

**Name:** Shane Sunshine  
**Date of Birth:** 10/10/02  
**Chronological Age:** 16-4  
**Grade:** 11<sup>th</sup>

**Background to Referral and Assessment Questions:**

Shane is an 11<sup>th</sup> grade student enrolled in Hello Union High School District at California High School. Shane has been receiving special education services as a student with autism since his initial assessment on 10/6/05. Shane's current IEP has goals in the areas of social emotional functioning, perspective taking, task completion, executive functioning, and on-task behavior. He is mainstreamed into the general education setting and receives support from one special education class, study skills x. Shane is also enrolled in a cotaught section of english, where he receives instruction from both a general education and special education teacher. Shane receives school based counseling services 60 minutes monthly (30 minutes every other week). A triennial, or three year, review of Shane's special education eligibility, placement, and services is being conducted at this time.

**This evaluation will answer the following questions:**

1. How does Shane's developmental, medical, and educational history impact his current academic achievement and educational performance?
2. What are Shane's cognitive strengths and weaknesses?
3. What are Shane's social-emotional and behavioral strengths and weaknesses?
4. Does Shane need special education services and supports to access and benefit from the general education curriculum?
5. What accommodation, modifications, and recommendations are needed to support Shane's academic and social growth?

**Assessment Procedures:**

**Records reviewed – 1/29/19**

- Psychoeducational Assessment Report, AB School District (2016)
- Individualized Educational Program, AB School District (2016)
- Psychoeducational Assessment Report, AB School District (2013)
- Individualized Educational Program, AB School District (2013)
- Psychoeducational Assessment Report, AB School District (2011)
- Individualized Educational Program, AB School District (2011)
- Psychoeducational Assessment Report, AB School District (2008)
- Individualized Educational Program, AB School District (2008)
- Psychoeducational Assessment Report, AB School District (2005)
- Individualized Educational Program, AB School District (2005)
- Student cumulative school records
- Review of Health and Developmental history

**Interviews:**

- Interview of Shane on 2/21/19
  - Ecomap on 2/21/19
- Interview of Mrs. Sunshine
  - BASC- SDH on 2/13/19
- Interview of Mrs. English on 2/14/19
- Interview of Mrs. Mandarin on 2/5/19
- Interview of Mr. Physics on 2/6/19
- Interview of Mr. Track on 2/6/19
- Interview of Mr. Trig 2/6/19
- Interview of Mrs. Study Skills on 2/27/19

**Observations:**

- Mental Status Observation on 2/14/19 and 2/21/19
- Classroom Observations
  - Physics on 2/14/19
- Social Observation
  - Lunch on 1/30/19

**Tests and rating scales used:**

- Weschler Intelligence Scale for Children, 5<sup>th</sup> edition (WISC-V) on 2/14/19
- Adaptive Behavior inventory (ABI) on 2/21/19
- Gilliam's Autism Rating Scale (GARS-3) on 2/11/19
- Behavior Rating Inventory of Executive Functioning, 2<sup>nd</sup> Edition (BRIEF-2)
  - PRS on 2/11/19
  - SRP on 2/20/19
- Behavior Assessment System for Children, 3<sup>rd</sup> Edition (BASC-3)
  - PRS on 2/11/19
  - TRS on 2/11/19
  - SRP on 2/20/19
- Piers Harris Self Concept Scale, 2<sup>nd</sup> Edition (Piers Harris 2) on 2/20/19

**How does Shane's developmental, medical, and educational history impact his current academic achievement and educational performance?**

*Shane's parents noticed his delayed development when he was about 17 months old. He demonstrated significant delays in beginning speech and language functioning and began receiving regional center services at the age of two. Shane's educational history displays a pattern of challenges with attention and social functioning. Shane is currently excelling in his general education classes, however, teachers note that Shane continues to struggle with group work and peer relations. Shane's current placement in study skills x helps to support his attention and work completion difficulties.*

Shane's mother, Lisa Sunshine, was interviewed on 2/13/2019 using the BASC-3 Structured Developmental History protocol. Shane lives with his mom and dad in Huntington Beach, CA. He has an older sister who is away at college. His mom and dad are the primary caregivers, although

his grandmother picks him up from school a few days a week. Shane currently takes 30mg of Vyvance daily for attentional difficulties associated with Attention Deficit Hyperactivity Disorder (ADHD). ADHD and attentional difficulties are commonly associated with students on the autism spectrum.

Mrs. Sunshine's only health concerns for Shane are his limited diet. An interview with Shane on 2/21/19 indicated that he is also concerned about his diet and "thinks he is too skinny." According to Shane and Mrs. Sunshine, Shane is a picky eater, which impacts his nutritional intake. For breakfast each morning, Shane has a slice of pizza and some gold fish. This has been Shane's routine breakfast since he was a child. Everyday for lunch Shane has a peanut butter sandwich, goldfish, M&m's, and a 7up. For dinner he typically has pizza or a quesadilla. A health screening was completed by the school nurse and hearing and vision came back normal.

Mrs. Sunshine's pregnancy and Shane's birth were normal with no complications. The Sunshine's began to notice Shane's delayed development when he was about 17 months old and not walking or talking. Shane did not begin to speak in single word utterances until the age of 21 months. In 2004, Shane was evaluated by the Regional Center of Orange County for significant delays in beginning speech and language functioning. Based on the results of the evaluation, Shane became a client of the regional center and received services for delays in the areas of fine and gross motor, communication, and self-help. In 2005, Shane was evaluated by neurologist, Steven Phillips, MD. According to the results of the evaluation, Shane demonstrated symptoms and characteristics consistent with a diagnosis of "Mild Autism."

Shane was initially assessed by A B School District (ABSD), in 2005, at the age of three. At his initial IEP, he became eligible as a student with autism. In 2005 he received speech and language, occupational therapy, adaptive physical education, and ABA services. He was enrolled in a Special Day Class (SDC) in kindergarten at Welcome Elementary in ABSD. In first grade, records indicate that he was academically age appropriate, but had difficulty with attention and work completion. In 2008, he was reassessed as a part of his triennial evaluation. The team determined that he continued to meet eligibility criteria for autistic-like-tendencies.

In the Fall of 2009, when Shane was in the second grade, Shane's parents placed him at the UCI child development center, where he remained through the end of his fifth grade year. Elementary school teacher comments indicated that Shane had excellent attendance, behavior, and homework completion. Peer interactions were indicated to be fair at that time. He reported that Shane was at grade level in reading, writing, and math, however, he needed improvement with recognizing social cues and asking for help in both social and academic areas.

In the sixth grade, Shane began attending Orange View Middle School in ABSD, where he received academic support in the Special Day Classroom for his core academic subjects through his 7th grade year. Shane's grades throughout Middle School were straight "A"s, with the exception of one "B+" in Social Science SDC during his 6th grade year. Standardized Assessment results of the SBAC (Spring 2015) indicated that Shane fell within a level 3 performance level in Mathematics and a level of 2 in English Language Arts.

Due to his success in his SDC classes and academic motivation and skills in science and mathematics, Shane was mainstreamed to general education courses for math and science in the 8th grade. According to comments made on his report card by his math teacher, Shane showed very high academic ability and work in mathematics; however, he would become easily frustrated and upset with himself when he would make mistakes. At this time, he also required that he be allowed to take his tests and quizzes in a quiet space, removed from the classroom, so that he is able to focus and feel less anxiety from peer noise. Shane's SDC language arts and social science teacher indicated that Shane had grade level reading skills but was around a 5th grade skill level in the area of writing. His elective teacher (public speaking) indicated that Shane would require adult prompting in order to work with peers on assignments, but once prompted, he could work cooperatively. She also reported a high level of anxiety about completing his work correctly; however, when given an assignment that he felt uncomfortable with, he would refuse to attempt the assignment and shut down.

Shane is currently an 11<sup>th</sup> grade student at CHS. Since starting at CHS in 9<sup>th</sup> grade, Shane has excelled in the general education setting, with the support of his only special education class, study skills x. During his interview on 2/21/19 Shane shared that his favorite subjects are science, world history, and mandarin. According to Shane, he enjoys science the most because he has an "obsession" with astronomy. His least favorite subjects are math, english, and study skills. Shane struggles with study skills because the other students in the class are loud and "annoying." To make up for this, Shane typically goes to the Seagull Learning Center, where it is less noisy. Shane shared that he struggles with work completion, although that is something that he is working on.

Shane is taking seven classes at CHS and currently earning an A average. Shane's teachers report that he is a bright young man who is motivated to do well in school, however, he often demonstrates outward frustration toward his peers during situations that he finds frustrating. Shane's teachers all report that his biggest difficulty in the classroom is working with his peers. Shane struggles with group projects and assignments. This information is similar to data collected from Shane's interview where he stated that he has a "low tolerance for other people" and "finds most people annoying." This was also observed in Shane physics class on 2/14/19. The observation narrative is as follows:

*"When the substitute gave the class instructions to go to the lab tables start the group assignment, Shane remained seated for about five minutes. During this time, Shane read the directions of the assignment, looked around at his peers working in groups, and checked his phone. He repeated that cycle a for a few minutes until the substitute asked him if he would like to work in a group, to which Shane responded, "no". After the sub walked away, Shane continued to look toward his peers but did not join the group."*

Shane's grades from the past three years are outlined in the table below. Shane is in good academic standing and is on track to graduate.

Course:	9 <sup>th</sup>		Course:	10 <sup>th</sup>		Course:	11 <sup>th</sup>	
	1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>		1 <sup>st</sup>	Current
CP English 1	A	B	CP English 2	A-	B+	Alg 2/ Trig A	B	IP
Algebra 1	A	A	W History	A-	B+	Physics	B+	IP
Biology	B	A	Accel Geom	A+	A+	CP English 3	B	IP
Photo	C	A	Chemistry	B-	B	US History	A-	IP
Study Skills	C	N/A	Mandarin 1	A-	A-	Study Skills X	A	IP
Ath: Cross country/ Track	A	A	Study Skills X	A-	A	Mandarin 2	A	IP
Office aide	--	Cr	Ath: Cross country/ Track	A	A	Ath: Cross country/ Track	A	IP
Health	--	A						
GPA	3.17	3.71	GPA	3.86	3.57	GPA	3.57	IP

**What are Shane’s cognitive strengths and weaknesses?**

*Shane’s general cognitive ability falls within the average range of intellectual functioning. Shane demonstrated a relative weakness in processing speed on the WISC-V. This is consistent with behaviors observed during Shane’s classroom observation. During the observation, Shane appeared to be reading the directions on his assignment several times before beginning the assignment.*

Shane’s cognitive abilities have been assessed several times using different methods. Shane’s cognitive abilities were assessed in May of 2008 using the Wechsler Preschool and Primary Scale of Intelligence -Third Edition (WPPSI-III). On the verbal area of this test, Shane scored in the low average range (SS=85). According to the examiner, Shane’s response pattern was inconsistent, and he struggled with giving specific details which lead to partial credit on several of the items. In the performance area, Shane’s score was in the superior range (SS=129); in the processing speed area, Shane’s score was in the average range (SS=100). Overall Shane demonstrated cognitive abilities in the average range. During this testing period, the examiner noted that Shane struggled with staying on task and tended to lose attention easily.

In 2013, Shane was administered ten subtests of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV.) Shane demonstrated average scores across all composited of this cognitive test including verbal reasoning, nonverbal reasoning, working memory, and processing speed. Shane’s Full Scale IQ (FSIQ) fell in the average range using a 90% confidence interval (SS=90-98). In March 2016, Shane was given the Kaufman assessment battery for Children, 2<sup>nd</sup> edition (KABC-II). Based on these findings, Shane’s cognitive abilities fell within the average range (SS=100.)

Shane was given the Weschler Intelligence Scale for Children – 5<sup>th</sup> Edition (WISC-V) on 2/14/19 to evaluate his cognitive abilities. Overall, Shane continues to demonstrate cognitive abilities in

the average range when compared to his peers (SS=97). An analysis of variation among cognitive scores suggest that processing speed is a relative weakness for him. This is consistent with behaviors observed during Shane's classroom observation where, Shane appeared to be reading the directions on his assignment several times before beginning the assignment.

### **What are Shane's social-emotional and behavioral strengths and weaknesses?**

*Shane continues to show little interest in sharing with others, establishing and maintaining friendships, and initiating interaction with others. This is consistent with information gathered from Shane and his teachers which indicated that Shane has difficulty participating in group work with peers and a low tolerance for others. According to interview data and self ratings on the BRIEF-2, Shane feels that he often overreacts, is easily overwhelmed, and has problems finishing long-term projects. Shane's placement in study skills x helps to support him in these areas.*

According to an interview with Mrs. Sunshine, her favorite things about Shane are that he is “a smart kid with a great sense of humor.” She noted that his rigidity has gotten a lot better over the years, however, he does still struggle with holding grudges, letting go of things, and being a picky eater. Mrs. Sunshine's main concerns for Shane are in the domain of social skills. He has one friend who doesn't go to CHS, she would like to see him make more friends at CHS. According to Mrs. Sunshine, Shane does not like being identified as an adolescent with autism and dislikes partaking in social activities directed towards students with autism such as social society and unified sports . She noted that Shane mostly keeps to himself and just recently started inviting his friend over without a prompt from parents.

Mrs. Sunshine completed the BASC-3 Parent Rating Scale by rating Shane's behaviors. According to ratings provided by Mrs. Sunshine, Shane demonstrates overall behavioral symptoms in the average range, with clinically significant ratings in the area of adaptive problems. Within the adaptive skills composite, Mrs. Sunshine's ratings of Shane's behavior indicated clinically significant concerns in the area of social skills and borderline significant concerns in the areas of leadership and adaptability. This is consistent with information provided by Shane during his interview. Shane expressed that he “normally tries to avoid others” and is “not comfortable being around other people, even family.”

Shane was administered the social skills composite of the Adaptive Behavior Inventory (ABI) in order to obtain information regarding Shane's adaptive functioning in the area of social skills. Ratings of Shane's behaviors indicate that Shane's adaptive social skills are within the average range when compared to same-aged peers, with a standard score of 8 (25<sup>th</sup> percentile). This indicates that Shane possesses the necessary social skills in order to take care of day-to-day tasks. The following social skills were rated as the weakest at this time:

- Shares with others
- Establishes and maintains friendships
- Interacts without displaying negative physical or verbal behaviors
- Demonstrates an interest in the ideas or activities of others
- Requests information or assistance from others in an appropriate manner

- Initiates interaction with others
- Makes appropriate comments during social conversations and group discussions
- Is aware of other's perceptions of himself
- Organizes and leads group activities

Although Shane possesses the necessary social skills in order to take care of day-to-day tasks, Shane demonstrates weaknesses in his ability to be aware of other's perceptions of himself and demonstrates a lack of interest in the ideas or activities of others. This is consistent with findings from record reviews and previous assessments which state that Shane has a history of displaying weaknesses in social thinking and perspective taking.

Additionally, Shane shows little interest in sharing with others, establishing and maintaining friendships, and initiating interaction with others. This is also consistent with information gathered from Shane and his teachers which indicated that Shane has difficulty participating in group work with peers and a low tolerance for others. During lunch, Shane has been observed sitting alone in a corner next to the theater. Interviews with Shane indicate that he sits alone during lunch and watches Youtube videos about astronomy. When asked why he prefers to be alone Shane's response was "I try to stay out of other peoples affairs because if it doesn't involve me, it's none of my business."

Shane completed the BASC-3 Self-Report Scale by rating his own thoughts and behaviors. According to ratings provided by Shane, he demonstrates overall behavioral symptoms in the average range, with clinically significant ratings in personal adjustment problems. Within the personal adjustment composite, Shane's ratings indicated a clinically significant concern in the area of interpersonal relations and borderline significant concern in self-esteem. Again, these responses are consistent with information provided by Shane during his interview.

Shane was also given the Piers Harris 2 to get an idea of Shane's concept of himself. Shane's responses on this measure indicated overall average self-esteem across the intellectual and school status domain of the Piers Harris 2. Given his history of doing well academically, it is not surprising that this is not an area of concern for Shane. Shane's ratings indicated overall low self-esteem across the following domains: behavioral adjustment, physical appearance and attributes, freedom from anxiety, popularity, and happiness. These responses are typical given the concerns regarding Shane's social skills and interactions with peers.

Mrs. Jones also completed the BASC- 3 Teacher Rating Scale by rating Shane's behaviors. According to ratings provided by Mrs. Jones, Shane demonstrates overall behavioral symptoms in the borderline significant range, with clinically significant concerns regarding atypicality and withdrawal. These ratings are typical of a student on the autism spectrum.

Due to concerns regarding Shane's executive functioning, parent, and student ratings were completed for the BRIEF-2. A Teacher rating scale was sent out but not returned. According to ratings provided by Shane and his mother, Shane fell in the average range when inhibiting impulses and monitoring his behavior. This does not present as a problem at this time. Ratings provided by Shane and his mother on the emotional regulation index fell within the borderline significant range. Mrs. Sunshine noted that Shane struggles with changes in routine and getting stuck on one topic.

Shane's self-ratings indicate similar challenges. This behavior is typical of a student on the autism spectrum. Lastly, based on ratings provided by Mrs. Sunshine, Shane falls within the average range of cognitive regulation. However, Shane's self ratings fell within the borderline significant range. According to his responses, Shane feels that he often overreacts, is easily overwhelmed by assignments, and has problems finishing long-term projects. Shane feels that his placement in study skills x helps to support him with these deficits.

According to these responses, Shane is able to regulate his behavior and emotions as well as maintain mental organization throughout his school day. This is consistent with responses from both Shane and his english teacher, who noted that Shane's strengths include staying focused, organizational skills, and effort. Shane's placement in study skills x, supports executive functioning skills to help him progress in his general education classes.

### **Does Shane need special education services and supports to access and benefit from the general education curriculum?**

The results of this evaluation suggest that Shane continues to show characteristics of a student with autism. California Education Code defines autism as:

*“...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. “*

As noted by Mrs. Sunshine, Shane was slow to acquire language and received regional center services starting at age two. Shane continues to demonstrate characteristics consistent with a high-functioning student on the autism spectrum, including difficulty with social interaction and cognitive characteristics. He is highly motivated to excel academically, although he has indicated that he doesn't like school and he doesn't like interacting with his peers. Shane possesses the academic skills to progress in general education curriculum, with some deficits in executive functioning that have been supported through study skills. He would benefit from continued placement in study skills and/or general education coteach, and other related services. In addition, ratings, observations, and interviews with Shane, his parents, and his teachers indicated that his social skills deficits impact Shane's ability to work with peers and access the general education setting.

Also, as part of this evaluation, Mrs. Sunshine completed the Gilliam Autism Rating Scale- third edition (GARS-3). According to her responses on the GARS-3, Shane was rated as having characteristics very similar to those of student on the autism spectrum. These include challenges with social interaction, emotional responses, and cognitive style, such as having an intense interests in certain intellectual subjects. Shane and his parents have reported astronomy to be a restricted area of interest for Shane. In addition, Shane's challenges with rigidity can be seen when asked to interact with his peers and in his restricted diet. Lastly, parent and self-report ratings on the BASC-3 indicate that Shane struggles significantly in the areas of social skills and interpersonal relationships.

**What accommodation, modifications, and recommendations are needed to support Shane’s academic and social growth?**

Shane is a bright young man who tends to keep to himself. His strengths include academic subjects such as math, science, reading, and writing. His hobbies and interests include music, astronomy, and watching Youtube on his phone and/or computer. Currently, Shane is enrolled in 7 classes, maintaining an A average. After high school, Shane stated that he would like to study Astronomy, beginning at Goldenwest College and transferring to UC Santa Cruz.

Shane possesses the academic skills to progress in general education curriculum, with some deficits in executive functioning that have been supported through Study Skills. He would benefit from continued placement in Study Skills and/or general education coteach.

Ratings on the BASC-3 and Piers Harris 2 from Shane, parent, and teacher indicated difficulty with anxiety, withdrawal, and lowered self- esteem. Behavioral symptoms and problems with learning were average. Specifically, Shane shared having difficulty with behavioral adjustment, physical appearance, freedom from anxiety, popularity, and happiness. Based on these rating and interviews with Shane, he would benefit from continued counseling services to address low self-efficacy and anxiety management.

One way of increasing self-efficacy and reducing social anxiety would be for Shane to learn positive self-talk strategies for when he is feeling anxious in social situations. For example, when Shane is feeling anxious and avoiding group activities, he might be taught to take a few deep breaths while saying to himself “I can work with peers.” These self-talk routines should be explicitly taught and reinforced during counseling.

Additionally, Shane would benefit from a goal related to social skills or peer interaction. It is recommended that Shane continues to participate in social society and unified sports. These are inclusive programs that help facilitate social skills between students in both the special education and general education population. Lastly, Shane would benefit from an Individual Transition Plan to support his adaptive and transitional skill as he transitions out of high school and into the college setting.

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School Psychology Practicum Student  
Hello Union High School district

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Date

Dear Mrs. Sunshine,

It has been a pleasure working with you and Shane over the past few months. I really enjoyed getting to know Shane. During all of our meetings, Shane was pleasant, respectful, and funny. I really appreciated that. Shane is currently receiving special education services as a student with autism. As you know, we initiated this assessment as a part of Shane's triennial evaluation. Every three years, an assessment is conducted to review Shane's special education eligibility, placement, and services. Shane was assessed using previous records, observational data, interviews with yourself, Shane, and Shane's teachers, and through the use of rating scales and cognitive tests.

Shane's educational history displays a pattern of challenges with attention and social functioning. Shane is currently excelling in his general education classes, however, teachers note that Shane continues to struggle with group work and peer relations. Shane's teachers report that he is a bright young man who is motivated to do well in school, however, he often demonstrates outward frustration toward his peers during situations that he finds frustrating. Shane's teachers all report that Shane's biggest difficulty in the classroom is working with his peers. These are similar to social challenges expressed by Shane during his interviews.

Shane's general cognitive ability falls within the average range of intellectual functioning. Shane demonstrated a relative weakness in processing speed on the WISC-V. This is consistent with behaviors observed during Shane's classroom observation. During the observation, Shane appeared to be reading the directions on his assignment several times before beginning the assignment.

In regards to social emotional functioning, Shane continues to show little interest in sharing with others, establishing and maintaining friendships, and initiating interaction with others. This is consistent with information gathered from Shane and his teachers which indicated that Shane has difficulty participating in group work with peers and a low tolerance for others. According to self ratings on the BRIEF-2, Shane feels that he often overreacts, is easily overwhelmed, and has problems finishing long-term projects.

Additionally, Shane was given the Piers Harris 2 to get an idea of Shane's self concept. Shane's responses on this measure indicated overall average self-esteem across the intellectual and school status domain of the Piers Harris 2. Given his history of doing well academically, it is not surprising that this is not an area of concern for Shane. Shane's ratings indicated overall low self-esteem across the following domains: behavioral adjustment, physical appearance and attributes, freedom from anxiety, popularity, and happiness. These responses are typical given the concerns regarding Shane's social skills and interactions with peers.

The results of this assessment indicate that Shane continues to meet eligibility criteria as a student with autism. Shane continues to demonstrate characteristics consistent with a high-functioning student on the Autism spectrum, including difficulty with social interaction and cognitive characteristics. He is highly motivated to excel academically, although he has indicated he doesn't like school and he doesn't like interacting with his peers. Shane possesses the academic skills to progress in general education curriculum, with some deficits in executive functioning that have been supported through his study skills class. In addition, ratings, observations, and interviews

with Shane, his parents, and his teachers indicated that his social skills deficits impact Shane's ability to work with peers and access the general education curriculum.

We will meet as a team to further discuss the results of this assessment and decide upon what goals to propose for Shane, what services would best help him meet these goals, and what placement is best for Shane. We look forward to meeting soon. Please contact us if you have any further questions about the results of this assessment before we meet.

Sincerely,

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School Psychology Practicum Student