

C O N F I D E N T I A L
Any School Unified School District
MULTIDISCIPLINARY ASSESSMENT REPORT

NAME: Andy L1 & L2
BIRTHDATE: 10/23/99
AGE: 10
GRADE: 4th
ETHNICITY: Hispanic
PRMIARY LANGUAGE: Spanish

SCHOOL: Any Elementary
TEACHER: Villa
CURRENT PLACEMENT: Gen Ed
ASSESSMENT DATES: *see below*
STUDENT ID: 123456
NATIVE LANGUAGE: English/Spanish

TEAM MEMBERS:

Bilingual School Psychologist: Pedro Olvera, PsyD, LEP #2975
Special Education Teacher: Judy Smith
School Nurse: Annie Lopez, R.N.
General Education Teacher: Olga Villa
Parent: Mariza Sanchez

CONFIDENTIALITY STATEMENT:

The examinee or parents provided written consent to the procedures of this evaluation. Consent is limited to the Any School Unified School District and its consultants. Specific consent of the examinee is needed to release this report to any other person or agency. The following report may contain sensitive information subject to misinterpretation by untrained individuals. Nonconsensual disclosure of this information is prohibited by law (Section 5328 of the Welfare and institutions Code).

ASSESSMENT PROCEDURES/INSTRUMENTS AND TECHNIQUES: **DATE:**

In accordance with EC 56001. (j) and EC 56320. (a)(2), procedures and materials for assessment were selected and administered so as not to be racially, culturally, or sexually discriminatory. Testing and assessment materials and procedures were used for the purposes for which the assessments or measures are valid and reliable. Furthermore, in accordance with NASP Principles for Professional Ethics (2010), specifically, Principle II.3.2, this multidisciplinary team sought to maintain the highest standards in psychological assessment and used assessment techniques and practices that the profession considers to be responsible, research-based practice. Furthermore, this multidisciplinary team selected assessment instruments and strategies that are reliable and valid for the child and the purpose of assessment, and adhered to the procedures for administration of the instruments. If modifications were made, they will be identified and discussed.

Records

Health/Developmental Records	10/21/09
Review of Cumulative Records	9/14/09
Review of Student Success Team Records	9/14/09

Interviews:

Behavior Assessment Scale for Children II: Structured Developmental History (SDH)	9/14/09
Teacher R Connors' Teacher Rating Scale-revised (Short form)	9/14/09
Connors' Parent Rating Scale-revised- (Short form)	9/14/09
Report/Interview	9/14/09

Observation:

Classroom Observation (Time Sampling)	9/14/09
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Testing:

Bilingual Verbal Ability Tests (BVAT)	10/26/09
California English Language Development Test (CELDT)	2008-2009
A Developmental English Proficiency Test (ADEPT)	2007-2009
Kaufman Assessment Battery for Children II (KABC II)	10/26/09
Woodcock Johnson Tests of Cognitive Abilities (WJ III)	10/26/09
Bateria III: Pruebas de Habilidades Cognitiva (<i>selected parts</i>)	11/2/09
Wide Range Assessment of Visual Motor Abilities (WRAVMA)	10/26/09
Bateria III: Pruebas de Aprovechamiento (<i>selected parts</i>)	10/26/09
Woodcock Johnson-III Test of Academic Achievement (WJ III: Achievement)	10/22/09

REASON FOR REFERRAL:

Specific concerns include the following:

1. Identify Andy's cognitive strengths and limitations that are interfering with his ability to acquire and apply his academic skills or his academic limitations due to learning English.
2. Provide an understanding as to Andy's behaviors and coping strengths and limitations.
3. Provide appropriate diagnostic impressions based on Andy's cognitive and psychosocial functioning.
4. Identify appropriate recommendations that will: (1) Assist Andy in acquiring academic skills based on his cognitive functioning; (2) Facilitate his overall social and emotional well-being to function appropriately in the academic environment.

SOCIAL, ECONOMIC, LINGUISTIC, CULTURAL BACKGROUND:

Behavior Assessment Scale for Children II: Structured Developmental History (SDH)

Language Spoken in the Home: Spanish

Current Family Status: Andy currently resides with his mother and father. Andy was born in Mexico and has been in the United States since he was one year old. All of his schooling has been in the United States. His father is employed as a driver. His mother works as a cashier and has eight years of formal education. Andy's mother reports that Andy has always been a healthy child. She denies hearing, vision, or psychological problems. She denies that any of the aforementioned problems exists in the family. She says that Andy is the only one in the family to have problems with learning. She says that he is slower in remembering and learning when compared to his siblings.

His mother says that Andy does not have problems relating to other children. She reports that he has several friends and typically plays in an appropriate manner. She reports that he enjoys playing soccer. His mother reports that Andy tends to be hyperactive and can have a short attention span. At times, he tends to be angry and often times talks back to his mother. When he encounters a challenge, especially academically, he gets frustrated and cries. The mother feels that it is because it is too hard for him. His mother has noticed that Andy has had academic difficulties ever since he was in

kindergarten. She reports that he had trouble learning colors and numbers. He was retained in the second grade due to not meeting academic standards.

HEALTH, DEVELOPMENT AND MEDICAL HISTORY:

Based on the medical history form filled out by the mother Mariza Sanchez, Andy had no history of medical problems and was not taking any medications at that time. Andy is a 9 year 11 month old male 4th grade student who is well groomed and cooperative. He passed his vision and hearing screening on 10/7/09. His height is 56 $\frac{3}{4}$ inches (75th - 90th percentile) and his weight is 92 pounds (75th - 90th percentile). His BMI is 20.1(93rd percentile) which place him at risk of becoming overweight. Dental screening reveals fair hygiene with repaired caries.

Recommendations: Parents should promote daily exercise and a healthy diet. Parents should take Andy to the doctor and dentist for regular checkups. The parents should seek advice from an optometrist regarding his vision. I sent home a vision referral. They should inform the school of any changes in Andy ' health status.

EDUCATIONAL HISTORY:

Date Entered Current School: 8/31/06

Grade(s) Retained: 2nd

<u>Date</u>	<u>School/District</u>	<u>Grade</u>	<u>*Program of Instruction</u>	<u>Attendance</u>
2004-2005	Any (SAUSD)	K	Spanish TBE	178 P 2 (A)
2005-2006	Any (SAUSD)	1 st	Spanish TBE	175 (P) 5 (A)
2006-2007	Any (SAUSD)	2 nd	Spanish (TBE)	174 (P) 6 (A)
2007-2008	Any (SAUSD)	2 nd	Spanish (TBE)	172 (P) 8 (A)
2008-2009	Any (SAUSD)	3 rd	English (TBE)	178 (P) 2 (A)

A review of cumulative records further indicates that Andy has displayed a history of difficulty meeting grade level standards/benchmarks in reading and writing beginning in kindergarten. Teacher comments on report cards suggest that Andy required much encouragement, assistance and supervision in order to complete tasks.

Interventions, Accommodations, and/or Modifications in Regular Education

10/28/2004: Academic improvement plan which includes the following interventions:

Specialized instruction; instructional assistance; student contract to finish class work and homework; specialized homework; increased school schedule; other (weekly parent notification of school progress); supervising study schedule; supervise quality and completeness of homework; assistance with reading and mathematics; make sure student comes to school; make sure intervention plan is being used; supervise student contract.

10/29/2007: Academic Improvement Plan which includes the following interventions;

Instructional assistance during school hours; supplemental instruction before/after school; other (COST, SST).

2/21/2007: First grade decodables; mom will read with him for 3 min. every day; send home high frequency words; nurse-check eyes; will find out if Andy can still meet with psychologist.

11/19/2008: Refer to COST referral team for possible MDA; Continue with daily homework assignments; continue with counseling; continue in PAC program.

3/12/2008: Continue with in/out of classroom interventions; continue with counseling services; continue with PAC pal; teacher will develop a behavior contract with Andy ; will be referred to the COST Referral Team in Sept. 08; mother wants to attend counseling with Andy (Minnie St.).

3/6/2009: Refer to Mr. Gonzalez for counseling and also to Family Counseling for guidance in grief issues (since Andy's grandfather passed away 3 years ago); continue with District tutoring services on Thursdays started in Jan. 09 until present; continue with all interventions; parents will continue help with homework.

6/11/2009: Andy attends Miss Gomez's class for language; he was struggling in math and was moved to Mrs. Smith's class; SST shows that he was referred but what was the outcome?; Counseling is no longer needed; Mom and Andy will read together once a week and discuss a book.

CLASSROOM OBSERVATION:

Class Type: Transitional Bilingual Education

Subject: Math

Teaching Method: Direct Teaching (students were sitting on the rug) with manipulatives (pie graph)

Time of Observation: 1:10-1:25 PM

Date: 9/11/09

Total Students: 20

Language of Instruction: English

Time	On Task (30 second Intervals)	Off Task	Redirections (30 second Intervals)	Comments
1:10 -1:15 PM	10 /10(100%)	0	NA	Students are sitting on the rug in front of the class. Andy is sitting attentively and listening to instructions.
1:15 -1:20 PM	10/10 (100%)	0	NA	Andy is moving back and forth on the rug (wiggling around). He is attentively listening to the lesson. He is looking at the teacher as he speaks.
1:20 -1:25 PM	10/10 (100%)	0	NA	Andy is actively engaged in the lesson. He is participating by looking at the teacher as he demonstrates the lesson.
Total	30 Intervals (100%)	0	NA	NA

Observations are made in 30 second increments. Off task behavior is defined as any behavior in which the student is not engaged in the task at hand (i.e. talking to neighbor, fidgeting in his seat, playing with items on his desk, etc.) On task behavior is defined as actively engaging in the lesson (i.e. taking notes, participation, and following classroom rules).

LANGUAGE CLASSIFICATION/PROFICIENCY:

English Language Learner (ELL)

California English Language Development Test (CELDT):

Domain	2007-2008	2008-2009
Listening	Beginning	Intermediate
Speaking	Beginning	Early Intermediate
Reading	Beginning	Intermediate
Writing	Beginning	Intermediate
Total	Beginning	Intermediate

Developmental English Proficiency Test (ADEPT)

Domain	2007-2008	2008-2009
ELD Level		
Trimester 1	Beginning	Beginning
Trimester 2	Beginning	Intermediate
Trimester 3	Beginning	Intermediate

Andy was administered the *Bilingual Verbal Ability Tests Normative Update* (WJ III Normative Update, Version 3.0) to evaluate his verbal cognitive ability. The tests were administered in English first; then, selected items were re-administered in Spanish.

ENGLISH LANGUAGE PROFICIENCY AND BILINGUAL VERBAL ABILITY

English Language Proficiency is an overall measure of cognitive-academic language proficiency in English. On this measure, Andy demonstrated limited English proficiency (CALP Level 3).

<u>Cluster</u>	<u>SS</u>	<u>CALP</u>
Bilingual Verbal Ability Score	<u>95</u>	-
English Language Proficiency	<u>85</u>	3
Picture Vocabulary	<u>87</u>	
Oral Vocabulary	<u>96</u>	
Verbal Analogies	<u>82</u>	

When compared to native English speakers at his grade level, Andy's English language proficiency is limited (CALP Level 3). Andy's bilingual verbal ability (English and Spanish combined) is in the average range of standard scores. Leonardo's total verbal ability **is not** significantly higher than his English language proficiency.

ANALYSIS OF TEST DATA:

Pursuant to CCR 3023.(a) assessment should be administered by qualified personnel who is competent in both the oral and written skills of the individuals primary language and in addition possesses knowledge and understanding of the cultural and ethnic background of the pupil. In keeping with EC 56001. (j) and EC 56320. (a), procedures and materials for use with pupils of limited-English proficiency shall be in the individual's native language. Furthermore, in order to abide with EC 56320. (a)(1); and EC 56320. (a)(2) (d) test and materials should be administered in the language and form most likely to yield accurate information on the students aptitude, achievement levels or any other factors the test purports to measure and not the pupils' speaking skills unless those are skills or the factors the test purports to measure.

Language of Assessment: English & Spanish testing was conducted by Dr. Pedro Olvera, Bilingual School Psychologist who is competent in both the oral and written skills in English and Spanish and possesses knowledge and understanding of Andy's cultural and ethnic background. Therefore, an interpreter was not required by law.

Student is currently identified as an English Language Learner (ELL); however, he prefers to speak English. In order for this assessment to yield the most accurate information regarding Andy's abilities and skills, assessment will be conducted in English, Spanish, and Nonverbal modalities. Spanish standardized assessments will be provided if cognitive/academic problems are suspected due to language acquisition.

TESTING OBSERVATIONS:

Andy 's conversational proficiency seemed typical for his grade level. He was cooperative throughout the examination; his activity level seemed typical for his grade. He appeared at ease, comfortable, and attentive to the tasks during the examination. Andy responded slowly and carefully to test questions, generally persisting with difficult tasks.

PSYCHOLOGICAL TEST RESULTS: Provided by Bilingual School Psychologist

Performance levels for all tests administered will be reported according to the following scale:

STANDARD SCORE	SCALED SCORE	PERCENTILE	PERFORMANCE LEVEL
>130	>15	99-100%	Well Above Average
116-130	13-15	86-95	Above Average
85-115	7-12	16-85	Average
70-84	4-6	2-15	Below Average
<69	<1-3	<2	Well Below Average

Cognitive Development:

The following test instruments were used to obtain a measure of the student's intellectual functioning level:

Kaufman Assessment Battery for Children II (KABC II)

Scale	Standard Score	Percentile Rank	95% Confidence Interval	Classification
KABC 2 MPI				
Mental Processing Index (Luria)	93	87-99	32	Average
Nonverbal Index (NVI)	98	92-104	45	Average

Andy's overall intellectual ability as measured by the KABC II is at the average range.

Cognitive Processing Discussion:

The Cattell-Horn-Carroll theory is used to define Rose's cognitive and academic abilities. The CHC Theory divides abilities into three strata. Stratum I includes 69 narrow abilities that make up stratum II, which are seven broad abilities. Stratum III is the broadest and most general level of ability which subsumes both broad and narrow abilities into a general intellectual ability.

Broad Ability: Association (Long Term Retrieval-Glr) is the process of remembering basic units of information and establishing systems for relating these units to each other. Association involves long term memory rather than immediate or short term memory. Processing at this level serves as a basis for more complex operations in conceptualization. Association may be seen on tasks that involve skills in long term memory, understanding cause and effect relationships, understanding part whole relationships, understanding of basic organizational relationships such as in matching, patterns, and same/different.

Global Association Assessments (Glr)	Standard Score	Percentile	Language	Classification	Strength/Weakness
KABC II: Learning/Long-Term Retrieval (Glr)	111	77	English	Average	NA

Andy's scores in the area of associative memory are at the average to high average range. This means that he is able to efficiently learn and retrieve previously learned information.

Broad Ability: Conceptualization (Fluid Reasoning- Gf): is the process of using information in an increasingly complex manner. Basic units of information can be combined, rearranged and used in multi-step operations. Information can be used for inferences, conclusions, and judgment. This process occurs in all areas of academics in reasoning beyond rote performance is required.

Global Association Assessments (Gc)	Standard Score	Percentile	Language	Classification	Strength/Weakness
KABC II: Planning/Fluid Reasoning (Gf)	105	63	English	Average	NA

Andy's scores in the area of fluid reasoning are at the average range. This shows he has average ability in the area of novel problem solving and reasoning with complex information.

Broad Ability: Expression (Crystallized Intelligence-Gc) involves the process of organizing and communicating thought in a form which can be understood by others. Consideration of cultural and linguistic background should be made when interpreting results.

Global Expression Assessments (Gc)	Standard Score	Percentile	Language	Classification	Strength/Weakness
BVAT: English Language Proficiency	85	17	English	Average	NA
BVAT: Bilingual Verbal Ability	95	37	English	Average	NA

Andy's expressive and receptive skills in English are in the below to average range. His bilingual score is at the average range as well. Although there is a 10-point difference, this score is not considered to be statistically significant.

ASSESSMENT OF PROCESSING: Language of Assessment: English and Spanish

Broad Ability: Auditory Processing (Ga): Auditory processing involves perception and use of auditory stimuli. It includes the ability to process information heard such as discriminate sounds, repeat sounds, and store information heard in immediate or short term memory.

Global Auditory Assessments (Ga)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ III: Auditory Processing (Ga)	119	89	English	Above Average	Strength

Deficits in auditory processing can hinder the ability to store and retrieve information, acquire phonetic work attack skills and adversely impact following through on directions. Andy shows strength in the auditory processing area with scores in the above average to average range.

Broad Ability: Sequential/Short Term Memory (Gsm): is the capacity for holding a small amount of information in mind in an active, readily available state for a short period of time.

Global Short Term Memory Clusters (Gsm)	Standard Score	Percentile	Language	Classification	Strength/Weakness
KABC II: Short Term Memory	77	6	English	Below Average	Weakness
Bateria III: Short Term Memory (Index)	70	2	Spanish	Well Below Average	Weakness

Andy's Gsm clusters in English and Spanish were both in the well below average range (KABC Short Term Memory SS= 63; Bateria III Short Term Memory SS= 70) indicating that deficits are evident in both languages. This means that Andy has difficulties in his to hold and small amounts of information in his short term capacities.

Broad Ability: Visual Processing (Gv): Visual processing involves the perception and use of visual stimuli. It includes the ability to process and make sense of the information seen. This may include such tasks as differentiating different symbols, sorting, matching, pattern recognition, whole/part organization, working with complex visual materials, immediate or short term memory for information seen.

Global Visual Cluster Index (Gv)	Standard Score	Percentile	Language	Classification	Strength/Weakness
KABC II: Visual Processing (Gv)	87	19	English	Average	NA

Visual processing deficits may affect ability to complete written assignments, inhibit reading and spelling accuracy and or hinder written math computation or mathematical concepts. Andy demonstrated low average to average levels of functioning in this area.

Broad Ability: Processing Speed (Gs): *Processing Speed is the ability to fluently perform cognitive tasks automatically, especially when under pressure to maintain focused attention and concentration. The narrow abilities used to measure Processing Speed are perceptual speed, rate-of-test-taking and speed of reasoning.*

Global Processing Speed Assessments (Gs)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ III: Processing Speed (Gs)	99	48	English	Average	NA

Andy obtained a Gs Broad Ability is classified at the average range. This means that Andy is able to perform cognitive tasks fluently under timed conditions.

Sensory Motor Processing: Sensory motor processing involves the transformation of information from visual reception to motor production. This process is often seen in on tasks requiring written work, drawing, copying and imitative motor activity.

Visual perceptual skills were measured on the Wide Range Assessment of Visual Motor Abilities (WRAVMA). The WRAVMA is multi-faceted instrument that measures visual-motor integration abilities through subtests which require: visual recognition and the ability to accurately replicate drawings that range from simple to increasing complex, visual perception subtests that require matching of a visual prompt to its colliery from multiple visual distracters, and a visual fine-motor coordination subtest. For the WRAVMA this coordination subtest is a timed task using a grooved peg-board to measure fine motor skills. The task requires the student to place small plastic "pins" into the grooved board, quickly and accurately using only the dominant hand. The task is then repeated using the non-dominate hand. A composite score is calculated from the three subtests for the WRAVMA.

Wide Range Assessment of Visual Motor Abilities (WRAVMA)

Test	Standard Score	Percentile	Classification
Visual Motor	122	98	Above Average
Visual Spatial	101	53	Average
Fine Motor *	89	23	Average
Visual Motor Ability COMPOSITE	109	73	Average

Fine motor skills are not age appropriate. Handwriting is done in manuscript form and is poorly written. Visual motor integration is in the upper extreme when compared to same age peers. Student is right left-hand dominant. Visual motor integration deficits may affect the ability to write and or copy from the board or a book.

Gross motor skills appear age appropriate. Andy can run, jump, throw, kick and catch a ball at a level similar to same age peers.

COMMUNICATION: Reported by School Psychologist

Language of Assessment: English & Spanish

An informal assessment of Basic Interpersonal Skills (BICS) indicates that this skill appears to be developed. He is able to communicate and make needs known. Andy is able to have conversations with peers. He initiates conversations with peers and adults

ACADEMIC ACHIEVEMENT: By Special Education Teacher

Significant concerns have been noted in areas academic achievement. Measures of academic achievement was completed in the following areas: basic reading skills, reading comprehension, written expression, mathematics calculations, mathematics reasoning, listening comprehension oral expression.

Language of Assessment: English & Spanish (by a trained interpreter)

Woodcock Johnson-III Tests of Achievement & Bateria Pruebas de Aprovechamiento

These tests provide a measure of Andy 's academic achievement and oral language abilities. A description of each ability is provided. His performance is compared to grade peers using a standard score range. His proficiency is described categorically, ranging from negligible to average; Andy 's test performance can be generalized to similar, non-test, grade-level tasks. Additional interpretation of academic task performance is provided.

	English	Spanish
Academic Area	Standard Score	Standard Score
Oral Language	86	95
Broad Reading	78	73
Broad Math	107	-
Broad Written Language	99	-
Letter Word Identification	88	86
Reading Fluency	79	78
Story Recall	75	101
Understanding Directions	79	91
Calculation	106	-
Math Fluency	104	-
Spelling	97	-
Writing Fluency	90	-
Passage Comprehension	79	75
Applied Problems	106	-
Writing Samples	108	-

Andy’s oral language skills are low average when compared to his peers in English; however, Spanish assessment indicates that his skills are comparable to children his age. When compared to others at his grade level, Andy’s standard scores in reading are at the below average age when compared to children in his grade. This is evident in English and Spanish. When looking at his math abilities he is at the average range.

SOCIAL/EMOTIONAL/BEHAVIORAL:

Performance levels for all tests administered will be reported according to the following scale:

T-SCORE	PERCENTILE RANK	PERFORMANCE LEVEL
70+	98+	Very Elevated Score
65-69	93-97	Elevated Score
60-64	84-92	High Average
40-59	16-83	Average
<40	<16	Low Score

Conners' Rating Scale-Revised (S):

The Conners Rating Scale is a 28 (Teacher Rating Scale) and 27 (Parent Rating Scale) item questionnaire asking the rater to rate various behaviors observed at school and at home.

Domain	<u>Parent</u> T-Score	Clinically Significant (Yes/No)
Oppositional	61	High Average
Cognitive Problems/Inattentive	61	High Average
Hyperactivity	64	High Average
Conner’s ADHD Index	68	Elevated Score

Domain	<u>Teacher</u> T-Score	Clinically Significant (Yes/No)
Oppositional	66	Elevated Score
Cognitive Problems/Inattentive	68	Elevated Score
Hyperactivity	60	High Average
Conner’s ADHD Index	66	Elevated Score

High scores on the Oppositional Cluster indicates that the student is likely to break rules, have problems with persons in authority, and are more easily annoyed and angered than most individuals their own age. High Scores on the Cognitive Problems/Inattention indicate inattentiveness. These students may have more academic difficulties than most individuals their age, have problems with organization and , difficulty completing tasks, and appear trouble concentrating on tasks that required sustained mental effort. High scores on the Hyperactivity clusters indicate difficulties in sitting still, restlessness, impulsivity, and a need to always be on the go. High scores on the ADHD index may be indicative of children who may be at risk for ADHD.

Deficits in attention can affect all areas of academic functioning. It can interfere with following through on teacher directions and initiating and completing class work assignments.

Teacher Reports:

Andy is accepted by others and has made friends. Attitude toward school is relatively negative. School and classroom rules often broken. Refusal behaviors are occasionally exhibited.

ADAPTIVE BEHAVIOR/VOCATIONAL/SELF-HELP SKILLS:

Student exhibits age-appropriate adaptive behavior, vocational, and self-help skills. Child's attendance pattern at school is good. Arrival for instruction is prompt. According to the General Education teacher, student's work habits are an area of concern. Andy procrastinates instead of initiating assignments on time. Class work is seldom completed. Rate of completion 20%. Homework is rarely returned (20%). Organization of school materials is careless.

RELATIONSHIP OF BEHAVIOR TO STUDENTS' ACADEMIC AND SOCIAL FUNCTIONING

At this time, no significant or serious behaviors are impacting Andy's academic or social functioning. However, some oppositional behaviors, work habit difficulties and inattention were noted which may have a negative impact on Andy's academic functioning.

SUMMARY:

Andy is a 10 year old Latino 4th grade student who is classified as an English Learner (EL) limited in English language proficiency. The SST referred Andy for MDA assessment due to concerns in the area of reading (decoding & comprehension) and math (computations).

Current assessment indicates that the student demonstrates overall average intellectual ability. The following areas were within age appropriate limits: Fluid Reasoning (Conceptualization), Long Term Retrieval (Association), Auditory Processing, Visual Processing, Sensory Motor, and Crystallized Abilities (Expression). The areas of Attention and Short Term Memory were found to be below average.

Academically, math and reading were found to be at grade level. Reading (Fluency and Comprehension) was considered a weakness.

Andy is a student who is an English Language Learner (ELL), Limited in English Language Proficiency. Language Proficiency measures have been administered and his linguistic, cultural and environmental background has been reviewed. It has been determined that Andy's level of English Language Proficiency, linguistic background and cultural experiences are not a primary factor in his/her academic difficulties. The learning disability exists in both languages and is not due to acquiring a second language.

At this time, there were no reported health or social emotional problems which seem to be impacting academic functioning.

TEAM CONCLUSIONS:

In accordance with EC 56001.(j), EC 56320(a)(2)(e), no single assessment instrument shall be the sole criterion for determining that pupil is an individual with exceptional needs or the placement of a pupil.

In accordance with CCR 3030 (j)(4)(a) and CCR 3030(b), a severe discrepancy must be corroborated by other assessment data. When standardized test are considered to be invalid for a specific pupil, the discrepancy shall be

measured by alternative means. In keeping with EC 56327(a)(f)(b)(g), the report shall include whether the pupil may need special education services; whether there is such a discrepancy that cannot be corrected without special education and related services; the basis for making the determination; as well as a determination of the effects of environmental, cultural, or economic disadvantage. According to CCR 3023 (b), the normal process of second-language acquisition shall not be diagnosed as a handicapping condition. Furthermore, as stated in EC56329(2)(A)(B)(C), a pupil shall not be determined to be an individual with exceptional needs if the determinant factors are a lack of appropriate instruction in reading, including the essential components or reading instruction, a lack of appropriate instruction in mathematics or limited-English proficiency.

According to the California Code of Regulations, Title 5, Education Section 3030 under the Individuals with Disabilities Education Act (IDEA) Andy is a student with the following disabling condition(s):

The final decision as to eligibility will be determined by the IEP team.

According to the California Code of Regulations, Section 3030 (j), this student meets the criteria for specific learning disability, due to a disorder in one or more of the basic psychological processes (English and Spanish): Auditory Processing (Short term memory); Attention

There is a significant discrepancy between ability and achievement (English and Spanish) in the following areas: Basic Reading Skills (Reading Fluency & Comprehension) as measured by standardized testing which are corroborated by a review of records, observations, interviews, teacher reports and classroom performance. As indicated above, academic difficulties are corroborated by report cards and teacher reports.

This Specific Learning Disability is not the result of visual, hearing, motor handicap, mental retardation, emotional disturbance, a lack of appropriate instruction in reading, a lack of appropriate instruction in mathematics or limited-English proficiency. The difficulty the student is experiencing in school is not primarily the result of limited school experience and/or poor attendance. The difficulty this student is experiencing in school does not appear to be the result of economic, cultural, or environmental disadvantage.

At this time, it appears that Andy's needs cannot be met within the general or categorical school program and requires Special Education and related services as several general education interventions have been documented which have not yet been successful in correcting the discrepancy.

As will be discussed at the IEPT meeting, this multidisciplinary assessment team finds that Andy is eligible for Special Education services under the provisions of CCR, Title 5, Education Section 3030(j).

INSTRUCTIONAL STRATEGIES:

The following is a comprehensive list of recommendations to address the student's current areas of concern. It is expected that they would not all be applicable or appropriate for use with him. The team shall select those strategies that are deemed most appropriate.

English Language Learners (ELL)

English Language Development (ELD)/English as Second Language (ESL) support.

Give clear directions, then model.

Point, pantomime, label, and draw.

Give students time to respond. Be patient with silence.

Start with the big idea, the whole picture. Then move to the details.

Used simplified materials, native language materials, and/or books on tape to supplement classroom texts.

Be patient. Allow the LEP student time to rest.

Buddy system: try pairing students with another Limited English Proficient student who is a little more advanced, or a sensitive and patient English proficient student.

Dramatize text, do hands-on projects, use manipulatives and visuals. Anything to make content more tangible and concrete is helpful.

Check often for comprehension.

Use a variety of assessment tools to give students every opportunity to show what they've learned.

Whenever possible, make your English Language Learners the experts. Make it clear to the class that they are fluent in another language and culture and can be a wonderful resource. Their lack of language skills does not indicate a learning disability or an intelligence deficit.

Short-Term Memory (Gsm)/Attention Interventions

Keep oral directions short and simple

Ensure directions are understood; have student or paraphrase directions.

Provide compensatory aids (e.g., write directions, procedures, and assignments on board or paper, provide lecture notes or arrange for peer-shared notes, provide study guide to be filled out during pauses in presentation).

Provide overlearning, review and repetition

Teach memory strategies (e.g., chunking, verbal rehearsal, visual imagery)

Teach the student to organize things in steps as a strategy for completing tasks

Arrange items or repeat events from a story or occasion in order

Follow specific, ordinal instructions

Write out steps of an everyday activity

Teach student about plans

Discuss importance of planning in class, how it helps us organize ourselves so we can be more successful and finish on time

Reading

Andy may benefit from keeping a word bank, a word recognition intervention. Each word is written on a card and then filed alphabetically. A variety of activities can be done with the word bank to assist Andy in learning or recalling sight words. Some activities include illustrating each word on one side of the card, classifying the words into semantic categories, pairing with another student to read their word cards, using word cards to form sentences, or using the words as flash cards.

A sight-word flow list provides a systematic method to help Andy build automatic sight word recognition. (This is a list where words are practiced until mastered and then reviewed systematically to ensure retention.) Using 3-5 words Andy fails to recognize in reading, a teacher would write the words on a flow list form. Andy studies the words and then is tested on the words. Provide daily testing and practice until Andy reads each word correctly five days in a row. When the mastered word is removed from the flow list, it is placed in a word bank and a new word is added. One week later the teacher checks the word in the word bank to ensure that Andy can still read it. If an error is made, the word is placed back again on the sight word flow list to be practiced again.

Providing opportunities for Andy to orally practice new words in isolation before reading the words in connected text may increase his fluency while reading.

Andy may benefit from an assisted-reading intervention. In assisted reading, Andy reads aloud while an accomplished reader follows along silently. If Andy makes an error, the helping reader corrects his error. Andy should then repeat the word and continue reading.

The phrase drill error correction procedure may be helpful for developing Andy's reading fluency. In this procedure, immediate corrective feedback is combined with rehearsal of the corrected error. When Andy makes an error on a word, the teacher or partner models the correct word immediately. Then the teacher or partner would ask Andy to reread the phrase where the error occurred three times.

Linking new facts to Andy's prior knowledge about the topic may increase inferential comprehension. Using a series of questions, the teacher activates Andy's prior knowledge and then models making predictions using a think aloud approach. The KWLS strategy uses a chart to help students organize information into four categories: (1) **K**now--what they already know about the topic; (2) **W**ant to know--what they want or need to learn from reading; (3) **L**earned--what they learned from reading; and (4) **S**till need to learn--what additional information they still need on the topic.

Incorporating self-monitoring strategies may help Andy to recognize and resolve his comprehension errors as they arise. Click or Clunk is one example of a self-monitoring strategy that teaches students to monitor their performance while reading. For example, if Andy understands a word, a point, a sentence, etc., he says "click." If he doesn't understand, he says "clunk." Once students can recognize the "clunks," they are taught strategies to address them including use of a glossary, dictionary, a reading checklist, or discussion with a peer.

The 3 H strategy (**H**ere, **H**idden, **H**ead) is a mnemonic designed to aid reading comprehension by teaching Andy how to ask and answer questions about a text. The first H, Here, represents explicit questions and answers which are found in the text. The second H, Hidden, represents implicit questions and answers which are implied by the text. The third H, Head, represents information that is not in the text, but in the student's background knowledge. The teacher explicitly teaches the strategy, modeling each step using a think aloud approach followed by guided practice for Andy. One application of this strategy requires that students read the assigned text and then work in pairs to generate questions for each H for another pair to answer.

Encourage Andy and his parents to spend time reading every day outside of school.

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