

Case Study Checklist

Your name: XXXX

Age of student: 14-9

Grade of student: 9th

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

Was this an ASD _____ or an ED ✓ _____ case

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

Check what assessment procedures you used in this case study

Required elements

1. ✓ BASC SDH or another comprehensive health/developmental history tool.
2. ✓ Interview with a student using the interview guide from the book
3. ✓ Ecomap
4. ✓ Mental status observation using the mental status protocol from the book
5. ✓ Classroom observation using the appropriate format
6. ✓ BASC SRP
7. _____ BASC PRS (Parent did not return rating scale or answer/return calls when called)
8. ✓ BASC TRS

For ASD case

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

Optional elements

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

Report

1. ✓ Report is structured using questions
2. ✓ Theme statements (Optional)

3. 10.8 Grade level/readability statistic for report

Letter to

1. Parent _____

2. Student _____

Psychoeducational Report

Name: Charlie Brown
Date of birth: XX/XX/XXXX
Chronological Age: 14-9
Grade: 9th grade

School: Snoopy High School
District: Shultz District
Dates of Assessment: 3/7/19, 3/14/19, 3/21/19

Reason for Referral and Assessment Questions:

Charlie is a 14-year-old in 9th grade at Snoopy High School. He was referred for this psychoeducational assessment by his teachers, who are concerned by Charlie's behavior in class and how it is affecting his ability to do well in school. Many of Charlie's teachers have reported that Charlie appears unhappy at school, consistently wears his hood and slumps in his desk, and does not complete work in their classes. Charlie has also spoke with the Student Support Psychologist and has discussed how Charlie wants to have a more positive mindset and wants to be able to take off his hood and be happier.

Charlie is currently in all general education classes. As of March 25th, Charlie is earning a 45% in New Media, a 58% in Physical Science, a 54% in English, a 19% in Spanish, a 106% in Algebra Prep and a 94% in PE.

Charlie began struggling in 7th grade and was initially assessed for special education services. At the time of the assessment, the team concluded that Charlie did not qualify for special education because his behaviors were due to environmental stressors of a recent change at home and transitioning to a new school.

This assessment focuses on answering the following the following questions:

1. Are there developmental, health or medical issues that affect Charlie's educational performance?
2. What are Charlie's cognitive strengths and limitations?
3. What are Charlie's academic skills and how does he function in the classroom?
4. How does Charlie function socially and emotionally?
5. Does Charlie need educationally related mental health services (e.g., counseling, school-based psychological services or parent counseling and training) as a related service?
6. What are Charlie's unique strengths and needs and what changes are needed in his educational program?
7. What special education classification would be most appropriate for Charlie at this time?

Assessment Procedures:

- Review of cumulative records
- Review of previous Multi-Disciplinary Psychoeducational Assessment on 5/23/2017
- BASC SOS Classroom Observation on 3/4/19
- Charlie was interviewed on 3/7/19 and 3/21/17
- Ecomap Activity on 3/7/19
- Mental Status Observation

- Charlie was administered the BASC SRP on 3/14/19
- Ms. Lucy, Charlie's English teacher completed the BASC 3 Teacher Rating Scales on 3/15/19
- Ms. Sally, Charlie's Algebra Math teacher completed the BASC 3 Teacher Rating Scales on 3/15/19
- Kaufman Brief Intelligence Test (KBIT), test of cognitive abilities on 3/14/19

Home and educational background

Home and language usage

Charlie lives at home with his father. He has one older sister who does not live at home. His mother currently does not live at home with Charlie and his father. English is the only language spoke in the home. Therefore, the assessment was conducted in English.

Educational history

Charlie attended Almond Elementary school from Kindergarten to 6th grade. Charlie's report cards show that he met standards and put forth satisfactory effort in all academic areas. Teacher reports were overall positive and say that Charlie puts forth effort in class. In 6th grade, a 504 plan was put in place to support Charlie's needs at school. The educational impact is that Charlie has ADHD and has difficulty attending and impacts his learning and tasks.

For 7th and 8th grade, Charlie attended Peanut Middle School. In 7th grade, the 504-plan was reviewed due to Charlie getting easily distracted and struggling with focusing and completing tasks. A review of Charlie's report cards in 7th and 8th grade show that Charlie earned mostly C's, D's and F's. Teachers reported that Charlie was earning low grades due to "missing assignments and low-test scores."

When Charlie was initially assessed for special education services, he was assessed for Specific Learning Disability (SLD), Other Health Impairment (OHI) and Emotional Disturbance (ED). At the time of the assessment, the team determined Charlie was not eligible for services under SLD because no discrepancy between intellectual ability and academic achievement was shown. Charlie also did not demonstrate any processing disorders at that time. The team also determined that Charlie was not eligible under OHI and ED due to environmental stressors at home and a transition to a new school. The team concluded that Charlie's behavior was not inappropriate given the circumstances.

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

Charlie met all his early developmental milestones and was healthy growing up. He was diagnosed with ADHD in 2009 and takes Concerta daily to manage symptoms. Charlie needs to wear glasses due to vision problems. He was observed wearing glasses in the classroom and during the assessment.

Health and medical information, family history and Charlie's developmental history were gathered from the Psychoeducational Multi-Disciplinary Report dated 5/23/2017. Multiple

attempts were made to get in contact with Charlie's father regarding a Structured Developmental History as well as the BASC parent rating scale.

Previous report shows that Charlie's parents reported that Charlie met all of his early childhood milestones and there were no complications during the Charlie's mother's pregnancy and his birth. Parents report no family history of learning disabilities or mental health issues.

Both the past multidisciplinary assessment and the nurse's current assessment indicate that Charlie needs to wear glasses. He was observed wearing glasses in the classroom observation as well as during all assessment procedures.

According to the review of records and the interview with Charlie, Charlie was diagnosed with ADHD on 9/15/2009 and is currently prescribed Concerta and takes it every day. In elementary and middle school, Charlie struggled with inattention and impulsive behavior. A 504 plan was developed in May 2012 when Charlie was in second grade to address those concerns. The 504-plan was updated in 2016 to address the following areas of need: concentration, learning and thinking. Accommodations that went with the revised plan reported that Charlie would benefit from extra time to complete assignments and assessments.

What are Charlie's cognitive strengths and limitations?

Prior assessments and results of the Kaufman Brief Intelligence test suggest Charlie's cognitive functioning is in the average range.

A review of Charlie's records show that in the initial evaluation in 7th grade, Charlie's cognitive scores suggest he has average cognitive functioning. As part of this evaluation, Charlie was administered the Kaufman Brief Intelligence Test second edition (KBIT) to further assess his cognitive functioning. The KBIT provides a verbal, nonverbal and overall score. Charlie earned a verbal score of 98, which falls in the average range and a non-verbal score of 120 which falls in the well above average range. Charlie's overall score also falls in the average range. This confirms that Charlie's cognitive functioning falls within the average range.

What are Charlie's academic skills and how does he function in the classroom?

Charlie is currently struggling in most of his classes. When observed in his English class, Charlie was off task over half of the time. Both his English and Algebra Prep teachers reported signs of anxiety, depression, withdrawal, attention issues and minimal social interaction.

Currently in Charlie's classes, Charlie is earning 2 A's, 1 D and 3 F's. The most recent state standard tests in 2018 showed that Charlie nearly met state standards in both math and ELA. His grades are currently an area of concern. During the interview, Charlie shared that school is difficult for him and although he knows it is important to be successful in life, he struggles with it. He mentioned that his favorite classes have been Health and Algebra Prep. Charlie also shared that in his classes that he is struggling the most, it is because he feels he has fallen so far behind in homework or classwork that he struggles to find the energy to try.

During an observation in his English class, Charlie was observed working independently on a class assignment. During the 30-minute observation, Charlie was on task, which is described as working on his assignment, discussing details with the teacher, and asking a peer for help, 46% of the time. Charlie was off-task during the observation, which was seen as either having his head down or staring off into space, 54% of the time.

Charlie's English and Algebra Prep teachers completed the *Behavioral Assessment System for Children 3* (BASC TRS). Both teachers reported more Depression and Withdrawal symptoms than is typical for other students in their classes. Charlie's English teacher, Ms. Lucy, reported clinically significant depression (*t*-score range of 63 to 79) and withdrawal (*t*-score range of 73 to 87). Ms. Lucy also reported clinically significant scores for struggling with attention in her classroom (*t*-score of 64 to 74). Charlie's Algebra prep teacher, Ms. Sally, also reported clinically significant depression (*t*-score range of 66 to 82) and withdrawal (*t*-score range of 86-100). Both teachers also reported at risk scores for anxiety (*t*-scores range from 50-69).

Ms. Lucy commented that Charlie is kind and respectful, but often isolates himself from others in class and does not complete work in class, even with accommodations. Ms. Sally commented that Charlie is able to ask clarifying questions during class, but is often withdrawn, sad, and rarely engages with classmates. These comments were also reflected in their ratings under Charlie's adaptive skills of social skills. Both teachers rated Charlie's social skills in the clinically significant range.

How does Charlie function socially and emotionally?

Throughout the assessment, Charlie appeared guarded and had poor eye contact, slouched in his chair and had his hood on. He shared that he has been unable to attend school with his friends since 6th grade because his mother left their family during that time and is unable to get a ride to school. Charlie sees himself as having many problems with anxiety, depression, self-esteem and somatic symptoms.

Charlie was interviewed on 3/7/19 and 3/21/19. Charlie's behavior during the assessment process would be described as reluctantly cooperative. He listened to the questions and answered them, but there was consistently a long latency before answering the questions. While interviewing, Charlie had poor eye contact, appeared very guarded and was unwilling to elaborate on his answers. Charlie spoke quietly and slowly throughout the interview and testing periods. When given praise or validation, Charlie would widen his eyes and appeared very uncomfortable. Throughout the assessment, he had his hood up, hunched or slumped over in his chair and had a blunted affect. He didn't smile and appeared sad during the interview questions, even when answering questions about things he enjoyed doing.

During the interview, Charlie shared that in his free time, Charlie likes to ride motor cycles with his dad and play video games with his friends. He also likes to play football. Charlie shared that his dad counts on him to help out around the house, vacuum and take out the trash. Charlie reports that he sleeps a lot during the day after school and at night. He also mentioned he is frequently tired at school. When asked if any changes have occurred recently, he said that in

between 6th and 7th grade, his mom left the family and received a cancer diagnosis and a couple of family members passed away. He also reported that around that time, he stopped eating breakfast.

Charlie says he does not like school but understands that it is needed in life. He attended Peanut middle school but wanted to go to Walnut middle school and Cashew high school because it is where all of his friends go. He mentioned that he was unable to go to those schools because his mom used to drive him to school, but she no longer lives with them and cannot drive him in the morning. His favorite classes at school are Health and Math, but he does not like Spanish because he feels too far behind. Charlie finds school and homework challenging because he doesn't get all of his homework done.

His short-term goal is to graduate from high school and his long-term goal is to go to community college and then transfer to a 4-year university. If Charlie had three wishes, he wished to have a family like it used to be, to be successful and to see his old friends again. If Charlie could change anything about himself, it would be that he wants to have a more positive mindset.

Charlie also completed an ecomap activity as part of the interview. An ecomap is a drawing that documents a person's relationships with significant people. Charlie was asked to complete this and depict whether those relationships were supportive, stressful, or ambivalent. Charlie identified that he had a supportive and strong relationship with his dad, his sister and his friends. He mentioned that his relationship with his dad used to be challenging, but it is now "growing." He also identified that football was important and a supportive activity for him. He identified that he has a stressful relationship with his mom because he used to be extremely close to her but is not anymore because she left the family. He identified that his relationship with school is ambivalent because he doesn't like it, but it is needed to be successful. The ecomap activity aligned with information Charlie gave during the interview in regards to his feelings towards school and his relationship with his mom and his dad.

Charlie also completed the *Behavioral Assessment System for Children Self-Report of Personality for Children-3* (BASC SRP). The BASC SRP is a questionnaire that assesses how students view both their social and emotional problems and positive coping and social skills.

Charlie's responses to the BASC SRP suggest that he views himself as having a positive attitude toward his parents, specifically his father. Charlie's relationship with his mom is complicated, but his relationship with his dad is a more positive one. For example, he responded "true" to questions such as "I get along well with my parents." He also responded Often to questions such as "My parents like to be with me," and "My parents trust me." He also responded, "Almost always" to the question "I like my parents."

Charlie's responses indicate that he does not have a positive relationship with school or his teachers. For example, Charlie responded "false" to the questions, "My teacher cares about me," and "My teacher understands me." Charlie also responded "often" to the questions, "School is boring," "I hate school," "My teacher gets mad at me for no good reason," and "Teachers look for the bad things that you do."

Charlie also sees himself as having many problems with anxiety (*t*-score range of 62 to 76) than is typical for students his age. For example, he responded “true” to the questions, “I often worry about something bad happening to me,” and “I can never seem to relax.” He also responded “often” or “sometimes” to the following questions:

- I have a hard time slowing down.
- I can’t seem to turn off my mind.
- I worry but I don’t know why.
- I get nervous.
- I worry when I go to bed at night.
- I get nervous when things do not go the right way for me.
- I worry about what is going to happen.

When discussing his answers to these questions in a follow-up interview, Charlie said that he is anxious because so many bad things have happened to him recently, he is just waiting for the next one to happen.

Charlie also reported more somatic symptoms than is typical for students his age (*t*-score range of 76 to 98). Somatization on the BASC SRP represents physical or health related problems in the absence of a known physical cause. High scores on Somatization are often associated with anxiety and depression.

Charlie responded “true” to:

- Often, I feel sick in my stomach.
- It seems like I’m always sick.
- I get sick more than others.
- My stomach gets upset more than most people's.

He also responded “often” or “sometimes” to the following questions:

- I am in pain.
- I have trouble breathing.
- I feel dizzy.

Charlie also reported lower self-esteem than is typical for students his age (*t*-score range of 17 to 33). For example, Charlie responded “true” to the question “I wish I were different,” and responded “false” to “I like who I am.” Charlie also responded “sometimes” to the questions, “I’m happy with who I am,” “I like the way I look,” and “I have confidence in myself.” He also responded “often” to the question, “My looks bother me.”

Charlie’s responses also indicate that he is having problems with depression as well (*t*-score of 51 to 65). For example, Charlie responded that he used to be happier. When asked about his in a follow-up interview, Charlie said that it was because he used to be with his friends at school and his family used to be a functional one. He also responded “sometimes” to the following questions:

- I feel lonely
- I feel sad
- I feel depressed
- I feel like my life is getting worse and worse
- No one understands me
- I feel like I have no friends

When discussing his answers to these questions in a follow-up interview, Charlie said that he answered those questions that way because he was comparing his life now to when he was in elementary school. While in elementary school, he said that his family was together, he was better at doing his work, he had friends nearby and was happier.

As noted above, Charlie's English and Algebra Prep teachers completed the BASC Teacher Rating Scale (BASC TRS). Their responses to the BASC TRS align with Charlie's responses on the BASC self-report of withdrawn, anxiety and depression. Charlie, most likely, does not view himself as having social skills/interpersonal issues or problems with friends because Charlie used to have friends in elementary school, but is unable to go to the same high school as them since his mom left their family and is unable to take him to school.

Does Charlie need educationally related mental health services (e.g., counseling, school-based psychological services or parent counseling and training) as a related service?

Charlie demonstrates symptoms of anxiety and depression and may benefit from weekly individual counseling.

Charlie has many signs of depression, anxiety and withdrawal symptoms. These often result in several somatic or physical symptoms such as headaches, feeling and getting nauseous, and dizziness. Given this, intense educationally related mental health services are strongly recommended. The service that seems most appropriate would be weekly individual counseling sessions with a focus on improving Charlie's ability to manage his anxiety and depression.

What are Charlie's other unique needs and what changes are needed in his current educational program?

To address Charlie's anxiety around being too far behind in class, Charlie may benefit from a study skills class in his schedule to work on classwork and homework during the school day. To improve school connectedness and relationships with his teachers, Charlie may benefit from a check-in check-out system with his Health teacher, Mr. Linus.

During the assessment, Charlie was reluctant, but cooperative. Although he did not elaborate on most answers, he was willing to answer them when follow-up questions were asked. Based on a review of records and the KBIT test of cognitive abilities, Charlie has average to high average cognitive functioning.

Charlie also has many symptoms of anxiety, depression and withdrawal. He also experiences frequent somatic symptoms, which are all negatively affecting his education. Through multiple interviews with Charlie and feedback from his teachers, Charlie explained that he does not do his work in his classes because he feels so far behind and unable to catch up. Given this, Charlie would benefit from replacing an elective course in his current schedule with a study skills class. This would allow him a class period to catch up on work and prevent him from falling behind.

Charlie's responses on the BASC-SRP showed that he has a negative relationship with teachers. During a follow-up interview, Charlie shared that he does not get along with many of his teachers this year. When asked if there was any teacher he liked, Charlie mentioned that he enjoyed and liked his Health teacher, Mr. Linus last semester. In order to improve Charlie's connectedness to school and teachers, a check-in check-out system, might be helpful. In order to improve school connectedness, the check-in check-out system should be done with Charlie's previous Health teacher. Mr. Linus will check in with Charlie at the beginning of the day to set goals, focusing on work completion and coping skills for depression and anxiety. At the end of the day, Charlie will check out with Mr. Linus and review his progress towards his goals for that day.

In addition, intense educationally related mental health services are strongly recommended. The service that seems most appropriate would be weekly individual counseling sessions with a focus on improving his ability to manage his anxiety and depression.

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

According to the data gathered for this assessment, Charlie is eligible under Emotional Disturbance and Other Health Impairment.

Charlie was initially assessed for special education services in 7th grade, but the team determined he was not eligible for services due to recent environmental impacts affecting his mood and behavior. At this time, Charlie's consistently sad and withdrawn mood and behavior have persisted for three years and are currently affecting his educational performance.

Given this, it appears that the most appropriate special education classification for Charlie at this time would be Emotional Disturbance with a secondary eligibility of Other Health Impairment (OHI). Charlie meets the criteria for Emotional Disturbance with "A general pervasive mood of unhappiness or depression" and "A tendency to develop physical symptoms or fears associated with personal or school problems." Charlie's mood and physical problems have been chronic and have existed for several years. Charlie also meets the criteria for OHI with his ADHD diagnosis and struggling with attention and concentration at school. Data from his records and from observations, interviews and rating scales that were part of this evaluation, also suggest that his mood, somatic symptoms and struggles with attention are severe and have negatively impacted his educational performance.

Letter to Parent

Dear Mr. Brown,

It was a pleasure working with your son, Charlie over the past month. Although slow to warm up, Charlie was always respectful and willing to answer all of my questions during my assessment. As you know, our team at Peanut High School was assessing Charlie to see if he would benefit from special education services. Currently, Charlie is in all general education classes, but is struggling in most of them. His grades as well as his mood and behavior in class has been a concern to his teachers, therefore initiating this assessment.

Charlie was assessed using structured and unstructured observations, interviews, rating scales, and cognitive assessments. We also reviewed the previous psychoeducational report from 2017 to look at the information you provided regarding Charlie's developmental history. Based on previous assessments and the cognitive assessment I administered, Charlie has average cognitive intelligence, meaning that is not an area of concern for us.

On the other hand, Charlie's consistently depressed mood and affect is an area of concern. On the BASC rating scale, Charlie indicated that he struggles with depression, anxiety and low self-esteem. This is consistent with interviews with Charlie. In multiple interviews, Charlie has mentioned that he wants to have a more positive mindset, to be able to take off his hood and be happier. In order to look at how these symptoms could be affecting Charlie at school, I observed Charlie in one of his classes and two of his teachers completed the BASC-TRS. Both teachers confirmed that Charlie struggles in their classrooms and they see signs of anxiety, depression, withdrawal and attention issues. In my observation, I saw Charlie frequently have his head down on his desk and staring off into space.

Based on these results, we believe that Charlie would benefit from special education services and would be eligible under Emotional Disturbance and Other Health Impairment. Emotional Disturbance is a category used to describe students who are struggling with serious emotions to a point where it is negatively affecting the student's education. Other health impairment refers to Charlie's diagnosis of ADHD and his teachers' observations of struggling with attention at school.

In order to best help Charlie, the team will meet to discuss the results of this assessment as well as what services will benefit him. These services will focus on helping Charlie cope with his anxiety and depression at school. We look forward to meeting with you then. If you have any questions, please feel free to email at grose@email.com or call at (123) 456-7891.

Sincerely,

XXXXXX, School Psychology Practicum Student