

Example Case Study**Name:** Student A**Grade:** Pre-K 3**Date of Birth:** 12/11/2015**Date of Report:** 08/06/2020**Chronological Age:** 4years, 7months (55 months)**Examiner:** Examiner XYZ**Dates of Testing:** 07/13, 7/24, 7/30, 8/2/2020

Reason for Referral

Student A and her family volunteered as practice subjects to help the examiner learn proper administration and assessment procedures. The examiner is currently enrolled in the PY 714 Assessment of Young Children with Special Needs course at Emporia State University. A written signature of consent was obtained from Student A's biological mom prior to administration of the testing materials.

Background Information

Student A is a 55-month-old, Caucasian female. She resides in her family home with both biological parents and a 5-month-old brother. At age two she completed a course of Kindermusik, which is a music and movement program for young children. She began gymnastics in June 2019 but ended in January 2020 due to an injury with her big toe which required her to wear a boot for six weeks. Student A is currently enrolled in her second year of swimming lessons. She completed Pre-K 3 and will be moving up to Pre-K 4 beginning in Fall 2020. Mom reported no concerns regarding Student A's development or overall functioning. Additionally, mom did not identify any medical, hearing, or vision concerns.

Behavioral Observations

Each test administered through direct assessment was completed in the living room of Student A's family home, a natural environment for Student A. A structured interview with Student A's mom, Name here, was completed over the phone. Student A dressed in weather appropriate clothing and displayed good hygiene. Her speech was clear and normal in rate and tone. Student A consistently presented as cheerful, as evidenced by smiling largely and excitedly asking what I had brought for her to do each time. For two sessions (7/13 and 7/24), Name here reported Student A was more "silly" and "hyperactive" than usual due to just returning from a weekend at her grandparent's home and fun plans scheduled later in the day. Student A's attentiveness was fair. She was often observed looking away from the stimulus material toward the TV or another item in her area. Based on her varying levels of attentiveness, testing results should be interpreted with caution. During the first testing session, Student A sought reassurance from her mom. She would often look toward her mom after answering a question or performing a task to ask: "Am I doing good, mom?" After the second testing session, Student A no longer sought reassurance. Instead, she made comments demonstrating confidence in her abilities, such as "I am doing so good" and "I am so smart."

Tests Administered

Developmental Assessment of Young Children - 2nd Edition (DAYC-2)

- Completed 07/13/2020
- Direct, norm-referenced assessment of childhood development
- Measures five domains: Cognitive, communication (receptive and expressive language), social-emotional, physical development (gross and fine motor), and adaptive behavior
- Average standard scores range from 90 to 110 and above average scores range from 111-120

Kaufman Assessment Battery for Children – 2nd Edition (KABC-II)

- Completed 07/24/2020
- Direct, standardized assessment of cognitive abilities
- Measures four areas of cognitive ability: Short-term memory, visual processing, long term storage and retrieval, and crystallized ability
- Average standard scores range from 85 to 115

Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)

- Completed 07/30/2020
- Structured, standardized interview for adaptive behavior; completed with biological mom
- Measures four domains of adaptive behavior: Communication (receptive, expressive, written), daily living skills (personal, domestic, community), socialization (interpersonal relationships, play and leisure, copings skills), and motor skills (gross and fine motor)
- Adequate standard scores range from 86 to 114
- Adequate *v*-scale scores range from 13 to 17; moderately high *v*-scale scores are 18 to 20

Bracken Basic Concept Scale – Expressive (BBCS-E)

- Completed 08/02/2020
- Direct, norm-referenced assessment of ability to verbally label basic concepts
- Includes a screen for school readiness
- Ten basic concepts are measured: Colors, letters/sounds, numbers/counting, sizes/comparisons, shapes, direction/position, self-/social awareness, texture/material, quantity, and time/sequence
- Average scaled scores range from 8 to 12; average composite scores are 86 to 114

Results

The Individuals with Disabilities Education Act (IDEA) outlines five key developmental domains: Cognitive, communication, motor, social-emotional, and adaptive behavior skills. Each of the administered tests measures a part of the five domains. When combined, the tests provide a comprehensive measure of development across the five domains.

When looking at the charts for test results, percentile ranks point to where Student A scored in relation to similar-aged peers. For example, a ranking in the 42nd percentile means that Student A scored higher than or equal to 42% of her peers. The scores give us an idea of how far above or below the average Student A is in demonstrating her abilities in the five domains. A descriptive term (e.g., average) is given based on each score.

The results are as follows:

Cognitive Domain

Domain	Score	Percentile Rank	Descriptive Term
<i>Kaufman Assessment Battery for Children – 2nd Edition (KABC-II)</i>			
Fluid-Crystallized Index (FCI)	91	27	Average
Short-Term Memory	97	42	Average
Visual Processing	86	18	Average
Long-Term Storage and Retrieval	86	18	Average
Crystallized Ability	104	61	Average
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
Cognitive	108	70	Average

Cognitive abilities are brain-based skills that are needed for learning and reasoning. Student A's cognitive abilities were measured using the KABC-II and DAYC-2. Four specific areas of cognitive ability measured by the KABC-II include short-term memory, visual processing, long-term storage and retrieval, and crystallized ability. Short-term memory is the information we can hold and access in our minds for a short period of time, such as remembering someone's name immediately after they introduced themselves. Student A demonstrated her strengths in short-term memory by recalling a series of numbers, touching pictures in the order that I stated them, and copying sequences of my hand movements. Student A scored within the average range (85-115) on the KABC-II for short-term memory abilities.

Visual processing involves the ability to take in visual information, manipulate the information, and identify patterns. Simply put, it is our brains ability to make sense of what we are seeing in the world around us. These skills are used when matching pairs of socks or picking the correct screwdriver head for a screw. Student A demonstrated her visual processing abilities on the KABC-II through tasks that prompted her to identify one picture that did not belong in a group of five pictures and recognize one face from a group of faces. Similar tasks were used in the DAYC-2, such as identifying objects that did not belong in a group and sorting items based on different characteristics (e.g., color, size, type of animal). Student A had strengths in her visual processing as demonstrated by her ability to discriminate between objects, and match, pair, and sort items. On the KABC-II, she scored in the average range for visual processing.

Long-term storage and retrieval refer to the broad ability to keep information in long-term memory and retrieve it easily when needed. An example is remembering the name of someone you met three months ago when you run into them at the grocery store. On the KABC-II, Student A demonstrated these skills by identifying characters that were given nonsense names. Additionally, for the DAYC-2, she demonstrated strengths by stating her birthday and address and naming greater than 20 objects. Student A obtained an average score on this KABC-II domain.

The last specific cognitive domain measured by the KABC-II was crystallized ability. This is the amount of specific knowledge a person has and their ability to apply this knowledge, such as knowing the definition of words and the capitals of all 50 states. Student A demonstrated her crystallized abilities by naming a pictured object and solving riddles, where she would identify the object after being given several characteristics of the object. She displayed similar strengths in crystallized ability on the DAYC-2, where she was able to describe the purpose of several body parts and draw a person with more than six recognizable parts. On the KABC-II, Student A's score placed her in the average range for crystallized abilities.

The KABC-II provides a composite score, the Fluid-Crystallized Index (FCI), which represents general cognitive ability. Student A obtained a standard score of 91 on the FCI, which falls within the average range (85-115). Additionally, on the DAYC-2, Student A obtained a standard score of 108, which falls within the average range (90-110) for cognitive abilities. *Based on results of the KABC-II and DAYC-2, Student A currently functions within the average range for general cognitive abilities.* She demonstrated strengths in recalling a series of numbers, discriminating, sorting, and matching objects, retrieving information from her long-term memory, and recalling facts she has learned. Student A's parents can continue to foster the development of her cognitive abilities through activities such as playing memory games, engaging with *I-Spy* books, singing and reciting alphabet and days of the week songs, and taking field trips to zoos and museums to learn more about the world around her.

Communication Domain

Domain	Score	Percentile Rank	Descriptive Term
<i>Bracken Basic Concept Scale – Expressive (BBCS-E)</i>			
Expressive Total Composite (TC)	94	34	Average
Expressive School Readiness Composite (SRC)	106	66	Average
School Readiness Subtests	11	63	Average
Direction/Position	8	25	Average
Self-/Social Awareness	9	37	Average
Texture/Material	8	25	Average

Quantity	10	50	Average
Time/Sequence	8	25	Average
<i>Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)</i>			
Communication	106	66	Adequate
Receptive	15	--	Adequate
Expressive	17	--	Adequate
Written	16	--	Adequate
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
Communication	102	55	Average
Receptive Language	99	47	Average
Expressive Language	103	58	Average

Communication involves exchanging and receiving information from others, verbally, non-verbally, and through written text. The BBCS-E, Vineland-3, and DAYC-2 were used to measure Student A's development in the communication domain. Together, the tests measured three types of communication: Receptive, expressive, and written. Receptive communication refers to the "input" of information, meaning Student A's ability to understand what is spoken or read. Both the Vineland-3 and DAYC-2 measured receptive communication. Student A demonstrated strengths in her receptive communication by answering comprehension questions after being told a short story, identifying words that rhyme, following three-step instructions, and remembering what she is told about the schedule for the day. Student A scored similarly in the average range (90-110) of the DAYC-2 and adequate range (13-17) of the Vineland-3 for receptive communication abilities.

Expressive communication is then the "output" of information, or Student A's ability to share information with others. All three tests provided a measure of expressive communication. The BBCS-E focused on Student A's ability to verbally label basic concepts in 10 areas: Colors, letters/sounds, numbers/counting, sizes/comparisons, shapes, direction/position, self-/social awareness, texture/material, quantity, and time/sequence. She demonstrated strengths in her ability to verbally label concepts with her use of direction words (on/next to), emotion words (sad/happy), and quantity words (empty/full). Student A was further able to demonstrate her strength in expressing emotions on the DAYC-2, but through non-verbal means. Student A use facial expressions to communicate different feelings, such as happy, sad, mad, and surprised. On

the Vineland-3, Student A's mom reported Student A verbalizes how she is feeling to others. Student A demonstrated additional strengths in expressive communication on the DAYC-2 and Vineland-3 through her ability to talk about everyday or one-time experiences, use several methods to explain information if someone is confused, use contractions in her speech (e.g., I'll), and tell jokes. Student A shared the joke, "What do you call a sleeping dinosaur? A dinoSNORE!" Student A scored similarly in the average range (90-110) of the DAYC-2 and adequate range (13-17) of the Vineland-3 for expressive communication abilities. Student A also obtained scores within the average range (8-12) on her ability to verbally label each of the 10 concepts on the BBCS-E.

Written communication refers to how well you read and write. While the Vineland-3 was the only test to provide a specific measure of written communication, reading and writing skills were also included in the DAYC-2 and BBCS-E. Student A demonstrated strengths in written communication through her ability to identify uppercase and lowercase letters of the alphabet and copy her first name without mistakes. She can make single letter sounds and is working on double-letter sounds, such as "pl." Student A scored within the adequate range on the Vineland-3 measurement of written communication.

The Vineland-3 and DAYC-2 provide domain scores for communication. Student A scored within the average range (90-110) on the DAYC-2 and adequate range (86-114) on the Vineland-3 for communication skills. Additionally, the BBCS-E provides the Expressive Total Composite (Expressive TC), an overall measurement of Student A's ability to verbally label basic concepts. Student A scored within the average range (86-114), meaning her ability to verbally label basic concepts is average. The BBCS-E also provides the Expressive School Readiness Composite (Expressive SRC), which measures her understanding of basic concepts that relate to being ready for early formal education. Student A's score fell within the average range, meaning she was able to verbally identify the basic concepts, including colors, letters/sounds, numbers/counting, sizes/comparisons, and shapes, that are needed to be prepared for early formal education.

Based on results of the BBCS-E, Vineland-3, and DAYC-2, Student A is currently functioning within the average range for communication. She demonstrated strengths in her ability to comprehend short stories, express her emotions verbally and non-verbally, and identify the letters of the alphabet. To continue fostering growth in her communication abilities, her parents can have Student A narrate daily tasks, ask open-ended questions while reading her a book, play *Simon Says*, and use sidewalk chalk to continue working on writing her letters and letter sounds.

Motor Skills Domain

Domain	Score	Percentile Rank	Descriptive Term
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
Physical Development	103	68	Average
Gross Motor	113	81	Above Average
Fine Motor	91	27	Average
<i>Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)</i>			
Motor Skills	106	66	Adequate
Gross Motor	15	--	Adequate
Fine Motor	17	--	Adequate

Motor skills include gross and fine motor movements. Gross motor movements require large muscle groups for movement and coordination, such as using your arms and legs for walking and jumping. Fine motor movements require smaller muscle groups for manipulating objects, such as using your hands and fingers to grasp a fork or pick up a penny. The Vineland-3 and DAYC-2 provide measurements of motor skills/physical development. Student A demonstrated her strengths in gross motor movement by hopping and balancing on one foot without holding onto something for balance, pedaling a bike with training wheels, and catching a large ball in both hands. These strengths were observed in both the Vineland-3 and DAYC-2. While Student A scored in the adequate range (13-17) for gross motor skills on the Vineland-3, she scored in the above average range (111-120) on the DAYC-2. This difference in scores may be due to the nature of the tests, the Vineland-3 being an interview with mom and the DAYC-2 being a direct assessment, or the type of tasks that were given.

Fine motor movements require smaller muscle groups for manipulating objects, such as using your hands and fingers to grasp a fork or pick up a penny. Student A had strengths in her fine motor movements as evidenced by her ability to use scissors to cut a straight line, use an eraser without tearing the paper, and placing small paperclips on a piece of paper. Student A scored similarly on the DAYC-2 and Vineland-3. She scored in the average range (90-110) on the

DAYC-2 and adequate range (13-17) on the Vineland-3. A significant difference was noted between Student A's gross and fine motor skill scores on the DAYC-2. Student A's gross motor skills may be more developed due to her engagement in gymnastics and swimming lessons.

The Vineland-3 and DAYC-2 provide domain scores for motor development. Student A obtained a score in the average range (90-110) on the DAYC-2 and adequate range (86-114) on the Vineland-3 for overall motor skills. *Based on results of the Vineland-3 and DAYC-2, Student A is currently functioning in the average range for motor skills.* She demonstrated strengths in gross motor movement with hopping and standing on one foot without reaching out for support. She also demonstrated strengths in fine motor skills with cutting with scissors in a straight line and picking up small items with her fingers. To foster her continued motor/physical development, Student A's parents could encourage her to play hopscotch, jump rope, and jump on the trampoline. Additionally, Student A could string beads for a bracelet and pick small items out of playdough.

Social-Emotional Domain

Domain	Score	Percentile Rank	Descriptive Term
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
Social-Emotional	111	77	Above Average
<i>Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)</i>			
Socialization	108	70	Adequate
Interpersonal Relationships	17	--	Adequate
Play and Leisure	16	--	Adequate
Coping Skills	16	--	Adequate
<i>Bracken Basic Concept Scale – Expressive (BBCS-E)</i>			
Self-/Social Awareness	8	25	Average

The social-emotional domain includes social awareness, social competence, and social relationships. These skills are important for regulating emotions, engaging in meaningful

interactions with others, and developing friendships. Social-emotional skills were measured by the DAYC-2, Vineland-3, and BBCS-E. The Vineland-3 looked at three specific areas of social-emotional functioning: Interpersonal relationships, play and leisure, and coping skills.

Interpersonal relationship skills include how we respond and relate to others, such as forming friendships. Play and leisure skills are those involved in playing and doing activities with others. Coping skills are the skills we use to maintain control over our emotions and behaviors in situations involving others. An example is managing feelings of hurt or anger when given constructive criticism. Student A obtained scores in the adequate range (13-17) on the Vineland-3 in these three areas.

Student A demonstrated her skills in interpersonal relationships by congratulating others when appropriate, choosing good friends, telling others what she is thinking and feeling, and remembering and asking others about activities they enjoy. She demonstrated her strengths in play and leisure through being able to explain the rules of games to others and wanting to spend time with her friends. Student A showed her ability to use coping skills to change her behavior so her infant brother is not disrupted. During testing, Student A was observed to put her finger to her lips and say in a hushed voice, “We need to be quiet.” Student A is also able to remain calm when small requests are denied and ask before using another’s belongings.

The DAYC-2, Vineland-3, and BBCS-E provide domain scores for social-emotional abilities. Student A obtained a score in the average range (8-12) on the BBCS-E and adequate range (86-114) on the Vineland-3. Additionally, Student A scored in the above average range (111-120) for social-emotional abilities on the DAYC-2. *Based on these scores, Student A is functioning in the average to above average range for social-emotional development.* She demonstrated strengths in forming interpersonal relationships, engaging in play with others, and managing her emotions. To continue building her social-emotional skills, Student A’s parents can encourage her to play with her friends at the local park, create a coping skills toolbox, and identify emotions in her favorite book and TV characters. Additionally, Student A’s parents can act as positive role models regarding ways to handle big emotions.

Adaptive Behavior Domain

Domain	Score	Percentile Rank	Descriptive Term
<i>Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)</i>			

Adaptive Behavior Composite (ABC)	109	73	Adequate
Communication	106	66	Adequate
Daily Living Skills	108	70	Adequate
<i>Personal</i>	19	--	Moderately High
<i>Domestic</i>	15	--	Adequate
<i>Community</i>	15	--	Adequate
Socialization	108	70	Adequate
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
Adaptive Behavior	106	66	Average

Adaptive behaviors are the skills we need for day-to-day functioning. The Vineland-3 and DAYC-2 provide measurements of adaptive behavior. The Vineland-3 breaks adaptive behavior into three domains: Communication, daily living skills, and socialization. As communication and socialization were focused on in previous domains and identified as falling in the adequate range, daily living skills will be the focus in this domain. Daily living skills include personal skills, domestic skills, and community skills. Personal skills are those that apply to taking care of oneself. Examples of personal skills include eating, washing, and dressing. Domestic skills are those needed to complete household tasks, such as chores, cleaning up after yourself, and preparing food. Community skills are needed to function outside of the home. Examples of community skills include knowing how to stay safe and using money.

Student A demonstrates strengths in her personal, domestic, and community skills. Student A shows her personal skills through washing her own hair when guided by mom and selecting weather appropriate clothes. Student A scored in the moderately high range (18-20) for personal skills on the Vineland-3. Comparisons across the domains showed that personal skills were higher than both domestic and community skills. Personal skills, in the form of independent and self-help skills, were also a primary focus of the adaptive behavior domain of the DAYC-2. Student A can dress herself, fasten her own seatbelt, and get a band-aid if she gets a scrape while playing outside.

Student A demonstrates her domestic skills in knowing to wash her hands before eating and completing at least two household chores, such as putting away the silverware from the

dishwasher and folding hand towels. She also knows to clean up a mess on the counter with paper towels. Student A also demonstrated strengths in her community skills. She uses her manners, looks both ways before crossing the street, and understands that some items cost more than others. Student A scored in the adequate range (13-17) for both domestic and community skills on the Vineland-3.

The Vineland-3 combines its communication, daily living skills, and socialization domains to obtain the Adaptive Behavior Composite (ABC). The ABC provides an overall measure of Student A's adaptive functioning. Student A obtained an ABC score in the adequate range (86-114). Arisa's adaptive behavior score on the DAYC-2 was in the average range (90-11). *Based on results of the Vineland-3 and DAYC-2, Student A is currently functioning in the average range for adaptive functioning.* She demonstrated strengths in dressing herself, completing household chores, using her manners, and practicing safety by looking both ways before crossing the street. Additionally, she demonstrated strengths in sharing information with others and engaging with peers. To continue expanding the development of her adaptive behaviors, Student A's parents encourage her to play dress up and pick out outfits that are weather or event appropriate, guide her in packing her own lunch, go shopping through the house to practice money exchanging money, and create a reward chart for chores.

General Development

Composite	Score	Percentile Rank	Descriptive Term
<i>Developmental Assessment of Young Children - 2nd Edition (DAYC-2)</i>			
General Developmental Index (GDI)	108	70	Average
<i>Kaufman Assessment Battery for Children – 2nd Edition (KABC-II)</i>			
Fluid-Crystallized Index (FCI)	91	27	Average
<i>Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)</i>			
Adaptive Behavior Composite	109	73	Adequate
<i>Bracken Basic Concept Scale – Expressive (BBCS-E)</i>			
Expressive Total Composite (TC)	94	34	Average
Expressive School Readiness Composite (SRC)	106	66	Average

The DAYC-2 provides a composite score, called the General Developmental Index (GDI), that gives an overall description for level of development across the five domains (Cognitive, communication, motor, social-emotional, and adaptive behavior). Student A obtained a GDI score in the average range (80-110), suggesting that she is functioning at the average level of development for children her age. This result is supported by the other tests, which measured parts of the five domains. The KABC-II provides a composite score, the Fluid-Crystallized Index (FCI), which represents general cognitive ability. Student A obtained an FCI score in the average range (85-115), suggesting that her cognitive abilities are average. The Vineland-3 provides the Adaptive Behavior Composite (ABC). The ABC provides an overall measure of Student A's adaptive functioning. Student A obtained an ABC score in the adequate range (86-114). The BBCS-E provides the Expressive Total Composite (Expressive TC), an overall measurement of Student A's ability to verbally label basic concepts. Student A scored within the average range (86-114), meaning her ability to verbally label basic concepts is average. The BBCS-E also provides the Expressive School Readiness Composite (Expressive SRC). Student A scored in the average range on the Expressive SRC which means she can verbally identify the basic concepts that are needed to be prepared for early formal education. *Based on the results of the DAYC-2, KABC-II, Vineland-3, and BBCS-E, Student A is functioning at an average developmental level in each domain.*

Summary

Student A is a 55-month-old female who is preparing to begin Pre-K 4 in Fall 2020. At the time of testing, Student A's mom reported no developmental concerns. Additionally, no medical, hearing, or vision concerns were noted. Student A completed the DAYC-2, KABC-II, and BBCS-E. Her mom participated in a structured interview for the Vineland-3. Five developmental domains were measured: Cognitive, communication, motor, social-emotional, and adaptive behavior skills. On overall composite scores, Student A demonstrated average development in each domain. Student A also demonstrated strengths in each domain, such as her ability to identify and express emotions, engage with peers, identify letters of the alphabet, use large and small muscle groups for movement, and use skills to manage her emotions. *No areas of concern were identified, and further testing is not recommended, at this time.*

Recommendations

Although Student A's development across the five domains is on schedule for her age, her parents can continue to foster her development through play and family activities. Four recommended activities, based on Student A's interests, are provided for each domain below:

Cognitive

- Play the game *Memory* with Student A and her friends.

- Engage Student A with *I-Spy* and *Where's Waldo* books.
- Listen and sing along to educational songs, such as Alphabet and Days of the Week songs.
- Take Student A on field trips to zoos, museums, and children's science centers.

Communication

Expressive Language

- Have Student A pretend to be the host of a cooking show and talk through the steps for baking brownies.
- Put on puppet shows where Student A creates and acts out the story.

Receptive Language

- Play instructional games/songs like *Simon Says* and *The Hokey Pokey*.
- While reading Student A her favorite books, pause to ask her questions about what is happening in the story.

Motor

Gross Motor Skills

- Play games outside – hopscotch, jump rope, jump on the trampoline, chase bubbles.
- Have a dance party with Student A's favorite music.

Fine Motor Skills

- Make friendship bracelets that require Student A to thread beads onto a piece of string.
- Hide small items in play dough and have Student A dig/pick them out with clothes pins.

Social-Emotional

- Set up playdates with Student A and her friends at the local park.
- Work with Student A to create a coping skill toolbox. Examples of items for the toolbox include bubbles for deep breathing, a squeeze ball, sensory items, and a coloring book with crayons.
- Identify emotions and discuss social situations between characters in Student A's favorite books and TV shows.
- Identify your own emotions and model for Student A how to manage these emotions (e.g., "I am feeling frustrated, so I am going to take a few deep breaths to help me feel calmer.")

Adaptive Behavior

- Have Student A play dress up and encourage her to put together outfits for different situations (e.g., rainy weather, going to a wedding).
- Pack a picnic lunch together. Work with Student A to identify what types of food would be good for a picnic, what utensils will be needed, and which items will need to be kept cold.
- Go on a shopping trip throughout the house and practice exchanging money for items.
- Work with Student A to create a reward chart for chores. Make cleaning up a fun activity by pairing it with music and dancing.

Respectfully submitted,

Examiner XYZ