

Case for ZB

Supporting ZB for a better future



Welcome!



Overview

- Assessments
- Key Information
- Services
- Follow up assessments



ASSESSMENTS

- Intellectual Functioning
- The Differential Ability Scales
- Verbal Ability
- Nonverbal Reasoning Ability
- Spatial Ability
- Adaptive Behavior Assessment System
- Autism Spectrum Rating Scales
- Social and emotional behaviors
- Informal observations



Key Information

- ZB's ADHD
- ZB's ASD
- His need for extra clear instructions
- His need for strict scheduling
- His need for extra help in understanding and applying social cues and interactions.



Services In Place

- Teacher support in social and coping skills.
- ZB is given opportunities to practice these skills in real life situations with his classmates and other peers.
- ZB has been placed in a participation group focused on social/coping skills and instructions.
- Teachers have clearly defined rules posted around the room for ZB to see. This helps ZB to internalize the rules and helps him to positively control his behavior.
- A predictable routine which helps ZB reduce his disruptive behaviors.
- Teachers give positive feedback to ZB as often as possible.



additional information

- Additional family dynamic
- How ZB interacts at home with family including time with spent with his brother and time spent with dad.
- Does ZB have any close relatives (cousins) that he interacts with?



Follow up assessments

- Short-Term Objective Goal:
- When completing grade level Math assignments ZB will demonstrate grade level computation and problem-solving skills, with 80% accuracy.
- Mastery Criteria:
- 80% Accuracy 3 of 4 opportunities
- Progress reports will be provided:
- Every Quarter

