

1. STUDENT INFORMATION

Student's Name:	Ann Bates
School District: School: Grade:	Home Middle 7th
Primary Language:	English
Birth Date: GTID:	

2. CASE HISTORY

Reason the child was referred for special education evaluation:	Inappropriate peer interactions; school failure; delays in written expression
Has the child attended (or is the child attending) a preschool or Head Start program? ____ YES __x__ NO	Please name the program or school:
Is this child age appropriate for grade level? __x__ YES ____ NO	If no, please check all of the following that apply: <ul style="list-style-type: none"> • Retained: <input type="checkbox"/> (Specify Grade): ____ • Started School Late: <input type="checkbox"/> • Held Out of School by Parents: <input type="checkbox"/>
Is the child's hearing/vision within normal limits (attach documentation)? __x__ YES ____ NO	If no, attach documentation or explain.
Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome? __x__ YES ____ NO	If yes, please explain: Ann was diagnosed with ADD in 1/05
Does the child take medication on a regular basis? ____ YES _x__ NO	If yes, please explain: Previously, Ann was prescribed Concerta; however, mom reports that this was discontinued after 9 months of treatment.
Does the child have motor /coordination/mobility needs? ____ YES __x__ NO	If yes, please explain:

<p>Does the child have adaptive or medical needs (e.g., eye glasses, wheelchair, walker, hearing aids, leg braces, feeding tube, etc.)? ____YES ___x___NO</p>	<p>If yes, please explain:</p>
<p>Does the child have other significant issues not covered in the previous questions? ___x___YES ____NO</p>	<p>If yes, please explain: Ann has been involved with on-going work with the local mental health IFFY counselor</p>

3. SUMMARY OF INTERVENTIONS AND DATA PRIOR TO REFERRAL

<p>The child's disability requires immediate consideration of special education eligibility.</p>	<p>Please explain:</p>
<p>What academic or behavioral concerns did SST identify?</p>	<p>Inappropriate peer interactions; school failure; delays in written expression</p>
<p>Summarize the interventions and data that were collected. (attach more specific information)</p>	<p>Summarize: 1. Making friends counseling group for 9 weeks 2. after school tutorial using Power Writing strategy sponsored by YMCA 3. Mentor provided through safe and drug free schools program 4. explicit instruction for 15 weeks/ 5 days per week during connection period in Power Writing, Sentence Writing Strategy, and Paragraph Writing Strategy</p>
<p>For reevaluation, describe the specialized instruction provided through delivery of special education.</p>	

4. SUMMARY OF PROGRESS MONITORING TOWARD ACHIEVING STANDARDS (attach actual data)

<p>Area(s) of Difficulty including curriculum areas or behavioral concerns:</p>	<p>Appropriate Peer Interactions</p>	<p>Written Expression</p>		

Evidence Based Intervention(s) Provided:	<p>Making Friends counseling group 3 days per week for 30 min sessions/ 6 months</p> <p>Adult mentor /counselor through mental health since October 2006</p>	<p>Small group instruction (ration 1: 12) during connections on writing strategies- 15 weeks/ 5 days per week/ 55 min sessions</p> <p>After school tutorial (ratio of 1:5) using Power Writing- 2 days per week/ 75 min sessions</p>		
Baseline Performance Data, Date and performance:	<p>2 out of 10 instances, Ann demonstrated inappropriate peer interactions</p> <p>5/05/07</p> <p>GOAL- 8/10</p>	<p>0 out of 5 writing samples contained complete sentences on assigned topic</p> <p>08/02/07</p> <p>GOAL- 5/5</p>		
Results of Intervention, date and performance:	<p>08/02/07- 1 out of 10 08/10/07- 3 out of 10 08/20/07- 2 out of 10 08/28/07- 3 out of 10</p>	<p>08/08/07- 1 out of 5 08/14/07- 1 out of 5 08/20/07- 3 out of 5 08/26/07- 4 out of 5 09/01/07- 4 out of 5</p>		

5. RESULTS OF RELEVANT DISTRICT, STATE AND BENCHMARK ASSESSMENTS

Date	Name of Statewide, Local, and Benchmark Assessments; GAA	Results
05/07	CRCT	ELA= 790 (cut score 800) Math= 308 (cut score 300)
11/06	ITBS	SS= 204 in ELA
05/06	CRCT	ELA= 802 (cut score 800) Math= 305 (cut score 300)

6. INDIVIDUAL STUDENT DATA (complete area(s) when applicable based on individual needs)

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Medical (within 1 year):	03-10-7		Ability to demonstrate appropriate interpersonal skills with peers. In addition, Ann can be described as a child that has grandiosity issues coupled with moments of poor judgment.	Previous diagnosis of ADD/ however, attention issues are not a current area of concern. Current medical reports indicate Ann displays characteristics of a possible mood disorder.
Communication/Language:				
Social/Emotional/Behavioral: BASC	05-15-07	Learning problems yielded average scores; however, this is not generalized into day to day learning tasks	Clinically significant scores (T score of 80) in the areas of social skills and interpersonal relationships.	Ann continues to react inappropriately to stressful situations. In addition, Ann lacks age appropriate skills in working with others. She constantly criticizes others, responds inappropriately to comments, and continues to provide inaccurate statements to groups. Though the BASC did not reveal any depressive or manic symptoms, reports from her IFFY counselor and parent contradict the scores.
Adaptive Behavior Rating Scales:		No missing skills noted		
Sensory :				

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Cognitive Processing:				
Intellectual Development:		No overall full scale deficits noted based upon observation and work samples		
Other Assessment: DAB	04-20-07		Writing sample= SS of 72	Unable to provide sentences that were coherent and on topic; however, Ann did utilize various sentence structures throughout the paragraph. She did utilize simple words.
Developmental History:	Provided by parents on 05/07	Milestones met within typical timeframes		
Parent Information and Input:	05/07	Quick wit at times and able to follow directions when limited requests are being made	Needs additional support when dealing with any situation of stress	Ann often has melt downs with her parents over homework and school materials. When this occurs, she can be tardy to school. In addition, Ann becomes very depressed at home and often isolates herself from her family. She has worked with an in home counselor, and the family continues to review possible other medications.

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Teacher/Other Professional Observation: Ms. Smith-teacher Mr. Cramer- counselor	08/07	Reading comprehension	Writing Self control and self esteem	Laborious writing and often not on topic In moments of high expectations, Ann may begin to feel hopeless due to her internal issues of believing she is incompetent. These sudden changes in Ann are unpredictable and occur often. Currently, an FBA has not yielded a specific antecedent to her behavior.
Student Interview or Self-Reports:	09/07	Responds to authority	Study skills;	Ann commented that she often struggles on prioritizing her work schedule. Often, she suffers from feelings of incompetence that she masks with increased energy and excitement. Ann commented that she can just see herself
Analyzed Classroom Work Samples:	09/10/07			Ann did utilize various sentence structures throughout the paragraph; however, she did utilize simple words that lacked vivid descriptions. Though her sentences were on topic, there was not a consistent flow of ideas noted.
Behavior Rating Scales: (to include duration, frequency, and intensity)	09/07		Inappropriate peer interactions; often in a state of strife and contention with others	Ann continues to find it difficult to keep friends and respond appropriately in group settings. This is disruptive to her learning by keeping her occupied on social issues rather than learning.

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Other Information: Behavior Intervention Contract	Developed 04/07 and on-going	Ability to understand the consequences of her actions	Ann experiences inconsistent behavior in interpersonal and intrapersonal relationships. However, Ann appears to internalize typical pressures at a rate that is of concern.	Ann does not respond appropriately to peers when working in group settings. In addition, she becomes overly excited when demands are placed upon her. This behavior is at the intense range and occurs on a daily basis during "peak" times of the school year such as transition times, mid grading point times, and after grading marks. The results of an FBA did not indicate a specific antecedent. Currently, the SST is exploring escape as the function of her behavior issues.

7. EXCLUSIONARY FACTORS

*A child must **not** be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.*

Factors to Consider	YES	NO	Explain
1. Appropriate research-based interventions were provided for a sufficient length of time to make reasonable progress in the curriculum.	x		See attached log from counselor See attached writing samples with rubric
2. The student is free from frequent attendance problems or irregular attendance that impacts the child's ability to make reasonable progress toward the appropriate grade-level curriculum.	x		
3. The child's primary language is English.	x		

Factors to Consider	YES	NO	Explain
4. The child's data performance is atypical when compared to peers of similar socioeconomic status and ethnicity.	x		Ann does not demonstrate age appropriate skills in social interactions. In addition, Ann's areas of weakness impact her ability to focus on instruction and maintain an orderly learning environment. Ann's family continues to utilize mental health services to address her ongoing needs.

For some students the following factors may be exclusionary. However, if the **primary area of concern for a student is one of the issues in the chart below**, proceed to the questions below the chart. For all others, please complete the chart and the questions below the chart.

Questions	YES	NO	Explain
1. Does the child have adequate visual capability?	x		Passed H/V screening 11-05-06
2. Does the child have adequate hearing capability?	x		Passed H/V screening 11-05-06
3. Is the child free from selective mutism, tongue thrust, or dialectal differences in language?	x		

Are there exclusionary factors that should be resolved prior to determining eligibility?

- YES** The student is not eligible for special education services at this time
- NO** Continue to next section

8. DECISION MAKING ON EDUCATIONAL IMPACT

Interventions have been implemented and monitored. Is there still an adverse impact on educational achievement?

- YES** Continue with the eligibility determination.
- NO** The student does not meet eligibility requirements under IDEA.

Committee Rationale: Please include any applicable comments.

Because Ann continues to demonstrate an inability to maintain appropriate relationships, her ability to function in the school setting is greatly diminished. Despite positive supports of mentors, counseling and academic assistance, Ann demonstrates significant deficits in interpersonal relationships. A root cause analysis indicates that her inability to maintain appropriate relationships may be due to issues with self esteem. Her medical staff is exploring the possibility of a mood disorder.



9. SUMMARY OF CONSIDERATIONS

The committee has discussed and agreed that the results of the data indicate the student demonstrates an adverse educational impact in specific area(s). The following characteristics shall be considered to determine the existence of a disability and the need for special education.

Indicate the areas where deficits impact learning and education. Then refer to the Eligibility Quick Reference Guide for disability guidance.

Motor	Sensory	Social Emotional	Processing/ Learning	Cognitive	Adaptive	Communication Language	Medical

Based on the above summary, eligibility is being considered in the following area(s):

10. ELIGIBILITY DETERMINATION

This student is eligible for special education and related services.

YES, in the categories of: _____

Include categorical conclusion statements to explain the decision: Please explain the decision:

Due to the duration over 2 years and the weekly frequency of Ann’s inappropriate peer interactions, Ann demonstrates characteristics of an emotional behavior disability. Emotionality issues ranging from internalizing problems and self esteem, eligibility is made in the category of EBD.

EVALUATION TEAM INFORMATION

Title/ Position	Team Member Name	Agreement with Report	Yes	No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No

Note: Any evaluation team member who disagrees with this team report must attach a separate statement of his or her conclusions. For SLD consideration, the required members of the evaluation team must participate.