

Psychoeducational Triennial Report

Confidential

Name	Peter Parker	Birthday	2/10/2011
School	Super Hero Elementary School	Age	12:3
Parents	Mom & Dad Parker	Grade	6 th
Address	2222 Smith Street Orange Park, CA 32323	Date of Testing	5/10/2023
Examiner	Wonder Woman, SSP, NCSP	Report Date	5/25/2023

REASON FOR REFERRAL

Peter is a 6th grade student who is described as a happy, assertive, and responsible child. Peter is currently eligible for special education under the Other Health Impairment category. Peter attends a general education classroom 78% of the day and receives specialized academic instruction services 60 minutes per day in a small-group setting. 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
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6)
- Behavior Assessment System for Children, 3rd Edition (BASC-3)
- Conners, 3rd Edition (Conners 3)
- Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive)
- Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) (Q-interactive)

BACKGROUND INFORMATION

Sources: Parent interview, cumulative records, special education records

Peter is a 12-year-old Asian American student who lives with his mother, father, and younger sister (age 9). Peter's father works in television production, and Peter's mother works in the fitness industry. Peter likes using the trampoline as well as surfing, skateboarding, playing volleyball, gaming, and spending time with his cat and his lizards. The family goes to the beach and spends time outdoors together. Peter's strengths include that he is never afraid to speak his mind and he likes to keep his things organized.

Peter's mother reported that Peter's uncle and grandmother recently died. This has been very hard on Peter's family. Peter does not have a history of trauma. Peter's mother reported a family history of learning difficulties. Both of Peter's parents have dyslexia.

The pregnancy with Peter lasted 37 weeks, and birth was spontaneous. Peter was delivered vaginally and weighed 8 lb. Peter met all developmental milestones within expected timelines. No current concerns with Peter's eating or sleeping patterns were noted. Peter is noted as having an allergy to amoxicillin and codeine. No other health concerns were reported and Peter is not currently prescribed any medication. Peter's hearing and vision were assessed by the school nurse in April 2022 and he passed both screenings.

Peter attended kindergarten through 3rd grade at Hogwarts School. He started attending Super Hero Elementary School District in 4th grade, where he currently attends as a 6th grader. Due to the COVID-19 pandemic and school closures in the spring of 2020, some of Peter's instruction in the 2020/2021 school year was in a virtual setting. Peter returned to in-person instruction in November 2020. No concerns with attendance or tardiness were reported. Peter does not have a history of disciplinary referrals. After school, Peter has a leadership role in 4-H that is meant to help him grow as a leader. Peter also has a pig that he is raising for a fair.

Peter was initially assessed for special education services in May 2019 and qualified under the Other Health Impairment category. Peter started receiving specialized academic instruction services at that time, which he continues to receive at the current time.

OBSERVATIONS

Conducted by Wonder Woman

Peter was observed on 3/29/2023 for approximately 30 minutes during science class. Peter walked into his general education classroom to pick something up and then returned to the special education room. In the special education classroom, there was one special education teacher, one classroom aide, and a total of four students. When the examiner entered the room, Peter was talking with the special education teacher and a

student from his class. Peter returned to his general education classroom again briefly and returned after a few minutes.

When Peter returned, he took multiple cups from the water cooler, asked the teacher where to put them, and then put them on a shelf. The special education teacher told the classroom aide she would run to the lounge to get some supplies, and Peter wanted to join her. She asked him to stay, and he started talking with a girl from his class. The teacher returned and said that, now that they knew what salt looked like, they would try sugar next. She filled a cup up with water and put sugar in it. The teacher asked the students to watch while she put sugar in the water, and Peter commented on it. He then drank the sugar water and stated that it tasted like regular water. The special education teacher then started a video about the water molecule. The classroom aide left with one of the students, and the remaining students continued watching. After a while, Peter got out of his seat and tossed something in the trash can. He then chatted with the girl from his class about the assignment. He pulled out his Chromebook to show something to the girl.

He sat down next to the girl, and they looked at his Chromebook together, playing a game. After a while, the teacher told them to stop playing, and Peter said that they had both finished their assignment. The teacher then asked them how far they were with their history assignments. The teacher helped another student and then returned to Peter. She said that she had not seen him doing anything, and he said that he had completed all his work yesterday and referred her to his notebook. The teacher checked his notebook and said that he had not done number four yet, and he said he had. The teacher showed him that he had not, and he continued saying that he could swear he had done it. Peter shook hand warmers over his ears while talking to the teacher. The teacher told him that he misspelled “they,” and he went back to correct it. He then returned to the video game with the girl, and the teacher showed them a history assignment that they had not completed yet. Peter stated that the general education teacher had told them they did not have to do this assignment. The teacher explained that they need to do the same work as the other students.

Overall, Peter was observed to engage positively with peers and adults. Peter was observed to talk quickly and engage in fidgety behaviors. He also took his shoes off when he was sitting and shook his feet.

Peter was observed again on 3/31/2023 for approximately 10 minutes in social studies class. There was one teacher, one classroom aide, and a total of 13 students. Peter was sitting with a large measuring stick in his hand and fidgeting with it. The teacher was discussing with students to be more respectful toward others and talk less. Peter seemed to get annoyed by the conversation and leaned back, sighing, and talked to his peer. He also said “shh” to other students when they interrupted.

Peter was observed again on 4/3/2023 for approximately 20 minutes in math class. Students entered from the courtyard, and multiple students were circling one student who handed out snacks, but Peter stayed in his seat. After a while, Peter got out of his seat, grabbed a pencil from the teacher’s desk, and asked the teacher if he could borrow

a pencil. The teacher wrote math problems on the white board for students to start working on. The teacher praised a student for being on time and other students, including Peter, clapped. The teacher then asked students if anyone needed lunch and Peter stated, "Yes." When a student went through a math problem, Peter laughed, and students were saying it was an April Fools' joke. Peter started talking to a student sitting further away from him about the math problem, and laughing, while the teacher was solving the math problem on the board. When the teacher asked Peter to give him the next answer, he responded correctly. Peter made high-pitched noises briefly but then went back to writing. Peter shouted, "Stop writing, I can't keep up," and a girl asked if he was talking to the teacher like this. Peter responded that he was not talking to the air. Students started discussing why they are so rude to each other as a class. The teacher asked the students if they had heard what their peer had said when solving the math problem, and Peter focused his attention on the teacher again. The teacher explained the math problem, and Peter wrote down his answer. When the teacher asked what property that was, Peter shouted, "What?" The students then shouted April Fool and discussed April Fools' day.

Peter came willingly to testing sessions, and rapport was established quickly. The examiner attempted to maintain further than typical distance from the student, which did not appear to impact interactions. Peter was cooperative with assessment activities. Peter appeared at ease and comfortable. Peter's conversational skills were age-typical. Peter responded promptly and carefully. Peter generally persisted with difficult tasks. However, Peter seemed to get frustrated on tasks where he got feedback when answering incorrectly. Peter was often fidgety and restless; he would fidget with his hand warmers and pencil. Peter was able to focus well during tasks but frequently asked to have instructions repeated or forgot instructions. Peter wrote with his right hand and used an unstable pencil grip. He was observed to shake his hands after extended writing tasks. Peter 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 Peter's academic performance and mental health.

The following safety protocols were in effect during administration of the Beery VMI, WIAT-4 and WISC-V: air purifier and sanitizing protocol. These conditions did not adversely affect Peter's participation in the assessment process. However, the safety protocols implemented were inconsistent with standardization procedures and should be taken into consideration when interpreting results.

LANGUAGE AND COMMUNICATION

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive); parent interview, teacher interviews, cumulative records, special education records

Previous assessment results from May 2019 concluded that Peter was developing skills in the area of listening comprehension at an age-expected level.

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

Peter's mother reported that all of Peter's schooling has been in English. Peter's mother reported that the family never has trouble understanding Peter when they are speaking at home. Peter's mother noted age-appropriate functional communication skills. In particular, Peter was endorsed as never having difficulty explaining rules to others, having trouble getting information when needed, or being unclear when presenting ideas. Furthermore, Peter often responds appropriately to questions, tracks down information when needed, describes his feelings accurately, and is clear when telling about personal experiences.

At school, Peter's teachers reported strengths in receptive language skills. Peter's English Language Arts (ELA) teacher endorsed strengths in Peter's ability to comprehend word meanings, follow oral directions, and comprehend classroom discussions. Peter's math teacher indicated that Peter is able to comprehend word meanings, understand oral directions, remember information just heard, and respond to questions within an expected time period. During ELA, Peter requires support with remembering information just heard and responding to questions within the expected time period; during math, Peter benefits from support with comprehending classroom discussions. In the area of expressive language skills, Peter's ELA teacher indicated strengths in Peter's ability to display age-appropriate vocabulary, use age-appropriate grammar, express himself fluently, express himself in social conversations, speak clearly and distinctly, and express information in an organized way. It should be noted, however, that Peter's math teacher indicated that Peter benefits from support in displaying age-appropriate vocabulary, using age-appropriate grammar, and expressing information in an organized way. Peter's math teacher reported mildly to moderately elevated concerns with Peter's functional communication skills. In particular, Peter benefits from support when describing his feelings accurately and getting information when needed.

Current Testing Data

Oral Language Skills

Peter's overall language skills, encompassing both listening comprehension and verbal expression skills, were well developed when compared to same-age peers. In the area of listening comprehension, Peter did well with identifying a picture that best illustrated the meaning of a target word presented verbally. When asked to listen to a sentence,

phrase, or short paragraph without any visual cues and then answer basic literal questions, Peter also performed adequately. With regard to oral expression skills, Peter did well with retrieving from memory a vocabulary word matching a picture and a definition. Peter also had no difficulty retrieving words from memory belonging to a given category within a specified time limit. However, Peter's ability to repeat sentences verbatim was below age-level expectations.

Potential Functional Implications

Language/Communication Strengths:

- Peter communicates clearly and comprehends classroom discussion.
- Peter is able to recall the names of common objects.
- Peter shows strong verbal reasoning and vocabulary abilities.

Language/Communication Areas of Need:

- Due to his attention difficulties, Peter may struggle with remembering auditory information presented in order and with tracking down information.

COGNITION AND PROCESSING

Administered by Wonder Woman

Sources: Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6); Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive); Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) (Q-interactive); special education records

Previous assessment results from May 2019 showed that Peter performed well with tasks that made use of his processing speed, visual processing, short-term memory, auditory memory, visual-motor integration, phonological processing, long-term retrieval, fluid reasoning, and crystallized knowledge. At that time, Peter did not demonstrate any noticeable weaknesses.

Current Testing Data

Verbal Comprehension

This composite measures verbal reasoning skills and vocabulary knowledge. Peter showed skills that were typical when compared to same-age peers. Peter performed adequately when asked to describe the similarities between two words representing a common object or concept. Peter also had no difficulty defining words that were read aloud. Overall, Peter's verbal comprehension was comparable to his other cognitive abilities.

Visual-Spatial

This composite measures the ability to evaluate visual details and understand visual-spatial relationships. Peter's performance in this area was appropriate when compared to same-age peers. Peter was capable of using two-colored blocks to recreate designs. Peter also performed adequately when asked to view a completed puzzle and select three response options that together would reconstruct the puzzle. Overall, Peter's visual-spatial skills were comparable to his other cognitive abilities.

Fluid Reasoning

This composite measures novel reasoning and problem-solving skills. Peter's skills in this area were adequate when compared to same-age peers. Peter did well with selecting the correct response option to complete a matrix or series. Peter also had no difficulty when asked to view a scale with missing weight(s) and identify the response option that would keep the scale balanced. Overall, Peter's fluid reasoning was comparable to his other cognitive abilities.

Working Memory

This composite measures the ability to hold information in immediate awareness and use it or manipulate it within a few seconds. Peter's abilities in this area were variable. Peter showed appropriate skills in his visual working memory, but his auditory working memory skills were lower than expected for his age. Peter's skills when asked to listen to sequences of numbers read aloud and recall them in the same order, reverse order, or ascending order were lower than expected when compared to same-age peers. Peter scored adequately on a task that required memorizing one or more pictures presented on a stimulus page and then identifying the correct picture(s), in sequential order if possible, from options on a response page. When read sequences of numbers and letters and asked to recall the numbers in ascending order and then the letters in alphabetical order, Peter also performed well. Overall, working memory was an area of relative weakness for Peter when compared to his other cognitive abilities.

Processing Speed

This composite assesses the ability to use visual scanning skills to perform simple, repetitive tasks quickly and accurately. Peter's skills in this area were adequate when compared to same-age peers. Peter had no difficulty using a key to copy symbols that corresponded with numbers. Peter performed comparably well when asked to scan a group of symbols and indicate if the target symbol was present. Overall, Peter's processing speed was comparable to his other cognitive abilities.

Naming Speed

This composite assesses long-term storage and retrieval accuracy and fluency. Peter's skills in this area varied considerably. Peter struggled on a task that required naming letters and numbers as quickly as possible. However, Peter performed adequately when compared to same-age peers on a task that required naming the quantity of squares inside a series of boxes as quickly as possible. Overall, naming speed was an area of weakness for Peter when compared to his other cognitive abilities.

Overall Functioning

Peter's Full Scale IQ was age-typical. However, due to weaknesses in auditory working memory, his General Ability Index and Nonverbal Index appear to be better representations of Peter's overall cognitive functioning. Peter's General Ability Index and Nonverbal Index were also age-typical.

Phonological Processing

This composite measures phonemic proficiency and phonic decoding skills. Peter showed skills that were lower than expected when compared to same-age peers. Peter

struggled when asked to apply phonetic knowledge to pronounce nonsense words. Peter also struggled when asked to analyze and manipulate sounds in words accurately and instantly. Overall, phonological processing was an area of weakness for Peter when compared to his other cognitive abilities.

Orthographic Processing

This composite measures orthographic processing, including the size of a student's orthographic word bank and the quality of orthographic representations. Peter's performance in this area was lower than expected when compared to same-age peers. Peter had difficulty reading aloud a list of irregular words as quickly as possible. Peter's spelling skills were noted to be below expectations. Finally, Peter performed poorly when asked to view three choices of letter strings and touch the one that was spelled correctly. Overall, orthographic processing was an area of weakness for Peter when compared to his other cognitive abilities.

Visual-Motor Integration

Peter's performance on tasks requiring integration of visual and motor abilities was lower than expected. Peter struggled with copying from a model, beginning with a simple line and progressing gradually to more complex geometric shapes. Overall, visual-motor integration was an area of weakness for Peter when compared to his other cognitive abilities.

Potential Functional Implications

Cognitive Strengths:

- Peter may do well with expressing himself using words and using abstract verbal reasoning skills.
- Peter may do well with understanding and manipulating visual-spatial information.
- Peter may do well with solving complex problems and understanding patterns.
- Peter may do well with holding visual information in immediate awareness and using it within a few seconds.
- Peter may complete rote memory tasks quickly and efficiently.
- Peter may be able to quickly and accurately name familiar objects.

Cognitive Areas of Need:

- Peter may struggle with holding auditory information in immediate awareness and using it within a few seconds.
- Peter may struggle to quickly retrieve numbers and letters from long-term memory, which may impact his fluency in reading, writing, and math.
- Peter may struggle to understand speech sounds and the written conventions of words, which may impact his reading and spelling ability.
- Peter's weakness in visual-motor integration may reflect diminished attention to detail, associated with inattention and impulsivity, rather than a deficit in ability.

ACADEMICS

Administered by Wonder Woman

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Conners, 3rd Edition (Conners 3); Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive); teacher interviews, parent interview, student interview, cumulative records, special education records

Previous evaluation results from May 2019 indicated that Peter struggled with basic reading, reading comprehension, reading fluency, and math facts fluency. At that time, Peter presented with skills similar to same-age peers in the areas of applied problems, math problem-solving, and written expression.

Peter stated that school is going “pretty good” this year. To Peter, the best thing about school is PE. Peter dislikes science. Peter endorsed that social studies is the easiest subject, while science is the most difficult. Overall, Peter likes school. When asked, Peter stated that if there was anything that could be changed about school, it should be longer recess. Peter is currently involved in 4-H outside of school, and he is currently raising a pig to be sold at the upcoming county fair.

Peter’s mother reported that Peter has a fair attitude toward school. Peter spends approximately 30 minutes per day completing homework. Peter’s mother shared that Peter is a smart and capable person but that his school work sometimes does not show that. According to Peter’s mother, Peter sometimes presents with a growth mindset at home. Although Peter often believes he can learn new things when trying hard, he rarely persists with challenging tasks, sees failure as an opportunity to grow, or uses positive self-talk when struggling.

Classroom Learning Skills

Peter’s teachers and Peter reported heightened concerns with his ability to demonstrate age-appropriate learning skills. Peter is noted to have difficulty remembering concepts. Peter’s teachers reported concerns with reading comprehension, spelling, writing, basic math skills, and math concepts. Peter’s teachers also noted concerns in the areas of classroom and learning behaviors. Peter was endorsed as demonstrating poor attention and concentration, an excessively high activity level, difficulty following directions, difficulty working with peers, and extreme mood swings. Peter’s math teacher shared that Peter often cannot work with peers because he tends to distract them or gets in trouble to avoid working with them. Peter’s ELA teacher indicated that he believes Peter may be embarrassed about his reading skills and about being judged on them by his peers. Peter’s teachers indicated they are happy that Peter is doing better in many ways. However, Peter can still be volatile, and his work compliance is a direct reflection of his self-esteem and confidence. Peter’s ELA teacher implies that, when Peter feels confident about his skills in one area, he tends to complete his work. According to Peter’s teachers, Peter does not present with a growth mindset at school. Peter 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, Peter is provided with the following accommodations: choices for preferred activities, strategic seating, preferential seating, and check-ins with the teacher.

English Language Arts

In reading, Peter's ELA teacher endorsed that decoding ability, sight word recognition, reading vocabulary, reading fluency, and comprehending material read are areas of relative strength for Peter. With regard to writing, Peter's ELA teacher endorsed that Peter is able to structure sentences. Peter struggles with writing paragraphs/essays, using mechanics, spelling material adequately, and writing legibly.

Peter's current grades in reading and writing are meeting grade-level expectations. Historically, Peter has shown academic performance that was below grade-level expectations. Peter currently has IEP goals addressing writing.

Current Testing Data in Reading and Writing

Basic Reading

Peter's overall knowledge of phonics and sight vocabulary was measured as below age-level expectations. Peter's ability to identify letters, match letters to sounds, and read regular and irregular words aloud was lower than expected. Peter also struggled when asked to apply phonetic knowledge to pronounce nonsense words. Peter was observed to switch the /b/ and /d/ sounds when reading nonsense words.

Reading Fluency

Peter's overall oral reading fluency ability, including reading in context and reading in isolation, was noted to be lower than expected when compared to same-age peers. Peter's oral reading fluency, including accuracy and rate, was lower than expected based on age-level expectations. Peter also had difficulty reading aloud a list of irregular words as quickly as possible. Additionally, Peter's ability to quickly read aloud pseudowords was lower than expected.

Reading Comprehension

Peter's ability to read narrative and expository passages and answer literal and inferential comprehension questions was noted to be sufficient when compared to age-level norms.

Written Expression

Peter's overall written expression skills were measured as inadequate when compared to age-level peers. Peter's spelling skills were noted to be below expected levels for his age. Peter's ability to form sentences, either by combining two sentences or building a sentence around a target word, was also lower than expected when compared to same-age peers. Finally, Peter struggled considerably when asked to write a descriptive essay within a specified amount of time. He was not able to finish the essay by the given time and spent minutes trying to figure out the correct spelling of the word "police." Peter also exhibited unusual spelling errors that were not phonetically readable or visually recognizable.

Writing Fluency

Peter's overall writing fluency skills were measured as below expected levels when compared to peers of the same age. Peter had difficulty writing complete sentences using a target word and a picture within a specified amount of time.

Additional Assessment Specific to Dyslexia

Oral Reading Observations

Peter was observed while reading an grade-appropriate reading passage. It was noted that Peter struggled to read the text fluidly. He frequently paused to sound out individual words but had difficulty applying phonetic knowledge to do so correctly. Peter also had a tendency to replace words with visually similar words starting with the same consonant sound. Finally, Peter's oral reading had uneven pacing and limited use of appropriate inflection.

Dyslexia Index

The Dyslexia Index serves as a high-quality dyslexia screening measure. Peter's ability to identify letters, match letters to sounds, and read regular and irregular words aloud was lower than expected. Peter also struggled when asked to analyze and manipulate sounds in words accurately and instantly. Peter struggled when asked to apply phonetic knowledge to pronounce nonsense words. Finally, Peter had difficulty reading aloud a list of irregular words as quickly as possible.

Mathematics

In the area of math, Peter's teacher endorsed that math reasoning is an area of relative strength for Peter. Weaknesses were noted in math computation and math fact fluency.

Peter's current math grades are meeting grade-level expectations. Historically, Peter has shown academic performance that was below grade-level expectations. Peter currently has IEP goals addressing fractions.

Current Testing Data in Mathematics

Mathematics

Peter's overall math skills were measured as inadequate when compared to age-level peers. Peter's ability to demonstrate untimed math problem-solving skills across a variety of domains was lower than expected when compared to same-age peers. Peter also had difficulty when asked to respond orally to questions about number concepts and counting and to write answers to math equations.

Math Fluency

Peter's overall math fluency skills were measured as below expected levels for his age. Peter had no difficulty quickly and accurately solving addition questions. However, Peter struggled to quickly and accurately solve subtraction and multiplication questions.

Other Subjects

Peter's current social studies, science, and physical education grades are meeting grade-level expectations.

Potential Functional Implications

Academic Competencies:

- Peter is able to answer questions about text read when he can reference the text.
- Peter is able to accurately and efficiently solve addition problems.

Academic Areas of Need:

- Poor performance on pseudoword decoding suggests difficulty with phonic decoding, underlying letter-sound and phonological awareness skills, and orthographic knowledge.
- Poor performance on spelling and written expression suggests poor development of word specific representations in memory that enable fast and efficient word recognition to occur.
- Poor performance on math reasoning and math calculation suggests weaknesses in math concepts and an underlying weakness in math computation skills.

SOCIAL/EMOTIONAL/BEHAVIORAL FUNCTIONING

Sources: Behavior Assessment System for Children, 3rd Edition (BASC-3); Conners, 3rd Edition (Conners 3); observations, parent interview, teacher interviews, student interview, cumulative records, special education records

Peter shared feeling happy most of the time. For fun, Peter likes to skateboard, walk his pig, and play video games. Peter shared that he also has a cat and a gecko lizard. When asked, "What do you like about yourself?" Peter responded that he is very organized. When asked, "How do you think others would describe you?" Peter stated others would use words such as nice, funny, or short. Peter lives with his mom, dad, and younger sister. Peter likes that his parents are not too strict, that they do not give him a lot of chores, and that they are nice. Peter was asked, "If you could change anything about yourself or your family, what would it be?" Peter responded that no changes were needed for his family. Peter indicated a desire to change his hair to black. Peter is interested in working in a pet shop or at Verizon in the future. If granted three wishes, Peter would ask for teleportation, good skating skills, and multiple reptiles.

Regarding areas of need, previous assessment results from May 2019 indicated some concerns in the areas of inattention, hyperactivity and impulsivity, executive functioning, defiance and aggression, and peer relations. This is similar to current parent and teacher reports that indicate concerns with peer interactions, attention and concentration, and hyperactivity.

Peter's mother described Peter's strengths as his ability to speak his mind and his enjoyment of keeping his belongings organized. Peter's teachers reported that Peter is a likable and witty person who is maturing into his own person. Peter self-reported that personal strengths include driving quads and go-carts.

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

Hyperactivity

Peter, Peter's mother, and Peter's teacher all reported that Peter demonstrates an excessively high activity level. Peter has a tendency to be overly active, act without thinking, be impulsive, have difficulty being quiet, interrupt others, and be easily excited. Peter shared having difficulty remaining seated and displaying appropriate activity levels in the classroom. This happens in all of his classes and has always been an issue. Peter shared that he used to work standing up at his previous school. Now he plays with his hands and wiggles his feet.

Attention

Although Peter's mother did not indicate any concerns in the areas of attention and concentration, Peter and Peter's teachers reported these areas as areas of elevated concern. Peter is noted to have difficulty concentrating for long periods of time, have difficulty concentrating on work, make careless mistakes, be easily distracted, give up easily, be easily bored, and avoid schoolwork. Peter indicated having some difficulty paying attention in the classroom. If he really puts his mind to it, he can pay attention, but he gets distracted easily.

Executive Functioning

No concerns with Peter's executive functioning skills were noted by Peter's mother. Peter's mother indicated that one of Peter's strengths is his enjoyment of keeping his own things organized. However, Peter's executive functioning skills were reported to be areas of notable weakness by his teacher. Peter's teacher reported that Peter has difficulty starting projects, has difficulty finishing projects, may complete tasks at the last minute, and has poor planning and organizational skills. Peter feels able to organize materials and has no difficulty completing assignments. He completes them, but usually later.

Aggression/Conduct

Peter and his mother endorsed no concerns related to aggression or rule-breaking behaviors. However, Peter's teacher indicated elevated concerns in this area. Peter was reported by his teacher as being argumentative, having poor anger control, and being manipulative. At school, Peter reported that he got into trouble on two occasions due to getting into fights with some older students. However, he noted he typically does not get angry easily.

Anxiety

No concerns related to Peter's level of anxiety were reported on the rating scales completed by Peter's mother or by his teacher. During an interview with the examiner, Peter endorsed feeling afraid of being buried alive, which he saw on a TV show. Peter is not afraid to go to school. He worries about school when he gets into trouble. When worried, Peter does not experience frequent headaches, stomachaches, or general body

pains. However, he noted that he has frequent migraines when he does not drink enough water or eat enough food (approximately twice per week).

Depression

Peter's mother shared that Peter does not present as overly sad or depressed. However, Peter's teacher indicated that Peter shows heightened levels of depression when compared to same-age peers. Peter was endorsed as often being irritable, becoming easily upset, being pessimistic, and saying, "I can't do anything right." It should be noted that both of Peter's teachers endorsed that Peter typically has an even, usually happy disposition. Peter did not endorse any feelings of depression lately. Peter shared that his grandmother died in recent years. Peter does not report experiencing thoughts about self-harm or suicide.

Social Skill

With regard to social skills, varying levels of concern were endorsed by Peter's mother and by his teachers. Although Peter was endorsed as appearing accepted by his peers, having friends inside and outside of school, and as demonstrating prosocial skills, Peter does not always cooperate with others. Peter reported getting along with teachers and peers. Peter indicated having friends at school. According to Peter, it is in between easy and difficult to make friends. Peter prefers to spend time with a group of people. When Peter was asked to name a trusted person to talk to in times of trouble or difficulty, Peter responded that a friend from class would be a good person to talk to.

Unusual Behaviors

Peter's mother and his teachers reported no concerns with odd or immature behaviors. Peter shared that he has not experienced any auditory or visual hallucinations.

Adaptability

Although Peter was endorsed by his mother as being able to adequately adapt to a variety of situations when compared to same-age peers, his teacher indicated mild-to-moderate concerns in this area. This indicates that Peter may sometimes struggle with adjusting to new teachers, calming down when angry, and adjusting to changes in routine.

Potential Functional Implications

Social/Emotional/Behavioral Strengths:

- Peter shows good self-advocacy skills
- Peter is likable and has good peer relationships at school.
- Peter has an optimistic attitude and works hard.
- Peter does not display more anxiety than other children his age.

Social/Emotional/Behavioral Areas of Need:

- Peter's attention difficulties may cause difficulty remembering and following instructions correctly and completing assignments in time.
- Peter seems better able to focus and apply effort when permitted to fidget with items.

- When given work above Peter's instructional level, Peter may become frustrated and, in turn, display defiant or irritable behaviors toward others.

ADAPTIVE SKILLS

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

Previous assessment results from May 2019 did not indicate any concerns with Peter's daily living skills.

Activities of Daily Living

No concerns related to Peter's ability to complete activities of daily living in a safe manner were reported by Peter's mother. Peter 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. Peter is responsible for completing chores at home, including cleaning his room, helping dry the dishes, and helping feed the animals. Similarly, teacher reports indicate that Peter is able to meet the majority of the physical and social demands in the school environment. Peter follows along with classroom routines, navigates the school environment safely, and takes care of personal needs independently to an age-appropriate extent. However, concerns were noted with Peter making appropriate transitions between activities.

Motor Skills

Current information from Peter's math teacher and his mother indicates fine and gross motor skills that are comparable to same-age peers. It should be noted, however, that Peter's ELA teacher indicated some concerns with Peter's fine motor skills.

Potential Functional Implications

Adaptive Strengths:

- Peter is able to independently navigate his day at school and in the community.
- Peter shows good gross motor skills and enjoys physical activity.

Adaptive Areas of Need:

- Peter may struggle with tasks requiring fine motor skills, such as writing or arts and crafts projects.

SUMMARY AND CONCLUSION

Peter is a 6th grade student who is described as a happy, assertive, and responsible child. Peter is currently eligible for special education under the Other Health Impairment category. Peter attends a general education classroom 78% of the day and receives specialized academic instruction services 60 minutes per day in a small group setting. This triennial evaluation is to provide additional information to the IEP team to assist with eligibility and programming decisions.

Peter's home language is English. Peter's oral expression and listening comprehension skills were age-typical. Cognitive testing indicated strengths in Peter's ability to reason with language, process visual information, solve novel problems, remember visual information in order, and complete rote-memory tasks quickly. Peter had difficulty with tasks that involve remembering auditory information, retrieving numbers and letters from long-term memory, understanding speech sounds and the written conventions of words, and accurately copying shapes. Peter performed well with academic tests involving reading comprehension and had difficulty in the areas of basic reading, reading fluency, written expression, math calculation, and math problem-solving when compared to same-age peers.

Regarding social, emotional, and behavioral development, Peter's strengths in being likable, social, optimistic, a hard worker, and showing good self-advocacy skills, as well as not experiencing more anxiety than other children his age, are assets that can be used to support learning. Peter's significant difficulties with hyperactivity and attention, as well as his learning difficulties, may lead him to show defiant and irritable behaviors in the school setting. Peter's adaptive skills were noted as age-appropriate in the areas of daily living skills and gross motor skills. Peter would benefit from support in the area of fine motor skills.

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

Peter 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). Peter 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 Peter, his teacher, and his mother. Overall, behaviors associated with ADHD seem to impact Peter'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.

Specific Learning Disability

Peter does seem to meet the eligibility criteria for a Specific Learning Disability at this time. Peter demonstrated personal cognitive strengths in the areas of verbal comprehension, visual processing, fluid reasoning, working memory, and processing speed. Weaknesses were displayed in the areas of phonological processing, orthographic processing, long-term memory, and sensory-motor skills. With regard to academic abilities, Peter's oral expression, listening comprehension, and reading comprehension were within expected limits when compared to same-age peers. Peter presented with deficits in his basic reading, reading fluency, written expression, math calculation, and math problem-solving skills.

Overall, Peter's cognitive profile indicates a pattern of strengths and weaknesses. Peter showed academic weaknesses that seem to be related to processing deficits and impact his ability to academically progress in school. Challenges associated with Peter's learning disability seem to impact his academic progress and learning at school. The degree of impairment appears to rise to a level requiring specially designed instruction through special education.

Dyslexia

Given the concerns with Peter's reading skills, this assessment also addressed whether Peter presents with the condition of dyslexia, as defined by the The California Dyslexia Guidelines (October 2017). With regard to reading skills, Peter's reading comprehension was within normal limits when compared to same-age peers. Peter presented with deficits in sight word recognition, nonword reading, and oral reading fluency skills. Peter presented with associated weaknesses in spelling. Additionally, the following anecdotal observations of Peter's reading abilities were made: Peter laboriously sounded out words; he often replaced words with visually similar words starting with the same consonant sound; and he used limited inflection.

Along with weaknesses in reading skills, Peter presents with concurrent deficits in phonological processing and orthographic processing. Weaknesses were noted in the areas of phonemic awareness, rapid naming skills, and orthographic skills. The preponderance of data gathered throughout this evaluation suggests that Peter exhibits characteristics of the mixed dyslexia subtype. Peter presents with impaired phonological and orthographic processing. This may lead to poor basic reading skills, poor reading fluency, and unusual spelling errors. Secondary reading comprehension challenges may also be present. Peter's weaknesses in reading and corresponding deficits in phonological processing and orthographic processing are unexpected in relation to his other cognitive abilities and academic skills, and they do not appear to be due to a lack of effective classroom instruction.

The California Dyslexia Guidelines (October 2017) reflect the following definition of dyslexia, as provided by the International Dyslexia Association: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Peer-reviewed research indicates three subtypes of dyslexia:

(1) Dysphonetic/Deep subtype

Problems applying phonological rules due to a deficit in phonological processing; this subtype is often reflected by weaknesses in basic reading skills, especially pseudowords/non-word reading.

(2) Surface/Dyseidetic subtype

Problems with the rapid and automatic recognition of words in print. This subtype demonstrates processing deficits in rapid automatic naming, orthographic processing, and/or morphological awareness (word roots). Academically, surface dyslexia manifests in slow reading fluency, low sight word vocabulary, difficulty reading irregular words, and spelling errors.

(3) Mixed subtype

Most severe form of dyslexia. Multiple reading deficits characterized by impaired phonological and orthographic processing. Problems are usually reflected in poor basic reading skills, poor reading fluency, and unusual spelling errors. Secondary reading comprehension challenges may also be present.

Peter exhibits characteristics of the mixed dyslexia subtype, as evidenced by low performance on the following composites and subtests:

- Naming Speed (WISC-V)
- Auditory Working Memory (WISC-V)
- Phonological Processing (WIAT-4)
- Orthographic Processing (WIAT-4)
- Dyslexia Index (WIAT-4)
- Basic Reading (WIAT-4)
- Reading Fluency (WIAT-4)
- Spelling (WIAT-4)

Additionally, the following anecdotal observations were made: Peter often replaced words with visually similar words, Peter often got stuck trying to read or spell words he was not familiar with, Peter mixed up the letters /d/ and /b/ when reading nonsense words, and Peter exhibited unusual spelling errors that were not phonetically readable or visually recognizable.

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 Peter's educational success.

- Peter has difficulty remembering auditory information. Specific supports designed to enhance memory include:
 - Keeping new information brief and to the point.
 - Providing frequent repetition and review of unfamiliar material.
 - Teaching Peter 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.
- Provide supports to increase Peter's auditory processing skills, such as:
 - Structure the learning environment to reduce distracting noise.

- Seat Peter close to the source of auditory information.
 - Increase Peter's exposure to the sounds of language using books on tape.
 - Provide Peter with specific training in sound discrimination, blending, and segmentation.
- Teach strategies designed to increase Peter's competency in reading and decoding words, such as:
 - Peter has difficulty reading grade-level material and may have difficulty completing assignments that require reading. When possible, provide Peter with additional supports to complete assignments with a reading component. Supports may include providing Peter with oral instructions or giving visual supports.
 - Utilize a "top-down" approach that emphasizes morphological processing instead of solely emphasizing phonological processing. For instance, teaching prefixes, suffixes, and root clauses will provide a semantic cue to assist with word-recognition skills.
 - Implement daily fluency practice with graphing of progress at Peter's instructional level, such as repeated readings, choral reading, speed drills, practicing with audio or taped books, and reading decodable text.
 - Allow Peter to choose preferred books and reading materials for daily practice (recommended 30 minutes per day).
- Peter has difficulty producing written work. Implement strategies designed to support Peter's progress in writing, such as:
 - Consider further assessing Peter's fine motor skills.
 - Consider providing a pencil grip to improve Peter's pencil grasp.
 - Extended time for paper and pencil tasks.
 - Reduced paper and pencil tasks, which may include giving an option to answer orally or to demonstrate knowledge through projects.
 - Permission to type or dictate responses (when possible).
- Peter struggles with math concepts and with completing math tasks quickly and accurately. The following strategies may support Peter's progress in math:
 - Allow Peter the use of accommodations such as a number line, a multiplication chart, math manipulatives, and a calculator.
 - Provide opportunities for overlearning and repetition in math.
 - Offer shortened assignments (with an emphasis on quality over quantity).
 - Provide a list of keywords to look for in math.
 - Direct Peter's attention to salient information in word problems.
 - Provide a written list of steps to follow when completing problems in math.

- Implement strategies designed to accommodate for Peter's high need for activity and inattention, such as:
 - Offer ideas and opportunities for Peter to engage in movement that is minimally distracting to peers. This could include using a wobble 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 Peter 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.
 - Encourage and teach Peter strategies to slow down and think about answers by stopping and thinking before responding.
 - 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.
 - Consider reading the *Smart But Scattered* book series by Peg Dawson, which is a great resource on strategies to help teach children and teens executive functioning skills.

- Offer feedback by prompting Peter to engage in preferred behaviors (what you want to see) rather than feedback identifying nonpreferred behaviors (what you do not want to see).

Wonder Woman, SSP, NCSP
Licensed Educational Psychologist
LEP #

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Appendix A

Description of Tests

Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6)

The Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition, measures the extent to which individuals can integrate their visual and motor abilities. It is commonly used to identify children who are having significant difficulty with visual-motor integration and to determine the most appropriate course of action. Results are considered valid.

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. Peter's mother and his teacher completed the BASC-3. All validity indices fell within acceptable ranges.

Conners, 3rd Edition (Conners 3)

The Conners, 3rd Edition, is an assessment tool designed to assess attention-deficit/hyperactivity disorder (ADHD) and common comorbid problems in children and adolescents. Peter, Peter's mother, and his teacher completed the Conners 3. All validity indices fell within acceptable ranges.

Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (O-interactive)

The Wechsler Individual Achievement Test, 4th Edition, is an individually administered clinical instrument designed to measure the academic achievement of examinees ages 4 through 50 and students in prekindergarten through grade 12. The WIAT-4 was administered in a digital format using an examiner and client iPad. Results are considered valid.

Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) (O-interactive)

The Wechsler Intelligence Scale for Children, 5th Edition, is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages 6 through 16. The WISC-V provides composite scores that represent intellectual functioning in specified cognitive domains as well as a composite score that represents a child's general intellectual ability. The WISC-V was administered in a digital format using an examiner and client iPad. Results are considered valid.

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=48 Parent	T=34 Teacher	

Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive)

Oral Language Skills						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Listening Comprehension	Measures listening comprehension at the word, sentence, and passage level.			SS=108 PR=70		
Oral Expression	Measures oral expression at the word and sentence level.			SS=87 PR=19		
Global Composite						
Oral Language Composite	Comprised of the Listening Comprehension and Oral Expression subtests.			SS=97 PR=42		

Cognition and Processing

Wechsler Intelligence Scale for Children, 5th Edition (WISC-V) (Q-interactive)

Verbal Comprehension						
<i>Tests that measure the ability to understand and reason with language.</i>						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Similarities	The examinee describes how two common objects or concepts are similar.			ScS=9 PR=37		
Vocabulary	The examinee gives definitions for words that are read aloud.			ScS=11 PR=63		
Global Composite						
Verbal Comprehension Index	Comprised of the Similarities and Vocabulary subtests.			SS=100 PR=50		

Visual-Spatial Processing

Tests that measure the ability to evaluate visual-spatial information.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Block Design	The examinee recreates a picture (within time constraints) from the stimulus book by using red and white blocks; bonus points are given for quick completion.			ScS=8 PR=25		
Visual Puzzles	The examinee views a completed puzzle and selects three response options that together would reconstruct the puzzle.			ScS=12 PR=75		
Global Composite						
Visual-Spatial Index	Comprised of the Block Design and Visual Puzzles subtests.			SS=100 PR=50		

Fluid Reasoning

Tests that measure deliberate but flexible control of attention to solve novel, on-the-spot problems that cannot be performed by relying exclusively on previously learned habits, schemas, or scripts.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Matrix Reasoning	The examinee is asked to select a missing piece that completes the pattern.			ScS=11 PR=63		
Figure Weights	Within a specified time limit, the examinee views a scale with a missing weight and selects the response option that keeps the scale balanced.			ScS=12 PR=75		
Global Composite						
Fluid Reasoning Index	Comprised of the Matrix Reasoning and Figure Weights subtests.			SS=109 PR=73		

Short-Term Memory

Tests that measure the ability to encode, maintain, and manipulate information in one's immediate awareness.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Digit Span	A combination of performance on a variety of digit recall tasks.		ScS=5 PR=5			
Picture Span	The examinee views a stimulus page with one or more pictures for a specified time and then selects the picture(s) (in sequential order if possible) from options on a response page.			ScS=10 PR=50		

Letter-Number Sequencing	The examinee is read a sequence of numbers and letters and recalls the numbers in ascending order and then the letters in alphabetical order.			ScS=8 PR=25		
Global Composite						
Working Memory Index	Comprised of the Digit Span and Picture Span subtests.			SS=85 PR=16		
Auditory Working Memory Index	Comprised of the Digit Span and Letter-Number Sequencing subtests.		SS=81 PR=10			

Processing Speed

Tests that measure the ability to perform simple, repetitive cognitive tasks quickly and fluently.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Coding	The examinee copies symbols paired with geometric shapes or numbers within a time limit.			ScS=8 PR=25		
Symbol Search	The examinee works within a specified time limit, scans, searches groups, and indicates whether target symbols are present.			ScS=11 PR=63		
Global Composite						
Processing Speed Index	Comprised of the Coding and Symbol Search subtests.			SS=98 PR=45		

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
Naming Speed Literacy	The examinee names elements (e.g., objects of various size and color, letters, and numbers) as quickly as possible.		ScS=71 PR=3			
Naming Speed Quantity	The examinee names the quantity of squares inside a series of boxes as quickly as possible.			ScS=100 PR=50		
Global Composite						
Naming Speed	Combination of Naming Speed subtests.		SS=83 PR=13			

Intelligence Quotients

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Full Scale IQ	The Full Scale IQ (FSIQ) is derived from seven subtests and summarizes ability across a diverse set of cognitive functions.			SS=94 PR=34		
Nonverbal Index	The nonverbal index (NVI) is derived from six subtests and summarizes nonverbal ability.			SS=101 PR=53		
General Ability Index	The General Ability Index (GAI) provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ			SS=101 PR=53		

Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive)

Phonological Processing Skills

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Pseudoword Decoding	Measures phonetic decoding skills.	SS=56 PR=0.2				
Phonemic Proficiency	Measures the development of phonological/phonemic skills.		SS=70 PR=2			
Global Composite						
Phonological Processing Composite	Measures phonemic proficiency and phonetic decoding skills.	SS=64 PR=0.8				

Orthographic Processing Skills

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Orthographic Fluency	Measures the examinee's orthographic lexicon, or sight vocabulary.		SS=79 PR=8			
Spelling	Measures written spelling from dictation		SS=73 PR=4			
Orthographic Choice	Measures orthographic knowledge, or the quality of the examinee's stored orthographic representations.		SS=73 PR=4			
Global Composite						
Orthographic Processing Composite	Measures overall orthographic processing, including the size of the examinee's orthographic lexicon and the quality of orthographic representations.		SS=73 PR=4			

Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Visual-Motor Integration	Copying simple to complex designs on paper.	SS=67 PR=1				

Academics

Conners, 3rd Edition (Conners 3)

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

Content Scales	Common Characteristics of High Scorers	Similar to Peers	Moderate Level of Need	High Level of Need
Learning Problems (Conners-3)	Academic struggles (reading, writing, and/or math). May have difficulty learning and/or remembering concepts. May need extra explanations.		T=61 Parent T=60 Teacher	T=73 Self
Learning Problems (BASC-3)	The presence of academic difficulties, particularly understanding or completing homework.		T=67 Teacher	
Study Skills (BASC-3)	The skills that are conducive to strong academic performance, including organizational skills and good study habits.			T=28 Teacher

Wechsler Individual Achievement Test, 4th Edition (WIAT-4) (Q-interactive)

Basic Reading						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Pseudoword Decoding	Measures phonetic decoding skills.	SS=56 PR=0.2				
Phonemic Proficiency	Measures the development of phonological/phonemic skills.		SS=70 PR=2			
Word Reading	Measures letter and letter-sound knowledge and single word reading.		SS=77 PR=6			
Global Composite						
Basic Reading Composite	Measures overall basic reading skills using grade-appropriate subtests.	SS=68 PR=2				

Decoding						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Pseudoword Decoding	Measures phonetic decoding skills.	SS=56 PR=0.2				
Word Reading	Measures letter and letter-sound knowledge and single word reading.		SS=77 PR=6			
Global Composite						
Decoding Composite	Measures decontextualized phonetic coding and word reading skills.	SS=68 PR=2				

Reading Fluency						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Oral Reading Fluency	Measures accuracy and rate of contextualized oral reading.	SS=67 PR=1				
Orthographic Fluency	Measures the examinee's orthographic lexicon, or sight vocabulary.		SS=79 PR=8			
Decoding Fluency	Measures phonetic decoding fluency.	SS=61 PR=0.5				
Global Composite						
Reading Fluency Composite	Measures overall reading fluency skills, including reading in context and in isolation.	SS=67 PR=1				

Reading Comprehension						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Reading Comprehension	Measures reading comprehension skills at the level of the word, sentence, and passage.			SS=85 PR=16		

Written Expression						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Spelling	Measures written spelling from dictation.		SS=73 PR=4			
Sentence Composition	Measures sentence formulation skills.		SS=83 PR=13			
Essay Composition	Measures spontaneous writing fluency at the discourse level.	SS=64 PR=0.8				

Global Composite						
Written Expression Composite	Measures overall written expression skills using grade-appropriate subtests.	SS=67 PR=1				

Writing Fluency						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Sentence Writing Fluency	Measures sentence composition fluency.		SS=81 PR=10			

Dyslexia Index						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Word Reading	Measures letter and letter-sound knowledge and single word reading.		SS=77 PR=6			
Phonemic Proficiency	Measures the development of phonological/phonemic skills.		SS=70 PR=2			
Pseudoword Decoding	Measures phonetic decoding skills.	SS=56 PR=0.2				
Orthographic Fluency	Measures the examinee's orthographic lexicon, or sight vocabulary.		SS=79 PR=8			
Global Composite						
Dyslexia Index	Measures reading characteristics specific to dyslexia.		SS=71 PR=3			

Mathematics						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Math Problem-Solving	Measures a range of math problem-solving skills, including basic concepts, everyday applications, geometry, and algebra.		SS=79 PR=8			
Numerical Operations	Measures math calculation skills.		SS=81 PR=10			
Global Composite						
Mathematics Composite	Measures overall math skills in the areas of math problem solving and math computation.		SS=78 PR=7			

Math Fluency						
Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Math Fluency - Addition	Measures addition fact fluency.			SS=88 PR=21		
Math Fluency - Subtraction	Measures subtraction fact fluency.		SS=77 PR=6			
Math Fluency - Multiplication	Measures multiplication fact fluency.		SS=78 PR=7			
Global Composite						
Math Fluency Composite	Measures overall math fact fluency skills.		SS=77 PR=6			

Social/Emotional/Behavioral Functioning

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

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=43 Parent		T=79 Teacher
Hyperactivity/ Impulsivity (Conners 3)	High activity levels, may be restless and/or impulsive. May have difficulty being quiet. May interrupt others. May be easily excited.		T=60 Parent T=65 Teacher	T=74 Self

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=48 Parent		T=73 Teacher
Inattention (Conners 3)	May have poor concentration/attention or difficulty keeping their mind on work. May make careless mistakes. May be easily distracted. May give up easily or be easily bored. May avoid schoolwork.	T=51 Parent		T=73 Teacher T=80 Self

Executive Functioning				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Learning Problems/ Executive Functioning (Conners 3)	Academic struggles. May have difficulty learning and/or remembering concepts. May need extra instructions. May have executive deficits.		T=64 Teacher	
Executive Functioning (Conners 3)	May have difficulty starting or finishing projects, may complete projects at the last minute. May have poor planning or organizational skills.	T=42 Parent		T=71 Teacher
Executive Functioning (BASC-3)	The tendency to control one's behavior and mood.	T=52 Parent		T=78 Teacher

Aggression/Conduct Problems				
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=57 Parent		T=94 Teacher
Defiance/ Aggression (Conners 3)	Physical and/or verbally aggressive; may show violent and/or destructive tendencies. May bully others. May be argumentative. May have poor control of anger and/or aggression. May be manipulative or cruel.	T=58 Parent T=43 Self		T=90 Teacher
Conduct Problems (BASC-3)	The tendency to engage in rule-breaking behavior.	T=44 Parent		T=79 Teacher

Anxiety				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Anxiety (BASC-3)	The tendency to be nervous, fearful, or worried about real or imagined problems.	T=56 Parent T=47 Teacher		
Somatization (BASC-3)	The tendency to be overly sensitive or to complain about relatively minor physical problems or discomfort.	T=46 Parent T=52 Teacher		

Depression				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Depression (BASC-3)	Excessive feelings of unhappiness, sadness, or stress.	T=54 Parent		T=71 Teacher

Social Skills				
Subtest/Cluster	Description	Similar to Peers	Mild to Moderate Level of Need	High Level of Need
Family Relations (Conners 3)	May feel that parents do not love or notice them. May feel unjustly criticized and/or punished at home.	T=40 Self		
Peer Relations (Conners 3)	May have difficulty with friendships, may have poor social connections. May seem to be unaccepted by group.	T=48 Parent T=50 Teacher		
Social Skills (BASC-3)	The skills necessary for interacting successfully with peers and adults.		T=35 Parent T=31 Teacher	
Withdrawal (BASC-3)	The tendency to evade others to avoid social contact.	T=58 Parent		T=77 Teacher

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=43 Parent T=56 Teacher		

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=41 Parent	T=31 Teacher	
Leadership (BASC-3)	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.	T=48 Parent	T=34 Teacher	

Composite Scales				
Externalizing Problems Composite (BASC-3)	Assesses the disruptive nature of a child's behavior and encompasses hyperactivity, aggression, and conduct problems.	T=48 Parent		T=86 Teacher
Internalizing Problems Composite (BASC-3)	Assesses a student's level of internal distress and behaviors that are not typically disruptive in nature.	T=52 Parent T=58 Teacher		
School Problems Composite (BASC-3)	Reflects academic difficulties including problems with motivation, attention, learning, and cognition.			T=72 Teacher
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=51 Parent		T=82 Teacher

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=56 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=29 Teacher		

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.

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.

The California Dyslexia Guidelines (October 2017) reflect the following definition of dyslexia, as provided by the International Dyslexia Association: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Peer-reviewed research indicates three subtypes of dyslexia:

(1) **Dysphonetic/Deep subtype**

Problems applying phonological rules due to a deficit in phonological processing; this subtype is often reflected by weaknesses in basic reading skills, especially pseudowords/non-word reading.

(2) **Surface/Dyseidetic subtype**

Problems with the rapid and automatic recognition of words in print. This subtype demonstrates processing deficits in rapid automatic naming, orthographic processing, and/or morphological awareness (word roots). Academically, surface dyslexia manifests in slow reading fluency, low sight word

vocabulary, difficulty reading irregular words, and spelling errors.

(3) Mixed subtype

Most severe form of dyslexia. Multiple reading deficits characterized by impaired phonological and orthographic processing. Problems are usually reflected in poor basic reading skills, poor reading fluency, and unusual spelling errors. Secondary reading comprehension challenges may also be present.

SAMPLE