Matthew is six years old and completing his first grade year in a regular classroom.

His grandparents won custody of Matthew in the spring and he now resides with them. The principal and teacher are aware that Matthew has some difficulties with distractibility, immaturity, and peer interactions.

They are undecided as to whether his problems warrant a referral for a special education evaluation.

Zach is 13 years old and completing the sixth grade. He has received special support in a resource room program for three years due to low achievement in reading, writing, mathematics and hyperactivity.

Zach’s school is moving toward greater inclusion of special education students and has increased Zach’s time in regular classes this year with mixed success.

Zach will transfer to a junior high school next year.

Shawn is 12 years old and was placed in the sixth grade prior to undergoing an evaluation at a children’s residential treatment center.

She has some of the skills needed to do academic work in the regular class although her progress has seemed to decline in recent years. She has a history of difficult classroom behavior and supportive help may be needed. Shawn will be returning to her home school in the next month.
### Early Childhood Version

<table>
<thead>
<tr>
<th>Trisha</th>
<th>Trisha is a four-year old girl who lives with her mother and father. She attends preschool in an inclusionary early childhood setting. Trisha has been evaluated by a clinical psychologist and has a diagnosis of Oppositional Defiant Disorder. She has an Individualized Education Plan and has made some progress during this semester. The classroom staff are concerned about her continued impulsivity and delayed social skills.</th>
</tr>
</thead>
</table>

G/S