

**XXXX Unified School District
PSYCHOEDUCATIONAL ASSESSMENT REPORT**

-CONFIDENTIAL-

Student: XXXX XXXX
Date of Birth: XXX
Age: XXX
Grade: 6th
Gender: XXX
Primary Language: Spanish

School: XXX
Dates of Evaluation: XXX
Date of Report: XXX
Type of Report: Triennial
School Psychologist: XXXX, M.S.,
NCSP

REASON FOR REFERRAL

XXXX XXXX is a XX year, XX month old XX grade male student attending XXX. He receives Specialized Academic Instruction (SAI) in all academic subjects as well as Speech and Language services under the eligibility category of Specific Learning Disability (SLD).

The purpose of this triennial re-evaluation is determine what XXXX's strengths and needs are, to help determine if he continues to be eligible for Special Education services and to aid in the development of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

ASSESSMENT PROCEDURES

Observations
Review of Records
Interviews
Health and Developmental Report
Teacher Reports
Woodcock-Munoz Language Survey-Revised (WMLS-R) Spanish
Woodcock-Munoz Language Survey-Revised (WMLS-R) English
Woodcock-Johnson III Normative Update Test of Cognitive Abilities (WJ-III COG NU)
Beery-Buktenica Developmental Test of Visual-Motor Integration- Fifth Edition (Beery VMI)
Test of Auditory Processing Skills - Third Edition (TAPS-3)
Woodcock Johnson III Normative Update Test of Achievement (WJ-III NU) (*administered by SAI Teacher)
Behavior Assessment System for Children - Second Edition (BASC-2) Parent
Conners 3rd Edition (Conners 3-T) Teacher Form
Conners 3rd Edition (Conners 3SR) Self-Report Form

BACKGROUND INFORMATION

Background information was updated by XXXX's mother, Ms. XXX and a District Nurse. For more information please refer to the previous Psychoeducational Report dated XXX.

Family, Language and Environmental Factors

XXXX's parents are separated. On weekdays, XXXX resides with his Mother, Ms. XXX and on Friday, Saturday and Sunday he resides with his Father, Mr. XXXX. XXXX indicates that he attends a Spanish-speaking church on most weekends with his Father. XXXX has two older siblings that live in Mexico. Ms. XXX's occupation is XXX and Mr. XXXX works outside the home. Ms. XXX indicates that XXXX is distractible and forgetful.

XXXX is classified as an English Language Learner (ELL). XXXX's primary language is Spanish. The language of both homes is Spanish. Both his Mother and XXXX indicated that English is the language that is easiest for him. XXXX mixes both languages when he speaks. XXXX's teachers reported that compared to his peers, XXXX displays strong oral expression skills, but struggles with reading and writing. XXXX's conversational skills in English appeared stronger and better developed than his conversation skills in Spanish. When speaking in Spanish, he would have trouble finding words and would sometimes use words in English.

XXXX has been receiving instruction in an English Only program with English Language Development (ELD) support since kindergarten.

California English Language Development Test (CELDT)

	3 rd	4 th	5 th	6 th
Listening	Beginning	Intermediate	Early Advanced	Early Advanced
Speaking	Early Advanced	Advanced	Early Advanced	Early Advanced
Reading	Beginning	Beginning	Beginning	Early Intermediate
Writing	Beginning	Beginning	Beginning	Intermediate

Based on these scores, XXXX has made the most growth in listening and speaking skills. XXXX is still emerging in his reading and writing skills.

Health, Development, and Medical History

XXXX has been in good general health the last three years. The date of his last health exam was XXX. The date of last vision exam was on XXX. XXXX is currently taking the following medications: Focalin, 1 tablet daily. Ms. XXX indicated that he has been taking this medication for approximately two years. Ms. XXX indicated that he has been diagnosed attention difficulties. Medical confirmation of a diagnosis was not obtained. XXXX passed vision and hearing screening performed by a District Nurse on XXX.

XXXX eats well and sleeping patterns were described as normal. He was described as having a friendly temperament and having good behavior with friends. No frequent changes in residence were reported. Ms. XXX reported a family history of diabetes. No other history of major medical problems, surgeries, or hospitalizations was reported.

Educational History

XXXX attended XXX Elementary School in the XXX Unified School District from kindergarten through 3rd grade. The XXX campus reopened in the fall of 2009 as XXX Magnet School which XXXX attended from 4th through 5th grade. He had 11 absences

and 14 tardies in the 4th grade. He had 10 absences and 3 tardies in the 5th grade. XXXX has been attending XXX Middle School since the 6th grade (8/24/11-present). His attendance has been consistent.

XXXX has been receiving Speech and Language services since April of 2008. He was referred for a comprehensive evaluation in the 3rd grade and became eligible under the eligibility category of Specific Learning Disability (SLD). He began receiving Specialized Academic Instruction (SAI) in Math and English Language Arts in addition to Speech and Language services. At an addendum meeting held on 10/21/10, his speech minutes were reduced. At his annual review Individualized Education Program (IEP) meeting on 12/9/10, SAI minutes increased, while Speech and Language services remained the same. During his attendance at XXX Middle School, XXXX has been receiving SAI services in all academic subjects as well as Speech and Language services.

In 4th grade, he earned "C's" (modified curriculum) in all academic subjects with satisfactory marks in effort. In the 5th grade, XXXX earned passing grades in all academic subjects, but needed to improve in working independently, focusing consistently and staying on-task.

Current Grades

Subject	6th
	Grade/Cooperation/Work Habits
<i>Trimester</i>	<i>1 Progress</i>
English	*A- E E
Math	*C S N
P.E.	- - -
Science	*C S N
Social Science	*A- E E

*Modified Curriculum
 - Passing grade

6th grade Teacher comments are as follow: honest and kind, a pleasure to have in class, work needs improvement, and missing class/lab assignments.

California Modified Assessment (CMA)

A - Advanced
 P- Proficient
 B- Basic
 BB- Below Basic
 FBB- Far Below Basic

Grade	3	4	5
English- Language Arts	FBB	BB	BB 263
Math	BB	B	BB 281
Science			P 359

XXXX's current teachers described him as having a sweet disposition, wanting to do well and having good class participation. In the classroom, XXXX struggles with writing proficient simple and compound sentences, developing paragraphs, and struggles using correct grammar, vocabulary and spelling. He is demonstrating adequate addition and subtraction skills, but is struggling with basic math skills and math problems solving skills. XXXX also has difficulty focusing and concentrating in class, following directions and instruction, completing classwork, homework and projects. His binder is disorganized and has difficulty keeping track of notes and papers.

Previous Assessment Results

XXXX (8-1) Psychoeducational Report- XXX

Nonverbal ability fell within the average range. Adaptive functioning was age-appropriate. Visual-motor integration fell within the below average range. Phonological awareness and rapid naming fell within the average range. Phonological memory fell within the below average range. XXXX displayed significant attention difficulties as well as restlessness and fidgeting. XXXX displayed difficulty with work completion in class. Social relations were age-appropriate. Academically, he displayed below average skills in reading decoding and spelling. He continued to present with articulation error as well as difficulty with "what" articles, prepositions, past tenses and plurals when creating sentences.

BEHAVIORAL OBSERVATIONS

Testing

XXXX presented himself as friendly and talkative student. Rapport was easily established and he appeared comfortable with this examiner. In this quiet, one-to-one situation, XXXX was attentive, cooperative and put forth good effort. He took care in responding and generally persisted with difficult tasks.

Classroom

XXXX was observed during his math class of 13 students and one teacher. XXXX was not wearing his glasses. XXXX was well-behaved. XXXX sat in the second row of the classroom. The teacher was giving a whole group lesson. Students were to listen and participate. When XXXX was called on he participated, but his response was not correct. Students were to work independently and solve problems that were on the board. XXXX was easily distracted by things going on around him. The teacher reminded him to circle his answers and to add more space to his responses. XXXX's writing was messy. XXXX often fidgeted and moved around in his chair during independent work time.

CURRENT ASSESSMENT RESULTS AND INTERPRETATION

Each assessment and evaluation was selected and administered so as not be discriminatory on racial, cultural, or sexual bias. Each assessment was used for the purpose for which it was designed and is valid and reliable. Each instrument was administered by trained and knowledgeable personnel. Each assessment was given in accordance with the test instructions provided by the producer of the assessment, unless otherwise reported. No single measure was used to determine a present level of performance. This examiner proficient in both and English and Spanish and therefore no interpreters were needed.

Visual-Auditory Learning	73
Spatial Relations	93
Sound Blending	122
Concept Formation	103
Visual Matching	80
Numbers Reversed	97
Visual Auditory Learning Delayed	89
Picture Recognition	104

The **Woodcock-Johnson III Normative Update Tests of Cognitive Abilities (WJ III COG NU)** was administered to examine XXXX's cognitive strengths and weaknesses. According to the WJ-COG, his overall cognitive ability most probably lies within the average range.

In regards to verbal tasks, XXXX was required to name pictures, give synonyms and antonyms and complete verbal analogies. He scored within the average range in this area.

The verbal-visual associative learning tasks require a student to learn a verbal label for a visual picture. His score fell within the below average range. On the same task, presented a few days later, he scored within the lower end of the average range.

For the spatial-relations task, XXXX was required to choose different puzzle pieces that would combine to make a target figure. He scored within the average range in this area which shows that he can mentally manipulate and understand part-whole relationships.

On the task that measures problem solving skills with novel information, he looked at different groups of shapes and was asked to identify, categorize, and determine the rules related to the figures using inductive logic. His score on this task fell within the average range.

On the phonological processing task, XXXX was able to listen to sounds and blend them together to make words very well and earned standard score within the above average range. This was an area of strength for XXXX.

Verbal working memory examines a student's ability to manipulate verbal information prior to giving a response. For example, he was asked to recall a sequence of numbers in reverse sequence. XXXX scored within the average range on this subtest.

The task that measured visual processing speed using paper and pencil, required him to quickly identify and circle numbers that were the same. He displayed weakness on this task and scored within the below average range.

The Picture Recognition subtest measured his visual short-term memory skills. The task required him to look at pictures of objects for 5 seconds and then point them out. He scored within the average range on this task.

Overall, XXXX's cognitive ability is within the average range and display strength in phonemic awareness and weakness in visual perceptual speed. **Speech and**

Language:

Based on the Speech and Language Assessment Report, XXXX demonstrates average receptive and expressive language skills, but continues to display articulation errors in his speech. Please refer to the Speech and Language Assessment Report for more detailed information regarding eligibility recommendation.

Perceptual/Motor:

Test of Auditory Processing Skills (TAPS-3)

Subtests	Scaled Scores
Word discrimination	8
Phonological Segmentation	5
Phonological Blending	9
Number Memory Forward	7
Number Memory Reversed	4
Word Memory	6
Sentence Memory	5

Indices	Standard Scores
Phonological	87
Memory	77

The Test of Auditory Processing Skills (TAPS-3) was administered to XXXX in order to measure auditory processing skills in the areas of phonological processing and auditory memory.

On the Phonological Index, he performed within the lower end of the average range. He displayed difficulty manipulating sounds within words.

On the Memory Index, XXXX performed within the below average range. XXXX had difficulty manipulating numbers in his head before reciting them and struggled with accurately repeating sentences that increased in complexity and length.

The Beery-Buktenica Developmental Test of Visual-Motor Integration- Fifth Edition (Beery VMI)

	Standard Score
Beery VMI	79
Visual Perception	86
Motor Coordination	85

The **Beery-Buktenica Developmental Test of Visual-Motor Integration- Fifth Edition (Beery VMI)** is a structured measure of visual-motor coordination and assesses a student's ability to interpret and integrate what is seen visually and replicate it using paper and pencil. Skills in this area are associated with the ability to copy information from near- and far-point and space letters and words appropriately on the lines when writing. On this test, XXXX achieved a standard score in the below average range. XXXX performed slightly better when visual perception and motor coordination were assessed independently and scored within the lower end of the average range in both areas. In the classroom, his penmanship tends to be messy.

Gross motor skills are age-appropriate. He participates in a general education physical education class and is earning a passing grade.

Academic Achievement:

Wechsler Individual Achievement Test – Third Edition (WIAT-3)

Date: 11/15/2011

Age: 10-11

Age-Based Scores

Given By: XXXX, SAI Teacher

	Standard Score	Description
Reading Composite/Subtests		
Total Reading Composite	78	Below Average
Reading Comprehension and Fluency	80	Below Average
Reading Comprehension	84	Below Average
Word Reading	73	Below Average
Oral Reading Fluency	84	Below Average
Written Expression Composites/Subtests		
Written Expression Composite	79	Below Average
Sentence Composition	85	Average
Essay Composition	87	Average
Spelling	77	Below Average
Mathematics Composite/Subtests		
Mathematics Composite	81	Below Average
Math Fluency Composite	71	Below Average
Math Problem Solving	80	Below Average
Numerical Operations	85	Average
Math Fluency Addition	80	Below Average
Math Fluency Subtraction	77	Below Average
Math Fluency Multiplication	60	Well Below Average

Based on standardized academic results, XXXX scored within the average range and displays relative strength in sentence composition, essay composition, and decoding made-up words. XXXX scored within the below average range in all other areas and in the well below average range in math fluency with multiplication. XXXX appears to struggle the most with decoding and quickly solving multiplication problems.

Social/Emotional Functioning:

The **Behavior Assessment System for Children - Second Edition (BASC-2)** is a behavior rating scale that measures numerous aspects of behavior and personality. A T score of 41 to 51 is considered to be within the Average range. A T score of 60-69 is considered to be within the At-Risk range and may indicate a potential or developing problem that needs to be monitored carefully. A T score of 70 or above is considered to fall within the Clinically Significant range and may indicate a high level of maladaptive behavior or absence of adaptive behavior. On the adaptive scales, low scores represent possible problems areas. The At risk range is a T score of 31-40 and a T score of 30 and below denotes a Clinically Significant problem area. This behavior rating scale is not being used for the purpose of diagnosing conditions.

The Behavior Assessment System for Children- Second Edition (BASC-2)

*At Risk

**Clinically Significant

	Ms. XXX Mother
	T Score
Externalizing Problems	50
Hyperactivity	56
Aggression	44
Conduct Problems	51
Internalizing Problems	43
Anxiety	42
Depression	45
Somatization	47
School Problems	-
Attention Problems	77**
Learning Problems	-
Behavioral Symptoms Index	53
Atypicality	46
Withdrawal	44
Adaptive Skills	40
Adaptability	55
Social Skills	52
Leadership	42
Activities of Daily Living	26*
Study Skills	-
Functional Communication	33*

On the BASC-2 Parent form, Ms. XXX responses yielded a score in the Clinically Significant range in the area of Attention. Ms. XXX responses suggest that XXXX almost always has a short attention span, is easily distracted, makes friend easily, has trouble following regular routines and can be unclear when presenting ideas.

The **Conners 3rd Edition** is a behavior rating form that assesses Attention Deficit Hyperactivity Disorder (ADHD) and related issues like Executive Functioning (planning, prioritizing and completing tasks), Learning Problems (difficulty reading, learning and remembering), Aggression, and Peer/Family Relations.

T score of 70 or above is a Very Elevated Score.

T score of 60-69 is an Elevated Score

T score of 40-59 is an Average Score

T score of 40 or below is a Low Score

Conners 3rd Edition (Conners 3-T) Teacher Form

Completed by SAI Teacher, Ms. XXX

	T Score
Inattention	76
Hyperactivity/Impulsivity	46
Learning Problems	60
Executive Functioning	78
Defiance and Aggression	54
Peer Relations	63
Conners 3 Global Index Total	61
Conners 3 GI; Restless-Impulsive	63
Conners 3GI Emotional Liability	45

Ms. XXXX's responses yielded a very elevated score in the area of inattention and executive functioning. Elevated scores were also found in learning problems, peer relations, the total index, as well as the restless impulsive index. Ms. XXX's responses suggest that XXXX is having difficulty starting, sustaining focus and completing classwork and projects; is easily distracted; gives up easily; seems tired; has trouble concentrating; forgets to turn in work; and is forgetful. The teacher reported that these characteristics are significantly impacting his academic performance.

Conners 3rd Edition (Conners 3SR) Self-Report Form

Completed by XXXX XXXX

	T Score
Inattention	55
Hyperactivity/Impulsivity	41
Learning Problems	58
Defiance and Aggression	46
Family Relations	68

XXXX's responses yielded elevated scores in the area of family relation. An analysis of his responses suggests that at home, XXXX feels unjustly punished and that his parents expect too much from him. He also reported that he has trouble in math and has trouble concentrating, but is happy.

During the interview, XXXX indicated that he sometimes likes coming to school. His favorite subject is science and geography and his least favorite subject is math. Division is difficult for him. XXXX indicates that he has a lot of friends here at school. His hobbies are skateboarding with his friend. What he likes the most about himself is that he has a nice family and friends and that he was born healthy. When asked what worries him, he indicated that he does not tend worry. When asked what he does when he gets mad, he indicated that he thinks of something else or does something else to help him cool down. His three wishes are: 1) that Mom and Dad would be together 2) world peace and 3) to have two thousand million dollars

RELATIONSHIP OF BEHAVIOR TO STUDENT'S ACADEMIC AND SOCIAL FUNCTIONING

XXXX's attention difficulties negatively impact his ability to concentrate, stay on-task, follow class instruction, and complete assignments.

SUMMARY AND CONCLUSION

XXXX XXXX is a XX year, XX month old XX grade male student attending XXX. He receives Specialized Academic Instruction (SAI) in all academic subjects as well as Speech and Language services under the eligibility category of Specific Learning Disability (SLD). A triennial re-evaluation was conducted in order to investigate what XXXX's strengths and needs are, to help determine if he continues to be eligible for Special Education services and to aid in the development of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

XXXX's is a student who demonstrates an adequate level of proficiency in English academic oral language skills. His overall cognitive ability lies within the average range. He displays strength in phonemic awareness and weakness on timed visual perceptual tasks. Auditory memory skills fell within the below average range. He struggles holding on to and manipulating verbal information in his short-term memory. He also has difficulty remembering sentences accurately. Fine motor coordination as well as visual perception skill fell within the lower end of the average range. Visual-motor integration is within the below average range. Standardized academic scores reflect below average scores in most areas of reading, writing and mathematics. XXXX is a kind and expressive student who displays appropriate peer and adult relations. Rating scales indicate elevated scores in the area of attention and executive functioning. In class, XXXX is having significant difficulty with attention. He is easily distracted and is having difficulty initiating and completing assignments as well as staying on-task. Speech and language assessment results revealed average language skills and articulation errors.

Educational Implications

Specific Learning Disability (SLD)

At this time, XXXX appears to continue to meet the Special Education eligibility category of **Specific Learning Disability (SLD)**. Formal and informal measures reflect a severe discrepancy between XXXX cognitive ability and academic achievement in the areas of reading decoding, written expression and math reasoning skills. In addition, XXXX exhibits a psychological processing disorder in the areas of attention, sensory-motor skills, and auditory processing. These learning problems do not appear to be primarily due to external factors such as cultural, linguistic or economic disadvantage, limited school experience, or poor school attendance.

These findings are developed for the IEP team to consider. The IEP team will determine eligibility, placement, and services based on XXXX's current abilities and needs.

Recommendations:

XXXX may likely benefit from:

1. Continued Specialized Academic Instruction and accommodations
2. Wearing his glasses in class on a consistent basis
3. Frequent positive reinforcement when he displays on-task behaviors
4. A visual signal to assist him to re-focus and stay-on task

5. Assistance with organizing his school binder
6. Explicit instruction and reinforcement on organizational and project completion skills
7. Continued home and school collaboration/communication

XXX XXXXXX, M.S., NCSP
School Psychologist

Date