

Individualized Education Program



Student Name: **Hodges, Ny-Dir D.** Home Phone: **503-477-3785** Date: **02/08/2016**
Date Of Birth: **02/04/1999** Home Address: **8949 N Newman Ave**
Student No.: **317187** **Portland, OR 97203**
State Student ID: **9245138**

Age 17	Gender Male	Grade 11	Home School	Attending School Roosevelt H.S.
Ethnicity Black / African American			Phone	Phone 503-916-5260
Primary Language - Date Determined			Address	Address 6941 N Central St Portland, OR 97203
Home Language - Date Determined English - 09/15/2011				

Parent/Guardian

Name	Home Phone	Name	Home Phone
Address	Work Phone	Address	Work Phone
	Emergency Phone		Emergency Phone

IEP Review Due Date : **02/07/2017** Re-evaluation Due Date: **01/07/2019**

Eligibility(ies): **80 - Other Health Impairment**

Interpreter Needed: ☐ Yes ☒ No

Documentation of efforts to schedule the IEP Meeting:

Date	Description
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B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Talerico, Frank	Case Manager	Present
Boyer, Keylah	District Representative	Excused
Talerico, Tracie	General Education Teacher	Present
Vann-Tessmer, Jonquil	Person Knowledgeable about Evaluation Data	Present
Green, Kelsey L.	Person Knowledgeable about Placement Options	Excused
Talerico, Tracie	Person Knowledgeable about the Child	Present
Vann-Tessmer, Jonquil	School Psychologist	Present
Talerico, Frank	Special Ed Teacher/Provider	Present

* If required team member is excused, attach signed written agreement between parent and district before proceeding.

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C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

Ny-Dir is an 11th grade student at Roosevelt High School. He is currently taking Environmental Science, Weight Training, Geometry, Academic Lab, Spanish, US Cultural Studies, and English in the general education setting. He also attends an Academic Support class with a special education teacher. This class gives him time to work on his assignments/assessments from his general education classes. Ny-Dir has the ability to make connections with peers and staff. He has advocated for his academic needs when he feels the need to do so in the past. Ny-Dir has a genuine interest in playing basketball next season and is currently practicing with track and field team and will take part in official track meets when his grades permit his eligibility.

Concerns of the parent(s) for enhancing the education of the student

WILL ASK AT MEETING

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Results of state and district group assessment measures:

Test District Literacy	Test Level	Test Date
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Subject	Test Name/ Score
Fall	
Winter	
Spring	

Test OAKS	Test Level	Test Date
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Subject	Performance Level	Score
Math		
Reading		
Science		
Writing		

Test ELPA	Test Level	Test Date
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Subject	Performance Level
Composite	

The present level of academic performance, including the student's most recent performance on Statewide/districtwide assessments.

8th grade OAKS:

Reading: Does not yet meet

Math: Does not yet meet

Science: Does not yet meet

Semester II Grades 2015-2016 (as of 03/17/2016):

Environmental Science (Hanawalt): N/A (0.0)-

Weight Training (Valley): N/A (0.0)

Geometry (Dinh): B (3.4)

Academic Lab (Fisher): C (2.5)

Academic Support (Frank Talerico): B (3.0)

Spanish 2 (Deiz): A (100)

US Cultural Studies (Flye): F (2.0)

English (Tracie Talerico): B (3.3)

Teacher Feedback:

He has behaved reasonably and participated in class twice for me, so far. Otherwise, he actively does whatever he can think of to pull the rest of the class off-task. He's been sent out of my class more times than any other student, because of his consistent unwillingness to do work, or to put his phone away, or to not blast hip hop from his phone while I'm trying to teach. He didn't earn any credit last semester because he refused to do anything remotely appearing being a student. I only haven't called his parents yet because he was also frequently absent from my class, but I probably should have set up a meeting last semester. So far this semester, he has completed an assignment; I'm hoping that

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he is aiming for a passing grade this time--maybe the "F" on his report card worked as a wake-up call?
Mr. Deiz (Spanish)

Ny-Dir is wonderful to have in class. He takes care of his peers, is a strong advocate for what he needs, and generally, regards school quite highly. While Ny-Dir often needs some time to transition, get energy out, or process what it is we're doing, he almost always makes an outward commitment to our class community to uphold the values of the classroom. He and I often talk about his relationship with school, the work I ask him to do, and his life outside of Roosevelt, which certainly isn't easy. He tells me about how much he loves to be at RHS, and how he wishes he could do better at school. Overall, he's optimistic about his future, but also knows that some of the choices he's made or is making aren't setting him up very well. I've never seen him misbehave and have never had any reason whatsoever to assume that he wants to undermine the class. Our biggest struggle with our time together is his sociability, both in person and via social media. His phone is a constant topic of conversation/redirection/planning, but he has always been reasonable and makes an effort to abide by the class and school agreements. Ny-Dir definitely struggles with literacy, specifically writing. His reading is not as much of a struggle, but it is still low. I know he is often sent out of classrooms, he's been suspended, and experienced the outcomes of being excluded from his educational environment, so that's probably a pretty big factor on why he struggles and acts out. For my class, since he's almost always there, the health center and other community agencies seem to make it a point to pull him out of my class, which is a delicate, but ultimately unfortunate situation. It sounds like he spends a lot of time in the building, but not in class, for reasons very similar to this. I haven't received very much work from him, especially the stuff that matters. He has a very low assessment grade, which tells me he feels incredibly insecure about performing academically, or being asked to do so. He'll turn in work that does not require much personal risk, or work that won't uncover his lack of literacy skills. I think the reticence he shows around work, his nimble verbal abilities, and his overcompensating sense of social life, are all representative of these lack of skills. Hope this helps, Frank! Let me know if you need anything else. Ny-Dir is an awesome kid, and I'm glad he's getting this support.
Travis Flye (Social Studies Educator & Instructional Coach at Roosevelt High School)

Ny-Dir is a bright critical thinker, and he readily identifies irony, hypocrisy, and injustices. His strength is in verbal communication and making connections between subjects. He struggles with writing, and I don't know if those struggles are undeveloped skills or a lack of effort. He often wants me to help him, but what that means to him is me telling him how to do something. Sometimes he will accept help and pushing him to complete something, and other times he will simply refuse to work. My guess is that he is avoiding any tasks that reveal his insecurity about school. He is very social, and he loves to share his music and his basketball videos, but he does not abide by rules for the appropriate time to share them. Ny-Dir is constantly on his phone; I think as a way of avoiding work. He seems to have difficulty sustaining either focus or effort on a single task, even one that he finds accessible. When he comes to a task he finds difficult, he often chooses to give up, or he asks for help, but wants to be told the answer. Again, I think that's about his insecurity in school. Interpersonally, Ny-Dir runs hot and cold. He is sometimes a very welcoming and positive member of our classroom community, and other times shuts people down with teasing. He struggles with respecting others' boundaries -- whether those are personal space, emotional needs, or simply not wanting to take a piece of gum. Other times, he is a thoughtful listener and works hard to cheer people up if they are down. Ny-Dir has told me that he loves it here. Like Flye said, he is here every day, but he spends a lot of time outside of classrooms. For me, the bottom line with Ny-Dir is that he needs (or may just want) so much attention, all the time. If he's getting enough attention with positive behaviors, then he continues those. If he is not, then he will engage in disruptive behaviors to get that need met. I find myself in a constant internal battle over whether to negotiate with Ny-Dir over the attention that I am giving him, just to get him to complete some work. Ny-Dir is one of the most charismatic kids I have ever taught, and I am so glad to have him in class. However, I'd be lying if I didn't also mention that his disruptive behaviors are maddening sometimes.
Laura Fisher (Social Studies Teacher & Mock Trial Team Moderator)

Ny-Dir, Is on his phone, to the point that when I'm trying to get his attention he will not look up and acknowledge me. It can take 3,4,5 times before he does. Is not self motivated to lift wt.s. He will ask for the hall pass now that he is not on the NO HALL PASS LIST. Last semester he would just leave even after reminding him I need to call for campus security to escort.
Brian Valley (Physical Education)

Knock on wood! Ny-Dir seems to have turned a new leaf this semester in Geometry. Last semester, he slept for a large part of class and when he was awake, it was spent on his phone and/or avoiding work. Since the start of the new semester, he hasn't fallen asleep, gets all of his work done (although is sometimes on his phone), participates, and asks for help from myself and 2 of his (highly-motivated) friends. As small as it seems, he also comes to class prepared now and I really appreciate it. I used to have to get him a pencil and his comp book if I ever wanted him to do anything, but these days he comes in with his own writing utensil and gets his comp book without being asked. I've been VERY pleasantly surprised and I thank anyone who helped him with this shift! Hope he can keep it up throughout the semester.
Ti Dinh (Geometry)

Ny-Dir has truly shown an incredible improvement over this past week. He is more motivated and engaged in class than I have seen him ALL YEAR! He hasn't needed any prompting to stay on task, nor has he been distracting other students in the room. He has been submitting work on time and doing his best to complete his assignments while in class. I honestly couldn't be happier with his overall work ethic! Although he still goes on his phone once in a while, his minimal phone use is a massive improvement as compared to last semester.
Mrs. Talerico (English)

Present level of developmental and functional performance (including results of initial or most recent evaluations)

Ny-Dir's inconsistent attendance during semester I has had an impact on his grades and his ability to practice and strengthen core class concepts and skills. Ny-Dir missed a significant amount of specialized instruction in math, language arts, and school/organizational skills due to poor attendance during semester I. Ny-Dir struggles with independent classwork. He has a hard time making progress on tasks without adult assistance. He does need prompting to stay on task, even in his Academic Support class. It is important for teachers to frequently check for understanding for him. Alejandro can be productive when working with partners, but peer partners should be chosen carefully as he can easily get off task, especially when partners are off task. Along with specialized instruction in literacy and math skills, Ny-Dir would benefit from consistent explicit instruction around independent learning and study skills. Ny-Dir has started to correct his truancy issues and this will help him access the services he needs to have access to the general curriculum.

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2015-2016 Attendance
Unexcused period tardies- 73
Excused tardies- 3
Unexcused period absences- 61
Excused period absences- 4

Describe how student's disability affects involvement and progress in the general education curriculum

Ny-Dir's disability, under the categories of Specific Learning Disability, impacts his ability to make progress in the general curriculum. Ny-Dir needs specialized instruction in school skills, language arts, and math. In order to access the general curriculum, Ny-Dir will need specialized instruction, academic support classes, and accommodations in classes where he expected to read, write, and use math skills.

D. GRADUATION OPTIONS

Is the student projected to graduate/exit this school year?

☐ Yes ☒ No

Projected Graduation/Exit Date: 06/02/2017

☒ With regular document
☐ With alternate document (describe below)

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

☒ Yes ☐ No

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

☒ Yes
☐ Not-applicable

Date informed:

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

Date anticipated: 02/04/2017

The district has provided written notice of the transfer of rights to the student and the parent?

☐ Yes
☒ Student has not reached age of majority

Date provided:

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F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

Student preferences, needs, interests & strengths

Preferences

Ny-Dir has stated that history is his best subject but he prefers math above all other core subjects. He does want to enroll in the PSU Inquiry class and plans on using the skills he learns to help his transition to college. He wants to pursue a career in the National Basketball League or in the construction field. He plans on studying construction in college.

Needs

Ny-Dir's favorite subject is math but he does believe that he needs to work on these skills, along with science, in order to grow as a learner. He has had attendance issues in the past but knows he has to improve his attendance and punctuality in order to better his chances for success in his classes. He does identify the fact that he needs to take care of his responsibilities in the future and is willing to use the classes and advice that is given to him to better these skills.

Interests

Ny-Dir is interested in athletics, part-time work, earning his high school diploma, and attend college. He plans on playing on the RHS basketball team and is currently practicing with the track and field team. He is working on improving his grades to where he will be eligible to compete with the track and field team. He has also worked part-time as a babysitter and at McDonald's.

Results of age-appropriate transition assessments

Ny-Dir completed the Portland Public Schools Community Transition Program questionnaire on 03/17/2016. He has also expressed his transition plans in his Academic Support class. There have also been meetings during the 2015-2016 school year where he has expressed his post-secondary plans.

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training

Upon exiting school-based services, Ny-Dir will take part in an internship with a construction company so he can strengthen the skills necessary to be successful in this field. He will also increase his chances of meeting people who are in this industry and may want to offer him a job in the field of construction when he graduates from college. He will do this before starting his second year at PCC.

Education:

Upon exiting school-based services, Ny-Dir will enroll at Portland Community College (PCC) within 3 months of his graduation day in May/June of 2017. He will also register with Disability Services at PCC before he attends his first classes.

Employment:

Upon exiting school-based services, Ny-Dir will gain part-time employment at a company that will work with his schedule and one that does not take too much time away from his college responsibilities. He will do this within 6 months of graduating from Roosevelt Community College.

Independent Living Skill:

Upon exiting school-based services, Ny-Dir will develop a plan to move out of his house when he feels ready to leave and live independently. He will develop this plan within 6 months of graduating from Roosevelt High School.

Transition services (including projected courses of study) to assist in meeting post-secondary goals:

School Year: 2015-2016

List Courses: Intro to Construction, Engineering, & STEM classes

Coordinated Activities

Information received if any agency above did not attend

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student visually impaired (including blindness)?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must be addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Does the student have communication needs?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	
<p>Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.</p>	
<p>Does the student need assistive technology devices or services?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	

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I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
11	Smarter Balanced ELA	Standard with Accommodations		<ul style="list-style-type: none"> -Color contrast -Masking -Text-to-speech -Color overlays -Noise buffers -Alternate response options -Print on demand -Separate setting -Read aloud
11	Smarter Balanced Math	Standard with Accommodations		<ul style="list-style-type: none"> -Color contrast -Masking -Text-to-speech -Color overlays -Noise buffers -Alternate response options -Print on demand -Separate setting -Read aloud -Calculator

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Districtwide Assessments

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation*	Accommodation
			<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
11	Work Samples	Standard with Accommodations		-Extended time -Test over multiple sessions -Frequent breaks -Preferential seating/setting

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Quarterly

How will progress be reported?

Written Progress Notes

Anticipated Dates

Progress Period 1	
Progress Period 2	
Progress Period 3	
Progress Period 4	

Category: Math

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (if yes, short term objectives are required)

☐ No

Goal:

Math: Given specialized instruction, Ny-Di will increase his ability to design, use, and communicate a variety of math strategies to meet standards on a grade level work task (Geometry) in the categories of Representing and Solving, Communicating Reasoning, and Accuracy as measured by teacher data using the Official State Scoring Guide (4 meets standard on a 1-6 rating scale).

Present Level:

Ny-Dir has shown the ability to complete grade level geometry assignments/assessments this year. He currently has a B (3.4) in his math class.

Category: Reading/Language Arts

Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (if yes, short term objectives are required)

☐ No

Goal:

Language Arts: Given specialized instruction in language arts (reading/writing), Ny-Dir will increase his reading comprehension/writing skills to an 11th grade level using a variety of printed materials by answering comprehension questions/prompts 85% accurately on grade level texts as measured by teacher data and observation, self-monitoring/reporting.

Present Level:

Ny-Dir has shown the ability to complete grade level language arts assignments/assessments this year. He currently has a B (3.3) in his English class.

Category: School Skills

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Is the goal area related to alternate assessments aligned to alternative achievement standards?

☐ Yes (if yes, short term objectives are required)

☐ No

Goal:

School Skills: Given specialized instruction, Ny-Dir will consistently attend class (90% of the time) and utilize strategies for learning (i.e. practicing new skills, note taking, reviewing chapters and checking for understanding of concepts, asking clarification questions, requesting assistance with understanding) to complete 85% of his work in all subjects as measured by teacher data and self-monitoring.

Present Level:

Ny-Dir has improved his attendance for semester II. He is also showing signs of improvement in his general education classes (especially math, Spanish, and English)

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K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
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Related Services

The team considered the need for related services and determined that the student is not in need of related services.

☐ Yes ☒ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Extended School Year Services (ESY)

☒ Data does not show regression/recoupment that demonstrates need for ESY

☐ Data does show regression/recoupment that demonstrates need for ESY

☐ Will be determined by the following date.

Supplementary Aids/Services; Modifications; Accommodations

The team considered the need for supplemental aids, services, accommodations or modifications and determined that they are needed.

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
5-10 minute break (after 50% work completion)	LEA	Special Education Provider/General Education Teacher	All classes	0 Min	throughout the day		
Check for understanding (at least 2 LEA times per class period)	LEA	Special Education Provider/General Education Teacher	All classes	0 Min	throughout the day		
Scaffolding/ small chunk instruction	LEA	Special Education Provider/General Education Teacher	All classes	0 Min	throughout the day		
Extended time on assessments/assignments (50% more time)	LEA	Special Education Provider/General Education Teacher	All classes	0 Min	throughout the day		
Graphic organizers and sentence frames	LEA	Special Education Provider/General Education Teacher	When needed	0 Min	throughout the day		
Extended time, frequent breaks, and preferential seating/setting on the PSAT, SAT, ACT, and AP tests	LEA	Special Education Provider/General Education Teacher	During testing	0 Min	during testing		

Supports for School Personnel

Listed Below

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
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Monthly SPED Consultation	LEA	Special Education Provider/General Education Teacher	15 Min	per month
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L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From General Education Settings	1 out of 8 classes (12.5%)	Ny-Dir needs specialized instruction in math, language arts, and school/organizational skills in order to access the general education curriculum. This is provided in the SPED learning center and through the Push In Program at Roosevelt High School.

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M. PARENT STATEMENTS

Procedural Safeguard Notification

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication.

Yes _____ No_____ Parent declined _____



PORTLAND PUBLIC SCHOOLS INTEGRATED STUDENT SUPPORT

501 N. Dixon / Portland, Oregon 97227

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107

Telephone: (503) 916-3152 Fax: (503) 916-3174

Mary Pearson, Director

THE INFORMATION PROVIDED IN THIS REPORT IS CONFIDENTIAL. THE REFERRING SCHOOL, UPON RECEIPT OF THIS REPORT, WILL ACCEPT RESPONSIBILITY FOR MAINTAINING CONFIDENTIALITY AS PER ORS336.195

Initial Psychoeducational Evaluation

Name: Ny-Dir Hodges

Birthdate: 02/04/1999

Age: 16 years, 11 months

Student ID #: 317187

Parent/Guardian: Trina Sims

School/ Grade: Roosevelt High School, 11th Grade

Date: January 8, 2016

Examiner: J. Vann-Tessmer, School Psychologist

The purpose of this assessment is to assist students, parents, and school staff in planning an appropriate educational program for this child. In addition, this report reflects a portion of an evaluation completed and as a result should be read in conjunction with other pertinent data available from the school files.

Prior to assessment and observations, written authorization was obtained from Trina Sims. A copy of that authorization currently is on file with Portland Public School District. A copy was given to the family. All rights, as guaranteed by law, were also provided and reviewed.

ASSESSMENT INSTRUMENTS

- Observations by a School Psychologist
- File review
- Developmental History
- Kaufmann Assessment Battery for Children-2nd Edition
- Conners-3rd Edition, self-report, parent, & teacher checklists
- Medical Statement
- *See attached reports for: Academic Assessment*

REASON FOR REFERRAL & CURRENT CONCERNS

Ny-Dir was referred for a Special Education evaluation to determine if he qualifies as a student with an Other Health Impairment. Current reports and a records review indicate ongoing concern with Ny-Dir's skill developmental in the areas of reading, writing, and mathematics, as well as behavioral challenges impeding participation in class. Interventions attempted over the last several years to increase his success at school have included after school tutoring through athletics, meetings with Ny-Dir's mother, one-on-one check-ins, a Student Success Plan involving staff and outside agencies, an Academic Lab class, shortened assignments, heavily scaffolded assignments, relying on measuring only the essential skills while attempting to get verbal responses from him, and an Academic Support class to provide additional support in skill building and assignment completion. After little improvement was observed, coupled with a medical statement completed by Ny-Dir's physician the Roosevelt team determined a comprehensive Psycho-educational evaluation was warranted.

BACKGROUND INFORMATION

Ny-Dir, a 16-year-old junior at Roosevelt High School, was referred for an initial evaluation to assist his mother and school staff in determining his current level of functioning, possible eligibility for Special Education support services under the IDEA in the state of Oregon, and to assist in educational program planning.

Developmental History: Developmental history was acquired through Trina Sims, Ny-Dir's mother, and a report written by Hillary Demary, dated 4/8/2015. Ny-Dir was carried full-term, with no complications. There is no reported use of drugs or alcohol during the pregnancy. Ny-Dir weighed around 7lbs at birth. He was delivered via C-section, and his mother did lose a lot of blood during the delivery. Ny-Dir reportedly met all developmental milestones within an average age of expectation, including toilet training, speaking, and walking. At the age of five Ny-Dir was hit by a car, resulting in a broken leg, and at the age of 8 he required stitches after falling out of a tree. No additional traumatic events are reported. Around 3rd grade Ny-Dir began displaying some behavioral challenges, including having trouble keeping his hands to himself, and talking/being disruptive in class. In 8th grade Ny-Dir was diagnosed with ADHD. Ny-Dir has been in and out of different living arrangements, including foster care, and an interim home placement that supported his attendance at Roosevelt. Ny-Dir is currently back living with his mother.

School History: Ny-Dir started school as a 1st grade student at Rosa Parks Elementary School. He remained there through 5th grade. As a 6th grade student he reportedly attended Robert Gray Middle School in Seattle, Washington. In November of his 7th grade year Ny-Dir registered at George Middle School. He remained there through the November of his 8th grade. At that time he transitioned to Floyd Light Middle School in the David Douglas School District. He remained there until the winter of his 9th grade year when he enrolled at Roosevelt High School. He has remained here since.

A records review indicates that Ny-Dir received predominantly F, D, and C marks throughout middle school. Ny-Dir currently has one B (Environmental Science), four C's (Weight Training, Geometry, Academic Lab, Academic Support), and 3 F's (Spanish, English, US Cultural Studies). As a 11th grade student Ny-Dir has earned a total of 7.5 out of the 24 credits needed in specific content areas to graduate with a standard diploma. Credit areas of greatest concern include 4.0 credits in Language Arts and 2.5 credits in Mathematics. Ny-Dir currently has a GPA of 1.069.

Attendance History: Below is attendance history for the last five years.

School Year	% Present
2015-2016	92%
2014-2015	88%
2013-2014	92%
2012-2013	90%
2011-2012	95%

State Testing Scores:

OAKS State Testing	
Test	Score
Reading	
8 th Grade	220-Low
7 th Grade	226-Near
5 th Grade	210-Near
4 th Grade	196-Very Low
Math	
8 th Grade	223-Low
7 th Grade	221-Low
5 th Grade	212-Low
4 th Grade	202-Low
Science	
8 th Grade	219-Low
5 th Grade	222-Near
Writing	
4 th Grade	26-Low

Medical History: Ny-Dir has a medical diagnosis of Attention Deficit Hyperactivity Disorder, for which he is currently taking medication. There are no reported vision or hearing concerns.

Behavior Reports: Since starting at Roosevelt there are 52 incidents on file with Portland Public Schools requiring disciplinary action. Incidents have included disruptive conduct, mild defiance, technology violation use, insubordination, not following directions, concerns with attendance and punctuality, mild cursing, theft, fighting, sexual harassment, pushing/shoving, inappropriate physical contact, and drug possession. Incidents have resulted in three and a half out-of-school suspension days, as well as lower level interventions. Outside of school Ny-Dir has a Probation Officer due to some previous charges.

Current teacher reports: In Academic Support Ny-Dir works in the class, when he wants to. He does need prompting at times in order to keep him working on an assignment. He is respectful and typically works with the teacher when he needs help. His biggest challenge is staying on task and completing his assignments on time.

In Academic Lab strengths are noted in that Ny-Dir is friendly, energetic, and funny. He is open and approachable. He knows he has potential, and he is insightful in discussions. Behaviorally Ny-Dir struggles with sustaining focus on a task. Even when he says that he wants to do really well in a particular class, he has a hard time continuing to stay on-task. Even if there's no one to talk to (which is a big problem), he will still get out of his seat, fidget with something else, or space out. If he is interested in something, focus is less of an issue. Ny-Dir blurts out frequently, and has a hard time figuring out when is an appropriate

time to make a comment. Ny-Dir crosses a lot of boundaries. He makes borderline sexually harassing comments frequently (and truly sexually harassing comments sometimes), he gets into others' personal space, and often won't take no for an answer. For example, the other day he was offering everyone gum, and when a couple of people didn't want it, he just kept pushing it into their faces. Academically Ny-Dir's oral communication is strong, but his writing is much weaker. Physically, his writing is all over the page. I don't know if it's a lack of effort, but he does not write in anything close to straight lines. Based on formative assessments, I would say with confidence that Ny-Dir is not reading at grade level.

In Environmental Science Ny-Dir is described as bright, charismatic and funny. He is curious and asks good questions, and seems comfortable and confident speaking to the class. He has some leadership potential. Academically the teacher has seen minimal written work from him, and he is reluctant to read. It's difficult to determine if it is skill level or a lack of interest. Behaviorally challenges include using work time productively, listening to instruction, and keeping conversations and comments "school appropriate". He is also pretty disruptive in class and often makes it hard for other students to get work done. The teacher reports Ny-Dir is a fun kid to have in class, but is still looking for ways to engage him.

In U.S. Cultural Studies Ny-Dir is described as compassionate, vocal, a strong friend, a strong advocate, charismatic, interested, and caring. Academic strengths include Ny-Dir having engaged in everything brought to the table by the teacher. He devours the readings in class, participates in discussions, and puts a great deal of effort in processing content. He also has a knack for making things relevant to himself and others. He's great with making abstract concepts concrete. Academic struggles include his written expression skills not being as strong other modalities he's comfortable with. Additionally he reportedly struggles with code-switching: sometimes Ny-Dir has a hard time stepping into culturally different spaces and minimizing the impacts that arise.

In Geometry Ny-Dir was absent from class for the first week or two of school. The first day he attended he was "on point." He did an excellent job, participated, and helped others. For the next many, many class periods, however, he checked out. This includes his head is down often and avoids doing work. He likes to agitate certain students in the class, which appears to be a way to avoid work. Since the start of the year Ny-Dir has vacillated between being off-task for chunks of time, then back on point. Currently he is engaged, and has volunteered to answer questions on the board. While he failed his first exam, he has continued to work with the teacher on making up work.

Current student reports: Ny-Dir reports that he does enjoy school. Math and US Cultural Studies are his favorite classes this year. This does not reportedly have to do with the content, but rather with the teachers. Ny-Dir reports both teachers explain things well, give him examples to work from, and keep him on track. Ny-Dir reports staying on track is challenging, and he won't ask for help due to feeling embarrassed. He would also prefer to not answer a question, versus guess and be wrong. Regarding his behavior Ny-Dir believes he just needs "stop doing things that get him in school." Beyond high school Ny-Dir would like to go to college and study mechanical engineering. Ultimately he would like to work on cars and/or airplanes.

CURRENT ASSESSMENTS

(Cognitive)

Users of this information are cautioned the “IQ” scores measure only a portion of the abilities involved in human intelligence. They are best seen as potential predictors of academic success, reflecting the degree to which mainstream cultural values, language, and information have been mastered. Intelligence tests do not necessarily measure any inborn capacity and for some students, IQ scores may increase or decrease over time.

♦The Kaufman Assessment Battery for Children, 2nd Edition

Norms based on age: Subtest Scaled Scores are reported with a mean of 10 and a standard deviation of 3

Cluster Standard Scores are reported with a mean of 100 and a standard deviation of 15

<u>Cluster</u>	<u>Standard Score</u>	<u>95% Confidence Interval</u>	<u>Percentile Rank</u>	<u>Qualitative Description</u>
Sequential Processing	103	94-112	58 th	Average
Simultaneous Processing	97	87-107	42 nd	Average
Planning	96	84-108	39 th	Average
Learning	89	81-97	23 rd	Average
Knowledge	77	70-86	6 th	Below Average
Mental Processing Index	95	89-101	37th	Average
Fluid-Crystallized Index	89	84-94	23rd	Average

Subtest	T-score
Sequential Processing	
Number Recall	9
Word Order	12
Simultaneous Processing	
Rover	9
Block Counting	10
Planning	
Story Completion	7
Pattern Reasoning	10
Learning	
Atlantis	7
Rebus	9
Knowledge	
Verbal Knowledge	6
Riddles	5
Delayed Recall	
Atlantic Delayed	9
Rebus Delayed	6

The Kaufman Assessment Battery for Children, 2nd Edition was given to Ny-Dir on 01/07/2016 and 01/08/2016. The KABC-II is a test of cognitive abilities related to academic functioning. The KABC-II is an individually administered measure of the processing and cognitive abilities of children and adolescents aged three through eighteen. It measures a range of abilities including sequential and simultaneous processing, learning, reasoning, and crystallized ability that are relevant to understanding children who are having educational or psychological problems. Ny-Dir's performance in each cluster and subtest is compared to same-age peers reported with a 95% confidence interval, meaning that one can be 95% confident that his true scores fall within that range of abilities.

The KABC-2 has a dual theoretical foundation, with the option of using the Luria neuropsychological model or the Cattell/Horn/Carroll (CHC) model. The Luria model of cognitive abilities, summed up in the Mental Processing Index (MPI), is a general measure of cognitive processing ability relatively independent of prior cultural exposure or English language ability, and does not rely on previously learned information. The CHC model, summed up in the Fluid Crystallized Index (FCI) places more weight on mainstream culture and language. Due to Ny-Dir's educational and linguistic history the FCI model is being used for reporting purposes. Using this measure, Ny-Dir's full scale Fluid Crystallized Index is 89 and within the high average range. However, when looking at Ny-Dir's overall performance on the KABC-II, it is recommended that the primary focus be on patterns of cognitive strengths and weaknesses, with the objective of using the profile analysis for appropriate IEP goals, intervention strategies, and progress monitoring.

On the Sequential Processing scale Ny-Dir's ability was in the average range (SS=103). This suggests average skills when scanning and mentally processing, or ordering, visual information to learn or solve problems, and is closely tied to Ny-Dir's short-term memory. Short-term memory is the ability to apprehend and hold information in immediate awareness, and then use it within a few seconds. These abilities are considered a personal strength for Ny-Dir and will assist in following multi-step instructions, remembering information long enough to apply it, remembering the sequence of information, and maintaining his train of thought when writing and/or completing math equations. There were no significant differences between subtest scores within this scale.

Ny-Dir's ability was in the average range on the Simultaneous Processing scale (SS=97). This scale measures visual processing and examines an individual's ability to perceive, manipulate, and think with visual information. It also includes the ability to store and recall visual representations. There were no significant differences between subtest scores within this scale.

On the Planning scale Ny-Dir was measured in the average range (SS=96). This scale measures his performance when analyzing, organizing, and planning to gain information or complete tasks. It also includes the broad ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures. There were no significant differences between subtest scores within this scale.

On the Learning scale Ny-Dir's score was in the average range (SS=89). This suggests strong skills in storing information in his long term memory, and recalling it for use. There were no significant differences between subtest scores within this scale.

Ny-Dir was administered subtests from the Knowledge scale, which provide a Fluid-Crystallized Index, and is primarily a model used for children from the mainstream culture and language background. These subtests were administered primarily for gaining an understanding of Ny-Dir's knowledge of previously learned, or not learned, material. Overall Ny-Dir received an Index score in the below average range (SS=77). It is hypothesized this score is a reflection of Ny-Dir's significant challenges maintaining attention in the larger classroom setting, resulting in missed instruction and language skill building over the years.

Finally when assessing Ny-Dir's Delayed Recall of previously learned material, (presented both orally and visually) he demonstrated skills in the low average range (SS=85). It should be noted that this Index re-assesses the information learned during the Learning scale, after waiting approximately 30 minutes from the original administration.

(Behavior)

♦ Conners 3- Parent and Teacher Short Form

T-scores have a mean of 50 and a standard deviation of 10; Scores ranging from 40 to 60 are within the Average range; Scores between 60 and 69 are in the At-Risk range; Scores above 70 represent Clinically Significant range, suggesting a high level of maladjustment

<u>Scales</u>	<u>Teacher A</u>	<u>Classification</u>	<u>Teacher B</u>	<u>Classification</u>	<u>Parent</u>	<u>Classification</u>
Conners-3 Content Scales						
Inattention	67	Elevated	83	Very elevated	79	Very elevated
Hyperactivity/ Impulsivity	72	Very elevated	77	Very elevated	90	Very elevated
Learning Problems	66	Elevated	69	Elevated	90	Very elevated
Executive Functioning	59	Average	65	Elevated	75	Very elevated
Defiance/Aggression	76	Very Elevated	90	Very elevated	90	Very elevated
Peer Relations	51	Average	90	Very elevated	79	Very elevated
DSM-5 Symptoms Scales						
ADHD-Inattentive	68	Elevated	77	Very elevated	90	Very elevated
ADHD-Hyperactivity	71	Very elevated	73	Very elevated	90	Very elevated
Conduct Disorder	55	Average	79	Very elevated	90	Very elevated
Oppositional Defiant Disorder	90	Very elevated	90	Very elevated	86	Very elevated

<u>Scale</u>	<u>Self Report</u>	<u>Classification</u>
Conners-3 Content Scales		
Inattention	55	Average
Hyperactivity/ Impulsivity	69	Elevated
Learning Problems	63	Elevated
Defiance/Aggression	79	Very elevated
Family Relations	46	Average
DSM-5 Symptoms Scales		
ADHD-Inattentive	N/A	N/A
ADHD-Hyperactivity	70	Very elevated
Conduct Disorder	90	Very elevated
Oppositional Defiant Disorder	N/A	N/A

The Conners Rating Scales – 3rd Edition (Conners-3) assesses attention deficit/ hyperactivity disorder (ADHD) and related learning, behavior, and emotional problems in children and teens. The Teacher and Parent Scales can be used to evaluate students from 6 through 18 years of age. The Conners-3 provides evaluation of the key areas of inattention, hyperactivity/impulsivity, learning problems, executive functioning, aggression, and peer relations. Two of Ny-Dir’s classroom teachers (English & Algebra) completed the teacher rating scales, while his mother completed the parent form. Ny-Dir completed the Self-Report form. Per validity scales respondents Positive Impression scores do not indicate overly positive response styles, nor do the Negative Impression scores indicate overly negative response styles. In addition the Inconsistency Index scores for each rater do not indicate inconsistent response styles. Across settings, home and school raters observe elevated to very elevated concerns in the areas of Inattention, Hyperactivity/Impulsivity, Learning Problems, and Defiance/ Aggression. Two of the three raters reported additional concerns in the areas of Executive Functioning and Peer Relations.

Ny-Dir completed a Self-Report form. Like the Teacher and Parent forms, the Self Report form is designed to assess Attention Deficit/Hyperactivity Disorder (ADHD) and its most common co-morbid problems in children and adolescents aged 8 to 18 years old. The checklist prompts the youth to provide valuable information about themselves. The Positive and Negative Impression scales do not indicate response styles of concern. The Inconsistency Index could not be scored due to too many omitted item responses. Ny-Dir indicated personal concerns in the areas of Hyperactivity/Impulsivity, Learning Problems, and Defiance/ Aggression. Areas of no concern include Inattention and Family Relations. Results of all checklists fit with Ny-Dir’s current diagnosis of Attention Deficit Hyperactivity Disorder.

*For specific answers to individual questions and scales, comprehensive Conners-3 reports can be obtained by contacting this evaluator.

OBSERVATION RESULTS

Several observations have been conducted by this examiner on Ny-Dir, both formally and informally. When in the classroom Ny-Dir appears to be interested in demonstrating his skills. He has been observed shouting out the answers on many occasions, as well as talking with peers about class content. Often times this doesn't include him raising his hand, but his engagement in the content is apparent in how he answers. However, when asked to sit and complete written work Ny-Dir demonstrates great challenges starting. When checked in with Ny-Dir regularly needs clarification of the process, chunking of the assignment, and one-on-one assistance re-focusing. Without this level of support Ny-Dir will wander the classroom, interrupt students working, play with classroom items, and physically engage with peers. This typically results in a level of intervention that involves disciplinary action and Ny-Dir being asked to leave the classroom. Socially Ny-Dir is often very touchy with his peers. In general he is impulsive with his physical actions, and seems confused when peers get upset with him. Ny-Dir's actions do not seem malicious or intentional, but rather very impulsive in nature. This is especially noted in environments that are busy and loud. It is the belief of this examiner that his impulsiveness, coupled with challenges tracking more than two steps at a time have created great difficulties for Ny-Dir in accessing general education curriculum and maintaining appropriate social boundaries.

Dates: 01/07/2016 and 01/08/2016

Observer: J. Vann-Tessmer, School Psychologist

Observations during assessment: Ny-Dir entered the testing situation without hesitation on all three occasions. The assessment process was explained and he readily accepted the information. Rapport was developed quickly and easily. During the administration of the KABC-2 Ny-Dir appeared to enjoy the process. On the Learning subtests Ny-Dir was highly focused, but was observed making statements like "I have a bad memory." On the Atlantis test specifically he was able to remember the category of the stimulus (fish, plant, or shell), but not the actual item. Ny-Dir was frequently observed using the process of elimination to aid in coming to an answer on memory subtests. During the Simultaneous subtests, subtests that required multiple steps and problems solving, Ny-Dir did an excellent job asking clarifying questions to make sure he was doing things correctly, while working towards the highest score possible. On Knowledge subtests Ny-Dir often had answers close to the answer, but not the actual answer. For example when asked to point to the object that was *fragrant*, Ny-Dir pointed to the skunk versus the flower. Throughout the testing Ny-Dir was observed processing the stimulus out loud, and being in constant movement, even while sitting. Frequent breaks were offered, which were taken by Ny-Dir. He did return to the assessment process quickly from breaks. Ny-Dir appeared to have more focus and confidence on the second day of testing, which is evident in his test scores. It should be noted during the first day Ny-Dir was on medication for ADHD, on the second day he had not received his medication. Overall Ny-Dir's effort appeared to be a valid representation of his true abilities, as he was invested in doing well.

MEDICAL STATEMENT

A Medical Statement dated 10/27/2014 completed by Dr. Yuen Chan indicates “*ADHD*.”

EXPLANATION OF ELIGIBILITY STATEMENT

Other Health Impairment- Means limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems (e.g. a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, attention deficit disorder, attention deficit hyperactivity disorder, leukemia, Tourette's syndrome or diabetes) and adversely affects a child's educational performance.

CONCLUSION

An evaluation team will meet to review the results of this and related additional assessments to determine the need for Special Education services. All assessments must be considered together. If you have any questions regarding this report, please do not hesitate to contact me.

This report is valid only if signed by a qualified professional:

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