

## Ronald Clarenz Scenario

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### Disability Suspected Information

Ronald is a 3-year-old boy in a preschool setting. His teacher is concerned about his social and communication skills. He interacts very little with his peers and teacher, unless prompted to do so very directly by his teacher or other adults. Ronald's teacher has provided his class with instruction about appropriate classroom behavior and she continues to provide prompts and reminders about the behaviors she expects to see (*this is intended to speak to standards, persistence and to note that instruction has been provided to the class*). All but 2 other children interact appropriately and frequently with each other throughout the day. The two who do not do so frequently are doing so about half the time and seem to be improving with support from the teacher (*speaks to uniqueness*). This includes the way that children should interact with each other as well as the routines she expects them to follow throughout the day. She has gathered information on all of the children (*information source that would support "uniqueness"*) using an established curriculum-based assessment tool to help her plan instruction. She engages the children in play and structured routines and promotes and reinforces frequent interaction among the children.

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### Consent for FIE

Because a disability was suspected (and the DSF completed), the team proceeded to complete a Consent for Evaluation form. Data from the teacher and information from parents indicated concerns in the areas of **behavior** and **communication**, so the team agreed these were areas in which they suspected a disability but needed additional information to determine whether Ronald had a disability and need for special education services.

As noted on the Disability Suspected form, **hearing** and **vision** were evaluated and were within normal levels and expectations. In addition, Ronald's **health** history had been reviewed within the past few weeks by a school nurse and no concerns were noted. Data from the Creative Curriculum assessment and teacher and parent observations indicated that Ronald's **academic** skills (i.e., literacy, math, science, etc.) were comparable to peers. Ronald has a good vocabulary, counts, matches, completes puzzles, and appears to be strong cognitively.

With respect to the remaining domains, no formal assessment information was available. The teacher, teacher associate, parents and AEA consultant engaged in a professional conversation considering available evidence and observations to consider whether Ronald had needs in the **adaptive behavior** and **physical** domains. The team was able to describe specific examples of adaptive skills such as dressing, using the bathroom, eating and drinking that indicated that Ronald has appropriate skills. Likewise, parents and teachers were able to describe many physical skills such as walking, running, participating in sports and playing on the monkey bars on the playground; drawing and coloring, zipping and snapping certain clothes, etc. that indicated that Ronald's physical skills are within expected levels. The team concluded there were no concerns in these two areas based on the available data and discussion.

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