**Sample Summary**

Student is a second grade student at Name of Elementary School who was referred for a Special Education evaluation due to behavioral difficulties in the school setting.  Testing results from the Wechsler Intelligence Scales for Children III indicate that his intellectual skills are in the average to high average range, with weaknesses in both working memory and processing speed.  His difficulties in working memory and processing speed are also evident in the academic testing and in classroom performance.  Testing results, teacher information and parent information are consistent in showing difficulty staying on task, rushing through work and following directions, which would support the difficulties he has with accessing his working memory.  Overall, his academic skills, as tested by the Woodcock Johnson III Test of Achievement, were found to be generally commensurate with his cognitive skills.  The impact on his classroom work is related to his level of interest in the subject matter and/or assignment.  He is capable of producing high quality work yet he will often submit poorly attempted (rushed) or unfinished work.  Student displayed a relative strength in the area of story recall and weakness in math fluency.  Even though Student’s teacher reports that he does well in math, his math fluency score during testing could be the result of his ability to remain on task and not be distracted during a timed test.  Reading has been a strength for Student and he is currently in the high reading group.  Behavioral ratings indicate concerns both at home and at school in the areas of ….., with the more significant behaviors occurring at school.  Despite ‘at risk’ rather than ‘clinically significant’ ratings from home on the BASC-II, evidence of home based difficulty does exist.  Father acknowledged behavioral difficulties for Student at his referral meeting and during the parent interview, citing difficulty with rule following and taking direction (which is a concern in the classroom), yelling and “blow ups”.  Parents are seeking assistance for Student at Mental Health Agency, which further indicates home based concerns for Student’s behavioral and emotional status, as does his diagnosis of Adjustment Disorder with disturbance of conduct (with rule-outs of ADHD and ODD).  The FBA identified many strengths with Student including, being creative, being good at math and reading, having leadership skills and using advanced vocabulary terms.  His target behaviors were identified as engaging in impulsive behaviors, being disrespectful, and being defiant in response to directives.  It is hypothesized that he engages in target behaviors to increase his feelings of control.  It is also believed that he struggles with monitoring and regulating his behaviors and emotions. The results of the evaluation indicate Student meets the Minnesota entrance criteria for an Emotional/Behavioral Disability and Student is in need of special education and related services.