

CLINICAL SERVICES UNIT

DATE OF BIRTH:

Language of Conference: English

Grade 9/Spec. Class

LAB SCORE / DATE: Not Applicable

REASON FOR PHASE I UPDATE:

Larry W.'s parents are requesting this re-evaluation because they feel that in his present setting, he is not getting the services he needs.

SOCIAL HISTORY UPDATE

PERSON INTERVIEWED: Parents

Larry is 14 years and 9 months and a 9th grader enrolled in a special class in Orion High School. Larry's parents have long felt that his needs have not been properly understood or addressed and have repeatedly sought a more appropriate program for him.

Larry is the youngest of the three children. He and his siblings were adopted from Korea. Larry joined the family at 7 months of age. He arrived suffering from the effects of lactose intolerance, which was quickly resolved. His medical history is otherwise significant for febrile fever at 1 year of age, and mild cerebral palsy, which was diagnosed at age 3.

Larry's developmental history is significant for speech and motor delays, mild cerebral palsy and markedly deficient social functioning. He did not engage in pretend play as a young child. He was and continues to be indifferent to other people and the social goings-on around him. In school he does not relate to others, is obsessively detail oriented, insists on sameness, and does not engage in self-directed behavior. He cannot travel independently within the school building, much less outside. His father reports (and I have observed) that he is oblivious to traffic and so cannot be permitted to go outside alone. He engages in ritualized self-stimulation (head banging, fascination with and blowing on his hands, pulling his hair and rubbing his face) and usually presents with a fixed smile and inconsistent eye contact.

Larry attended a preschool program at a therapeutic nursery school, Stepping Stones. He entered public school in a MIS IV and went on to a MIS I program there and at Mr. and Mrs. have long held that their son's needs were not being met, but no substantive changes were made despite several reevaluations. Larry receives speech and language therapy and physical therapy in school. To address his inability to navigate the school building, a paraprofessional accompanies him throughout the school day. He would otherwise be unable to find his way around, or to communicate his needs.

PSYCHOLOGICAL REPORT

The current psychological evaluation found intellectual functioning to be within the low borderline range. Although Larry has acquired an average fund of general information and has some ability to make abstract comparisons and categorizations, he has significant difficulty reasoning in a more socially oriented context. Although he can recognize pictures and pick out important elements, he has difficulty with perceptual organization. His work with paper and pencil is painstakingly slow.

During the psychological evaluation, Larry's behavior was remarkable in several aspects. He presented with a fixed and intense grin most of the time. His eye contact was variable. He repeatedly pulled at and raked his hair and his face with his hands, and spent some time intensely examining his hands as he turned them in front of his eyes.

Larry's speech was remarkable for its low volume and the effort it took for Larry to retrieve the words for his brief responses. Response delays were long, and nearly every response was preceded by long drawn out syllable that resembled moaning. He made only one spontaneous comment throughout the +3 hour evaluation. After working very hard on a block design item, he said "a long time." Most of his responses were relevant, but occasionally he perseverated a response and some were bizarre. Sometimes he zeroed in on a word by eliminating other words beginning with the same letter. His words were difficult to distinguish from his other utterances because of their frequency and because of his low voice volume.

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COGNITIVE FUNCTIONING: On the WISC-III, Larry obtained a verbal IQ score of 74, a performance IQ score of 70 and a full-scale IQ score of 70. This places him within the low borderline range of intellectual functioning, at the 2nd percentile. There is much Intra-test scatter, and an 8-point range between his highest and lowest sub-test scores.

Tests Administered: (Check all that apply)

Clinical Interview_ Bender VMGT_ Figure Drawing-

H-T-P V''' WAIS-III TAT

Rorschach- WISC-III_ Sentence Completion

Personal Problems Checklist for Adolescents-

Vocational: Interview: Brief Career Inventory Survey of Occupational Interests

Other: Vineland

Records Reviewed:

Verbal Tests

Information 8

Similarities 8

Arithmetic 6

Vocabulary 4

Comprehension 1

Digit Span

Performance Tests

Picture Completion 9

Coding 1

Picture Arrangement 6

Block Design 4

Object Assembly 5

Verbal IQ: 74 Performance IQ: 70

Full Scale IQ: 70

Index Scores

Verbal-Comprehension 75

Perceptual-Organization: 77 Processing Speed

ACHIEVEMENT ASSESSMENTS

(Reading, Mathematics, etc. What has this student learned as a result of being in school?)

Reading WIAT (Norms/Age)

The Basic Reading Subtest of the WIAT requires the student to read words of increasing difficulty out loud. It is an assessment of decoding skills and the functioning to phonetically analyze and synthesize words. Larry's performance revealed strengths in decoding such as catastrophe, indomitable, accordion, and sparse. He was unable to read dozing, (dazing), chord and cleanse (cleans). His percentile score of 19 places his abilities of reading individual words in the low average range of functioning.

The Reading Comprehension Subtest presents a series of passages of increasing length and complexity followed by questions presented verbally by the examiner. The subtest is designed to assess skills such as recognizing stated details and inferential reasoning.

Because of his ability to read words phonetically his overall percentile score in reading of his abilities in the lowest end of the well below average range of functioning.

MATHEMATICS: WI.A.T. (Norms/Age)

The Mathematical Reasoning sub-test measures students functioning to use appropriate strategies and respond correctly to a series of mathematical questions. Students solve problems demonstrating their knowledge or coin values, identify digit

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placement, name shapes, and solve problems using decimals, fractions, rounding off, and determining area, etc. Larry was able to write a mixed decimal, identify the digits in the hundreds and thousands places, identify a cylinder and tell time to the nearest quarter hour.

He could not determine the value of a set of coins including pennies, nickels, dimes, or quarters, could not determine perimeter, solve a one-step multiplication problem involving money and extraneous information or interpret a pictograph.

The Numerical Operations sub-test is a paper and pencil sub-test presenting calculation problems and equations. Larry was able to multiply a three-digit number by a two-digit number, divide a three-digit number by a one-digit number, and add and subtract 2 common fractions with like denominators. He did not attempt to subtract mixed fractions with like denominators or multiply a unit fraction by a whole number and could not subtract or add decimal fractions. His percentile score of 4 in mathematics places his overall abilities in the borderline range of functioning.

WRITING: WIAT

A series of dictated words were administered to measure encoding and spelling abilities Larry was able to spell such homonyms as assistants, patients, and sole.

The Written Expression test assesses the students functioning to compose and write a clearly organized composition with attention to vocabulary and editing skills. Larry seemed overwhelmed by the test and said that he did not to write. The need to organize his thoughts and write a cohesive paragraph seemed beyond reach, This part of the exam was therefore deleted.

Summary

Testing indicates his academic strength is in decoding words and spelling, which are in the average range of ability. Reading as well as listening-comprehension are his weakest areas and are in the lower extreme range of functioning.

Test Administered: WIAT (01/08/02)

SUMMARY OF WIAT SUBTEST, COMPOSITE, AND TOTAL SCORES

		90% CONF					AGE GRADE	
	RAW STD		INTERVAL		PR NCE	S9	EQU	EQU
SUBTESTS.								
Basic Reading	41	87	79- 95	19	32	3	11:3	6:1
Math Reasoning	27	75	67- 83	5	15	2	9:6	4:0
Spelling	40	104	95-113	61	56	6	14:9	8:6
Reading Comprehension	14	66	56- 76	1	2	1	8:0	2:6
Numerical Operations	28	79	70- 88	8	21	2	11:0	5:9
Listening Comprehension	8	52	41- 63	<1	<1	1	5:9	K:2
COMPOSITES.								
Reading	55	71	64- 78	3	9	1	9:6	4:3
Mathematics	55	73	66- 80	4	12	2	10:6	5:0
Screener	108	83	77- 89	13	26	3	11:6	5:9

WIAT age-based nonnative information was used in the calculation of subtest and composite scores.

ADAPTIVE FUNCTIONING

This assessment of adaptive functioning is part of a re-evaluation for Larry

In light of observations when administering the Psychological, and his parents' concerns, the Vineland Scale for Adaptive Behavior was administered to obtain an understanding of Larry's adaptive behavior. Both Mr. and Mrs. W were observed as informants.

In the communication domain, Larry functions at the level of a child 6 years and 11 months of age. The written sub-domain is his area of highest functioning, at the level of a child of 8 years. He reads books of at least 4th grade level (although not on his own initiative and how much he understands is not exactly clear), uses a dictionary and the table of contents, and writes in script. He does not alphabetize, write letters or even short notes.

In the expressive sub-domain he functions at the 5 year 11 month level. He states personal identifying information (telephone number, address, birth date, e.g.) and uses irregular plurals, but does not express ideas or give directions adequately.

Receptively, Larry functions at the level of a child of 3 years 11 months. His attention span for verbal material is very short.

In the area of daily living skills, Larry functions at the level of a child of 5 years. In looking after his personal needs he functions at the level of a child 5 years and 2 months. He uses eating utensils competently and takes care of his own hygiene

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independently. He can tell time, knows the number to call in an emergency, and knows the day and date. He does not obey traffic rules (he does not leave his house alone for this reason, as his father reports and I have observed that he is oblivious to traffic). In the domestic sub-domain, Larry functions at the level of a child of 4 years 1 month. He sets the table and puts his clothes away when asked but does not participate in any other household chores or maintenance.

Socialization is the least well developed domain for Larry. Here, he functions at the level of a child of 2 years 1 month. In the coping skills sub-domain, he functions at the level of a child of 3 years 10 months. He demonstrates basic manners and is not destructive of property. He does not engage in appropriate conversation (beginning or ending) or acknowledge family members' birthdays or holidays.

In the area of interpersonal relationships, Larry functions at the level of a child of 1 year 4 months. He laughs or smiles in response to positive statements, and identifies people by characteristics other than their name, but does not show a desire to please, engage in imitative behavior, verbally imitate, show a preference for some friend or friends, and label his feelings.

Larry's adaptive behavior in all domains and sub-domains is low, more than 3 standard deviations below the mean. His composite score places his overall adaptive behavior at the level of a child of 4 years and 8 months.

SCORE SUMMARY

Communication

Domain	46	+-20	«). J	low	6-1
Receptive				low	3-11
Expressive				low	5-2
Written				low	8-0

Daily Living Skills

Domain	19	+-16	<0.1	low	5-0
Personal				low	5-2
Domestic				low	4-1
Community				low	5-2

Socialization

Domain	20	+-16	<f). 1	low	2-1
Interpersonal Relationships				low	1-4

						DOMAIN
	ADAPT	AGE	EQUIV	Play and		
low	2-1					
Leisure Time Coping Skills				low		3-10
ADAPTIVE BEHAVIOR COMPOSITE						
	26	+/-13	<.1	low		4-8
Maladaptive Behavior				Significant		

Conclusion

Larry's developmental history, current behaviors and adaptive behaviors and. intellectual functioning are consistent with a pervasive developmental disorder. His goals should be in the area of developing life skills and increasing socialization. Appropriate programming is not available in his current school: Placement should take into account that Larry has lost a number of years during which development of these skills should have been the priority.