

ER for Eddie

EVALUATION REPORT (ER) Format

***** School Age

[x] Initial Referral (Complete all following components excluding Reevaluation Only section)
[] Reevaluation (Complete Demographic component, Reason for Referral and Reevaluation Only section first. Complete all other components only if additional data is determined as needed under the Reevaluation component.)

Demographics

Student Name: Eddie Carlson **Date Of Report:** October 29, 2001
School District: Universal School District
School: Universal Elementary School

Student Birth Date: 5/1/93 **Grade:** 3

Current Educational Program: regular 3rd grade class

Reason(s) For Referral:

Eddie was referred for an evaluation by Mrs. Jones, his third grade teacher, because he is having great difficulties in reading in the third grade. After extensive intervention provided by the remedial reading teacher and through direct interventions by his classroom teacher, his abilities in decoding and sight vocabulary remain at the first grade level. He has difficulty following directions in all instructional areas. The referral question was, "Why is Eddie not making sufficient progress in reading?" Mrs. Jones is also concerned about Eddie's behavior which is symptomatic of Oppositional Defiant Disorder.

EDUCATIONAL LEVELS OF PERFORMANCE AND EDUCATIONAL NEEDS OF THE CHILD:

Eddie demonstrates average intellectual functioning (WISC III Full Scale IQ of 97).

In reading and language arts, the difficulties reported by his teacher and mother were confirmed by norm-referenced testing. On the Woodcock-Johnson Psychoeducational Battery, Eddie achieved an overall standard score of 72 in reading and 50 in written language. These scores indicated a K-grade 1 level of achievement.

The Clinical Evaluation of Language Fundamentals – 3 (CELF-3) was administered to assess overall language skills in a variety of receptive and expressive language areas. Eddie's performance on this measure indicated overall language skills are below average. Receptive skills are within the low average range. Receptively, Eddie demonstrated low average performance when following directions, identifying associated words, assessing semantic relationships within sentences and responding to questions about paragraphs. Expressive skills are below average due to weaknesses in the sentence assembly task. Eddie demonstrated average performance on the remaining expressive tasks including sentence formulation, sentence repetition and generating category members. Findings indicated that Eddie has difficulties in language comprehension, vocabulary, direction following, event-sequencing and working memory. Articulation skills appeared to be normal.

Clinical Evaluation of Language Fundamentals -3 (CELF -3):

Receptive Subtests	Standard Score
Concepts and Directions	6
Word Classes	3
Semantic Relationships	5
Receptive Language Quotient:	61 (85-115= average)

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Expressive Subtests	Standard Score
Formulated Sentences	3
Recalling Sentences	8
Sentence Assembly	5
Expressive Language Quotient	69 (85-115=average)

Supplemental Subtests:	Standard Score
Listening to Paragraphs	9
Word Associations	9

Total Language Quotient 63

The CTOPP (an assessment of phonemic skills) indicated an inability to segment two-syllable words, to identify final sounds in words and to identify and produce rhymes, all skills that are necessary in learning to read. Eddie was able to identify words that began with the same sound.

Informal assessments (Rapid Letter Naming test and a Phonics Screening Survey) of Eddie's reading skills indicated that: he was able to rapidly name all the letters of the alphabet; his decoding skills were limited to identification of some initial letter sounds; and he had a sight vocabulary of approximately thirty words.

Results of norm-referenced testing indicated that Eddie is at a third grade level in math (Key Math Standard Score of 98). This finding is supported by results of the informal assessment and classroom observations (see Evaluation Data Results of Direct Intervention). Eddie performed well in social studies and science activities and assignments when materials were read to him.

Student's needs:

- Eddie needs systematic, intensive, and direct instruction in reading using multisensory techniques in order to develop phonological, decoding, automaticity and fluency skills.
- Eddie needs to have directions and instructions broken down into sequential units with visual cues, modeling and guided practice.

EVALUATION DATA RESULTS OF DIRECT INTERVENTION- The team will include information on the following areas that impact the student's ability to access the general curriculum:

- **Physical, social or cultural background information relevant to the child's disability and need for special education.**

Mrs. Carlson reported that Eddie's medical history was typical except he didn't speak until well past the age of 4. He achieved other developmental milestones at the appropriate time. He has many friends and is generally liked by adults and older children. Eddie lives with his mother and one other younger brother. English is his native language.

- **Current classroom based assessments and observations by teachers and related service providers.**

Eddie was observed on a number of occasions by the school psychologist and speech therapist.

During math he needed to be given instructions for a paired activity two or three times. He then quickly completed the assignment with an 85% accuracy and went to a math learning center while others completed the assignment.

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Classroom based assessments: Prior to third grade Eddie received strategic and intensive instruction from the classroom teacher. He received support in reading, writing and following directions. He received instruction using the first grade reading series; he retained 60% of the sight words he was taught. Although he could match letters to sounds, he had difficulty blending sounds to read simple decodable words (e.g. "cvc" patterns). After repeated readings, he was able to decode "cvc" words with 100 % accuracy, but could not demonstrate this skill two days later. When grade level text was read to him, he was able to retell all the important story elements. A number of phonics interventions were tried at the end of last year; the multi-sensory approaches (sky-writing, sand writing) were the only ones that yielded any retention.

This year the teacher has used an informal reading inventory and curriculum based oral reading measures; Eddie's instructional level for decoding and fluency are at a grade one level. He relies primarily on initial sounds along with picture and context clues to guess at unknown words. He knows 30 sight words on a first grade list.

Eddie was able to experience success in following directions when instructions were broken down and accompanied by modeling. His 3rd grade teacher reported that if she used this approach with Eddie, he was more successful (only if the task was in his skill repertoire).

EVALUATIONS AND INFORMATION PROVIDED BY THE PARENTS OF THE CHILD:

Eddie's mother, Ms. Lois Carlson, reported that he has always had difficulty with his schoolwork, especially reading. She has trouble getting him to do his homework. He does not read on his own at home. He doesn't follow directions very well and seems to forget what he is asked to do. Mrs. Carlson reports that Eddie has many friends and has not had behavior problems at home or in the community. With the exception of arguments over his homework, Eddie appears to be a happy child.

IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS:

No assessment was conducted under nonstandard conditions.

SUMMARY OF FINDINGS/INTERPRETATION OF ASSESSMENT RESULTS:

Despite a variety of intensive interventions, Eddie continues to experience difficulty learning to read.. He will benefit from specially designed instruction in the areas of reading as well as using an explicit, systematic, multisensory structured language approach.

For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility must include a statement of: 1) whether the child has a specific learning disability; 2) the basis for making the determination; 3) the relevant behavior noted during the observation of the child; 4) the relationship of that behavior to the child's academic functioning; 5) the educationally relevant medical findings, if any; 6) whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and 7) the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

1. Eddie has a specific learning disability in reading and language comprehension.
2. This has been determined through norm referenced and classroom-based assessments as well as through classroom observations.

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3. No medical condition was discovered during routine doctor's examinations that would cause any educational difficulties. Eddie's hearing acuity and vision are normal and his attendance is excellent.
4. Eddie's cognitive abilities supported by his intelligence assessments, classroom assessments and during informal testing indicate that Eddie has the ability to work within the general third grade education curriculum. However, his reading levels are at early first grade. Special education support using specially designed instruction will be necessary to give him the intensity of instruction he needs to allow him to achieve.
5. Environmental, cultural and economic factors are not a significant contributing factor to his educational achievement.

CONCLUSIONS

Student is a child with a disability.

Disability category: Specific learning disability in reading

(If appropriate) Secondary Disability category: Speech and Language

Impairment

Student is in need of specially designed instruction

Recommendations regarding special education and related services needed to enable the child to meet goals and to participate as appropriate in the general curriculum:

It is recommended that Eddie receive direct, systematic, intensive reading instruction. It is also recommended that he receive speech and language support to assist with the development of phonological awareness and listening skills.

OR

Student is not a child with a disability, or is a child with a disability but does not need specially designed instruction.

COMPLETE FOR REEVALUATIONS ONLY:

DATE IEP TEAM* REVIEWED EXISTING EVALUATION DATA:

INFORMATION REVIEWED:

- Existing evaluation data
- Evaluations and information provided by the parents
- Current classroom based assessments and observations
- Observations by teachers and service providers
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum

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***IEP Team must include a school psychologist when evaluating a child with Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairment, Specific Learning Disability and Traumatic Brain Injury**

For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility must include a statement of: 1) whether the child has a specific learning disability; 2) the basis for making the determination; 3) the relevant behavior noted during the observation of the child; 4) the relationship of that behavior to the child's academic functioning; 5) the educationally relevant medical findings, if any; 6) whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and 7) the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

CONCLUSION (Select one)

The IEP Team determined that no additional data is required.

Reason(s) no additional data is required: Progress reports on IEP goals, classroom assessments, and standardized district test data indicate that no additional data is needed in order to determine new IEP goals, objectives and specially designed instruction.

_____ **The student continues to be eligible for and in need of special education, or**

_____ **The student no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a child with a disability)**

OR

The IEP Team determined that there is a need for additional data. The LEA shall issue the permission to reevaluate and administer tests and other evaluation materials as may be needed to produce the following data :

Review of existing evaluation data

- Evaluations and information provided by the parents
- Current classroom based assessments and observations
- Observations by teachers and service providers
- Present levels of performance and educational needs
- Determination of continued eligibility for special education

Upon completion of the reevaluation, the district will complete the ER and issue the report to the required members of the evaluation team.

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EVALUATION REPORT - SIGNATURES

SIGNATURE TITLE YES NO
(Only applicable for evaluating children with specific learning disabilities)

Mrs. Barbara Carlson Mother X

Dr. Leslie Rogers Psychologist * X

Miss Charlene Jones Regular Education Teacher X

Mr. Mark Flynn Speech Pathologist X

Miss Betty Smith Reading Teacher X

_____ X

***Required when evaluating a child with Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairment, Specific Learning Disability and Traumatic Brain Injury. Not mandated for Deaf/Blind, Hearing Impaired, Speech/Language, Visual Impairment and Orthopedic Impairment.**

Copies to:

- Parent
- Teacher
- Building Principal
- Others: