



Case Of ZB

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COSC622



Assessments Used

1. Differential Ability Scales, Second Edition (DAS-II)
2. Woodcock Johnson Tests of Achievement, Fourth Edition (WJ ACH IV)
3. Adaptive Behavior Assessment System, Third Edition-Ages 5-21 (ABAS-3)
4. Teacher Rating Form - Completed by A. Wilkes, ELA teacher
5. Parent Rating Form - Completed by D. Berger, mother :
6. Behavior Assessment System for Children, Third Edition (BASC-3)
7. Teacher Rating Scale - Completed by M. Wilkes, ELA teacher
8. Parent Rating Scale - Completed by D. Berger, mother
9. Autism Spectrum Rating Scales, 6-18 years (ASRS)
10. Teacher Form - Completed by M. Wiles, ELA teacher
11. Parent Form - Completed by D. Berger, mother

Key information from Assessments



1. Differential Ability Scales, Second Edition (DAS-II) : provides a global score that reflects conceptual and reasoning abilities, cluster scores that measure more specific ability areas, and individual subtest scores that assess a range of diverse abilities.. In all clusters, ZB tested in the low or below low range
2. Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ ACH IV): measures academic achievement through assessment of reading, writing, and mathematics-based skills. In both subjects ZB tested low range.
3. Adaptive Behavior Assessment System, Third Edition (ABAS-3) :measures one's adaptive skills that specifically target an individual's ability to independently engage in and complete the tasks necessary for sufficient personal and social functioning. ZB fell on the Extremely low range for all clusters.
4. Behavior Assessment System for Children, Third Edition (BASC-3): measures numerous aspects of behavior and personality, including positive (adaptive) and negative (clinical) dimensions. ZB tested in the acceptable range in some of the clusters, while other parts show ZB to be At-Risk and in need of assistance.



Beneficial Services

- Peer or outside tutoring in mathematics and reading
- Buddy program (peer or volunteer that helps ZB get work done and goes to classes).
- Referral to in school counseling/ check in with school counselor
- Accommodations from IEP/504 plan incorporated in class
- Schedule out daily activities in a child friendly way



Additional Information needed

- Any major events of childhood leading up to school
- The strengths he has at school
- If any friends, their interactions and observations of his behaviors



Follow up Plan

Follow up Assessments: I would like to do a peer assessment as a follow up assessment on ZB I would also like to do a behavior analysis assessment after implementing beneficial services for ZB, one month later.

Services I would provide as school counselor: I would provide individual counseling on behavioral norms and social skills. I may also include ZB in small group sessions about friendship and self-control. ZB would probably not benefit from classroom instruction and would most likely be more of a disruption than a help, I would probably avoid using Classroom lesson plans on ZB.



References

St.LUCIE County School District: FAU/SLCSD Palm Pointe Research School (2019). *Individualized Education Program for ZB*. (unpublished document). AU/SLCSD Palm Pointe Research School. www.st.lucieschool.org

Emily V. Morales, Ed.S.(2018). NCSP. *PSYCHO-EDUCATIONAL RE-EVALUATION*. www.st.lucieschool.org