**LD SUMMARY #1**

Student has been receiving special education services under the Specific Learning Disability due to math difficulties.  He has made nice progress with his math skills.  However, Student struggles a great deal with reading and is well behind his same age peers with these skills.  Student is a nice boy who is liked by others.  He learns best when he is given work at his level, and when things are read to him.  Work that is too hard for him, and distractions, interfere with his learning. Student's mother is most concerned about his lack of progress in spelling and reading.  She thinks he needs intensive interventions to bring his skills up to a level where he can be successful with grade level curriculum.  She is concerned that once past third grade; school will get progressively harder for Student because he is lacking the necessary reading skills to be successful.

Student's general cognitive ability is within the low average range of intellectual functioning.  Average IQ scores range from 90-109, and Student's full scale IQ is 81.  However, he performed better on the verbal portion (93) of the test, than on nonverbal reasoning tasks (84). On academic testing, Student's scores range from very low in reading comprehension, to average in math. His scores ranged from 67 in reading comprehension to 92 in math calculation skills, with 100 being average. His teachers report that Student is reading at a guided reading level of F, with the average third grader reading at levels L-O.  He is currently reading 12 words per minute, with the class expectation being 70.  It requires a lot of processing time when completing math assignments.  He is making progress in math, but continues to be below his same age peers.

He is able to communicate with others and participates in reciprocal conversations.  Student rarely offers any answers during class. His gross motor skills are good, but he struggles somewhat with his fine motor skills as he takes longer to copy things correctly.  Student passed his vision and hearing screens this past fall.  He has good school attendance with no physical complaints.

Student interacts well with his peers.  He shows age appropriate impulse control and uses language acceptable to the situation.  Student struggles with his independent work habits because of distractions, and if the work is too hard for him.  Student has good functional skills and is able to carry out self-care skills independently.

Data was collected by the Other Health Disability consultant and his teacher.  Partial concerns were identified in areas of task strength and endurance and regulating distracting behaviors.  Significant concerns were identified in on/off tasks, sustaining effort, task accuracy, organization of verbalized thoughts and written work, task self-initiation and completion, and group participation.  On the parent interview, his mother reported no difficulties in these areas.  A classroom observation included a time on task analysis, and Student was found to be on task 65% of the time compared to another boy who was on task 80% of the time.  Student sat quietly, but did not actively participate in class discussion.  It was also noted that Student took three minutes to sharpen his pencil and sit back down in his group, and another two minutes to write two and a half words.

After reviewing the evaluation report, Student's team has determined that his needs could best be met under the Specific Learning Disabilities criteria as he qualifies in the area of reading comprehension.  Student's off task behavior and lack of focus was also discussed as a team.  It was recommended to Student's mother to share this evaluation information with Student's physician. Student does not currently have any medical diagnoses that would qualify him for services under the Other Health Disabilities Minnesota criteria.