

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 2 - Mateo

Mateo is a 9 year old male in fourth grade. Mateo is currently served as a student under the category of Autism. Current medical information indicates that Mateo has a medical diagnosis of Autism. Mateo was initially evaluated (dated March 20XX) and identified as student with Autism as a preschool student on April 10, 20XX. Mateo was re-evaluated through the local school system in first grade in March 20XX.

His current IEP indicates he is receiving speech/language therapy services and occupational therapy services in the school setting and that he receives occupational therapy services with an outside agency. He receives specially designed instruction for each core content in the special education separate classroom setting. *(NOTE: May be located in the IEP)*

Communication

Mateo is non-verbal. Mateo was given a language assessment which measures how much a child understands what is spoken in addition to basic vocabulary, concepts and grammatical markers. The assessment also measures how well a child communicates with others. Same aged, non-disabled peers should score between 85-115. Mateo scored a 50 putting him in the range of a severe expressive and receptive language disorder.

Mateo currently uses a picture exchange communication system (PECS) in the school and in the home setting. Mateo is currently able to match pictures using his system and can differentiate between a preferred and non-preferred food item after given a model 2-3 times. At times, Mateo will exhibit challenging behaviors if the exchange for the preferred item is not immediate. Mateo is beginning to follow a transition schedule using pictures with an accuracy rate of 50% matching picture-to-picture.

Mateo currently has vocalizations but no functional spoken language and is not currently able to access a voice output device with success. Mateo is given opportunities throughout the school setting to engage in communication using PECS. Mateo will continue to be given communication opportunities and he will be introduced to additional modes of communication (e.g. voice output device, modified sign language, etc.) as skills are mastered over time. *(Note: Information may be located in the current IEP and Evaluation Report)*

Reading

As demonstrated on class instructional activities (daily class work), progress monitoring data, teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers. Current standardized scores show that a score for Mateo on DRA levels was not able to be measured. Mateo is in the pre-primer stage for reading. Mateo struggles with recognizing letter shapes and sounds.

Mateo currently is able to recognize and match word-to-word 3 out of 20 Dolch pre-primer words. A non-disabled, same age peer should be able to recognize and read without sounding out between 250 and 350 Dolch and High Frequency words.

Mateo enjoys listening to the Sesame Street ABC song each day on his iPad to remember letter shapes and sounds. *(Note: Information may be located in the current IEP, Evaluation Report)*

Math

As demonstrated on class instructional activities (daily class work), progress monitoring data, and teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers.

Mateo has limited early numeracy skills. When matching a number card to a number card, Mateo is able to match the numbers 1-5 with 100% accuracy. Numbers between 6-10 Mateo is only able to match with 50% accuracy with 2 or more verbal and/or visual prompts. Mateo is unable to solve single-digit addition and subtraction problems with a calculator even with teacher guidance. Mateo enjoys using a number line or manipulatives to solve single-digit addition and subtraction problems with teacher guidance, but requires 2 or more verbal and/or visual prompts to complete the task. Progress monitoring scores on the simple addition and subtraction problems range from 0%-50% accuracy.

Review of progress monitoring data indicates Mateo is unable to solve word problems. Progress monitoring scores range from 0% to 10% accuracy with 2 or more verbal and/or visual prompts from the teacher to complete the task. Analysis of word problems indicate Mateo is unable to identify and match key words within the problem. When asked to select a multiple-choice solution to a word problem Mateo circles a response without reason.

Mateo benefits from color coding, visual strategies, structured work/task systems and manipulatives. *(Note: Information may be located in the current IEP, Evaluation Report)*

Writing

As demonstrated on class instructional activities (daily class work), progress monitoring data, teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers.

Review of current IEP progress monitoring data indicate that Mateo is unable to copy words and/or sentences but is able to match words-to-words with a 60% accuracy rate. Mateo utilizes a scribe, but is unable to provide the scribe with sentences independently. If the scribe gives Mateo a prompt to place word cards in a specified order to create a sentence, Mateo is able to do so with scores between 0%-25% accuracy. Mateo prefers a familiar adult to work with as a scribe. When Mateo has a non-familiar adults that serves as a scribe, Mateo will refuse to work and at times will exhibit challenging behaviors.

Mateo requires explicit instruction in sentence writing and guided practice through repetition. *(Note: Information may be located in the current, Evaluation Report)*

Adaptive Behavior

Mateo's current adaptive behavior composite score is 51 across school and home settings which falls within the Low functioning range. These scores are consistent with previous adaptive behavior rating scale cores that have fallen in the Low functioning range. Current and previous IEP data indicate steady progress is being made in the areas of communication skills, social skills, fine-motor skills and academic skills. Even with progress, Mateo needs continued assistance in these areas across home, school and community settings.

Mateo is able to navigate himself throughout the school with the use of a picture schedule and adult assistance as needed. He is not able to express his basic wants and needs with single words or phrases. Mateo does have access to a picture exchange communication system (PECS) and is receiving continued instruction in the use of this system to express basic needs and wants.

Current assessment shows Mateo's fine motor skills appear abnormal and Mateo's motor planning skills are poor. Mateo is unable to write his first or his last name independently. Mateo is able to match letters and words with multiple prompts.

Mateo struggles with tying his shoes, buttoning his pants/shirt/coat and manipulating zippers. Progress monitoring data shows that Mateo requires assistance to complete tying his shoes, buttoning his pants and/or coat 80% of the time. Mateo is unable to request the assistance 90% of the time. Mateo is not toilet trained and required the use of a pull-up during the day and at night. Mateo is currently receiving instruction in toilet training with the use of task analysis and a toileting schedule. Progress monitoring data indicates that Mateo has requested the use of the restroom at a 10% accuracy rate. Mateo is able to feed himself with his hands but is only 50% accurate with the use of a spoon, fork and cup. Mateo is receiving specially designed instruction and adapted utensils to address this need.

Mateo enjoys working with familiar classmates and enjoys showing adults with whom he is familiar what he is working on in the classroom.

Mateo often will lay on the floor, scream, throw objects and/or pinch and bite when presented with a non-preferred activity and needs multiple prompts to complete the work and/or move to a cool down area in the classroom. These behaviors are also often seen if there are loud noises or a change in routine. Mateo has access to the cool down area and a sensory room as needed. Redirection is effective at times for Mateo to access a cool down area or the sensory room; however, at times SCM/restraint is needed to keep Mateo safe for himself and others. Mateo is highly reinforced with access to the iPad and preferred games on the iPad and access to his weighted blanket. Mateo also requires a nap 1-2 times per week due to issues at home with insomnia. *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

General Intelligence:

According to the integrated assessment report, the administration of the primer words. He showed an instructional level of first grade. Kaufman Assessment Battery for Children (KABC-II) yielded a Non-verbal score of 49 which falls in the Extremely Low Average range of intelligence. The student was also administered the Wechsler Intelligence Scale for Children (WISC-V) in 20XX and scored a Full Scale Score of 41 which is in the Extremely Low Average range.

Mateo's effort and cooperation were minimal until rapport was established with the examiner and himself. Once rapport was established, Mateo was pleasant and engaged in the assessment for short periods of time. The examiner noted that Mateo's behavior escalated as the task grew more demanding and he engaged in challenging behaviors including pinching and attempting to bit the examiner and instructional assistant. Due to Mateo's frustration and escalation of challenging behaviors, the examiner gave the assessment over a 4-day period in 20 minute increments. *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

Other Considerations:

Mateo prefers to participate in activities centered around his likes, such as Barney, Thomas the Tank Engine, Wiggles, Legos, etc. As noted in his previous and current IEPs, Mateo is motivated through edibles and the iPad. Mateo often needs sensory input or a time to cool down when frustrated or over stimulated by sounds. Mateo also may benefit from an FBA and BIP to assist in behavior management. Mateo also needs continued support in community access and opportunities to practice communication, self-care skills and fine motor skills. *(Note: This information may be provided in the Present Levels in the IEP, teacher observations.)*

Parent(s) Input:

Mateo's mother returned the social and development history forms and areas of note were Mateo's increase in challenging behaviors both in the school setting and in the home setting. Mateo's mother commented that Mateo had just been placed on Risperdal. Medications are administered at home before and after school. Parents requested the school look into an FBA and BIP as recommended by Mateo's new outside Behavior Analyst. There are no social, cultural, or economic concerns noted. Mateo has consistent and regular school attendance. English is the primary language spoken in the home. Mateo enjoys the bubble machine in the sensory room at school and access to his iPad in the school and in the home setting. *(Note: This information may be provided by parents or guardians of the student, in the current Evaluation Report, Social/Development History or parent survey/questionnaires)*