Initial Psychoeducational Report
This report is at a 11.9 Flesch Kincaid grade level

Student: Mario Super	**Date of Birth**: January 7, 2014
Chronological Age: 7 years, 4 months	**Grade:** 1
School: Donkey Kong Elementary School, Mushroom Kingdom Unified School District	**Teacher:** Mrs. Princess Peach
Parents: Mr. Luigi Super, Ms. Princess Daisy	
Address: 1981 Super Smash Brothers Drive, Orange, CA 92866	
Date of Report: May 13, 2021	
Examiners: School Psychologist: Mr. Bowser Junior **School Psychology Practicum Student:** Ms. Name Name **Education Specialist:** Mrs. Smash Rosalina **Speech-Language Pathologist:** Mrs. Super Yoshi	

REASON FOR REFERRAL

Mario is a 7-year-old, 1st-grade student at Donkey Kong Elementary School in the Mushroom Kingdom Unified School District. Mario was referred for an initial evaluation by his parents and teacher due to concerns related to attention, following directions, reading fluency, reading comprehension, and expressive and receptive language. Mario was recently diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) by his pediatrician. Based on the areas of concern, the suspected areas of eligibility that will be evaluated include Autism, Other Health Impairment (OHI), Specific Learning Disability (SLD), and Speech & Language Impairment (SLD).

The current evaluation will seek to answer the following questions based upon record reviews, interviews, observations, and testing:

1. What relevant family and educational background information should be considered? How does Mario's developmental and medical history impact his current educational performance?
2. What are Mario's cognitive strengths and weaknesses? How do these impact his learning?
3. What are Mario's social-emotional, behavioral, and adaptive strengths and weaknesses? How do these impact his educational performance?
4. How does Mario function in the classroom?
5. What are Mario's current academic strengths and weaknesses?
6. What are Mario's speech and language strengths and weaknesses? How does this impact his education?
7. Does Mario have Autism, Other Health Impairment, Specific Learning Disability, and/or Speech & Language Impairment as defined by federal and state regulations? Does Mario need Special Education services and support to access and benefit from the general education curriculum?
8. What accommodations, modifications, and recommendations are needed to support Mario's academic, behavioral, and social growth?

ASSESSMENT PROCEDURES

Components of this assessment include:
Review of available records:
- Kindergarten Report Card
- 1st Grade Report Card
- Medical Report from Pediatrician dated 3/15/21

Interviews:
- Parents: Mr. Super and Ms. Daisy

- Teacher: Mrs. Peach
- Student: Mario Super

Observation:

- Classroom Observation (classwide instruction)
- Classroom Observation (individual work)
- Unstructured Observation (recess)
- Testing Environment

Standardized Norm-Based Assessments (School Psychologist)

- Behavior Assessment System for Children, 3rd Edition - Structured Behavioral History (SDH)
- Autism Spectrum Rating Scale (ASRS) - Parent & Teacher
- Adaptive Behavior Assessment System, 3rd Edition (ABAS-3) - Parent & Teacher
- Behavior Assessment System for Children, 3rd Edition (BASC-3) - Father, Mother, & Teacher
- Kaufman Assessment Battery for Children - Second Edition (KABC-II)
- Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV-COG) - Short-Term Working Memory and Processing Speech composites
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
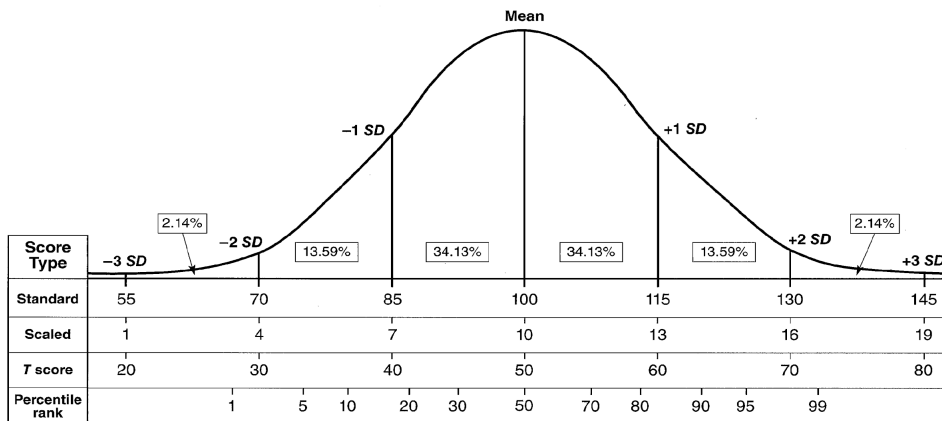
Standardized Norm-Based Assessments (Education Specialist)

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

Standardized Norm-Based Assessments (Speech-Language Pathologist)

- Comprehensive Assessment of Spoken Language Second Edition (CASL-2) - Pragmatic Language
- Preschool Language Scales Fifth Edition (PLS-5)
- Montgomery Assessment of Vocabulary Acquisition (MAVA) Receptive Vocabulary
- Montgomery Assessment of Vocabulary Acquisition (MAVA) Expressive Vocabulary
- Celf 5 Observational Rating Scale (Father and Teacher)

Definition of Assessment Terms:

Score Type	−3 SD	−2 SD		−1 SD	Mean	+1 SD		+2 SD	+3 SD
		2.14%	13.59%	34.13%	34.13%	13.59%		2.14%	
Standard	55	70	85		100	115	130		145
Scaled	1	4	7		10	13	16		19
T score	20	30	40		50	60	70		80
Percentile rank		1	5 10 20 30		50	70 80 90 95	99			

Below depicts Standard Scores and Scale Scores in relation to its description

Standard Score	Scaled Scores	Range	Standard Score	Scaled Scores	Range
131+	17+	Well Above Average	70-84	4-6	Below Average
116-130	14-16	Above Average	69-	3>	Far Below Average
85-115	7-13	Average			

*****Certain tests report standard scores have a different statistical basis and qualitative descriptors/classification.*

General Definition of Assessment Terms:

- Standard Scores and Scaled Scores are referenced to a child's age.
  - Standard Scores have a mean of 100 and a standard deviation of 15. Average range would include scores from 85 to 115, using these end points as extremes.
  - Scaled Scores have a mean of 10 and a standard deviation of 3. Average would be indicated by scores of 7 to 13.

- The Age Equivalent score is the age of a child who would attain the same number of items correct as this child on a specific measure.
- A Percentile represents the percentage of children of the same age in the norm sample who scored below this student on this test.
- A Confidence Interval (e.g.90-110) represents the range of scores between which this student's true score falls, with a 90 or 95 percentage of certainty.
- T Scores- A *T-Score* is a standard score with a mean of 50 and a standard deviation of 10. Average range would be indicated by scores of 40-60.

ASSESSMENT QUESTIONS

What relevant family and educational background information should be considered? How does Mario's developmental, medical, and educational history impact his current educational performance?

Mario's parents are separated, and he primarily lives with his father who has full legal custody of Mario. He sees his mother on the weekends. Mario's primary language is English. Mario's mother had a healthy pregnancy, and all of Mario's early developmental milestones were met within normal limits. Mario was diagnosed with sialorrhea (drooling) and ADHD by his pediatrician in February 2020. Mario also has red/green colorblindness. Mario's kindergarten teacher said that Mario had difficulty with following directions in her class, and this has persisted into 1st grade. His current teacher has concerns about his attention and his receptive and expressive language abilities. These concerns are believed to be significantly impacting Mario's academic progress and educational performance.

Information about Mario's developmental and medical history was gathered through a review of available records and interviews with Mario's mother, Ms. Daisy, and father, Mr. Super. The BASC-3 Structured Behavioral History ws completed with Mr. Super as part of the interview.

Mario's parents have lived separately for most of Mario's life. He currently lives with his father during the week, and he sees his mother on weekends. Ms. Daisy lives with her mother, Mario's grandmother, and two 2-year-old twin girls, Mario's half-sisters. Mario's father has full legal and physical custody of Mario, including educational rights. Mr. Super has signed all educational documents for Mario, and he provided consent for Ms. Daisy to be involved in the current assessment.

In Mr. Super's home, Mario also lives with his paternal grandparents. There are two languages spoken in the home, English and Korean. Mr. Super primarily speaks Korean to Mario's grandparents, and he primarily speaks English to Mario. Mario's parents report that Mario does not speak Korean, but he can understand some of the language when his grandparents speak to him. Because Mario's primary language is English and has been receiving English-only academic instruction, he was assessed in only English for this assessment.

According to Mario's mother, she had a healthy pregnancy with Mario. Mario was born one week after his due date through a c-section, and he weighed 8lbs and 14 oz. According to both of Mario's parents, all early developmental milestones were met within normal limits, including walking and talking. Mario was able to say at least 50 words by the age of 2, and his parents did not have any concerns about his language ability until he was about 5 years old. They noticed it was difficult for him to verbally respond in full sentences quickly. This is something that Mario's teacher, Mrs. Peach, has noticed this school year as well.

Mario attends doctor and dentist appointments regularly. Currently, Mario has no known allergies, but Mario will undergo allergy testing soon for congestion. Mario currently takes flonase before bed for the congestion, and he takes no other medication.

Mario was diagnosed with sialorrhea (drooling) and Attention-Deficit Hyperactivity Disorder (ADHD) by his pediatrician in February 2020. Based on interviews with Mario's parents, there appear to be more concerned with Mario's inattentiveness rather than hyperactivity. Mario's dad said that the pediatrician believes that the drooling may be solved over time with occupational therapy. Mario's parents said that the drooling tends to increase when Mario is extremely focused on something, such as watching television. His parents are concerned about the drooling because of Mario's health and social-emotional

well-being. His father mentioned that one of Mario's neighborhood friends said something about Mario's drooling that made Mario upset and cry. Mario's drooling concerns will be addressed by attending an appointment with an occupational therapist in the near future. At this time, Mario's pediatrician does not recommend other treatments for drooling, such as glycopyrrolate or salivary gland botox, because of side effects that may emerge. Mario's drooling is not always apparent at school because of the COVID-19 mask mandate, but he does keep a towel with him in case he needs to wipe off his drool.

When assessed by the School Nurse, she noted that Mario did not pass the red/green colorblind test, and his colorblindness was also noted by Mario's pediatrician. Mario's general vision and hearing are typical.

A review of Mario's existing school records was also conducted to gather additional information about Mario's schooling history. According to Mario's parents, Mario attended a private preschool, but no documents were available from preschool. Mario has attended Donkey Kong Elementary School since Kindergarten. Information from Kindergarten and 1st grade is reviewed in the following table:

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Kindergarten - Donkey Kong Elementary School
(2019 - 2020)

According to his second trimester report card (prior to school closures due to COVID-19), Mario was approaching the standard in English Language Arts, math, and writing. He was absent for 1 day. His social-emotional behavior was marked as needing improvement. His gross/fine motor development and responsibility for behavior was marked as satisfactory.

Teacher comments on the first trimester report card stated the following: "*Mario has adjusted to our routines and has nice printing. We continue to work on staying focused and following oral directions.*"

Teacher comments on the second trimester report card stated the following: "*Mario is improving in the area of work completion with teacher guidance and peer help. We continue to work on following oral directions the first time.*"

Teacher comments on the third trimester report card stated the following: "*Mario is a respectful student. I wish him the best in first grade!*"

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1st Grade - Donkey Kong Elementary School
(2020 - 2021)

Mario is currently accessing his education in-person. Donkey Kong Elementary School has been open to students in-person since October 2020. Mario has been absent for 1 day of school this year. According to his current second trimester report card, Mario was not yet meeting the standard in English Language Arts, writing, and math. His responsibility for learning was marked as needing improvement and his responsibility for behavior was marked as satisfactory.

Teacher comments on the first trimester report card stated the following: "*Mario is a sweet boy, and he is a pleasure to have in class. Unfortunately, he truly struggles to focus and pay attention. He is often off task and missing a lot of the instruction. He has a very difficult time organizing himself, which prevents him from being ready to learn. At this time, Mario is not meeting any of the 1st grade academic standards. He also did not meet benchmark on any of the 'beginning of the year' assessments. He struggled with fluency and phoneme segmentation fluency. Like I mentioned in the parent-teacher conference form, I am very concerned. I would like to reach out to our support staff (RSP teacher, psychologist, and/or principal) to see what the next steps are to help Mario.*"

Teacher comments on the second trimester report card stated the following: "*Mario is a kind boy, and he is a delight to have in class. As we've discussed, he is struggling in all academic areas of 1st grade. I am very concerned, and I am pleased that we are moving forward with an SST meeting to see how we can help Mario at school and discuss what you can be doing to support/help Mario at home. At this time, he has not met any of the 1st grade standards, and he did not meet benchmark on the mid-year assessments. He definitely struggles to focus and stay on task in the classroom.*"

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What are Mario's cognitive strengths and weaknesses? How do these impact his learning in the classroom?

> *Mario's overall cognitive abilities were assessed using the KABC-II, WJ-IV-COG, and CTOPP-2. Mario's Nonverbal Index score on the KABC-II fell within the Average range. Mario's overall Fluid-Crystallized Index was impacted by his low short-term memory score. All other processing areas on the KABC-II fell within the Average range. Mario's score on the WJ-IV-COG short-term working memory composite also fell in the Low range, indicating an area of deficit. Mario's scores on the CTOPP-2 fell in the Average range for the Phonological Awareness and Rapid Symbolic Naming composites, and his score on the Phonological Memory composite fell within the Below Average range due to his difficulties with short-term memory. Based on the Nonverbal Index score on the KABC-II, Mario has overall Average cognitive abilities with a weakness in short-term memory. This can impact his learning in the classroom by having trouble following directions or memorizing a sentence he is supposed to write.*

Mario's overall cognitive ability was assessed through interviews, observations, and standardized testing. No formal standardized testing has been conducted in Mario's past to evaluate his cognitive abilities.

Mario was administered the ***Kaufman Assessment Battery for Children – Second Edition* (KABC-II)** to assess his cognitive and processing abilities. The KABC-II is used to assess the general thinking and reasoning skills of children aged 3 years to 18 years. This cognitive test was chosen because it has been normed on students diagnosed with ADHD, and the test is particularly engaging for younger students because of the interactive materials used. The test has five composites: Sequential (Gsm), Simultaneous (Gv), Learning (Glr), Knowledge (Gc), and Planning (Gf). The Fluid-Crystallized Index (FCI), measures general intellectual ability, including both fluid and crystallized intelligence. The FCI is obtained by combining the Sequential Index, the Simultaneous Index, the Learning Index, the Planning Index, and the Knowledge Index. The five composites are described below:

- **Sequential Scale (Gsm)** indicates how well Mario did on tasks that required him to take in and hold information, and then retrieve that information and use it within a few seconds. These tasks require Mario to arrange input in sequential or serial order to solve a problem, where each idea is linearly and temporally related to the preceding one.
- **Simultaneous Scale (Gv)** score indicates how well Mario did on tasks that required him to perceive, store, manipulate, and think with visual patterns. He needs to apply nonverbal reasoning skills as well as make spatial manipulations to solve problems including visual stimuli.
- **Learning Scale (Glr)** indicates how well Mario did on tasks requiring him to learn and retain information in memory while utilizing the learned information to complete a task. These tasks measure his skills in attention, concentration, and mental reasoning. This skill is closely related to learning and achievement.
- **Knowledge Scale (Gc)** indicates how well Mario did on tasks requiring him to demonstrate his breadth of knowledge acquired from his culture by answering a variety of questions that assess knowledge of words and facts. The generalization of this knowledge is required as well.
- **Planning Scale (Gf)** score measures fluid reasoning, decision-making, generating and revising one's plan of action. The planning scale is used for children ages 7 through 18.

Mario was also administered the Nonverbal Index (NVI), which comprises five subtests that do not require the student to answer verbally. However, the instructions are still provided verbally. The NVI was administered and calculated to limit language usage considering a concern with Mario's expressive language.

Mario was assessed over the course of eight different days and sessions. He initially was very shy and quiet for testing, but he slowly opened up and engaged in more conversation in the later testing sessions. He showed appropriate levels of attention throughout the testing session, and he appeared to fidget in his seat after about 30 minutes of testing. His attention was impacted during subtests that required short-term memory, and he asked a couple of times during the Number Recall subtest if the series of numbers could be repeated, despite being told that numbers could not be repeated. The examiner typically opened up each testing session with a game of Jenga or Connect Four, and Mario was offered toys to play with during breaks, which he seemed to enjoy because he smiled and laughed. Mario appeared to try his best and persisted through tasks as they gradually increased in difficulty. He said that he particularly enjoyed the Triangles subtest where he had to connect small, foam triangles to make a larger picture that was presented to him.

Mario's eye contact was inconsistent and often fleeting. However, he did look at the examiner more as time went on. Mario's parents said that this is consistent with how he is at home with his family. His parents both said that they each find eye contact uncomfortable as well at times, so they were not concerned. Although Mario had limited eye contact in the beginning of testing sessions, this did not affect his performance or ability to build rapport with the examiner. Mario's scores on the KABC-II are in the following table:

Kaufman Assessment Battery for Children - Second Edition (KABC-II) - Normative Update (All scores are reported as Standard Scores Mean = 100, Standard Deviation = 15, Average Standard Score range = 85-115)				
Subtest/**Scale Indexes**	**Scaled Score**	**Standard Score (95% Confidence Interval)**	**Percentile Rank**	**Qualitative Description**
FLUID-CRYSTALLIZED INDEX (FCI)		**83 (79 - 87)**	**13**	**Below Average**
Sequential (Gsm)		**68 (63 - 80)**	**2**	**Lower Extreme**
Number Recall	5			
Word Order	4			
Simultaneous (Gv)		**103 (96 - 110)**	**58**	**Average**
Rover	7			
Triangles	14			
Learning (Glr)		**94 (89 - 99)**	**34**	**Average**
Atlantis	11			
Rebus	7			
Planning (Gf)		**85 (79 - 94)**	**16**	**Average**
Story Completion	9			
Pattern Reasoning	6			
Knowledge (Gc)		**89 (83 - 96)**	**23**	**Average**
Verbal Knowledge	10			
Riddles	6			
NONVERBAL INDEX (NVI)		**98 (92 - 104)**	**45**	**Average**

Mario earned a full-scale standard score of 83 (CI: 79 - 87) on the Fluid-Crystallized Index (FCI) and a 98 (CI: 92 - 104) on the Nonverbal Index (NVI). The FCI score fell within the Below Average range, and according to the 95% confidence interval, Mario's abilities may fall between the Below Average to Average range. However, the composite scores must be reviewed in order to understand Mario's abilities further.

Mario scored in the Average range for the Simultaneous (Gv), Learning (Glr), Planning (Gf), and Knowledge (Gc) composites. The only composite where Mario scored lower was the Sequential (Gsm) composite, which measures Mario's short term memory. This composite required him to perform tasks such as verbally recalling a series of numbers that the examiner says aloud and pointing to images that the examiner says aloud in a certain order. Compared to the other subtests and composites, Mario particularly struggled in this area, and he scored in the Lower Extreme range. Because of his score on the short-term memory composite, this may have impacted Mario's overall FCI score.

Mario's low short-term memory composite score is consistent with information provided by Mario's parents. They both said that Mario has difficulty with multi-step instructions at home. His parents often have to stand directly next to him and provide him one step at a time (e.g., "wash your hands") instead of giving multiple steps at once (e.g., "wash your hands and clean your face"). Mario's teacher, Mrs. Peach, also observes Mario having difficulty with directions in class. She says that she will provide the class with a list of instructions for what to work on during independent work time, and Mario will often ask what he has to do after other students have already started. Mrs. Peach's example was also observed several times by the examiner during observations in Mario's classroom.

In addition to the FCI, the Nonverbal Index (NVI) was calculated to limit language issues on Mario's overall cognitive score, and he scored within the Average range of ability. Because of the discrepancy between the Sequential (Gsm) composite score in the Lower Extreme range compared to the other composites where Mario scored in the Average range, the NVI score gives a more accurate representation of Mario's overall cognitive ability.

In order to assess Mario's short term memory further, he was administered two subtests from the ***Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV-COG)***. The WJ-IV-COG is another test that measures overall cognitive ability and particular processing areas. Mario's scores for the WJ-IV-COG Short Term Working Memory composite is below:

Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV-COG) (All scores are reported as Standard Scores Mean = 100, Standard Deviation = 15, Average Standard Score range = 90-109)		
Subtest/**Composite**	Standard Score	Classification
Verbal Attention	88	
Numbers Reversed	72	
Short-Term Working Memory	**78**	**Low**

The Verbal Attention subtest in this composite requires students to recall particular numbers and names of animals in a certain order, and the Numbers Reversed subtest asks students to recall a series of numbers in reverse order. Similar to his performance on the KABC-II short-term memory composite, Mario struggled with these subtests, and he scored within the Low range of ability. Given Mario's ADHD diagnosis and difficulty with attention, Mario's short-term memory appears to be impacted and an area of weakness for him.

Another composite from the WJ-IV-COG that was administered to Mario was the Processing Speed composite. This composite was administered because of concerns with Mario's reading fluency and general slow pace when completing assignments in all academic areas. It also involves attention and focus. Faster processing of information can help conserve working memory resources. However, weakness in this area can reduce a student's efficiency in performing all types of mental operations which may cause them to respond more slowly to classroom tasks. Mario's scores for the WJ-IV-COG Processing Speed composite are in the following table:

Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV-COG) (All scores are reported as Standard Scores Mean = 100, Standard Deviation = 15, Average Standard Score range = 90-109)		
Subtest/**Composite**	Standard Score	Classification
Letter-Pattern Matching	88	
Pair Cancellation	96	
Processing Speed (Gs)	**92**	**Average**

The first subtest required Mario to cross out matching letters or letter sets, and the second subtest asked Mario to cross out one specific pattern among randomized images. Mario's score for the Processing Speed composite fell within the Average range of ability. Although Mario scored in the Average range for this composite, there are still concerns about his reading fluency and speed when completing assignments that will be further analyzed.

The final cognitive test that was administered to Mario was the ***Comprehensive Test of Phonological Processing, Second Edition*** (CTOPP-2). Phonological processing is the ability to see or hear a word, break it down to discrete sounds, and then associate each sound with letters that make up the word. The CTOPP-2 assesses three areas directly related to phonological processing: phonological awareness, phonological memory, and rapid naming. All three components of phonological processing are important for speech production as well as the development of spoken and written language skills. Additionally, deficits in phonological processes also contribute to difficulties in reading. The purest measure of phonological processing on the CTOPP-2 is the phonological awareness composite as it is the only composite that is not confounded by speed or memory factors. Mario's scores on the CTOPP-2 are listed in the table below:

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2) (All scores are reported as Standard Scores Mean = 100, Standard Deviation = 15, Average Standard Score range = 90-109)		
Subtest/**Composite**	Standard Score	Classification
Elision	8	
Blending Words	11	
Phoneme Isolation	6	
Phonological Awareness	**90**	**Average**
Memory for Digits	5	

Nonword Repetition	9	
Phonological Memory	**82**	**Below Average**
Rapid Digit Naming	9	
Rapid Letter Naming	9	
Rapid Symbolic Naming	**95**	**Average**

Mario scored in the Average range for the Phonological Awareness and Rapid Symbolic Naming composites. Mrs. Peach also noted that she views Mario as having typical phonological awareness, but he still tends to sound out sight words which limits his reading fluency and reading comprehension. Mario struggled a little more with the Phonological Memory composite where he scored within the Below Average range. This score is consistent with his lower scores on the KABC-II and WJ-IV-COG short-term memory composite scores.

What are Mario's social-emotional, behavioral, and adaptive strengths and weaknesses? How do these impact his educational performance?

> *Mario was interviewed as part of his assessment. It took Mario a little while to open up to the examiner, and he was slow in responding to some questions. By the end of the session, he answered many questions and engaged with the examiner by having a back-and-forth conversation and smiling. According to Mario, he has a strong relationship with his family members. The BASC-3 revealed that Mario has some externalizing problem behaviors at home and not in the school setting. Mario's attention is a significant concern both at home and at school. Mario has difficulty following multi-step instructions, and his attention problems appear to be impacting him educationally. The ASRS showed that there are significant concerns about Mario's receptive and expressive language that will later be fully analyzed by the Speech-Language Pathologist. Mario is generally very shy and tends to want to play on his own, but he will engage with others when he knows them for a while. Mario's adaptive skills fell in the Low range on the ABAS-3. His adaptive skills were ranked low due to deficits in communication, functional academics, and social concerns, which are all impacting his overall educational performance.*

Mario's social-emotional, behavioral, and adaptive strengths and weaknesses were evaluated through a review of records, interviews, observations, and standardized rating scales. The majority of the rating scales were completed by Mr. Super, Ms. Daisy, and Mrs. Peach. Rating scales are not diagnostic tools, and they should be interpreted in the context of other data including record reviews, interviews, and observations.

Mario joined the examiner cooperatively when he was taken out of class to be interviewed. Mario was shy at first, but he started talking more after playing a game of Connect Four. Mario was asked to complete an ecomap as part of the interview. An ecomap is a drawing that documents a person's relationships with significant people and events in their life. Mario drew a picture of himself, his father, and his dog. When asked about the picture, he said that he enjoys going on walks with his dad and their dog. Mr. Super mentioned previously that he tries to keep Mario active by going on walks and doing other physical activities. Mario also told the examiner verbally that other important people in his life are his mother, his grandparents, and his two younger sisters who live with his mother.

Mario was also asked questions about himself, home, and school. It took Mario a long time to answer some of the questions. He often said "umm...umm" for about 20-30 seconds before answering some questions. When the examiner asked more close-ended questions, Mario answered verbally much faster. Mario appeared to answer questions about his family faster than any other questions. Mario said that he lives with his father and grandparents, and he sees his mother and sisters on weekends. When asked what he is good at, Mario answered that he is good at basketball, and playing basketball with his father makes him happy. Mario said that he enjoys school, and recess is one of his favorite times of the day. When asked which subject he liked the best between writing and math, Mario chose math. When asked if he has any friends, he mentioned the name of one other student in his class. He said that he enjoys playing on the playground with his friend during recess. Mario was very polite during the interview, and he appeared to enjoy talking about himself and his family after time passed.

The Behavior Assessment System for Children (BASC-3) is a multi-method, multi-dimensional tool to help evaluate the behaviors and emotions of children. The BASC-3 is a behavior rating scale available for parents, teachers, and self-reports. It consists of behavioral statements to which the respondent circles N for Never, S for Sometimes, O for Often and A for Almost Always occurring.

Ratings that fall within the Average range can be interpreted as Mario demonstrating a typical or normal amount of these problem and adaptive behaviors when compared to peers of the same age. Scales that fall within the Average range indicate that these may be not areas of concern at this time. Ratings that fall within the At-Risk range may identify a problem that may need careful monitoring. Ratings that fall within the Clinically Significant range suggest a high level of concern and impairment.

The BASC-3 also reports three Caution Index scores which include the F-Index, a Response Pattern Index, and a Consistency Index. The F-Index is designed to detect excessively negative responses. An elevated F-Index may indicate that a student has very extreme maladaptive behaviors or it could mean that the rater views the behaviors as more extreme than they actually are. The Response Index is designed to detect any significant patterns in the responses given by the rater, such as choosing the same response letter for too many items or using a cyclical pattern of responses throughout the rating scale. The Consistency Index is designed to detect pairs of similar items that receive different responses.

Gender-combined norms were used for the BASC-3. The results from the BASC-3 Parent Rating Scale (PRS) and Teacher Rating Scale (TRS) are in the following tables (the BASC-3 SRP was not administered due to Mario's age):

Behavior Assessment System for Children, Third Edition (BASC-3) (All scores are reported as T-scores Mean = 50, Standard Deviation = 10, Average T-score range = 40-59)			
Scale	**T-Score & Classification**		
	Father	**Mother**	**Teacher**
Clinical Scales			
Hyperactivity	64 At-Risk	61 At-Risk	47 Average
Aggression	76 Clinically Significant	59 Average	48 Average
Conduct Problems	73 Clinically Significant	56 Average	46 Average
Externalizing Problems	**73 Clinically Significant**	**60 At-Risk**	**47 Average**
Anxiety	47 Average	36 Low	59 Average
Depression	58 Average	48 Average	59 Average
Somatization	38 Low	38 Low	44 Average
Internalizing Problems	**47 Average**	**39 Low**	**55 Average**
Attention Problems	72 Clinically Significant	74 Clinically Significant	71 Clinically Significant
Learning Problems			84 Clinically Significant
School Problems			**80 Clinically Significant**
Atypicality	76 Clinically Significant	54 Average	93 Clinically Significant
Withdrawal	78 Clinically Significant	43 Average	83 Clinically Significant
Behavioral Symptoms Index	**76 Clinically Significant**	**58 Average**	**72 Clinically Significant**
Adaptive Scales			
Adaptability	37 At-Risk	25 Clinically Significant	39 At-Risk
Social Skills	40 At-Risk	35 At-Risk	33 At-Risk
Leadership	33 At-Risk	36 At-Risk	33 At-Risk
Study Skills			30 Clinically Significant
Functional Communication	26 Clinically Significant	28 Clinically Significant	25 Clinically Significant
Activities of Daily Living	35	44	

	At-Risk	Average	
Adaptive Skills	**32** **At-Risk**	**31** **At-Risk**	**29** **Clinically Significant**
Content Scales			
Anger Control	66 At-Risk	59 Average	49 Average
Bullying	71 Clinically Significant	56 Average	44 Average
Developmental Social Disorders	74 Clinically Significant	68 At-Risk	84 Clinically Significant
Emotional Self-Control	60 At-Risk	54 Average	54 Average
Executive Functioning	72 Clinically Significant	69 At-Risk	65 At-Risk
Negative Emotionality	65 At-Risk	59 Average	58 Average
Resiliency	38 At-Risk	33 At-Risk	36 At-Risk
Functional Impairment	74 Clinically Significant	61 At-Risk	78 Clinically Significant

The Validity Indexes on the BASC-3 rating scales for Mr. Super and Mrs. Peach were in the "acceptable" range, indicating no significant concerns related to any of the response patterns. However, the F Index and Consistency Index were in the "caution" range for Ms. Daisy's BASC-3 PRS. Upon further item analysis, the F Index was considered in the "caution" range because Ms. Daisy responded "never" to the items, "Responds appropriately when asked a question" and "Listens to directions." A follow-up interview with Ms. Daisy revealed that she responded this way because it takes Mario a long time to answer some questions and they are often not in complete sentences. The extreme length of time it took for Mario to respond to certain questions in his interview was also observed by the examiner. Ms. Daisy did say that there are times when Mario does respond appropriately to questions. She also responded "never" to "Listens to directions" because Mario has difficulty following directions that involve multiple steps, but he does listen to directions and makes an attempt to follow them.

Item response analysis also revealed that there were some inconsistencies with some of Ms. Daisy's responses, but they were not significant differences. For example, she responded "often" to "Has a short attention span," but she responded "almost always" to "Is easily distracted." Although these statements are very similar and should yield the exact same results, the responses were not too far apart for these examples that are supposed to be asking the same question. Validity indexes in the "caution" range do not automatically invalidate the scores, but it is important to take them into account.

The Externalizing Problems composite area evaluates Mario's behaviors in regards to hyperactivity, aggression, and conduct problems. Mrs. Peach scored Mario in the Average range for this composite, which indicates that she views Mario as having typical levels of these behaviors as other children Mario's age. Mr. Super scored Mario in the Clinically Significant range for this composite, and Ms. Daisy scored in the At-Risk range. These scores indicate that Mario's parents see him as having more externalizing problem behaviors at home than in the school setting. Mr. Super says that Mario tends to have behavioral problems related to aggression when he does not get his way or when he wants to avoid doing homework. Sometimes, he will hit his dad in the arm when he gets upset. Mario admitted this in his interview when asked what he does when he gets angry. Ms. Daisy agreed that Mario tends to argue when he does not get his way or when it is time to put away his Legos, but he is never physically aggressive with her.

The Internalizing Problems composite broadly evaluates Mario's internalizing behaviors related to anxiety, depression, and somatization that can be observed by his parents and teacher. All of the respondents rated Mario's behaviors in these areas to be in the Low to Average range, indicating no significant concerns at this time. No concerns related to internalizing problems were brought up in any interviews or observations as well.

The School Problems composite evaluates Mario's behaviors related to attention problems and learning problems. Mrs. Peach rated Mario in the Clinically Significant range for this composite, and Mario's parents both rated him in the Clinically Significant range for Attention Problems. This is one of the biggest areas of concern for Mario's parents and teacher. These ratings are consistent with Mario's medical diagnosis of ADHD. Both Mario's parents and teacher see him as having significant attention difficulties, which lead him to having difficulty following directions both at home and in school. The Learning

Problems sub-category is only available on the BASC-3 TRS. Mrs. Peach rated Mario in the Clinically Significant range for this area, which is consistent with the information Mrs. Peach provided in her interview. Mario is having difficulty in all academic areas (especially reading and writing sentences), and he also has difficulty completing assignments in class.

The Behavioral Symptoms Index is a composite that evaluates statements in the Hyperactivity, Aggression, Depression, Atypicality, Withdrawal, and Attention Problems sub-categories. Mr. Super and Mrs. Peach's Behavioral Symptoms Index score fell within the Clinically Significant range, and Ms. Daisy's score fell within the Average range. Mrs. Peach's score was elevated mainly due to her ratings being in the Clinically Significant range for the Atypicality and Withdrawal sub-categories. Mr. Super's scores were elevated in these areas too, along with Hyperactivity and Aggression. Upon further item analysis, the sub-category scores for Atypicality and Withdrawal were elevated due to expressive language concerns, which were further analyzed by the Speech-Language Pathologist.

The Functional Impairment Index provides an indication of the level of difficulty a student has engaging in successful or appropriate behavior across a variety of situations, including interactions with others, performing age-appropriate tasks, regulating mood, and performing school-related tasks. The Functional Impairment Index was rated in the Clinically Significant range by Mr. Super and Mrs. Peach, and it was rated in the At-Risk range for Ms. Daisy. These scores indicate that Mario is being impacted in his daily activities based on the areas of concern, including inattention, learning problems, and expressive language concerns.

Because Autism is a suspected area of disability due to concerns with Mario's language and social skills at school, the ***Autism Spectrum Rating Scale*** (ASRS) was used to gather information about Mario's behaviors that are related to Autism. The ASRS is designed to identify symptoms, behaviors, and associated features of Autism in children and adolescents aged 2 to 18 years. Like the other rating scales, the ASRS is not a diagnostic tool for Autism, and it should be used in conjunction with record reviews, interviews, and observations. This rating scale was completed by Mario's father, mother, and teacher, and the scores are in the following table:

Autism Spectrum Rating Scales (ASRS)				
(All scores are reported as T-scores Mean = 50, Standard Deviation = 10, Average T-score range = 40-59)				
Scale	Description	T-Score & Classification		
		Father	Mother	Teacher
Total Score	*Measures the overall similarity to the behaviors of youth diagnosed with an Autism Spectrum Disorder*	77 Very Elevated	61 Slightly Elevated	75 Very Elevated
DSM-5 Scale	**Measures how closely symptoms match the DSM-5 criteria for an Autism Spectrum Disorder**	72 Very Elevated	60 Slightly Elevated	73 Very Elevated
ASRS Scales				
Social/ Communication	Measures verbal and nonverbal communication	73 Very Elevated	55 Average	84 Very Elevated
Unusual Behaviors	Measures tolerance for changes in routine, engagement in stereotypical behaviors, and overreactions to sensory experiences	67 Elevated	59 Average	61 Slightly Elevated
Self-Regulation	Measures behavior management skills and attentional control	76 Very Elevated	66 Elevated	66 Elevated
Treatment Scales				
Peer Socialization	Measures willingness and ability to interact successfully with peers	70 Very Elevated	40 Average	75 Very Elevated
Adult Socialization	Measures willingness and ability to interact successfully with adults	80 Very Elevated	60 Average	65 Elevated
Social/Emotional Reciprocity	Measures ability to provide an appropriate emotional response to social situations	70 Very Elevated	60 Average	85 Very Elevated
Atypical Language	Measures ability to communicate in a structured and conventional way	70 Very Elevated	56 Average	70 Very Elevated
Stereotypy	Measures repetitive, unpurposeful behaviors	68 Elevated	60 Slightly Elevated	51 Average
Behavioral Rigidity	Measures tolerance for changes in environment, routines, activities, and behaviors	66 Elevated	64 Slightly Elevated	63 Slightly Elevated
Sensory Sensitivity	Measures tolerance for certain experiences sensed through touch, sound, vision, smell, or taste	56 Average	56 Average	60 Slightly Elevated

Attention/ Self-Regulation	Measures ability to focus and remain undistracted	74 Very Elevated	68 Elevated	76 Very Elevated

Mario's parents' ratings differed on many scales. For the Total Score, Mario's father rated him in the Very Elevated range, indicating that he observes Mario as having significantly more features of Autism than other children his age. Mario's mother's total score was in the Slightly Elevated range, indicating that she views Mario as having slightly more features associated with Autism than his peers. Mrs. Peach's score was more similar to Mr. Super because her Total Score for Mario also fell within the Very Elevated range.

The Social/Communication area was rated in the Very Elevated range by Mr. Super and Mrs. Peach, and it was in the Average range for Ms. Daisy. Looking at the specific responses, it seems that the Very Elevated scores were elevated due to concerns with Mario initiating and maintaining conversations with peers and adults. Mrs. Peach said that Mario will rarely speak to his peers in class, but during recess, he was observed to talk to another boy in his class and play with some other students as well. In interviews, Mr. Super and Ms. Daisy both said that Mario has some friends outside of school, and they observe him talking to them appropriately. They both said that Mario is shy, but he will initiate conversation and talk more once he is familiar with certain people.

The treatment scales where the scores were most elevated for Mario by raters include Peer Socialization, Adult Socialization, Social-Emotional Reciprocity, Atypical Language, and Attention/Self-Regulation. These scores were all in the Very Elevated range for Mr. Super and Mrs. Peach, but they were in the Average range for Ms. Daisy, with the exception of Attention/Self-Regulation which fell in the Elevated range. Although scores were elevated for Peer Socialization and Adult Socialization, Mario's parents and teacher said that Mario does tend to warm up to people after a while, and his interactions are appropriate. He sometimes likes being by himself, especially when he plays with his Legos at home. However, he does have friends and enjoys spending time with them. As observed during testing observations, Mario first appeared slightly disengaged and did not make eye contact with the examiner, but after a couple of testing sessions he appeared more engaged and initiated conversation. His parents said that this was typical behavior for Mario. However, he tends to not engage with other children when he is in the classroom.

Social-Emotional Reciprocity was elevated mainly due to Mario's lack of eye contact and lack of looking at people he is engaging with at times. Lastly, Attention/Self-Regulation was elevated as well as previously established by his diagnosis of ADHD, interviews, and observations.

The final rating scale that was completed by the raters is the ***Adaptive Behavior Assessment System, 3rd Edition*** (ABAS-3). This rating scale was only completed by Mr. Super and Mrs. Peach, but Ms. Daisy was asked adaptive questions in her interview to evaluate her observations of Mario's skills. The ABAS-3 is a rating scale used to assess Mario's behaviors at home, in school, and in the community. Adaptive behavior is made up of the skills an individual uses to function in daily life, including taking care of oneself and interacting with other people. A total of ten areas are assessed, which are compiled into 4 domains. Mr. Super and Mrs. Peach's scores are in the following table:

Adaptive Behavior Assessment System – 3rd Edition (ABAS-3) (All scores are reported as Standard Scores Mean = 100, Standard Deviation = 15, Average Standard Score range = 90-109)		
Composite/Domain/ Subdomains	**Standard/Scaled Score & Classification**	**Standard/Scaled Score & Classification**
	Father	**Teacher**
General Adaptive Composite (GAC)	*75* *Low*	*71* *Low*
Conceptual Domain	**71** **Low**	**68** **Extremely Low**
Communication	3 Extremely Low	3 Extremely Low
Functional Academics	6 Below Average	3 Extremely Low
Self-Direction	6 Below Average	6 Below Average
Social Domain	**78** **Low**	**75** **Low**
Leisure	6	4

	Below Average	Low
Social	6 Below Average	6 Below Average
Practical Domain	**82** **Below Average**	**76** **Low**
Community Use	8 Average	4 Low
Home Living	7 Below Average	
School Living		6 Below Average
Health & Safety	6 Below Average	8 Average
Self-Care	7 Below Average	6 Below Average

The General Adaptive Composite (GAC) is based on information obtained from all relevant skill areas. It generally provides the most complete measure of an individual's adaptive behavior and is likely to be the most reliable and accurate estimate of an individual's overall adaptive functioning. Both Mr. Super and Mrs. Peach's GAC scores fell within the Low range for Mario, indicating that his overall adaptive functioning is lower than other peers his age.

The Conceptual Domain encompasses the subdomains of Communication, Functional Academics, and Self-Direction. Mr. Super's score in this domain fell within the Low range, and Mrs. Peach's score fell within the Very Low range. The Communication subdomain is where Mario struggled the most. This score was consistent with the concerns that Mario's family and teacher have about his receptive and expressive language skills. This subdomain also includes statements that are relevant to attention that Mario has difficulty with, such as "Listens closely for at least 5 minutes when people talk" and "Discusses a topic for at least 3 minutes." His Functional Academics score for both Mr. Super and Mrs. Peach was also in the Extremely Low range. This is consistent with his academic concerns regarding reading, writing, and math.

The Social Domain includes the Leisure and Social subdomains. Both Mr. Super and Mrs. Peach scored in the Low range for this domain. The Leisure subdomain includes statements regarding activities the student participates in. Upon further review of items in this subdomain, Mr. Super marked that Mario "is not able" to "Participate in an organized sport or hobby." However, Mr. Super stated in his interview that Mario participated in martial arts classes before the pandemic. After following up with Mr. Super, it was discovered that he marked "is not able" because of the COVID-19 pandemic, not because Mario is incapable of participating in an activity. In the Social subdomain, Mr. Super and Mrs. Peach marked Mario lower on items relating to friends such as "Keeps a steady group of friends" and "Shows good judgment in selecting friends." Mrs. Peach has only witnessed Mario talk to and befriend one student in the class consistently, and Mr. Super says that Mario does not have many friends, but he has a couple of neighborhood friends. Due to the COVID-19 pandemic, he has not seen his neighborhood friends as consistently.

The final domain is the Practical Domain, which comprises Community Use, Home Living, School Living, Health & Safety, and Self-Care. Mr. Super scored in the Below Average range for Mario's skills in these areas, and Mrs. Peach scored in the Low range. Mrs. Peach's score was impacted by her Extremely Low score for Mario in the Community Use subdomain. This domain encompasses statements relating to running errands at school for the teacher form. She primarily scored Mario in this range due to his difficulty following directions, especially multi-step instructions. Mr. Super's score for the Community Use subdomain fell within the Average range. Mario was also scored in the Below Average range for School and Home Living. His scores for Health & Safety fell within the Below Average range for Mr. Super and the Average range for Mrs. Peach. Mr. Super noted some safety concerns in the home environment such as difficulty with "using electrical outlets or sockets safely" and "avoiding people who might take advantage of him." When speaking with Mr. Super, he says that he has to remind Mario of safety precautions at home sometimes, but it is not a significant area of concern. Mario was asked some adaptive questions in his interview such as, "How do you cross the street?" and Mario responded by saying, "look before you go." In the interview, he also said that he did not know his birthday, home address, or parent phone numbers.

How does Mario function in the classroom?

Mario is a polite student who follows all of the classroom rules. He does not have any behavior problems in the classroom.

A consistent problem that Mario has had is following directions, both at home and at school. This makes it very difficult for him to keep with his independent work in the classroom, and Mrs. Peach must provide Mario with much more guidance than the other students. Mario also does not communicate with other students in the classroom, but he does have a friend who he plays with during recess, and he will engage with other students outside. Mrs. Peach also has concerns about Mario's academic skills. He is still trying to sound out sight words, and it takes him a long time to write sentences. He generally does well on his spelling tests where he has to write one word at a time.

Mario's classroom functioning was evaluated through record reviews, interviews with Mrs. Peach, and observations in the classroom.

Mario's kindergarten report card noted that Mario had difficulty following directions in the classroom, and the teacher was working with him to follow directions the first time she said them. Mrs. Peach has noted similar concerns when talking to the examiner. She said that Mario will look at her when she is giving classwide instructions, but he will not remember what to do, even if she writes it on the board. After a few minutes of the other students getting started on their independent activities, Mario will often raise his hand and ask, "Teacher, what do I do?" Mrs. Peach says that Mario is a very polite and respectful student, and although his behaviors may sometimes appear defiant, she believes that he is having trouble understanding the instructions he is given, which causes him to not follow the directions.

This behavior was observed by the examiner during an observation on 4/16/21 from 9:15am-9:40am. Mrs. Peach gave the students instructions for independent work that needed to be completed on their iPad. Mario took his iPad and headphones out of his backpack when the teacher told the class to do so. Mario was looking at the list of words he was supposed to be recording on his iPad, but he was not reading aloud. He sat at his desk looking at the iPad on the screen with the words for almost five minutes, and then Mrs. Peach walked by his desk and reminded him what he was supposed to be working on. Once he was reminded, he recorded himself reading the words. Despite being sight words for 1st graders, Mario was observed to be trying to sound out the words. He then raised his hand to ask what to do next. The teacher reminded Mario what he needed to do next by pointing to the list on the whiteboard. All of the other students in the class worked independently on their assignments, and they only asked the teacher questions about certain words, such as, "What does this word mean?" or "How do you say this?"

Mrs. Peach also mentioned that Mario does not typically talk to other students in the classroom. He talks to one other boy in his class but only during recess time. Mrs. Peach is concerned about Mario not being able to make connections with other students his age. An example of this behavior was also observed during the observation on 4/16/21. While Mrs. Peach set up the next activity, she told the students to turn to the person sitting next to them and each tell the other what they would be doing over the weekend. Mario turned to look at the student sitting next to him, but he did not talk to her. The other student told Mario what she was going to do over the weekend, and Mario did not respond. She asked Mario what he was going to do over the weekend, and he also did not respond. He looked at her, and then looked back at Mrs. Peach at her desk. Mrs. Peach then asked Mario to recall what his partner said she was going to do over the weekend, and Mario did not respond. Other students in the class then shared what their classmates told them they would be doing over the weekend. Mario was the only student who did not respond to Mrs. Peach's question. Mrs. Peach said this type of behavior happens often, even when paired with different students in the class.

Although Mario has had trouble connecting with other students in the classroom, he has been noticed to play with the other students during recess. Mario was observed during recess on the morning of 3/18/21. Mario ran to the grass area with the other students as they approached the edge of the concrete. Mario opened his bag of chips and ate them as he walked along the grass by himself. Many of the students were standing alone as they ate their snack. About eight of Mario's classmates finished their snacks and started to play soccer. Mario continued to eat his chips and watch his classmates play. He continued to stand by the soccer net as the other students were running to score a goal. Another student, who Mario and his teacher later indicated was his friend, stood by Mario and started to talk to him. As Mario finished his chips, he also started to run and play soccer with his friend and the other students. Mario appeared to engage in shared enjoyment with the other students, and he was playing appropriately with them. When asked about this situation during recess, Mrs. Peach said that type of activity is typical during recess for Mario, but for some reason he does not interact with students inside the classroom.

Another concern of Mrs. Peach's about Mario in the classroom is his ability to keep up with the other students in class on assignments, and she says that his reading and writing skills are much lower than the other students in the class as well. An

observation was conducted on 3/18/21 in the classroom where these behaviors and concerns were seen as well. During the observation, there were 16 students in the classroom, one teacher, and additional students participating online. Mario sat at the front of the classroom directly in front of Mrs. Peach's desk. Mario looked at the screen as Mrs. Peach showed a graphic organizer on the screen. Mrs. Peach directed all students to begin writing certain words on their own graphic organizers. Mario started to write in one section, and he appeared to take a longer time writing than other students in the class. Mario tried to cover his paper as the examiner walked by his desk. The teacher moved on to the next section as more students finished, but Mario was still working on the first section. The teacher encouraged Mario specifically to finish the first section.

As students started to finish their graphic organizers, Mrs. Peach instructed the students to put their work away after they finished writing all the words. Mario immediately gathered his papers to start putting them in his backpack, and Mrs. Peach reminded him that he was not finished. When the time was up, Mrs. Peach instructed Mario to put his writing away and take out his spelling worksheet. The teacher gave Mario those instructions twice before he took out his spelling worksheet. Mario followed along with the spelling test and was keeping the same pace as the other students when spelling individual words. The words that he wrote were all spelled correctly when the examiner walked by Mario's desk. When the students started to write sentences that Mrs. Peach read aloud, Mario slowed down. He wrote a few words of each sentence, but he did not complete the sentences. Mrs. Peach told Mario he could finish them later with the instructional assistant. Before Mrs. Peach took Mario's paper, she reminded him to write his name on the paper. All of the other students in the class were able to complete the sentences in the time frame that the teacher gave them. Overall, Mrs. Peach gave Mario specific instructions during the 30-minute observation four times. The teacher only gave three other students in the classroom instructions or redirections one time each. After the observation, Mrs. Peach confirmed that this is typical for Mario, and she has to provide Mario with many more individual reminders compared to other students in the class.

What are Mario's current academic strengths and weaknesses?

Mario's academic skills were formally assessed by the Education Specialist using the WJ-IV-ACH and WJ-IV-OL. Mario's Oral Language skills fell within the Low Average range. Mario was able to verbally say the names of objects, and he did well identifying missing words in a sentence. Mario struggled more with subtests requiring him to follow directions and memorize sentences. Mario's phonological awareness and phonics skills are developed, but he has difficulty applying the skills to read fluently and comprehend what he is reading. Mario demonstrated that he can solve basic math problems involving addition and subtraction. Mario struggled more with the timed sections and using calculation skills more complexly. Mario also has the ability to write sentences with acceptable content, but his writing speed needs more support. The scores on these tests were consistent with interviews, observations, and work samples.

Mario's academic skills were assessed through record reviews, interviews, work samples, and standardized tests. According to his kindergarten report card, Mario was approaching the grade-level standards for English Language Arts (ELA), math, and writing before school closures due to the COVID-19 pandemic. Mario's report cards from this year along with interviews with Mrs. Peach reveal that Mario has not yet met the standards for ELA, math, or writing. Mr. Super and Ms. Daisy say that they both work with Mario at home on his academic skills, especially reading.

Mario's academic skills were formally assessed by the Education Specialist using the **Woodcock-Johnson IV Tests of Achievement (WJ-IV-ACH)** and the **Woodcock-Johnson Tests of Oral Language (WJ-IV-OL)**. The Education Specialist evaluated Mario's behavior during testing and wrote *"Mario was cooperative and attempted all tasks asked of him. Mario appeared at ease and comfortable during the assessment. He benefited from repeated instructions and needed extra wait time in order to complete activities. Mario benefited from verbal prompting to help encourage him through difficult tasks. Throughout the assessment, he was slow and careful in responding. Mario responded to teacher questions by nodding his head yes/no or with short one-two word responses. Mario did not initiate the teacher in spontaneous conversations however he was able to ask the teacher clarifying questions clarification when needed. At times, Mario appeared fidgety and distracted by his environment; rocking in his chair, tapping feet on the ground and/or looking around the classroom and out the window."* Mario's scores for the composite areas are listed in the tables below:

WJ-IV Scores Interpretation

≤69	70-79	80-89	90-109	110-119	120-129	≥131
Very Low	Low	Low Average	Average	High Average	Superior	Very Superior

CLUSTER / Test	Standard Score	Description
BROAD ORAL LANGUAGE: measure of comprehension-knowledge including lexical knowledge, listening ability, verbal comprehension, syntactic knowledge, working memory, and auditory memory span.	**84**	**Low Average**
ORAL EXPRESSION: measure of lexical knowledge, language development, and syntactic knowledge.	**74**	**Low**
LISTENING COMPREHENSION: measure of listening ability and verbal comprehension.	**88**	**Low Average**
Picture Vocabulary- measures oral language development and word knowledge by identifying pictured objects.	87	Low Average
Oral Comprehension- measures the ability to comprehend a short passage then apply the missing word using cues.	96	Average
Understanding Directions- measures the ability to listen to a sequence of instructions and then follow the directions.	81	Low Average
Sentence Repetition- measures the ability to remember and repeat single words, phrases and sentences.	77	Low

Mario's Broad Oral Language score fell within the Low Average range compared to peers in his age group. Scores within the Low Average range are still within the broad average range, and they are not significant areas of concern. Mario's Oral Expression composite score fell within the Low range, and his Listening Comprehension score fell within the Low Average range. The two subtests that Mario scored the lowest in (Understanding Directions and Sentence Repetition) both require students to use their attention and short-term working memory skills. Mario's difficulties with the psychological processing areas of attention and short-term working memory may have contributed to his lower scores in these subtests. Mario scored in the Average range for Oral Comprehension, which was where he had to think of the missing word in a sentence that is read aloud to him using sentence clues.

CLUSTER / Test	Standard Score	Description
BASIC READING SKILLS: measure of sight vocabulary, phonics, and structural analysis.	**91**	**Average**
READING COMPREHENSION: measure of comprehension and reasoning.	**69**	**Very Low**
READING FLUENCY: measure of reading fluency including prosody, automaticity, and accuracy.	**82**	**Low Average**
Letter Word Identification- measures reading decoding including the ability to identify letter names and words.	86	Low Average
Passage Comprehension- measures the ability to use syntactic and semantic cues to identify a missing word in text.	75	Low
Sentence Reading Fluency- measures reading rate from reading simple to moderate level sentences silently and deciding if the statement is true or false.	82	Low Average
Word Attack- measures ability to apply phonic and structural analysis skills to the punctuation of unfamiliar printed words from producing sounds to single letters to reading aloud nonsense words.	99	Average
Reading Recall- measures reading comprehension by reading a short story silently and retelling the story.	63	Very Low
Oral Reading- measures story reading accuracy and prosody by reading aloud sentences that gradually increase in difficulty.	88	Low Average

Mario scored in the Average range for Basic Reading Skills, Very Low range for Reading Comprehension, and Low Average range for Reading Fluency. Mario is able to use phonological awareness and phonics skills when reading words within the Average range of ability for a student his age. However, he uses these skills and reads the words by sounding them out very slowly. Mrs. Peach has noticed that he is still sounding out some sight words that he should know just by looking at them, and this was observed by the examiner during class as well. Because of Mario's difficulty with reading fluency, this leads Mario to having difficulty in reading comprehension because he is not fully focused on the meaning of the words he is sounding out. Mario scored in the Low and Very Low range for Passage Comprehension and Reading Recall, respectively.

In his most recent reading benchmark assessment, Mario read 18 words per minute with 58% accuracy. To compare, the standard for the end of first grade is 47 words per minute with 90% accuracy.

CLUSTER / Test	Standard Score	Description
MATH CALCULATION SKILLS: measure of computational skills and automaticity with basic math facts.	**90**	**Average**
MATH PROBLEM SOLVING: measure of math knowledge and reasoning.	**73**	**Low**
Applied Problems- measures the ability to analyze and solve math problems using the correct math operation and numbers.	87	Low Average
Calculation- measures the ability to perform mathematical computations from writing single numbers to performing complex operations.	94	Average
Math Facts Fluency- measures speed of computation or the ability to solve simple (+, -, x) facts quickly.	89	Low Average
Number Matrices- measures quantitative reasoning by identifying missing numbers in a matrix.	64	Very Low

Mario scored in the Average range for Math Calculation Skills, and he scored in the Low range for Math Problem Solving. The Math Calculation Skills composite comprises of the Calculation and Math Facts Fluency subtests. These subtests require students to use basic math skills, such as addition and subtraction, to solve simple problems. Mario was able to complete many of these math facts. The Education Specialist noted that for the Math Facts Fluency subtest, Mario sometimes did not pay attention to the sign (i.e., added when he was supposed to subtract), and this impacted his score. However, he still scored in the Low Average range, one point away from the Average range. The Applied Problems subtest requires students to apply basic math skills to word problems that are read aloud and written for the student, and the Number Matrices subtest requires students to apply math skills to identifying missing numbers in a matrix using pattern-solving strategies. These subtests, especially the Number Matrices subtest, were more difficult for Mario as they required more complex use of addition and subtraction.

CLUSTER / Tests	Standard Score	Description
WRITTEN EXPRESSION: measure of meaningful written expression and fluency.	**82**	**Low Average**
Writing Samples- measure writing responses to a variety of demands and evaluated for their quality of expression.	90	Average
Sentence Writing Fluency- measures skill in formulating and writing simple to complex sentences quickly.	76	Low

Lastly, Mario scored in the Low Average range for his Written Expression abilities. His Writing Samples score fell within the Average range. This subtest requires students to write sentences based on particular prompts, and they are scored on the content of their sentences, not spelling, grammar, punctuation, or capitalization. Mario scored in the Low range for the Sentence Writing Fluency subtest. This subtest has a time limit of 5 minutes and requires students to write simple sentences using the three words that are given, and they have a picture to look at. Mario wrote these sentences very slowly, which is consistent with observations in the classroom. Since this subtest was timed, his writing speed impacted his score. Overall, Mario's writing is legible. Mrs. Peach says that he does very well on his spelling tests, but he has the most difficulty writing the spelling words in

a sentence. Mr. Super says that he has Mario practice his spelling words at home, but he also notices that sentences are very challenging for him.

What are Mario's speech and language strengths and weaknesses? How does this impact his education?

Mario's speech and articulation appear to be strong, and these were not areas of concerns from Mario's parents or teacher. They did have concerns with Mario's receptive and expressive language abilities, which were formally assessed by the Speech-Language Pathologist (SLP). The SLP's report indicated that Mario had relative strengths in receptive and expressive language, and he also had several areas of weakness for his age. Mario's semantics skills, or ability to determine meaning, appears to be average for his age. Mario had more difficulty with syntax, morphology, and pragmatics. Articulation, voice, and speech fluency were also within normal limits for Mario, and the SLP did not have concerns in these areas.

Mario's speech and language skills were assessed by the Speech-Language Pathologist. Mario was referred for a speech and language evaluation because his parents and teacher both had concerns about his receptive and expressive language skills. The following includes the data and report by the Speech-Language Pathologist:

PARENT AND TEACHER INPUT:

Mrs. Peach, Mario's 1st grade teacher, and Mario's father each completed a CELF 5 Observational Rating Scales.

Results are as follows: (T = teacher rating; P = parent rating)

In the area of Listening: This happens:

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Has trouble paying attention.				**T, P**
Has trouble following spoken directions.			P	**T**
Has trouble remembering things people say.		P		T
Has trouble understanding what people are saying.		P		T
Has to ask people to repeat what they have said.	T		P	
Has trouble understanding the meanings of words.		P		T
Has trouble understanding new ideas.		P		T
Has trouble looking at people when talking or listening.				**T, P**
Has trouble understanding facial expressions, gestures, or body language.	P		T	

In the area of Speaking: This happens:

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Has trouble answering questions people ask.			P	**T**
Has trouble answering questions as quickly as other students.				**T**, P
Has trouble asking for help when needed.		P		**T**
Has trouble asking questions.			P	T
Has trouble using a variety of vocabulary words when talking.			P	T
Has trouble thinking of (finding) the right word to say.			P	T
Has trouble expressing thoughts.			**P**	T
Has trouble describing things to people.				T, **P**
Has trouble staying on the subject when talking			T	P
Has trouble getting to the point when talking.			P	T
Has trouble putting events in the right order when telling stories or			T	**P**

	Never or Almost Never	Sometimes	Often	Always or Almost Always
talking about things that happened.				
Uses poor grammar when talking.			T, P	
Has trouble using complete sentences when talking.		P		T
Talks in short, choppy sentences.		P		T
Has trouble expanding an answer or providing details when talking.				T, **P**
Has trouble having a conversation with someone.		P		**T**
Has trouble talking with a group of people		P	T	
Has trouble saying something another way when someone doesn't understand.				T, **P**
Gets upset when people don't understand.	T	P		

In the area of Reading: This happens:

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Has trouble sounding out words when reading.			T	
Has trouble understanding what was read.			T	
Has trouble explaining what was read.				T
Has trouble identifying the main idea				T
Has trouble remembering details.				T
Has trouble following written directions.				**T**

In the area of Writing: This happens:

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Has trouble writing down thoughts.				**T**
Uses poor grammar when writing.				T
Has trouble writing complete sentences.				T
Writes short, choppy sentences.				T
Has trouble expanding an answer or providing details when writing.				T
Has trouble putting words in the right order when writing sentences.				T

*Bolded Letters: Problems that parent/teacher indicated concerned them the most.

Please list any other problems that you have observed or concerns that you have about the student's listening, speaking, reading, and writing skills:
Mrs. Peach wrote:
- *Difficulty making eye contact when talking to someone.*
- *I only know of one friend that he plays with.*
- *When doing 'think pair/share' in class he never talks to a partner.*
Marios parent wrote:
- *Has troubles with following directions and expressing himself.*

EXPRESSIVE & RECEPTIVE LANGUAGE

Receptive language skills are a child's ability to understand spoken language. Including the ability to process spoken sounds, words, and sentences; retrieve words and information; and understand vocabulary, grammar, and word structures. We are typically born with the innate passive ability to hear. However, it is this active ability to listen and understand language that makes communication functional. Expressive language skills are a child's ability to organize and use spoken language to

express his thoughts and feelings including the ability to sequence information, and use vocabulary and grammar appropriate to the child's language and age. Expressive language skills also include the social rules of communicating and interacting with others.

The Preschool Language Scale – V (PLS-5)

The PLS-5, a standardized testing instrument normed for children ages birth through 7-years; 11-months-of-age was administered to assess Mario's receptive and expressive language skills. Receptive language skills are a child's ability to understand spoken language. Including the ability to process spoken sounds, words, and sentences; retrieve words and information; and understand vocabulary, grammar, and word structures. We are typically born with the innate passive ability to hear. However, it is this active ability to listen and understand language that makes communication functional. Expressive language skills are a child's ability to organize and use spoken language to express his thoughts and feelings including the ability to sequence information, and use vocabulary and grammar appropriate to the child's language and age. Expressive language skills also include the social rules of communicating and interacting with others.

The following is a list of the subtests, area assessed, and the raw scores with their corresponding standard scores and percentile ranks.

	Standard Score	*Percentile*	*Descriptive Range*
Auditory Comprehension	72	3rd	Significantly Below Average
Expressive Language	75	5th	Significantly Below Average
Total Language Score	**72**	**3rd**	**Significantly Below Average**

Receptive Language: The Auditory Comprehension subscale of the PLS-5 was administered to assess how well Mario understands language.

Developmental tasks:	Mario was **able to demonstrate** the criteria for **understanding** of:	Mario was **unable to demonstrate** the criteria for **understanding** of:
Ages 5:0 – 5:5 years	advanced body parts (forehead, wrist)	
	quantitative concepts (3, 4)	
Ages 5:6 – 5:11 years	complex sentences (While walking home, Nancy saw a dog with white spots.)	emergent literacy through book handling and concept of word (front cover)
	modified nouns (small spotted dog)	
Ages 6:0– 6:5 years	quantitative concepts (each, every)	order of pictures by qualitative concept (biggest, smallest)
	initial sounds (the picture that begins with /n/ like nose.)	understands time/sequence concepts (last, first)
Ages 6:6 – 6:11 years	recalls story detail	identifying the main idea
	making an inference (emotions)	identifying a story sequence
	making a prediction	
	identifying a picture that does not belong (car, truck, boat, chair)	
	identifying words that rhyme (fun, sun)	
Ages 7:0 – 7:11 years	following multistep directions	false beliefs
		making grammaticality judgments
		demonstrating emergent literacy through book handling and print awareness
		identifying a word that does not belong in a semantic category
		prefixes

Expressive Language: The Expressive Communication subscale of the PLS-5 was administered to assess how well Mario can express his thoughts and ideas.

Developmental tasks:	Mario was **able to demonstrate** the criteria for the **correct use** of:	Mario was **unable to demonstrate** the criteria for the **correct use** of:
Ages 6:0 – 6:5 years	-er to indicate *one who* (teaches is a *teacher*)	
	rhyming words (no; go)	
	deleting syllables (cowboy; boy)	
Ages 6:6 – 6:11 years		completing similes (If something is very cold, I could say it is as cold as *ice*)
	repeating nonwords (ko-guh-teen)	
		repeating sentences (I like to go swimming with my friends, don't you?)
Ages 7:0 – 7:11 years		retelling a story with introduction
		retelling a story with four sequenced events
		retelling a story with a logical conclusion
		formulating sentences

SEMANTICS

Semantics is the system of language dealing with word meaning and word relationships.
The Montgomery Assessment of Vocabulary Acquisition (MAVA) Receptive/Expressive Vocabulary

The *MAVA* evaluates a child's knowledge of basic (tier one), high frequency (tier two), and curriculum-based (tier three) words. This assessment evaluates the listening and speaking vocabulary of children ages 3:0–12:11.

Receptive Vocabulary:

Some examples of tasks that Mario demonstrated **relative strengths** with regards to receptive vocabulary includes:
● robust, drought, divert, molting, cinema, apprehend, congested

Some examples of tasks that Mario demonstrated **relative weaknesses** with regards to receptive vocabulary includes:
● pounce, blossom, spacious, pulley, hoe, slovenly, avalanche, beverage, comet, carnivore

Expressive Vocabulary:

Some examples of tasks that Mario demonstrated **relative strengths** with regards to expressive vocabulary includes:
● ramp, magnifying glass, attic, antenna, parachute, cane, fountain, badge, desert, parade, diamond

Some examples of tasks that Mario demonstrated **relative weaknesses** with regards to expressive vocabulary includes:
● whale, knee, circus, tall, knot, quarter, root, hive, sewing, Ferris wheel, cocoon

Comments and Discussion

These results indicate that **semantics is not a deficit area for Mario**. Academically, a deficit in semantics may interfere with understanding directions and concepts, responding appropriately, reading comprehension and the development of descriptive language either oral or written. Socially, a deficit in the area of semantics may cause difficulty and understanding humor, reluctance to talk or a tendency to verbalize expressively without content.

SYNTAX/MORPHOLOGY

Syntax is the system of language dealing with the understanding and use of rules governing word order and the combinations of words in sentences. Morphology is the system of language dealing with the understanding and use of word forms, i.e., root words, prefixes and suffixes.

Sentence Expression:

Some examples of tasks that Mario demonstrated **relative strengths** with regards to sentence expression includes:
● Uses up to 3 word sentence length

Some examples of tasks that Mario demonstrated **relative weaknesses** with regards to sentence expression includes:
● Repeats Sentences
● Retells a story with introduction
● Retells a story with four sequenced events
● Retells a story with a logical conclusion
● Formulates sentences

Sentence Comprehension:

Some examples of tasks that Mario demonstrated **relative strengths** with regards to sentence comprehension include:
● Understands complex sentences

Some examples of tasks that Mario demonstrated **relative weaknesses** with regards to sentence comprehension include:
● Makes grammaticality judgments

Comments and Discussion

These results indicate that **syntax and morphology is a deficit area for Mario**. Academically, a deficit in morphology or syntax may interfere with reading comprehension, verbal expression, or written expression.

PRAGMATICS

Pragmatics is the effective and appropriate communication in relation to varying social and situational contexts, intent and conversational rules. Few standardized tests are available in this area. Mario's pragmatic skills were informally assessed during observation and formally assessed through the Pragmatic Language portion of the CASL-2.

SOCIAL SKILLS: Social skills refer to the ability to use language in social situations.

Comprehensive Assessment of Spoken Language Second Edition (CASL-2)
A norm-referenced oral language assessment for students aged 3 through 21 years that provides information on oral language skills that are needed to become literate and to succeed in school. Subtests assess comprehension, expression, and retrieval in four language categories: lexical/semantic, syntactic, supralinguistic, and pragmatic.
(Only the Pragmatic Language portion of this assessment was administered.)

Mario's score on the CASL is the following:

Core Test	Standard Score	Percentile	Descriptive Range
Pragmatic Language	70	2nd	Significantly Below Average

Pragmatic Language: This test measures the ability to understand and apply pragmatic language rules that are recognized by society to be appropriate for a given context. Poor performance likely indicates the lack of understanding of societal norms/expected responses in given social situations; may be related to lack of experience in these situations.

Some examples of tasks that Mario demonstrated relative strengths for with regards to pragmatics includes:
● Responding to a simple request - providing age.
● Child saying farewell to a parent.
● Responding to a question from a parent.

- Expressing gratitude or a polite refusal to a peer.
- Responding to gratitude or a refusal from a peer.
- Greeting a teacher.
- Polite refusal to an adult.
- Expressing regret to a parent for an accident.
- Expressing regret to a friend for their disappointment.
- Greeting an adult after being introduced.

Some examples of tasks that Mario demonstrated relative weaknesses for with regards to pragmatics includes:
- Responding to a simple request - providing name.
- Requesting to have something from a parent.
- Requesting to do something from a group of peers.
- Giving an appropriate name for a dog.
- Requesting to do something from a parent.
- Requesting physical help from a sibling.
- Requesting information from a parent.
- Ordering in a restaurant.
- Requesting help finding something from a sibling.
- Giving a compliment to a teacher.
- Expressing regret/sympathy to a peer.

OBSERVATION RESULTS:

	Adequate for age	Inadequate for age	Emerging/ Inconsistent
Greets appropriately		X	
Uses communication to indicate needs and intentions		X	
Answers questions appropriately			X
Asks questions appropriately		X	
Relates and expands ideas		X	
Makes eye contact appropriate for age level			X
Stays on topic			X
Switches topics appropriately			X
Supplies sufficient information for listener's understanding		X	

Comments and Discussion

These results indicate that **pragmatics is a deficit area for Mario**. Academically, a deficit in pragmatics may result in problems with understanding what is expected in class. Socially, a deficit in pragmatics may result in social misunderstandings or a reduced ability to negotiate social situations.

ARTICULATION/PHONOLOGY

Mario was not formally assessed in this area. No articulation errors were observed during the assessment sessions and this is not an area of suspected disability.

Comments and Discussion

Based on these assessment findings. Mario was judged to be 100% intelligible to the average listener. These results indicate that **articulation/phonology is not a deficit area for Mario** at this time.   Academically, a deficit in Articulation may interfere with reading expression and spelling, as well as with socialization.

Evaluation of Voice

Mario's vocal quality, pitch, volume and resonance were informally observed throughout the assessment process and are considered to be appropriate for his age and gender.

Comments and Discussion

These results indicate that **voice is not an area of deficit for Mario**. A voice deficit is characterized by persistent, defective voice quality, pitch, or loudness that could negatively impact academic performance.

Evaluation of Speech Fluency

A Fluency disorder is an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms.

Speech was fluent during the testing session. No stuttering behaviors have been reported by the parent, by the teacher or by the student.

Comments and Discussion

These results indicate that **fluency is not an area of deficit for Mario**. A fluency deficit impacts academics when the flow of verbal expression including the rate of rhythm adversely affects communication between the pupil and listener.

Does Mario have Autism, Other Health Impairment, Specific Learning Disability, and/or Speech & Language impairment as defined by federal and state regulations?

Autism, Other Health Impairment, Specific Learning Disability, and Speech & Language Impairment were evaluated as possible areas of disability. Based on data gathered from a variety of sources, it was determined that Mario meets the criteria for Other Health Impairment, Specific Learning Disability, and Speech & Language Impairment under California regulations. It was also determined that Mario does not meet the criteria for Autism at this time. The IEP team will make the final decisions regarding Special Education eligibility, goals, services, and placement.

Based on the areas of concern including attention, following directions, reading fluency, reading comprehension, and expressive and receptive language, the following Special Education eligibilities will be evaluated: Autism, Other Health Impairment, Specific Learning Disability, and Speech & Language Impairment. Data from record reviews, interviews, observations, and standardized testing will be evaluated in order to determine if Mario is eligible for Special Education. It will be noted under each eligibility category if Mario meets the eligibility criteria, but the IEP team will make the final determination of Special Education eligibility. Goals, services, and placement are not determined by a student's Special Education eligibility, but they are determined by a student's unique needs.

Analysis of Eligibility: Autism

California Code of Regulations Title 5, Section 3030(b)(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. 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.
Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance
A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (b)(1) of this section are satisfied.

Mario's early developmental milestones were met within normal limits, including talking, according to Mario's parents. He has always been able to say a variety of words, and he was able to say at least 50 words by the age of 2. It was not until he got a little older when they noticed him taking a while to formulate full sentences. Mario's expressive language abilities have been a concern by his parents and teacher recently. It often takes Mario a long time to formulate his thoughts and produce what he wants to say. According to the Speech-Language Pathologist's report, Mario has a deficit in his receptive and expressive language abilities as well as pragmatic language skills. Based on data from the ASRS, it appears that communication in general appears to be a concern for Mr. Super and Mrs. Peach. Mrs. Peach notices deficits in Mario's nonverbal communication because he tends to not look at people when he is engaging with them. Based on observations, it was noticed that there are

times when Mario does not look at people when they are talking with him, but his nonverbal behaviors tend to improve once he has an established relationship with someone. Mr. Super and Ms. Daisy do not observe as many deficits with Mario's nonverbal communication because he does look at people and respond appropriately nonverbally once he knows them and is comfortable.

Social interaction was assessed through interviews, observations, and rating scales. Mario has a few friends who he plays with in the neighborhood at his father's home as well as his mother's home. He demonstrates appropriate social skills with them, and his peers appear to respond well to him. He has one friend from his class who he consistently plays with during recess. He will also join in games with other students during recess and engages in shared enjoyment. However, in the classroom, he tends to avoid social interaction and does not talk to his classmates. When given a structured topic to discuss with another student in the class, Mario will often not speak. In the testing environment, Mario appeared shy at first and did not engage in spontaneous conversation with the examiner, but by later sessions he appeared more comfortable and demonstrated appropriate nonverbal language. His verbal responses were still slightly delayed, but he would eventually respond.

There were no concerns with other characteristics often associated with Autism, including engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, or unusual responses to sensory experiences. Mario does experience excessive drooling, which is typically more noticeable in the home environment. Drooling and Autism have been known to be correlated, but characteristics of Autism appear to not be affecting Mario's educational performance. Mario's areas of concern are more thoroughly addressed by other eligibility categories.

Based on the data and analysis, *Mario <u>does not meet</u> criteria for Autism*.

Analysis of Eligibility: Other Health Impairment

California Code of Regulations Title 5, Section 3030(b)(9):
A student meets the eligibility criteria for Other Health Impairment (OHI) if the student has limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment:
a. That 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

Mario's attention has been a significant concern for his parents and teacher. His attention affects his short-term memory, which was evident during cognitive testing. The BASC-3, ABAS-3, and ASRS all revealed that the raters had concerns with Mario's attention, and this impacts his functioning in the classroom, remembering multi-step instructions, and the length of time he can have a conversation about one topic.

Mario has a medical diagnosis of ADHD from his pediatrician, and his parents said that Mario has more of the inattentive type of ADHD than hyperactivity. However, Mr. Super noted that Mario sometimes has hyperactivity behaviors at home, but Mrs. Peach did not have any concerns about hyperactivity in the classroom.

Overall, Mario's inattention is affecting his educational performance. Mrs. Peach says that she often has to give Mario a lot of one-on-one attention in order to individually remind him what activities he is supposed to be working on in class, despite having already announced it to the class. He is often not able to complete the same amount of classwork during the school day as his peers in the classroom. Although some of his behaviors may appear to be avoidant to not do classwork that may be too difficult for him, he still has inattentive types of behaviors in the school and home environment when not working on school work.

Based on the data and analysis, *Mario <u>meets</u> criteria for Other Health Impairment*.

Analysis of Eligibility: Specific Learning Disability

California Code of Regulations Title 5 Section 3030(b)(10):

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, 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:

        a. 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.

        b. 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.

        c. 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.

        d. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

Mario has had consistent difficulties with his academic abilities. His kindergarten report card showed that he was approaching the grade-level standards in ELA, writing, and math toward the end of the year, but he did not meet the standards. His kindergarten year was shortened in March 2020 due to COVID-19 school closures. He returned to school in-person in October 2020, toward the beginning of his first grade year. He has had an adequate amount of time in school, and his academic difficulties are not due to limited school experience or poor school attendance.

The best representation of Mario's cognitive ability is the Nonverbal Index (NVI) on the KABC-II, where Mario scored a standard score of 98, which falls within the Average range. The NVI was found to be a better representation of Mario's overall cognitive abilities rather than the Fluid-Crystallized Index (FCI) because of his psychological processing deficit in short-term memory. His short-term memory composite score fell within the Lower Extreme range while all of the other composites fell within the Average range, which impacted the FCI score. The NVI score means that Mario's cognitive abilities appear to be within the Average range.

Mario demonstrates a significant discrepancy between his cognitive scores and academic abilities based on scores from the WJ-IV-ACH and WJ-IV-OL. Mario demonstrated weaknesses in Reading Comprehension (SS = 69), Math Reasoning (SS = 73), and Oral Expression (SS = 74). These scores are consistent with the academic challenges Mrs. Peach brought up as concerns. Compared to his cognitive abilities which fell within the Average range, these scores on the WJ-IV-ACH and WJ-IV-OL were in the Below Average to Well Below Average ranges.

It is also important to note that even though Mario's Basic Reading skills were not low on the WJ-IV-ACH, it is an area of

great difficulty for Mario. He struggles significantly to read. Mario tends to read many words phonetically and not automatically, which impacts his ability to read fluently, read accurately, and comprehend what he is reading. He is reading 18 words per minute with 58% accuracy. To compare, the standard for the end of first grade is 47 words per minute with 90% accuracy.

Based on the data and analysis, ***Mario <u>meets</u> criteria for Specific Learning Disability***.

Analysis of Eligibility: Speech & Language Impairment

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California Code of Regulations Title 5, Section 3030(b)(11):
A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:
A. **Articulation disorder.**
1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his chronological age or developmental level, and which adversely affects educational performance.
2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.
B. **Abnormal Voice.** A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.
C. **Fluency Disorders.** A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.
D. **Language Disorder.** The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:
1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or
2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

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Based on the results of the speech and language assessment conducted by the Speech-Language Pathologist, it was determined that Mario does present with a significant deficit with expressive and receptive language skills in the areas of semantics, syntax/morphology, and pragmatic language skills. Articulation, voice, and fluency skills were determined to be age appropriate at this time.

These results were consistent with the concerns that Mario's parents and teacher had about his language abilities. Based on interviews and observations, it appears that Mario pauses for a while without responding to questions, and he sometimes has trouble coming up with what he wants to say.

Based on the data and analysis by the Speech-Language Pathologist, ***Mario <u>meets</u> criteria for Speech & Language Impairment***.

What accommodations, modifications, and recommendations are needed to support Mario's educational growth? Does Mario require Special Education services and support to access and benefit from the general education curriculum?

Based on the data analyzed in this report, Mario appears to meet the criteria for Special Education eligibilities as a student with Other Health Impairment, Specific Learning Disability, and Speech & Language Impairment. Areas of concern for Mario include academic progress with reading, writing, and math. Other concerns include receptive and expressive language as well as health concerns related to his drooling and ADHD. Mario has many cognitive, academic, and behavioral strengths, therefore, every effort should be made to keep him in general education as much as possible. Recommendations to support Mario include:

- Creating goals in academic areas such as reading fluency, reading comprehension, writing sentences, and applying math facts (addition and subtraction) to applied problems.
- Creating goals related to work completion and staying on task.
- Completing a Student Reinforcement Survey with Mario to determine what types of rewards will be most reinforcing for him. Use those specific rewards to reward him for work completion and staying on task for a specific amount of time.
- Creating speech goals related to pragmatic speech and verbally formulating full sentences.
- Joining a social skills group at school to give Mario the opportunity to meet new peers and apply pragmatic skills.
- Continue to follow up with Mario's pediatrician regarding drooling concerns, and follow up with the referral to an occupational therapist.
- Cutting down the number of sentences required on a spelling test from 5 to 1-2.
- Making oral instructions clear and concise. Simplify complex instructions and avoid multiple commands.
- Giving Mario the choice to complete independent assignments either on paper or on the iPad (instead of only on iPad).
- Allowing Mario to always sit in the front of the room closest to the teacher's desk.
- Providing Mario with a visual schedule or list of what he is required to do on his desk.

Based on Mario's areas of need, he would benefit from time with the Resource Specialist Program (RSP) teacher to work on specific academic goals and time with the Speech-Language Pathologist to work on language goals either in an individual or group setting. Because Mario has specific areas of need that cannot be addressed in the general education setting, he will need Special Education services to make progress with the general education curriculum. Specific services and percentage of time outside of general education will be determined by the IEP team.

Respectfully Submitted,
Name Name
School Psychologist Practicum Student