clark follows along with classroom routines, navigates the school environment safely, and takes care of personal needs independently to an age-appropriate extent.

Motor Skills

Current information from Clark's ELA teacher, math teacher, and mother indicates fine and gross motor skills that are comparable to same-age peers. However, Clark's special education teacher reported that Clark's fine and gross motor skills are an area of concern in the school environment when compared to same-age peers.

Potential Functional Implications

Adaptive Strengths:

- Clark has well-developed gross motor coordination and enjoys physical activity, such as playing basketball.
- Clark has well-developed fine motor coordination and is able to complete tasks such as writing and arts-and-crafts projects.
- Clark is able to independently navigate his day at school.

Adaptive Areas of Need:

- At home, Clark is often careless with belongings and needs to be reminded to complete basic hygiene tasks.

SUMMARY AND CONCLUSION

Clark is a 7th grade student who is described as funny, loving, and supportive. He is currently eligible for special education under the Other Health Impairment category and attends a general education classroom 46% of the day. Clark receives specialized academic instruction 300 minutes per week, and also receives counseling and guidance 180 minutes weekly and individual counseling 60 minutes weekly. This triennial evaluation is to provide additional information to the IEP team to assist with eligibility and programming decisions.

Currently, Clark is not prescribed any medication. Clark's attendance history indicates concerns with attendance and tardiness. Clark has a history of disciplinary referrals related to not following directions, skipping class, tardiness, physical aggression, profanity, and disruptive behavior.

Clark's home language is English. Clark's listening comprehension skills were age-typical. His oral expression skills were lower than expected when compared to same-age peers. Cognitive testing indicated strengths in Clark's ability to remember auditory information for a short period of time and understand the parts of words. Clark has difficulty with tasks that involve developing, selecting, evaluating, and using plans to solve problems; understanding relationships among words, pictures, or ideas; focusing and resisting distractions; and pulling information from long-term memory. Clark performed best with academic tests involving basic reading, reading fluency, and spelling and had difficulty in the areas of math problem-solving, math calculation, reading comprehension, and written expression when compared to same-age peers.

Regarding social, emotional, and behavioral development, Clark's strengths in being loving, caring, sweet, helpful, supportive, social, and musical are assets that can be used to support learning. Clark's significant difficulties with hyperactivity, impulsivity, distractibility, inattention, aggression, and peer relationships seem to lead him to experience feelings of anxiety and depression. Clark's adaptive skills were noted as age-appropriate in the areas of daily living skills at school and motor skills. Clark continues to need reminders to take care of his belongings and perform hygiene tasks at home.

ELIGIBILITY

All 13 categories for special education eligibility were considered as part of this evaluation. Based on the referral information and assessment data gathered, eligibility in the following areas is addressed in detail.

Other Health Impairment

Clark seems to continue to meet criteria for special education services under the category of Other Health Impairment due to behaviors associated with attention-deficit/ hyperactivity disorder (ADHD). Clark showed a multitude of inattentive, impulsive, and hyperactive behaviors in the classroom and during testing. Behaviors associated with ADHD were also reported on rating scales completed by Clark, his teachers, and his mother. Furthermore, direct testing on the CAS2 indicated concerns in the areas of attention and planning, which are usually impacted in children with ADHD. Overall, behaviors associated with ADHD seem to continue to impact Clark's academic progress and learning at school. The degree of impairment is at a level that seems to continue to require specially designed instruction through special education.

Clark also seems to meet criteria for special education services under the category of Other Health Impairment for anxiety and depression at this time. Clark, his mother, and his teachers reported elevated concerns with anxiety and depression, which seem to impact personal strength, vitality, or alertness at school and impact his academic progress. Overall, Clark's anxiety and depression seem to impact Clark's academic progress and learning at school. The degree of impairment appears to rise to a level requiring specially designed instruction through special education.

Emotional Disturbance

Clark does not seem to meet the eligibility criteria for an Emotional Disturbance, with characteristics that have been displayed over a long period of time, to a marked degree, that are adversely affecting Clark's educational performance at this time.

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

Report cards indicate that Clark is currently passing all his classes. Standardized academic testing results also indicated strengths in some academic areas. Furthermore, teacher information indicated no concerns with Clark's ability to learn. Clark does not meet this criterion.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

Clark, his mother, and his teachers reported that Clark has friends and is very social. He has been observed to know many people on campus and socialize during unstructured times and when leaving the classroom. Clark does not meet this criterion.

(C) Inappropriate types of behavior or feelings under normal circumstances.

While Clark shows inappropriate types of behaviors at school, such as eloping from the classroom, not following classroom rules, and physical aggression toward peers, these seem better explained by behaviors associated with attention-deficit/hyperactivity disorder (ADHD), Clark's previous experiences of being bullied at school, and school

culture (other students eloping from the classroom as well). Clark does not meet this criterion.

(D) A general pervasive mood of unhappiness or depression.

Clark's mother and ELA teacher reported significant concerns with depression. Clark reported some elevation in functional problems related to depression, as well as a negative mood and interpersonal problems. However, his other teachers did not report elevations in the area of depression, which indicates that feelings of depression do not seem to be pervasive across settings. Therefore, current feelings of depression seem better explained by an Other Health Impairment.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

Clark, his mother, and his ELA and math teachers reported elevated concerns on rating scales in the areas of anxiety and somatization. Clark often complains about pain and physical problems. However, this seems better explained by Clark being overweight and not in the best physical shape at this time. Feelings of anxiety, especially his social anxiety, seem related to his history of being bullied and frequent school moves. Therefore, current feelings of anxiety seem better explained by an Other Health Impairment.

Overall, data gathered from a variety of sources supports that Clark does not present with a profile of Emotional Disturbance. His inappropriate types of behaviors and feelings, and his feelings of depression and anxiety, seem better explained by an Other Health Impairment at this time.

Specific Learning Disability

Clark does not appear to meet eligibility criteria for a Specific Learning Disability at this time. Clark demonstrated personal cognitive strengths in the areas of sequential processing and phonological processing. Weaknesses were displayed in the areas of planning, simultaneous processing, attention, and long-term memory. With regard to academic abilities, Clark's listening comprehension, basic reading, and reading fluency were within expectations when compared to same-age peers. Clark presented with deficits in his oral expression, math problem-solving, math calculation, reading comprehension, and written expression skills. While Clark's cognitive profile indicates a pattern of strengths and weaknesses, his academic profile shows more weaknesses than strengths. Therefore, current challenges with Clark's academic progress and learning seem better explained by an Other Health Impairment due to his difficulties associated with ADHD than by a Specific Learning Disability.

Intellectual Disability

Clark does not seem to meet the eligibility criteria for special education under the Intellectual Disability category. Current cognitive testing measures revealed several areas of personal

strength, including successive processing and phonetic coding, although Clark's performance still fell below the age-expected level. Several areas of cognitive processing deficit were also indicated, including planning, attention, sequential processing, and long-term memory. However, previous testing from 2020 indicated average cognitive functioning.

Clark exhibits strengths in adaptive functioning in the areas of functional communication and socialization. His mother reported slight concerns in the areas of daily living skills on the BASC-3. However, on the DP-4, his mother reported age-typical adaptive skills.

Although Clark demonstrated significantly subaverage general intellectual functioning, Clark's teachers and mother did not note any significant concerns with adaptive skills. Furthermore, previous assessments from 2020 also indicated higher cognitive functioning. Clark's current low performance on cognitive testing seems to be more related to behaviors associated with ADHD and current emotional difficulties than to an Intellectual Disability.

The Individual Education Program (IEP) team will make the final decision regarding eligibility, services, and placement.

RECOMMENDATIONS

The following recommendations are provided for consideration of staff and parents to support Clark's educational success:

- The following strategies may be helpful in supporting Clark's delay in his problem-solving skills:
 - Maximize "hands-on"/authentic learning.
 - Teach material in the same manner in which it will be tested.
 - Ensure that Clark has mastered prerequisite skills before introducing new concepts.
 - Offer frequent checks for understanding.
- To enhance Clark's attention, consider using the following strategies:
 - Encourage planned breaks so that Clark does not need to sustain effort for too long.
 - Teach focusing strategies, such as checking for critical features and listening carefully.
 - Teach strategies that increase inhibition and organization.
- Clark has difficulty with visual processing and may benefit from supports, such as:
 - Use manipulatives and related visuals to support learning of abstract concepts.
 - Highlight materials for emphasis.
 - Visually direct Clark's attention where needed by pointing.
- Clark has difficulty retrieving information from long-term memory. Specific supports designed to enhance memory include:
 - Keeping new information brief and to the point.
 - Providing frequent repetition and review of unfamiliar material.

- Teaching Clark to organize tasks into steps as a strategy for completing them by using visual checklists. For example, provide a checklist for specific skills (capitalization, punctuation, etc.) to reference when proofreading, or steps to follow in a math problem.
- Support Clark in his areas of academic weaknesses by providing the following supports:
 - Continue providing Clark with math accommodations, such as access to a calculator, math manipulatives, multiplication chart, etc.
 - Provide a written list of steps to follow when completing problems in math.
 - Teach Clark to practice reading a short paragraph, then stop to check if he understood the information he read before continuing on.
 - Offer graphic organizers, story maps, and proofreading tools, such as checklists (e.g., COPS—capitalization, organization, punctuation, spelling), as well as sentence starters or sentence stems for writing assignments.
 - Provide Clark with a list of key words to incorporate into a writing assignment.
- Continue providing school-based counseling support for Clark to allow him to work on his anxiety and depression.
- Provide Clark with opportunities to practice social skills, build positive peer relationships, and manage emotions by:
 - Providing Clark with social skills training in how to make and maintain friends.
 - Facilitating peer interactions during recess, unstructured settings, and transitions with support and intervention at the onset of peer conflict. Intervention should include explicit modeling of how to resolve the conflict and prompts for Clark to practice the modeled response. Clark should be provided with positive feedback and reinforcement when attempts are made to perform the behavior.
 - Teaching Clark to understand and practice boundaries and personal space by providing direct instruction, modeling boundaries, facilitating practice in varied social scenarios, and reminding Clark of expectations related to personal space.
- Implement strategies designed to accommodate for Clark's high need for activity, such as:
 - Offer ideas and opportunities for Clark to engage in movement that is minimally distracting to peers. This could include using a wiggle chair, permitting standing or pacing in the back of the room, using rubber bands as fidgets, or permitting drawing or doodling during lectures.
 - Assign structured breaks for movement within the classroom. Examples include prompting Clark to complete a few problems at a time, then bring them to the teacher to review, or assigning "class-helper" chores, such as sharpening pencils, throwing away trash, or handing out papers.
 - Minimize visual and auditory distractions in the classroom. This may look like using a cardboard desktop partition, providing noise-canceling headphones, or creating a quiet workspace in the corner of the classroom.
 - Provide proximity control and close monitoring of peer interactions.
 - Break lengthy assignments into shorter segments.

- Please refer to the behavior intervention plan for additional recommendations in the areas of behavior.

Wonder Woman , SSP, NCSP
Licensed Educational Psychologist
LEP #

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Appendix A

Description of Tests

This is an alternative assessment of an African American student. Due to the Larry P. v. Wilson Riles court decision prohibiting the intellectual assessment of African American students by school personnel for special education consideration, an alternative assessment was administered.

Behavior Assessment System for Children, 3rd Edition (BASC-3)

The Behavior Assessment System for Children, 3rd Edition, includes a series of checklists designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders. Results help to identify emotional/behavioral factors that may be contributing to academic difficulties. Any score in the clinically significant range suggests a high level of maladjustment. Scores in the at-risk range identify either a significant problem that may not be severe enough to require formal treatment or the potential of developing a problem that needs careful monitoring. The parent rating form was completed by Martha Kent, Clark's mother. All indices were acceptable. The teacher rating form was completed by the following teachers: Jenny Jones (math), Edith Enid (ELA). All indices were in the acceptable range, and this is considered to be an accurate report of Clark's current functioning unless otherwise noted in this report.

Children's Depression Inventory, 2nd Edition (CDI 2)

The Children's Depression Inventory, 2nd Edition, provides a comprehensive multi-rater assessment of depressive symptoms in children aged 7 to 17 years. The CDI 2 can help to identify children and adolescents suffering from depressive symptoms. Clark completed the self-report, and scores seem to be a valid representation of Clark's functioning at this time. Clark's mother, MartKent, completed the parent form. The teacher rating form was completed by the following teachers: Jenny Jones (math), Edith Enid (ELA). Scores are considered to be valid representations of Clark's behavioral functioning at this time.

Cognitive Assessment System, 2nd Edition (CAS2)

The Cognitive Assessment System, 2nd Edition, is a researched-based, norm-referenced measure of cognitive ability in individuals ages 5 through 18 years. It is based on the neuropsychological theory called Planning, Attention, Simultaneous, and Successive (PASS). Results are considered valid unless otherwise stated.

Conners, 4th Edition (Conners 4)

The Conners, 4th Edition, is an assessment tool designed to measure symptoms of and impairments associated with attention-deficit/hyperactivity disorder (ADHD) as well as common co-occurring problems and disorders in youth aged 6 to 18 years. Clark completed a self-report form. Clark's self-report scores should be followed up on due to the negative

impression index, indicating that the youth may have provided an unrealistic or exaggerated presentation of his problems. Clark's mother, Martha Kent completed the parent form. The teacher rating form was completed by the following teachers: Jenny Jones (math), Edith Enid (ELA). Results are considered valid.

Developmental Profile 4 (DP-4)

The Developmental Profile 4 is a norm-based battery designed to assess the development and functioning of individuals from birth through age 21 years 11 months. It consists of five scales measuring development of physical, adaptive behavior, social-emotional, cognitive, and communication skills. The DP-4 allows for the examination of developmental strengths and weaknesses across settings and may be used to differentiate children who are developing normally from those who are significantly below their peers in specific areas. The DP-4 was completed by the examiner via phone with Clark's mother, Martha Kent.

Feifer Assessment of Reading (FAR)

The Feifer Assessment of Reading is a comprehensive test designed to examine the underlying cognitive and linguistic processes that support proficient reading skills. The FAR is based on a neuropsychological approach to reading, which suggests that multiple neural pathways underscore various aspects of the reading process. The FAR is a grade-based norm-referenced test. Results are considered valid unless otherwise stated.

Multidimensional Anxiety Scale for Children, 2nd Edition (MASC 2)

The Multidimensional Anxiety Scale for Children, 2nd Edition, is a comprehensive assessment of anxiety dimensions in children and adolescents aged 8 to 19 years. The MASC 2 indexes assess the range and severity of anxiety symptoms and can be a useful adjunct to the diagnosis of anxiety disorders. Clark completed the self-report form. Clark's mother, Martha Kent, completed the parent form. Scores seem to be a valid representation of Clark's functioning at this time.

Woodcock-Johnson IV Tests of Oral Language (WJ-IV OL)

The Woodcock-Johnson IV Tests of Oral Language contains a dedicated set of oral language and language-related measures that diagnostically supplement the WJ-IV Cog and WJ-IV Ach. It may also be used as a stand-alone battery for oral language assessment, determination of English and Spanish language proficiency, and identification of strengths and weaknesses among language related abilities. It is normed for individuals ranging in age from 2 to 80+ years. Results are considered valid unless otherwise stated.

Appendix B

Score Interpretation

CONFIDENTIALITY: The following assessment report may contain sensitive information subject to misinterpretation by untrained individuals. Nonconsensual disclosure by unauthorized individuals is prohibited by both the California State Education Code and the Welfare and Institutions Code.

Your child's test performance is compared to the abilities of other same-aged children. Results may be reported in one (or all) of the following ways:

Standard scores: Standard scores are different than reflecting a student's rank compared to others. These scores have an average or mean of 100 and a standard deviation of 15. This type of score indicates how far above or below the average (or "mean") your child's score falls. For example, a score of 84 or lower may be an area to target for intervention; conversely, a score of 116 or higher is a strength that supports learning.

Scaled scores: Scaled scores are similar to standard scores, in which they reflect your child's individual score in comparison to scores most commonly achieved by their age group; however, the mean is 10 with a standard deviation of 3. Therefore, a score of 6 or lower may be considered an area to target for intervention, and a score of 13 or higher is considered a strength that supports learning.

V-scale scores: V-scale scores are similar to scaled scores, but they are specific to the Vineland Adaptive Behavior Scales. They reflect your child's individual score in comparison to scores most commonly achieved by their age group; however, the mean is 15 with a standard deviation of 3. Therefore, a score of 12 or lower may be considered an area to target for intervention, and a score of 18 or higher is considered a strength that supports learning.

T-Scores: T-Scores are a different type of standardized score; 50 is the average (or mean), and usually 41 to 59 is considered similar to peers. T-Scores can be confusing because, depending on what the score is measuring, a high score or a low score could be either "good" or "bad." For example, a high score on anxiety would not be desirable (suggests the child is experiencing a high degree of anxiety); however, a high score on resiliency would be favorable (suggests the child is highly resilient).

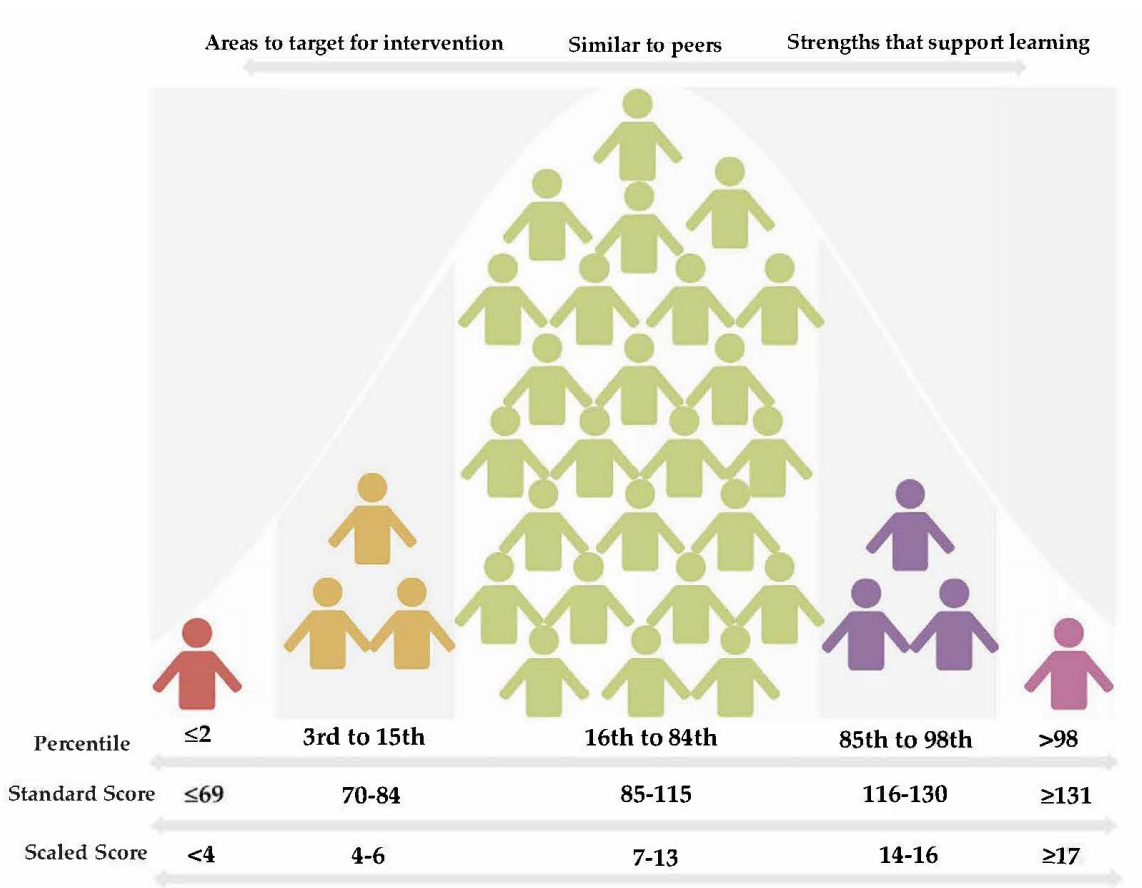
Percentile Rank: A percentile is a score that indicates the rank of a student compared to other students the same age, using a hypothetical group of 100 students. For example, if your child's percentile rank on a test was 30, then your child's test performance equaled or exceeded 30 out of 100 students on the same measure; a percentile rank of 70 means your child's performance equaled or exceeded 70 of 100 students.

Descriptive ranges: Different batteries of tests use different descriptors and ranges to classify scores and percentiles. For uniformity of presentation, all scores will be interpreted as follows:

Descriptive Range	Standard Score	Scaled Score	Percentile
High level of need	≤69	<4	≤2 nd
Moderate level of need	70-84	4-6	3 rd to 15 th
Similar to peers	85-115	7-13	16 th to 84 th
Well developed	116-130	14-16	86 th to 98 th
Extremely well developed	≥131	≥17	>98 th

Results for your child's assessment should only be interpreted by trained professionals. The scores reported for your child are interpreted within the context of all data obtained, including behavioral observations made during the assessment process (e.g., attention, motivation to persist, anxiety, etc.).

The following bell curve graphic may help you to further conceptualize the various score ranges discussed above:



Appendix C

Table of Scores

Language and Communication

Behavior Assessment System for Children, 3rd Edition (BASC-3)

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Functional Communication	The ability to express ideas and communicate in a way that others can easily understand.	T=51 Parent T=42 ELA T=57 Math		

Cognition and Processing

Cognitive Assessment System, 2nd Edition (CAS2)

Planning <i>This scale describes a student's ability to create a plan of action, apply the plan, verify that an action taken conforms to the original goal, and modify the plan as needed.</i>						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Planned Codes	The examinee quickly fills in the appropriate codes in empty boxes beneath each letter from a corresponding legend.		SS=70 PR=2			
Planned Connections	The examinee rapidly connects number and letter sequences.			SS=90 PR=25		
Global Composite						
Planning Scale	Comprised of the Planning subtests.		SS=77 PR=6			

Simultaneous

This scale describes a student's ability to synthesize separate elements into an interrelated group

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Matrices	The examinee comprehends the relationships among the parts of a visual matrix and chooses the best of six options.		SS=80 PR=9			
Verbal-Spatial Relations	The examinee chooses the picture that correctly answers the question read by the examiner from six options.		SS=80 PR=9			
Global Composite						
Simultaneous Scale	Comprised of the Simultaneous subtests.		SS=77 PR=6			

Attention

This scale describes a student's ability to focus cognitively while detecting particular stimuli and inhibit response to irrelevant competing stimuli.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Expressive Attention	The examinee rapidly names animals or color words with varying degrees of stimulus distraction.	SS=60 PR<1				
Number Detection	The examinee rapidly finds as many target numbers as possible within a visual array.			SS=85 PR=16		
Global Composite						
Attention Scale	Comprised of the Attention subtests.	SS=67 PR=1.4				

Successive

This scale describes a student's ability to recall or comprehend a serial organization of events. All of the Successive subtests require the student to deal with information that is presented in a specific order.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Word Series	The examinee recalls words from a verbally presented list.			SS=100 PR=50		
Sentence Repetition	The examinee repeats nonsense sentences.			SS=95 PR=37		
Global Composite						
Successive Scale	Comprised of the Successive subtests.			SS=97 PR=42		

Feifer Assessment of Reading (FAR) Woodcock-Johnson IV Tests of Oral Language (WJ-IV OL)

Phonetic Coding

Tests that measure the ability to detect and process meaningful nonverbal information in sound.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Segmentation (WJ-IV OL)	The examinee has to break words apart into speech sounds.			SS=96 PR=38		
Sound Blending (WJ-IV OL)	The examinee is asked to blend sounds to form a whole word.			SS=85 PR=16		
Global Composite						
Phonetic Coding (WJ-IV OL)	Comprised of the Segmentation and Sound Blending subtests.			SS=89 PR=24		

Long-Term Memory

Tests that measure the ability to store, consolidate, and retrieve information over periods of time measured in minutes, hours, days, and years.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Rapid Picture Naming (WJ-IV OL)	The examinee rapidly names pictures of common objects across a row of five objects.		SS=77 PR=6			
Retrieval Fluency (WJ-IV OL)	The examinee names words as quickly as possible that start with a particular letter or fit in the same category (e.g., animals).	SS<40 PR<0.1				
Verbal Fluency (FAR)	The examinee names words as quickly as possible that start with a particular letter or fit in the same category.			SS=98 PR=45		
Word Recall (FAR)	Requires the examinee to repeat a list of words that are presented at a rate of one word per second.		SS=82 PR=12			
Rapid Automatic Naming (FAR)	A series of timed tasks requiring the examinee to identify as many different objects or individual letters as possible from an array in 30 seconds.		SS=82 PR=12			
Global Composite						
Speed of Lexical Access (WJ-IV OL)	Comprised of Rapid Picture Naming and Retrieval Fluency subtests.	SS=58 PR=0.2				

Academics

Behavior Assessment System for Children, 3rd Edition (BASC-3)
Conners, 4th Edition (Conners 4)

Content Scales	Common Characteristics of High Scorers	Similar to Peers	Moderate Level of Need	High Level of Need
Schoolwork (Conners 4)	Reflects typical problems or difficulties that youth with ADHD experience in their schoolwork.	T=55 Math		T=73 Parent T=70 ELA T=83 Student
Learning Problems (BASC-3)	The presence of academic difficulties, particularly understanding or completing homework.	T=55 Math	T=62 ELA	
Study Skills (BASC-3)	The skills that are conducive to strong academic performance, including organizational skills and good study habits.		T=32 ELA T=39 Math	

Social/Emotional/Behavioral Functioning

Behavior Assessment System for Children, 3rd Edition (BASC-3)
Multidimensional Anxiety Scale for Children, 2nd Edition (MASC 2)
Children's Depression Inventory, 2nd Edition (CDI 2)
Conners, 4th Edition (Conners 4)

Hyperactivity				
Subtest/cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Hyperactivity (BASC-3)	The tendency to be overly active, rush through work or activities, and act without thinking.	T=58 Parent	T=61 Math	T=86 ELA
Hyperactivity (Conners 4)	Reflects the youth's level of motor or verbal activity and restlessness.	T=54 Parent T=46 Math T=58 ELA		T=85 Student

Impulsivity (Conners 4)	Reflects difficulties a youth may have with response inhibition.	T=57 Parent T=48 Math	T=69 ELA T=62 Student	
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Attention				
Subtest/cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Attention Problems (BASC-3)	The tendency to be easily distracted and unable to concentrate for an extended period of time.		T=60 Parent T=67 Math	T=77 ELA
Inattention/ Executive Dysfunction (Conners 4)	Reflects issues that youth may have with focusing, sustaining, and shifting attention as well as self-management.	T=57 Math	T=66 Parent T=66 ELA	T=72 Student

Executive Functioning				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Executive Functioning (BASC-3)	The tendency to control one's behavior and mood.		T=60 Math T=62 Parent	T=72 ELA

Aggression				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Aggression (BASC-3)	The tendency to act in a physically or verbally hostile manner that is threatening to others.		T=62 Math	T=71 Parent T=87 ELA
Conduct Problems (BASC-3)	The tendency to engage in rule-breaking behavior.	T=54 Parent	T=59 Math	T=82 ELA
Emotional Dysregulation (Conners 4)	Reflects the youth's experience of, or difficulty with, regulating or managing emotions.	T=47 Math	T=69 Parent	T=72 ELA T=88 Student

Anxiety				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Anxious Thoughts (Conners 4)	Reflects the youth's experience of, or difficulty with, regulating fears and worries.	T=43 Math T=48 ELA T=48 Student	T=69 Parent	
Total Score (MASC 2)	The youth may be experiencing an elevated number of anxiety signs and symptoms.	T=54 Student		T=75 Parent
Separation Anxiety / Phobias (MASC 2)	The youth may be anxious of being away from family or loved ones and fearful of certain places or things (e.g., the dark, being in a car).	T=50 Student T=57 Parent		
GAD Index (MASC 2)	The youth may be experiencing symptoms similar to youth diagnosed with Generalized Anxiety Disorder, including elevated worry about future events and associated physical symptoms.		T=60 Student T=69 Parent	
Social Anxiety Total (MASC 2)	The youth may be experiencing symptoms related to humiliation/rejection, reflecting anticipation of embarrassment, and performance fears, reflecting anticipatory anxiety about being "on stage" in a public or interpersonal context.	T=38 Student		T=70 Parent
Humiliation/ Rejection (MASC 2)	The youth may be anxious about being humiliated, embarrassed, or rejected by others in social settings.	T=36 Student	T=69 Parent	
Performance Fears (MASC 2)	The youth may be anxious about performing (e.g., public speaking, answering a teacher's questions in class) in public settings.	T=45 Student	T=65 Parent	
Obsessions & Compulsions (MASC 2)	The youth may be experiencing obsessive thoughts and/or engaging in compulsive behaviors that are consistent with a diagnosis of Obsessive-Compulsive Disorder, including thinking hard about others, excessive checking, fear of contamination, ritualistic cleaning, and scrupulosity.		T=64 Student	T=77 Parent
Physical Symptoms Total (MASC 2)	The youth may be experiencing physical symptoms, including those related to panic and feelings of being tense or restless.		T=61 Student	T=74 Parent
Panic (MASC 2)	The youth may be experiencing the following panic symptoms: chest pains, sweaty or cold hands, feeling sick to the stomach, breathlessness, dizziness, irregular heartbeats, or feeling strange, weird, or unreal.	T=54 Student		T=73 Parent
Tense/Restless (MASC 2)	The youth may be feeling tense, shaky, jumpy, restless, or on edge.		T=69 Parent T=69 Student	

Harm Avoidance (MASC 2)	The youth may tend to engage in harm-avoidant behaviors to avoid negative outcomes, wrongdoings, and/or dangers.	T=51 Parent T=47 Student		
Anxiety (BASC-3)	The tendency to be nervous, fearful, or worried about real or imagined problems.	T=50 Parent T=47 Math	T=61 ELA	
Somatization (BASC-3)	The tendency to be overly sensitive or to complain about relatively minor physical problems or discomfort.			T=74 Parent T=79 Math T=75 ELA

Depression				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Total Score (CDI 2)	The child may be experiencing an elevated number of depressive symptoms.	T=58 Math	T=65 Parent T=62 Student T=67 ELA	
Emotional Problems (CDI 2)	The child may be experiencing negative mood. The child may appear sad, irritable, fatigued, or lonely. Parent report also includes sleep problems and negative self-esteem.	T=57 Student T=58 Math T=58 ELA	T=63 Parent	
Functional Problems (CDI 2)	The child may be experiencing issues with ineffectiveness and interpersonal problems. Specifically, the child may have problems interacting with peers and maintaining school performance. The child may also have an impaired capacity to be cooperative and to enjoy school activities.	T=56 Math	T=65 Parent T=65 Student	T=70 ELA
Negative Mood/Physical Symptoms (CDI 2)	The child may have depressive symptoms that manifest as sadness or irritability, as well as physical symptoms related to sleep, appetite, fatigue, and aches/pain.		T=64 Student	
Negative Self-Esteem (CDI 2)	The child may have low self-esteem, self-dislike, and feelings of being unloved.	T=44 Student		
Ineffectiveness (CDI 2)	The child may be evaluating his abilities and school performance negatively, and may be experiencing an impaired capacity to enjoy school and other activities.	T=60 Student		

Interpersonal Problems (CDI 2)	The child may have problems interacting with peers and may feel lonely and unimportant to his own family.		T=68 Student	
Depression (BASC-3)	Excessive feelings of unhappiness, sadness, or stress.	T=52 Parent T=50 Math		T=83 ELA
Depressed Mood (Conners 4)	Reflects features of depression	T=46 Math T=58 Student T=57 ELA		T=70 Parent

Social Skills				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Peer Interactions (Conners 4)	Reflects typical problems that youth with ADHD experience when interacting with peers.	T=56 Math	T=60 Parent T=62 ELA	T=71 Student
Family life (Conners 4)	Reflects typical problems that youth with ADHD experience or contribute to in family interactions.	T=61 Student	T=64 Parent	
Social Skills (BASC-3)	The skills necessary for interacting successfully with peers and adults.	T=53 Parent T=46 Math T=42 ELA		
Withdrawal (BASC-3)	The tendency to evade others to avoid social contact.	T=55 Parent T=59 Math	T=64 ELA	

Unusual Behaviors				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Atypicality (BASC-3)	The tendency to behave in ways that are immature or considered odd.	T=47 Parent T=44 Math	T=62 ELA	

Adaptability				
Subtest/cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Adaptability (BASC-3)	The ability to adapt readily to changes in the environment.	T=43 Parent	T=38 Math T=38 ELA	
Leadership (BASC-3)	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.	T=43 Parent T=46 Math T=44 ELA		

Composite Scales				
Externalizing Problems Composite (BASC-3)	Assesses the disruptive nature of a child's behavior and encompasses hyperactivity, aggression, and conduct problems.		T=62 Parent T=61 Math	T=87 ELA
Internalizing Problems Composite (BASC-3)	Assesses a student's level of internal distress and behaviors that are not typically disruptive in nature.		T=60 Parent T=60 Math	T=77 ELA
School Problems Composite (BASC-3)	Reflects academic difficulties including problems with motivation, attention, learning, and cognition.		T=62 Math	T=71 ELA
Behavioral Symptoms Index (BASC-3)	Reflects the overall level of problem behavior and provides a reasonable estimate of the general level of functioning or the presence of impairment.	T=59 Parent T=59 Math		T=84 ELA

ADHD Index (Conners 4)	A 12-item index selected from the Conners 4 that best distinguishes youth with a diagnosis of ADHD from youth in the general population.	94% - Very High Student 95% - Very High Parent 69% - High Math 87% - High ELA
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Adaptive Skills

Behavior Assessment System for Children, 3rd Edition (BASC-3)

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Activities of Daily Living	The skills associated with performing basic, everyday tasks in an acceptable and safe manner.		T=36 Parent	
Global Domain				
Adaptive Skills	This composite summarizes appropriate emotional expression and control, daily living skills, and communication skills, as well as prosocial, organizational, study, and other adaptive skills.	T=45 Parent T=45 Math	T=38 ELA	

Developmental Profile 4 (DP-4)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Adaptive Behavior	Measures the perceptions of the child's competence in activities of daily living including eating, dressing, self-care, functioning independently, and utilizing modern technology.			SS=96 Parent		

Appendix D

Eligibility Criteria

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

- (A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (B) Adversely affects a child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, and cognitive abilities including association, conceptualization and expression.

- (A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- (B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or

mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.
2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.
3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:
 - (i) Data obtained from standardized assessment instruments;
 - (ii) Information provided by the parent;
 - (iii) Information provided by the pupil's present teacher;
 - (iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
 - (v) Consideration of the pupil's age, particularly for young children; and
 - (vi) Any additional relevant information.
4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

- (C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:
1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading fluency skills.
 - (vi) Reading comprehension.
 - (vii) Mathematics calculation.
 - (viii) Mathematics problem solving, and
 2. (i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or
 (ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and
 3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:
 - (i) A visual, hearing, or motor disability;
 - (ii) Intellectual disability;
 - (iii) Emotional disturbance;
 - (iv) Cultural factors;
 - (v) Environmental or economic disadvantage; or
 - (vi) Limited English proficiency.
 4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:
 - (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.
 5. In determining whether a pupil has a specific learning disability, the public

agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.