
Appendix**Analyzing Assessment Results for Designing Lesson Plans and further Assessments**

Assignment Description: Those enrolled in the Special Education coursework must read the case study and write an essay response answering all requested information regarding what assessments you will recommend for gathering NECESSARY information (as gleaned through this report). The general education teacher must design a lesson plan with consultation from the intervention specialist. You will also need to decide what additional information you need to meet the student’s needs in the classroom. (See Rubrics)

The school psychologist has just passed this assessment report to the team. Marguerite’s teachers are eager to receive the results because Marguerite is new to class, and her IEP will need to be written and organized, if the decision is made to continue her special education services. Also included will be what the general education teacher will be teaching Marguerite. Due to their limited experiences with Marguerite up to this point, the team wants to ensure that the information provided by the report is accurate. Additionally, some additional information is wanted to make sure that her IEP goals are truly aligned with her needs.

Report for Marguerite Shurer**Marguerite: CASE STUDY****Student:** Marguerite S.**Age:** 9 years old**Address:** 123 Front Street**Date of** _____**Evaluation:** 9/1/2019

Baria, Ohio 44777

Evaluator: John Kemp, School Psychologist, Cooper School

Background Information. Marguerite is a nine-year-old white female with short brown hair. She is of average height and weight for her age. Marguerite can verbalize basic wants and needs using limited sentences and phrases. She has no siblings and lives with her mother and father in a middle-class part of town. Her parents are both employed and work long hours to keep the family afloat, but they appear to be invested in doing what they can to help their daughter. Marguerite spends most of her free time with her elderly grandmother, who takes care of her free of charge. Although her grandmother enjoys the time she spends with her granddaughter, her age and failing health prevent her from actively engaging with Marguerite much of the time, and therefore, she cannot help Marguerite with schoolwork.

Marguerite was referred for assessments on 8/1/2018 at the request of her Individualized Education Plan (IEP) team. Marguerite’s teacher from the previous school year reported that Marguerite often appears to be interested in interacting with peers but does not approach other students to get them to play with her. Instead, she tends to stand next to the other students while they play, smiling and watching. She will run along with other students while they play games, but she is never involved in the actual game. In response, the other kids make fun of her and call her “weird.” Marguerite’s aid from the previous year, who only worked with Marguerite for one month, also reported that Marguerite often came to school looking disheveled. More specifically, her hair wasn’t combed, her teeth weren’t brushed, and sometimes she had dirt on her face or hands. The aid tried asking her if she gets herself ready for school or if she has help, but Marguerite wasn’t able to answer her question. The aid reported feeling that maybe Marguerite felt nervous around a new person, so the aid gave her a pencil and paper to see if she could write “yes” or “no” to some questions about hygiene. However, Marguerite seemed to have trouble holding the pencil. Additionally, the aid reported observing that Marguerite had trouble executing other fine motor skills, such as holding eating utensils, but also thought she might just be noncompliant about eating the lunch she had packed.

Brief Description of Test Marguerite’s parents were asked to complete the parent version of The Vineland Adaptive Behavior Scale (VABS), which measures adaptive ability in the following areas: Communication, Daily Living, Skills, Socialization, and Motor Skills. The VABS assesses what a student typically does, not necessarily what they are capable of doing. The VABS compares a student’s performance to what is typical for students of the same age. Results were scored by the school psychologist on 8/20/2019.

Domain	Standard Score	Adaptive Level
Communication	72	Moderately Low
Daily Living Skills	64	Low
Socialization	62	Low
Motor Skills	73	Moderately Low

Summary and Interpretation According to the results of the VABS, Marguerite displays below-average ability in the areas of Communication, Daily Living Skills, Socialization, and Motor Skills. Concerning Communication, Marguerite displayed weakness in receptive and expressive language skills. Although she can initiate language using limited words and phrases, she does not utilize these skills at appropriate times. Her ability to comprehend spoken language appears to be limited to basic words and phrases regarding her daily routine. For example, her mother reported that Marguerite typically understands when she is told that it is time to get dressed, go to school, go to her grandmother's house, etc. The comprehension of receptive language relative to other domains remains unassessed. Results regarding Daily Living Skills indicate that Marguerite needs assistance to complete skills such as buttoning her clothing and bathing. She does not independently clean herself or pick up after herself. Additionally, she is dependent on prompts from others in the community in order to adhere to safety procedures such as looking both ways when crossing the street. In the area of Socialization, Marguerite follows some social norms, such as waiting in line and taking turns, when prompted by a teacher. However, she does not independently initiate greetings or play with other peers. More advanced forms of communication, such as saying "please" and "thank you" in context or saying "excuse me" after sneezing, are not in her current repertoire of communication skills. In the area of Motor Skills, it was determined that Marguerite can execute most gross motor skills, such as walking downstairs or throwing a ball, with little difficulty. Results concerning fine motor skills were more inconclusive, as Marguerite is able to execute tasks such as tying her shoes and closing a container, but she does not hold and manipulate a crayon properly or button her clothes independently.

Recommendations. Information obtained from the VABS indicates that Marguerite could benefit from instruction to address needs in Communication, Socialization, motor skills, and Daily Living.