**Summary**

Daniel's present level of performance in Core Area 1 - Social Interaction:

Based on the BASC-2 Daniel displays problematic levels of the following in the home and school settings: attention problems, limitations in the ability to express ideas and communicate in a way others can easily understand, the tendency to become irritable quickly and has difficulty maintaining self-control when faced with adversity, some problems concerning social skills and communication, and difficulty overcoming stress and adversity. In addition Daniel displays problems in in the following areas in the school setting: social skills, adaptability, learning problems, and study skills.

Based on the ASRS elevated scores were obtained from both parent and teacher raters:

* Ratings on the **Peer Socialization** scale indicate the youth’s willingness and capacity to successfully engage in activities that develop and maintain relationships with other youth.
* Ratings on the **Social/Emotional Reciprocity** scale indicate the youth’s ability to provide an appropriate emotional response to another person in a social situation.

Daniel's present level of performance in Core Area 2 - Communication:

Daniel presents with typically developing communication skills. His standardized scores for expressive and receptive language were well within the average range, when compared to same-aged peers. Auditory processing and reasoning skills were also well within the average range as well. However, he presented with a significantly below average score with the Pragmatic Language subtest on the CASL. Daniel's Pragmatic Language score was 73. When compared to his other language scores, this score is significantly below what might be expected for a student with his language abilities. As a result, the team may wish to consider providing academic support to help Daniel use his language abilities to apply these skills in real-time social situations throughout his school experience. A class that provides daily support for social skills would be beneficial for him.

Based on the ASRS elevated scores were obtained from both parent and teacher raters:

* Ratings on the **Social/Communication** scale indicate the extent to which the youth uses verbal and nonverbal communication appropriately to initiate, engage in, and maintain social contact.
* Ratings on the **Atypical Language** scale indicate the extent to which the youth is able to utilize spoken communication in a structured and conventional way.

Daniel's present level of performance in Core Area 3 - Behavior, interests and activities:

**DAPE**: Daniel's motor skills are in the below average category for a student of his age level. He performed well in bilateral coordination, balance, and fine motor precision. However, Daniel's stength and upper-limb coordination are areas of concern.

**MOTOR:** Daniel demonstrates average visual perceptual skills. Weakest areas were in visual discrimination and visual memory. Daniel demonstrates average handwriting skills. He may need clear expectations defined related to the level of writing legibility expected in each class.

**INTELLECTUAL:** Daniel was administered the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) in 2006 and 2007, and he was administered the Wechsler Preschool and Primary Scale of Intelligence - Third Edition (WPPSI-III) in 2003 based on the evaluation report dated 3/3/10 from Albert Lea Area Schools in Albert Lea, MN. These results revealed average range verbal and nonverbal thinking and reasoning skills and a relative weakness in processing speed. His working memory scores were inconsistent ranging from the average to the below average range. Given the consistency of these scores further assessment was not warranted at this time.

**Basic Psychological Processing**

*Strengths -* Daniel displays strengths in several areas of psychological processing. First, a review of records indicated he has average verbal and nonverbal thinking and reasoning abilities when compared to others on standardized tests. On an informal measure of executive functioning parent and teacher raters indicated relative strengths in the following areas: response inhibition, task initiation, organization, and time management.

*Weaknesses –* Daniel also displays several weaknesses in psychological processing that affect his performance in school. First, he struggles with activities that require him to use his processing speed. Because Daniel has relatively slow processing speed, decision-making is more likely to be slow and inefficient. This may result in Daniel withdrawing and/or avoiding situations that require thought, not applying his best effort, giving up easily, and/or failing to consider and/or learn from past experience. This may also result in a “wait and see” approach to life because Daniel may have learned that the demands of life tend to prioritize themselves. If true, the “wait and see” strategy may have helped Daniel manage his limited processing speed resources by reacting to the unavoidable demands of life, rather than using his mental energy to proactively think through choices and situations. Daniel may misinterpret social situations and/or interpersonal communication, possibly resulting in hurt feelings, apparent over-reactions, and/or avoidable conflict, because he may be drawing conclusions based on limited information. Daniel also displayed inconsistent working memory. Working memory tasks require students to take information in, manipulate it and rearrange it, and use it in its new form. Another area that is difficult for Daniel is attention. On the BASC-2 Daniel was noted to have attention problems.

**FUNCTIONAL SKILLS:**

Based on the Vineland-II in the home setting, Daniel displays a broad range of adaptive functioning. He displayed relative strengths (compared to self) in the areas of (personal and community) Daily Living Skills, (coping skills) Socialization, and (receptive) Communication. He displayed relative weaknesses (compared to self) in the areas of (written) Communication, (domestic) Daily Living Skills, and (play/leisure time) Socialization.

**DISTRICT/STATE TESTING:**

Daniel is failing two of his current classes, Pre-Algebra and computers. District screenings indicate that Daniel is not meeting the standard in the areas of Reading and Math. For MCA’s Daniel partially met Reading and did not meet Math.

**ACADEMIC TESTING:**

A review of Daniels past testing and current testing indicate that Daniel has ability in the average range for brief reading low-average range in broad math and reading, as well as written expression and calculation. He scored a relative weakness in the area of broad written language.

Teachers indicate that Daniel generally seems to try to complete most of his work, but does struggle with staying focused and seeking assistance when needed.

**TRANSITION:**

Overall, Daniel is age appropriate in his development of the core areas of transition when compared to others his age. Daniel has a relative strength in the area of recreation and leisure and a weakness in the area of post-secondary education.

Daniel would benefit from job exploration and completing some interest inventories to include job skill requirement.

**HEALTH/PHYSICAL:**

Daniel passed his hearing and vision screening during the evaluation process.