

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

## Student Profile: Evaluation

<b>Student Name</b> Melissa Sample	<b>Date of Birth</b> 08/05/2012	<b>Grade</b> Second grade	<b>Meeting Date</b> 04/09/2020
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The multidisciplinary team proposes to conduct an evaluation for the following purposes:

- Initial Evaluation
- Reevaluation
- Parent and school have determined re-evaluation is not necessary
- A copy of the *"Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards"* was provided.

A copy of the *"Parental Rights for Public School Students Receiving Special Education Services - Notice of Procedural Safeguards"* must be given to you at least one time per year. You may also obtain a copy of this booklet at any time from your local special education office.

The Student Profile is an integration of information from many sources, including the student's family. The following characteristics/influences were considered in the team discussion. The areas stated on the profile are significant to meeting the student's unique needs.

**List Team Members:**

Special Education Teacher: Mercedes Trujillo-Hanson  
Classroom Teacher: Danica Effertz  
Psychologist: Rebecca Gauge

**Cognitive Functioning - Listening skills, listening comprehension, ability compared to same age peers**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>
<p>Danny is a sixth-grader at Sunflied Middle School. He enjoys being at school and his strengths are in science and math.</p> <p><u>Observations</u>  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.</p> <p><u>Formal Assessments</u>  While a resident at the Fairfield House, Danny underwent an intellectual assessment conduct by Rebecca Gauge, Psychologist. Results indicate an overall Full-Scale IQ</p>	<p>What are Danny's cognitive strengths and weaknesses?  Are they comparable to his same-age peers?</p> <p>To what extent can Dany focus on a task?</p>

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.

**Academic Performance - Reading, math, learning styles, etc.**

<p><b>Student Characteristics/Influences - Sources of Information - Findings</b></p>	<p><b>Questions to Answer Through Assessment</b></p>
<p>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 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.</p> <p>First quarter progress reports in 6<sup>th</sup> grade indicate the following skills:  <i>Note: Progress is described within ranges of "developing," "proficient," and "advanced."</i>                      Physical Education: Advanced                      Social Studies: Developing                      Digital Literacy: Developing approaching proficient                      Language!: Developing approaching proficient                      Science: Developing                      Transition Math: Proficient                      Reading: Developing</p> <p>5<sup>th</sup> Grade Quarter 1 Grades at St. Joseph's School (Absent 6 days)</p>	<p>What are Danny's strengths and weaknesses? Are they comparable to his same-age peers?</p> <p>What effect does Danny's absences/tardies have on his academic performance?</p>

*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.

**Communicative Status - Receptive and expressive language**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>
<p>Academic records and current observations indicate an ability to communicate both verbally, nonverbally, and in written form.</p> <p><u>Receptive</u></p> <p><u>Expressive</u> 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.</p>	<p>Are Danny's expressive behaviors impacting him in the educational environment?</p>

**Physical Characteristics - Medical, vision, hearing, motor**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>

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.

To what extent does Danny have trouble focusing on tasks?

**Emotional/Social Development - Social skills, leisure**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>
<p>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.</p> <p>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.</p> <p><u>Social Skills</u>                      The discharge summary from Fairfield House (6.19.2019)</p>	<p>Do Danny's social skills have an impact on his ability to make friends?</p> <p>What positive reinforcement is the most effective for Danny?</p>

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.

**Adaptive Characteristics (including adaptive behavior) - Self care, independent living, self direction, health and safety, work**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>
<p>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.</p> <p><u>Intervention Data</u>            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%.</p> <p>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.</p> <p>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</p>	<p>How often does Danny's anger result in physical aggression?</p> <p>How often does Danny have to leave the classroom due to various behaviors?</p>

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 Factors - Functional skills and community participation, home/family, neighborhood**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>
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**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.

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

**Other:**

<b>Student Characteristics/Influences - Sources of Information - Findings</b>	<b>Questions to Answer Through Assessment</b>