**EBD SUMMARY #1**

Student was referred, by his mother, for a special education evaluation due to his behaviors.  She reports that his behavior is affecting his class, daycare, and his ability to be successful in school.  His classroom teacher has been implementing interventions in the classroom setting.  His teacher reports that student is very intelligent and he is a deep thinker.  He does well with a consistent routine, hands on activities, and one-on-one adult support.  Things that limit or interfere with student's learning include changes in schedule, transitions, and worrying about something out of his control.  His mother reports that student was a very good baby.  As he got older, she began noticing more behaviors, especially when student would not get his way.  His preschool teachers also noticed behavior issues.  Currently, student is getting outside support through CTS (Community Technologies and Services).  This service just began in September.  He will start working with a therapist as soon as there is an opening.  Mother has concerns with student's ability to handle transitions.  He struggles with listening and also focusing in class.  She also reported that he doesn't talk about friends. His feelings get hurt very easily, and he will call himself stupid and dumb.

Student’s general cognitive ability is within the average range of intellectual functioning.  Average IQ scores range from 90-109, and student's full scale IQ is 108.  His scores on the intelligence subtests ranged from 100-110.  When compared to others at his age level, student's achievement scores ranged from average in reading (basic and comprehension), math calculation skills and written expression, to high average in math reasoning and oral language skills.  His teacher reports that Student will often call himself "stupid" and then does not try as hard.  However, she feels that student knows more than he is showing her.  He has good reading comprehension scores.  He is currently reading at a level E, with a first grade expectation of level H-I.  Student tends to give up easily with math unless someone is one-on-one talking him through it.  Student has good writing skills.

Results of student's communication assessments show that he understands the social aspects of communication.  His language assessment scores fall into the average to above average range.  Student is able to engage in conversations with others.  At this time, student's communication skills are appropriate for his age.  In the classroom setting, student struggles with participating in discussions on an equal basis with his peers and using reasoning and problem solving skills.  Student has fine and gross motor skills that are comparable to his classmates.  He is in good health and has good school attendance.  He passed his hearing and vision screens this past fall.

Behavior checklists were completed by student's mother, classroom teacher, and the school social worker.  At school, behaviors observed include internal problems and withdrawal.  Student worries about things that cannot be changed, is easily upset, is negative about things, and has trouble making friends.  They also report that student bothers other children when they are working, argues when denied his own way, is seldom soothed when angered, and seeks attention while doing homework.  At home, student's mother reports that Student disrupts other children's activities, interrupts others when they are speaking, acts without thinking, teases others, argues with parents, disobeys, worries, changes moods quickly, is stubborn, and is easily distracted.  At school, Student does not like to accept consequences of his own behavior and has difficulty interacting appropriately and cooperating with others.

Ratings on the ASRS (Autism Spectrum Rating Scales) Total Scorescale indicate the extent to which the Student’s behavioral characteristics are similar to the behaviors of children diagnosed with an Autism Spectrum Disorder. Most commonly observed behaviors include:

       Social Communication:

* has difficulty with peer interactions
* tends not to care what others think
* seldom shows interest in other’s ideas

      Unusual Behaviors:

* becomes bothered by some fabrics and tags in clothes
* has a strong reaction to changes in routine
* needs things to happen just as expected
* insists on certain routines
* becomes upset if routines are changed
* insists on keeping certain objects with him at all times

      Self-Regulation:

* becomes bothered by some fabrics and tags in clothes
* has a strong reaction to changes in routine
* needs things to happen just as expected
* insists on certain routines
* becomes upset if routines are changed
* insists on keeping certain objects with him at all times

Student has age appropriate functional/adaptive behavior.

Classroom observations show that Student struggles to follow classroom routines and is quick to anger.  He does not want to join in large group activities, and when he does, he will talk loudly and stomp to the rug.  On several occasions his classmates asked him to stop his behavior.  During the second observation, there were substitutes for both the teacher and the special education para.  As a result, the class was very busy and noisy.  Student's behavior did not stand out in comparison of his peers.  However, when the teacher read a story aloud, Student's shouted out, "Hey, I can't see!"  He did not volunteer any information when the teacher asked questions about the story.

After reviewing the evaluation information, the team determined that Student meets the Minnesota criteria for an Emotional/Behavioral Disability.