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| Albert Lea Area Schools  Logo  2000 Tiger Lane  Albert Lea, MN 56007  Tel: 507-379-5340 | **EVALUATION REPORT** |

**Student Name**: **ID**: **Date**:

**School**: Albert Lea High School **Grade**: **DOB**:

**Initial Evaluation  FBA (Functional Behavior Assessment)**

**Reevaluation  Transition**

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| GENERAL REQUIREMENTS |
| This evaluation report must include:   * A summary of all evaluation results, including results of existing data reviewed (list the criteria of the suspected disability categories and whether the student met them); * A statement of whether the student has a particular category of disability or, in the case of a re-evaluation, whether the student continues to have such a disability. This determination must be made by the team of qualified professionals and the parent(s). A place for this statement is included on this form; * The student's present levels of performance and educational needs that derive from the disability; * A statement of whether the student needs special education and related services or, in the case of a re-evaluation, whether the student continues to need special education and related services; * A statement of whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum; |

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| **Grade:** | **Sex:** | **Primary Language: English** |
| **School: Albert Lea High School** | **Current District: 0241** | **Resident District: 0241** |
| **School Phone: 507-379-5340** |

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| **Parents:** | **Home Phone:** |
| **Address:** | **Albert Lea, MN 56007** |
| **E-mail Address:** |  |

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| **Evaluation Meeting Date:** | * **RE-EVALUATION**   **INITIAL** | **Next Evaluation Due:** |
| **Evaluator: XX, Special Education Case Facilitator** | | |

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| **REASON FOR REFERRAL / BACKGROUND INFORMATION** |

XX is an xx-year old senior attending Albert Lea High School in Albert Lea, MN. XX currently receives special education services in the areas of Other Health Disabilities (OHD). This evaluation is needed to determine current level of progress, transition planning as well as continuing eligibility for special education services.

Background Information

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| **PARENT INFORMATION** |

**History and Development**

**Strengths, Skills and Concerns**

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| **EDUCATIONALLY RELEVANT MEDICAL INFORMATION** |

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| **SPECIAL CONSIDERATIONS** |

XX’s language, cultural, economic or environmental background does not indicate that special adaptations in assessment procedures needed to be made. XX’s physical or sensory status does not indicate that special accommodations needed to be made in the assessment process.

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| **TESTS ADMINISTERED** |

INTELLECTUAL AND ACADEMIC ASSESSEMENTS

Wechsler Adult Intelligence Scale (WAIS-III)

Woodcock-Johnson Achievement Test (WJ-III)

COMMUNICATION ASSESSMENTS

Clinical Evaluation of Langauge-4 (CELF-4)

Informal Language/ Speech Sample

Autism Spectrum Disorder (ASD) Core Skills Checklist

BEHAVIORAL ASSESSMENTS

Classroom Observation #1

Classroom Observation #2

Gilliam Asperger’s Disorder Scale (GADS)

Gilliam Autism Rating Scale (GARS-2)

Informal Autism Spectrum Disorder (ASD) Rating Scale

Adaptive Behavior Assessment System-2 (ABAS-2)

SENSORY ASSESSMENTS

Titmus Vision Test

Hearing Screening

Sensory Profile Checklist

TRANSITION ASSESSMENTS

Transition Planning Inventory (TPI)- SCHOOL

Transition Planning Inventory (TPI)- HOME

Transition Planning Inventory (TPI)- STUDENT

Student Interview

Parent Questionnaire

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| **EXISTING DATA, CURRENT EVALUATION RESULTS AND INTERPRETATION** |

**A. Intellectual Functioning**

**Past Cognitive Testing:**

(mean = 100, SD = 15)

**B. Academic Functioning**

**Past Academic Testing:**

(mean = 100, SD = 15)

**Current Academic Testing:**

XX was administered a set of tests from the WJ III Tests of Achievement. The WJIII is an achievement test battery for persons age 2 through geriatric level. The WJIII scores show how well XX did compared to a group of students the same age from across the United States.

XX’s standard score (SS) is given. Half of all students will score less than 100 and half of all students will score more than 100. *Scores from 90 to 110 are average.*

The percentile rank (PR) shows how high each student ranks in the national comparison group. If the percentile rank were 45, for example, it would mean that he/ she scored higher than approximately 45 out of 100 students his/her age.

The age equivalent (AE) reflects the student’s performance in terms of the age in the norming sample at which the average score is the same as the student’s score.

TEST SESSION OBSERVATIONS

SUMMARY

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|  | **SS** | **PR** | **AE** |
| Passage Comprehension |  |  |  |
| Applied Problems |  |  |  |
| Writing Samples |  |  |  |
| **Academic Applications** |  |  |  |

The **academic applications** cluster is a combination of passage comprehension, applied problems and writing samples. These three tests require the application of academic skills to academic problems.

**Present Levels of Performance:**

**Minnesota Comprehensive Assessments (MCA’s) and Measure of Academic Progress (MAPs Testing):**

Most Current Testing Score: GRAD Reading (11/5/09) Raw Score 41 – Not Passed

(EXAMPLE BLURB)

Thor needs a score of 50 on the GRAD reading and math test to pass. He needed a score of 3 out of 6 to pass the writing test and did so on 11/18/2008. He will take the GRAD math test this spring during his junior year and retested for the GRAD reading test on November 5th; however, did not pass with a score 41.

# Credit Review:

XX currently has XX credits out of an attempted XX. He/she needs XX credits to graduate. XX has a cumulative GPA of XX at this time.

**Current Classes:**

XX course of study focuses on a general education curriculum. PC class…

**(Semester 1: 2009-2010)**

**C. Communication Skills**

**Past Communication Testing:**

**Current Communication Testing:**

**Social Communication Assessment:**

Autism Spectrum Disorder Core Skills Checklist

Student Name:

Completed by:

Social skills for XX were reviewed in three core areas, behavioral/sensory, communication skills, and social interaction skills.  Each core areas had several skills that were ranked a +,-, or +/- depending on the presence, absence, or emerging level of the skill.

(ADD REPORT)

**D. Motor Ability**

**E. Health/ Physical Status**

**Hearing:**

**Vision:**

**Sensory Profile Checklist:**

**F. Emotional, Social and Behavioral**

**Behavior Referrals:**

Albert Lea High School- Grade

**Attendance as of XX:**

Excused:

Unexcused:

Tardies:

**Interpretive Results of the Gilliam Asperger’s Disorder Scale (GADS) OR GARS**

**Informal ASD (Autism Spectrum Disorder) Rating Scale for Students:**

**G. Functional/ Adaptive Behavior**

**Adaptive Behavior Skills:**

XX’s adaptive behavior was evaluated using the Adaptive Behavior Assessment System- II (ABAS-II). The ABAS-II is a measure of overall adaptive skills. The primary relevance for children’s functioning in the home and community is based on an average of ten different skill areas of adaptive functioning: communication, community skills, functional academics, home living, health and safety, leisure, self-care, self direction, social, and work. XX’s scores are compared to the adaptive skill level that is expected of children his age.

The ABAS was completed by XX’s parents, and case manager to help identify XX’s level of independent life skills in the home and school setting.

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| **Skill Area** | **Parent’s**  **Scaled Score** | **Case Manager’s**  **Scaled Score** |
| Communication |  |  |
| Community Use |  |  |
| Functional Academics |  |  |
| Home Living |  |  |
| Health & Safety |  |  |
| Leisure |  |  |
| Self-Care |  |  |
| Self-Direction |  |  |
| Social |  |  |
| Work |  |  |
| **GENERAL ADAPTIVE COMPOSITE**  (mean = 100) |  |  |
| Percentile |  |  |
| Confidence Intervals |  |  |

According to parent ratings, XX obtained 81 points on the General Adaptive Composite. His/Her true score is likely to fall within the range of 79-83, at a 90% confidence level. XX obtained 84 points according to teacher ratings and his/her score is likely to fall within the range of 82-86, at a 90% confidence level. XX’s greatest strengths according to his/her mother are in the areas of leisure and community use, and his weaknesses are in the areas of home living, health and safety, and work. According to his/her case manager, XX’s greatest strengths are in the areas of health and safety, self-care, and functional academics, and his/her weaknesses are in the areas of community use, leisure, self-direction, and work. His/Her adaptive behavior skills according to both his/her mom and case manager fall in the below average range. These lower scores indicate that there are needs within some of XX independent skills.

**Adaptive Behavior Domain Needs/ Levels of Support:**

XXX’s teacher identified functional skills needs for XXX and have indicated the level of support that he/she requires in each of these areas.

*XXX has difficulty and needs assistance in the following areas:*

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| **Daily Living/ Independent Living Skills** |
| *Level of Support:* |

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| **Social and Interpersonal Skills** |
| *Level of Support:* |

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| **Communication Skills** |
| *Level of Support:* |

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| **Academic Skills** |
| *Level of Support:* |

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| **Recreation and Leisure Skills** |
| *Level of Support:* |

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| **Community Participation Skills** |
| *Level of Support:* |

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| **Work and Work Related Skills** |
| *Level of Support:* |

**Observations:**

Observation #1

Observation #2

**H. Secondary Transition**

**Employment**, **Post-secondary Education and Training**, **Community Living, Experience and Participation**, **Recreation and Leisure**, **Home Living/Daily Living Skills**

**Student Interview:**

XX is currently a 12th grade student at Albert Lea High School. Strengths… concerns…

The following information was given by XX regarding the five transition areas.

Employment

XX rated his task management skills (1= none of the time, 3= sometimes, 5= all the time);

1. I follow teacher instructions =
2. I come to class prepared =
3. I am on time to my classes =
4. I am on-task and do as expected =
5. I am respectful towards my teacher =
6. I am respectful towards my peers =
7. I participate in class discussions =
8. I complete all of my assignments =
9. I keep my things organized =

Post Secondary Training & Education

Home Living

Community Participation

Recreation & Leisure

**Transition Planning Inventory (TPI):**

XX, parent, and case manager completed the Transition Planning Inventory (TPI). The TPI is an inventory looking at XX’s interests and preferences in the areas of: Employment, Future Education/Training, Daily Living, Leisure Activity, Community Participation, Health, Self-Determination, Communication and Interpersonal Relationships.

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| **EMPLOYMENT** |
| Knows about jobs interested in and what they require, can choose a job that fits interests and abilities, knows how to get a job, has the needed work habits and attitudes for obtaining and maintaining employment independently, has the knowledge and skills needed for a specific job. |
| **Summary:** |

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| **FURTHER EDUCATION/ TRAINING** |
| Knows how to get into community employment training programs, knows how to get GED, knows how to get into a vocational school, college or university and can do well in a program after high school. |
| **Summary:** |

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| **DAILY LIVING** |
| Can do personal grooming, find a place to live and set it up, can do everyday household tasks, can take care of own money and can use local transportation systems. |
| **Summary:** |

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| **LEISURE** |
| Performs a variety of indoor, outdoor activities and uses settings that provide various services |
| **Summary:** |

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| **COMMUNITY PARTICIPATION** |
| Knows basic rights, acts as a citizen, can make legal decisions, can find community resources and services as well as financial programs |
| **Summary:** |

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| **HEALTH** |
| Is physically and/or emotionally healthy, can tend to physical/ emotional problems as they arise, knows about reproduction, and makes choices regarding sexual behavior based on facts |
| **Summary:** |

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| **SELF DETERMINATION** |
| Knows and accepts own strengths and limitations, expresses feelings and ideas with others and with confidence, sets personal goals, makes personal decisions |
| **Summary:** |

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| **COMMUNICATION** |
| Has the needed speaking, listening, reading and writing skills |
| **Summary:** |

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| **INTERPERSONAL RELATIONSHIPS** |
| Gets along with family and relatives, has the skills to be a parent, can make friends easily, can say and do the right thing, can get along with others (peers) on the job and can get along with boss (teachers) |
| **Summary:** |

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| **SUMMARY** |

Based on the results of this educational assessment, the assessment team determined that XX continues to be eligible and in need of Special Education Services under the primary handicapping condition **Autism Spectrum Disorder (ASD)**. This decision was based on rating scales, observations, testing scores and general progress to date.

**Core Area 1 - Social Interaction**

**Present levels of performance:**

**Core Area 2 - Communication**

**Present levels of performance:**

**Core Area 3 - Behavior, interests and activities**

**Present levels of performance:**

**Other areas of educational concern (academics, motor, sensory, etc.)**

**Present levels of performance:**

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| **ELIGIBILITY DETERMINATION** |

A. The team documented behavioral indicators using at least two of the following:

Structured interview(s) with parent(s)

Communication and developmental rating scales

Functional behavior assessment

Informal and standardized evaluation instruments

Intellectual testing

Autism checklists

Application of diagnostic criteria from the current DSM-IV

B. CHLD meets the following components of the Minnesota criteria for Autism Spectrum Disorder: (Core 1 and Core 2 or 3)

1. Core Area 1 - Qualitative impairment in social interaction (two or more indicators):  
  limited joint attention and limited use of facial expressions towards others;   
  does not show or bring things to others to indicate interest in activity;

demonstrates difficulty relating to people, objects and events;   
  gross impairment in ability to make and keep friends;   
  significant vulnerability and safety issues due to social naiveté;   
  appears to prefer isolated or solitary activities;   
  misinterprets others’ behaviors and social cues;   
  other:   
  
2. Core Area 2 - Qualitative impairment in communication (one or more indicators):  
  not using finger to point or request;   
  using others’ hand or body as a tool;

lack of spontaneous imitations or lack of varied imaginative play;

Absence or delay of spoken language

limited understanding of nonverbal communication skills (gestures, facial

expressions, tone of voice);

odd production of speech (intonation, volume rhythm, rate);

repetitive, idiosyncratic language;   
  inability to initiate or maintain conversation when speech is present;   
  other:   
  
3. Core Area 3 - Restricted, repetitive or stereotyped patters of behavior, interests, activities (one or more indicators):  
  insistence on following routines or rituals;

distress or resistance to change in activities;

repetitive hand or finger mannerisms;   
  lack of true imaginative play vs. reenactment;

over-reaction or under-reaction to sensory stimuli;

rigid, rule-bound thinking;   
  intense, focused preoccupation with a limited range of play, interests or conversation

Topics

other:

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| **Special Education Needs and Adaptations** |

**Special Education Needs that Derive From the Disability**

Core Area 1 - Social Interaction

Current educational needs:

(Examples)

XX needs to increase his/her ability to build and maintain friendships.

XX needs to improve social interactions.

* Perspective taking
* Understanding social cues, behaviors, and feelings of others.
* Understanding other’s facial expression
* Group expectations

Core Area 2 - Communication

Current educational needs:

(Examples)

XX needs to increase his/her ability to communicate well with others

* Understanding non-literal language (idioms, metaphors, slang, white lies)
* Understanding conventional rules of conversation (turn taking, beginning/ending conversations/ appropriate interruptions/ etc.)
* Independent self-advocacy
* Initiating conversations

Core Area 3 - Behavior, interests and activities

Current educational needs:

(Examples)

XX needs to continue to learn appropriate coping skills (self-management) for dealing with stressful, frustrating and confusing situations.

XX needs to refine his/her organizational system for continued success in his/her classes.

XX needs to create an organizational system that will work for him/her.

XX needs to increase his ability to cope with day to day stress.

* Identifying personal stress triggers.
* Increasing his menu of coping strategies.
* Independently advocating and applying coping skills

XX needs to learn self-esteem strategies.

Other areas of educational concern (academics, motor, sensory, etc.)

According to previous academic testing,

Current educational needs:

(Examples)

XX needs to continue to develop organizational and task management strategies at school so he/she is successful in passing all of his/her classes.

XX needs to explore employment and/or post secondary options. (The team will continue to discuss vocational planning/ services annually.)

XX needs to participate in Family and Consumer Science classes to increase his/her skills with daily living activities.

**Adaptations and Modifications**

The IEP team should consider the following adaptations/ modifications to allow CHLD access to the general education curriculum:

**Child Specific Paraprofessional Support:**

**Adaptive Equipment:**

**Special Transportation:**

**Extended School Year:**

Extended school year services are available to XX through the high school summer school program that focuses on social and community skills for students with an ASD diagnosis. Given the unique qualities of XX due to his/her educational diagnosis of Autism, there are social issues that need to be addressed in an ongoing manner.  An Extended School Year program will provide XX with the opportunity to interact in the community setting and practice the social skills that are being addressed in class.  These needs will be met by the unique program that has been developed for the students with autism as an attribute for the ESY program over the summer.

**Program Modifications, Supports and Adaptations in General and Special Education:**

In all educational settings, and by education staff, the following will be implemented:

**Program Supports for School Personnel:**

Classroom instructors will be provided a list of modifications, supports, and adaptations required by XX.

Special education support will be provided by the special education staff in TARGET/ ASD Home base and through consultation with the general education teacher and case management with the student/parents/teachers.

**Least Restrictive Environment (LRE) Explanation:**

Due to XX’s inability to organize himself and complete assignments, full-time inclusion was deemed inappropriate as he needs individualized instruction and practice in a smaller group setting to assist with these skills. XX will continue to be in the special ed. transitions class which will replace an elective class.

**Secondary Transition Planning:**

It is anticipated that xx may need support from Rehabilitation Services as he moves into the world of work due to his/her social/ communication needs. This will be discussed further at his next annual IEP meeting.

It is anticipated that XX will be able to engage in competitive employment at the time of graduation. Vocational services will be discussed with XX and his/her family in the next couple of years and it would be a decision for them to pursue these services as they see a need for them.

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XX, Special Education Case Facilitator