(NOTE: This Summary was added to the Evaluation Report and reviewed with parents on 3/30/2011. This notification was added on 10/17/2011 and reviewed with parents. This version of the Evaluation Report was electronically saved in SPED Forms History. The previous electronic version of the 10/20/2010 has been deleted since SPED Forms only allows one Evaluation Report in history for a certain date. Courtney's Cum File contains all the printed versions of the original and corrected versions of the 10/20/2011 Evaluation Report.)

Courtney has been receiving special education services since March 2002. This evaluation estabilished her present levels of performance, educational needs and her eligibililty for special education.

Courtney's previous cognitive assessments were reviewed. Courtney is functioning in the very low range of ability (DAS-II General Conceptual Ability = 66). No further assessment was warranted.

When compared to others at her age level, Courtney's academic skills and her ability to apply those skills are both within the low range. Her fluency with academic tasks is low average. Courtney's performance is low average in basic reading skills, math calculation skills, and written expression; low in reading comprehension and written language; and very low in math reasoning.

Courtney recieves most of her academic instruction in a resource room setting, except for science and social studies (a paraprofessional works with Courtney and other students to provide the needed support and accommodations during class).

Courntey scored more than two standard deviations below the mean on two standardized measures of oral language. Courtney was engaged in conversations over two separate days, in order to assess her articulation skills, voice, fluency, and expressive language. She demonstrated difficulties with motor-planning when producing multi-syllabic words at the conversational level (no errors at word level), and errors were also noted with subject/verb agreement in her conversational speech. She did not demonstrate difficulties with voice or fluency, but the motor planning and timing of her speech was effortful (articulatory groping) as a result of Apraxia of Speech.

Courtney’s special education teacher completed the Wisconsin Assistive Technology Initiative Assessment(Assistive Technology Checklist). Courtney tries very hard in school and her printing has greatly improved. She has access to a dictionary or computer to assist her with writing. She uses a grip for her pencil and, at times, a calculator for math. For transitioning Courtney may benefit from a scheduling aid such as a task analysis of her schedule.

Courtney does not display clinically significant problems in the home and school setting as indicated on the Behavior Assessment Scale for Children, Second Edition and the Conners Rating Scales.

The Vineland Adaptive Behavior Scales, Second Edition indicates that Courtney displays moderately low levels of functional skills in the home and school settings compared to non-disabled peers. This means that Courtney will require some support in all functional areas. Courtney may struggle when presented with situations that require age-appropriate communication, daily living, and socialization skills.

The Enderle-Severson Transition Rating Scale – Form J- Revised indicated that Courtney needs to learn how to advocate for herself appropriately. She needs to learn how to manage her own money, She also needs to learn how learn about various post-secondary options, employment opportunities and how to go about reaching these goals.

The data in this evaluation meet the criteria for the educational disabilities of Developmental Cognitive Disability and Speech-Langauage Disorder. Courtney is a student in need of specialized instruction in all academic areas.