

Sample Records Analysis

Records Analysis

5/23/20

Passed NH state testing grade 3.

Last report card from NH, Math is more difficult than other subjects although he is in the 70's all other academics are in the 80's. They say he needs to work on fulfilling expectations, slowing down to produce writing, and waiting his turn in conversations. 5/18/18. He had a 1:1 aide in NH.

He has been homeless, hungry, abandoned i.e. traumatized and is bullied in school.

DX: Autism; Pragmatic Language Disorder; Sensory Integration Dysfunction; Executive Functioning Disorder; Trauma; ADHD

Presentations:

- work refusal/noncompliance
- social skills – he wants to understand other people/he does not understand feelings, he has the inability to make social connections, reading social cues, dominates conversation and lacks interest in reciprocal conversation, perceives people being mean to him, argumentative, – pragmatics
- difficulties with transitions
- easily overwhelmed
- sensory issues with touch (he shies away from physical contact), fabric, it has to be soft, blankets have to be fuzzy, sound and light i.e. too loud
- obsessive with thought ruminative thinking, and deed – world war one, the Iliad, mythology, and New Zealand.
- Rigidity
- what he thinks is right and wrong is absolute
- anxiety and school anxiety over tests
- difficulty with sustained attention
- impulsive – He says or does things without thinking
- difficulty with self-monitoring i.e. executive functioning
- dysregulation – oppositional i.e. frustration with social conformity; shuts down, puts his head on his desk or elopes from the classroom.
- limited interests
- behaviors i.e. arguing with peers and teachers, work refusal, leaving the class without permission, talking, and calling out inappropriately and saying rude comments to staff and students.
- Variable eye contact

- Lines up his games
- Concrete thinker
- Zones out on occasion
- Perseverates
- Perfectionist
- depressed
- aggressive
- verbally and physically he can be impulsive
- he can also persevere when he feels he is in the right. This can negatively impact his interaction with peers.
- He needs instruction in self-monitoring strategies.
- He shouts out answers without understanding that he should not. This is his impulsivity. He does his best when he is acknowledged when he has something to say and they have him write down his thoughts if it is not a good time for him to share. He also benefits from having a paraprofessional with him to support his behaviors and keep him on task.

Evaluations:

Neuropsychological Evaluation 5/2020

- 1) Behavioral Observations: his thought processing was rapid and often filled with loose associations and tangential reasoning. He displayed a lower level of frustration tolerance, motor restlessness, impulsivity, inattention, and distractibility.
- 2) He has some challenges understanding his body in space.
- 3) He was able to complete the testing with considerable support

Verbal comprehension	8	10	95	-9
Visual spatial	14	11	114	
Fluid reasoning	6	11	91	-24
Working memory	8	9/9	91	-24
Processing speed	8	10	95	-9
Full scale			98 not valid	
WISC V IQ Test Comparison	Subtest Scaled Scores 2020	Subtest Scaled Scores 2017	Standard Scores	Discrepancy -12 is Significant.

- 4) There was significant variance noted both between and within many of his major indices. This reflects the need for an individualized discussion of his skills and challenges.
 - There were some gaps in his learning on the verbal comprehension index.
 - he had word finding issues in similarities, a test measuring his understanding of how language-based concepts related to one another.
 - He has a solid ability in fact-based learning, not abstract.
 - He had markedly mixed success in hands on nonverbal learning which gave him a very high score.
 - He struggled markedly in matrix reasoning, a test of visual scanning.
 - He had slightly more challenges encoding, a test with a more substantive written component to it.
- 5) A low score in visual sequencing reflects inconsistent focus, effort and gaps in concentration more than a skill deficit.
- 6) He had inconsistencies on both auditory and visual working memory, although his scores were near his peers.

Academics: all are average 96-104, with inconsistencies with the more complex images. With immediate recall he was able to only recall three of the 12 images – low average, this reflects a functional level of learning that is behind peers and showed a drop from his potential.

- 1) He had the difficulty with more complex images as he lacked patience.
- 2) His takeaway level of learning was functional and behind his peers in the low average range. The drop from his potential was concerning.
- 3) He does not have well developed strategies for rote learning.
- 4) It is likely that when he hyper focuses he excessively repeats or tends to data he is interested which leads to strong recall of facts he is interested in.
- 5) When things are going well for him, he has the potential to capitalize on his rapid thoughts and verbalizations and may present as a fluid communicator across domains. When under stress, he may experience intrusive thoughts, difficulty with concentration, verbalizations that he does not manage well, sleep onset issues and other concerns. These skills and challenges may manifest, and they are likely to vary even in the same settings.
- 6) Because he keeps his focus of attention narrow and his solutions to problems simple and uncomplicated, together with his aversion to complexity and ambiguity, increases the likelihood of his behaving at times in ways that take insufficient account of propriety and social expectations.
- 7) His lack of mental flexibility may detract from his ability to pay attention to events.
- 8) There are times when he may misperceive events, form mistaken impressions of people and what their actions signify making it difficult for him to separate reality from fantasy. So, he may exercise poor judgment in deciding how to act.

- 9) He has an orientation toward gratifying needs as soon as they arise. This could contribute to various kinds of conduct problems and actions to which others take exception or offense.
- 10) He seems to be working very hard to keep emotions out of his life which is likely to detract from his ability to think clearly and exercise good judgment.
- 11) He may suffer from low stress tolerance and limited self-control.
- 12) He is also having difficulty thinking before he acts and his ability to concentrate may be limited. These difficulties may be impairing the quality of his decision making. He is susceptible to losing self-control and behaving in an impulsive manner.
- 13) He does not appear to be as introspective as most people because of this he is at risk for adjustment difficulties involving an adequate understanding of himself, insufficient appreciation of the impact he has on other people in a limited capacity to examine himself in a critical fashion and then modify his behavior accordingly.
- 14) He shows an overall reduction in his self-image. It seems challenging for him to get a global understanding of situations of people or events.
- 15) He finds the world around him to be overwhelming and threatening.
- 16) His fragile sense of self more vulnerable than the loud responsive exterior which he presents.
- 17) Criteria for autism are met with deficits in social emotional reciprocity, reduced sharing of interests and a poor understanding of nonverbal communication he has difficulty understanding relationships and feelings he struggles with rigidity and has restricted interests and sensory issues.

Academic evaluation 1/4/19

- 1) He struggles with reading and writing. With weaknesses in letter word recognition.
- 2) His writing scores were in the below average range showing weaknesses in spelling.
- 3) He was kept back in the second grade and skipped the fifth grade.
- 4) He was not a part of a general education classroom from January to April 2019.
- 5) He is currently receiving behavioral supports from a paraprofessional on a daily basis.

OT: 2/15/19

- 1) He displays characteristics of sensory processing dysregulation across a range of sensory systems. He almost always touches people to the point of annoying others. He is always on the go and he is attracted to TV or computer screens with fast-paced or brightly colored graphics. He frequently seems to find and list reasons to approach a teacher, get too close to others when talking face-to-face, and plays or fiddles with objects.
- 6) He is also a sensory avoider- a person who acts to keep new stimuli away and to circumvent or limit sensory input.

- 7) He almost always perseverates to the point that interferes with participation i.e. and cannot shift gears. He interacts with groups less than same age peers.
- 8) He is described as inflexible and is distressed by changes in plans and routines, withdraws in the response of changes in routines, and gets frustrated easily.
- 9) He actively responds to sensory output.
- 10) He will either have a self-regulation strategy of actively controlling the type or amount of sensory input that he gets through the day or he has a tendency to let stimuli happen and then respond after the fact.
- 11) He sometimes avoids input while other times he seeks it out based on the context or environment that he is in at the time.

Note: There is a sensory diet on page 4 and five of the OT evaluation.

Educational and Behavioral Consulting Services: 9/2018

- 1) He responds best to staff who have been able to connect with him and positive ways and who approach him using quiet on emotional cues that allow him to more accurately interpret his environment and feel in control.
- 2) He needs positive feedback and support from his teacher to feel confident. Confidence is not built by positive feedback alone, but by the number of opportunities that he has to experience success i.e. the more successful he is, the more confident he becomes and the more willing he will be to take risks at learning.
- 3) His ability to remain focused on tasks continues to be highly variable depending on the context, time of day, motivation, level of structure, interest level, length, and sensory issues.
- 4) The writing activity that followed the class discussion was difficult for him. The option of completing it on the computer helped him to focus. He took advantage of this by putting on his headphones and listening to music.
- 5) He requires the close proximity of an adult especially when his attention span wanes, when frustration mounts, or when he perceives the task is too difficult for him to complete successfully, or it's not to his liking.
- 6) An increase in noise level, the close proximity of peers, as well as a decrease in structure all contribute to a decrease in his ability to sustain his attention to task.
 - He needs pre-cues for coping strategies i.e. giving him a choice where he can stay 15 to 20 minutes before he can leave for a quieter space or enter later than the rest of the class.
 - Provide the option for using a computer for writing but outline the expectations up front to avoid power struggles.
 - Talk with him about an initial private queue that lets him know that he needs to get his body/voice under control and a follow-up queue that indicates it's time for a short break to help get his body back under control.

Positive behavioral support plan 3/18

- He has many sensory seeking behaviors and seems to always be in the state of dysregulation, unable to stop his body, his thoughts, or his emotional outbursts in response to the daily stressors of school.
- He escalates his behavior to test the boundaries of expectations and requests. Because he lacks effective self – regulation strategies to deal with these feelings his responses are often his best attempt to deal with these situations and calm himself. Although his behavior may look oppositional, he does not have the self-regulation strategies to deal when emotions arise when triggered by any of the above.
- As far as bullying, he calms when he is supported by being listened to and validated.

NH IEP review:

Academic Needs

- He struggled with his written expression and showing evidence of planning for his writing prompt he also struggled with correcting punctuation mistakes within a passage.
- He needs graphic organizers to gather his thoughts during writing assignments.
- He would also benefit from teacher conferences or peer editing sessions to improve his punctuation and grammar and his writing.
- Computation is a challenge for him.

List of accommodations needed:

- Seating close to instruction
- Frequent check ins to assure that he is attending and understood presented to directions, information, and concepts.
- Gain his attention prior to presenting information and monitor continued attention and provide redirection back to task.
- Maintain close home school communication
- Aggression and conduct problems were reported areas of moderate concern just in the school setting.
- He appears mostly impacted by ADHD with some secondary impact upon behavior, school functioning, and self-concept/mood.
- Functional needs: he may struggle to maintain necessary levels of self-control and focus more than other students his age. His progress should be closely monitored and supported by his aide.
- He needs brain breaks 2 at set times, and 2 when he feels he needs it.
- He has a behavioral plan and a behavioral aide that assists him in regulating his behavior so he can access the curriculum and remain in the regular ed setting.
- Consistently implement responses/consequences for off task and inappropriate behaviors.

- His behaviors may impede on his relationships with other students.

Note: they are saying that he has behaviors that are impacted by his ADHD, social functioning, and self-concept/mood.

- Goal 1: writing – he struggles with written expression and showing evidence of planning for his written prompt, he also struggles with correcting punctuation mistakes within a passage.
- After providing behavioral training for staff working with him, he needs counseling, both individual and small group. It says the regular education setting, however, would not be appropriate in their regular education classroom and the IEP reflects that under the justification for nonparticipation section. He is removed twice a week for counseling.
- He requires Extended School Year- ESY for behavior management along with academics to prepare him for the next grade.
- He has academic and behavioral expectations explained and tools for support which include assistive technology. Speech to text.

My Thoughts: I do not know if the school was privy to the last evaluation discussed here, but it gives a concrete understanding of what he needs and how to get him to respond appropriately. I do not know if school was privy to the positive behavioral support plan listed above. But again, this document helps with the operational definition of his behaviors and provides strategies that help with his behavioral issues.

I do not understand how they can say he is not autistic so that is the first issue we are going to resolve. Secondly, it is evident that the district has no clue as to who he is or what he needs to be successful.

He needs an Occupational Therapy evaluation that emphasizes sensory issues. It is noted in the Riverbend community mental health notes 2/20 that with the one to one, although he can be resistant to processing and discussing stressors or strengths, his behavior improves and his output in academics improve.

There is a lot of evidence to support a 1:1 aide and the use of a sensory diet. There is also a lot of evidence to show that he is autistic. I would say he is on the higher end of autism and that is called Asperger's syndrome. (Although the DSM-V removed the diagnosis of Asperger's and they just call people with Asperger's, autistic.

The reality is if they say that he is autistic they actually have to follow the law. That is why you are having a hard time getting them to say it. However, he has already been diagnosed with it and they cannot take that away. He has all the markers in his evaluations in New Hampshire and the neuropsychological evaluation recently reported.

Evaluations needed: Speech to include pragmatic language

The district is giving you a hard time because they do not want to provide the services he needs. However, because you have an IEP that is active from New Hampshire, they

have to provide everything it says until they have a signed IEP from their district. That is the good news. That means that they are in noncompliance of his stay put IEP , and you have the right to file a complaint with Program Quality Assurance.

Records assessment completed by Toni Saunders M.S.PsyABA. 5/2020