**AUTISM**

Joey's weaknesses in communication adversely affect his ability to relate to others, which have a negative impact on his ability to build and maintain satisfactory interpersonal relationships. He demonstrates limited language skills and may not be able to effectively engage in reciprocal conversations. He has not yet demonstrated the ability to effectively communicate his wants and needs at this time, and may not be able to participate fully in class discussions and/or class instruction. His social language/pragmatic skills are delayed, and thus he may have difficulty interacting appropriately with others in a variety of social situations. He has not yet demonstrated an understanding of others’ perspectives or that others have ideas/opinions different from his own. He demonstrates difficulty expressing and controlling his emotions and behaviors.

Joey’s social/emotional functioning is significantly discrepant from his same-aged peers. He demonstrates impulsive behaviors, which may cause difficulty sitting still during class instruction. Concerns reported with Joey's impulsive behaviors indicate that he may exhibit difficulty sitting still or remaining quiet within the classroom. Joey has also been observed to be withdrawn often, which may affect his overall sense of community within his school environment. Weaknesses with sustaining attention to task may cause difficulty understanding new concepts that are presented in the classroom as a result. Joey demonstrates difficulty sustaining effort and focus during class instruction, and he displays weaknesses in the ability to maintain attention during class. Joey also demonstrates weaknesses with emotional control. He has been described as quick to anger and other emotional outbursts, which adversely affect his ability to build and maintain satisfactory relationships with peers and adults, as well as his ability to focus on academics as a whole.

Joey's weaknesses in physical development and sensory processing may affect his ability to participate fully in age-appropriate activities within the school setting, including lunchtime, recess, P.E., navigating the school environment, and other grade-level tasks. In addition, he may demonstrate difficulty using school tools appropriately (writing utensils, etc.). Joey's weaknesses in visual-motor processing may affect his letter and number formation, which may have an adverse impact on his writing legibility.

Joey demonstrates inconsistencies in cognitive development that may adversely affect his ability to follow multi-step directions or to grasp new curriculum concepts presented within the classroom. His rate of skill-acquisition is atypical compared to his same-age peers, which may affect his ability to participate in the general education setting and/or to complete grade-level curriculum. He has not yet demonstrated problem-solving skills at a rate that is commensurate with his peers.

Joey’s weaknesses in adaptive behaviors affect his ability to complete everyday tasks independently at a rate that is commensurate with his same-age peers. He does not yet demonstrate environmental skills, interpersonal skills, and/or self-help skills at an age-expected level. Without close supervision, Joey may exhibits behaviors that negatively impact his safety and/or the safety of others.

As a result of Joey’s weaknesses in communication skills and his increased maladaptive behaviors exhibited, a behavior intervention plan may be considered as part of educational programming. In addition, additional assistive technology tools may continue to be trialed and explored in order to meet Joey’s communication needs.

Academically, Joey demonstrates weaknesses in the areas of basic reading skills, written expression, and mathematics problem solving. Additionally, Joey's performance on academic tasks is inconsistent; his ability to demonstrate various academic skills may be present one day and then absent the next. He may also experience difficulty following multi-step directions or completing multi-step problems. He has not yet demonstrated study skills at a rate that is commensurate with grade-level peers, and thus may benefit from specialized instruction and/or accommodations within the school setting.

**600.10** - This evaluation includes a review of Joey's medical information as indicated through parent input, school records, and previous evaluation reports. As part of Joey’s previous evaluation, observations completed by a BCBA were reported and analyzed. Social History was collected via enrollment records, teacher observations, and parent input. It also includes observations of Joey’s behaviors across multiple environments, and an in-depth social history obtained through enrollment records, parent input, and teacher observations.

**600.20** - Joey continues to demonstrate a disturbance of the communication process as indicated by scores obtained on formal language assessments administered as part of his previous evaluation as well as current IEP goal progress.

**600.30** - Joey continues to demonstrate a disturbance in the capacity to relate appropriately. He demonstrates difficulty understanding that others have thoughts/feelings/perspectives different from his own. He demonstrates weaknesses understanding appropriate social language, and he has not yet demonstrated an understanding of appropriate social interactions/communication in various environments.

**600.40** - This evaluation report documents all areas in which Joey's autism adversely affects his educational performance. Specific educational concerns are described in the previous section.

**600.50** - The results of this evaluation and the evaluation team's conclusion that Joey continues to qualify for special education under the identification of Autism is not a result of an emotional disability.

**600.60** – Joey demonstrates a disturbance of developmental rates and sequences as evidenced by inconsistencies, regressions, delays, etc. in social and learning skills evidenced in this evaluation report. Joey’s performance on many assessments administered as part of the current reevaluation had decreased significantly since the last time formal assessment was completed in 2013. His acquisition of new skills does not follow normal developmental patterns.

**600.70** – Joey demonstrates a disturbance of responses to sensory stimuli. He benefits from the use of a “squishy ball” to assist with focusing and with his proprioceptive muscles. He seeks repetition of specific sounds or music, and may respond inappropriately to unwanted stress or stimulation within his environment. Joey has been observed to exhibit excessive disruptive movement and vocalizations in class, and sensory stimulation is often a function of Joey’s maladaptive behaviors exhibited within the school setting.

**SPECIFIC LEARNING DISABILITY**

**1400.10** - Joey does not achieve adequately for his age or to meet State-approved grade-level standards in the following areas when provided with learning experiences and instruction appropriate for his age or State approved grade-level standards:

**1400.10.a.** Basic Reading Skill
**1400.10.b.** Reading Comprehension

**1400.10.c.** Reading Fluency Skills

**1400.10.d.** Written Expression

**1400.10.e.** Mathematics Calculation

**1400.10.f.** Mathematics Problem Solving

**1400.10.g.** Listening Comprehension

**1400.10.h.** Oral Expression

**1400.20** - The evaluation team used the Discrepancy Method for eligibility determination. Assessment results indicate that Joey exhibits a pattern of strengths and weaknesses in performance and achievement relative to State-approved grade-level standards as well as to his intellectual development. Results obtained on the KTEA-3 administered as part of the current evaluation indicate that Joey demonstrates a relative strength in the area of Mathematics, while he demonstrates weaknesses in Reading and Writing. His performance in the areas of Basic Reading Skill, Reading Comprehension, and Written Expression is significantly discrepant from his cognitive abilities, as it measures at least 1.5 standard deviations below his intellectual development. Joey's cognition was measured at a Nonverbal IQ standard score of 105 on the WNV (administered previously), indicating a criterion score of 83 or lower when identifying a learning disability (i.e., 105 - 22 points, or 1.5 standard deviations = 83). Joey obtained the following standard scores on the KTEA-3 that measure at or below this criterion score: Letter and Word Recognition 69, Nonsense Word Decoding 74, Reading Comprehension 66, Written Expression 65, Spelling 61, and Reading Vocabulary 65.

 **1400.30** - Observations in Joey's usual learning environment were completed during the course of this evaluation by Katie Davis, Psychological Examiner. A summary of Joey’s behaviors observed in relation to the identified disability areas is provided in this evaluation report.
 **1400.40** - The determination of the existence of Joey's Specific Learning Disability was made by a team of qualified professionals, which included Joey’s parent/guardian, a general education teacher, a special education teacher, a speech and language pathologist, and a school psychological examiner.
 **1400.50** - No relevant medical findings were noted during the course of this evaluation. All team members present at the Eligibility Determination Meeting were in agreement (unanimously) with the identification of this Specific Learning Disability. Prior to the completion of this evaluation, Joey was provided appropriate instruction in the typical education setting delivered by qualified personnel. Also, data-based documentation of repeated assessments of achievement reflecting formal assessment of student progress during instruction was provided to Joey's parents at regular intervals (via eValuate data, AIMSweb results, report cards/progress reports, etc.)
 **1400.60** - The evaluation team has determined that its findings of this Specific Learning Disability are not primarily the result of the following:
 **1400.60.a.** - A visual, hearing, or motor disability;
**1400.60.b.** - Intellectual Disability;
**1400.60.c.** - Emotional Disturbance;
**1400.60.d.** - Cultural Factors;
**1400.60.e.** - Environmental or Economic Disadvantage

**YOUNG CHILD WITH A DEVELOPMENTAL DELAY**

Joey's developmental delays adversely affect his educational performance in the following ways:

Joey's weaknesses in cognition may adversely affect his acquisition of new skills/content presented within the classroom environment. These weaknesses may also negatively affect his rate of learning. He may demonstrate difficulty with retention of previously learned concepts and with the ability to problem-solve at a rate that is commensurate with his peers. Joey may also demonstrate difficulty applying reasoning skills and other necessary strategies needed in order to recognize relationships between items and/or to follow directions.

Joey’s weaknesses in communication (language) may affect his ability to effectively communicate with others. These weaknesses may also adversely affect his ability to build and maintain satisfactory relationships with peers and adults. Weaknesses in receptive language negatively affect his ability to grasp and retain new concepts presented in the classroom as well as to understand multi-step directions presented to him. Weaknesses in expressive language may affect his ability to effectively communicate his wants and needs. This may limit his ability to participate in class discussions and/or group work, and may even cause him to withdraw from others. He also demonstrates difficulty responding appropriately to questions, understanding and describing relationships between objects, and speaking using age-appropriate grammar and vocabulary.

Though Joey is not yet enrolled in school, his social/emotional functioning is significantly discrepant from his same-aged peers. He demonstrates aggressive behaviors, which may cause difficulty establishing and maintaining satisfactory relationships with others. Joey has also been observed to be withdrawn and/or sad often, which may affect his overall sense of community with his school environment. Weaknesses with sustaining attention to task may cause difficulty understanding new concepts that are presented in the classroom, and he may also experience difficulty with retention of material as a result. Joey's adaptive behaviors were also reported as areas of concern, specifically with regards to completion of activities of daily living. Joey may demonstrate difficulty adjusting to school routines, class activities, and the demands of future coursework.

The evaluation team used the following information as a basis for this determination: Review of Existing Data information, parent/guardian input, teacher observations, current assessment results, and the discussion of the evaluation team. Using the Compliance Standards and Indicators set forth by the Missouri Office of Special Education, the following eligibility indicators for a Young Child with a Developmental Delay were considered and discussed:

**ONE AREA**

**2100.10** – This evaluation report documents results of formal assessments provided in standardized, quantified form or equivalent levels. In addition, it provides results of informal assessments and observations provided in equivalent form. As part of this evaluation, the following assessments were administered: a functional PT assessment, a functional OT assessment, an informal speech sample, the PLS-5, and the DAYC.

**2100.30** – This evaluation report documents performance at or below 2.0 standard deviations below the mean in the following area:

     **2100.30.a. – Cognitive**.

     **2100.30.b. – Adaptive**.

     **2100.30.c. – Social/Emotional**.

**2100.30.d. – Communication**. Joey obtained a standard score of 67 on the Communication subtest of the DAYC. This scores indicates performance more than 2.0 standard deviations below the mean score of 100. (Joey also obtained the following standard scores on the PLS-5: Auditory Comprehension 67, Expressive Communication 79, and Total Language Score 72. Only 1 of these 3 scores falls at least 2.0 standard deviations below the mean score of 100.)

**2100.30.e. – Physical**.

**2100.50** – As a result of this identified developmental delay, the student experiences an adverse educational impact. Specific areas of weakness are described in the previous section. As a result of these weaknesses (due to the identified developmental delay), the child is eligible for special education services and related services.

**TWO AREAS**

**2100.10** – This evaluation report documents results of formal assessments provided in standardized, quantified form or equivalent levels. In addition, it provides results of informal assessments and observations provided in equivalent form. As part of this evaluation, the following assessments were administered: PDMS-2, GFTA-3, CELF-P:2, DAYC, BASC-3, and the WPPSI-IV.

**2100.20** – This evaluation report documents performance at or below 1.5 standard deviations below the mean in the following areas:
**2100.20.a. – Cognitive**.
     **2100.20.b. –** **Adaptive**.
**2100.20.c. – Social/Emotional**. Joey obtained a Behavioral Symptoms Index T-Score of 78 on the BASC-3 PRS. This score indicates performance more than 1.5 standard deviations from the mean score of 50.
     **2100.20.d. – Communication**. Joey obtained a Core Language standard score of 77 on the CELF-P:2, and he obtained a standard score of 69 on the Communication subtest of the DAYC. These scores indicate that Joey’s expressive and receptive language skills measure more than 1.5 standard deviations below the mean score of 100.

**2100.50** – As a result of these identified developmental delays, the student experiences an adverse educational impact. Specific areas of weakness are described in the previous section. As a result of these weaknesses and the identified developmental delays, the child is eligible for special education services and related services.

**CONCLUSION/SUMMARY OF EVALUATION RESULTS**

Joey is a current 8th grade student at MOCASE Middle School in St. Louis, Missouri. He is 13 years old. Joey is currently participating in the special education program under IDEA guidelines with the identification of Educational Autism with a secondary identification of a Speech Impairment – Sound System Disorder. This reevaluation is being conducted as part of a triennial reevaluation, as the date of Joey’s previous evaluation was April 2016. However, formal assessment has not been completed since April 2013. Previous school records indicate that Joey has medical diagnoses of ADHD, ASD, ODD, and Generalized Anxiety Disorder. He also has a food allergy to strawberries.

A Review of Existing Data (RED) meeting was held on 02/16/2019. Data reviewed included Joey’s current grades, progress reports, previous evaluation reports, current IEP, CBM data, district- and state-wide assessment data, current health records, attendance records, and parent/teacher observations. After the February 2019 RED meeting, parental consent was obtained on 02/16/2019 to begin the evaluation process, which included formal and informal assessment in the areas of Language, Intellectual/Cognitive Functioning, Social/Emotional/Behavioral, Academic Achievement, and Post-Secondary Transition. Observations were also conducted in various academic settings. The team considered continuing with Joey’s current educational program with the identification of Educational Autism and a secondary identification of a Speech Impairment – Sound System Disorder, changing eligibility to a student with an Other Health Impairment, or releasing Joey from special education services.

As mentioned above, previous school records indicate that Joey was diagnosed with ADHD, ASD, ODD, and Generalized Anxiety in the past. He currently takes the following medications: Concerta 36mg X2 and Abilify 10mg. Joey wears prescribed corrective lenses (glasses) and is otherwise considered to be in good general health.

In the area of Speech, though not formally assessed as part of this evaluation, it was reported by the Speech and Language Pathologist that Joey’s progress had plateaued. Currently, he is producing the /th/ sound at the conversational level with 90% accuracy, though he continues to demonstrate difficulty producing the /r/ sound at the conversational level. During speech intervention sessions, Joey speaks accurately with 90% accuracy, though this percentage drops to 65-70% when in the classroom setting. However, no additional concerns have been reported by Joey’s teachers. It is the recommendation of the Speech and Language Pathologist that Joey be released from speech intervention services and that he no longer carry the secondary identification of a student with a Speech Impairment – Sound System Disorder.

In the area of Language, Joey was administered the Test of Pragmatic Language, Second Edition (TOPL-2) on 03/26/2019. A Language Sample was also collected. Joey obtained a Pragmatic Language Usage Index standard score of 111 on the TOPL-2, which falls at the 77th percentile rank as compared to the normative sample and can be described as falling within the Average range of abilities.

As measured by the language sample on 03/26/2019, Joey easily identified context and roles of people when presented with pictures, and he identified cause-and-effect using reasoning skills to solve problems with minimal prompting. Joey maintained topic of conversation and displayed appropriate turn-taking behavior. He was able to relate to others’ perspectives and emotions effectively.

In the area of Cognitive/Intellectual functioning, Joey was administered the WISC-V on 04/15/2019. Results indicated an FSIQ of 117, which falls at the 87th percentile rank and within the High Average range as compared to the normative sample. The following Primary Index Scores were obtained: Verbal Comprehension Index 116, Visual Spatial Index 117, Fluid Reasoning Index 126, Working Memory Index 91, and Processing Speed Index 108. His GAI obtained on this assessment was 123, his Nonverbal IQ obtained on this assessment was 119, and his Cognitive Proficiency Index score was 100.

In the area of Social/Emotional/Behavioral Skills assessment, the Behavior Assessment Scale for Children, Second Edition (BASC-2), was completed by one of Joey’s teachers and by his mother. Scores from the BASC-2 rating scales administered in April 2019 resulted in the following subscales measuring within the Clinically Significant range on the Parent Rating Scale only: Hyperactivity, Depression, Atypicality, and Withdrawal. On the Teacher Rating Scale, no subscales measured within the Clinically Significant range. The subscales measuring within the At-Risk range included the following: Conduct Problems (parent only), Anxiety (parent only), Somatization (parent only), Withdrawal (teacher only), Attention Problems (parent only), Adaptability (parent only), Social Skills, Leadership, Activities of Daily Living, and Functional Communication.

In the area of Academic Achievement, Joey was administered the KTEA-3 on 04/22/2019. The following composite standard scores were obtained through this administration: Academic Skills Battery 117, Reading 118, Math 115, and Written Language 113. These composite scores indicate performance within the Average to the Above Average ranges as compared to the normative sample. Subtest scores were as follows: Math Concepts and Applications 111, Letter and Word Recognition 101, Math Computation 116, Reading Comprehension 131, Written Expression 110, and Spelling 113. When comparing these scores to Joey’s FSIQ yielded through the administration of the WISC-V, it is noted that these scores are commensurate with Joey’s cognitive/intellectual abilities.

In the area of Post-Secondary Transition, Joey was administered a Learning Styles Questionnaire on 04/21/2019. Results indicated a slight preference for Reflective learning (vs. Active), a slight preference for Sensing learning (vs. Intuitive), a moderate preference for Visual learning (vs. Verbal), and a moderate preference for Global learning (vs. Sequential). One of Joey’s teachers also interviewed him about his extra-curricular activity interests, and Joey indicated an interest in getting involved in Gamers Club and Chess Club in the future.

Several observations were conducted across various academic settings by WMS staff members. Off-task behaviors were observed at a rate higher than Joey’s grade-level peers during FACS class, though the off-task behavior was not disruptive nor oppositional; instead, Joey often became distracted from large-group lecture by a book that he was reading during class to himself. Most noteworthy during these observations, however, was that Joey exhibited behaviors of withdrawal; he appeared disconnected with the class, often interacting with others only when required. At lunch he preferred to sit alone and to focus on his Pokemon cards. In Social Studies, it was observed that Joey becomes argumentative when asked about missing homework assignments.

On 04/19/2019, the child study team met once again to discuss assessment results for Joey. Based on the results detailed above, current academic performance, previous assessment results, and parent/teacher observations, it was decided that Joey continues to meet eligibility for a student with Educational Autism. However, the team also decided to remove the secondary identification of a student with a Speech Impairment – Sound System Disorder.

**DID NOT QUALIFY**

Joey does not meet initial eligibility for Special Education services under Missouri IDEA guidelines for any category and cannot be identified as a student with a Specific Learning Disability (SLD). However, the team did place consideration on the Adaptive Behavior and Social/Emotional/Behavioral assessment results, and considered that Joey’s low self-esteem, low self-confidence, and low self-image, as well as his lack of connection with the school community, might be best addressed through the following resources: participation in extra-curricular activities, meeting with the school counselor during the school day, participating in before-school academic labs and/or Saturday school, and enrolling in After School Academic Intervention (ASAI) offered at WMS on Monday, Tuesday, and Thursday each week. As recommended by the team, Joey will continue to receive instruction through current educational program in the general education setting. However, continuous monitoring of his academic functioning will remain and interventions will be implemented as needed if additional concerns are raised in the future.

Joey does not continue to demonstrate language weaknesses and thus is no longer eligible for special education services under the identification category of Language Impairment. Significant progress has been made since Joey was initially eligible for language services. Current evaluation results provide evidence that Joey’s language skills are now commensurate with his cognitive ability.