

DIVISION OF SPECIAL EDUCATION
Psychoeducation Assessment Report

Name: Mario G.	Home School: 7th Avenue Elementary
Gender: male	Attending School: 7 th Avenue Elementary Chronological
Age: 7 years, 10 months	Eligibility: N/A
Grade: 2	Placement: General Education
Language Classification: English Only	Designated Instructional Service(s): N/A
ELD Level: N/A	

Reason for Referral

This Psychoeducational Assessment was conducted in response to school SSPT(SST) referral, including parents and current classroom teacher. Ongoing concerns regarding Mario’s below grade level reading comprehension and social isolation were brought up at the last SSPT(SST) meeting, whereas the team agreed to this assessment at that time.

Indirect Assessment

The indirect assessment was completed through a review of records and interviews with current teacher, other school staff who work closely with Mario (e.g., previous teacher, classroom paraeducator), and parents.

Background Information/Record Review

Family History

Mario currently lives with his biological mother and father, and younger brother (4 years old). Mario’s mother is the primary caregiver, although Mario’s father, and maternal grandmother and grandfather are also caregivers. English is the only language spoken in the home. According to interviews, there have been no recent changes in Mario’s living situation and/or family.

Medical/Health/Developmental History

Mario is generally healthy and does not have any serious medical or physical conditions. There is no history of hospitalization, surgery, or injury. Mario is allergic to peanuts and has been diagnosed with asthma. He occasionally uses prescribed medications for asthma (inhaler), as needed. Mario does not have side effects related to the asthma medications he takes. Mario has a consistent sleeping routine and generally sleeps for at least eight hours each night. His mother reported that Mario’s eating habits are regular, however, he has somewhat restricted food preferences. Mario eats toast with butter, chicken nuggets, “plain pizza” (sauce and cheese only), and chicken soup.

Mario’s mother explained that she was concerned with his speech development when he was younger. At the time, she took him to be evaluated by their pediatrician. The doctor recommended that they wait to see if Mario “grew out of it,” and explained that he did not believe Mario had any significant developmental delays. Mario’s mother expressed concern that Mario continues to struggle with communication. She described Mario as “very quiet” and explained that he rarely initiates conversation and tends to answer questions with simple responses, such as “Yes,” “No,” or “I don’t know.”

Educational History

Mario has not previously been assessed for **Special Education eligibility**. He does not have an IEP. Mario has attended 7th Avenue Elementary since Pre-K. Comments in the cumulative file and in report cards indicate that Mario is “a good student,” “a fast learner,” “introverted,” “above grade level in Math,” and “a quiet boy who follows the rules.” Reading comprehension has been noted as an area of need for Mario since first grade.

An SSPT (SST) was initiated at the beginning of this school year, to address Mario’s needs in reading comprehension. Several interventions have been put into place, including pre-teaching, reteaching, small group work, Learning Center tutoring, and reading with guided notes. Each intervention was implemented for three weeks. Pre- and post- tests indicate that Mario’s reading comprehension did not improve.

Mario’s current teacher and the paraeducator who works in his classroom provided information regarding Mario’s academic performance, behavior, and social-emotional functioning at school.

Mario’s teacher is primarily concerned with his below grade level reading comprehension skills. She explained that his reading comprehension is in stark contrast with his advanced performance in Math. The teacher and the paraeducator agreed that Mario does not exhibit problem behaviors, and that he is a quiet boy who follows that classroom and school rules. They reported that he prefers to play by himself at recess and sometimes goes to the school library to read or work on math problems during recess.

Mario’s teacher indicated that Mario is able to communicate at school, by answering questions asked during lessons. He does not readily participate in group work and generally does not talk initiate conversation with adults or peers.

Mario complies with classroom routines, but sometimes leaves a group without permission, and sometimes struggles with transitions. He can work independently for over 20 minutes.

Mario sometimes plays with peers, but he does not often engage in reciprocal conversation with peers. The teacher reported that Mario demonstrates difficulties with perspective taking, and cannot easily discriminate what others see, think, and feel, in comparison to his own perspective. She gave example of when a peer recently began telling Mario about the movie he saw over the previous weekend. Mario interrupted his peer and began talking about his favorite tv show. The teacher explained that many of Mario’s peer interactions go as such, and his classmates now tend to avoid him.

Direct Assessment

Mario was assessed with a variety of assessment tools, both standardized and alternate.

Academic Assessment

Mario’s performance on the academic assessments places him in the 99th percentile for math at his grade level. The assessor used some above grade level assessment and GATE assessment to determine that Mario’s math performance, particularly in math computation, is in the fourth grade range.

Reading fluency was in the average range for his grade level. However, reading comprehension assessments place Mario in a beginning first grade level, far below his age and grade peers.

Mario's overall attention and persistence to assessment tasks fell within the below average range for his age. The assessor redirected Mario multiple times and shortened some of the assessment sessions, due to Mario's inattention and frequent off-topic comments. When given multiple short breaks, however, Mario was able to complete all assessment tasks.

Behavior Assessment

Observations were conducted to obtain general behavioral information, as behavior was not an area identified as a concern for the school site staff or parents.

Recess: Mario was observed during two recesses. During both recess periods, Mario carried a notebook and a pencil to recess with him. He walked away from his class's assigned play area within one minute of the beginning of recess. Mario did not interact with any peers during either observation.

During the first day of observation, the Campus Aide who was supervising the recess stopped Mario and asked him where he was going. Mario asked the Campus Aide if she knew that black holes absorb light. She that "No," she didn't, and that she didn't "really like science." Mario continued to talk about black holes for about five minutes, until the Campus Aide said she needed to go over to the basketball court. At that time, Mario walked to the school library, took a book about space off the shelf, and sat down by himself. He appeared to be copying the graphics from the book into his notebook by hand, until the bell rang, indicating the end of recess. Mario then walked to his class' line-up area and returned to the classroom with his teacher classmates.

During the second recess observation, Mario, again with his notebook and pencil, walked straight to the library and asked the Librarian if she had any books about black holes. The librarian found a book for him and he sat quietly looking at the pages, drawing, and writing in his notebook. Again, he returned to the assigned area when the bell rang.

Classroom: **General classroom observations** were conducted over the course of four days. Four 20-minute observation sessions were conducted, as varying times of day, and during various teaching and learning activities.

Overall, Mario was generally on-task during the observation sessions. However, he interrupted the teacher several times with unrelated questions during her instruction, particularly during reading. He also fidgeted in his seat, shifting his weight, looking inside his desk, and shaking his feet and/or legs. Mario also got up and walked around the classroom several times without permission. When reading aloud, Mario read accurately, at rapid pace, without intonation. Mario completed math assignments in about half the time allotted by the teacher. During one math lesson, Mario asked if he could work ahead in the book. In response, Mario's teacher redirected Mario to complete his unfinished writing assignment, instead. Mario ignored the teacher's redirection, walked to the other side of the room, and retrieved an informational flyer (from JPL) from his backpack. He spent the rest of that math period cutting the photos and illustrations from the flyer. Later that day, during a small group collaborative writing assignment, Mario left his group and retrieved the flyer again.

Mario was not observed to initiate or reciprocate social interaction with his peers during the classroom observations. He answered adults' questions directly, usually with "Yes," "No," or concise two-three word responses. When asked for further details or to describe something with more depth, Mario usually responded by saying "I don't know." However, one time, when the paraeducator asked Mario about his weekend, Mario talked at length. He stopped only after the teacher told him multiple

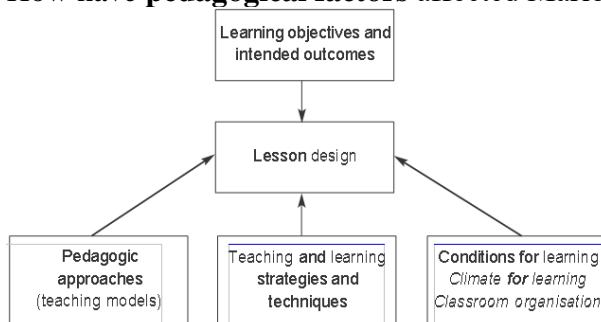
times, “Thank you for sharing, it’s time for reading,” and “Please stop talking,” and started her instruction.

Behavior/Social-Emotional Rating Scales

Several behavioral and social-emotional rating scales were administered to Mario’s parents, his classroom teacher, and the paraeducator in his classroom. Overall, Mario was ranked by all raters to fall in the “At-Risk” category for ASD-like characteristics, particularly in the areas of restricted interest and limited social and communication skills. The teacher and paraeducator rated some dimensions related to ADHD in the “Above Average” range, indicating that hyperactivity was of particular concern. Rating items related to externalizing behaviors, such as aggression and disruptive behaviors were rated “Below Average” by all raters.

Work in your “Expert” team, as the school site personnel who are supporting Mario. Use your knowledge of the specific eligibility you researched, and details from Mario’s report to answer the following questions:

1. In what ways does Mario’s **cognitive ability** affect his rate of progress? **Cognitive factors include perception, attention, learning, memory, and reasoning** (Danili & Reid, 2006) as well as what you learned in your textbook exploration.
2. How have **pedagogical factors** affected Mario’s rate of progress?



Pedagogic planning is the process of developing a schema for a learning activity or session, which defines and may organize in advance some aspects of the learning environment, interactions, tasks, scheduling, and resources.

3. Describe at least one **academic intervention**, in detail, that you would recommend for Mario. **May use 9 Types or UDL or resources within our Strategies & Supports Module.** Please cite relevant pieces of the report.
4. Describe at least one **behavior intervention**, in detail, that you would recommend for Mario. **Consider suggestions from our Behavior Module.** Please cite relevant pieces of the report.
5. **Use the “40 Developmental Assets for Children Grades K-3”** (posted on Strategies and Supports Module within Canvas) to describe at least one specific way in which you, as the school site team, can assist in Mario’s development of **resiliency**.