

638 Case Study Checklist

Your name: [REDACTED]

Age of student: 17.5

Grade of student: 11

Is this student bilingual No If yes, what languages _____?

Was this an ASD _____ or an ED X case

Was this an Initial X or a 3-year reevaluation _____

Check what assessment procedures you used in this case study

Required elements

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

For ASD case

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

Optional elements

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

Report

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

Letter to

1. Parent X
2. Student _____

**EMERALD CITY UNIFIED SCHOOL DISTRICT
MULTI-DISCIPLINARY ASSESSMENT REPORT**

Student: Dorothy Gale	Report Date: April 2019
Date of Birth: September 25, 2001	Student ID #: 12345
Chronological Age: 17.5	Gender: Female
Case Carrier: Mrs. Glinda	Grade: 11
Parents: Maurizio & Colleen Gale	Attending School: NP Academy
Education Coordinator/ General Education Teacher : Auntie Em (NP Academy)	School of Residence: Chapman High School
Primary Language: English	Ethnicity: White

MULTIDISCIPLINARY TEAM

School Psychologist: Mrs. Glinda M.A.

School Psychologist Practicum Student: [REDACTED]

Education Specialist: Tin Man

Education Coordinator: Auntie Em

School Nurse: Ginger Skinner R.N.

REASON FOR REFFERAL

Dorothy was referred for an initial assessment by her mother, Colleen Gale, due to social emotional concerns, declining grades, and difficulties sustaining attention. November 2018, Dorothy was hospitalized for 11 days and then placed in a residential treatment center for 53 days. Dorothy is currently attending an Intensive Outpatient Program (IOP). Ms. Gale requested the assessment to have a plan in place upon Dorothy's return to Mission Viejo High school.

This assessment is being conducted to answer the following questions:

1. Are there developmental, health or medical issues that affect Dorothy's educational performance?
2. What are Dorothy's cognitive strengths and weaknesses?
3. What are Dorothy's academic skills?
4. How does Dorothy function socially and emotionally?
5. Does Dorothy have an Emotional Disturbance as defined by federal and state regulations?
6. What supports are necessary to help Dorothy make adequate progress toward state and district academic standards? Does she need special education services in order to meet these expectations?

ASSESSMENT PROCEDURES

Record Review	03/12/2019
Health Screening	03/13/2019
Classroom Observation	03/14/2019
Mental Status Exam	03/13/2019

& 03/19/2019

Student, Parent, and Teacher Input

Student Interview	03/13/2019
Student Ecomap	03/13/2019
Student Transition Interview	03/07/2019
Parent Interview	03/07/2019
Health & Development Questionnaire	03/07/2019
Teacher Report	03/26/2019

Standardized Assessments

Woodcock Johnson Test of Achievement – Fourth Edition (WJ-IV ACH)	03/07/2019
Woodcock Johnson Test of Cognitive Abilities – Fourth Edition (WJ-IV COG)	03/13/2019

& 03/19/2019

Children's Depression Inventory – Second Edition (CDI – 2)

- Student – Dorothy Gale 03/13/2019
- Parent – Colleen Gale 03/12/2019
- Teacher – Auntie Em 03/04/2019

Behavior Assessment System for Children – Third Edition (BASC-3)

- Student – Dorothy Gale 03/13/2019
- Parent – Colleen Gale 03/12/2019
- Teacher – Auntie Em 04/04/2019

Conners – Third Edition Rating Scales

- Student – Dorothy Gale 03/13/2019
- Parent – Colleen Gale 03/12/2019
- Teacher – Auntie Em 04/04/2019

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

Dorothy resides in Mission Viejo with her mother and father. Dorothy has an older brother (28) who lives outside the home. Mrs. Gale reports that Dorothy's brother is diagnosed with ADHD. Mrs. Gale reports a healthy pregnancy and delivery. At Dorothy's birth, Mrs. Gale was 38 years old. Although Mrs. Gale could not remember Dorothy's age of reaching early developmental milestones, she reports that Dorothy developed at a typical rate and there were no problems or concerns. Dorothy was exposed to English at birth and it is the language spoken at home. Dorothy is exposed to Italian when speaking on the phone to relatives.

Dorothy suffered a concussion due to a snowboarding incident during her freshman year. Dorothy has a medical history of Scoliosis which was repaired surgically in the Fall of her Sophomore year. Dorothy had to quit the Varsity soccer team due to her physical health concerns. Dorothy was hospitalized in the Spring of her sophomore year (May 2018). Over the summer, she attended a treatment program at CHOC. The Fall of her junior year (October and November 2018), Dorothy was hospitalized twice for suicidality, totaling 11 days. After her November hospitalization, she was placed in a residential treatment center for 53 days, and now attends a NP Academy which is considered an Intensive Outpatient Program (IOP). During the assessment process, Dorothy was placed on a 72 hour hold beginning 03/27/2019. Dorothy returned to the residential treatment center as of 03/30/2019. Mrs. Gale reports that Dorothy experiences depression, sleeping problems, self-injurious behavior, disordered eating, back pain, and stomach aches. Dorothy is diagnosed with Post Traumatic Stress Disorder, Depression, and Anxiety. Dorothy is prescribed Cymbalta, Prazosin, and Hydroxyzine. Dorothy experiences vision problems and wears glasses to correct her vision. Dorothy's vision and hearing was assessed by Emerald City Unified School District Nurse, Ginger Skinner RN, on 03/13/2019. Dorothy passed her hearing screening. Dorothy's far vision is failing with her right eye 20/50 and left eye 20/50. Dorothy's near vision is 20/25 and passing. Dorothy left her glasses at home on the day of the screening. Ginger Skinner sent a vision referral home.

Dorothy attended a small private school, Mission Viejo Christian, from Kindergarten through eighth grade. During this time, Mrs. Gale describes Dorothy as a solid B student. She attended private school K – 8 grade and did well in the small school environment. She put forth a good effort in school and Mrs. Gale did not check up on Dorothy's grades often because she was self-motivated to do well. Mrs. Gale reports that Dorothy's intermediate school years were the most positive. Dorothy was happy, self-motivated, independent, followed parent and school rules, did well in science, and played soccer

Dorothy enrolled in Chapman High School her freshman year where she stayed until November 26, 2018. At CHS, Dorothy was in college prep classes. She maintained a C average her 9th grade year and played on the girls varsity soccer team. Mrs. Gale reports that Dorothy struggled transitioning to a large public school setting with many more students than Dorothy was accustomed to. Ms. Gale shared that during her freshman year, Dorothy enjoyed working on the agricultural farm and was interested in animal science. She also enjoyed being on the Varsity girls soccer team. Over winter break of her 9th grade year, Dorothy suffered a concussion from a snowboarding accident. She attended physical therapy in the summer to recover from the accident and to relieve with her back pain. Dorothy was unable to return to the soccer team in the fall due to the severity of her scoliosis.

The Fall of her 10th grade year (2017), Dorothy achieved one A, two B's, two C's, and one D. During the Spring of her 10th grade year (2018), Dorothy's grades declined to four D's and two F's. In December 2017, Dorothy had spinal surgery to correct her scoliosis. Two days after the surgery Dorothy was assaulted in her home by a male friend. Mr. and Mrs. Gale did not know about the assault until the summer of 2018, prior to Dorothy entering her 11th grade year at CHS. Ms. Gale reports that after Dorothy trauma, Dorothy has a hard time focusing in school and her grades fell to F's. Dorothy began to self-harm Spring of her 10th grade year (2018) and signs of depression and PTSD were present such as suicidal ideation, low self-esteem, loss of appetite, poor personal hygiene, lack of focus and motivation, a loss of interest in activities, self-destructive behavior, difficulties sleeping, night terrors,

and engaging in risky behaviors. Mrs. Gale reports that Dorothy's friendships changed over the past year, and she has had difficulties with friendships. Mrs. Gale believes some of Dorothy's friends were not good for her.

Dorothy's academic and social emotional functioning continued to decline in the fall of her 11th grade year (2018). Dorothy was hospitalized in November 2018 for 11 days due to suicidality. Mr. and Mrs. Gale withdrew Dorothy from CHS on November 26, 2018 and placed Dorothy in NP Academy in their Residential Treatment Center. At the time of her withdrawal from CHS Dorothy's GPA was 1.50; she had five F's and one A in her "Science Aide" elective. During the Fall 2018 semester, Dorothy was at school 71% of the time. Dorothy was in the Residential Treatment Center for 53 days and then enrolled in their Intensive Outpatient Program, NP Academy, where the majority of this assessment took place. During the assessment process, Dorothy was and placed on a 72 hour hold beginning 03/27/2019. Dorothy returned to the residential treatment center as of 03/30/2019 and the length of her stay is currently unknown.

What are Dorothy's cognitive strengths and limitations?

Dorothy was administered the *Woodcock Johnson Test of Cognitive Abilities (WJ-IV COG)* by [REDACTED], Psychologist Practicum Student. Dorothy was administered subtests 1-7 on 03/13/2019. Dorothy had been in testing for two hours and was getting tired, it was agreed that she should come back for a second testing session. Dorothy appeared focused and engaged during the assessment and had an upbeat demeanor. Dorothy was administered the remaining subtests as well as extended battery for visual processing and auditory processing on 03/19/2019. During this testing session, Dorothy appeared more distracted and less engaged. She was asked to look at the page often and had difficulties listening to the audio tapes. She appeared less put together than the first testing session and was observed yawning frequently. In the previous testing session, she mentioned doing makeup as an important part of her morning routine. Dorothy has difficulties sleeping and reports often staying up at night for hours unable to fall asleep. When she has difficulties sleeping, Dorothy reports being tired, getting up later than usual, and having a difficult time paying attention. On the second testing day she did not have any makeup on, this indicated to the assessor that Dorothy was having a difficult day and did not sleep well the night before, since she did not have time to complete her typical makeup routine.

Her performance on the WJ IV was mixed and given her varied scores, the Gf-Gc Composite provides a more accurate picture of Dorothy's cognitive abilities. She scored in the Average range on the Gf-Gc Composite, Comprehension Knowledge, Fluid Reasoning, Visual Processing, and Cognitive Efficiency. Dorothy scored in the Low Average range on Auditory Processing, Dorothy's strength was on the Short Term Working Memory cluster. During testing, Dorothy was friendly and cooperative and spoke easily with the examiner. During the second testing session, Dorothy was observed frequently looking out the window, however, she was redirected easily. She was also observed shaking her legs and twisting in her chair.

Dorothy's overall cognitive ability is estimated at with a standard score of 97 (95% CI = 91-103), which falls within the average range. Dorothy's strengths lie in her short term working memory abilities. Dorothy can hold new information in her short-term memory and then manipulate that information at a superior rate, when focused. Dorothy's cognitive abilities are developed at a rate that is typical for students her age. Based on her scores on this administration of the WJ-IV Cognitive, Dorothy is able to access the general education curriculum.

Dorothy's intellectual functioning is not impacting her school performance. However, it seems that due to her social emotional concerns, she may not be able to fully achieve at the rate of her cognitive abilities. Children with average IQ scores *typically* have an easier time in school, however, other factors such as mental health, persistence, and motivation can impact students abilities to access their education.

What are Dorothy's academic skills and functioning in the classroom?

Dorothy is currently enrolled at NP Academy where she completes online courses through APEX and is recovering credits from the past year. Dorothy was observed at NP Academy. She was in a room with two other female students. The classroom had four computers, a desk for each student, and a large white board. Students complete classwork online and move at their own pace. During the observation, Dorothy was completing a Spanish lesson. Dorothy finished the lesson and exited the room to ask a teacher to unlock her Spanish quiz. She returned and took her Spanish quiz, and had access to her notebook during the quiz. A student was playing music on her computer, Dorothy did not seem distracted by the music and she occasionally sung along to a line of a song while writing down notes. Dorothy had headphones on her desk but did not use them. Dorothy showed the observer her dashboard. The dashboard tells students which classes they are enrolled, how much of each class they have completed, and their current grade in each class.

Dorothy took the interviewer through a typical day, she wakes up at 7:00 am does her makeup, eats breakfast, and gets in the car by 7:50 am. She gets to NP Academy by 8:20 and class begins at 8:30. She sits in a room with a few other students and Dorothy has freedom in choosing which class to work on for the morning. Dorothy has a break at 9:40. At 10:30 she has a fitness period when students go on a walk or do other physical exercise activities. Dorothy returns to school work for another hour, then attends small group counseling. They eat lunch onsite, and then return to school work at 1:30. At 3:00 pm Dorothy attends another group counseling session. Dorothy is picked up at 6:15 by her parents and they eat dinner together.

Dorothy is in general education classes and demonstrates the ability to maintain, at least, a C average. Based on the findings of this report, Dorothy's overall achievement falls within the Average range. As part of this evaluation, Dorothy was administered the *Woodcock Johnson – IV Tests of Achievement* (WJ-IV ACH) by Tin Man, Education Specialist. Based on scores from the WJ-IV ACH, Dorothy's reading and written language skills are areas of personal strength. She scored well within the Average range in Sentence Reading Fluency and Writing Samples. Although her reading skills are within normal limits, Dorothy was having a difficult time being successful in her English 3 College prep class while here at Chapman High School. It is difficult to determine if Dorothy was able to effectively access the curriculum due to the number of missing assignments she had at the time she transferred to APEX. She had a total of 6 missing assignments in her English class, one being an essay. Dorothy is able to apply her academic skills and knowledge at a rate that is expected for students her age, as demonstrated by an Average score on Academic Application.

Dorothy's math skills are an area of relative weakness. Although her ability to solve fast math facts is average, her Calculations and Applied Problems scores fell in the Low Average range, indicating that Dorothy may have difficulties in math computation. She is currently enrolled at APEX. Although Dorothy's subtest scores in math fell within the low average range, it is still difficult to determine if Dorothy was not able to effectively access the curriculum due to the number of missing assignments she had at the time she transferred to APEX. She had a total of 21 missing assignments. She has an average test/quiz score of 48% and only completed an average of 38% of her assignments. Dorothy disclosed that she has received tutoring for math, in the past.

Dorothy's overall academic achievement falls within the Average range, indicating she is able to access the general education curriculum in Math and English. Dorothy's failing grades are the result of social emotional concerns, rather than academic ability. Prior to Dorothy's 10th grade year, Mrs. Gale describes her as a solid student. She attended private school K – 8 grades and did well in the small school environment. Dorothy put forth a good effort in school and Mrs. Gale did not check up on Dorothy's grades often because she was self-motivated to do well. During the Spring semester 2018, Mrs. Gale began to recognize a change in Dorothy's behavior. She was once a good student who completed her work independently. Mrs. Gale reports that Dorothy lost interest in school, often forgetting to turn in assignments or not completing them. She also reports that Dorothy's personal hygiene became an issue, often not eating and having an extremely messy room.

Dorothy finds her science classes to be the most interesting. She shared that History tends to be a difficult class for her. She shares that she typically does well in most academic classes when she can focus. In the past, Dorothy has attended tutoring for math. In her current program, Dorothy does not have homework. She shared that when she was attending Chapman High School, she would spend 3 hours doing homework and then give up because it was difficult for her. She shared that she had trouble focusing and concentrating on homework and during class. Dorothy described that when she gets distracted she tends to zone out. Her current classes are completed on-line and she can complete tasks at her own pace.

Ms. Em, Dorothy's teacher at NP Academy, finds Dorothy's strengths to be that when motivated in school, Dorothy seeks to achieve high grades. Dorothy usually acts responsibly at school; however, she tends to talk excessively. She sometimes uses inappropriate language and breaks the rules. Ms. Em reports that Dorothy is never absent or tardy and is respectful to adults, sometimes seeking feedback when struggling. However, she struggles with appropriate male interactions. Dorothy usually comprehends instruction, retains information, and exhibits independence. She can identify her own areas of strength and weaknesses. Ms. Em reports that Dorothy often seeks feedback from academic staff regarding time management and other organizational skills. She works self-sufficiently most of the time. Some areas of weakness are that Dorothy is easily distracted by environmental factors. Ms. Em reports that Dorothy did struggle with emotionally regulating, once becoming upset during school. Some incidents that caused her to escalate in the past include: receiving grades she did not expect, conflicts with peers, and conflict with parents. At times, Dorothy would take much longer with written assignments due to fear of not providing the "right" answer. She expresses that she is a perfectionist and has low academic self-esteem.

Mrs. Le shared that she and the academic staff at NP Academy enjoy working with Dorothy. She does the best in school when she is able to advocate for her needs and communicate her feelings in the moment. Even when it is difficult for her to receive feedback from her treatment team during escalations, she remains respectful towards staff. She is able to process these events later on with her treatment team and academic staff. She is bright and can set appropriate goals for herself in and out of school. She will do best with consistent practice of coping skills and healthy boundaries with her peers.

Dorothy shared that she occasionally misses attending CHS. For a while she wanted to return to CHS, however, she is getting good grades at her new school and finds the environment at NP Academy more beneficial to her learning. She is unsure if she wants to return to CHS in the fall for her senior year. Ms. Gale shared that currently, Dorothy is in a highly fragile state. Mrs. Gale feels that Dorothy is currently in a safe place because of the therapeutic environment she is in. Dorothy has access to a counselor, therapists, a psychiatrist, and family therapy. On the Conners 3 Rating Scales, Ms. Em commented that it is important that Dorothy has a therapeutic/clinical outlet to discuss her frustrations. She is very caring and seeks to do well for herself and for her future. Dorothy is intelligent and can be insightful about her experiences. After graduation, Dorothy would like to attend community college then transfer to a four-year university. She is not sure of which four-year university to attend, but she would like to study psychology and become a therapist or a counselor.

How does Dorothy function socially and emotionally?

Mrs. Gale shared that Dorothy is smart, thoughtful, respectful of others, and has a good heart. When Dorothy feels worthy, she is a good student. Mrs. Gale also shared that the noticeable signs of Dorothy's depression is through her self-care and personal hygiene habits. Mrs. Gale said Dorothy can hide her anxiety very well and can seem happy to others, but that Dorothy is in a fragile state currently. Mrs. Gale reports that she and her husband are very concerned about her low self-esteem and self-worth. Mrs. Gale also expressed concern for Dorothy's eating habits. When she is depressed and/or anxious she will avoid meals and cut back on food intake.

Dorothy is diagnosed with Depression, Anxiety, and PTSD. She is currently prescribed Cymbalta, Prazosin, and Hydroxyzine. She also receives individual, group, and family therapeutic support. Ms. Gale reports noticing Dorothy's depressive and anxious behaviors in the 2018 Spring semester. Dorothy has been hospitalized for her social-emotional needs and has been in residential treatment and intensive outpatient services since November 2018.

The Children's Depression Inventory, 2nd Edition was administered. Dorothy, Mrs. Gale, and Ms. Em all reports higher levels that typically reports for students Dorothy's age in Emotional Problems as well as Functional Problems. Elevated scores indicate the presence of depressive symptoms that manifest as sadness or irritability, as well as physical symptoms related to sleep, appetite, fatigue, aches/pains, and negative self-esteem and feelings of being unloved. Dorothy reports feeling ineffective with interpersonal problems and her scores indicate that she may be evaluating her abilities and school performance negatively and may be experiencing an impaired capacity to enjoy school and other activities.

Raters on the BASC-3 reports that Dorothy falls in the Clinically Significant classification range for Internalizing Problems, Emotional Self-Control, and School Problems. According to Mrs. Gale and Ms. Em, Dorothy demonstrates Clinically Significant levels of Aggression, Depression, Anxiety, Somatization. Dorothy rated herself as having Clinically Significant Levels of Atypicality, Locus of Control, Social Stress, Anxiety, Depression, Sense of Inadequacy, Self-Esteem, Interpersonal Relations, and Somatization.

Results from the Conner's -3 indicate Dorothy has difficulties with attention, impulsivity, and peer and family relationships. Mrs. Gale and Dorothy also report that Dorothy demonstrates difficulties with learning. Ms. Em reports observing defiant and aggressive behaviors. Dorothy's difficulties with attention impact her ability to perform academic tasks. Dorothy reports often taking three hours doing homework that she was not able to complete. She also reports zoning out often and for long periods of time. Raters agree that Dorothy's social-emotional functioning impacts her functioning in the classroom, at home, and in social settings. Dorothy's inattention seems to be an effect of her depression, anxiety, and PTSD, as she does not have a history of struggling with inattention.

Mrs. Gale reports that Dorothy has needs socially, she has observed difficulties with Dorothy maintaining healthy relationships. Dorothy's interpersonal relationships are impaired by her mental health and she demonstrates difficulties interacting appropriately with others. Mrs. Gale and Ms. Em report that she is respectful towards her peers and adults. Ms. Em reports that she has friends but has difficulties maintaining appropriate boundaries with her peers and struggles to have appropriate interactions with male peers, specifically. Dorothy usually acts responsibly at school; however, she tends to talk excessively. She sometimes uses inappropriate language and breaks the rules. Mrs. Gale reports that Dorothy previously struggled with healthy friendships and had a made friends who were not good for her. Dorothy currently maintains a small group of supportive friends. Ms. Em shared that Dorothy is supportive of her peers' successes, often providing feedback to them and encouraging them to do well in school. Dorothy reflected on her strengths and said she is caring and likes being a supportive friend, and that she is thoughtful. Dorothy shared that she enjoys drawing. In her free time, Dorothy likes spending time with friends. She has both male and female friends who are all about her age. When asked to depict the close relationships in her life, she named five individuals in which she has strong and supportive relationships. She shared that she has friends from Chapman High School who she keeps in touch with as well as a few friends from NP Academy. Dorothy enjoys going to the beach or The Spectrum (a local outdoor mall), with her friends

Dorothy shared that it is hard to have any activities or hobbies because she is tired after a long day at NP Academy. She goes to bed at 9:00 pm but has difficulties falling asleep and typically ends up falling asleep around 1:00 am. Dorothy shared that some days are better than others. Some days it is easier to focus, while other days she feels like she cannot accomplish anything. Dorothy shared that she takes her medications for Depression and PTSD in the morning and takes her Anxiety medication in the evenings, as needed. Dorothy feels like the medications are working for her and she has not noticed any side effects.

Does Dorothy have an Emotional Disturbance as defined by federal and state regulations?

According to state and federal regulations, to meet special education eligibility as a student with an emotional disturbance at student must have one of the following conditions:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

If present, these conditions must a) have existed for a long time, b) be present to a marked degree and c) have a significant negative impact on educational performance.

Dorothy appears to meet these criteria. Of these conditions, there is strong evidence that Dorothy has “an inability to learn that cannot be explained by intellectual, sensory, or health factors,” as seen by her sudden decline in grades during her 10th grade year. Dorothy’s overall cognitive functioning is within the Average range measured by the WJ-IV Cognitive. Her scores on WJ-IV Achievement fall within the Average range in reading, math calculation, and written language. Her scores in math fall in the Low Average range. In the past, Dorothy received A’s, B’s, and C’s in college prep coursework. Dorothy’s began receiving failing grades in the Spring 2018 which continued in the Fall 2018. Dorothy reports she was unable to focus, often spending 3 hours on homework and not being able to complete it. Dorothy and Mrs. Gale reports low motivation for school work Dorothy’s intellectual functioning is not impacting her school performance.

Dorothy also demonstrates “inability to build or maintain satisfactory interpersonal relationships with peers and teachers.” Dorothy’s interpersonal relationships are impaired by her mental health and she demonstrates difficulties interacting appropriately with others. Mrs. Gale and Ms. Em report that she is respectful towards her peers and adults. Ms. Em reports that she has friends but has difficulties maintaining appropriate boundaries with her peers and struggles to have appropriate interactions with male peers, specifically. Mrs. Gale reports that Dorothy previously struggled with healthy friendships and had a made friends who were not good for her. Dorothy currently maintains a small group of supportive friends. Dorothy rated herself in the Clinically Significant Range for Social Stress and Interpersonal Relations on the BASC-3 and in the Very Elevated range for Interpersonal Problems on the CDI-2. Mrs. Gale rated Dorothy At-Risk in Social Skills on the BASC-3. Dorothy and Ms. Em reports very elevated scores for Peer Relations on the Conners 3, indicating difficulty with friendships and poor/limited social skills.

Dorothy exhibits “Inappropriate types of behavior or feelings under normal circumstances.” Dorothy experiences night terrors and difficulties sleeping. Ms. Em reports a history of difficulties with emotional regulation while at school. Some incidents that caused Dorothy to escalate included: receiving grades she did not expect, conflicts with peers, and conflict with parents. Mrs. Gale reports that Dorothy often feels ashamed and unworthy which leads to acts of self-harm.

There is strong evidence that Dorothy has a “general pervasive mood of unhappiness or depression” and “a tendency to develop physical symptoms or fears associated with personal or school problems” which has occurred “over a long period of time and to a marked degree that adversely affects a child's educational performance.” Dorothy is diagnosed with Depression, Anxiety and PTSD and is currently taking medication for all three diagnoses.

On the BASC-3, Dorothy, her mother, and her teacher rated her within the Clinically Significant range in the area of Internalizing Problems. Dorothy, Ms. Em, and Mrs. Gale all report that Dorothy’s level of Anxiety and

Somatization to be Clinically Significant. Mrs. Gale reports that Dorothy has excessive fears or worries. Ms. Em reports Dorothy seeks frequent validation from adults and delays turning in assignments in fear of doing poorly and that Dorothy suffers from a low academic self-esteem. Dorothy self-reports that she is a perfectionist. On the BASC -3 Ms. Gale and Ms. Em responded that Dorothy often worries and is fearful of making a mistake. On the CDI-2, Dorothy's, her mother, and Ms. Em's ratings indicated significant concerns in the area of Emotional Problems. Mrs. Gale's and Ms. Em's responses yielded a Very Elevated score on the Emotional Problems scale. Dorothy self-rated Very Elevated on the emotional problems, negative mood, negative self-esteem, and ineffectiveness scales on the CDI-2. Ms. Gale, Ms. Em, and Dorothy all rated Dorothy in the Clinically Significant range for internalizing problems which includes Depression, Anxiety, Somatization, and Sense of Inadequacy. Overall Assessment results, including a review of student records, teacher and parent reports, formal observations, interviews, and the results of standardized instruments indicate the presence of severe Depression and Anxiety. Dorothy has exhibited Depression for a long period of time to a marked degree. Dorothy has been hospitalized for suicidality four times in the past six months. In November 2018, Dorothy was in the hospital for 11 days and resided in a residential treatment center for 53 days. Dorothy was placed on a 72 hour hold and returned to the residential treatment center on 03/27/2019. Dorothy's depression and anxiety, and PTSD symptoms are pervasive across all settings and occur to a marked degree that adversely affect her educational performance.

What supports are necessary to help Dorothy make adequate progress toward state and district academic standards? Does she need special education services in order to meet these expectations?

Dorothy is currently placed in a residential treatment center. Mrs. Gale is planning on keeping Dorothy at NP Academy for the remainder of the school year. Dorothy and Mrs. Gale are unsure if Dorothy will return to Chapman High School in the fall. If the Gale family decides to enroll Dorothy at Chapman High School special education accommodations and supports will be provided. Given Dorothy's cognitive and academic strengths, it is recommended she remain in general education classes where she can benefit from the general education curriculum. Collaborative classes, those taught by one general education teacher and one special education teacher, should be considered for math. It is recommended that Dorothy take the "Academic Improvement Basic" class (AIP) for an elective. This class provides her with time to complete school work and receive more individualized attention by a special education teacher who monitors work completion and her progress in her classes. It is also recommended Dorothy have access to a separate room when taking tests to minimize distractions as well as preferential seating so that she may choose a seat in each classroom in order to feel comfortable in the class environment. The IEP team should consider goals in the areas of work completion and emotional self-regulation.

Dorothy appears to have significant signs of depression, anxiety, and PTSD. Dorothy is strongly encouraged to continue seeing her therapist and psychiatrist regularly and also to continue family therapy sessions. The IEP team is recommending school-based counseling for Dorothy to help her learn self-regulatory skills such as identifying and monitoring her emotions and healthy coping skills. Due to Dorothy's difficulties maintain healthy peer boundaries and relationships, small group counseling is also recommended. Dorothy's School Counselor or the School Psychologist, should also develop a menu of appropriate ways Dorothy can cope if she feels depressed or distressed. The School Psychologist or School Counselor will meet with Dorothy upon her enrollment to Chapman High School where they will collaborative create a safety plan for Dorothy's re-entry. The safety plan will identify safe places on campus, individuals Dorothy may go to when having a difficult day, and contact information of supportive individuals.

Dear Mr. and Mrs. Gale,

Thank you for your commitment to Dorothy's educational and social emotional well-being, it was a pleasure getting to know her over the past month. As you mentioned before, Dorothy's return to Chapman High School is unknown, however, by completing this assessment we are prepared to support her upon her return. This assessment provided us with information about Dorothy's intellectual, academic, and social-emotional needs so that we can have a plan in place.

This assessment found Dorothy eligible for special education services as a student with an emotional disturbance. Since Dorothy's assault in December 2017, her grades declined from a C average to a F average. Cognitive testing show that Dorothy as an average Full Scale IQ score when compared to students her age, nationwide. Her strength lies in her short term memory abilities. Academic testing, which assessed Dorothy's skills in reading, writing, and math, show that she falls in the average range when compared to students her age, nationwide. Her strength lies in her written language abilities. Her personal weakness, is in math as seen by a low average score on the achievement test and she expressed difficulties with math during her interview. Dorothy's average intellectual and academic abilities confirm that her low grades in school are due to social-emotional difficulties.

Mrs. Gale and Ms. Em shared that Dorothy has difficulties initiating and maintaining relationships and struggles with social skills. Dorothy also rated herself on the Conners -3 and BASC-3 rating scales as having difficulties with peer, family, and teacher relationships. Ms. Em shared that Dorothy is supportive and encouraging towards her classmates but often demonstrates difficulties maintaining appropriate boundaries with her peers and that she struggles to have appropriate interactions with male peers, specifically. Dorothy seeks peer relationships and describes herself as thoughtful and a good friend.

Mrs. Gale shared some of the symptoms of depression, anxiety, and PTSD that she noticed in Dorothy which included suicidal ideation, self-harm, low self-esteem, loss of appetite, poor personal hygiene, lack of focus and motivation, a loss of interest in activities, self-destructive behavior, difficulties sleeping, night terrors, loss of friendships, an extremely messy room, and engaging in risky behaviors. These symptoms have been pervasive and occurring for quite some time. They began in 2018 and Dorothy continues to struggle with her social-emotional needs. Dorothy's general mood of unhappiness and withdrawal, distractibility, inattention, irritability, and fragility is seen both at home and at school. Dorothy's somatic complains such as headaches and stomach aches, self-harm behaviors, difficulties self-regulating, and perfectionist tendencies with school work demonstrate fearfulness associated in her personal life as well as at school. These symptoms are significantly impacting her educational performance and her ability to access the curriculum.

Dorothy's counselor will meet with Dorothy, pending her return, to create a safety plan. She will create a list of safe place and safe people to go to when having a difficult day. She will also have access to a sperate room for test taking and an Academic Improvement Basic class where she can complete school work and get extra help from a Special Education teacher. CHS will provide individual and group counseling to focus on healthy coping skills. Dorothy is strongly encouraged to continue seeing her therapist and psychiatrist regularly and also to continue family therapy sessions.

Dorothy is described as an intelligent student. Ms. Em finds that when Dorothy seeks to do well in school. Dorothy is self-reflective and seeks feedback from teachers. regarding time management and other organizational skills. Ms. Em shared that she and the academic staff at NP Academy enjoy working with Dorothy. She does the best in school when she is able to advocate for her needs and communicate her feelings in the moment. When in a supportive environment, Dorothy has the ability to achieve her academic and social-emotional goals.

Should you have any questions regarding this report please email my supervisor, Shiva, xxxxxx@xxxxx.com. It was a pleasure meet you and working with Dorothy.

Respectfully Submitted,

