

PSYCHOLOGICAL REPORT
CONFIDENTIAL

Student Data:

Name: John Smith

Age at Testing: 10 years, 4 months

School: Intermediate School

Grade: 5th

Examiners: Katie Zofcin, M.A., School Psychology Intern

Date of Birth: 05/26/2004

Evaluation Completed: 10/1/2014

Reason for Referral:

John is a fifth grade student who was referred for psychological testing as part of an initial evaluation to determine his eligibility for special education services per the request of his parents. John's parents expressed concern regarding his academic performance specifically in regards to spelling and challenges with written expression. His parents also noted self-esteem concerns. The purpose of this evaluation is to gather information regarding John's educational, psychological, and social-emotional functioning in order to generate appropriate accommodations and modifications. Other testing will further clarify John's academic profile and should be coordinated with the results of testing reported here to determine his complete educational profile and the most appropriate educational services to facilitate his academic progress.

Relevant Background Information:

John is currently a ten-year-old fifth grade student at Intermediate School in Suburban School District. It was noted that he lives at home with his father, mother, and thirteen-year-old brother. At the initial planning meeting, Mr. and Mrs. Smith shared with the team that John was diagnosed with Juvenile Rheumatoid Arthritis at the age of five and that it is well maintained with weekly Enbrel injections. Mr. and Mrs. Smith also disclosed that John was born with a clubfoot and participated in early physical therapy services until second grade; however, his clubfoot does not limit him from participating in physical activities, such as gym.

Mr. and Mrs. Smith reported having concerns with John's academic performance since the second grade. While in the second and fourth grade, John received pullout RTI services for language arts. He also received speech therapy in the second grade; however, no additional communication concerns were noted after the second grade. Mr. and Mrs. Smith have provided John with a variety of extra supports outside of school as well. He was enrolled in an intensive program at Sylvan Learning Center and was also provided private in-home tutoring. Mrs. Smith mentioned that she utilized a Fast Forward Program on the computer with John to aid in reading. However, she noted that none of these supports were shown to be effective for John.

John's parents have continued concerns regarding his spelling abilities as well as written expression and self-esteem. Mr. and Mrs. Smith indicated that John tends to be hard on himself and can become easily frustrated and upset when he feels overwhelmed. He is eager to please adults and strives to do well in school. His parents noted that math has always been an area of strength for John in school.

M B, MD conducted a Neurodevelopmental Evaluation in August 2014. According to the report, Mrs. Smith indicated that John reached all developmental milestones at age appropriate times and no developmental concerns were noted. Mrs. Smith's ratings on the Vanderbilt Assessment Scale indicated clinically significant concerns regarding reading and writing. When given the WRAT-3, John performed at a first grade level in spelling and at the third grade level in reading. During the writing task, Dr. B

reported that John was able to maintain a position on the line; however, his writing legibility was poor. On the math component of the WRAT-3 John performed at a sixth grade level.

School records indicate that prior to attending Intermediate School, John attended kindergarten through fourth grade at Primary School, which is also in the Suburban School District. John's final fourth grade report card for the 2013-2014 school year indicated that he received an A in Social Studies, Math, Art, Music, and Physical Education; a B in Science and Reading; and a B- in Writing. On the most recent state-wide testing (NJASK), which was conducted in the 4th grade, John scored in the Partially Proficient range in English/Language Arts (score of 192), the Advanced Proficient range in Math (score of 259), and the Proficient range in Science (score of 241).

Student Interview

John reported that his transition from Primary School has been going well. He mentioned that his friends from elementary school are on a different team this year, but that he is making new friends in his classes. John described generally being in a "content, normal" mood. When asked what he does for fun outside of school, John reported that he plays soccer, enjoys playing games on the iPad and computer, and engages in make believe play, such as racing toy cars. He indicated that he is still "exploring his options" and determining if he will have enough time to join activities in or after school. John mentioned that the amount of homework and prior commitments outside of school would be the two main deciding factors.

John mentioned that his favorite subject in school is math because he enjoys word problems and having formulas to figure out a problem. He also mentioned that he is starting to like writing and feels like he is "actually learning through RACEEE this year." John's least favorite and hardest subject in school is social studies because there is a lot of material and memorizing of facts. He stated sometimes worrying about school, especially before tests. John also conveyed that he wished he were "smarter at spelling."

Sources of Evaluative Data:

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) – Standard Battery
 Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt)
 Behavior Assessment System for Adolescents (BASC-2) – Self-Report of Personality
 Behavior Assessment System for Adolescents (BASC-2) – Parent Rating Scales
 Behavior Assessment System for Adolescents (BASC-2) - Teacher Rating Scales
 Multidimensional Sentence Completion Test
 Student interview
 Observation
 Record review

Behavioral Observations:

Classroom: John was observed in his co-taught Language Arts/Literacy class on September 23, 2014 for approximately an hour and a half. The class consisted of twenty-four students in four groups of about four to five students per table. The schedule for the day was projected on the smart board and students were working on completing each task as other students were pulled to work in small groups in the back of the room. During the brainstorming activity at the beginning of class, John raised his hand to answer a question; however, when called on he required encouragement from the teacher to provide his answer. While in a small group, he exhibited difficulty with spelling on his worksheet and when given a "Banish Boring Words" book he was visibly excited when he found a synonym for the word he was looking for. After he left small group he was instructed to work on his spelling worksheet at his desk. John again had difficulty with spelling and advocated for himself, asking the teacher to check his spelling. When working with John one-on-one, he indicated that he sounds words out in order to spell them, for example to spell "there" he sounded out the word and wrote "thare" instead. He also mentioned that he is able to

recognize when most words are spelled wrong. Once John completed his worksheet, he went on to work on his paragraph. He engaged in task avoidant behaviors surrounding the writing assignment, such as talking with a neighboring student and going through other papers on his desk instead of working on his paragraph.

Overall Presentation During Testing: John completed the administered battery during four testing sessions, each approximately forty minutes. John was friendly and cooperative throughout the sessions, engaging in spontaneous conversation between tasks as well as answering conversational questions posed.

Attention During Testing: John was able to sit without fidgeting and did not demonstrate any difficulty sustaining his attention toward the tasks at hand.

Attitude Towards Testing: John's effort appeared variable throughout testing. At times, he exhibited appropriate effort and appeared to be highly motivated to put forth his best effort, for example when his verbal responses required elaboration in order to be awarded credit, he attempted to provide additional information. However, as tasks grew increasingly difficult John grew frustrated and was reluctant to wager educated guesses stating, "I don't know," and "These are hard." During written components of testing, for example answering the survey and completing the sentence completion task, John grew restless and appeared upset, resulting in him asking the examiner to be a scribe because he did not want to write.

Cognitive Functioning:

Intellectual Functioning

Ability levels were assessed using the WISC-IV as a basis for intellectual evaluation along with the administration of additional assessments to evaluate specific areas in greater depth. The WISC-IV is one of the most widely used scales of individual intellectual development for children and adolescents. It not only measures general intelligence but, through subtest interpretation and the development of area composite scores, generates a diagnostic profile of a student's learning style.

Interpretations from psychological testing suggest that John's verbal and nonverbal reasoning abilities as well as his rate of work production (Processing speed) fall within the range of age expectations. John's ability to hold information in mind, manipulate it and produce a result (Working Memory) falls below the range of age expectations.

Review of the WISC-IV composite scales shows John's Full Scale IQ score of 99 to be at the 47th percentile, placing him within the Average range of intellectual ability. As there is a small statistical margin of error on all standardized tests, the confidence interval for this score ranges from 94 to 104. John's Working Memory Index score is revealed to be a relative weakness when compared to his other index scores, meaning that his verbal and nonverbal reasoning abilities and rate of work production are significantly stronger than his ability to temporarily retain orally presented information in his memory, manipulate it and produce a result. Because of the significant difference between his comprehension/reasoning/processing speed and working memory composite scores, a more accurate score would reflect performance focused on the verbal comprehension and perceptual reasoning areas. This score, the General Ability Index of 104 (61st percentile), also places John within the Average level regarding overall intellect.

Verbal Comprehension

Verbal comprehension is the ability to understand and manipulate verbal concepts on both a concrete and abstract level. On those WISC-IV subtests measuring this ability —Similarities, Vocabulary, and

Comprehension—John's composite score of 102, (55th percentile), is within the range of age expectations. When asked to apply knowledge learned from his environment and to orally define vocabulary words, John's abilities are comparable to those of his same-aged peers. John's performance on the Comprehension subtest is above the range of age expectations, suggesting a strength in his ability to apply practical judgment in social situations.

Visual-Spatial

Perceptual reasoning involves visual integration/organizational skills, including the ability to recognize or conceptualize shapes and to construct abstract designs. Assessments administered in this area are also designed to measure abstract, categorical reasoning ability. On the WISC-IV subtests pertinent to this area — Block Design, Picture Concepts, and Matrix Reasoning—John's composite score is 104, (61st percentile), which is within the range of age expectations, suggesting age appropriate abilities to abstractly categorize information as well as recognize shapes and construct abstract designs.

The Bender-Gestalt, II measures the extent that individuals can integrate their visual and motor abilities. John was asked to copy designs onto a blank sheet of paper. Each of the designs increased in difficulty as he progressed. As the tasks became more complex John's concentration grew in order to get the details of the design correct. For example, he spent a great deal of time on the three-dimensional figures. John was also asked to immediately recall as many figures as he could onto another blank sheet of paper. On the Copy trial John performed well above the range of age expectations in the High range. His performance on the Recall trial, also fell above the range of age expectations, in the High Average range. John's performance does not suggest any areas of visual or motor difficulties.

Memory

Working memory skills were assessed through the administration of several tasks designed to measure recall of orally presented material. Working memory is the ability to hold information in mind for the purpose of completing a task and it is essential to carry out multi-step activities and follow complex instructions. On the WISC-IV subtests assessing auditory memory —Letter-Number Sequencing and Digit Span—John's composite score of 86 (18th percentile) is below the range of age level expectations, suggesting that when compared to his same-aged peers, John has a weaker ability to hold and manipulate orally presented information in his short-term working memory. John's performance on the Letter-Number Sequencing task, where he is provided with a structure for organizing information to be recalled (i.e. alphabetical order or numerical order), was stronger than on tasks where he had to rely on rote memory alone. John had considerable difficulty with both the digits forward and backwards trials of the Digit Span task, which asked him to repeat strings of orally presented numbers, first in the same order as this examiner and then in reverse order as this examiner.

Processing Speed/Mental Flexibility

The two WISC-IV subtests that fall within this category--Coding and Symbol Search --measure the ability to quickly complete tasks involving visual scanning and short-term visual memory. John's composite score of 100 (50th percentile) falls within the range of age expectations, suggesting that his rate of work production is similar to that of other students his age. John's ability to visually scan and discriminate symbols was much more developed (Symbol Search) than his ability to hold information in short term visual memory (Coding). The increased fine-motor and written demands on the Coding Subtest could be linked to John's difficulty and avoidance with writing.

Social Emotional Functioning:

The Behavior Assessment System for Children, Second Edition (BASC-2) is a behavior assessment system designed to facilitate the diagnosis of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. The BASC-2 reviews a range of clinical behaviors related to

school adjustment and conduct, attention, hyperactivity, and emotional factors. Adaptive behaviors are also rated, including social, leadership, and study skills. Responses are standardized, allowing comparison of responses with a normed sample of students based on John's age and gender. Any score in the Clinically Significant range suggests a high level of maladjustment. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or the potential of a developing problem that needs careful monitoring.

John rated himself on the on the BASC-2 – Self Report of Personality, Child Form (SRP-C). His report yielded an “At-Risk” rating on the Attitude to School scale. An “At-Risk” rating on the Attitude to School scale suggests that John reports being dissatisfied with school. He indicated that he does not like thinking about school and sometimes feels as if he wants to quit school.

John's mother and language arts teacher, Ms. Teacher, also rated him on the BASC Parent and Teacher scale. Both Mrs. Smith and Ms. Teacher's reports yielded Clinically Significant ratings on the Anxiety scale. Their ratings suggest that John is observed worrying about things that cannot be changed, worrying about what others think, and worrying about making mistakes much more than other students his age, both at home and in school. Ms. Teacher's report also yielded an “At-Risk” rating on the Learning Problems scale, suggesting that at school John is observed to almost always have reading and spelling problems, often has poor handwriting, and sometimes has trouble keeping up in class.

John was also asked to provide endings to a variety of incomplete sentences about himself, his family, school, and his friends. John conveyed positive feelings towards his family in statements such as “My family...is nice,” “Mothers understand... people need help,” and “I feel loved... by my mom.” He portrayed a positive self-image and confidence in statements stating, “I think I look... handsome,” “My face is... awesome,” and “Others think I look... nice.” John also expressed positive peer relations in statements such as, “My friends... are nice,” “Other kids think... I'm awesome,” and “Boys tell me... I'm cool.” He indicated positive feelings towards school in statements such as, “I am happy when... I do well in school,” “At school... I have fun,” “When I am with adults... I feel safe” and “Teachers usually... like me.” Although some statements about school were positive, John also described some negative feelings towards school in statements that read, “School is... annoying,” “I hate... school,” “I know that I can... do better in LAL,” and “When I fail in school... I'm sad.” Some statements made by John indicated underlying feelings of sadness, for example “I feel disappointed... sometimes” and “Sometimes I feel lonely.”

The themes expressed in John's sentence completion items suggest that he may be experiencing some inner conflict regarding school and his school performance. He may not feel as if he is performing as well as he could be and may lose confidence when he performs poorly. His statements also suggest that he has a positive support system in place through his family and teachers that allow him to feel safe and secure. John's sentence endings also suggest that he has positive peer interactions with other students in his grade.

Clinical Impressions/Conclusion:

A specific learning disability is defined as an unexplained underachievement in a specific academic area. Based on interpretations from testing as well as data gathered through observations and review of records, John appears to be struggling academically with spelling and writing, despite verbal and nonverbal cognitive abilities, which are within the average range. Even though he is eager to please adults, when he encounters academic disappointments in these areas he tends to feel discouraged. Given John's relative weakness in the working memory domain, it is likely that he often loses track of his thought process, which is also likely to cause him frustration and increase his feelings of worry regarding school performance.

Summary:

John is a fifth grade student who was referred for psychological testing as part of an initial evaluation to determine his eligibility for special education services. Mr. and Mrs. Smith noted concerns regarding his academic performance specifically in regards to spelling and challenges with written expression. His parents also noted self-esteem concerns.

John's learning profile on the WISC-IV suggests that his verbal and nonverbal reasoning abilities as well as his rate of work production (Processing speed) fall within the range of age expectations. John's ability to hold information in mind, manipulate it and produce a result (Working Memory) falls below the range of age expectations. John's verbal and non-verbal reasoning abilities as well as his processing speed are stronger than his ability to temporarily retain orally presented information in his memory, manipulate it and produce a result. John's ability to process visual information is weaker when there is a written component involved, which suggests slower written productivity. Because of the scatter within his cognitive profile, his General Ability Index score of 104 (61st percentile), is believed to be the most accurate indicator of John's global cognitive functioning. John's performance on the Bender-Gestalt does not suggest any areas of visual or motor difficulties.

Social emotional rating scales completed by John's parents and teacher indicate significant concerns regarding worrying behavior. John reported feeling dissatisfied with school. The rating scale completed by John's teacher also indicates concern regarding learning problems that interfere with his academic achievement slightly more than other students his age. The themes expressed in John's sentence completion items suggest that he may be experiencing some inner conflict regarding school and his school performance. He may not feel as if he is performing as well as he could be and may lose confidence when he performs poorly. His statements also suggest that he has a positive support system in place through his family and teachers that allow him to feel safe and secure. John's sentence endings also suggest that he has positive peer interactions with other students in his grade.

Recommendations:

In order to facilitate a successful school experience for John the following recommendations are suggested:

1. John would benefit from being provided maximal opportunities for academic success to bolster his feelings of adequacy and competence and praising him for his efforts instead of whether or not he arrives at correct responses by providing positive reinforcement and encouragement for participating in class.
2. Within the Working Memory Index on the WISC-IV, John appeared to struggle more on tasks that required him to recall information by rote memory alone, such as on the Digit Span subtest, as opposed to when he had an imposed system for organizing the information to be recalled, such as on the Letter-Number Sequencing subtest. When John is asked to recall information from rote memory, he will benefit from the repetition of information and from having a structure that helps him to organize the information to be recalled. Chunking of information, the use of mnemonics and timelines may be helpful with learning how to plan ahead and prioritize information.
3. John would benefit from the use of graphic organizers to encourage sorting main ideas and details as a prewriting activity.
4. John's performance on the Coding Subtest of the WISC-IV, classroom observations, and insistence on having a scribe for sentence completion items indicate a tendency to work slowly

when written output is required in a time constraint. He would benefit from being provided teacher notes before material is presented in class in order for him to follow along. John would also benefit from additional time or access to a computer for lengthy written assignments and those requiring extensive fine motor output.

5. Due to concerns of elevated feelings of anxiety reported by both John's mother and teacher, John would benefit from social-emotional support to help him develop strategies for coping with anxious feelings when they occur and to learn how to correctly identify/label feelings of frustration or anxiety as they arise. With learned strategies, John will show decreased signs of anxiety in class and be able to identify his feelings in the moment as well as utilize a learned coping strategy.
6. John would benefit from previewing, repetition and rehearsal of weekly spelling words in order to increase spelling accuracy on weekly spelling tests and aid in recall of spelling patterns. This can be done through editing, learning the vocabulary, and base words of weekly spelling lists. Measuring scores from the pretest to posttest could monitor progress each week.

Please feel free to call me at (xxx) xxx-xxxx ext. xxx - if you have any comments or questions about this report.

Kaitlyn Zofcin, M.A.
School Psychology Intern

Data Summary Sheet:

WISC-IV Composite Scale	Index Score	Confidence Interval (95%)	Percentile	Range Descriptor
Verbal Comprehension (VCI)	102	95-109	55 th	Average
Perceptual Reasoning (PRI)	104	96-111	61 st	Average
Working Memory (WMI)	86	79-95	18 th	Low Average
Processing Speed (PSI)	100	91-109	50 th	Average
Full Scale IQ (FSIQ)	99	94-104	47 th	Average
General Abilities Index (GAI)	104	98-109	61 st	Average

WISC-IV Verbal Comprehension Subtest Scores	Scaled Score	Descriptor
Similarities – Verbal concept formation: Abstract and logical reasoning with objects and ideas placed in meaningful categories.	9	Average
Vocabulary – Tests ability to describe the meaning of words. Related to educational environment and language development.	10	Average
Comprehension – Requires understanding of what is involved in social situations and the ability to provide answers to social problems. “Common-sense.”	13	Above Average

WISC-IV Perceptual Reasoning Subtest Scores	Scaled Score	Descriptor
Block Design – Tests visual perceptual organization and visual-spatial skills ability by reproducing a design with blocks. Timed test.	12	Average
Picture Concepts – Categorical reasoning, student chooses a picture from each row of pictures to form a group with a common characteristic.	10	Average
Matrix Reasoning – A measure of visual information processing and abstract reasoning skills.	10	Average

WISC-IV Working Memory Subtest Scores	Scaled Score	Descriptor
Digit Span – Short-term auditory memory, Sequencing ability and concentration.	6	Below Average
Digit Span Forward:	4	Well Below Average
Digit Span Backward:	4	Well Below Average
Letter-Number Sequencing – Involves sequencing letters & numbers demonstrating short-term auditory memory, mental manipulation and attention skills	9	Average

WISC-IV Processing Speed Subtest Scores	Scaled Score	Descriptor
Coding – Visual-motor co-ordination speed. Requires short-term visual memory. Related to skills necessary for reading and writing.	8	Average
Symbol Search – Measures visual scanning speed and symbol discrimination.	12	Average

Bender-Gestalt Test	Standard Score	Percentile	T-Score	Descriptor
Copy Trial – Shown stimulus cards with designs and asked to copy each design on a blank sheet of paper.	122	92.88 th	65	High
Recall Trial – Redraw the designs from memory.	116	85.69 th	61	High Average

BASC-2 – Student Self-Report	
<u>Clinical Scales</u>	<u>Adaptive Behavior Scales</u>
T Scores above 70 considered to be Clinically Significant	T Scores below 30 considered to be Clinically Significant
T Scores from 60-70 considered to be “At-Risk”	T Scores from 31-40 considered to be “At Risk”

Composite/Scale	T Score	Classification
<i>Clinical Scales</i>		
School Problems	64	At-Risk
Attitude to School	66	At-Risk
Attitude to Teachers	58	Average
Internalizing Problems	49	Average
Atypicality	51	Average
Locus of Control	48	Average
Social Stress	46	Average
Anxiety	55	Average
Depression	48	Average
Sense of Inadequacy	49	Average
Inattention/Hyperactivity	46	Average
Attention Problems	44	Average
Hyperactivity	49	Average
Emotional Symptoms Index	47	Average
<i>Adaptive Scales</i>		
Personal Adjustment	59	Average
Relations with Parents	60	Average
Interpersonal Relations	56	Average
Self-Esteem	58	Average
Self-Reliance	52	Average

BASC-2 – Parent and Teacher	
<u>Clinical Scales</u>	<u>Adaptive Behavior Scales</u>
T Scores above 70 considered to be Clinically Significant	T Scores below 30 considered to be Clinically Significant
T Scores from 60-70 considered to be “At-Risk”	T Scores from 31-40 considered to be “At Risk”

<u>Composite/Scale</u>	<u>Parent T</u>	<u>Classification</u>	<u>Teacher T</u>	<u>Classification</u>
<i>Clinical Scales</i>				
Behavioral Symptoms Index	44	Average	48	Average
Externalizing Problems	46	Average	46	Average
Hyperactivity	41	Average	47	Average
Aggression	46	Average	48	Average
Conduct Problems	51	Average	45	Average
Internalizing Problems	62	At-Risk	58	Average
Anxiety	74	Clinically Significant	72	Clinically Significant
Depression	59	Average	55	Average
Somatization	47	Average	43	Average
School Problems	N/A	N/A	55	Average
Attention Problems	40	Average	48	Average
Learning Problems	N/A	N/A	62	At-Risk
<i>Additional Scales</i>				
Atypicality	44	Average	46	Average
Withdrawal	44	Average	47	Average
<i>Adaptive Scales</i>				
Adaptive Skills	64	Average	47	Average
Adaptability	57	Average	45	Average
Social Skills	65	Average	56	Average
Leadership	61	Average	51	Average
Study Skills	N/A	N/A	45	Average
Functional Communication	62	Average	41	Average
Activities of Daily Living	67	Average	N/A	N/A

Parent Follow-Up

In speaking with John's parents after the report was sent home they felt that my report answered the referral question completely (4). They felt that after reading the report they were able to mostly understand the content of the report (3). In going over the results at the meeting, John's parents felt that they were still able to mostly understand the content of the report (3). They mentioned that they would like to see visuals of the tasks he was asked to do instead of just the explanation in order to gain a better understanding of the tasks. For example, they found the explanation of Letter Number Sequencing to be confusing, and would have found it more helpful to see the protocol in order to better understand the task.

Teacher Follow-Up

According to "John's" teacher, Ms. H, the referral question was completely answered in the report (4). After reading the report she felt that she was able to understand the content of the report (4) that it was similar to reports she has seen over her years as a special education teacher. She felt that the recommendations were manageable. Ms. H felt that after I presented the results she was able to understand the content of the report (4). However, she did mention that it would have been helpful if I talked a little slower when presenting results.

Ms. H has implemented the recommendations written in the report mostly with fidelity (3). She mentioned that John has approached her upset that he needs help and she's not giving him help and he felt that she just wants him to fail. Upon talking with John further about his comments, she discovered he was just upset from doing poorly on a spelling pre-test and that he did not really feel that way but she did reassure him that she will provide him with more assistance if he feels that he needs it. John is in a co-taught classroom and he already is getting the support he would need if he were classified. He is pulled into small group with peers who are working at a similar skill level and receives spelling support. Ms. H also mentioned that John comes to extra help every Wednesday morning.

The LAL classroom that John is placed in incorporates a lot of social-emotional support within the classroom, as part of the school wide RULER program. Ms. H noted that John still cries while in class, however, she believes that this has become a learned behavior of his and they are working on strategies with him. She mentioned that although he still cries, he is coming out of these periods of upset faster and he can now identify and recognize how he is feeling. By using the Mood Meter he is able to chart his emotional state. Ms. H is working to build on his successes within the classroom in order to increase his feelings of confidence in his academic abilities. Since John is typically always one of the first students ready and prepared she uses him as an example for other students of expected behavior, which boosts his self-confidence as well. Ms. H reported that John's approach to classwork and tasks has improved as the year has progressed and that he is beginning to feel more comfortable with himself in her classroom.

Ms. H noted that he has made improvement on his spelling unit lessons from pre-test to post-test. Once he works on the spelling packet he is able to recognize the words and spell them correctly. Since this is still an area that affects John academically and emotionally, Ms. H is in the process

of consulting with the curriculum specialist in order to find a specialized spelling program for John in order for him to continue to practice and improve on his spelling skills.

Considering that John has improved on his spelling unit post-tests and has made progress in identifying his emotions and learning how to cope with his feelings of upset the recommendations have resulted in a mostly positive, measurable outcome (3).