

## ISD LOGO

### Autism Spectrum Disorder Evaluation Team Evaluation Report

**Name:** Thomas Cooper

**Date of Birth:**

**Chronological Age:** 3-10

**Parent(s):** Tammi Miller/Thomas Cooper

**Address:**

**Resident District:**

**School:** Preschool Center

**Evaluation Team Members:** Stephanie L. Dyer, Ed.S.; School Psychologist  
LMSW; School Social Worker  
Speech-Language Pathologist  
Occupational Therapist

**Date of Report:** 1-10-10

#### REASON FOR REFERRAL:

Thomas (Tommy) was referred for an evaluation to determine his eligibility for special education under the Autism Spectrum Disorder classification. He was initially referred for evaluation with presenting concerns regarding communication skills.

#### ASSESSMENT SOURCES:

Parent Interviews

Daycare Provider Interviews

Review of School Records

Observations

Administration of: Autism Diagnostic Observation Schedule (ADOS)  
Preschool Sensory Processing Measure  
Preschool Language Scale (PLS-4)

#### BACKGROUND INFORMATION:

Tommy was initially referred to Project Find in March 2010. At that time Tommy's mother, Ms. Miller, had concerns related to speech and communication. Ms. Miller had reported an increase in frustration when Tommy was not understood and Tommy's mom came to the initial intake evaluation seeking advice on how to help him at home. The Battelle Developmental Screener (BDI-2) was completed and Tommy's scores in the area of personal-social relationships and communication were lower than expected for his age. A recommendation for additional assessment

involving a speech-language pathologist and a school social worker were recommended. Parents did not wish to pursue the additional assessments and the referral was withdrawn.

In October 2010, Tommy's mother made another request for an assessment. According to an update of the BDI-2, Tommy continued to show some delays in the areas of adaptive (self-care) skills, personal-social relationships and communication. A recommendation was made for a comprehensive evaluation to determine Tommy's eligibility under the Autism Spectrum Disorder classification.

According to the parent intake questionnaire and parent interview, Ms. Miller was prescribed medication during her pregnancy to prevent preterm labor. Tommy was born full-term and healthy, following an uncomplicated labor and delivery. He reportedly reached developmental milestones within normal limits. Tommy currently continues to take an afternoon nap. Going to bed at night and remaining asleep has been challenging for Tommy. He often wakes up a couple of times during the night. Ms. Miller reported that it takes some time for Tommy to wind down to go to sleep. She has found that a nighttime walk while carrying Tommy helps and he will often fall asleep during the walk. While he is not fond of vegetables, Ms. Miller reported that Tommy is not a finicky eater and loves fruit, pasta, and Chinese food.

<b>REVIEW OF EDUCATIONAL CRITERIA FOR AUTISM SPECTRUM DISORDER (According to Rule 340.1715):</b>
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In order to be eligible for special education services under the category of Autism Spectrum Disorder (ASD) according to Michigan Special Education Rules, a student must demonstrate behaviors in three specific areas: *(1)impairment in reciprocal social interactions, (2)impairment in communication, and (3)restricted, repetitive, and stereotyped behaviors*. Information relative to these three areas was gathered through standardized testing measures, family interview, teacher interviews, review of educational records, and behavioral observations completed by all members of the evaluation team. The three critical areas are further outlined in the body of the report below.

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<b>IMPAIRMENT IN RECIPROCAL SOCIAL INTERACTIONS</b>
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Parent Report:

Ms. Miller indicated that Tommy makes great eye contact with her and his father. She believes that he is able to read the facial expression of others; she can "give him the eyes" when she wants to correct behavior and he responds to it. He seems to watch his mother's face during temper tantrums and he and his mother play a "silly face" game in which they imitate each other's silly facial expressions. Tommy is often smiling, but his facial expressions do appropriately reflect upset when he is mad. Ms. Miller reported that Tommy's facial expressions do seem to match his mood. Tommy is able to point, but no other use of gestures is reported.

Regarding social interactions with other children, Ms. Miller indicated that the school has told her that Tommy does not initiate play with others, but plays by himself or next to other children. Ms. Miller shared that Tommy has a two-year-old niece that he will initiate interaction with by saying,

“Look at this” or “Watch me.” According to his mother, Tommy said, “Look at me. I’m on top of the hill,” when they were at a park and a couple was walking by.

Tommy is reported to frequently show objects to his parents and say, “Look at this” or “Look at me.” He will point out words to his mother that he wants her to cut out of cardboard; he will show these words to his parents and teachers, “Look at this word.” Ms. Miller reported that Tommy does involve his parents in his play, but directs them. Tommy and his father engage in train play, building tracks and racing trains, but Tommy will take the train away from his father if he is not playing in the way that Tommy wants him to. Tommy does ask his mother for help if he is stuck on the computer. Tommy does seek comfort from his mother. He does indicate if the trains from the Thomas the Train cartoons are happy, sad, or angry. Ms. Miller indicated that when she was upset one evening, Tommy crawled in her lap and said, “I’m sorry, Mommy. Do you want me to kiss it?”

#### Daycare Provider Input:

Tommy’s lead teacher at daycare, Karyn, and his former teacher, Bethany, were interviewed as part of this evaluation. They indicated that difficulty with social interactions is one of their primary concerns for Tommy. They reported that his level of interaction seems to depend on the day, but indicated that he is often off on his own in the classroom and outside. Tommy is tolerant of other children being around him and will work on the same train puzzle with others, but he does not initiate any interaction or conversation with his peers. He often does not seem to even realize that there are other children around. Tommy had a friend, who is now in the 4-year-old room, with whom he was attached. He would follow this boy everywhere, rub his cheeks, and give him hugs. According to his teachers, there was no real interactive play or conversation between them. In the morning, Tommy does greet his teachers and the other children, but this is described more as a morning routine than genuine greetings. The daycare staff indicated that Tommy does not spontaneously share or show anything with them, with the exception of showing them the cardboard words that he has brought in to the center that day (“Ms. Karyn, I brought in Watermelon today.”).

Tommy typically displays a “thinking” facial expression and will also show smiles. He does not seem to read nonverbal communication from others, as he does not seem to really attend to other children. Tommy’s teacher reports that he does make a “come down” gesture to her when he wants her attention and he does make good eye contact and smiles when he is engaged in teasing, vocal play that he and Karyn engage in together. The daycare staff reported that Tommy frequently stares intensely at people or objects. Tommy does occasionally imitate the motions during songs and ZooPhonics and he does enjoy doing sign language.

#### Evaluation Team Report:

The evaluation team members conducted numerous observations of Tommy in the daycare setting and during the ADOS test session. Overall, when Tommy uses eye contact, he seems to use it fairly appropriately. At this time, he seems to use it more to try to gain information than to provide information to his social partner. A range of facial expressions was noted, ranging from smiling and silly during hula hoop play, to a thinking expression, to a scared face during the balloon activity during the ADOS. He did coordinate his eye gaze and verbalizations when interacting in vocal play with his teacher. A variety of gestures were observed, including waving, pointing,

clapping, pretending to brush teeth, imitating motions during circle time, sign language, and giving a high five when prompted.

During some of the observations, Tommy was noted to watch other kids, but did not make a social initiation or join. At other times, he would not seem to notice other children in the room, especially when engaged in a high interest activity. When his sister and niece came into the daycare and Tommy was asked, "Who's that," he looked up, saw them, and smiled and waved. Primarily, Tommy appeared to allow others to play alongside him, but did not interact with them. He was often noted to be in his own world. His teacher structured an interaction with a peer by having the student join Tommy's hula hoop play and prompting the two to roll the hula hoop back and forth. Tommy seemed excited when he would roll the hoop and would smile, twirl, and jump, but did not seem to recognize that he was rolling it to another child. Evaluators observed several examples of Tommy imitating other children without making eye contact with them or sharing the experience.

Tommy frequently makes announcements ("I did it," "Look at this"), but does not typically direct the comment to anyone nor does he look for or seem to be seeking any response from others. For example, Tommy was observed holding up a paper that he had finished and said, "I did it," without directing the comment at anyone or looking around for a response. Evaluators noted that Tommy does show and share more readily with his mother, but the interactions have a routinized pattern ("look," "Mommy, you do it," "I did it"). When an evaluator attempted to read a picture book with Tommy and was pointing out items in the pictures, Tommy said, "No, no, no," and attempted to turn the pages and control the book himself.

Tommy's social interaction with adults appear to be object-related relative to interest areas and responding to questions. He was observed to initiation with his teacher to show her the "blue January" on the calendar and to get her to engage in the yes/no vocal play that they have developed together. He demonstrated no awareness of a classmate crying loudly, but did become upset when the letters fell down and were "hurt" during the Chicka Chicka Boom Boom DVD.

**Marked impairment in reciprocal social interactions:**

- ☒ YES  
☐ NO

**Criteria (2 of 4 required):**

- ☐ *Marked impairments in the use of multiple nonverbal behaviors, such as eye-to-eye gaze, expressions, body postures, gestures*  
☒ *Failure to develop peer relationships appropriate to this student's developmental level*  
☒ *Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people*  
☒ *Marked impairment in the areas of social or emotional reciprocity*

**Thomas DID meet criteria in this area (3/4).**

## IMPAIRMENT IN COMMUNICATION

### Parent Report:

Ms. Miller indicated that Tommy began to babble at 3 months, said his first word at 18 months, and combined words to phrases at age 2. Ms. Miller made the initial referral for evaluation due to concerns regarding Tommy's use of language; she felt he used language less than his classmates. Tommy's mother reported that Tommy seems to have difficulty understanding "why" questions. She indicated that Tommy does not engage in back and forth conversation; rather, she drives a conversation by asking questions that he may respond to. Ms. Miller notes that Tommy doesn't "ad lib" or add to any of his responses. He typically will answer yes or no or provide short 1-2 word answers. Mrs. Miller questions whether Tommy really understands the questions asked to him or whether he doesn't understand how to respond. He tends to give the same answer to her questions. For example, when she asks him what we did after lunch at school, he will often answer "played" (actually nap is after lunch) or he will not respond. Then, she follows up with the question, "Did you nap?" and he will respond "yes."

Tommy's spontaneous language tends to be directive ("Mommy, get up," "I want to..."). He often gets confused with pronouns, particularly "you." For example, he will say, "Can you help you please?" if he needs help. Tommy also repeats lines from books and from television shows, such as Thomas the Train. He does use these phrases in context ("Well done, Mommy"), but sometimes he recites phrases to himself, such as during play. Regarding play, Ms. Miller reported that Tommy's play centers on letters, numbers, and planets right now. He does play with his trains, building tracks, driving them, and lining them up to crash. He enjoys outside play and going on hikes "to the grassy prairie" (from Diego), and he likes to line up blocks and push them like a train. Ms. Miller has not seen him engage in pretend play or talk any of his toys like characters.

### Daycare Provider Input:

Teachers report that Tommy does not initiate conversation with others unless it is related to his interests, especially his cardboard words and Jupiter. He does seem to have difficulty following verbal directions, especially if they include more than one step, and will often give a blank stare. Tommy's teachers wonder if he has difficulty processing language. He responds better to simplified directions, such as "get coat" and "go potty." Tommy does greet everyone in the morning and will say goodbye when prompted or when someone says goodbye first. He does not seem aware of others and subsequently, often invades others' personal space. Karyn and Bethany reported that they do hear Tommy repeat phrases from books and television shows. They shared that Tommy had brought a LeapFrog video to school. He didn't want to watch it, but recited the introductory information that is read prior to the start of the movie.

Tommy does not pretend play, play in the kitchen area, or play with cars in the classroom. Right now, he is really enjoying the magnetic letters and the train puzzle. He also likes to look at and carry around planet flash cards. During free time, Tommy likes to trace and point at words and letters on the posters around the room. Outside, Tommy used to hang from the climber and drop repeatedly; however, now he simply stands on the sidewalk and watches the children play or paces back and forth on the sidewalk.

### Evaluation Team Report:

Tommy's formal assessment shows average skills for both receptive and expressive language when given structured questions and picture cues. The missing element to Tommy's language skill centers on his use of language. He appears to use phrases as answers to questions and to give directions and he struggles with integrating additional information and ideas into his own language. The spontaneous language observed by evaluation team members included announcements, protests, directives, and lots of vocal noises, such as babababa, trilling, "ouch ouch ouch", "one ber reee, one ber reee, and lots of gibberish. Tommy does demonstrate a strong interest in words and has a large store of words in his visual memory. He also memorizes his books. While team members did not hear Tommy recite any phrases from television shows or books, there were numerous examples of verbalizations that appear to be scripted, such as "don't kick toys" and "I did it." While Tommy does watch other children and sees them cleaning up, lining up, getting coats on, etc., he does not pick up on their cues to direct his behavior. He requires specific directions provided to him as to what he needs to be doing.

During play times, evaluators observed Tommy coloring, completing a frame puzzle, rolling the hula hoop, and briefly throwing the basketball into the hoop. While putting together the train puzzle, Tommy was noted to push pieces around like a train and holding up pieces and announcing the letter that was on it. When children were using playdough with letter cookie cutters and mashing the playdough, Tommy was flicking and visually exploring the letter cutters. He did enjoy throwing a ball while working with an evaluator and participated in joint interactive play guided by another evaluator, laughing when the dog figure crashed and then exploring the circular plug on the bottom of the dog. He did spin the holographic disk during the ADOS for a minute, but then stopped on his own and enjoyed bubble play.

### **Marked impairment in communication:**

- ☒ YES  
☐ NO

### **Criteria (1 of 4 required):**

- ☒ *Delay in or absence of spoken language unaccompanied by an attempt to compensate through alternative modes of communication*
- ☒ *Marked impairment in pragmatics or the ability to initiate, sustain or engage in reciprocal conversations with others*
- ☒ *Stereotyped and repetitive use of language or idiosyncratic language*
- ☒ *Lack of varied, spontaneous, make believe play or social imitative play appropriate to this student's developmental level*

**Thomas DID meet criteria in this area (4/4).**

RESTRICTED, REPTITIVE, AND STEREOTYPED BEHAVIORS
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Parent Report:

Ms. Miller reported that Tommy is highly interested in words and letters. He has his mother draw and cut out words from cardboard. Tommy will carry words around with him and will sleep with them. He currently has a collection of 20-30 words and has words scattered on the floor in his room. Tommy has also developed a routine around words. Once his mother makes one (example, kangaroo), Tommy will say, "Kangaroo is spelled k-a-n-g-a-r-o-o." Then his mother is supposed to repeat the word and the spelling. If she doesn't, Tommy will start it for her, "K..." and will become upset if she doesn't participate. Tommy recently became interested in the cursive "Johnsons and Johnsons" logo and had his mother make a cardboard version of it. Ms. Miller has seen Tommy writing that word on his chalkboard and is attempting to write other words in cursive.

Tommy also has his mother write out the alphabet for him. If he wants one of his parents to do something with letters or words and they can't or they do not do it right, Tommy gets upset and cries. Right now, Tommy is reported to have a "love/hate" relationship with the letter W. Ms. Miller cannot write a W to Tommy's approval and he will erase it and then becomes upset because W is missing. Ms. Miller stated that she and Tommy were writing letters in the snow and Tommy stamped out the letter W because it wasn't right. Ms. Miller said that words and letters can calm Tommy if he is upset.

The planets, Jupiter, in particular, have been a high interest area since this summer. He obtained a book on planets and has been hooked. He and his father walk outside at night and look at the constellations and planets. He has learned to Google Jupiter and likes to look at the pictures of Jupiter's rings. He asks his mother to draw Jupiter, but she reports that it is never to his liking. Usually, Tommy will ask his father to draw Jupiter. Sometimes he gets upset with his dad's drawing, but sometimes he accepts it. Trains were Tommy's first interest area; he still likes them, but trains have been overtaken by letters, words, and Jupiter. He used to line up things to make trains, was fixated on Thomas, and would just roll the trains back and forth and watch the wheels move at eye level. He still will get at eye level and watch the train wheels, but he will also now sit up and drive them around the track. During train play, if his mother joins and she doesn't play correctly, Tommy will say, "No, Mommy" and take away the train from her. His father also gets the train taken away at times. Tommy will get upset if they won't stop playing the wrong way.

Ms. Miller indicated that Tommy will initially protest to a change in routine, such as stopping at the market on the way home, but usually goes along with the change fairly well. He does struggle with waiting, especially at school, and will run around and get out of his seat. Tommy engages in frequent mouth noises, such as popping and clicking noises and spitting sounds. When he gets really upset, he will jump and flap.

Daycare Provider Input:

Karyn and Bethany also reported seeing the intense interest in letters, words, and Jupiter at school. Numbers can be a high interest as well. Tommy brings his cardboard words to school and will show his teachers his words upon arrival. He became interested in the word "Welcome" on the front door of the center, asked people to spell it repeatedly, and had his mom make a cardboard Welcome. Lately, he has been spelling welcome every morning when he comes in. Tommy will

find letters and words on anything around the school and will trace the letters or point at the letters and words. Tommy will talk about Jupiter, list the planets in order, carry around planet flash cards, googles Jupiter on the computer and look at the images, and draws Jupiter on every art project. The staff has started allowing Tommy to sit at the table and draw Jupiter as a transition activity before lunch. Much like Tommy's mother reported, Tommy used to line up objects to make trains, but doesn't seem to do this anymore. Tommy also seems to have a heightened interest in anything that rolls, such as the hula hoop, Styrofoam clock, and the wheels from building block sets. He will get excited when watching these objects roll and sometimes watches them roll at eye level.

Tommy has developed a routine of forming all of the sign language letters A through Z while lying down for his nap before he falls asleep. The staff reported that he will not let himself fall asleep until he finishes. He can become stuck when washing his hands and needs prompts to shut off the water and dry his hands. Karyn reported that Tommy used to press the soap dispenser and just watch the soap stream go onto the floor. Tommy seems to wander or run around the room during transitions and free choice time. He used to have more meltdowns, but now he really only does during lunch if he doesn't want to try a food item. Tommy requires physical, verbal, and visual prompts to transition, complete tasks, and follow directions. Tommy does make a lot of mouth noises.

#### Evaluation Team Report:

The evaluation team members noted a pervasive interest in letters and words. Tommy was observed carrying the word December, finger spelling ABCs on table, tracing letters on posters, acknowledged a peer when the boy was reciting letters, participating more in circle time during the ZooPhonics portion, focused on the letters on the sides of blocks versus building with them even when a tower was modeled, air spelling words, swooping letter cutters during playdough activity, making W's out of crayons, telling the teacher that there was a blue January on the calendar, and writing random letters all around the edge of the apple picture he had colored. He was observed drawing Jupiters all over his snowman art project and he responded immediately to a direction to come to the table to draw Jupiter. While putting the train puzzle together, Tommy was observed pushing puzzle pieces around like a train.

A routine was observed during hand washing in which Tommy spent a considerable amount of time spreading soap lather evenly on the entire palm side of his hands, followed by prolonged visual examination of his hands at eye level. Once Tommy was prompted to rinse off, he became stuck in the water and needing prompting to dry his hands. Many of Tommy's verbal responses appear routinized ("I did it," "Look"). In addition to the soap on his hands, Tommy displayed prolonged visual examination of the letter cutters, play dough, and he spun paper on table for quite awhile with his eyes close to the table. When lining up, Tommy was noted to stand to the side of the line.

Tommy requires significant prompting for daily routines. He was observed running around and wandering during less structured times and transitions. He was noted to spin and twirl and jump when excited. Tommy engages in frequent repetitive oral motor mannerisms, such as tapping his hand on his mouth, raspberries, trilling, tongue play, clucking, popping, humming, and blowing with his mouth.

**Restricted, repetitive, and stereotyped behaviors:**

- ☒ YES  
☐ NO

**Criteria (1 of 4 required):**

- ☒ *Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in intensity or focus*
- ☒ *Apparent inflexible adherence to specific, nonfunctional routines or rituals*
- ☒ *Stereotyped and repetitive motor mannerisms (such as hand flapping or complex whole-body movements)*
- ☐ *Persistent preoccupation with parts of objects*

***Thomas DID meet criteria in this area (3/4).***

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**UNUSUAL OR INCONSISTENT RESPONSE TO SENSORY STIMULI**

While this area was removed as a required component of eligibility for ASD, it is important to note that many children on the spectrum have great difficulty in this area. For that reason, we continue to include this area in our report.

**Parent Report:**

Ms. Miller reported that Tommy is sometimes sensitive to loud sounds, but doesn't have difficulty going into busy and loud stores. He does resist touching some textures. Tommy does frequently make mouth noises.

**Teacher Report:**

Daycare staff report that Tommy does not like to put in hands in many of the messy sensory activities, such as applesauce, paint, shaving cream, chalk, and cranberry sauce. He appears interested in the activities, but won't put in fingers into the different textures. Tommy used to put everything in his mouth; now, he seems like he is rubbing his lips with various items. He rubs his lips on Karyn's cheek. Tommy makes lots of noises with his mouth, including making raspberries.

**Evaluation Team Report:**

Evaluation team members noted the numerous mouth noises. The occupational therapist noted that Tommy seems to have trouble modulating his activity levels, ranging from being underaroused to being a sensory seeker, with little in-between. Please refer to the Appendix B for a complete description of Tommy's current sensory processing profile.

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**Autism Diagnostic Observation Schedule (ADOS):**

The Autism Diagnostic Observation Schedules (ADOS) is a semi-structured, standardized assessment of social interactions, communication, play, and imaginative use of materials for

children suspected of having autism. This instrument also provides cut-off points for the broader Autism Spectrum Disorder diagnosis, including pervasive developmental disorder and atypical autism. The ADOS was administered to Thomas by one team member and observed/scored by 3 other team members with the following results:

The Communication Domain looks at the following: Frequency of vocalization directed to others, stereotyped/idiosyncratic use of words or phrases, use of other's body to communicate, pointing, and use of gestures. In this domain, Tommy received a score of 5; a score of 4 or more in this domain indicates autism.

The Reciprocal Social Interaction Domain looks at the following: Unusual eye contact, facial expressions directed to others, shared enjoyment in interaction, showing, spontaneous initiation of joint attention, response to joint attention, and quality of social overtures. Tommy received a score of 7 in this domain; a score of 7 or more indicates autism.

While other areas are looked at during this evaluation (functional play with objects, imagination/creativity, and stereotyped behaviors and restricted interests), they are not counted for in the ASD/Autism score.

The results of the ADOS are suggestive of an Autism Spectrum Disorder and support the information gathered and observations conducted by the evaluation team.

<b>DISCUSSION OF APPENDIX INFORMATION</b> (Detailed information is found in the attached Appendices)
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Speech/Language Pathologist:

Tommy's formal assessment shows average skills for both receptive and expressive language when given structured questions and picture cues. The missing element to Tommy's language skill centers on his use of the language. He appears to use phrases as answers to questions and to give directions and struggles with integrating additional information and ideas into his own language. Tommy needs to develop skills related to: answering questions about his environment/activity, responding to requests and following directions from adults and peers in his environment, generating accurate responses to questions, generating questions using Wh-questions, and improving reciprocal conversation skills with peers and adults

Occupational Therapist:

In the Sensory realm, Thomas's mother only noticed slight concerns at home, such as occasionally has trouble paying attention if there are a lot of things to look at. Overall, his sensory profile at home scores as a typically developing 3-year-old. At school, Tommy shows sensory responses that are atypical when compared to same-aged peers. Based on the observations of Tommy's teachers, Tommy would benefit from adaptations to his school environment to address sensory processing differences. Follow through with these strategies at home would be beneficial as well.

## SUMMARY AND RECOMMENDATIONS

Thomas (Tommy) is a three year, ten month old child who was referred for an evaluation to determine his eligibility for special education under the Autism Spectrum Disorder classification. Based on the results of the comprehensive team evaluation, Thomas DOES meet the criteria necessary for an eligibility of Autism Spectrum Disorder under Rule 340.1715 of the Administrative Rules and Regulations for the State of Michigan. Under this rule, all of the following must be present: (1)Qualitative impairment in reciprocal social interaction; (2)Qualitative impairment in communication; (3)Restricted, repetitive, and stereotyped behaviors. These difficulties are observed and reported within both the home and daycare environments.

There is evidence of a lifelong developmental disability that affects:

Academics:    ☐ YES            ☒ NO  
Behavior:     ☒ YES          ☐ NO  
Social:        ☒ YES          ☐ NO

Of primary concern is Tommy's level of independence. Due to difficulties in pragmatic language and communication, sensory modulation, and socialization, Tommy's independence is limited. In order to participate with the routines and activities of the classroom, Tommy currently requires considerable physical and verbal prompting from adults. Other children his age do not require the degree of physical and verbal prompting that Tommy currently needs. His independence is significantly impacted in the following areas:

- Transition
- Group participation
- Direction following
- Self care
- Interactions with peers
- Outside play
- Inside play with free choice time
- Spontaneous conversation

### Recommendations:

1. Determine eligibility under the Autism Spectrum Disorder classification.
2. Regular support team meetings are strongly recommended to provide ongoing support to Tommy and help provide consistency in the implementation of strategies and responses provided to Tommy by the adults across settings.
3. The implementation of visual supports across settings is recommended as a way to promote independence for Tommy, while reducing the level of prompt dependence on adults. Tommy will require specialized instruction to learn to use the following visual supports:
  - Daily schedule
  - Choice board

- Mini schedule for self-care
  - Classroom expectations
  - Check schedule card
  - Use of interests to draw attention to visual supports
4. It is recommended that Tommy receive speech and language therapy for skill development related to:
    - a. Answering questions about his environment/activity
    - b. Responding to requests and following directions from adults and peers in his environment
    - c. generating accurate responses to questions
    - d. generating questions using Wh-questions
    - e. improving reciprocal conversation skills with peers and adults
  5. Tommy would likely benefit from use of visual supports, such as timers and object or visual schedules, to help him better understand his environment, support transitions, and facilitate functional communication needs.
  6. Breaking down tasks into step-by-step mini-tasks will help structure and organize Tommy's world. When teaching new tasks to Tommy, it may be helpful to conduct a task analysis and then provide the instruction and practice the skill with Tommy step-by-step, supporting the process with visuals. This process will result in Tommy learning how to use mini-schedules for independent work and self-care, especially as he enters elementary school in the future and will help promote independence for Tommy.
  7. It is important for Tommy to have continued opportunity for social engagement with typically developing peers. However, this engagement will need to be facilitated and guided by the classroom staff at this time. Using Tommy's interests as a medium of exchange with his peers is recommended (letters, words, planets).
  8. In addition to increasing social interactions with peers, consideration should be given to improving Tommy's social interactions with adults, primarily with teaching staff. The National Research Council report, Educating Children with Autism, states that skills, such as responding to adult directions, independently participating in the routine of the classroom, and requesting assistance of the adult, are all functional skills necessary for children to be successful within the classroom setting.
  9. Additional recommendations for service include:
    - a. Consultation by the OT to help parents and staff meet Tommy's sensory needs through play and break activities
    - b. Consultation by the SSW to foster structured peer play and interaction opportunities
  10. Parents are encouraged to participate in the ISD ASD Parent Group which provides an opportunity for networking and sharing information and resources with other parents of children with ASD. Further information about the group is available through Susie Brown, LMSW or Betty Berry, LMSW at 888-888-8888.

11. Additional information and resources are available through the ISD ASD Support Team.  
Contact person is Jolly Jane at 888-888-8888.

The evaluation team enjoyed the opportunity to meet and work with Tommy, his mother, and the Preschool Center staff. He is a very sweet and endearing little boy. Please feel free to contact any of the evaluators listed below at 888-888-8888 for further information or questions/concerns. Determination of eligibility is not solely based on environmental, cultural, or economic differences.

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Name, Ed.S.  
Certified School Psychologist

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Name, LMSW  
School Social Worker

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Name, M.A., CCC-SLP  
Speech/Language Pathologist

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Name, M.S., OTR  
Occupational Therapist

Team report compiled by: Name (Psychologist)

<p style="text-align: center;"><b>Appendix A</b> <b>Speech and Language Evaluation</b> <b>Name, M.A., CCC-SLP</b></p>
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This evaluation is considered to be an accurate estimate of Tommy's speech and language skills at the present time. The evaluation was completed over two days due to fatigue on the initial day of assessment.

Tommy's expressive and receptive language skills were formally assessed with the Preschool Language Scale (PLS-4). This evaluation separated his ability to process language and to express his ideas verbally. Scores for this assessment are based on a mean of 100 and a standard deviation of 15. Scores that fall in the range of 85-115 are considered to be within the average range. Scores that fall below 85 are considered outside the average range and indicate a language delay that may impact communication. A combination of parent report and direct observation were utilized when scoring test items.

**Auditory comprehension:** Tommy's standard score was 86 in this area, placing him in the 18<sup>th</sup> percentile when compared to same age peers. Tommy pointed to pictures and demonstrated the following skills:

- Understanding of the use of objects
- Understanding of part/whole relationships
- Understanding concepts of big, wet, little, one, some, rest, all, more, and most
- Understanding of analogies (i.e. You sleep in a bed. You sit on a \_\_\_\_\_.")
- Color identification
- Identification of pictures based on their shape

Tommy did not demonstrate the following skills:

- Understanding of pronouns (her and his)
- Understanding of negatives in sentences (not, no eggs, not in the basket)
- Make inferences when given pictures
- Identify categories of objects in pictures (show me all of the \_\_\_\_\_)

Throughout the assessment, repetition of questions was needed to gain attention and ensure understanding when allowed. Tommy was often unresponsive on the initial presentation of a test item, but when asked to "look" or "listen" he would provide more face to face attention. Additionally, Tommy appeared to work better when seated on his mom's lap.

**Expressive communication:** Tommy's standard score was 96 in this area, placing him in the 39<sup>th</sup> percentile when compared to same age peers. Tommy's expressive language appears to be a strength for him as he was able to name pictures, tell how items were used, complete analogies and use quantity concepts. Tommy was not able to use possessive nouns (boy's, girls), answer questions about hypothetical events (What do you do if you are sick?) and answer when and why questions.

Tommy scored in the low average range for receptive language and in the average range for expressive language skills. His total language score was 90 and placed him in the 25<sup>th</sup> percentile when compared to same age peers.

Speech articulation skills were not formally assessed as Tommy did not present with speech that was difficult to understand. Articulation development appeared appropriate for his age.

The language sample below shows primary use of single words, phrases and some sentences throughout the assessment. Tommy

<i>Me want help</i>	<i>Where's the 'b'?</i>	<i>Thank you, thank you Keagan</i>	<i>"Don't kick toys."</i>	<i>Get it there</i>
<i>Can you do mad?</i>	<i>Spell mad</i>	<i>Thank you.</i>	<i>I got the green blocks</i>	<i>I see the ball</i>
<i>Put in green and blue</i>	<i>Let's build a tower</i>	<i>Touch the fire mommy?</i>	<i>Can you touch candy?</i>	<i>Can you touch candy?</i>
<i>Can you touch candy?</i>	<i>Help me, a you a me</i>	<i>It's yello</i>	<i>You a find it?</i>	<i>You do it.</i>

Throughout the assessment, Tommy used some spontaneous language; however the majority of his utterances were in the form of short responses to questions or when giving directives to his mom or the examiner. Tommy was not observed to engage in back and forth or reciprocal exchanges with either his mom or the examiner.

#### **SUMMARY AND RECOMMENDATIONS:**

Tommy's formal assessment shows average skills for both receptive and expressive language when given structured questions and picture cues. The missing element to Tommy's language skill centers on his use of the language. He appears to use phrases as answers to questions and to give directions and struggles with integrating additional information and ideas into his own language. Tommy needs to develop skills related to:

- answering questions about his environment/activity
- responding to requests and following directions from adults and peers in his environment
- generating accurate responses to questions
- generating questions using Wh-questions
- improving reciprocal conversation skills with peers and adults

Tommy has been a pleasure to evaluate. If you have questions or concerns please contact me.

#### **Appendix B Occupational Therapy Evaluation**

Preschool Sensory Processing Measure:

The Preschool Sensory Processing Measure is an integrated system of rating scales that enables assessment of issues related to responses to the sensory environment, motor planning, and social participation in preschool children. The student's parent/caregiver and main classroom teacher fill out the questionnaires to provide a comprehensive picture of the child in different environments. Bethany Hall and Karyn Warner, Tommy's current and former preschool teachers, both filled out separate questionnaires. They were in agreement for the most part. Ms. Hall's scores are in parentheses.

Sensory integration theory holds that children with abnormal processing of information from the sensory environment may be unable to learn efficiently or function at an expected level in daily activities.

Sensory processing issues should be considered as part of the whole picture along with cognitive, emotional, attention and situational issues that affect children's learning.

<b>Social Participation Scores</b>		
<b>Raw Score Home/School</b>	<b>T-Score Home/School</b>	<b>Interpretation Home/School</b>
14 / 31 (31)	54 / 72 (72)	Typical / Definite Dysfunction

<b>Sensory Processing Scores</b>			
<b>Subtests</b>	<b>Raw Score Home/School</b>	<b>T-Score Home/School</b>	<b>Interpretation Home/School</b>
<i><b>Vision</b></i>	13 / 22 (27)	47 / 73 (78)	Typical / Definite Dysfunction
<i><b>Hearing</b></i>	11 / 24 (23)	52 / 76 (75)	Typical / Definite Dysfunction
<i><b>Touch</b></i>	21 / 13 (19)	60 / 58 (69)	Some Problems / Typical (Some Problems)
<i><b>Body Awareness</b></i>	10 / 22 (32)	46 / 72 (80)	Typical / Definite Dysfunction
<i><b>Balance/Motion</b></i>	11 / 23 (25)	42 / 80 (80)	Typical / Definite Dysfunction
<i><b>Sensory Totals</b></i>	70 / 117 (139)	50 / 73 (77)	Typical / Definite Dysfunction

<b>Planning and Ideas Scores</b>		
<b>Raw Score Home/School</b>	<b>T-Score Home/School</b>	<b>Interpretation Home/School</b>
10 / 34 (23)	48 / 73 (71)	Typical / Definite Dysfunction

Tommy is obviously comfortable in his home/family environment. His mother reports that he always participates appropriately in family gatherings such as holiday celebrations and outings. He frequently plays with friends appropriately at home.

In the Sensory realm, Thomas's mother only noticed slight concerns at home, such as occasionally has trouble paying attention if there are a lot of things to look at. He occasionally responds negatively to loud noises by running, crying or holding his ears. At home, he occasionally likes to cause certain sounds to happen repeatedly.

In the area of Touch Processing, Tommy frequently becomes distressed by having his fingernails cut. He is always particular about food textures.

In the Planning and Ideas realm, his mother reports that he occasionally tends to play the same activities over and over rather than shift to a new activity when given a chance. Overall, his sensory profile at home scores as a typically developing 3-year-old.

At school, Tommy shows sensory responses that are atypical when compared to same-aged peers. He reportedly always looks around the room or at peers when the teacher is speaking. He enjoys watching objects spin or looking at moving objects out of the corner of his eye more than most children his age. He frequently stares intensely at people or objects.

In the area of Hearing, Tommy always shows distress at school when others sing or use musical instruments (Warner). Ms. Hall reports only occasional distress. He frequently makes repeated noises at school, humming, singing or yelling during quiet class time. He frequently has difficulty paying attention in a loud, active environment.

Ms. Hall reports many issues with touch, such as distress with messy art materials or dirty hands. Ms. Warner also notices this. Ms. Hall also reports distress at accidental touch by peers. Both teachers report that Tommy tastes or licks non-food items at school. He does not like to try new foods.

Ms. Hall notices more sensory seeking behavior such as intentional crashing or slamming things with excessive force.

Both teachers note that Tommy likes to twirl or spin excessively. Ms. Hall reports that he often leans or slumps when others are sitting upright or standing.

In the Planning and Ideas realm, Tommy always gets "stuck" on one activity to the exclusion of others at school. He especially enjoys writing letters or findings letters. Ms. Warner reports that he frequently plays willingly with peers in a variety of structured games and activities. He has difficulty participating

appropriately in circle time (whole group instruction). He never interacts with peers during pretend play.

Based on the observations of Tommy's teachers, Tommy would benefit from adaptations to his school environment to address sensory processing differences. Follow through with these strategies at home would be beneficial as well.

A detailed list of recommendations from the OTR will be provided and explained at the IEP.