Eligibility for Counseling as a Related Service

Blank Independent School District

Student: Sally Sample Date of Report: 12-5-2013

DOB: 9-19-1997 School: R.M. Nixon High

Grade: 9 Examiner: Ty Price, LSSP

**Sources of Data:** Full Individual Evaluation (FIE) 10-2-2013

Behavior Assessment System for Children-2

Self-report

Parent rating scale

Teacher rating scale (from Geography and Math)

Classroom observations (11-27-2013 and 12-1-2013)

Interviews

Student

Parent

Teacher (Geography and Math)

**Reason for referral:** Sally's parents and teachers have concerns about her behavior and requested an evaluation to determine whether she is eligible for counseling as a related service. Sally began receiving special education services earlier this year (Other Health Impairment: ADHD) but continues to struggle academically. Specifically, she appears to be disorganized and turns in homework inconsistently. Members of the ARD committee requested this evaluation to determine whether Sally needs counseling as a related service and if so, to identify appropriate goals and objectives.

**Background information:** A more comprehensive history can be found in Sally's FIE (10-2-13). A brief summary is provided here. Sally was born without complications, the product of a healthy and unremarkable pregnancy. Parents reported that during infancy Sally displayed a difficult temperament and was not soothed easily. Throughout childhood she was reportedly inattentive and easily distracted. She was diagnosed by a family physician with ADHD (primarily inattentive type) in September of 2013, and this diagnosis was confirmed in her FIE. Otherwise, Sally has been in good health. She has no record of major illness and has never been hospitalized. Her academic performance had been satisfactory until middle school, at which point she began to have difficulties with organization and task completion.

A number of interventions have been tried to address the organizational and task completion challenges. Sally's parents hired an "academic coach" to meet with Sally individually once a week starting in August of 2012. Her parents report that as long as school was in session, Sally met with her coach weekly through the end of the 8th grade (June of 2013). Sally's parents and Sally reported that the academic coaching was unsuccessful, and Sally reported, "nothing will make a difference because I simply can't stay organized." Sally's 8th grade homeroom teacher brought concerns to the RTI team for consideration in February of 2013. The RTI team recommended a daily, morning check-in with the guidance counselor to review assignments, organize materials, etc. After three weeks, the intervention was discontinued because Sally reportedly did not consistently remember to attend the check-in meetings, and when she did attend, she did not have all of her materials. As a third approach to intervening, parents and teacher maintained contact by e-mail to facilitate communication about assignments, due dates, etc. This proved to be somewhat effective, but primarily as a way of raising parental awareness.

The ARD committee met in November of 2013 to evaluate the interventions that were tried and recommended that this evaluation be conducted to determine whether Sally would be eligible for counseling as a related service.

**Results:** Parent and teacher ratings on the BASC-2 were remarkably consistent and indicated concern primarily in the areas of inattention and executive functioning. On the self-report BASC-2, Sally's responses indicated that she has a negative attitude about school and, at least with respect to academic work, an external locus of control (e.g., that she cannot be successful because it is beyond her control).

Sally was observed twice for this evaluation (once in Math (1st period) and once in Geography (6th period)). During both observations, Sally appeared to be distracted and disengaged. The observer noted that she was off-task during most of each class and frequently talked to peers, used her phone to text, and doodled on her paper. When assignments were given, Sally did not write them down. When homework was collected, Sally did not turn any in.

Sally was interviewed for this assessment. During the interview she was polite, cheerful, and verbally expressive. She appeared to be aware of her academic difficulties, but reported that her challenges were beyond her control. She stated that she had tried to become better and paying attention and staying organized in the past, but that she did not find her efforts to be effective and gave up.

Teachers reported that Sally is a kind, generous, and friendly student. They stated that her inattention and disorganization have had a serious impact on her academic performances, noting that the behaviors observed by this examiner were "typical" of Sally's daily classroom behavior.

**Eligibility:** Based on the results of this evaluation, Sally is eligible for counseling as a related service. The following findings related directly to this eligibility:

1. Sally's ADHD affects her involvement and progress in the general education curriculum primarily in the area of inattention and poor task completion. Secondarily, she appears to have developed the belief that she is incapable of succeeding academically.

2. Sally has some competencies that suggest that counseling may be beneficial. She gets along well with adults, is verbally expressive, and is self-aware. Although she does not currently believe she is capable of succeeding academically, she would like to improve.

**Goals:** The ARD committee must develop and approve an IEP for counseling. However, based on the results of this report, the following general goals are recommended:

1. Improve on-task behavior in the classroom.

2. Improve homework completion.

3. Replace thoughts of helplessness with more adaptive thinking.

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Ty Price, LSSP