



ZAGS UNIFIED SCHOOL DISTRICT PSYCHOEDUCATIONAL ASSESSMENT REPORT

This report contains confidential information, much of which is of a technical nature requiring interpretation by trained and experienced personnel.

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| Name: Iggy Desmet | ID #: 123456 |
| DOB: XX/XX/2004 Age: 14 | School: Bulldog High |
| Ethnicity: White Gender: Male | Grade: 9 |
| Parents: Catherine & Charles Desmet | Current Placement: General Education with Resource Specialist Program Services |
| Address: 502 Sharp Ave. Zigzag, CA | Dominant Language: English Only |
| Phone Number: (714) 555-1234 | Case Manager: Mr. Jackdan |
| Report Date: 5/9/2019 | School Psychologist: Ms. Dussault School Psychology Practicum Student: Chapman Student |

REASON FOR REFERRAL:

Iggy is a 14-year-old male, in the 9th grade at Bulldog High. He has a medical diagnosis of Autism, which he received in 2006. He was referred for an initial evaluation by Former School District in September 2007. He originally qualified for special education and related services under Autism in October 2007. He currently meets eligibility under Autism; he receives services through a Resource Specialist Program (RSP) class and speech and language therapy for pragmatics. As part of California educational code, students in special education are completely re-evaluated every three years to determine appropriate and least restrictive placement.

Currently, Iggy is performing very well academically. However, his parents' main concerns are that he is not social with peers and are worried how this is impacting his school experience. Iggy's mother signed consent to an assessment plan on 03/08/2019.

A review of Iggy's records, interviews with Iggy, parents, teachers, observations, and testing were used to assist in the development of educational goals and objectives. This report aims to determine if Iggy continues qualify for special education, if he is making sufficient progress, and if current placement is most appropriate.

Iggy was assessed to answer the following questions:

1. Are there developmental, health, or medical issues that affect Iggy's educational performance?
2. What are Iggy's cognitive strengths and weaknesses?
3. What are Iggy's academic strengths and weaknesses?
4. How does Iggy function socially and emotionally?

5. How independent is Iggy at school and home?
6. Are there factors interfering with Iggy’s ability to access the general education curriculum that qualify him for special education services as an Individual with Exceptional Needs?

ASSESSMENT PROCEDURES:

Review of Records

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| Cumulative School Records | 3/25/19 |
| District Comprehensive Health and Development Report | 3/08/19 |
| School Nurse Vision and Health Report | 3/26/19 |

Interviews

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| Mrs. Desmet, Mother | 3/08/19 |
| Iggy Desmet, Student | 3/28/19 |
| Mr. Paccar, Math Teacher | 3/28/19 |
| Mr. Hemmingson, Science Teacher | 3/28/19 |
| Ms. Jundt, Direct Study Teacher | 4/04/19 |
| Mr. Hall, English Language Arts Teacher | 3/28/19 |

Observations

| | |
|------------------------------|---------|
| Whole class pre-lab activity | 3/28/19 |
| Testing observation | 3/28/19 |

Standardized Assessments

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|--|-----------------|
| Woodcock-Johnson Cognitive Assessment Battery-IV (WJ-Cog-IV) | 3/28/19 |
| Kaufman Test of Educational Achievement, Third Edition (KTEA-III) | 4/02/19 |
| Behavior Assessment System for Children 3, Parent Rating Scale (BASC-3-PRS) | 3/08/19 |
| BASC-3, Student Rating Scale (BASC-3-SRS) | 3/28/19 |
| BASC-3, Teacher Rating Scale (BASC-3-TRS) | 3/28/19, 4/4/19 |
| Autism Spectrum Rating Scales – Parent Rating (ASRS-PR) | 3/08/19 |
| Autism Spectrum Rating Scales – Teacher Rating (ASRS-TR) | 3/26/19, 4/4/19 |
| Adaptive Behavior Assessment Scale 3 rd Edition – Parent Form (ABAS-P) | 4/4/19 |
| Adaptive Behavior Assessment Scale 3 rd Edition – Teacher Form (ABAS-T) | 4/4/19 |

1. Are there developmental, health, or medical issues that affect Iggy’s educational performance?

When Iggy was two-years-old, he received a medical diagnosis of Autism in 2007. He had delays in several domains during early development. Currently, Iggy has normal hearing and vision and he is a healthy adolescent. Neither Iggy nor his parents reported any concerns in this area.

Iggy is a 14-year-old male in the 9th grade. Based on the comprehensive health and development report completed by Ms. Desmet, Iggy was born two weeks early via emergency C-section. Ms. Desmet and Iggy had no complications after birth. Iggy was delayed in several developmental milestone areas including motor, language, cognitive, and adaptive. At age two, he received a medical diagnosis of Autism and began to receive services through Orange County Regional Center. He receives regular healthcare through Dr. McCollough. Otherwise, Ms. Desmet reported that Iggy was a healthy child.

The school nurse reported on 3/26/19, that Iggy passed his hearing and near vision tests. The nurse noted that Iggy was slow to respond to her questions and only had occasional eye contact. Iggy did not report any health issues. Lastly, his mother does not report any health problems, but noted concerns with regards to “socializing with peers.” She worries that he is not “engaging with peers,” because she will ask him about friends or wrestling practice and he appears not to care.

2. What are Iggy’s cognitive strengths and weaknesses?

Previously, Iggy was given non-verbal cognitive tests due to his lack of language developmental and scored in the high average to well above average range. The current assessment used a verbal cognitive abilities test. His overall score was in the high average range with most scores falling between average-well above average range. He had the most difficulty with tasks that required more expressive language skills. Overall, his performance on the cognitive test was commensurate with past results.

Iggy first qualified for special education in 2007 for Autism. Initially, he had limited verbal abilities and was mostly nonverbal due to his disability. Previous assessments used a variety of both nonverbal measures (*Differential Ability Scale – 2nd Edition (DAS-II)*, *Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)*, *Comprehensive Test of Nonverbal Intelligence -2 (CTONI-2)*) and both verbal (*Kaufman Battery for Children, Second Edition (KABC-II)*) to obtain a general estimate of intelligence. Iggy’s previous results had him performing in the average to high average range.

As part of this evaluation, Iggy was given the *Woodcock Johnson Test of Cognitive Abilities – IV (WJ Cog-IV)*. The *WJ Cog-IV* measures multiple areas that provide a score on general cognitive skills. This is a verbal test and it was determined it was an appropriate test because, Iggy’s verbal and nonverbal skills have grown since his initial assessment. Additionally in 2013, he was given the full *KABC-II*, which is also a verbal test with a nonverbal index option.

During testing, Iggy was quiet and followed directions. He was observed by Ms. Huerta, the school psychology practicum student, to put forth adequate effort on the tasks assigned to him, scanning answer options and thinking about his responses. Similar to the nurse’s observations, his eye contact was inconsistent and speech was slow. When asked how he was doing, his response was short, and he did not elaborate unless scaffolded. His mood was happy but his affect was flat. Throughout testing, Iggy was observed to engage in stereotyped behaviors (i.e. snapping fingers and hands).

Iggy’s overall performance on the *WJ Cog-IV* fell in the high average range. Clusters on the *WJ Cog-IV* are estimates of overall functioning in broadly defined cognitive domains. His performances on different clusters ranged from low average to well above average. On the fluid reasoning and quantitative cluster, Iggy’s performance fell in above average to well above average range. Fluid reasoning tasks includes an individual’s broad ability to reason, form concepts and solve problems using unfamiliar information or novel procedures. Quantitative reasoning tasks is a narrow field of fluid reasoning. This cluster looks more at an individual’s ability to reason inductively and deductively with numbers, mathematical relations and operators. These are skills that we would see students use in classes like science or math that

require reasoning and problem solving skills. His performance in these two areas would suggest that these are areas of strengths for Iggy and per the nurse's interview with him, science happens to be his favorite class.

Iggy's lowest performance fell in the low average range on the comprehensive-knowledge cluster. The comprehensive knowledge cluster looks at person's acquired knowledge, the ability to communicate one's knowledge, and the ability to reason using previously learned experiences or procedures. This cluster has lots of verbal demands that are required from the examinee. Although, Iggy has made tremendous growth over the course of his education, his performance indicates that he struggles with verbal communication, which is not unusually given that he is an individual with Autism.

3. What are Iggy's academic strengths and weaknesses?

Historically, Iggy struggled with school and was placed in a special day class on a modified curriculum. However, during middle school, he began to excel academically and was put in general education with RSP support. His achievement scores ranged from average to high average. Currently, he is passing all of his classes.

A review of Iggy's school records show that he was placed in a mild-moderate special day class from kindergarten to fifth grade. During this time, Iggy had been placed on a modified curriculum in reading and writing until middle school. Historically, Iggy has always done better in math. In sixth grade, he was put in general education classes with one support class (RSP) daily. He received mostly Bs with some As and a couple of Cs and Ds during this time.

His current services continue to be one RSP support class daily, preferential seating, extended time on projects and class assignments (if needed), and extra time on homework assignments. He also receives speech and language therapy services 30 minutes weekly.

As part of this assessment, Iggy was given the *Kaufman Test of Educational Achievement – Third Edition (KTEA-3)* by Mr. Jackdan, his case carrier. The *KTEA-3* measures academic ability and provides scores in the areas of math, reading, and writing. Iggy scored in the average to high average range, which is commensurate with his past achievement scores. Additionally, his performance aligns with his fall semester and current grades of mostly As and Bs, with one C in Spanish.

During the interview with Ms. Huerta, Iggy's answers were short and he needed scaffolding in order to elaborate his answers. Additionally, his eye contact was inconsistent. Iggy mentioned that his favorite class was science. A follow-up question of "why" was asked, and he replied because he likes the "cool experiments" they get to do. He stated his most difficult class is Spanish because "learning a new language is difficult." When he grows up Jonathan wants to be an animator. If given one wish, he wished to have money so that he can support himself and his family.

When it comes to homework, he mentioned that he tries to complete it during directed studies, but if he does not finish will complete it at home. If he needs help with homework, Iggy reported

that his mother usually will help him or he will try to figure it out on his own. His least favorite part about school is the assignments because he sometimes feels they are “too hard.”

On 3/28/19, during a classroom observation, Ms. Huerta observed Iggy during his science class. He worked independently on a pre-lab assignment. He directed his attention (i.e. stopped typing on laptop, turned body towards teacher) at Mr. Hemmingson (science teacher) when instructions were given. Throughout the observation, he spun slowly in his chair every minute for approximately seven minutes either facing the front of the room or at another group of students seated next to him. Overall, he was able to complete his work and did not appear to distract peers. After the observation was completed, Ms. Huerta followed up with Mr. Hemmingson to discuss if Iggy’s behavior during the observation was typical of him. Mr. Hemmingson reported yes and that he “works well” in class.

Iggy’s other teachers also had similar things to share when interviewed. Mr. Paccar (math teacher) shared that Iggy is always well behaved and always gives effort in class.” Mr. Hall (English teacher) reported that Iggy is “an awesome student,” and that he “tries hard, participates, and is doing very well.” At this time Iggy’s parents and teachers do not have any concerns regarding his academics.

4. How does Iggy function socially and emotionally?

Iggy indicated he has a small group of friends, but also reported that he has difficulty making friends. He indicated that he only sees his friends during snack or lunch and does not hang out with them outside of school. Additionally, his mother and teachers all indicated concerns with regards to Iggy’s lack of communication and socialization with peers.

The current assessment aims to understand how Iggy functions socially and emotionally. He had no previous discipline record noted in his cumulative file. In addition to being interviewed, Iggy, Ms. Desmet (mother), Mr. Hall, Ms. Jundt (direct study/RSP teacher), and Mr. Paccar, all completed the *Behavior Assessment System for Children–3 (BASC-3)*. The *BASC-3*, is a rating scale tool used to obtain teacher(s)’, parent(s)’, and self-report about a student’s behavior, personality, and functioning. The *BASC-3* looks at a number of areas on how the student functions socially and emotionally.

Iggy completed an ecomap. An ecomap is a drawing that documents a person’s relationship with significant people and events in life. Each significant relationship is represented visually by a drawing or a written name and then the person is asked to depict whether each relationship was supportive, stressful, or both (ambivalent). Jonathan cited his mother, father, brother, and two friends from school. In case of his mother, father, and friends he cited the relationships as positive and supportive. He perceived the relationship with his younger brother as stressful, because sometimes they get along and other times they don’t, but he still loves his brother.

In the interviews with Ms. Huerta and the school nurse, Iggy reported that his favorite part of school is that he can hang out with people around his age and that [school] is “socially fun.” Iggy also reported that he is on the wrestling team at school and it is “cool.” Iggy completed the *BASC-3 Self Rating Scale (BASC-3-SRP)*. Iggy rated himself average in most areas. However, he responded true to the following question:

- I have a hard time making friends

Ms. Desmet's responses on the *BASC-3 Parent Rating Scale (BASC-3 PRS)* suggest that Iggy has a difficult time when it comes to socialization. Ms. Desmet's responses that displayed that largest areas of concern relating to social skills and functional communication. For example, she responded "often" to the following questions:

- Babbles to self
- Seems lonely
- Isolates self from others
- Avoids other adolescents

These responses are consistent with Ms. Desmet's interview where she stated her current concerns surround Iggy's ability to socialize. She mentioned that when it comes to peer bonding, he "seems not interested." Similarly, Mr. Hemmingson also reported that Iggy struggles with peer relationships and that he works "independently a lot" in class. Comparably, Mr. Paccar and Ms. Jundt also shared similar concerns in the areas of social skills and withdrawal on the *BASC-3 Teacher Rating Scale (BASC-3 TRS)*. Both responded "often" to the following questions:

- Seems lonely
- Isolates self from others
- Avoids other adolescents
- Has trouble making friends

Mr. Hall rated Iggy average in all areas the *BASC-3 TRS*. However, similar to other raters, he also noticed that Iggy can be socially withdrawn in comparison to his peers. He responded "sometimes" to the following questions:

- Seems lonely
- Avoids other adolescents

In addition, Ms. Desmet, Mr. Hall, Ms. Jundt (direct study/RSP teacher), Mr. Paccar, and Mr. Hemmingson also filled out the *Autism Spectrum Rating Scales (ASRS)*. The ASRS is used to quantify observations of a youth that are associated with Autism Spectrum Disorders. When used in combination with other information, results from the ASRS can help determine the likelihood that a youth has symptoms associated with Autism Spectrum Disorders and that information can be used to determine treatment targets.

Overall ratings varied from average to elevated. This is not unusual given that parents and teachers are likely to view Iggy's behaviors different due to the different environments and demands that are being placed on him. However, all raters scores indicated concerns in the areas of social communication, peer socialization, and social reciprocity. These findings are consistent with *BASC-3* results and interviews. Overall, raters along with observers (Ms. Huerta and school nurse), found characteristics of autism and how they impact Iggy's ability to socialize, which are

concerns of parents and teachers. As noted by adults, he has difficulty engaging with peers, reading social cues, and having social-emotional reciprocity.

5. How independent is Iggy at home and school?

Currently, Iggy is able to follow a daily routine. His father rated him in the low average range in most skill areas, however per his mother's interview, Iggy is capable of doing many things on his own. Similar to social-emotional issues, both his parents and teachers share concerns when it comes to Iggy's socialization skills.

In his previous evaluations, only once were adaptive skills looked into. Iggy's parents were given the Vineland in 2010. They rated his verbal communication skills as low average. Daily living and socialization skills were rated as very low. His motor skills were rated as average.

As part of this current evaluation, Iggy was asked to describe what his typical day looks like, beginning with what he does after he wakes up. He reported that he gets himself ready for school, makes his breakfast, brushes his teeth, and his mom drops him off at school. After, he goes to his classes and wrestling practice. Once practice is done, he walks home and takes his dog for a walk. He described the end of the day as having dinner and watching T.V. with his family. He stated that he usually goes to bed at around 9:30 P.M.

In addition to the student interview, his father and Ms. Jundt were given the *Adaptive Behavior System-3 (ABAS-3)*. The *ABAS-3* is a rating scale that assesses how either parents or teachers view their student's adaptive skills, including self-care skills, communication skills, functional academic skills, social skills, and other skills necessary to function independently.

Mr. Desmet's responses on the *Adaptive Behavior System-3-Parent (ABAS-P)* rated his son as having below average skills in general. Yet, per Ms. Desmet's interview, she mentioned that Iggy is capable of helping around the house without being asked (i.e. making his own breakfast, cleaning his room, taking out the trash). Whereas, Ms. Jundt rated Iggy average in most skill areas. It is not uncommon for raters to view a student's adaptive behavior abilities differently. Home and school environments are very different regarding interactions with parents/teacher and responsibilities in each environment.

Although Mr. Desmet rated Iggy in the extremely low range and Ms. Jundt rated him in the low to below average range both shared concerns when it came to Iggy's ability to socialize. As previously mentioned, this specific skill can also affect other functional/adaptive skills. Even though, he has grown his skill sets, socializing and communication continue to be an area of weakness for Iggy. Consistently across several informants, this is the most concerning area when it comes to Iggy's education.

6. Are there factors interfering with Iggy's ability to access the general education curriculum that continues to qualify him for special education services as an Individual with Exceptional Needs?

Iggy is a friendly, hard-working, and bright student. He cares very much about school and has future goals. However, he demonstrates limited social relationships due to his difficulties with verbal, nonverbal, and social communication skills. Additionally, he displays characteristics of

stereotyped and repetitive movements. Iggy does meet the eligibility criteria for special education and related services as an Individual with Exceptional Needs under Autism (AUT).

Autism

The eligibility criteria for Autism (AUT) as indicated in the California Code of Regulations, Title 5, section 3030 (j) include the following:

- (1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance.
 - (2) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
- (A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.
- (B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied

Based on assessment results, Iggy **does meet** criteria for Autism. He demonstrates average cognitive abilities and average academic abilities. He demonstrated low skills in social communication along with difficulties in verbal and nonverbal communication. Additionally he engages in repetitive/stereotyped behaviors. All decisions regarding eligibility, services, and placement are ultimately up to the consensus of the IEP team. Based on this evaluation, the assessor, assures that the following have been ruled out as determination for eligibility: environmental, cultural/linguistic, or economic disadvantage (EC 56327, G).

SUMMARY AND RECOMMENDATIONS:

Iggy is a 14-year-old male who attends the 9th grade at Bulldog High. **Cognitive:** Iggy demonstrated consistent performance on tasks, with most scores falling in the average to well-above average range. The one exception to this was on cognitive tasks that required more verbal communication, which scores fell in the low average range. At this time, parents and teachers do not have any cognitive concerns. **Academic:** Similarly to his cognitive performance, Iggy demonstrates consistency with scores falling in the average to high average range. Additionally, he completes his school work independently or with assistance during his RSP support class. At this time, parents and teachers do not have any academic concerns. **Social-emotional:** Iggy demonstrates difficulty when it comes to engaging with peers his own age. He has difficulty initiating and maintaining conversations (pragmatics) and demonstrates inconsistent eye contact. **Adaptive:** Iggy demonstrates average adaptive skills in the areas: of daily living, community use, health and safety. However, struggles with social skills and admits he has difficulty interacting with peers. He also displays repetitive and stereotyped behaviors. **Eligibility:** Iggy does meet eligibility criteria for special education and related services under the category of Autism.

The following recommendations are provided to help facilitate Iggy's access to the curriculum and support his academic progress:

Home Environment

- Parent can support Iggy by:
 - Providing a space for homework completion
 - Encouraging Iggy to share a plan for studying, completing work, etc.
 - Praising Iggy for his efforts completed assigned homework and/or spent time with friends
 - On-going communication with teachers and other school staff that Iggy frequently interacts with; Promotes communication and collaboration between home and school

Speech and Language Therapy

- Promotes practice and growth of pragmatic skills in a nonjudgmental environment
- Gives Iggy the opportunity to role play different social situations
- Learn emotional vocabulary (e.g. sad, mad, scared, glad, and mixed up) to help label/identify how he or others are feeling during social interactions
- Opportunity to learn and practice verbal and nonverbal cues

Vocational and College Awareness

- Counselor or other knowledgeable professional on campus can provide Iggy information with different options that he may be interested in
 - Promotes pathways for post-graduation
- Allows Iggy opportunities to engage with community outlets and personnel
 - Opportunity to practice social skills
- Promotes goal setting and self-monitoring
- Opportunity to engage with peers who share similar interests
- Promotes communication and collaboration between home and school

Respectfully,

School Psychology Practicum Student

638 Case Study Checklist

Your name: Chapman Student

Age of student: 14

Grade of student: 9

Is this student bilingual : Yes No

Was this an ASD or an ED case? Was this an Initial or a 3-year reevaluation?

Check what assessment procedures you used in this case study

Required elements

1. BASC SDH or another comprehensive health/developmental history tool.
2. Interview with a student using the interview guide from the book
3. Ecomap
4. Mental status observation using the mental status protocol from the book
5. Classroom observation using the appropriate format
6. BASC SRP
7. BASC PRS
8. BASC TRS

For ASD case

1. Adaptive behavior measure – ABAS or Vineland
2. Autism spectrum disorder measure, preferably the ASRS or the ADOS-2.

Optional elements

1. Waking day interview
2. Interview regarding language usage and competence (Required if bilingual)

Report

1. Report is structured using questions
2. Theme statements (Optional)
3. 11.7 (Grade level) /40.2 (readability) Grade level/readability statistic for report

Letter to

1. Parent _____
2. Student _____

Dear Iggy,

After completing our assessment, the results told the team a few things. The first is that you are a great student. Despite school being tough in the past, you have found a way to succeed and that is a huge accomplishment – be proud of yourself! The standardized test results along with your grades indicate that cognition and academics are not an area of concern at this time. However, several of your teachers along with parents all had concerns about you regarding the lack of social interactions with those your own age. You also indicated that you have a difficult time making friends.

All the information that was gathered leads me to suspect that your autism continues to be a challenge for you. This leads me to suggest to our IEP team that you do qualify for special education services as an individual with autism. Basically, it means that your symptoms of autism continue to exist and have led to more difficulty when it comes to socializing with others, more specifically, your peers. Socializing includes both verbal and nonverbal communication. Talking to others can be intimidating and making friends can be challenging for others with or without autism – you are not alone in this challenge. Socializing is important for communicating our needs and wants, as well as, when we have questions/concerns at school or our job. Additionally, having people outside our family that we can rely on to talk about our feelings, work through our problems, and have fun with, are all part of not only the school experience, but a necessity for a good, healthy life.

Although you have difficulties in these areas, it does not mean you will not ever be able to socialize. There are lots of ways that we at school want to help and there are also many ways to get help within your community. I hope that we can work together in the future to find ways to help you reach your goals.