

## 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 Score scale 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.



## EBD SUMMARY #2

The assessment team recommends that STUDENT continues to qualify for and is in need of special education services in the area of Emotional Behavior Disorder (EBD). Without these services and support, STUDENT may continue to find difficulties in the school setting.

*When looking at the Emotional Behavioral Disorder criteria, STUDENT does meet the following components:*

*According to teacher reports, discipline file, file review, and teacher BASC's there is documentation of established pattern of emotional or behavioral responses in two of the three areas (aggression, withdrawn, or severely disordered thought processes).*

- *According to teacher BASC's, they observe that STUDENT often*
  - annoys others on purpose
  - defies teachers
  - calls other adolescents names
  - is easily distracted from class work
  - is negative about things
  - is easily upset
  - has trouble staying seated
  - cannot wait his turn
  - is overly active
  - complains when asked to do things differently
  - only sometimes communicates clearly.
- According to classroom teachers/classroom observation, STUDENT can become verbally and physically aggressive behaviors towards peers and staff; swearing, pushing, name-calling, and pushing desks. STUDENT will also kick and spit, but not directly at people
- STUDENT will often "zone out", hold his breath, throw himself on the ground and pretend to "swim", touches/bumps into objects and misinterprets social situations.
- STUDENT has had 2 referrals to the main office (being removed from class and lunch) for the following behaviors: distracting and disrupting class, excessive talking, and disrespect to staff.

*According to teacher grade reports, teacher input, discipline file, file review and teacher BASC's, Patrick has established a pattern of emotional or behavioral responses adversely affecting education.*

- According to teacher BASC's, they observe that STUDENT often

- annoys others on purpose
- defies teachers
- calls other adolescents names
- is easily distracted from class work
- is negative about things
- is easily upset
- has trouble staying seated
- cannot wait his turn
- is overly active
- complains when asked to do things differently
- only sometimes communicates clearly.
- STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation. STUDENT may perceive that he is being treated unfairly. STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.
- The above indicated behaviors interfere with STUDENT’s ability to receive initial instruction, assistance from teachers and ability to complete his assignments. This has been an ongoing concern for the past few years.

*According to teacher input, BASC reports, a file review, and transition survey’s, STUDENT does meet this segments of the EBD criteria:*

- Intrapersonal: STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation. STUDENT may perceive that he is being treated unfairly. STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.
- Academic: When STUDENT is angry or over-stimulated, he cannot attend to classroom learning, and is often out of the room during instructional times, thus missing teacher instruction, work time and practice of skills.
- Vocational: STUDENT will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation. STUDENT may perceive that he is being treated unfairly. STUDENT has a difficult time verbalizing his thoughts and will get so “wound up” that his system becomes overloaded and he is unable to calm himself down resulting in explosive behavior such as kicking, swearing, and pushing items in the classroom.

- **Social Skills:** When STUDENT is given an explanation of why he cannot do what he wants to do, he will become angry, swear and refuse to comply with the other task because he may be misinterpreting what the person is saying to him and not hearing the entire explanation.



## 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.

## LD SUMMARY #2

Based on the results of this educational assessment, the assessment team determined that STUDENT continues to be eligible and in need of Special Education Services under the primary handicapping condition Specific Learning Disability (SLD). This decision was based on rating scales, observations, testing scores and general progress to date.

*If this were an initial assessment, STUDENT would not qualify for special education services based on her assessment scores. However, the multidisciplinary team determined that STUDENT continues to be both eligible for and in need of special education services due to her present levels of performance and information processing skills in comparison to her peers. She has made great gains in reading due to the level of supports she has had. The following needs have been identified and should be addressed in STUDENT's educational plan.*

STUDENT has made academic progress due to her special education services. However, she continues to perform below her peers in reading and writing. STUDENT is currently about to complete a set of comprehension questions with 80% accuracy. STUDENT is currently about to read a list of vocabulary words and to define the words correctly with 74% accuracy. STUDENT can write a five sentence grammatically correct paragraph with an introduction sentence, three supporting details and a conclusion sentence with 65% accuracy. Kami writes in complete sentences and uses correct grammar. Spelling is an issue, but she is able to correct her writing with a dictionary. *This is gathered from her special education reading class that is at STUDENT's instructional level and below that of her same aged peers.*

STUDENT struggles with organizational skills, which involves the ability to organize verbal or nonverbal stimuli and to mentally manipulate information. Verbal organization, mental manipulation, and spatial organization are areas that STUDENT has difficulty with. Teachers have reported that STUDENT has difficulty managing time, locating appropriate materials, following classroom routines. STUDENT also struggles with completing her assignments in a reasonable amount of time, thinking before doing something or saying something, and completing her work within routine timelines as compared with her peers who are able to do this independently. STUDENT struggles with working quietly and accurately. STUDENT struggles with reading smoothly, and has a hard time with reading out loud comfortably. She has difficulty with summarizing information, writing sentences of varying length and complexity, and analyzing and solving problems of varying complexity. STUDENT's current work completion rate is 66% (not including her special education classes).

According to formal assessment, staff, and parents, STUDENT appears to have an information processing condition at home and in the school setting in the areas of storage, organization, acquisition, and manipulation. Her teacher indicates that STUDENT struggles a great deal with managing time, locating appropriate materials, following classroom routines independently, telling/writing a logical story, and

planning/placing a written project on a page (e.g., forgets name or heading. Due to these difficulties, STUDENT will struggle in most classes as these skills are required in most subject areas.

In the area of transition, STUDENT indicates an interest in working with children. She would like to attend Riverland Community College following high school and live with friends. Through STUDENT's course of study, she will take classes to prepare her for her career choice of working with children as well as other elective classes to assist in the development of independence following high school.

#### Possible Classes

- Child Development
- Working with Children
- On Your Own