

### 638 Case Study Checklist

Your name: Practicum Student

Age of student: 14

Grade of student: 7

Is this student bilingual No If yes, what languages \_\_\_\_\_?

Was this an ASD x or an ED \_\_\_\_\_ case

Was this an Initial \_\_\_\_\_ or a 3-year reevaluation x

Check what assessment procedures you used in this case study

#### Required elements

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

#### For ASD case

1. x Adaptive behavior measure
2. x 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. x Report is structured using questions
2. \_\_\_\_\_ Theme statements (Optional)
3. 11.8 Grade level/readability statistic for report

#### Letter to

1. Parent x
2. Student \_\_\_\_\_

**CONFIDENTIAL ASSESSMENT REPORT  
VIGAN UNION HIGH SCHOOL DISTRICT**

<b>Name:</b> Curry Lee	<b>School:</b> Plant Based Middle School
<b>Date of Birth:</b> 06/19/2004	<b>Primary Language:</b> English
<b>Chronological Age:</b> 14 years, 9 months	<b>Current Placement:</b> Autism
<b>Grade:</b> 7	<b>Report Written By:</b> Practicum Student

**REASON FOR REFERRAL AND ASSESSMENT QUESTIONS:**

Curry was referred for a Triennial assessment by Vigan Union High School District (VUHSD). Currently, Curry receives Special Education services under the eligibility category of Autism. Curry transferred to Plant-Based Middle School in December 2018 from Sugar-Free Middle School. Curry has a history of trauma and was in the foster care system for eight months in 2018. Curry has tentatively been placed under the care of his father, Mr. Jackson Lee. Mr. Lee has limited information about Curry. During this evaluation Mr. Lee stated concerns regarding Curry's ability to adapt to a new environment and his social-emotional well-being due to his past traumas. Due to this information, Curry was assessed for Autism and Emotional Disturbance. The focus of this assessment is to determine Curry's eligibility and need for further special education services.

The current assessment is being conducted to answer the following questions:

1. Are there developmental, health or medical issues that affect Curry's educational performance?
2. What are Curry's cognitive strengths and limitations?
3. What are Curry's academic strengths and limitations?
4. How do Curry's adaptive skills impact his academic achievement?
5. How does Curry function socially and emotionally?
6. What special education classification would be most appropriate for Curry at this time?
7. What are Curry's unique strengths and needs and what changes are needed in his educational program?

**ASSESSMENT PROCEDURES:**

**Records Reviewed**

Last Triennial Individualized Education Program (IEP)	Dated 01/12/2016
Current IEP	Dated 06/08/2018

**Interviews**

Curry Lee, Student	04/19/2019
Ecomap	

Child and Adolescent Interview Protocol	
Mr. Lee, Father	05/06/2019
Health/Developmental History Form	04/17/2019
Mrs. Bow, Resource Specialist Program (RSP) Teacher	04/12/2019
Mrs. Wright	04/09/2019
Mr. Barker	04/09/2019
<b>Observation</b>	
Unstructured, Home Economics	04/09/2019
Transitional Observation	04/09/2019
Mental Status Observation	04/19/2019
<b>Tests and Questionnaires</b>	
The Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)	04/19/2019
Autism Spectrum Rating Scales (ASRS)	
Parent	04/17/2019
Teacher	04/15/2019
Adaptive Behavior Assessment System 3rd Edition (ABAS)	
Parent	05/07/2019
Teachers	04/15/2019
Behavior Assessment System for Children, Third Edition (BASC-3)	
Parent Rating Scales (PRS)	04/17/2019
Teacher Rating Scales (TRS)	04/15/2019
Self-Report of Personality (SRP)	04/19/2019

### **BACKGROUND INFORMATION:**

Curry is a 14-year-old boy who has received special education services since February 2010 as a student with Autism. He is currently in 7th grade and attends Plant-Based Middle School.

Curry lived with his mother, Mrs. Tran, for the first 13 years of his life. In 2018, Mrs. Tran experienced serious mental health issues and pushed Curry out of a moving vehicle. Curry was taken by Social Services and placed under foster care for eight months. In December 2018, Mr. Lee gained tentative custody of Curry. Prior to December 2018, Mr. Lee did not have contact with Curry or Mrs. Tran. For the last 13 years, Mrs. Tran told Curry that Mr. Lee was deceased and Curry is now adjusting to building a relationship with his father. Mr. Lee has limited information regarding Curry's life with his mother and his developmental history.

Currently, Curry lives at home with Mr. Lee and his partner. Mr. Lee graduated from high school and works in construction. The preferred language in the home is English. At the beginning of the evaluation, Curry had been living with Mr. Lee and his partner for three months.

According to Curry's current Individualized Education Program (IEP) dated 06/08/2018, Curry receives Specialized Academic Instruction (SAI) in Language Arts and Math, and 60 minutes a month of Individual Counseling for social skills.

**Are there developmental, health or medical issues that affect Curry's educational performance?**

*Curry is an active and healthy student. He has a medical diagnosis of Autism. Currently, Curry is not taking medication for any medical conditions.*

Curry's background information was gathered from a Health, Developmental, and Social History Questionnaire completed by Mr. Lee on 04/17/2019. Due to custody challenges with Mrs. Tran and Curry's time in foster care, Mr. Lee has limited information on Curry's developmental history.

Mr. Lee reported that Curry was healthy at his birth. Curry reached his early developmental milestones within average age with the exception of walking, dressing independently, and bladder and bowel training, which were reached later than the average age.

In 2009, Curry was diagnosed with Autism. During Curry's time with his mother, he was taking five different medications (names unknown). Since being under foster care and the care of Mr. Lee, the medications have been discontinued. In an interview with Mr. Lee on 04/17/2019, he stated that Curry was not on any medication while under the foster care system and reported that "Curry did not like who he was when he was taking medication."

Mr. Lee reported that Curry is allergic to strawberries. A recent health report reveals that Curry has healthy vision and hearing is normal. Curry is able to take care of all personal hygiene needs independently.

**What are Curry's cognitive strengths and limitations?**

*Curry's cognitive abilities were assessed through review of records, observations, teacher and parent reports, and the Wechsler Intelligence Scale for Children-Fifth Edition Nonverbal Index (WISC-V NVI). Based on these assessments, Curry's overall cognitive ability is estimated to be within the broad average range.*

A review of Curry's last triennial IEP dated 01/12/2016, stated that Curry appears to have average reasoning skills, attention, and memory. Additionally, Curry is able to work independently, comes prepared for class, is a classroom helper, and is ready to work after recess.

This is consistent with an observation on 04/09/2019 in Curry's Home Economics class. After cooking, Curry was observed to sit in his seat and complete the assigned worksheet, despite peers talking and laughing around him. Afterward, Curry got up from his seat and walked over to the

front of the classroom. His teacher, Mr. Barker said, “Curry, remember where to turn things in?” Curry answered, “yeah” without making eye contact and turned in his worksheet to a box at the front of the classroom. Mr. Barker said, “thank you” and Curry replied, “welcome!”

Additionally, during an interview with Mr. Lee on 04/17/2019, he stated that “Curry is a smart kid, he just needs help staying on track and remembering to turn in assignments.” On 04/12/2019 Mrs. Bow stated, “Curry eagerly engages in lesson activities, has a great sense of curiosity and enjoys learning new information.”

As part of this evaluation, Curry was given the WISC-V NVI. The WISC-V NVI consists of tests of Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed. Although there are verbal instructions, the NVI does not require any verbal responses from the examinee.

During the test, Curry was cooperative and responded positively to praise and encouragement. When he reached a difficult question, Curry was observed to take a longer time to think before finalizing an answer. Curry did not choose to take a break during the assessment, however several breaks were offered to him. Given this, Curry’s performance appears to provide a valid assessment of his intellectual abilities. Curry’s performance on the WISC-V NVI was in the Low Average range.

### **What are Curry’s academic strengths and limitations?**

*Curry’s current academic achievement was assessed through record reviews, observations, teacher reports, interviews, and the Woodcock Johnson IV Test of Achievement, Fourth Edition (WJ-IV ACH). Based on these assessments, Curry’s current academic strengths are in the area of mathematics and his weaknesses are in reading and writing.*

In an interview with Curry on 04/19/2019, he reported that he enjoys his classes and feels most successful in Math class. He also stated, he “enjoys everything about school, except for homework” but that he’s “doing better here so far, this year.”

#### *Language Arts*

Curry enjoys reading chapter books at his reading level. According to his current IEP dated 06/08/2018, Curry is able to make inferences and is able to answer questions that require him to support with evidence when prompted with visual supports and adult modeling. Curry demonstrates weaknesses in reading fluency and vocabulary.

The WJ-IV ACH assesses a student’s current levels of academic achievement in reading, math, written language, and oral language. On the WJ-IV ACH, Curry scored within the Low range in Broad Reading which consists of the subtests Letter Word Identification, Sentence Reading Fluency, Passage Comprehension, Word Attack, and Oral Reading.

Curry is left-handed. During a phone interview with Mr. Lee on 05/06/2019, Mr. Lee reported that “Curry does not enjoy writing as much as other subjects and must be prompted to do a writing assignment.” Curry scored within the Low range in Broad Written Language which assesses Writing Samples, Writing Fluency, and Spelling. Currently, Curry is earning a D- in English.

### *Math*

In an interview with Curry’s math teacher, Mrs. Wright, on 04/09/2019 Curry is able to solve simple problems involving positive and negatives when using visuals and a calculator. In addition, Mrs. Wright reported that Curry can convert fractions into decimals and percentages when given multiple opportunities for practice. Curry has challenges with solving multi-step word and numerical problems. Mrs. Wright reports that Curry struggles with accessing grade level curriculum independently and needs tools (e.g. graphic organizers and manipulatives) to scaffold information. On the WJ-IV ACH, Curry scored within the Low Average range in Broad Math which assesses Calculation, Math Facts Fluency, and Applied Problems. Currently, Curry is earning a B- in Math.

### **How do Curry’s adaptive skills impact his academic achievement?**

*Curry’s classroom adaptive behavior and home adaptive behavior were assessed through interviews, observations, and standardized rating scales, such as the Adaptive Behavior Assessment System 3rd Edition (ABAS). Based on these assessments, Curry’s current adaptive abilities fall within the Below Average range.*

In an interview with Curry’s father on 05/06/2019, Mr. Lee reported that “Curry’s self-care ability is below average, and he has adjusted well to his new living situation.” At home, Curry does not participate in chores around the house, but is able to use the bathroom and dress himself independently.

The ABAS includes a teacher and parent questionnaire that assesses a student’s independent adaptive skills in the areas of communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction, social, and work.

On the ABAS, Mr. Lee, Mrs. Bow, and Mrs. Wright have different views of Curry’s adaptive abilities. Mr. Lee’s overall perception of Curry’s adaptive skills fall in the Below Average range. Mrs. Bow’s responses fell within the Low range and Mrs. Wright’s responses fell within the Average range.

Mr. Lee’s ratings of Curry on the ABAS suggest that he has a relative strength in the Practical skill area which involves community and home living, self-care, and health and safety. Another rater, Mrs. Wright rated Curry’s ability to function independently at school and knowledge of health and

safety at or slightly below that of typical peers. In contrast, Mrs. Bow views Curry's ability to take care of personal needs and navigate the school independently as very low.

A review of Curry's current IEP dated 06/08/2018 states that Curry is currently an office aide and is able to run errands for office staff that involve navigating campus. During an observation on 04/09/2019, Curry was given an office slip and told to deliver it to the band room. Curry eagerly complied with a smile on his face and delivered the office slip to the band room independently.

### **How does Curry function socially and emotionally?**

*Curry's social-emotional skills and behavior were assessed through interviews, observations, and standardized rating scales. On the Autism Spectrum Rating Scales (ASRS), ratings of Curry indicate he has many behavioral characteristics similar to youth diagnosed with Autism Spectrum Disorder (ASD). On the Behavior Assessment System for Children, Second Edition (BASC-3), Mr. Lee's ratings of Curry's social-emotional behaviors fell within the normal range with the exception of Social Skills which fell within the at-risk range. Mrs. Bow's ratings fell within the normal range for all categories, with the exception of Attention Problems, Learning Problems, Social Skills, and Study Skills, which fell within the at-risk range.*

In an interview with Curry on 04/19/2019, he reported he enjoys everything about school, including his classes and new friends he has made since transferring to Plant Based Middle School. During the interview, a mental status observation was done. Curry was dressed appropriately and appeared physically healthy. He made appropriate eye contact when speaking but had fleeting eye contact when spoken to.

Curry also completed an Ecomap activity as part of the interview on 04/19/2019. An ecomap is a drawing that can be utilized to represent a person's relationships with people and events in their 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 is supportive, stressful, or both (ambivalent). Curry drew his father, mother, and friend Max. He depicted his relationship with his father and Max as supportive. In contrast, he described his relationship with his mother as stressful.

In the classroom, on 04/12/2019 Mrs. Bow stated that Curry is friendly and respectful but struggles at times with the social aspects of school including making and maintaining friends. This is consistent with Mrs. Bow's responses on the BASC-3, which fell within the at-risk range in the area of Social Skills. The BASC-3 is a questionnaire that assesses a student's social and emotional behaviors, adaptive skills, and school problems.

On the BASC-3, Mr. Lee's responses fell in the normal range, with the exception of Social Skills. During a phone interview with him on 05/06/2019, Mr. Lee stated that "Curry is a nice kid and can talk to anybody. He just thinks some things are real when they're not, like Iron Man. I have to convince him Iron Man is just a movie, but some kids think he's weird for thinking that."

Additionally, on 04/12/2019 Mrs. Bow stated that “Curry interrupts or talks over people and has “difficulty reading nonverbal cues to know when to stop talking.” She also stated, “Curry needs reminders to allow others to talk or that he does not need to share every thought he has.”

During a classroom observation of Curry in Home Economics on 04/09/2019, a student told Curry to grab a Coke from the refrigerator in which he complied. The classroom teacher, Mr. Barker then responded with “Put my Coke back in the fridge. Who told you to grab that?” The peer confessed and Curry returned the Coke. In a brief interview with Curry’s Home Economics teacher, she stated that “A lot of kids interact with Curry, but I don’t think Curry can read their social cues and does not know when kids are making fun of him.”

Additionally, as part of this assessment Curry completed the BASC Self-Report of Personality (BASC-3 SRP) on 04/19/2019. Curry’s responses on the BASC-3 SRP indicate he views himself as having little difficulty in establishing and maintaining relationships with others as compared to others his age and rated himself low for feelings of depression. Example statements include:

#### Depression

- 25. Nothing ever goes right for me. (False)
- 96. I feel sad. (Sometimes)
- 167. I feel like my life is getting worse and worse. (Never)

#### Interpersonal Relations

- 8. I have a hard time making friends. (False)
- 29. My classmates don’t like me. (False)
- 128. I get along well with others. (Almost always)

Despite experiencing traumatic events, Curry displays euthymic affect and a calm, lighthearted mood. Reports from Mr. Lee reveal that Curry is a “happy kid” who occasionally “gets sad when discussions of the custody battle are brought up.”

Mr. Lee and Mrs. Bow were also given the ASRS to assess if Curry’s medical diagnosis of Autism Spectrum Disorder (ASD) has educational impact. The ASRS is a questionnaire designed to identify symptoms and behaviors of ASD in adolescents. On the ASRS, Mr. Lee’s responses yielded an Elevated score and Mrs. Bow’s responses yielded a Very Elevated score. Their ratings suggest that Curry has difficulty in the areas of peer socialization, atypical language, behavioral rigidity, and attention. This is consistent with classroom reports from Mrs. Bow and Mr. Barker that Curry “is very rigid and likes his routines.”



**What special education classification would be most appropriate for Curry at this time?**

*Curry currently receives special education services as a student with autism and has a medical diagnosis of Autism Spectrum Disorders (ASD). Despite a history of trauma, Curry does not meet criteria as a student with Emotional Disturbance. Based on review of records, interviews, observations, and standardized measures, Curry continues to meet the eligibility of autism and requires special education services to make progress in the general education curriculum.*

Based on record reviews, interviews, observations, and results on the BASC-3, Curry's educational performance is not affected by his traumatic experiences or symptoms related to Emotional Disturbance. Curry has a healthy, positive relationship with his father and views himself as having little difficulty in establishing and maintaining relationships with peers. Although Curry is occasionally sad, he does not display a pervasive mood of unhappiness or depression. At this time, Curry does not meet eligibility for a student with Emotional Disturbance.

Currently, Curry's educational performance seems most affected by symptoms and behaviors related to Autism. Record reviews, interviews, observations, and ratings on the ASRS indicate that Curry engages in restricted interests and activities, such as his belief that Iron Man is real, and has resistance to change in daily routines. Parent and teacher ratings on the ASRS were significant in the areas of social/communication, peer socialization, and behavioral rigidity. Curry has difficulty understanding social cues and his spoken communication may be repetitive. Lastly, reports of Curry in the classroom indicate he has trouble focusing attention on one thing while ignoring distractions.

**What are Curry's unique strengths and needs and what changes are needed in his educational program?**

According to his teachers, Curry is doing well in his current placement for Math, a general education class with push-in RSP supports. However, Curry's general education teachers in Language Arts, History, and Science believe Curry would benefit from being in a more structured environment, such as a Special Day Class. To succeed in the classroom, the following recommendations have been suggested:

1. Allow time for Curry to process and comply with a direction prior to giving a second.
2. Use visual cues to prepare Curry for what will happen next. Providing as much visual structure as possible will help Curry create more organization.
3. Use graphic organizers not only in Math, but also in Language Arts to support reading fluency and comprehension.
4. When completing written assignments, allow Curry to use the computer instead of pen or pencil.

Curry should continue to have opportunities to interact with typical peers and should remain in general education for Physical Education, Math, and an elective (e.g. Home Economics). To improve social interactions, recommendations include:

5. Group counseling for social skills to:
  - Increase the ability to understand and respond appropriately to humor.
  - Increase the ability to maintain eye contact with others in discussions.

May 12, 2019

Dear Mr. Lee,

I have completed my evaluation of Curry. Based on my review of his records and trauma history you shared with me, I assessed him in the areas of Autism and Emotional Disturbance. The assessment answers questions related to Curry's strengths and challenges in health, cognition, academics, and social-emotional skills.

Throughout my assessment, common themes appeared through record reviews, interviews, observations, and rating scales. Curry has average cognitive abilities and strengths in math. Despite Curry's history of trauma, teacher and self-reports do not indicate Curry displays symptoms of depression or symptoms related to a student with emotional disturbance. Curry has a positive relationship with you and interacts with many peers. However, Curry is unable to distinguish between social cues in humor, sarcasm, and everyday communication.

Based on this assessment, Curry continues to meet eligibility as a student with Autism. Curry engages in restricted interests and activities, such as his belief that Iron Man is real, and has resistance to change in daily routines. Ratings on the ASRS were significant in the areas of social/communication, peer socialization, and behavioral rigidity. Curry has difficulty understanding social cues and his spoken communication may be repetitive. Lastly, reports of Curry in the classroom indicate he has trouble focusing attention on one thing while ignoring distractions.

I would like to continue to work with Curry in group counseling. Together we will focus on his social skills related to understanding social cues and the humor of others.

If you have any questions or would like to further discuss the assessment results, please do not hesitate to contact me at (714) 555-5555 or email me at [montemayor@chapman.edu](mailto:montemayor@chapman.edu).

Best,

Practicum Student  
School Psychology Student