



**Child, Family, and  
School Psychology Program**

**CFSP 4351 CFSP Clinic**

**Course Packet**

**2011-2012**

Rev. 9/10/11

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## **Clinic Forms**

### **Counseling and Educational Services Clinic Brochure**

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic  
1999 East Evans, Denver, CO 80208  
303.871.2528

#### **Counseling and Educational Services Clinic**

The clinic provides a community service for adults, adolescents, children, couples, and families with career, personal, family, educational, and other life concerns. The clinic offers assessment, counseling, consultation, support and therapy groups, and referrals to other community services when appropriate.

#### **Appointments**

To learn more about the clinic or to schedule an appointment, please phone: 303.871.2528. Strict confidentiality is maintained.

#### **Supervising Faculty**

- Barbara Vollmer, Ph.D., Clinic Co-Director
- Shayna Brody Whitehouse, Ph.D., Educational Services Clinic Co-Director
- Marcia Middel, Ph.D., Clinic Coordinator
- Richard Martinez, M.D., Psychiatric Consultant
- Pat Sherry, Ph.D., Psychological Assessment Consultant
- Gloria Miller, Ph.D., Educational Services Consultant
- Marina Papirova, Ph.D., Clinic Supervisor

#### **Staff**

The clinic is a training and research facility for the Counseling Psychology and the Child, Family, and School Psychology programs. Counselors are doctoral, educational specialist, and master's students who are supervised by doctoral-level psychologists.

#### **Counseling Services**

- |                                  |                         |                           |
|----------------------------------|-------------------------|---------------------------|
| ·Relationship Issues             | ·Stress Management      | ·Life Changes             |
| ·Trust                           | ·Anxiety and Panic      | ·Career Decisions/Changes |
| ·Spirituality                    | ·Depression             | ·Family Changes           |
| ·Parenting Strategies and Skills | ·Drug and Alcohol Use   | ·Friendship and Support   |
| ·Communication                   | ·Eating Problems        | ·Grief and Loss           |
| ·Conflict Management             | ·Problem Gambling       | ·Work Issues              |
| ·Assertiveness/Anger             | ·Recovery from Trauma   |                           |
|                                  | ·Self-Confidence/Esteem |                           |

**Educational Services** Behavior problems that interfere with academic performance

- Attention deficit screening
- Developmental disabilities
- Giftedness
- Learning disabilities
  - Math deficits
  - Reading deficits
  - Study strategies
  - Under-achievement
- Parent/student advocacy skills
- Parent/family advocacy

NOTE: Educational assessments will be communicated to client through verbal and written means. The Educational Services Clinic cannot guarantee placement or modification/accommodation decisions from other agencies.

**Location**

Ruffatto Hall  
1999 East Evans  
Denver, CO 80208  
Phone: 303.871.2528

**Hours**

Monday – Thursday 5:00 p.m. - 8:30 p.m.

PLEASE NOTE: Educational services appointments are arranged individually.

**Fees**

Fees for services are based on a sliding scale and are adjusted to take into account one's ability to pay.

**Directions:**

From University Blvd.  
Turn West on Evans, travel to High Street, at corner. Come in entrance on corner of Evans and High, Proceed to first door on right after sitting area.

## **Introduction Letter**

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Thank you for your recent inquiry about services provided by the Counseling and Educational Services Clinic at the University of Denver Morgridge College of Education. The Educational Services Clinic works with the Denver metro community to provide affordable assessments and recommendations for children, adolescents, and adults who may be experiencing difficulties with learning and/or school related behavior problems. The Clinic serves as a training and service program for graduate students in School Psychology. All of our students are supervised by a doctoral level, licensed school psychologist.

Educational services offered at the clinic include individually administered intelligence testing, academic/educational assessment, and learning disabilities assessment and consultation. In addition, assessment and consultation is provided for students who may be academically or intellectually gifted. Screening is also offered for Attention Deficit Disorder, behavioral issues and/or emotional concerns that may be causing school, home, or social difficulties. Assessments can include school observation and consultation. A comprehensive, written report including assessment results and recommendations is provided, in addition to an assessment feedback session.

This packet includes information about the Counseling and Educational Services Clinic including a breakdown of fees. If you wish to schedule an appointment for assessment, please leave a message at 303-871-2528 stating that you would like to schedule an educational assessment. You will be contacted to make arrangements and to schedule an appointment. Appointments for assessments are limited, and tend to fill quickly, so please contact us for an appointment as soon as possible if you are interested. Thank you for your interest in the Counseling and Educational Services Clinic.

Very truly yours,

Shayna Brody Whitehouse, Ph.D.,  
School Psychologist  
Educational Services Clinic Co-Director

## Welcome Letter

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Date

Dear

We appreciate your interest in the Counseling and Educational Services Clinic at the University of Denver Morgridge College of Education. The Clinic provides residents in the Denver metro area with affordable assessment and testing services for children, adolescents, and adults who may be experiencing difficulties with learning and/or school related behavior problems. The Clinic serves as a training and service program for graduate students in School Psychology. Students are closely supervised by a doctoral level, licensed school psychologist. Strict confidentiality is maintained.

Educational services offered include individually administered intelligence testing, academic/educational assessment, and learning disabilities assessment and consultation. In addition, assessment and consultation is provided for students who may be academically gifted. Screening is also offered for Attention Deficit Disorder, behavioral issues and/or emotional concerns which may be causing school, home, or social difficulties. A comprehensive, written report which includes assessment results and recommendations is provided following the assessment feedback session.

Your clinic appointments are scheduled for \_\_\_\_\_, and your assessment will be done by \_\_\_\_\_. Please report to the main Clinic reception area in the first floor of the Ruffatto Hall Building, located at 1999 East Evans Avenue. You will be greeted by the assessment team. If you need to reschedule, please leave a message at 303-871-4414 giving at least 24 hours notice.

Prior to your initial appointment, please complete the enclosed Questionnaire, Authorization to Release/Request Information form and complete and sign the enclosed Financial Agreement Form. If you have questions regarding fee arrangements, please leave a message at 303-871-2528, and we will return your call as soon we are able. It is also helpful if you bring copies of any school records, previous testing, writing samples, report cards, and/or achievement tests to your appointment for us to review. We look forward to working with you.

Sincerely,

Shayna Brody Whitehouse, Ph.D.,  
School Psychologist  
Educational Services Clinic Co-Director

## Financial Agreement for Assessment Form

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Evaluation Fees: The total fee for each test/battery includes a verbal feedback session and a written report.

Learning Disabilities Comprehensive Battery: This includes a personalized selection of assessments including an individual intelligence test, an academic achievement battery, testing in specific academic areas as indicated, socio-emotional testing as needed, ADD screening as needed, and school visit (when appropriate).

		<u>Cost</u>
Comprehensive Battery	Total fee not to exceed	\$600.00
Individual Intelligence Test	Total fee not to exceed	\$250.00
Academic Achievement Battery	Total fee not to exceed	\$250.00
Other Testing:		
Attention Deficit Disorder Screening	Total fee not to exceed	\$150.00
Vocational Career Battery	Total fee not to exceed	\$100.00
Deposit	Applied to total fee	\$50.00

Sliding scale fee payment is available for clients with demonstrated financial need. Please contact the Educational Services Coordinator for sliding scale requests.

I have read and understand the above fee schedule. I agree with the circled assessments and the associated fees.

I understand that I am responsible for a total fee of \$ \_\_\_\_\_ and this will be paid in full prior to the final feedback session and the release of the written report.

\_\_\_\_\_  
Client/Parent/Guardian                      Date

\_\_\_\_\_  
G.A. Supervisor    Date

\_\_\_\_\_  
Client/Parent/Guardian                      Date

\_\_\_\_\_  
Educational Services Co-Director                      Date



# **Disclosure and Information Form**

## **University of Denver Morgridge College of Education Counseling and Educational Services Clinic**

Welcome to the Counseling and Educational Services Clinic (CES). The following information is provided to acquaint you with the Clinic and your rights as a consumer. Please feel free to discuss any of the items with your counselor.

### **Services**

The Clinic provides a community service for adults, adolescents, children, couples and families with personal, career, family, educational and other life concerns. The Clinic provides assessment, short-term counseling, consultation, support and therapy groups, testing and referrals to other community services when appropriate. The Counseling and Educational Services Clinic also serves a training and research function. Staff counselors are doctoral and master's graduate students in the Counseling Psychology and School Psychology programs in the Morgridge College of Education at the University of Denver. They are under the direct supervision of faculty/staff who are doctoral level psychologists. Further information regarding CES counselors and supervisors is available to you upon request.

### **Confidentiality**

All information discussed or written within the counseling process is confidential within the Clinic. Consultation will occur to coordinate care when appropriate. Release of any information to persons other than the CES staff may occur under the following conditions:

- Written consent by you.
- By order of the court.
- Suspected child abuse or neglect.
- Situations where you appear to be a danger to yourself or others.

These are requirements of the law and are designed for the protection of yourself and others. An individual's confidentiality is also maintained whenever Clinic data is collected for research or accountability purposes.

### **Office Hours**

Regular office hours are Monday through Thursday, 5:00 p.m. to 8:30 p.m. The office is not open on holidays or when the University is closed. The office telephone number is 303.871.2528. If you are calling when the office is closed or a secretary is not available, you may leave a message by voice mail. Educational assessments are scheduled on Friday mornings and Friday afternoons.

### **Appointments**

In your first meeting with a counselor, the counselor's task is to help you describe your concerns and what you would like to occur as a result of counseling. At anytime, you are entitled to ask any questions you have about counseling methods, techniques used and the estimated duration of counseling. After your initial meeting, you will be assigned to a counselor who can best assist you. If long term or specialized treatment is required, you may be referred to other appropriate agencies. You also may seek a second opinion or terminate counseling at any time.

### **Fees**

Fees at the Counseling and Educational Services Clinic are based on a sliding scale according to personal or family income. The staff will discuss this with you at your first meeting. Should you be unable to keep your scheduled appointment, please contact the Clinic 24 hours in advance to avoid being charged for the session.

### **Emergency Procedures**

The Counseling and Educational Services Clinic cannot provide a 24-hour crisis line or inpatient hospitalization services. If you would like these services, we encourage you to contact your local community mental health center for a referral.

In the event of an emergency that is a life-threatening situation, call 911. For other emergencies, contact your local mental health center or emergency room, or call the COMITIS Helpline at 303.343.9890.

**Observation and Audio/Video Recording**

As part of the training program, counseling sessions are audio taped, videotaped, directly observed, or viewed via closed circuit television. The purpose of these recordings is to provide graduate students with instruction, supervision, and feedback on the counseling/assessment process and to provide you with the most effective service possible.

**Services for Children and Youth**

It is our responsibility to ensure that children and their families are treated with respect and that rights to confidentiality are respected. Acknowledging the joint responsibility we have with parents or legal guardians to advocate for the best interests of the child or youth, we may at times choose to protect the confidentiality of the child or youth. We will counsel children and youth only with the consent of parents or legal guardians. Youths 15 or older have the right to seek treatment without parental or guardian consent.

We will release information only with the consent of the parents or legal guardian. We may also discuss such release with the child. It is our responsibility to inform both child and parents or legal guardians about services and progress of treatment.

**Legal Issues**

Because the Clinic is part of a graduate training program, matters such as court testimony, evaluations and child custody are beyond the scope of our mission. Our counselors are students and are not qualified to serve as expert witnesses. We cannot offer counseling services to anyone seeking counseling as a result of or anticipation of any legal or court related issues.

**Regulation of Psychotherapy**

If at any time you are unhappy with the services you are receiving, please discuss the matter with your counselor. If this is not appropriate to do so, you may direct your concerns to the Clinic director. In a professional relationship, sexual intimacy is never appropriate and should be reported to the grievance board.

The practice of both licensed and unlicensed persons in the field of psychotherapy is regulated by the Colorado State Department of Regulatory Agencies. Any questions, concerns, or complaints regarding the practice of mental health may be directed to:

State Grievance Board  
1560 Broadway, Suite 1340  
Denver, CO 80202 (303) 894-7766

You are encouraged to be an active partner in the counseling process and to discuss any reservations you may have about the above statement with your counselor.

I have read and understand the preceding information regarding my rights as a client. I consent to receiving counseling services at the Counseling and Educational Services Clinic and will abide by the above policies. I have been given a copy for my personal files.

\_\_\_\_\_  
Client Signature (parent/Guardian for minor)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinic Staff/Witness Signature

\_\_\_\_\_  
Date

## Clinic Services Evaluation Form

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Dear Parent or Guardian,

During the past quarter, your child was evaluated at the University of Denver Counseling and Educational Services Clinic. In order to help us improve our services, we would appreciate it if you would complete this evaluation form and return it in the self-addressed envelope.

Please rate each of the items by circling your response.

1 = Strongly Disagree    3 = Somewhat Agree    5 = Strongly Agree

- |   |   |   |   |     |    |
|---|---|---|---|-----|----|
| 1. The cost of the assessment was reasonable.                                   | 1 | 2 | 3 | 4   | 5  |
| 2. The Clinic is run professionally.  | 1 | 2 | 3 | 4   | 5  |
| 3. My interactions with the staff in the Clinic were positive.                  | 1 | 2 | 3 | 4   | 5  |
| 4. My child's interactions with the staff in the Clinic were positive.          | 1 | 2 | 3 | 4   | 5  |
| 5. The results of the assessment were explained in a way that made sense to me. | 1 | 2 | 3 | 4   | 5  |
| 6. The recommendations were helpful.  | 1 | 2 | 3 | 4   | 5  |
| 7. This assessment was done to help with learning problems.                     |   |   |   | Yes | No |
| 8. This assessment was done to help with gifted and talented programming        |   |   |   | Yes | No |
| 9. I would recommend the Clinic to others.                                      |   |   |   | Yes | No |

Please feel free to use the back to write any comments you have about our Clinic. We welcome all suggestions. Also, feel free to contact me at 303.871.2528 if you would like to discuss your clinic experience personally, or if you have any questions or concerns about your experience. Thank you for your time in completing this form.

Sincerely,

Shayna Brody Whitehouse, Ph.D.,  
School Psychologist  
Educational Services Clinic Co-Director

## Psychoeducational Report Outline

University of Denver Morgridge College of Education  
Child, Family, and School Psychology Clinic

CONFIDENTIAL

Client Name: Age:  
Testing Dates: Date of Birth:  
Examiner: Report Date:

Clinic Graduate Supervisor:  
Supervisor: Shayna Brody Whitehouse, Ph.D.

Reason for Referral:  
State the main reasons for testing and what the referral source wishes to obtain from testing. Ensure that you define any terminology or words used by the referral source.

Procedures Administered: Date Administered:  
Developmental History Form  
School Observation  
Personal Interview  
Wechsler Intelligence Scale for Children, 4<sup>th</sup> Edition (WISC-IV)  
Woodcock-Johnson Test of Achievement, 3<sup>rd</sup> Edition (WJ-Ach-III)  
Behavior Assessment System for Children, 2<sup>nd</sup> edition (BASC-2)  
Others

Background Information:  
Discuss the information you obtained from the history forms and interviews that is relevant to the referral question. Some discussion of pregnancy and delivery, early development, developmental milestones, school experiences, socialization and strengths of child should always be included at a minimum.

School Observation:  
Summarize the time spent observing the child. Try to avoid interpretations at this point.

Behavioral Observations:  
Summarize behavior observed during testing and whether you believe that the results of the testing can be considered to be valid.

Assessment Results:

Cognitive Ability (*Wechsler Intelligence Test for Children, 4<sup>th</sup> edition (WISC-IV)*)

Norm paragraph

Composites	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)				
Perceptual Reasoning (PRI)				
Working Memory (WMI)				
Processing Speed (PSI)				
Full Scale (FSIQ)				

Verbal Comprehension Subtest Scores

Subtests	Scaled Score	Percentile Rank
Similarities		
Vocabulary		
Comprehension (Information)		
(Word Reasoning)		

Perceptual Reasoning Subtest Scores

Subtests	Scaled Score	Percentile Rank
Block Design		
Picture Concepts		
Matrix Reasoning (Picture Completion)		

Working Memory Subtest Scores

Subtests	Scaled Score	Percentile Rank
Digit Span		
Letter-Number Sequencing (Arithmetic)		

Processing Speed Subtest Scores

Subtests	Scaled Score	Percentile Rank
Coding		
Symbol Search (Cancellation)		

Scores in parentheses do not contribute to composite scores

Discuss scores beginning with FSIQ and then composites, as you have been taught in assessment. Remember to discuss whether each score is considered unitary (based on the amount of scatter) and employ a shared abilities level or subtest level interpretation when the composite scores are not good indicators of ability.

*Achievement (Woodcock-Johnson Test of Achievement, 3<sup>rd</sup> Edition)*

Cluster	Standard Score	Percentile Rank	95% Confidence Interval	Descriptive Category
Oral Language				
Broad Reading				
Broad Math				
Reading Comprehension				
Math Calculation Skills				
Academic Skills				
Academic Knowledge				

Cluster	Standard Score	Percentile Rank	95% Confidence Interval	Descriptive Category
Letter-Word Identification				
Reading Fluency				
Story Recall				
Understanding Directions				
Calculation				
Math Fluency				
Spelling				
Passage Comprehension				
Applied Problems				
Reading Vocabulary				
Academic Knowledge				

Reading

Discuss scores beginning with most broad scores and going to subtest level as needed, as you have been taught in assessment.

Math

Oral Language

Academic Knowledge

Other academic measures

Discuss any additional academic measures that may have been given, including any informal measures and discuss consistencies or inconsistencies with the above testing results.

Socio Emotional Functioning

*Behavioral Assessment System for Children-2nd Edition (BASC-2)*

Norm paragraph

Parent Rating Scales (PRS)

	T score (T)	90% Confidence Interval	Classification
Composite Scores			
Subtest Scores			

Discuss each clinically significant score, as well as any scores that are at risk that you believe to be relevant to the case. Discuss each critical item endorsed. Follow same process for teacher and self ratings.

Teacher Rating Scales (TRS)

Self Report of Personality (SRP)

Other socio-emotional measures

Discuss how each measure ties in with the BASC and with the behavioral observations and referral question.

Summary:

Summarize findings from all measures and answer referral questions. Integrate data as much as possible and draw conclusions that are based on the data.

Recommendations:

Academic

Reading

Writing/Spelling

Mathematics

Learning Approach

Social/Emotional

Thank you for the opportunity to work with \_\_\_\_\_. If you have any questions, please feel free to call the clinic at 303.871.4414.

\_\_\_\_\_  
Examiner

\_\_\_\_\_  
Clinic Supervisor

\_\_\_\_\_  
Shayna Brody Whitehouse, Ph.D.,  
Licensed School Psychologist, Co-Director  
Child, Family and School Psychology Clinic



## CFSP CASE STUDY GRADING RUBRIC

CFSP Student \_\_\_\_\_ Referral Student Initials \_\_\_\_\_  
 Date of Report: \_\_\_\_\_

### Section 1: Identification

NASP Domain	Highly Effective (3 pts)	Effective (2 pts)	Undeveloped (0-1pt )	Fall Points	Winter Points	Spring Points	Final Report
<b>Referral</b>							
2.1 2.2	The identified student and referral agents are fully described.	The identified student and referral agents are partially described.	The identified student and referral agents are not well described.				
	A full explanation is provided to explain why the referral is being made now.	Some information is provided about why the referral is being made now.	It is not clear why referral is being made now.				
	The desired behavior also is compared to appropriate grade/ local or national norms.	The referral behavior is operationally defined.	The referral behavior is too broadly identified.				
	The referral is collaboratively defined with current and prior school professionals, the student, and family.	The referral problem is collaboratively defined with school professionals.	The problem is not collaboratively defined.				
<b>Background</b>							
2.1	Background factors also focus on strengths as well as needs.	Background factors are clearly related to referral.	Background factors are stated negatively or do not clearly relate to referral.				
	All SLD exclusionary	Most SLD exclusionary	SLD exclusionary				

	factors are clearly considered.	factors are considered.	factors are minimally considered.				
	A comprehensive review is presented of instruction, curriculum, environment, learner factors (ICEL).	A partial contextual review is presented.	A minimal contextual review is presented.				
	Several sources are employed to review the child's background.	Two sources are employed to review the child's background.	One source is employed to review the child's background (e.g., record review only).				
<b>Baseline</b>							
	Sufficient data is collected to establish a stable baseline with a computed trend line.	A baseline for the student behavior is established.	A baseline for the student behavior is not established.				
2.1	The discrepancy between current and desired level of performance is presented and fully explained.	The discrepancy between current and desired levels of performance is presented but not fully explained.	The discrepancy between current and desired levels of performance is not mentioned.				
	A gap analysis is accurately conducted and reported for each priority referral concern.	A gap analysis is accurately conducted and reported for a primary referral concern.	A gap analysis is inaccurately conducted or is not reported.				
	The baseline Figure also includes a minimum of 3 data points and a trend line.	A well labeled baseline Figure is included.	No baseline data is displayed or the baseline Figure is flawed or incomplete.				

**General Comments on Section 1: Identification:**

CFSP Student \_\_\_\_\_ Referral Student Initials \_\_\_\_\_  
 Date of Report: \_\_\_\_\_

### Section 2: Analysis

NASP Domain	Highly Effective (3 pts)	Effective (2 pts)	Undeveloped (0-1pt )	Fall Points	Winter Points	Spring Points	Final Report
<b>Hypotheses</b>							
2.2 2.4 2.5 2.8	Hypotheses also consider instructional, curriculum, and environmental conditions impacting the referral.	Measureable hypotheses are posed that consider the function of the referral behavior as well as learner skills, performance, and motivation.	Hypotheses are too broad, are unmeasureable or do not functionally relate to the referral.				
	Multiple, appropriate data sources are used to confirm or disconfirm all hypotheses.	Appropriate data sources are used to confirm or disconfirm most hypotheses.	Inappropriate data sources are used to confirm or reject the hypotheses.				
	All hypotheses reflect sensitivity to cultural differences.	Most hypotheses reflect sensitivity to cultural differences.	Hypotheses do not reflect sensitivity to cultural differences.				
<b>Goals</b>							
2.2 2.4 2.5 2.8	All goals are clearly stated, tied to accepted hypotheses, and are measurable.	Most goals are clearly stated, tied to accepted hypotheses, and are measurable.	Goals are not tied to accepted hypotheses or are not measureable.				
	Both short-term and long-term performance goals and objectives are specified for each measure.	The measures used to assess progress towards each goal are identified.	It is unclear how progress towards each goal will be measured overtime.				

**General Comments on Section 2: Analysis:**

CFSP Student \_\_\_\_\_ Referral Student Initials \_\_\_\_\_  
 Date of Report: \_\_\_\_\_

### Section 3: Intervention

NASP Domain	Highly Effective (3 pts)	Effective (2 pts)	Undeveloped (0-1pt )	Fall Points	Winter Points	Spring Points	Final Report
<b>Selection and Description</b>							
2.1 2.3	A rational also is given for each intervention component.	Intervention selection is based on accepted hypotheses and goals.	Intervention selection is not based hypotheses or goals.				
2.1	The intervention is highly supported theoretically and empirically.	The intervention is supported by theoretical and evidence-based literature.	Research evidence is not provided to support the intervention.				
2.2	Acceptability of the intervention is verified.	The intervention is developed collaboratively.	The intervention is not developed collaboratively.				
2.5 2.6 2.8 2.9	The intervention also reflects sensitivity to existing resources, routines, and practices.	The intervention reflects sensitivity to individual differences.	The intervention does not reflect sensitivity to individual differences.				
<b>Delivery</b>							
2.8	The logistics across sessions is specified including a description of any modifications that were made.	The logistics of each session is specified, setting, time, personnel, procedures, and steps of the intervention.	The logistics of the intervention is not clearly specified.				

	The grade level of materials employed is specified.	Examples are provided of materials employed as part of the intervention.	No examples of intervention materials are provided.				
<b>Fidelity</b>							
2.3	Fidelity is monitored with multiple data sources.	Fidelity is monitored to ensure intervention is implemented as designed.	Treatment fidelity is not monitored.				

**General Comments on Section 3: Intervention:**

CFSP Student \_\_\_\_\_  
 Date of Report: \_\_\_\_\_

Referral Student Initials \_\_\_\_\_

### Section 4: Evaluation

NASP Domain	Highly Effective (3 pts)	Effective (2 pts)	Undeveloped (0-1pt )	Fall Points	Winter Points	Spring Points	Final Report
<b>Summary of Results</b>							
	In addition, changes that occurred during the intervention are discussed.	The timeframe for the intervention is specified.	The timeframe for the intervention is not specified.				
	Fidelity outcomes also are evaluated.	Fidelity outcomes are described.	Fidelity outcomes are not described.				
2.1 2.9	Results also are evaluated in light of a calculated effect size or in terms of a more sophisticated single case study design.	Overall results are clearly presented for each goal in terms of intervention effectiveness and overall levels of fidelity.	Overall results are not clearly presented for each goal.				
2.9 2.11	The display or Figure also includes average, aim, trend, and/or goal lines.	A well-labeled display or Figure is included that displays baseline and intervention phases.	An inadequate display or Figure is included.				
<b>Conclusion</b>							
2.9 2.3	Conclusions are also qualified based on the above stated results, fidelity, and effect size.	A general conclusion statement is made regarding the overall success of the intervention.	A conclusion statement is not included.				

	Several unintended negative or positive consequences were noted.	One unintended negative or positive consequences was noted.	There was no mention of any unintended negative or positive consequences.				
<b>Future Recommendations</b>							
	Additional ideas are given for maintaining the intervention.	A clear recommendation is made about whether to continue the intervention.	It is not clear what is recommended about the intervention.				
2.1 2.3	These recommendations include ideas for how they can be effectively implemented into existing school, classroom, or home routines.	Some recommendations are given for how to transfer or generalize outcomes across settings, persons, materials, etc....	Few recommendations are given for how to transfer or generalize outcomes.				
2.1 2.3	These recommendations include ideas for how they can be effectively implemented into existing school, classroom, or home routines.	Some recommendations are given about other areas or types of interventions or accommodations.	Few recommendations are given about other areas or types of interventions or accommodations.				
	Recommendations are well-organized, fully explained and rationalized.	Recommendations are simply described and listed.	Recommendations are disorganized and not fully explained.				

	Many potential resources are provided.	Some potential resources are provided.	Few potential resources are provided.				
--	--	--	---------------------------------------	--	--	--	--

**General Comments on Section 4: Evaluation:**

CFSP Student \_\_\_\_\_ Referral Student Initials \_\_\_\_\_  
 Date of Report: \_\_\_\_\_

**Professional Characteristics**

<b>NASP Domain</b>	<b>Highly Effective (3 pts)</b>	<b>Effective (2 pts)</b>	<b>Undeveloped (0-1pt )</b>	<b>Fall Points</b>	<b>Winter Points</b>	<b>Spring Points</b>	<b>Final Report</b>
	Grammar and spelling errors are nonexistent.	Grammar and spelling errors are minimal.	Too many grammar and spelling errors are noted.				
	Punctuation and capitalization errors are nonexistent .	Punctuation and capitalization errors are minimal.	Too many punctuation and capitalization errors are noted.				
	A professional voice and style of writing is highly evident.	A professional voice and style of writing is mostly evident.	A professional voice and style of writing is not evident				
	The organization of ideas is highly logical and sequential.	The organization of ideas is mostly logical and sequential.	The organization of ideas is illogical and non-sequential.				
	Exceptional commitment to the case is demonstrated through extra meetings with student or adults at home or in school.	Commitment to the case is demonstrated through regular attendance and rapport with student.	Commitment to the case was questionable due to irregular attendance and less than adequate rapport with the student, teachers, or parents.				

**General Comments on Professional Characteristics:**

## Questionnaires

### Parent/Guardian Questionnaire – Basic Evaluation

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Please complete the following questionnaire to assist us in focusing on the questions and concerns you have about your child's learning and behavior. Bring the completed questionnaire, along with copies of your child's school records, report cards, group achievement test results, and any previous testing results, with you to the initial assessment session. If you have any questions about the items we are requesting, please contact Dr. Shayna Brody Whitehouse or Dr. Bobbi Vollmer at the Counseling and Educational Services Clinic at 303.871.2528.

#### General Information

Today's date \_\_\_\_\_ Your name \_\_\_\_\_

Home address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_ Home phone \_\_\_\_\_

#### Child Being Evaluated

Child is           o Male           o Female  
                      o Left-handed   o Right-handed

Child's name \_\_\_\_\_ Date of birth \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ School District \_\_\_\_\_

Home Language \_\_\_\_\_ School Language \_\_\_\_\_

#### Parent/Guardian Information

Name \_\_\_\_\_ Name \_\_\_\_\_

Relationship \_\_\_\_\_ Relationship \_\_\_\_\_

Occupation \_\_\_\_\_ Occupation \_\_\_\_\_

Health status \_\_\_\_\_ Health status \_\_\_\_\_

Work phone \_\_\_\_\_ Work phone \_\_\_\_\_

If parents are divorced, who has legal custody? \_\_\_\_\_

#### Siblings Living at Home

Name	Gender (M/F)	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____

Siblings NOT Living at Home		
Name	Gender (M/F)	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who referred you to this clinic for evaluation?

Why are you interested in having your child evaluated?

When did you first notice this problem or ability?

What have you been told about this problem or ability?

Has your child ever been individually evaluated before?     Yes     No

If yes, please attach the results of previous evaluation(s).

Has your child ever received extra help of any kind with school?     Yes     No

Is your child currently receiving extra help of any kind with school?     Yes     No

If yes, please indicate the kind of help your child is currently receiving (check all that apply):

- o Extra help in reading
- o Speech/language Therapy
- o Physical Education Class with Adaptations
- o Occupational Therapy
- o Special Education Resource Room
- o Special Education Classroom
- o Private Tutoring
- o Tutoring by Parent/Guardian
- o Individual Counseling
- o Group Counseling
- o Assistance for Behavior Disorder
- o Gifted/Talented Resources
- o Other \_\_\_\_\_

Developmental Information

Please discuss any important issues that may have come up during the child's development, describing what was done to address the child's needs:

Birth history (issues arising during the mother's pregnancy or the child's birth)

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Early developmental milestones (walking, talking, toilet training, etc.)

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Preschool years

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Elementary school

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Middle school

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High school

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Has your child ever had any major illnesses or injuries (what type and at what age)

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Other important health information about your child

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What things does your child do well?

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How does your child spend his or her time away from school?

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What does your child enjoy doing?

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#### Learning and Behavior

Please answer the following questions about your child by circling:

0 = Never or Rarely    1 = Sometimes    2 = Often or Always

- |  |   |   |   |
|--|---|---|---|
| 1. Does your child have difficulty with spelling?  | 0 | 1 | 2 |
| 2. Does your child have difficulty sounding out words?   | 0 | 1 | 2 |
| 3. Does your child read slowly?  | 0 | 1 | 2 |
| 4. Does your child read below her/his grade level?   | 0 | 1 | 2 |
| 5. Does your child have difficulty remembering names, lists, phone numbers, or instructions?           | 0 | 1 | 2 |
| 6. Does your child require extra help in school because of problems with reading and/or spelling?      | 0 | 1 | 2 |
| 7. Does your child's handwriting seem spatially disorganized?  | 0 | 1 | 2 |
| 8. Does your child's school papers look disorganized or messy?   | 0 | 1 | 2 |
| 9. When your child does arithmetic problems, does he/she have difficulty keeping the numbers lined up? | 0 | 1 | 2 |
| 10. Does your child make "careless errors" in math, such as adding when the sign says subtract?        | 0 | 1 | 2 |
| 11. Did your child have trouble learning to "carry" or "borrow" in addition and subtraction problems?  | 0 | 1 | 2 |
| 12. Is your child worse at math than he/she is in reading and spelling?                                | 0 | 1 | 2 |
| 13. Does your child have difficulty with such skills at cutting or                                     |   |   |   |

writing?	0	1	2
14. Does your child have more difficulty with puzzles than other children of the same age?	0	1	2
15. Does your child have more difficulty remembering things than other children of the same age?	0	1	2
16. Does your child seem to lose or misplace things more than other children of the same age?	0	1	2
17. Does your child often leave things unfinished, such as starting a game and then running off to do something else?	0	1	2
18. Does your child often get into trouble or get hurt because he/she rushes into doing things without thinking about what might happen (such as climbing on something dangerous or running into the street without looking)?	0	1	2
19. Does your child usually rush through school assignments without checking them?	0	1	2
20. Do you find that you often must tell your child to sit still or stop fidgeting?	0	1	2
21. When there are noises or people moving around the room, does your child have trouble focusing on what he/she has been told to do?	0	1	2
22. Does your child have difficulty making friends and getting along with other children of the same age?	0	1	2
23. Does your child isolate herself/himself in social situations?	0	1	2
24. Does your child seem sad or unhappy?	0	1	2
25. Does your child seem to have less energy than other children of the same age?	0	1	2
26. Does your child have any unusual habits or mannerisms?	0	1	2
27. Does your child seem to enjoy school?	0	1	2

Please share below any other comments or concerns that may be helpful to us to better understand your child.

Thank you for completing this questionnaire. Please remember to attach copies of test scores, previous test results or evaluation reports, individual education plans, report cards, and any other documents you feel would help us understand your child better.



# Parent/Guardian Questionnaire - Gifted Learner Evaluation

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Schools tend to focus on math and verbal abilities when considering intelligence. While these are valued abilities to be supported and enhanced, individuals may have other "gifts" to be recognized and developed. Since each child is a unique combination of traits and abilities, please take a few moments to help us learn about your child by responding to the following items. There are no "right" or "wrong" answers. This information provides a fuller understanding of your child's preferences and needs.

Date \_\_\_\_\_

Child's name \_\_\_\_\_ Date of birth \_\_\_\_\_

Child is           o Male                   o Female  
                          o Left-handed       o Right-handed

Grade \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

Home address \_\_\_\_\_  
\_\_\_\_\_

Home phone \_\_\_\_\_

## Parent/Guardian Information

Name \_\_\_\_\_ Name \_\_\_\_\_

Relationship \_\_\_\_\_ Relationship \_\_\_\_\_

Occupation \_\_\_\_\_ Occupation \_\_\_\_\_

Health status \_\_\_\_\_ Health status \_\_\_\_\_

Work phone \_\_\_\_\_ Work phone \_\_\_\_\_

If parents are divorced, who has legal custody? \_\_\_\_\_

## Siblings Information

Name	Gender (M/F)	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Why are you interested in having your child evaluated?

Has your child been involved in special lessons, training, or learning opportunities outside of school?

Has your child received any kind of extra help such as tutoring, counseling, occupational therapy, speech/language therapy, etc.?

Has your child had any significant illnesses or health concerns?

Please comment on early developmental milestones. When did your child begin walking? talking? toilet training?

*Please consider each of the following questions, and give specific examples whenever possible. Not all questions will be applicable to all children.*

Have you noticed any of the following with regard to your child : (give examples)?

Displays skills in easily putting together puzzles, blocks, and other things that require assembly?

Notices visual details in her/his environment or about people?

Shows an interest in numbers, counting, designs, and/or patterns?

Is aware of right/left orientation? Objects being positioned correctly?

Spontaneously makes up songs, whistles tunes, creates plays, poems, dances?

Recognizes and expresses her/his own feelings, values, and ideas?

Expresses concerns about the environment, love for animals and nature, being outdoors?

Behaves in a way that expresses sensitivity toward the needs and feelings of others?

Works cooperatively in a group and is seen as outgoing?

Wonders about the more abstract issues such as death, time, connections between principles and events?

Masters a new concept or skill with unusual speed and/or competence?

Becomes absorbed with an idea or subject and wants to acquire extensive knowledge about it?

Carries out complex instructions or several new concepts in a single session?

Recalls factual information quickly and accurately?

Offers unique and clever responses to questions?

Easily recalls auditory information?

Becomes impatient with routine tasks?

Is there anything that we haven't asked that is important for us to know about your child?

## Adult Learning Questionnaire

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

Please complete the following questionnaire to assist us in focusing on the questions and concerns you have about your learning and abilities.

Please return the questionnaire as soon as possible, along with copies of your school records, previous report cards, group achievement test results, previous individual testing results, and any previous special education records (include records prior to college, if possible). Please try to answer as many questions as possible. You may not recall all of the information requested, however, you may obtain additional information by talking with relatives. These records will be reviewed prior to your first appointment to better understand your concerns. If you should have any questions about the items requested, please contact Dr. Shayna Brody Whitehouse, or Dr. Bobbi Vollmer at the Counseling and Educational Services Clinic at 303.871.2528.

### General Information

Today's date \_\_\_\_\_

Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Male  Female  Left-handed  Right-handed

Age \_\_\_\_\_ School/College \_\_\_\_\_ Year in School \_\_\_\_\_

College GPA \_\_\_\_\_ Major \_\_\_\_\_

SAT (V) \_\_\_\_\_ (M) \_\_\_\_\_ ACT (Comp) \_\_\_\_\_

Other Colleges Attended:

\_\_\_\_\_ Dates \_\_\_\_\_

\_\_\_\_\_ Dates \_\_\_\_\_

Primary language spoken at home \_\_\_\_\_

Occupation (if applicable) \_\_\_\_\_

Name of spouse (if applicable) \_\_\_\_\_ Spouse's occupation \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work phone \_\_\_\_\_

Referred by \_\_\_\_\_

Reason for referral

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you previously been identified with a learning disability?  Yes  No

If yes, give date and type of disability identified:

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What kind of support services did you receive?

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Have you previously been identified with Attention Deficit Disorder (ADD)?  Yes  No

If yes, give date and any support services received:

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Have you ever taken medication for ADD?  Yes  No

Was the medication helpful?  Yes  No

Are you currently taking medications for ADD?  Yes  No

Parent or Guardian Information

Name \_\_\_\_\_

Name \_\_\_\_\_

Relationship \_\_\_\_\_

Relationship \_\_\_\_\_

Occupation \_\_\_\_\_

Occupation \_\_\_\_\_

Health Status \_\_\_\_\_

Health Status \_\_\_\_\_

History of learning problems  Yes  No

History of learning problems  Yes  No

Primary language \_\_\_\_\_

Primary language \_\_\_\_\_

Sibling Information

Please provide names and ages of siblings and indicate any history of learning problems:

Name

Learning Problem(s)

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Health Information

What is the condition of your general health?

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Are you currently taking any medication?  Yes  No

Have you in the past?  Yes  No

For what condition?

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Did you or do you currently use drugs recreationally?  Yes  No

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Have you or anyone in your family abused alcohol or drugs?  Yes  No

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Were there any unusual conditions associated with your birth (premature birth, extended hospital stay, etc.)?

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Were there any unusual health problems during your early childhood (accidents resulting in unconsciousness, prolonged high fever, other serious illness)?

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Any unusual developmental or emotional history (hyperactivity, attention problems, speech/language problems, vision or hearing problems, poor motor coordination, traumatic experiences, etc.)?

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Are you currently under any emotional stress/tension, which may be affecting your schoolwork?

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### School History

Briefly describe your progress, how many schools attended, and any problems or special programs noted through your school history:

Preschool years:

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Elementary years:

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Middle school:

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High school:

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College:

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Please check the areas that are causing you difficulty at the present time

#### Reading skills

- word attack
- reading rate
- reading recognition
- reading comprehension

#### Written language skills

- grammar
- syntax
- mechanics/punctuation
- organization
- written expression
- spelling

Other language skills

- word retrieval
- word usage
- expression
- rate of speech (fast/slow)
- comprehension of verbal information

Math skills

- computation
- word problems
- application
- basic math skills

Memory

- short term
- long term
- auditory
- visual

Test-taking/study skills

- test anxiety
- essay tests
- multiple choice tests
- note taking
- outlining
- selective reading
- ability to concentrate/focus

Please include any other statements or information that may help us to better understand your areas of concern and your needs. You may use the back of this form, if needed.

Thank you!

## Guided Interviews

### Guided Parent Interview Form A - Student with Learning Problems

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

I understand that you're here today because

I've glanced over the parent questionnaire that you brought in and I'd also like to get some more detailed information.

How was your health during pregnancy?

- Good
- Fair
- Poor
- DK

Was (s)he born on schedule?

- 8 mos. or earlier
- Term 8 - 10 mos.
- 10 mos.
- DK

What was the child's birth weight?

- 2 lb - 3 lb 15 oz
- 4 lb - 5 lb 15 oz
- 6 lb - 7 lb 15 oz
- 8 lb - 9 lb 15 oz
- 10 lb - 11 lb 15 oz
- DK

Were there any health complications following birth?

- Yes
- No

If yes, specify \_\_\_\_\_

\_\_\_\_\_

Were there early infancy feeding problems?

- Yes
- No

Was the child colicky?

- Yes
- No

Were there early infancy sleep pattern difficulties?

- Yes
- No

Were there problems with the infant's responsiveness (alertness)?

- Yes
- No

Did the child experience any health problems during infancy?

- Yes
- No

Did the child have any congenital problems?

- Yes
- No

Was the child an easy baby? By that I mean did (s)he cry a lot?

- Very easy

Did (s)he follow a schedule fairly well?

- Easy
- Average
- Difficult
- Very difficult

How did the baby behave with other people?

- More sociable than average
- Average sociability
- More unsociable than average

When (s)he wanted something, how insistent was (s)he?

- Very insistent
- Pretty insistent
- Average
- Not very insistent
- Not at all insistent

How would you rate the activity level of the child as an infant/ toddler?

- Very active
- Active
- Average
- Less active
- Not active

How would you describe her/his health?  
poor

- Very good    Good    Fair    Poor    Very

How is her/his hearing?

- Good    Fair    Poor

How is her/his vision?

- Good    Fair    Poor

How is her/his gross motor coordination?

- Good    Fair    Poor

How is her/his fine motor coordination?

- Good    Fair    Poor

How is her/his speech articulation?

- Good    Fair    Poor

Has she/he had any chronic health problems  
(e.g., asthma, diabetes, heart condition)?

- Yes    No    DK

If yes, please specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which of the following illnesses has the child had?

(0 = No; 1 = Yes)

- Mumps \_\_\_\_\_
- Chicken pox \_\_\_\_\_
- Measles \_\_\_\_\_
- Whooping cough \_\_\_\_\_
- Scarlet fever \_\_\_\_\_
- Pneumonia \_\_\_\_\_
- Encephalitis \_\_\_\_\_
- Otitis media \_\_\_\_\_
- Lead poisoning \_\_\_\_\_
- Seizures \_\_\_\_\_

Other diseases (specify) \_\_\_\_\_

Has the child had any accidents resulting in the following?

(0 = No; 1 = Yes)

- Broken bones \_\_\_\_\_
- Severe lacerations \_\_\_\_\_
- Head injury \_\_\_\_\_
- Severe bruises \_\_\_\_\_



Grades 1 through 3

Grades 4 through 6

Grades 7 through 12

Has the child ever been in any type of special educational program?

Learning disabilities class	Duration of placement _____ months
Behavioral/emotional disorders class	Duration of placement _____ months
Resource room	Duration of placement _____ months
Speech & language therapy	Duration of therapy _____ months
Other (please specify) _____	Duration _____

How does the child get along with her/his brothers/sisters?

Doesn't have any \_\_\_\_\_  
Better than average \_\_\_\_\_  
Average \_\_\_\_\_  
Worse than average \_\_\_\_\_

How easily does the child make friends?

Easier than average \_\_\_\_\_  
Average \_\_\_\_\_  
DK \_\_\_\_\_

On the average, how long does your child keep friendships?

Less than 6 months  
 6 months - 1 year  
 More than 1 year  
 DK

To what extent are you and your spouse consistent with disciplinary strategies?

Very consistent \_\_\_\_\_  
Mostly consistent \_\_\_\_\_  
Not at all consistent \_\_\_\_\_

Have any of the following stress events occurred within the past 12 months?

Parents divorced or separated \_\_\_\_\_  
Family accident or illness \_\_\_\_\_  
Death in family \_\_\_\_\_  
Parent changed job \_\_\_\_\_  
Changed schools \_\_\_\_\_  
Family moved \_\_\_\_\_  
Family financial problems \_\_\_\_\_  
Other (please specify) \_\_\_\_\_

Which of the following are considered to be a significant problems at the present time?  
(0 = No; 1 = Yes)

Stolen without confrontation \_\_\_\_\_  
Running away from home  
overnight at least twice \_\_\_\_\_

Lies often \_\_\_\_\_  
Deliberate fire-setting \_\_\_\_\_  
Often truant \_\_\_\_\_  
Breaking and entering \_\_\_\_\_  
Destroyed others' property \_\_\_\_\_  
Cruel to animals \_\_\_\_\_  
Forced someone else into  
sexual activity \_\_\_\_\_  
Used a weapon in a fight \_\_\_\_\_  
Often initiates physical fights \_\_\_\_\_  
Stolen with confrontation \_\_\_\_\_  
Physically cruel to others \_\_\_\_\_

When did these problems begin (specify age)? \_\_\_\_\_

Which of the following are considered to be a significant problem at the present time?  
(0 = No; 1 = Yes)

Unrealistic and persistent worry  
about possible harm to  
attachment figures \_\_\_\_\_  
Unrealistic and persistent worry  
that a calamitous event will  
separate the child from  
attachment figure \_\_\_\_\_  
Persistent school refusal \_\_\_\_\_  
Persistent refusal to sleep alone \_\_\_\_\_  
Persistent avoidance of being  
alone \_\_\_\_\_  
Repeated nightmares  
re: separation \_\_\_\_\_  
Somatic complaints \_\_\_\_\_  
Excessive distress in  
anticipation of separation  
from attachment figure \_\_\_\_\_  
Excessive distress when  
separated from home or  
attachment figures \_\_\_\_\_

When did these problems begin (specify age)? \_\_\_\_\_

Which of the following are considered to be a significant problem at the present time?  
(0 = No; 1 = Yes)

Unrealistic worry about  
future events \_\_\_\_\_  
Unrealistic concern about  
appropriateness of past  
behavior \_\_\_\_\_  
Unrealistic concern about  
competence \_\_\_\_\_  
Somatic complaints \_\_\_\_\_  
Marked self-consciousness \_\_\_\_\_  
Excessive need for  
reassurance \_\_\_\_\_  
Marked inability to relax \_\_\_\_\_

When did these problems begin (specify age)? \_\_\_\_\_

Which of the following are considered to be significant problem at the present time?  
(0 = No; 1 = Yes)

Depressed or irritable mood for most of the day x 1 yr \_\_\_\_\_  
Poor appetite or overeating \_\_\_\_\_  
Insomnia or hypersomnia \_\_\_\_\_  
Low energy or fatigue \_\_\_\_\_  
Low self-esteem \_\_\_\_\_  
Poor concentration or difficulty making decisions \_\_\_\_\_  
Feelings of hopelessness \_\_\_\_\_  
Never without symptoms for > 2 mos over a 1yr period \_\_\_\_\_

When did these problems begin (specify age)? \_\_\_\_\_

Has the child exhibited any symptoms of affective disturbance including any of the following: (0 = No; 1 = Yes)

Excessive lability w/o reference to environment \_\_\_\_\_  
Explosive temper with minimal provocation \_\_\_\_\_  
Excessive clinging, attachment, or dependence on adults \_\_\_\_\_  
Unusual fears \_\_\_\_\_  
Strange aversions \_\_\_\_\_  
Panic attacks \_\_\_\_\_  
Excessively constricted or bland affect \_\_\_\_\_  
Situationally inappropriate emotions \_\_\_\_\_

## Guided Parent Interview Form B - Student with Learning Problems

(Adapted from D.R.Peterson)

University of Denver Morgridge College of Education  
Counseling and Educational Services Clinic

### I. Client's description of the problem.

Restate your understanding of the presenting problem and ask for clarification if needed. Why did they choose a private evaluation at this time? If both parents are present, try to get both points of view. If appropriate, ask the student why s/he thinks s/he's here.

Probe to determine the perceived severity of the problem. Obtain information about the frequency that problem behavior occurs.

Determine the duration of the problem. How long has this been going on? When is the problem experienced? Daily? Certain subjects? Certain teachers?

### II. Conditions under which behavior does and does not occur.

Conditions that intensify behavior? *Think about a time that \_\_\_\_\_ was at its worse. What was going on then?*

Conditions that alleviate behavior? *Think about a time that \_\_\_\_\_ was better. What was going on then?*

*What do you think is causing the behavior?*

Inquire about what was happening before the behavior and after the behavior. Try to figure out possible antecedents and consequences if this is relevant.

*What have you tried to make things better?*

How does your child feel about school?

How do you feel about your child's school?

Has your child received any sort of intervention at school? (tutoring, special programming, accommodations)

Does your child have friends at school?

How does homework go? (Is a lot of help needed? How long does it take each night?)

Clarify who lives in the home. Are there visitation arrangements? Any significant changes at present or anticipated in the future?

III. If there is a question of dyslexia:

Tell me about your child's reading ability (you want to get details about the type of errors made, if possible). Ask if reading out loud is harder than reading silently. How is comprehension vs. word attack?

IV. If there is suspicion of a nonverbal learning disability:

Does your child have problems completing written assignments?

Does he/she tend to write slowly or laboriously?

Does your child have trouble organizing writing on paper (i.e., spacing)?

How does your child perform in Math? If he/she is struggling, what types of errors is he/she making (i.e., careless errors vs. not understanding; adding when he should subtract; forgetting the steps of multiple step problems; more or less difficulty with word problems versus simple computations).

Does your child have friends?

Does your child have trouble judging social situations?

Does your child seem to understand body language or do you have to spell out what you want from him/her?

Does your child now, or has he/her had in the past, have poor coordination or difficulty with fine motor tasks?

V. When behavior problems are an issue:

Can you give me a specific example of a time when your son/daughter demonstrated this behavior problem? What had happened before? What happened after?

Where does this problem usually occur? When?

How often is this problem?

If you had to rate the severity of this problem on a scale from 1 to 5, with 1 being not a problem at all and 5 being unbearable, what would you rate it? Why?

Anyone else in the family have similar problems? Any relatives? Anyone in the family have problems with anger management? Anyone in the family have a psychiatric disorder?

How does your child feel about this problem?

How does your child feel about him/herself?

When is your child's behavior best?

What helps you to cope with this problem?

What worries you the most about this problem?

How does your son/daughter get along with other children his/her age?

If the child has taken any medication (i.e., inhaler for asthma, Ritalin, Prozac) for any length of time, get as much detail about that as you can (when started/discontinued; dosage; how effective).

VI. For All Children

What would you say are your child's strengths?

What would you say are your family's strengths?

When all is said and done, what do you hope you will have gotten from the assessment?

## PSYCHOEDUCATIONAL CLINIC INTAKE INTERVIEW

Name: \_\_\_\_\_ Parents: \_\_\_\_\_

DOB: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

### **Reason for Referral**

- It is my understanding that you are here because..... Can you tell me more about this?

- > *Severity of the problem*
- > *Frequency of occurrence*
- > *Duration of problem*
- > *When is it experienced (daily? certain subjects? certain teachers?)*
- > *What worries you the most about this problem?*

- (Child), why do you think you are here? / How do you feel about (problem)?

### **Early Development**

- (Mom), how was your pregnancy with (child)? Any complications? Health concerns?

- Was (child) born on schedule? Any health complications following birth?
- Any early development problems (feeding, sleeping, meeting milestones)? All typical?

### **Medical History**

- How would you describe (child's) health?
- Medications?
  - What?
  - How much?
  - Effectiveness?
  - How long have been taking?
- Surgeries (Tonsils, Ear/Nose/Throat?) --- OR ---- Injuries? (Broken bones, head injury, etc.)
- Vision and Hearing okay?
- Any concerns with motor skills, speech?

### **Academic Experiences**

Let's talk about school.

- (Child), how do you feel about school?

- What subjects do you like best? What is it about these you like?
  
- What subjects are your least favorite? Why?
  
- How does homework go? (Is a lot of help needed? How long does it take each night?)
  
- What grades are you (child) getting?
  
- (Child), how do you get along with your classmates?
  
- (Parents), how do you feel about your child's school?

**Can you tell me a little more about schooling for (child) over the years?**

- Preschool
  
- Kindergarten
  
- Grades 1-3
  
- Grades 4-6

## **Special Education**

Has (child) ever received any sort of intervention at school (tutoring, special programming, accommodations)? Where they helpful?

## **Social/Emotional**

Home Life?

- Who lives at home?
  
- Siblings? Get along well with them?
  
- How do you (and your husband/wife) approach discipline?
  
- Any behavior concerns at home or at school? (taking things from other people, lying)
  
- Stressful Events in the past 12 months? (e.g., Divorce, death, family accident/illness)

Friends?

- How do you get along with other peers your age?
  
- Do you make friends easily?

## Routines?

- Are there any routines that are challenging for (child) or your family?
  
- What does your morning routine look like?
  
- Does (child) sleep well? Any problems sleeping? Restless sleeper?
  
- Eating: are there any concerns?
  
- (Child), do you worry about things?
  - > *What?*
  - > *When?*
  
- Do you feel like you worry about things more than your friends?

## **Strengths**

- (Child), what are your greatest strengths? What are you good at?
  
- (Parents), what would you say are your child's strengths?
  
- Your family's strengths?

## **Conclusion**

- When all is said and done, what do you hope you will have gotten from this assessment?

- Is there anything I haven't asked about you think it's important for us to know?

- Do you have any questions for us?

# RBI Report Form

## Routines-Based Interview

Child's Name	
Date of Birth	
Interviewer	
Interviewee(s)	
Date of interview	

*To develop a plan for helping you and (child), I'd like to ask you about your day-to-day life. By talking about those things, you will be in a good position to identify the things that are most meaningful to your family, including (child). By focusing on the day-to-day things, we can make our suggestions fit in with what (child) and your family are already doing.*

*How does the day start?*

- Routine Name (Morning routine, lunch routine, etc.):

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p>  <p><i>What does (child) do?</i></p>	
<p><b>Engagement:</b> <i>How does (child) participate in the routine?</i></p>	
<p><b>Independence:</b> <i>What does (child) do by himself?</i></p>	
<p><b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i></p>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>· Not at all satisfied:</li> <li>· Satisfied:</li> <li>· Very Satisfied:</li> </ul>	

*Then what happens?*

· Routine Name:

<b>Routine:</b> <i>What does everyone do at this time?</i>	
<i>What does (child) do?</i>	
<b>Engagement:</b> <i>How does (child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i>	
<b>Home:</b> <i>How satisfied are you with the routine and why?</i>	
<ul style="list-style-type: none"><li>· Not at all satisfied:</li><li>· Satisfied:</li><li>· Very Satisfied:</li></ul>	

*What's next?*

· Routine Name:

<b>Routine:</b> <i>What does everyone do at this time?</i>	
<i>What does (child) do?</i>	
<b>Engagement:</b> <i>How does (child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get</i>	

<i>along with others?</i>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

• Routine Name:

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p> <p><i>What does (child) do?</i></p>	
<p><b>Engagement:</b> <i>How does (child) participate in the routine?</i></p>	
<p><b>Independence:</b> <i>What does (child) do by himself?</i></p>	
<p><b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i></p>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

• Routine Name:

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p>	
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<i>What does (child) do?</i>	
<b>Engagement:</b> <i>How does (child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

• Routine name:

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p> <p><i>What does (child) do?</i></p>	
<b>Engagement:</b> <i>How does (child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

· Routine Name:

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p> <p><i>What does (child) do?</i></p>	
<p><b>Engagement:</b> <i>How does (child) participate in the routine?</i></p>	
<p><b>Independence:</b> <i>What does (child) do by himself?</i></p>	
<p><b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i></p>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>· Not at all satisfied:</li> <li>· Satisfied:</li> <li>· Very Satisfied:</li> </ul>	

· Routine Name:

<p><b>Routine:</b> <i>What does everyone do at this time?</i></p> <p><i>What does (child) do?</i></p>	
<p><b>Engagement:</b> <i>How does (child) participate in the routine?</i></p>	
<p><b>Independence:</b> <i>What does (child) do by himself?</i></p>	
<p><b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i></p>	

**Home:** *How satisfied are you with the routine and why?*

- Not at all satisfied:
- Satisfied:
- Very Satisfied:

• Routine Name:

<b>Routine:</b> <i>What does everyone do at this time?</i>	
<i>What does (child) do?</i>	
<b>Engagement:</b> <i>How does (child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i>	
<b>Home:</b> <i>How satisfied are you with the routine and why?</i>	
<ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

• Routine Name:

<b>Routine:</b> <i>What does everyone do at this time?</i>	
<i>What does (child) do?</i>	
<b>Engagement:</b> <i>How does</i>	

<i>(child) participate in the routine?</i>	
<b>Independence:</b> <i>What does (child) do by himself?</i>	
<b>Social Relationships:</b> <i>How does (child) communicate and get along with others?</i>	
<p><b>Home:</b> <i>How satisfied are you with the routine and why?</i></p> <ul style="list-style-type: none"> <li>• Not at all satisfied:</li> <li>• Satisfied:</li> <li>• Very Satisfied:</li> </ul>	

*When you think about these areas of concern and strengths, what would you like us to focus on?  
List them on this page.  
Once you have chosen areas that are a priority, put them in order of importance using the line  
next to the numbers.*

\_\_\_\_\_ 1.

\_\_\_\_\_ 2.

\_\_\_\_\_ 3.

\_\_\_\_\_ 4.

\_\_\_\_\_ 5.

\_\_\_\_\_ 6.

## **Feedback Sessions**

### **General Feedback Outline**

Throughout the session, you need to ask periodically if the parents have any questions about what they are hearing, and encourage them to tie in the results with things they know and have observed in their child.

1. Thank them for coming
2. Outline the agenda and plan for the feedback session
3. Restate referral question and check for agreement
4. Review clinical interview information and any relevant developmental history
5. Review behavioral observations and how they impact validity of scores. Discuss any behaviors that were noticed several times or throughout testing.
6. Begin explaining test results:
  - Discuss cognitive scores (typically Wechsler test) feedback
    - o Include information about means, standard deviations and percentiles
    - o Review overall score, composites and any needed subtests.
    - o Discuss whether scores can be interpreted as unitary and good estimates of ability based on amount of split in scores.
  - Discuss achievement scores (typically Woodcock Johnson)
    - o Include information about means, standard deviations and
    - o Discuss each area: oral language, math, reading, etc.
  - Explain overall score, and any subtest scores that are strengths, significant challenges, or fit into the general theme you are trying to convey during feedback
  - Explain (or reiterate) any behavioral things going on during testing or noted during particular subtests that are pertinent or that fit into the general theme
  - Explain what the scores and what the behavioral things mean...give interpretation. Best to interpret each score/behavior as you get it, or when you demonstrate that there is a pattern.

**NOTE:** try to frame your presentation in terms of the overall information/theme we are trying to convey to the parents during feedback. Basic scores will always be reported, but the areas and scores that you go more in depth with should be based around our theories.

7. Report scores from other measures (ie. BASC, CREVT, TOWL, ADHD-4 rating scale etc.) following the same general outline. Discuss any critical items as needed.
8. When finished with results, summarize the findings for the parents and ask if there are any questions
9. Discuss recommendations, and next possible steps
10. Mention when the report will be sent out to them
11. Thank them for allowing us to work with their child

## **Recommendations**

### **Notes for Potential Users**

This compilation of *potential recommendations* was put together in order to assist in the writing of recommendations, to serve as a catalyst for ideas, and as a means to utilize the knowledge of all those working to make students' educational experience possible. The following recommendations *should not be used verbatim* as they are the work of past clinic students with specific clients in mind. Please keep in mind the following as you select and adapt recommendations from this resource:

1. First and foremost, please ensure the ideas you include for your client are pertinent for that particular person as well as the suggestion and/or resources are still the best available. *Please take the time to ensure the recommendations you develop from these possible ones are suitable for your client.* The purpose of presenting recommendations to clients is to offer sincere and thoughtful ideas that have a high likelihood of improving that person's academic life, as well as other areas of her or his life in which a concern has been raised. Please respect the client and those whose recommendations have been shared when writing your own recommendations in your report.
2. The information in certain recommendations *may become outdated* and hence should not be used. Please update and revise recommendations, which are in need! (i.e., if a better resource, like a book or Internet site, has become available)
3. Note the grammar, gender, terminology and other such items *may not be appropriate* for your client or the era you are writing in! (Make sure to use the appropriate pronouns and take care not to inadvertently reinforce gender stereotypes!!!)
4. As more than one way exists to categorize recommendations, take time to look at sections related to what you are interested in addressing. *Some extra digging may be necessary!*
5. Remember, more recommendations are not necessarily better! Make each recommendation pertinent to the client and do not include generic recommendations for the sake of including an additional recommendation!! We do not want to scare or overwhelm clients!
6. *Please continue to add, revise, and organize this resource as it is a continual work in progress.* Take the time to do so as this is a great way to share information that can help clients as well as students.

Use of this resource means you have read, agreed, and will abide by the above statements! Any misuse of this document is disrespectful to those whose ideas are shared in this resource, the clients we work hard to serve, and to the profession we are working so hard to learn and represent as new professionals in the field. Thanks and best of luck!

## Academically Focused Recommendations

### Recommendations for Improving Learning and Study Strategies

1. Since \_\_\_\_\_ is a sensitive child and has especially acute visual perceptual skills, she may benefit from tips on keeping her study area free from clutter and help with managing school assignments. For example, when planning homework, start with her more difficult assignments early in the evening and save a favorite assignment (like reading) for closer to bedtime. A study routine may also support her learning style and help reduce stress. Also, help with organizing, pace and planning will help prevent feelings of overwhelm as she gets older and projects become more involved.
2. \_\_\_\_\_ reports, and her parents recognize, that the combination of ballet and schoolwork can be overwhelming and anxiety producing for her. Perhaps it will help alleviate some of the anxiety and enable \_\_\_\_\_ to tackle the tasks at hand if she uses certain strategies to cope. For example, \_\_\_\_\_ might consider occasionally reducing the time she spends practicing ballet when schoolwork is plentiful. Or, if a ballet performance is approaching, maybe \_\_\_\_\_ could arrange to get some of her homework assignments early so that she can pace herself and work ahead.
3. \_\_\_\_\_ is sensitive to visual stimuli in his environment as well as on the activities presented to him. For example, he may become engrossed in visual pictures and potentially become distracted from the task at hand. \_\_\_\_\_ may benefit from learning on-task checks from the instructor to ensure he is focusing on what is most relevant to the task at hand.
4. \_\_\_\_\_ 's response and work style appear to have a focus on accuracy more so than speed. He would benefit from being informed of how much time he has left to work on an activity prior to transitioning to the next activity. \_\_\_\_\_ can become highly engaged with activities and allowing him time to prepare for transitions would be helpful for him.
5. \_\_\_\_\_ could benefit from individual tutoring to catch him up in math, especially since he likely will be taking Algebra starting in eighth grade.
6. \_\_\_\_\_ could also use some tutoring in study skills and strategies that help him with organization. He will benefit from being taught how to use a day planner for writing down assignments. While he is learning these skills, it will be useful for teachers to check weekly that he has accurately written down assignments.
7. Until \_\_\_\_\_ more consistently turns in assignments, teachers can write down his weekly homework and give it to parents so that they can keep track of Blake's homework.
8. \_\_\_\_\_ needs reminders from teachers to slow down to ensure accuracy. He also needs reminders to check his work. It might be helpful initially to have him check any work done in class with the teacher present so that he can be encouraged to methodically go through his work.
9. If \_\_\_\_\_ continues to be disruptive in class, he will benefit from being seated away from friends. Having \_\_\_\_\_ sit at the front of the class with a clear view of the board will minimize distractions for him and cut down on his ability to disrupt others.
10. Provide a quiet workspace for \_\_\_\_\_ to do her homework with minimal distractions, so that she is able to maintain attention when completing assignments.
11. In previous school years, \_\_\_\_\_ 's teachers have allowed her to have a workspace in the classroom that was separate from her classmates. If possible, so as not to disturb the classroom arrangement or atmosphere, it may be beneficial for \_\_\_\_\_ to have his/her own personal workspace. This

seating arrangement may help to avoid distractions and be able to concentrate and attend more during classroom instruction.

12. Allow \_\_\_\_\_ opportunities for frequent changes in position. Also, providing a stress ball or other small manipulative to hold on to during class could help reduce fidgeting and help \_\_\_\_\_ better focus on material.
13. Use a variety of learning strategies and classroom approaches to compliment \_\_\_\_\_ 's learning styles, particularly if she demonstrates difficulties in learning new information. By using different approaches that cater to \_\_\_\_\_ 's strengths, she may retain the information quicker and more efficiently.
14. \_\_\_\_\_ needs assistance in starting assignments promptly; therefore, the use of a timer or a cue may aid in helping him start and stay on task.
15. \_\_\_\_\_ 's appears to perform better when using a visual cue; thus, he will benefit from picture cards or other visual cues such as a written daily schedule to help him perform tasks and sustain concentration. This will also help him self-regulate.
16. Smaller class size may benefit \_\_\_\_\_ where he can spend time processing information with peers and professors and get more one-on-one attention and social interaction with peers and professors.
17. \_\_\_\_\_ 's a very bright child who may benefit from structure and choices that allow him to remain engaged and productive. Clear and consistent expectations will be very important with follow-through on rewards and consequences.
18. Teach concepts through multi-modal techniques:
  - Telling time: verbally explain and use a clock with movable hands to practice
  - Money: introduce money by using coins, talking about them (color, size, value); and writing out their worth.
19. Whether or not a physical demonstration is provided, supply \_\_\_\_\_ with verbal step-by-step instructions to help him process the information.
20. Recognize that eye contact may be over-stimulating for \_\_\_\_\_ as he learns new information or tasks.
21. Make sure that directions are understood for assignments or tests.

### Recommendations for Improving Test-Taking Strategies

1. When studying for tests, practice relaxation techniques that he/she can employ within the test-taking situation. Techniques include slow, deep breathing, practicing "self-talk" (ex. "I know this information. I can do well if I just take my time and remember to pace myself so as to finish all the questions."), creating a "ritual" of making sure she has the needed items such as a pen, pencil, eraser, calculator (if allowed), and experimenting with ways to visualize information she needs to recall. Since \_\_\_\_\_ is very creative, she may enjoy and benefit from "mind mapping" (sometimes called "webbing") as a way to organize, visualize, and recall information. This concept is discussed in the book, *Mindmapping: Your Personal Guide to Exploring Creativity and Problem Solving*, 2001 by Joyce Wycoff (ISBN: 0-425-12780-X). Parents may want to read selected sections of the book and present the approach in a limited context to determine if this is a method that \_\_\_\_\_ would benefit from.

2. When anticipating tasks which are timed (PLAN tests, PSAT, SAT, ACT), \_\_\_\_\_ can decide the extent to which she is comfortable relaxing her methodical approach in the interest of completing more items.

### Recommendations for Improving Spelling

1. Provide opportunities for \_\_\_\_\_ to play word games like Scrabble Jr. and Boggle Jr. to promote word recognition, increase vocabulary, and practice spelling words.
2. Increase \_\_\_\_\_'s exposure to vocabulary words and verbal activities through conversations with adults.
3. Provide opportunities for \_\_\_\_\_ to complete simple word searches and/or crossword puzzles to promote her spelling skills.
4. Encourage \_\_\_\_\_ to practice saying and rhyming vocabulary words to increase her skills in synthesizing language sounds. Include word families (cat, hat, mat, rat) and sounds that are blended (-in, sp-, thr-, -ness) when practicing rhyming.
5. Teach \_\_\_\_\_ an analogy approach to spelling to help improve her skills. The analogy approach is to teach \_\_\_\_\_ a group of words that have a regular pattern (i.e., lake, cake, make; paid, maid). Ask \_\_\_\_\_ to say a key analogous word and focus on why other words sound like it. Then ask her to figure out new words with the same spelling patterns in the context of a sentence. For example, the \_\_\_\_\_ (intake) value was blocked. The girl wanted to have a \_\_\_\_\_ (braid) in her hair. \_\_\_\_\_ would say a word that rhymes with the previous one taught and then say it is spelled like \_\_\_\_\_ since it sounds like \_\_\_\_\_.
6. Provide sensory activities to promote \_\_\_\_\_'s spelling skills. For example, allow \_\_\_\_\_ to practice spelling words in sand or shaving cream.
7. Provide hands-on (kinesthetic) activities to promote \_\_\_\_\_'s spelling skills. For example, magnetic or foam letters can be used to practice work families and sound blending.
8. Provide opportunities for \_\_\_\_\_ to use a mnemonic guide, in which a letter is paired with a picture that begins with the letter's sound, to help \_\_\_\_\_ with letter reversals. For example, a "b" that is drawn to look like a ball or a "p" that is drawn to look like a pig.
9. Provide increased phonics and spelling practice for \_\_\_\_\_ by considering a tutor during her off-track schedule. Additional practice with a tutor could help \_\_\_\_\_ develop her phonetic and spelling skills further and may be considered as an alternative to retention.
10. Encourage \_\_\_\_\_ to use spellchecker and to have someone proofread her work. Electronic spell checkers can be used to sound out words efficiently so that she can spell with good phonetic logic. Electronic spell checkers can be used to teach and practice phonetic principles such as the Franklin Language Master (5) or the Language Master 6000b.
11. Equally important will be learning to sound out spelling words efficiently so that \_\_\_\_\_ can spell with good phonetic knowledge (can use the following interventions to do this - see # 15 and 16 in the Reading section).

## Recommendations for Improving Writing

1. It is recommended that \_\_\_\_\_'s parents follow-up with the school regarding the results of this assessment. The school could provide interventions to assist \_\_\_\_\_ with some of the issues he struggling with that are affecting his academics. For example, working with an OT and/or PT on fine motor skills and handwriting would be beneficial for \_\_\_\_\_. Additionally, since \_\_\_\_\_ is experiencing such difficulties with handwriting, it is recommended that he use a computer at school and home to type assignments. Also, tape recording ideas or answers on a test may benefit \_\_\_\_\_. He would not have to worry about writing as he is think and, as a result, could fully express his ideas. A scribe could also be used in test taking situations. Finally, receiving extended time or deifications on assignments that require writing would benefit \_\_\_\_\_, because he could have the opportunity to produce the work he is capable of instead of it being hindered by time constraints.
2. Begin to incorporate fun activities which can help develop \_\_\_\_\_'s writing development, including building an interest in being able to express himself through nonverbal means. Although this is not an area of concern, developing these skills will make his transition into school more seamless. Some possible ideas include using activity books utilizing writing (i.e., mazes tracing), coloring, drawing and painting with brushes or paint sticks. Further, sports, games, and everyday activities at home can help children develop many of the functions that make up handwriting skills. Fun activities, such as playing with play dough, jacks, or marbles are some possibilities. If interested, please look up more detailed information about handwriting at: [http://www. Idonline.org/ld\\_indepth/writing/writing.html](http://www.Idonline.org/ld_indepth/writing/writing.html). Typing on the computer may also be a fun way for \_\_\_\_\_ to express himself, as he has already experimented with this during his city building (i.e., labeled "\_\_\_\_\_ City").
3. Promote \_\_\_\_\_'s reading/writing skills by providing "book writing" opportunities in which \_\_\_\_\_ can write the words and draw the pictures of her own stories.
4. Encourage \_\_\_\_\_ to practice her writing skills with daily literacy activities such as writing grocery lists, Thank You cards, or chore assignments.
5. Monitor \_\_\_\_\_'s progress with punctuation and capitalization to ensure that she continues to develop at an appropriate level. Offer \_\_\_\_\_ opportunities to practice these skills under the guidance of adults.
6. Provide opportunities for \_\_\_\_\_ to practice and experiment with her handwriting to promote legible handwriting and good handwriting techniques.
7. To increase \_\_\_\_\_'s writing skills have him write down the story that he creates from the picture book. His "story" can be a combination of pictures and words that he sounds out. At this early stage, the emphasis should be on generating "text" and not be concerned with editing or correct spelling.
8. Since \_\_\_\_\_ is a hands-on person, it might be helpful to have him practice writing and spelling in sand or shaving cream so that he receives kinesthetic input.
9. Provide \_\_\_\_\_ with a quiet environment to practice his reading with guidance and make the practice times short and individual to increase his motivation.
10. Writing assignments should be well defined, concrete, and broken in to shorter segments.
11. Utilize tactics to build writing skills including the use of outlines, proofreading, and tape recording of thoughts.

12. Use a keyboard to type ideas/throughout. When required to do pencil/paper tasks, \_\_\_\_\_ may need more help and time. See if accommodations can be made for using keyboard during essay or timed written exams.
13. \_\_\_\_\_ may benefit from a note taker, tape recording all lectures (tape recorder should have counter), and/or receiving the lecture notes ahead of time.
14. \_\_\_\_\_ would benefit from extra time on test or on assignments that require an extensive amount of reading and writing.
15. Extended time on tests and other timed activities, especially those involving writing, Allow abbreviations in some writing (such as b/c for because). Have the student develop a list of abbreviations. These will come in handy in future note-taking situations.
16. Offer \_\_\_\_\_ alternatives to typical writing and reading assignments such as an oral report or visual project. Establish a rubric to define what you want the student to include so that expectations are clear.
17. Remove spelling as a grading criterion for some assignments, or design assignments to be evaluated in terms individual progress with spelling.
18. Allow for keyboarding of assignments (can use spell check to practice recognition of words).
19. Students who struggle with spelling often become frustrated when attempting to express their ideas in writing. Furthermore, writing is more heavily emphasized in middle school. Knowing this, it will be important to list key spelling words and ideas prior to starting the writing process. This way, \_\_\_\_\_ will be able to write with greater fluency of ideas instead of getting stuck on spelling or words.
20. Another way that \_\_\_ can organize her thoughts and check her writing is by using a tool such as *Mindmapping* by Joyce Wycoff. This book offers suggestions for mapping papers, managing information and for better organization and management of projects. Some of these tips could help \_\_\_\_\_ when she is working on a project, especially in the early stages of brainstorming and organization.
21. Assist \_\_\_\_\_ in creating a pneumonic guide, as previously mentioned, in which a letter is matched with a picture that starts with the letter's sound, for her classroom desk to help with her letter reversals.
22. Written work may become frustrating due to the fine motor and visual spatial demands involved. Decrease the quantity of writing and allow for verbal expression of information when appropriate.
23. It would be helpful for \_\_\_\_\_'s teacher to provide him with copies of lecture notes or outlines in advance so that he can concentrate on what is being said without having to take notes at the same time.

## Recommendations for Improving Reading

1. Encourage \_\_\_\_\_'s reading skills by continuing to offer opportunities for self-guided reading. Allow \_\_\_\_\_ to choose books of her own interest as well as books that include rhyming words.
2. Encourage \_\_\_\_\_'s oral reading skills with daily activities that may include; reading labels and signs in the grocery store; reading city/street signs while driving; or reading menus and food choices at restaurants.
3. Provide \_\_\_\_\_ with a reading guide, in the form of a bookmark or similar object, which can be used as a visual cue to follow the words and sentences while reading. Ideally, this guide will help \_\_\_\_\_ maintain a slower reading pace and lead to improved reading comprehension.
4. Encourage \_\_\_\_\_ to underline the main characters and ideas of a story of passage while reading, especially during quizzes or tests.
5. In an effort to maintain \_\_\_\_\_'s motivation to read and build his confidence, start with books that have just pictures and have him create the story.
6. Build off of \_\_\_\_\_'s ability to rhyme and work with magnetic letters to group word families that rhyme, such as, "cat, hat, pat, and mat". Having \_\_\_\_\_ manipulate the letters and form the words will keep his attention and allow reading to be fun.
7. Asking \_\_\_\_\_ to read everyday signs (i.e., Stop signs, McDonald's) that he recognizes could help increase his confidence. Additionally, asking \_\_\_\_\_ to help find things in the grocery store (i.e., his favorite cereal or a fruit that starts with the 'b' sound) can help teach him outside of the 'school' context.
8. Seek additional reading and phonetic help as school through the reading specialist, if possible, or supplementary programs where available is strongly recommended.
9. Provide \_\_\_\_\_ with a private tutor for reading and writing that will enable \_\_\_\_\_ to learn to decode words with phonics.
10. Reduce distractions during reading and writing assignments.
11. After an intensive approach to reading including phonemic awareness and phonics, reevaluate to determine if expected progress is achieved. If it has not been achieved, the school may want to evaluate \_\_\_\_\_ further for more reading program opportunities.
12. \_\_\_\_\_ would benefit from having his reading assignments put onto audiotapes, for example, getting textbooks on tape.
13. Books on tape should be incorporated into reading activities to ease the challenge involved in decoding words.
14. Extended time should be given for reading and writing activities (especially testing situations).
15. For both reading and spelling \_\_\_\_\_ will benefit from a systematic, multi-sensory reading program. The goal should be to remediate skills in phonemic awareness while integrating with other aspects of reading. It is important that this be done in a motivating (integrate visual strengths) and developmentally appropriate manner.

### Strategies:

- Simultaneous use of all learning pathways; visual, auditory, and kinesthetic-tactile to enhance meaningful encoding of information.
- Systematic and cumulative scope and sequence progressing from the easiest to the most

- difficult elements. (CTOPP good indicator of which elements)
- Explicit teaching of all concepts with continuous student-teacher interaction.
- Diagnostic and prescriptive teaching based on continuous assessment of needs.

### Essential Components of Reading Instruction

(retrieved from Colorado Department of Education website at [www.cde.state.co.us](http://www.cde.state.co.us)):

- Phonological Processing (pronunciation, identifying words and syllables, rhyme, and phoneme segmentation and blending)
  - Alphabetic principle (including phonics)
  - Syllabication (segmenting words into syllables)
  - English orthography (spelling and linguistic patterns)
  - Automaticity (rapid recognition of single words)
  - Fluency (speed, accuracy, expression, and understanding of what is read)
  - Language Structure (Syntax, Grammar, Morphology, Semantics)
  - Vocabulary
  - Comprehension (Narrative and Expository texts)
16. Strategies for phonemic awareness and reading comprehension suggest by Julie A. Frost and Michael J. Emery at [www.kidsource/content2/dyslexia.2.html](http://www.kidsource/content2/dyslexia.2.html) should be integrated into one-on-one instruction with \_\_\_\_\_ (should be one in a developmentally appropriate manner and with \_\_\_\_\_'s visual strengths in mind).
17. \_\_\_\_\_ reports that she uses sticky notes to write down assignments as reminders. Since sticky notes seem to help her, perhaps it would benefit her to use them to write down key points of reading assignments so that she can use them to organize her thoughts. Also, continuing to use a planner to write down assignments could help her organize her information.

### Cloze Strategy

There are four steps to this approach:

- Look at a word on a card and study the letters.
- Show a different card with spaces where vowels belong and have the student supply the missing vowels.
- Show another card where the consonants are missing and have the student fill in the spaces.
- Have the student write the full words without the model.

EXAMPLE (HOUSE)

HOUSE: H \_ \_ S \_ \_ \_ O U \_ \_ E \_ \_ \_ \_ \_

### Visualization Strategy

- A new word is written on a piece of paper.
- Samantha reads the word aloud.
- Next, she reads the letters.
- Then, she writes the word on a piece of paper.
- She is then asked to "take a picture of it" as if her eyes were a camera.
- She can then close her eyes and produce that "picture."
- Finally, she is asked to spell the word and then write it again.

## Recommendations for Teaching Memory Strategies

1. Encourage \_\_\_\_\_ to develop her memory abilities with games that highlight memory skills like Memory and Clue Jr.
2. Introduce \_\_\_\_\_ to memory strategies like rhyming and word association techniques.

## Recommendations for Gifted Learners

1. The Whole Child. Even though \_\_\_\_\_ is an intelligent girl, it is important to keep in mind the whole child. In other words, make sure \_\_\_\_\_ is encouraged to engage in activities other than instructional ones. For example, making sure she has adequate time to socialize with her peers, play, and be a 4-year-old. It seems that this is provided for \_\_\_\_\_ already, but is important to keep in mind as she progresses academically. In other words, it is important to encourage and nurture all of \_\_\_\_\_'s qualities, rather than placing primary importance on her intellect, so that she feels all of her qualities are important and valued.
2. Continue to expose and allow \_\_\_\_\_ to explore his areas of interest (i.e., geography, animals) as well as introducing him to new potential area of interest. Discussing these interests with him, like what he learned watching the Discovery Channel or a Nova video would continue to build his strong verbal skills. Some potential summer activities include Colorado University's Science Discovery or University for Youth (K-5) at the University of Denver.
3. Incorporating art and music across subjects will be another way to enrich \_\_\_\_\_'s learning. Using the visual, musical, and dramatic areas may make learning more interesting for him as he has already demonstrated his fondness of creative sharing (i.e., telling stories).
4. Provide enriched cultural experiences in which \_\_\_\_\_ can have opportunities to reason through social situations in a stimulating environment. Discuss plays, movies, and books along with posing questions which present different scenarios to engage in social reasoning. This will be a great means to build on his verbal propensity. Understanding the specific affective needs of gifted learners may help those working with \_\_\_\_\_ as he displays some of the characteristics seen in gifted children. Some ideas for this include (Taken from *Affective Needs of Gifted Students*, by Sharon Lind, 1995);
  - Teaching stress management (teach to recognize tension in himself and others -help \_\_\_\_\_ create space/things that provide comfort.
  - Providing places for \_\_\_\_\_ to work with fewer distractions.
  - Allowing time to pursue and cultivate passions.
  - Giving \_\_\_\_\_ down time to have a break from intense thought. Sport or recreational activities are some possible options to help facilitate this break time.
5. \_\_\_\_\_ will require a strong, challenging academic curriculum that provides the opportunity for him to work at his own advanced level. When he is not engaged in the information being presented, \_\_\_\_\_ tends to focus his attention on his love of drawing or his friends. Both of which are great, but not when they take the place of his academic learning. (\_\_\_\_\_ displays many of the characteristics commonly associated with gifted students, including strong verbal and nonverbal facility, a superior memory, and a sensitive temperament.)
6. In light of \_\_\_\_\_'s strong verbal and nonverbal abilities, he will benefit from enrichment in these areas. Tasks allowing for advanced reading and literature assignments will be helpful. Further, incorporating visual aspects across subjects will tap into his strengths in nonverbal reasoning.

7. Incorporating art and music across subjects will be another way to enrich \_\_\_\_\_'s learning. Using the visual, musical, and dramatic areas may make learning more interesting for him.
8. Teachers will need to be aware of \_\_\_\_\_'s sense of humor, creative approaches to tasks, and his cultural background. At times what might appear to be a task \_\_\_\_\_ is not able to do is actually his own unique approach to a certain activity. For example, incorporating letters from different alphabets into the spelling of his name and providing humorous answers to questions that may be not what is expected and/or required.
9. Make the most of \_\_\_\_\_'s superior verbal skills by creating opportunities in school assignments to express himself in an appropriate forum.
10. \_\_\_\_\_ will require a strong, challenging academic curriculum that provides the opportunity for \_\_\_\_\_ to work at her own advanced level. \_\_\_\_\_ displays many of the characteristics commonly associated with gifted students including strong verbal and nonverbal facility, a superior memory, and a sensitive temperament.
11. Help \_\_\_\_\_ find answers to questions as well as helping her find ways to act on her concerns may keep her more intrinsically motivated at school.
12. Provide enriched cultural experiences where can have opportunities to reason through social situations in a stimulating environment.
13. As \_\_\_\_\_ continues to mature, rewarding her efforts (not just outcomes) will be important as she may experience some diversity in her interests and abilities.

### Recommendations for Bilingual Students

1. \_\_\_\_\_ is well equipped to continue to benefit from all the advantages of exposure to two cultures and two languages.
2. English vocabulary can be improved by practice with naming ordinary household items, games, and reading books in English. \_\_\_\_\_ can keep a little notebook or tablet to write down and look up unknown words as she comes across them while reading. To avoid the feeling of pressure, this can easily be accomplished in the context of everyday living.

## Physical Aspect Recommendations

### Recommendations for Students with Motor Issues

1. Allow \_\_\_\_\_ to try new physical activities in privacy (as much as possible) to decrease pressure and scrutiny from others.
2. Occupational Therapy consultation.
3. Encourage learning keyboarding skills to increase the speed and legibility of written work. The Mavis Beacon program teaches proper finger placement as well as drill and practice in typing skills. The Typer Shark offers a free trial of games that help with typing skills and can be located at: <http://games.yahoo.com/games/downloads/tps.html>.
4. Support activities that will foster fine-motor skills (drawing, painting, activity books with connect the dots and tracing).

### Recommendations for Students with Visual Spatial Issues

1. To increase visual memory, play with games such as Memory in moderation. Start with only a few cards at a time to discourage frustration and increase confidence.
2. Puzzles will help with visual-spatial, visual-motor, and fine-motor skills. Again, start small and work towards more advanced levels.
3. Spatial concepts may be difficult for \_\_\_\_\_; therefore, he may need to learn verbal self-instruction for analyzing and reproducing designs.

### Recommendations for Students with Sensory Integration Issues

Since Sensory Integration Dysfunction is possibly something that \_\_\_\_\_ is experiencing, the book *The Out-of Sync Child* by Carol Stock Kranowitz, M.A. is recommended as a guide for understanding this disorder. It helps explain Sensory Integration Dysfunction and how it can be manifested in children. This may assist in identifying sensory issues that \_\_\_\_\_ may or may not be experiencing, as well as ideas for addressing them. While sensory integration as a dysfunction remains controversial, it cannot be ignored that \_\_\_\_\_ manifests behaviors which need to be recognized and addressed.

### Recommendations for Students with Attention Issues

1. While many of \_\_\_\_\_'s behaviors can be explained with Sensory Integration Dysfunction, it is important to follow-up on all possibilities. Attention difficulties and over activity have been reported from both home and school. While \_\_\_\_\_ was wonderful to work with one-on-one, students may appear different in that situations versus a classroom situation. It is recommended that some Sensory Integration interventions are implemented and evaluated first. If attention issues are still a concern, it is recommended that ADD be pursued through a physician or ADD specialist.

2. As far as organization, \_\_\_\_\_ is encourage to continue to use a planner and have his teachers and parents check it daily for assignments. Also, so \_\_\_\_\_ does not lose assignments, it may be helpful for him to have a contact person to turn all assignments into at the beginning of each school day, Finally, \_\_\_\_\_ seems to be a very tactile person. He appears to be able to concentrate more when he has something small in his hand to meet his tactile needs and help him concentrate on schoolwork.
3. When evaluating other school environments, \_\_\_\_\_ may do best with a smaller class size to facilitate a positive relationship with his teacher(s) and create ways to sustain effort in his studies.
4. Teachers can work together with \_\_\_\_\_ and his parents to develop clear and consistent expectations, rewards, and consequences for academics and behavioral progress. With his previous diagnosis for ADHD, he does qualify for accommodations under the guidelines for Physical Disability.
5. Monitor \_\_\_\_\_'s ability to attend to tasks and need to move about. His active behavior could be a result of his struggling with academics and a way of avoiding tasks. Or it could be causing \_\_\_\_\_ to miss important information that is being taught to him, and therefore contributing to his struggle with schoolwork
6. Create study environments that are comfortable and free from distracting noises. Also, it is important to monitor \_\_\_\_\_'s attention concerns. If these concerns continue, it is recommended that he consult with a physician for an evaluation and discussion of possible medications and other treatment that might help the situation.
7. Make sure to accommodate for comfort and concentration in the classroom. Things to consider: seating, tactics to maintain alertness (stress balls, drawing/doodling), proximity to teacher, access to area to stand without disturbing others.
8. Should \_\_\_\_\_'s negative behavior continue in his elementary school, parents may want to speak with their pediatrician about attention deficit disorder and consider a trial medication period. This type of decision should be based on information about choices of medication and possible side effects. Your pediatrician as well as the Internet can provide you with information.
9. \_\_\_\_\_'s parents will benefit from reading about children with ADHD. Specifically recommended books include, *Driven to Distraction* and *Taking Charge of ADHD*.
10. Allow \_\_\_\_\_ discreet opportunities to have snacks in the classroom. Because \_\_\_\_\_ has demonstrated self-awareness with regards to her body's needs, snacking throughout the school day may help her concentrate and attend more during instruction.
11. Make sure to repeat directions and keep them simple. Other things to consider: ask the child to repeat back the directions, make eye contact, use demonstration and give examples.

## Recommendations for Students Suffering from Anxiety and/or Depression

12. The BASCs that were completed suggest that \_\_\_\_\_ is At-Risk for anxiety and depression. While it may not be something that would require an intervention currently, it should be monitored in the future. Perhaps interventions surrounding the areas of \_\_\_\_\_ struggles will help alleviate some of the feelings of worry and inadequacy.
13. Individual counseling can help \_\_\_\_\_ work through issues around depression and anxiety.

## Recommendations for Building Foundations

### Before School Begins

1. Home instruction: \_\_\_\_\_ requested guidance on how to instruct \_\_\_\_\_ at home until Kindergarten begins. It is recommended that \_\_\_\_\_ guide her own learning and to allow her interests be the driving force in her instruction. While the learning should be developmentally appropriate, if she asks about a subject and is interested, then it should be okay to explore it with \_\_\_\_\_ at a level that is meaningful to her. In other words, keep in mind that she is 4 years old, although she may be advanced for her age. \_\_\_\_\_ seems to learn especially well from modeling, so that is a suggested technique when teaching her something new. Some suggestions for learning are using libraries, museums, discovery, experimentation, cooking, etc. to help \_\_\_\_\_ experience a broad base of information. As far as knowing appropriate teaching sequences, E. Hirsch is recommended (author of *What Your Kindergartner Needs to Know*, etc.).
2. \_\_\_\_\_'s response and work style appear to incorporate his jovial and naïve child perspective. He approaches tasks with an open and laid back attitude with little concern for how long a task takes him to complete. He would benefit from being informed of how much time he has left to work on an activity prior to transitioning to the next activity. Also, \_\_\_\_\_ sometimes appeared to focus on aspects of the task he liked (i.e., fun graphics) more so than on selecting the correct response. He may benefit from being given the freedom to gravitate towards things which draw his attention as well as being informed when he first needs to give his best answer in terms of what the task requires to demonstrate his understanding.

### Recommendations for Improving Communication

1. Results of this assessment should be shared with \_\_\_\_\_'s school to facilitate planning for \_\_\_\_\_'s success in school. He has some strong abilities (e.g., short term memory) that can be capitalized upon to build up his weaker areas.
2. Results of this assessment should be shared with \_\_\_\_\_'s school to facilitate planning for his success in school. Parents and teacher should have similar goals and objectives for \_\_\_\_\_'s behavior and apply discipline consistently across settings.
3. \_\_\_\_\_ will benefit from being included in discussions about his schooling and his strengths and weaknesses. This will help him feel more involved in decisions as well as help him learn to advocate for himself in school.
4. \_\_\_\_\_'s counselor may want to consult with the school counselor or school \_\_\_\_\_ psychologist to provide continuity of expectations for \_\_\_\_\_ at home and at school.
5. When working with \_\_\_\_\_, it will be helpful for each parent to share the responsibility and take turns in the helping role. By sharing this responsibility, \_\_\_\_\_ will be exposed to different helping styles and have the opportunity to learn the information in different ways. The use of tutors can also be utilized to incorporate different teaching styles and to share the helping responsibility.

6. Continue to use redirecting cues for \_\_\_\_\_ during class work, since this strategy seems to help her refocus on the task at hand.
7. Directions should be provided orally even if written on board. \_\_\_\_\_ may benefit from instructions (and reinforcements) that are verbal, explicit, and descriptive in nature (e.g., instead of showing \_\_\_\_\_ how to perform a math operation, he should be verbally instructed in step-by-step manner.)
8. It seems that \_\_\_\_\_'s communication with her teachers has improved dramatically in the past school year. Continuing to communicate with both her teachers and parents about her schoolwork could help \_\_\_\_\_. For example, if \_\_\_\_\_ is having trouble with an assignment, approaching her teacher for help could benefit her because she could get the assignment clarified and the teacher will know that \_\_\_\_\_ is putting effort and time into her assignments. Her Language Arts teacher commented that she is keeping the communication lines open and is letting him know when she needs an extension or extra help on an assignment. Again, \_\_\_\_\_ should be encouraged to keep these lines of communication open as it could benefit her academic performance and relieve some of her anxiety. Additionally, \_\_\_\_\_ is encouraged to identify a trusted adult or two with whom she can confide in when she feels she is becoming overwhelmed with school and extra-curricular activities. Perhaps this person(s) can help \_\_\_\_\_ come up with relaxation techniques to use when she is feeling a lot of pressure (i.e., yoga, music, deep breathing, etc.).

### Recommendations for Improving Self-Confidence

1. Opportunities to continue to build self-confidence might include continuation with drama, attending plays, musicals and concerts, visits to art exhibits and museums.
2. Praise for assignments well done with an emphasis on what \_\_\_\_\_ got right may eventually dilute her tendency to be rather self-critical. For those times that outcomes are not as \_\_\_\_\_ had expected, her parents can continue to support her as they have in the past. Opportunities to identify and discuss feelings of relief, pride in her work, joy, sadness and disappointment can be important to a sensitive child. Also, discussing topics (like cheating, environmental issues, etc.) as they arise will make good use of her strong analytical skills and moral development. It is common for bright, sensitive children to concern themselves with weighty issues.

### Recommendations for Improving Socialization Skills

1. Due to \_\_\_\_\_'s history of negative social interactions with peers, it is recommended that he become involved in activities within and outside of school that are positive. For example, organized sports, clubs and youth groups may be some activities that \_\_\_\_\_ might enjoy.
2. Provide \_\_\_\_\_ with leadership opportunities in the classroom, possibly in the form of classroom helper or line leader, to increase her level of confidence and comfort among her peers. Allow \_\_\_\_\_ opportunities to demonstrate her strengths, possibly in the form of drawing, acting, or story telling, in front of her school peers.

3. Pair \_\_\_\_\_ with a similar-age peer that can model age-appropriate social and academic behaviors in the classroom, to improve 's maturity level among her peers.
4. Help \_\_\_\_\_ develop his leadership potential worth his peers through having him assist with classroom duties. Also since \_\_\_\_\_ enjoys helping his peers have him aid other students in subjects that are his strengths.
5. Social skills group at school to work on skills such as empathy and controlling emotions. Concrete instruction in social skills may be beneficial.
6. Teacher should continue with conflict resolution.
7. Parents should try to conduct conflict mediation at home similar to how it is done at school for consistency.
8. Eye contact should be encouraged during times of social interaction.
9. Continue with Boy Scouts since the program is an excellent way for \_\_\_\_\_ to experience social interactions with his peers and be exposed to age appropriate behaviors and skills.
10. Read books and watch movies (with high interest levels for \_\_\_\_\_) as a family, stopping at poignant moments to discuss social cues and emotions. For example, stopping to discuss how a certain character may be feeling at that moment or what the character should do next in the story.
11. Provide enriched cultural experiences where \_\_\_\_\_ can have opportunities to reason through social situations with adults and peers. Keep \_\_\_\_\_ involved by asking stimulating questions and by creating interesting and motivating tasks,
12. Social skills groups may be a positive environment for \_\_\_\_\_ to build perspective-taking skills with both peers and adults.

### Recommendations for Increasing Enhancement and Motivation

1. Provide opportunities for \_\_\_\_\_ to highlight her creativity and imagination, possibly in the form of theater/drama classes, drawing classes, or art/sculpture classes.
2. Enroll in art classes and hands-on classes since these type of tasks are intrinsically motivating for \_\_\_\_\_.
3. Seeing as \_\_\_\_\_ is an independent and creative thinker, it is important to keep these traits in mind when moving ahead with college and career. \_\_\_\_\_ would do well to keep in mind his strengths in hands-on, creative tasks.
4. Equally important to keep in mind is \_\_\_\_\_'s need for intrinsically motivating activity in whatever he pursues - be it law enforcement, psychology/psychiatry, cooking or fire fighting.

5. Also, being aware of \_\_\_\_\_'s need for extra support in classes that are not as intrinsically motivating is also essential. Learning to remain engaged in order to maintain concentration and to get work done will be important as \_\_\_\_\_ pursues college/career. Also, learning to advocate for accommodations in the classroom will be important.
6. Recognize and continue to reinforce \_\_\_\_\_'s motivation to learn.
7. \_\_\_\_\_ may benefit from taking a basic computer class. This will enable \_\_\_\_\_ to obtain some practical experience before starting his college classes.
8. \_\_\_\_\_ has expressed strong interest in becoming an architect. It may be helpful for him to shadow an architect to gain further insight into the profession and requirements of it.
9. \_\_\_\_\_ may want to listen to novels on tape for enjoyment and to broaden his/her life experience.
10. Encourage \_\_\_\_\_ to develop other interests in addition to the army. Introduce books, videos, etc. on relevant topics (aircraft/pilots, spaceships/astronauts, army exercise training).
11. It will be important to give \_\_\_\_\_ time to build on her strengths in art and sports.
12. Allow for enjoyment of reading at home. Discuss books at home. Get books on tape that \_\_\_\_\_ enjoys. Remember, reading is more than decoding, it is also about enjoying stories and building motivation by becoming engaged in various topics.

### Recommendations for Increasing Parental Support

1. When working with \_\_\_\_\_, it may be helpful to use reflective statements ("I know you are tired, but...") and directive statements ("I need you to do \_\_\_\_\_ and then you can choose \_\_\_\_\_ or \_\_\_\_\_") rather than asking questions ("Would you clean up your room?") and providing \_\_\_\_\_ with the opportunity to refuse requests. This strategy will allow \_\_\_\_\_ to make his/her own choices, while still accomplishing necessary tasks and following through with parent requests.
2. Create opportunities for personal time as parents. Allow free time to relax and rejuvenate as parents.

### Recommendations for Counseling and Support

1. Work with counselors to address issues in the family and to receive support in parenting.
2. \_\_\_\_\_ and his parents are to be commended for expressing a strong desire to obtain appropriate counseling for the family and for \_\_\_\_\_. One possible resource is the Counseling and Educational Services Clinic at the University of Denver Morgridge College of Education. You can call clinic director Bobbi Vollmer, Ph.D. at (303)-871-3230.

3. As a way of seeking parental support, consult with family friends and/or people in outside organizations who may have children experiencing similar school difficulties or who may be involved in similar situations. Family counseling and parenting classes may also be considered as means of seeking additional support.
4. Since \_\_\_\_\_ and his parents all question the decision-making process that determined the medications that \_\_\_\_\_ is not taking, a review of the current medications is in order.
5. Utilize tutors (through learning effectiveness programs on college campuses) to assist \_\_\_\_\_ with the above strategies and to advocate for appropriate accommodations in the classroom and with test taking.
6. Family/career counseling will be helpful as \_\_\_\_\_ and \_\_\_\_\_ seek continued guidance for this important time of transition between high school and college.
7. Learning to balance the demands of social/academic/familial roles will be important as \_\_\_\_\_ moves ahead. One possible resource is the Counseling and Educational Services Clinic at the University of Denver's Morgridge College of Education. You can call clinic director Bobbi Vollmer, Ph.D. at (303)-871-3230.
8. Due to the on-going nature of \_\_\_\_\_ bad dreams and inability to sleep, one-on-one counseling may be a way for \_\_\_\_\_ to work through her fears and learn how to gain more control over \_\_\_\_\_ life.

### Recommendations for Teaching Advocacy Skills

1. It will be important to advocate for the above recommendations and interventions in school, seeing as \_\_\_\_\_ has significant needs in the areas of reading and spelling. A 504 plan may be helpful or special services in the area of perceptual communication.
2. It will also be important for \_\_\_\_\_ to learn how to advocate for accommodations in the classroom as she transitions into middle school where there are several different teachers.

### Retention: Things to Consider

In making a decision about retention, there are many elements to consider.

First, it is important to consider different setting, including school, home, and neighborhood/ community, when evaluating a child's current level of development. Concerning school development, it is vital to take into account the areas of academic progress, learning style, classroom adaptability/ behaviors, potential for boredom, and peer relationship/social interactions. In the home environment, it is essential to consider family relationships (sibling, parent-child), self-control/discipline, helping behaviors, and level of stress and support. As a member of the neighborhood/community, it is also important to take into account a child's involvement in community organizations, religious or non- religious affiliation, and perceived support from the neighborhood and community.

1. \_\_\_\_\_'s scores suggest that she is achieving at grade level in many academic areas. Although her areas of needed improvement, such as spelling, may require additional strategies to improve \_\_\_\_\_'s skills, it is probably that these skills can be improved through the use of a tutor during \_\_\_\_\_'s off-track schedule.
2. At the end of \_\_\_\_\_'s second grade year, it will be important to discuss \_\_\_\_\_'s progress with her current teacher to assess her level of development.
3. Additionally, it will be beneficial to explore the possibility of matching \_\_\_\_\_ to a third grade teacher based on his/her needs and learning style. In pursuing \_\_\_\_\_'s options for placement, the expectations of \_\_\_\_\_'s future third grade teacher will be important in her placement decision.