FAX

Para: IRC intake

De: Maria Fictiva (mamá)

Re: Nora Fictiva

9 paginas con esta

Aqui estan los papeles de la escuela y del doctor

IEHP (FICTIONAL)

IEHP Member Services (FICTIONAL)

Eligibility Verification Letter

Member: Nora Fictiva Member ID: 98765432F
Coverage: Medi-Cal managed care, active
This letter confirms coverage for the month listed. It is not a guarantee of payment.
Questions? Call member services.

Example Unified School District - Special Education (FICTIONAL)

Psychoeducational Assessment Report - Confidential
Student: Nora Fictiva DOB: 04/22/2020
Grade: Kindergarten, Example Elementary
Report date: 02/26/2026
Examiner: Dana Placeholder, M.A., LEP

Reason for referral: limited expressive language, difficulty following routines, and frequent tantrums at transitions.

Background: lives with parents and older brother; Spanish and English at home. First words about 26 months; no full sentences. ABA through insurance since 01/2025.

Procedures: record review, interviews, observation, WPPSI-IV, Vineland-3, CARS-2-ST, BASC-3.

Behavior during testing: needed frequent breaks, visual supports and first/then language; rapport improved over sessions; results are considered a valid estimate. Hearing and vision screenings passed. Teacher reports she follows one-step directions with gestures.

Cognitive: WPPSI-IV Full Scale IQ 84 (Low Average). Verbal Comprehension 76 (Very Low), Visual Spatial 98 (Average), Fluid Reasoning 94 (Average), Working Memory 82, Processing Speed 88. Nonverbal skills were a relative strength; verbal scores may underestimate ability.

Adaptive: Vineland-3 ABC 71 (parent), 74 (teacher), Moderately Low. Needs help with fasteners and toileting; not yet fully toilet trained.

Autism: CARS-2-ST raw 36.5, Mild-to-Moderate Symptoms. Played alone, lined up blocks, flapped hands, limited eye contact; responded to name 2 of 5 times.

Social-Emotional: BASC-3 teacher At-Risk hyperactivity; Clinically Significant atypicality, withdrawal.

Summary: deficits in social communication and restricted, repetitive behaviors adversely affect educational performance. Nora meets California eligibility for special education under Autism. The IEP team should consider Speech or Language Impairment as a secondary category.

Recommendations: specialized academic instruction in a small structured setting; speech and language services; visual schedules and transition warnings; occupational therapy assessment; continued ABA services in the home.

Dana Placeholder, M.A., LEP 02/26/2026

Example Unified School District - IEP (FICTIONAL)

IEP - Initial Meeting date: 03/12/2026

Student: Nora Fictiva DOB: 04/22/2020 Grade: K School: Example Elementary

Primary disability: Autism (AUT) Secondary: Speech or Language Impairment (SLI)

Home language: Spanish EL status: EL

SERVICES	FREQUENCY	SETTING
Specialized Academic Instruction	1,500 min weekly	Special Day Class (AUT)
Speech and Language Therapy	2 x 30 min weekly	small group
Occupational Therapy	30 min weekly	pull-out
Extended School Year	yes	
Transportation	yes (bus)	

Example Unified School District - IEP (FICTIONAL)

IEP - Goals and Placement - Page 2

Present levels: recognizes 12 letters, counts to 10 with support, uses 1-2 word phrases, needs prompting to join groups, 2-3 tantrums a day at transitions lasting up to 10 minutes.

Goals: (1) 3-word phrases to request, 4 of 5 opportunities. (2) Transition with no more than one prompt, 80% of trials. (3) Pull pants up and down during toileting, 4 of 5 days.

Placement: Special Day Class (Autism), 80% of the day outside general education.
Parent consents. Parent signature: Maria Fictiva 03/12/2026

Example Clínica de Habla y Lenguaje (FICTICIA)

Evaluación de Habla y Lenguaje (FICTICIA) Fecha: 05/11/2025

Paciente: Nora Fictiva Fecha de nac.: 22/04/2020 Edad: 5 años, 6 meses

Evaluadora: Riley Example, M.S., CCC-SLP

Pruebas: PLS-5 (español e inglés), GFTA-3, muestra de lenguaje, entrevista con la madre.

Resultados: Comprensión auditiva 68, Comunicación expresiva 61, Lenguaje total 63: retraso severo. Articulación (GFTA-3) 79, debajo del promedio. Usa frases de una a dos palabras y se comunica llevando a los adultos de la mano y señalando.

Impresión: trastorno mixto del lenguaje receptivo-expresivo, severo, con retraso leve de articulación. Los déficits pragmáticos coinciden con la preocupación de autismo. Recomendaciones: terapia de lenguaje dos veces por semana por seis meses; capacitación para los padres; sistema de intercambio de imágenes en casa. Riley Example, M.S., CCC-SLP

Example Pediatrics Medical Group (FICTIONAL) - Progress Note

Pt: Nora Fictiva DOB 4/22/20 DOS 1/20/26

CC: WCC + dev f/u

Hx: recurrent AOM ~~2022-23~~, none since 1 yr

Allergies: NKA (rash)

Tx: 43in Wt 41lb Hearing: passed bilat Vision WNL

A: ASD suspected (prev), expressive lang delay

P: refer IRC intake. cont ABA + ST. RTC 6 mo

I. Example MD

Example Unified School District - IEP (FICTIONAL)