

**Bismarck Special Education Unit**  
**806 N Washington Street**  
**Bismarck, ND 58501-3623**  
**701-323-4028**

Initial  Re-evaluation

## Integrated Written Assessment Report

Student Name	Date of Birth	Grade	Current Date
Melissa Sample	08/05/2012	Second grade	04/02/2020

The Integrated Written Assessment Report (IWAR) is an integration of all current and relevant data that have been gathered and reviewed to make disability determination decisions. Each of the areas listed and discussed below should be considered and documented during the team's analysis of the assessment findings:

- observational information relating to the student's current level of functioning;
- input from all team members that reflects all areas of the student's current level of functioning;
- consideration of nondiscriminatory procedures that were addressed throughout the evaluation process;
- all other current and relevant data relating to the child; and
- determination of the child's disability.

### I. ASSESSMENT RESULTS

#### **COGNITIVE:**

What are Danny's cognitive strengths and weaknesses? Are they comparable to his same-age peers?

##### Formal Assessments

While a resident at the Fairfield House, Danny underwent an intellectual assessment conducted by Rebecca Gauge, Psychologist. Results indicate an overall Full-Scale IQ within the borderline range; however, the administering psychologist's opinion is Danny has a low-average intellectual ability. Her opinion was based on his performance within the average range in the Visual-Spatial Index and the Fluid Reasoning Index. Scores in the Working Memory Index and Processing Speed Index were in the low-average range while his performance was in the borderline range for the Verbal Comprehension Index. Intra-subtest scatter was noted in both verbal subtests as well as the figure weights and picture span subtests, indicating inconsistent learning in these areas. Based on his performance, his verbal skills are a relative weakness for Danny while he has relative strengths in visual spatial skills and fluid reasoning ability.

To what extent can Danny focus on a task?

##### Observations

Academic records indicate ongoing concern and skill development support in the area of increasing sustained attention to task. Another frequently reported concern corroborated with current observations relates to independent task completion and accountability to manage schoolwork.

#### **ACADEMIC:**

What are Danny's strengths and weaknesses? Are they comparable to his same-age peers?

First quarter progress reports in 6<sup>th</sup> grade indicate the following skills:

*Note: Progress is described within ranges of "developing," "proficient," and "advanced."*

Physical Education: Advanced

Social Studies: Developing

Digital Literacy: Developing approaching proficient

Language!: Developing approaching proficient

Science: Developing

Transition Math: Proficient

Reading: Developing

5<sup>th</sup> Grade Quarter 1 Grades at St. Joseph's School (Absent 6 days)

*Grade level with A+ the highest possible grade thru F being the lowest*

Math: B+

English: A

Science: A

Spelling: B+

Reading: C+

Religion: A

4<sup>th</sup> Grade Quarter 1 Report Card (Tate Wind Tribal School)

English/Language Arts: D+

Science: C+

Social Studies: B-

Math: D+

Physical Education: C+

Health: C

3<sup>rd</sup> Grade (all grades declined over the course of the year with the exception of Music)

Reading: D

Science: D+

Social Studies: C+

Math: C

Physical Education: C+

Health: C+

#### Reading/Writing/Language Arts

Academic notes from his Fairfield House teacher (6.19.2019), Danica Effertz, noted the following,

*Danny completed the NWEA Map testing this spring and he had a raw score of 189 which put him in the 8<sup>th</sup> percentile compared to other 5<sup>th</sup> grade students. He also took the AIMSWeb Reading Fluency Test bi-weekly. He ended the year (fifth grade) reading 121 to 159 words a minute at the 5<sup>th</sup> grade level which puts him in the 30<sup>th</sup> to 60<sup>th</sup> percentile. He was able to answer comprehension questions. He is able to write a paragraph and they worked on longer papers with assistance in the areas of organization, translating thoughts, and punctuation.*

#### Math

Academic notes from his Fairfield House teacher (6.19.2019), Danica Effertz, noted the following,

*Danny is accurate with his addition and subtraction and working on multiplication and division. He was tested using 4<sup>th</sup> and 5<sup>th</sup> grade level on AIMSWeb Computation every bi-weekly and he had a raw score of 62 which was the 58<sup>th</sup> percentile so he was moved up to 5<sup>th</sup> grade and he scored from a 6 to a 20 at the 5<sup>th</sup> grade level which was from the 6<sup>th</sup> to 19<sup>th</sup> percentile. On the 5<sup>th</sup> grade AIMSWeb Math Concepts he had a raw score of 7 which put him the 19<sup>th</sup> percentile.*

#### North Dakota State Assessment

*Score range: Novice, Partially Proficient, Proficient, Advanced*

Fourth Grade

Science: Novice

English/Language Arts: Novice

Math: Novice

#### Formal Assessments

Danny's academic strengths and weaknesses were assessed while a resident at the Fairfield House utilizing the Weschler Individual Achievement Test, 3<sup>rd</sup> Edition (WIAT-III). Total achievement results indicate a total achievement performance

within the low-average range. Subtest assessment results indicate low-average range for oral language, written expression, and mathematics. He performed within the average range for total reading, basic reading, reading comprehension, fluency, and math fluency. Inconsistent learning was noted in multiple subtests, including receptive vocabulary, oral discourse comprehension, math problem-solving, work reading, and pseudo-word decoding. The test administrator noted, Danny appeared more distracted during the sentence repetition subtest. He showed difficulty with vocabulary, but his auditory and verbal skills appeared intact. Further notes indicate some struggle with writing skills.

What effect does Danny's absences/tardies have on his academic performance?

Academic records indicate previous enrollment at St. Joseph's School in fifth grade. Records indicate some time at Trinity's Health school program in fifth grade (9.15.2018 thru 11.29.2018). Previous records indicate enrollment at Northwind Elementary School from Preschool to fourth grade (some records indicate enrollment at Tate Wind Tribal School during K, 1, 2, and 4 although attendance was reported on Northwind documents). During his enrollment at Northwind he had a combined total of 40 days absent and 74 tardies. Records do not indicate retention. Court documents (1.27.2019) indicate Danny had previously been removed from three different schools prior to becoming a resident at Fairfield House.

#### **COMMUNICATION:**

Are Danny's expressive behaviors impacting him in the educational environment?

Current observations correlate with academic records noting argumentative behaviors, threatening, and expression of anger or frustration in socially inappropriate manners for the environment.

#### **EMOTIONAL/SOCIAL:**

Do Danny's social skills have an impact on his ability to make friends?

The discharge summary from Fairfield House (6.19.2019) references social skill development. The notes are as follows:

Although improving, sportsmanship during competitive play, flexible thinking, expressing feelings appropriately, accepting feedback and correction, and advocating for help are still areas in need of support. Within the group setting, Danny often becomes upset if he perceives his peers are receiving more attention such as not being called on first. Danny may benefit from social skills groups with his peers to practice these skills and also adopt positive communication habits with his peers.

What positive reinforcement is the most effective for Danny?

Individually, Danny may benefit from social and emotional skill training focused on accepting limits, refraining from arguing, and shutting down when upset. During escalated moments, he responds best when given specific expectations, firm limits, and personal space to calm. In general, Danny responds best to positive reinforcement based on effort rather than product and consistent praise.

#### **ADAPTIVE:**

How often does Danny's anger result in physical aggression?

How often does Danny have to leave the classroom due to various behaviors?

##### Intervention Data

As of 11.12.2019, Danny accessed the LSC 15 times. 12 of the of the 15 data points indicate use of the LSC was due to a requested removal by the teacher. 6 utilizations were approximately 10 minutes, 5 were 5 minutes, and 3 were 60 minutes or longer.

Point sheet data is recorded as daily percentage points. Date indicates a steady overall decline since the start of the school year. His weekly performance average range is between 43%-87%. A brief visual analysis suggest variation from day-to-day with daily averages of 98% next to 58% daily averages and 80% next to 0%.

The Fairfield House discharge summary notes (6.19.2019) Danny does relatively well in structured environments and benefits from consistent, predictable routines. Further notes include continued support to express himself and engage with his peers in an appropriate manner. Danny benefits from reminders of appropriate peer conversation topics and avoiding antagonistic behaviors. Close supervision when around peers is recommended. When Danny is upset, he benefits from support to use coping skills while still providing time and space to calm.

Notes from his fifth grade teacher, Mrs. Julie Timmons, described Danny as bright and willing to help. She also noted he had difficulty managing his anger that sometimes resulted in physical aggression (e.g. throwing items, flipping desks, and destroying property). She further noted competitive activities could also be a source of anger. Other notes included difficulty sustaining attention, completing work, and manipulative with discipline. For example, if he were directed to leave the classroom due to behaviors one day, he would often engage behaviors that led to removal from class other times if the alternative environment or tasks were tolerable by his standards.

Notes related to completing work are noted as early as kindergarten.

#### Formal Assessments

The Vineland Behavior Scale – Second Edition was administered on 4.10.2019 by Liz Jennings to assess Danny's current developmental abilities. The findings were within the low (caregiver's score) to low-average range (teacher score). "Danny appears to struggle most with writing, academic skills, community skills, and socialization skills" (4.10.2019). Dr. Trudy Johnson noted these findings were roughly consistent with his yielded Full-Scale IQ score of 77 or higher.

#### **ECOLOGICAL:**

How is Danny adjusting to the transition of living with a foster parent?

Within the past few weeks, Danny was transferred to supervision of a different Westwind Service custodian after several years being supervised by the same individual.

## II. INTEGRATED RESULTS

### **COGNITIVE**

Danny is a sixth-grader at Sunfield Middle School. He enjoys being at school and his strengths are in science and math.

#### Observations

Academic records indicate ongoing concern and skill development support in the area of increasing sustained attention to task. Another frequently reported concern corroborated with current observations relates to independent task completion and accountability to manage schoolwork.

#### Formal Assessments

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### **ACADEMIC**

Danny is a 6<sup>th</sup> grade Danny at Sunfield Middle School in Mesa, North Dakota (within the Mesa Public School District). Prior to enrollment at Sunfield Middle School, Danny attended school at Fairfield House while a resident. Fairfield House's school program is provided by the Mesa Public School District. Academic records indicate previous enrollment at St. Joseph's School in fifth grade. Records indicate some time at Trinity's Health school program in fifth grade (9.15.2018 thru 11.29.2018). Previous records indicate enrollment at Northwind Elementary School from Preschool to fourth grade (some records indicate enrollment at Tate Wind Tribal School during K, 1, 2, and 4 although attendance was reported on Northwind documents). During his enrollment at Northwind he had a

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Social Studies: C+

Math: C

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### **COMMUNICATIVE**

Academic records and current observations indicate an ability to communicate both verbally, nonverbally, and in written form.

#### Receptive

#### Expressive

Although able to communicate, Danny's expressive language has been a noted area of concern. Past and ongoing therapy and support has been provided in this area to help decrease verbal behaviors considered socially inappropriate for the environment. One of his primary goals while a resident at Fairfield House was to assert his needs and wants in a socially appropriate tone and language. Current observations correlate with academic records noting argumentative behaviors, threatening, and expression of anger or frustration in socially inappropriate manners for the environment.

### **PHYSICAL**

Vision: No Concerns

Hearing: No Concerns

#### Diagnosis

Records from Danny's Fairfield House discharge summary (6.19.2019) included the following diagnosis:

Physical abuse, victim;

Neglect, victim, by history;

Attention Deficit Hyperactivity Disorder (ADHD), combined type;

Oppositional Defiance Disorder;

Borderline intellectual functioning, full-scale IQ 77 (subtests low average)

Medication (Fairfield House Discharge Summary, 6.19.2019): Concerta, Prozac, Risperdal

Medication after most recent hospitalization (Dr. Stevens, MD, 10.22.2019): Desmopressin 0.6mg, Floxetine 20mg, Risperidone 4mg (nightly), Risperidone 2mg (QAM), Trazodone 50mg (nightly)

#### Therapy

Danny is a previous resident of the Fairfield House, PTRF (psychiatric residential treatment facility) during the 2018-2019 school year (discharge date 6.19.2019). Notes included:

The primary focus of individual therapy while at Lennox Fairfield house was decreasing incidents of suicidal ideation or self-harm, addressing past trauma, identifying and utilizing skills to manage anger and frustration triggers, and

improving interactions with others.

### **EMOTIONAL/SOCIAL**

While a resident at Fairfield House, Danny's two primary goals were (1) self-regulation and (2) safety to self and others. Notes indicate Danny gained self-regulation skills, anger management skills, social skills, friendship skills, and improved his ability to ask appropriately for his needs and wants.

Individually, Danny may benefit from social and emotional skill training focused on accepting limits, refraining from arguing, and shutting down when upset. During escalated moments, he responds best when given specific expectations, firm limits, and personal space to calm. In general, Danny responds best to positive reinforcement based on effort rather than product and consistent praise.

#### Social Skills

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### **ADAPTIVE**

Upon enrollment at Sunfield Middle School, his team determined a behavior support plan would be appropriate based on his previous residency at Fairfield House. The supports included smaller class sizes, access to the Learning Service Center (LSC) for breaks, a point sheet to assist in self-monitoring, adaptive Language and Math classes, and positive reinforcement through point spending.

#### Intervention Data

As of 11.12.2019, Danny accessed the LSC 15 times. 12 of the of the 15 data points indicate use of the LSC was due to a requested removal by the teacher. 6 utilizations were approximately 10 minutes, 5 were 5 minutes, and 3 were 60 minutes or longer.

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(4.10.2019). Dr. Trudy Johnson noted these findings were roughly consistent with his yielded Full-Scale IQ score of 77 or higher.

### **ECOLOGICAL**

Danny enjoys Legos, science experiments, and Digimon cards.

Danny was a resident of Lennox's Fairfield House, a psychiatric residential treatment facility for children between the ages of 5-13 between the dates of 2.20.2019 and 6.19.2019. Upon discharge, he became a resident at the Lake Center up until he was discharged around October 20, 2019 due to attacking and threatening of two staff members. He is currently living with a foster parent. Court documents (1.27.2019) indicate Danny had previously been removed from three different schools prior to becoming a resident at Fairfield House.

Within the past few weeks, Danny was transferred to supervision of a different Westwind Service custodian after several years being supervised by the same individual.

### **III. ELIGIBILITY**

#### EMOTIONAL DISTURBANCE WORKSHEET

Determination of Disability: (Student's name) meets special education eligibility under the category of Emotional Disturbance which has had a significant impact on (Student's name) educational performance.

#### Qualifying Criteria:

A student is eligible for special education in the area of Emotional Disturbance when there is documentation that indicates that he or she exhibits (ONE OR MORE of the following must be evident):

- An inability to learn that cannot be explained by intellectual, sensory, or health factors (e.g. cannot learn in a general education classroom; has failed to attain satisfactory rate of educational progress)
- An inability to build or maintain satisfactory interpersonal relationships with peers or teachers (e.g. pervasive inability to develop relationships across settings and situations, with at least one being observed in the school setting; may include the inability to show sympathy, empathy, maintain relationships, or be constructively assertive; may also include physical and verbal aggression, lack of affect, distorted emotions towards others, demands for attention, and withdrawal)
- Inappropriate types of behavior or feelings under normal circumstances (e.g. feelings deviate significantly from other students of the same age, gender, and culture; these behaviors must be occurring under normal circumstances, and not in relation to extreme stress, changes, or events; may include behaviors such as withdrawal, fantasizing, emotional conflict in art or written work, or defiant, bizarre, acting out or confused verbalizations)
- A general pervasive mood of unhappiness or depression (e.g., occurs across all settings and not the effect of normal bereavement, including behaviors such as irritable mood, changes in weight, changes in sleep patterns, fatigue, feelings of worthlessness or guilt, indecisiveness, thought of death or suicide);
- A tendency to develop physical symptoms or fears associated with personal or school problems (e.g., physical complaints or symptoms that cannot be verified and are not visible in stressful situations, such as excessive absences, tardiness, refusal to attend school, self-mutilation, unusual sleeping or eating patterns, neglect of self-care and hygiene, hallucinations, psychosomatic illnesses, constantly complaining of being picked on etc.)

And these factors (ALL must be evident):

- Has been displayed over a long period of time (e.g. significant amount of time, best practices of 6 months, but between 2-9 months, assuming interventions have been implemented and proven ineffective during that time period)
- Has been displayed to a marked degree (e.g. behavior should be observed by more than one person across a



variety of settings; noticeable and predictable patterns; significant in rate, frequency, intensity, or duration; behaviors have not changed or improved after implementation of at least two planned and documented interventions applied in a school or therapeutic setting prior to referral; not a secondary condition attributed to substance abuse, medication, or a general medical condition)

[X] Has adversely affected educational performance (e.g. academic performance issues such as sudden grade changes, inconsistent performance, excessive time to complete assignments to maintain grades; social/emotional growth issues related to frequency, duration and intensity of behavior compared to peers in the areas of social relationships, self-esteem, self-concept, self-care, and vocational skills; consideration as to whether the behavior adversely affects the education of others);

[X] The team has considered and ruled out social maladjustment (social maladjustment is defined as a persistent pattern of conduct in which the basic rights of others and other age-appropriate societal norms are violated)

Adverse Impact on Educational Performance:

[X] Documentation of adverse impact on educational performance resulting in the need for specially designed instruction, the type of instruction required, and why it cannot be provided by general education.

[X] Educational needs in each category checked above is summarized in this report

[X] A minimum of one observation in the area of suspected disability was conducted and summarized in report (best practice would be three observations)

Data for Determining Eligibility was gathered from (List multiple resources: Not all may apply):

[X] Structured interviews with parents, teachers and student (take into account any socio-cultural factors)

[X] File review including NDSA and MAP scores

[ ] Standardized assessment instruments (i.e. BASC, Achenbach, Intellectual, Achievement)

[ ] Curriculum Based Assessments

[X] Application of diagnostic criteria from the DSM-V

[X] Observations

[X] Functional Behavior Assessment (FBA)

[X] Two documented targeted interventions that address the behavior concern

[X] Review of disciplinary actions

[ ] Outside agency oral and written reports

[X] Review and/or Collect school-wide behavior data

Check here that the multidisciplinary team has considered that the child's disability is not due to lack of instruction in reading or math and/or limited English proficiency. If one or more of these factors is at issue, please summarize the team's considerations.

Does the student have a disability according to ND Guidelines?  Yes  No

Does the IEP Team recommend proceeding to the IEP Process?  Yes  No

**Primary Disability:** Emotional Disturbance    **Secondary Disability:** Speech/Language Impairments