

Teaneck Public Schools  
Department of Special Services  
One Merrison Street  
Teaneck, NJ 07666  
201-833-5490

**CONFIDENTIAL PSYCHOLOGICAL EVALUATION REPORT**

Student's  
Name: Yaffa Schaum D.O.B.: 03/13/2006 Age: 13-6 M/F: F  
School Benjamin Franklin MS Grade 8 Program: Multiply Disabled  
Date(s) of Assessment: 10/10/2019 Examiner: Elizabeth Bauer, School Psychologist  
Date of Report: 11/15/2019

**REASON FOR REFERRAL**

This assessment was conducted as part of a Child Study Team triennial re-evaluation to determine continued eligibility for Special Education and Related Services for Yaffa. She was referred to the Child Study Team for this evaluation.

**METHODS OF ASSESSMENT**

- Review of Records
- Vineland Adaptive Behavior Scales – Third Edition (Vineland – III), Domain – Level Parent Rating Form (PRF) and Domain – Level Teacher Rating Form (TRF)
- Classroom Observation

**ASSESSMENT RESULTS**

**CLASSROOM OBSERVATION**

Yaffa was observed by Elizabeth Bauer, School Psychologist, on Wednesday, 11/06/2019 during music class from 9:05am – 9:25am. Yaffa was sitting next to her aide facing the piano. She looked around the room at the other children while they were playing music with “boom whackers.” She then used her hands to cover her ears, as if the sound was too loud for her. Students were following the direction of a classmate who was showing them what notes to play and which boom whacker should be used. Yaffa raised her hand when the teacher asked the students to vote on which song they would like to play next. The class voted to play “Lullaby.” Yaffa’s aide was holding her boom whackers and showing her when it was her turn to play. Yaffa put her hands on the back of her neck and then leaned over on her aide. Yaffa was yawning and leaning over. Then, her aide asked her to point to her ears and her eyes. The teacher prompted the students to listen and watch. Yaffa pointed to her ears and her eyes with help from her aide. The teacher also asked Yaffa to point to her ears and eyes which she was able to do. The teacher then said they were going to play, “Doe a deer.” Yaffa and her classmate had the boom whackers that went along with the first note of the song. Yaffa sat back and was scratching her back and looking around the classroom as the other children played the notes with their respective boom whackers. Yaffa then leaned over on her aide and

yawned. The aide asked if she was tired and she nodded her head. Her aide then had Yaffa stand up and stretch. She sat back down while the teacher started having the students put away their boom whackers. Yaffa stood up with her aide and walked with her to put the boom whackers away. The teacher then asked the students to show her the hand signs for specific notes. With the help of her aide, Yaffa was able to show the hand signs for each note. The teacher asked Yaffa to show the hand sign for the high note and she was able to do so with help from her aide. The students voted on the next activity which was called, "Fruit Salad." Yaffa was asked to give the first "fruit" in the song. She went up to the board with her aide and wanted to draw an apple. Her aide utilized hand-over-hand to help Yaffa draw the note/apple in the box on the board. Yaffa was able to independently color in the circles that she drew. She then handed the marker back to the teacher and sat down. This concluded the observation.

### ADAPTIVE FUNCTIONING

Yaffa was evaluated using the Vineland Adaptive Behavior Scales – Third Edition (Vineland – III) which is an individually administered measure of adaptive behavior. Adaptive behaviors are the things people need to do in order to function in their everyday lives. These important everyday behaviors can be grouped into the broad areas of communication, practical daily living skills, and relating to other people. The specific adaptive behaviors that are needed change as a child grows older and depends less on the help of others, but at every age, certain behaviors and skills are expected in the home, school, and community. Learning about a child's adaptive behaviors and skills is part of a process that can help in planning for her education and for any special needs at home or in school. The Vineland – III assesses adaptive behavior in three broad domains: Communication, Daily Living Skills, and Socialization. It also provides an overall level of adaptive functioning which is described by the Adaptive Behavior Composite (ABC) score.

To determine the level of a child's adaptive behavior, someone who knows that child well usually a parent, caregiver, or teacher, is asked to describe her daily activities. The level of those activities is compared with that of other children the same age. This provides information to determine the areas in which the child is performing as well as others her age, as well as any areas in which the child is not doing as well and therefore needs help.

The Vineland – III provides norm-referenced scores for domains and an overall Adaptive Behavior Composite (ABC). *Standard scores* have a mean of 100 and *SD* of 15. *Confidence intervals* reflect the effects of measurement error and provide, for each standard score; a range within which Yaffa's true standard score falls with a certain probability or confidence. The confidence level chosen for this report is the 95% confidence interval. A *percentile rank* is the percentage of individuals in Yaffa's normative age group who scored the same or lower than Yaffa. For example, a percentile rank of 41 indicates that the examinee scored higher than (or the same as) 41% of the age-matched norm sample.

Yaffa's results were compared to those of a norm sample, which is a representative group of children of the same age from across the United States. Below is a chart of scores that describe the level of adaptive functioning and the range of scores for each level.

**Qualitative Descriptors**

<b>Adaptive Level</b>	<b>Domain &amp; ABC Standard Scores</b>
High	130 to 140
Moderately High	115 to 129
Adequate	86 to 114
Moderately Low	71 to 85
Low	20 to 70

The Parent/Caregiver Rating Form, Domain – Level (PRF) of the Vineland was completed by Yaffa’s father, Mr. Simcha Schaum. The results are detailed below:

**Summary of Mr. Schaum’s Ratings (Vineland – III Parent Rating Form, Domain – Level)**

<b>Composite</b>	<b>Standard Score<sup>1</sup></b>	<b>95% Confidence Interval</b>	<b>Percentile Rank</b>	<b>Adaptive Level</b>
<b>Adaptive Behavior Composite</b>	<b>23</b>	<b>19-27</b>	<b>&lt;1</b>	<b>Low</b>
<b>Domains</b>				
Communication	20	13-27	<1	Low
Daily Living Skills	20	12-28	<1	Low
Socialization	28	21-35	<1	Low

<sup>1</sup>Vineland-III Standard Scores have a mean of 100 and a standard deviation of 15.

The Teacher Rating Form, Domain – Level (TRF) of the Vineland was completed by Yaffa’s teacher, Ms. Vatrell Graves.

**Summary of Ms. Graves’s Ratings (Vineland – III Teacher Rating Form, Domain – Level)**

<b>Composite</b>	<b>Standard Score<sup>1</sup></b>	<b>95% Confidence Interval</b>	<b>Percentile Rank</b>	<b>Adaptive Level</b>
<b>Adaptive Behavior Composite</b>	<b>20</b>	<b>14-26</b>	<b>&lt;1</b>	<b>Low</b>
<b>Domains</b>				
Communication	20	11-29	<1	Low
Daily Living Skills	20	10-30	<1	Low
Socialization	20	13-27	<1	Low

<sup>1</sup>Vineland-III Standard Scores have a mean of 100 and a standard deviation of 15.

Yaffa’s overall adaptive functioning is regarded as **Low** (SS=20 ) according to the Teacher Rating Form (TRF) and the Parent Rating Form (PRF) (SS=23). The 95 percent confidence level shows Yaffa’s true Adaptive Behavior Composite is likely to be within the range of 14-26 or 19-27. She scored higher than less than one percent of her same-aged peers.

The Communication domain measures how well Yaffa exchanged information with others. It includes taking in information, expressing herself verbally, reading, and writing. Yaffa's level of adaptive functioning for the Communication domain is **Low** for her age group (SS=20) according to the PRF and TRF. Her percentile rank is less than one.

The Daily Living Skills domain assesses Yaffa's performance of the practical, everyday tasks of living that are appropriate for her age. Such tasks include various aspects of self-care, helping around the home, and functioning in the community. Yaffa's level of adaptive functioning for the Daily Living Skills domain is also regarded as **Low** (SS= 20) according to the TRF and the PRF. Her percentile rank is less than one.

The Socialization domain reflects Yaffa's functioning in social situations. This domain covers her interpersonal relationships, play, and leisure activities, along with coping skills in social situation. Yaffa's level of adaptive functioning within the Socialization domain is **Low** (SS=20) according to the TRF. She scored a bit higher according to the PRF (SS=28). She scored higher than less than one percent of her same-aged peers.


All together, the results suggest Yaffa displays similar levels of adaptive functioning between home and school across all areas of adaptive functioning.

In summary, the results of both the Parent Rating Form (PRF) and Teacher Rating Form (TRF) indicate that Yaffa displays very low communication, daily living, and socialization skills. Overall, her adaptive behavior composite is also within the Low range according to both the Teacher Rating Form and Parent Rating Form.

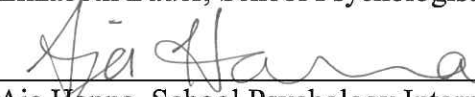
This Psychological Evaluation report is part of a Child Study Team reevaluation to determine eligibility for Special Education and Related Services. Yaffa was referred for a Psychological Evaluation to determine her current adaptive functioning ability, areas of strength and weakness, and to determine eligibility. Due to extremely low cognitive ability, the Vineland – III was utilized in order to determine Yaffa's adaptive functioning. This evaluation will be used as a primary component in determining her eligibility.

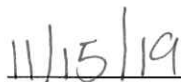
The results of this assessment will be shared with the IEP Team in order to determine eligibility for Special Education and Related Services.

I certify that the above information reflects my conclusions.

  
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Elizabeth Bauer, School Psychologist

  
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Date

  
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Aja Hanna, School Psychology Intern

  
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Date