Student Strengths
Tony is friendly, enjoys recess, matchbox cars and playing kickball and videogames. He excels in science and enjoys participating in hands-on activities.

Parent/Guardian Concerns
Tony's mother, Ms. Kim Jones is concerned about Tony's behavior challenges at home. His previous school suggested he repeat the first grade but Ms. Jones disagreed. Tony does not respond to her disciple and is unruly at times. Due to the fact Ms. Jones works in the evenings/night, she can not spend as much time with him as she'd like and Tony acts out because of it.

Current Evaluations (include state and district assessment)

PLAAFP

Area of Need: Social/Emotional
Subarea of Need: Self Regulation
Goal? Yes

Data Sources, Description of Need AND Starting Point for Instruction:
Based on parent, teacher and student interviews, Tony is friendly, excels in science and enjoys recess, matchbox cars and playing games. Interviews and observations noted challenges in demonstrating expected behaviors in unstructured settings (such as recess), inappropriate social interactions, off-task behaviors, disruptive behaviors (ie. yelling, arguing, etc.), destruction of school supplies and refusal to comply with teacher requests. Tony's parent, Kim, and teacher, Cindy Hirsh, completed a *Behavioral Disorders Identification Scale (BDIS)*. Both scales determined Tony's percentile score of 2 which can be interpreted as 98% of students in the normative sample ranked the same or higher than Tony. Four of the five subscales on the BDIS Home and School Versions resulted in standard scores that are in the clinically significant range.

From the parent and teacher's rating scales, Tony demonstrates clinically significant challenges in Learning/Self-Control, Interpersonal/Social, Inappropriate Behavior, Unhappiness/Depression (per parent) and Physical Symptoms/Fears (per teacher). More specifically, the areas occurring frequently are:

Learning/Self Control Subscale
- Making statements that are disconnected, unrelated, bizarre and unintelligible (Parent)
- Reacts physically in respond to excitement, disappointment, surprise, happiness, fear, etc. (Parent)
- Difficulty understanding abstract concepts (Parent)
- Moves about unnecessarily (Parent and Teacher)
- Does not perform or complete classroom assignments during class time (Teacher)
- Fails to perform assignments independently (Teacher)
- Does not remain on task (Teacher)

Interpersonal/Social Subscale:
- Behaves more appropriately when alone or with one peer (Parent and Teacher)
- Gets angry when told he is wrong, told to do something in a different way (Parent and Teacher)
- Behaves inappropriately (Parent)
- Will not eat at mealtime (Parent)
- Engages in inappropriate behavior at mealtime (Parent)

- Easily frustrated (Parent and Teacher)
- Easily angered, annoyed, upset (Teacher)
- Bothers other students who are trying to work (Teacher)
- Does not share possessions or materials (Teacher)
- Does not allow others to take turns, participate in activities or games (Teacher)

Inappropriate Behaviors:
- Engages in secually-related behaviors (Parent)
- Steals or forcible takes things from others (Parent)
- Makes unnecessary physical contact with others (Teacher)
- Impulsive (Teacher)
- Unpredictable behavior (Teacher)
- Fails to comply with teachers or other school personnel (Teacher)
- Ignores consequences for his behavior (Teacher)
- Needs immediate reward/reinforcement in order to demonstrate appropriate behavior (Teacher)
- Responds inappropriately to redirection in academic and social situations (Teacher)

Unhappiness/Depression Subscale:
- Is unpredictable in behavior (Parent)
- Does not accept change in established routines (Parent)

Physical Symptoms/Fears Subscale:
- Indicates concern regarding problems in home/fails to deal with classroom requirements because of out-of-school situations (Teacher)
- Throws temper tantrums (Teacher)

Adverse Impact:
Tony's challenges in demonstrating self-regulation severely impacts his success in the general education setting. Tony needs to demonstrate expected behaviors in the classroom in order to progress both academically and socially so that he can contribute positively in the classroom. If Tony can flourish in his educational environment, he will have the opportunity to be successful in his personal life as an adult.

Area of Need: Academics
Subarea of Need: Reading, Math, Writing
Goal? Yes

Data Sources, Description of Need AND Starting Point for Instruction:
Tony completed the WISC-III with the school psychologist. His IQ score is 103 which falls in the average range (90-110). This indicates that Tony does not have a cognitive impairment. Tony also completed achievement scores on the WISC-III. His reading and writing scores are almost two standard deviations (15 points) below his ability (IQ- 103). His reading achievement score is 76 and writing is 78. Tony's comprehension was higher than other parts of the reading assessment. He demonstrated the ability to comprehend text higher than he could read words independently. Tony's math achievement score was one standard deviation below his ability. His math achievement score is 85.

Tony completed STAR assessments in second grade. His grade level equivalencies are as follows: Reading- 1.2, Comprehension- 1.4, Writing- 1.1, Math- 1.7, Math Computation- 1.6, Math Problem Solving- 1.6. Tony also completed assessments on DAB-3. His grade level equivalencies are as follows: Word Recognition- 1.0,

Reading Comprehension- 1.3, Capitalization- 1.1, Punctuation- 1.1, Spelling- 1.0, Writing- Contextual Language- 1.0, Writing: Story Construction- 1.2, Mathematics Reasoning- 1.8, Math Calculation- 1.7.

Tony completed CTBS assessments in second grade. His skills in addition with 1 digit numbers, recognition of currency to $1 and cent value of currency to $1 at instructional level (50%-89%). Skills in subtraction with 1-3 digits, Telling time to hour and half hour, multiplication, division and recognition of fractional parts is at the frustration level (0-49%).

Tony received Tier 2 interventions for reading. Progress monitoring reports showed that Tony did not respond to intervention and remained below grade level after two rounds (14 weeks each).

Adverse Impact:
Tony's difficulties in reading, writing and math severely impact his ability to progress and maintain academic skills at grade level.

GOALS

Self-Regulation: Nicole
By _____, Tony will receive ___ points per day with 1 or less prompts

Grammar (Writing): Nicole
By _____, Tony will use correct capitalization, punctuation and spelling when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.

Objectives/Benchmarks	Criteria	Evaluations	Schedule
1 By ____, Tony will use correct capitalization when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	90% accuracy	Documented writing samples	Monthly
2 By ____, Tony will use correct punctuation when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	90% accuracy	Documented writing samples	Monthly
3 By ___, Tony will use correct spelling when writing complete sentences with 90% accuracy as measured by monthly documented writing samples.	90% accuracy	Documented writing samples	Monthly

Word Recognition (Reading): Ajenna

Objectives/Benchmarks	Criteria	Evaluations	Schedule
1 By October 2021, Tony will read 40 Dolch sight words with or without choices and 100% accuracy as measured by monthly Dolch sight word assessments.	40 Dolch sight words With or without choices	Dolch sight word assessments	Monthly
2 By January 2021, Tony will read 50 Dolch sight words with or without choices and 100% accuracy as measured by monthly Dolch sight word assessments.	50 Dolch sight words With or without choices	Dolch sight word assessments	Monthly
3 By June 2022, Tony will read 60 Dolch sight words with or without choice and 100% accuracy as measured by monthly Dolch sight word assessments.	60 Dolch sight words With or without choices	Dolch sight word assessments	Monthly

Calculation (Math): James

By _____, Tony will subtract one to three digit numbers, tell time, and multiply and divide two digit numbers with 90% accuracy as measured by monthly CBM probes.

Objectives/Benchmarks	Criteria	Evaluations	Schedule
1 By ____, Tony will subtract 1-3 digit numbers using regrouping strategies with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments and ULS math assessments	Monthly
2 By ____, Tony will tell time with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments	Monthly
3 By ____, Tony will multiply and divide two digit numbers with 90% accuracy as measured by monthly CBM probes.	90% accuracy	Teacher created assessments and ULS math assessments	Monthly

- Programs and services minutes range?
- Related services- Rule number?
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