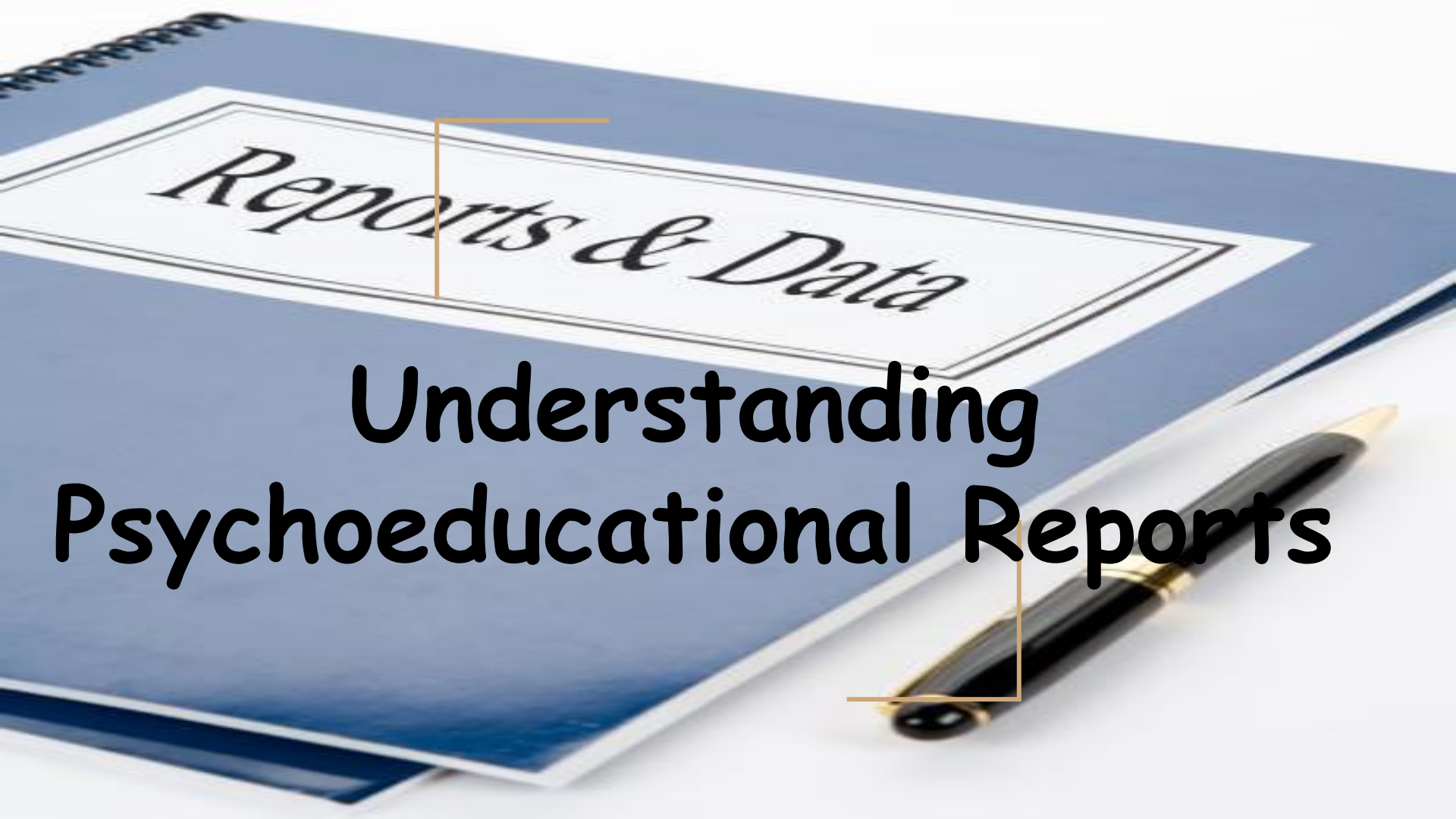




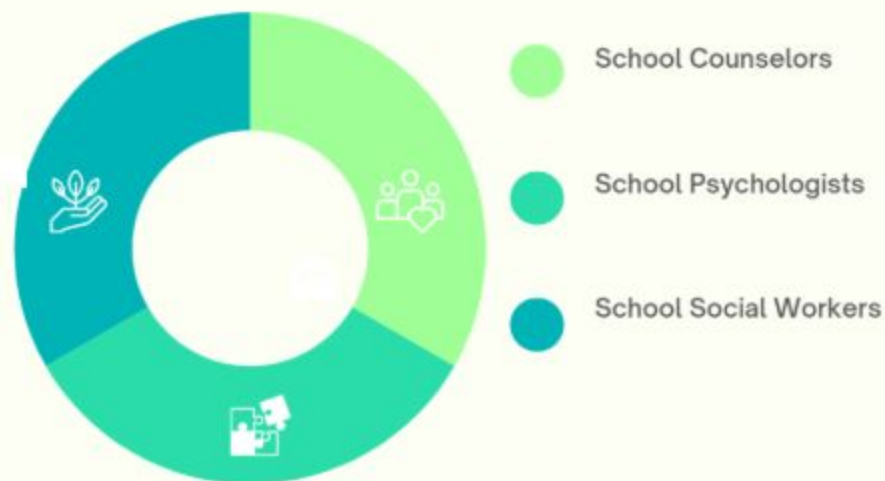
Reports & Data

Understanding Psychoeducational Reports

Objectives

- Review when a psychological would be done in a school setting
- Review components of psychoeducational evaluations
- Review commonly used instruments
- Identify various cognitive processes
- Clear up methods/terminology/ etc. evaluations

We are a part of each school's School-Based Mental Health Team



Educational Eligibility



Educational Guiding Principles

FAPE: Free and Appropriate Public Education

LRE: Least Restrictive Environment

To make sure everyone gets a FAPE:

- ▶ General Education

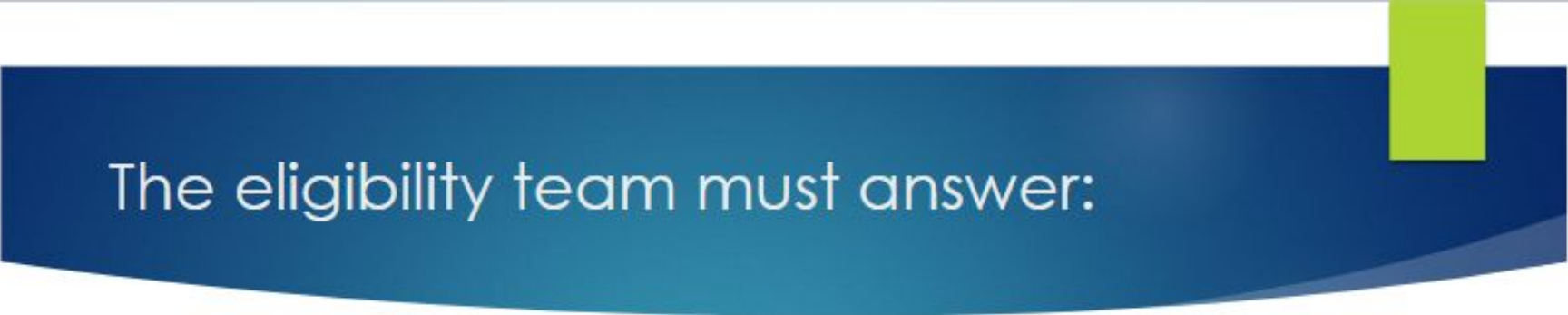
- ▶ Provided to **all students** attending public schools. All students are first, and always general education students regardless of the additional supports they may receive.

- ▶ 504 plan

- ▶ A plan of educational accommodations to allow a student with a disability to **access their education**.

- ▶ IEP

- ▶ A plan of educational goals, different education services, and educational accommodations designed for students with a disability who need **'specialized instruction' to learn**.



The eligibility team must answer:

- ▶ Does the student have a disability that meets VDOE criteria?
- ▶ VDOE criteria differs from DSM criteria

Would a psychological evaluation be done in a school...

- To determine if a child qualifies under VDOE criteria as a child with a disability...yes
- To inform an existing IEP...yes
- To see if a child qualifies under 504 as a child with a disability...yes
- To see how a child learns...no
- To uncover meaningful information about the child's personality...no
- To figure out a child's "learning style."....no
- To provide current information to a college's disability services office for college accommodations...no
- To provide information to inform community-based services...no

Typical components of an evaluation

The components of an evaluation can vary between practitioners (public or private). Variations in a test battery depend on a variety of factors, such as preference, the type of evaluation (initial or reevaluation), or the suspected disability (e.g. ID, ASD, SLD, ADHD).

- Intelligence test (overall cognitive ability, specific cognitive processes or abilities)
- Achievement test (oral language, reading, writing, and math skills)
- Rating Scales (social-emotional functioning, adaptive skills, behavior, specific characteristics of a disability)
- Observations
- Interviews
- Record Review

Intelligence Tests

Intelligence tests are used to identify processing strengths and weaknesses that may help or hinder a student in the classroom.

Commonly Used Intelligence Tests

Differential Ability Scale - Second Edition (DAS-2)

Kaufman Assessment Battery for Children - Second Edition Normative Update (KABC-II NU)

Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)

Woodcock Johnson Tests of Cognitive Abilities - Fourth Edition (WJ-IV)

Supplemental tests

There are also tests that assess specific cognitive abilities/processes without giving an overall intelligence score.

- Comprehensive Tests of Phonological Processing-Second Edition (CTOPP-2): [phonological processing](#)
- Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI): [visual-motor integration](#)
- Test of Orthographic Competence (TOC): [orthographic processing](#)
- Test of Memory and Learning, 2nd Edition (TOMAL-2): [verbal and visual memory](#)
- Wide Range Assessment of Memory and Learning, 2nd Edition (WRAML2): [verbal and visual memory](#)

Why are intelligence tests administered?

- Intelligence is an important predictor of academic success
- Specific cognitive abilities can impact key academic skills
- There are cognitive patterns associated with various disabilities
 - › SLD: overall average intelligence with delays in one or more abilities
 - › ID: significant impairment in overall cognitive ability
 - › AUT/SLI: discrepancy between verbal and nonverbal ability
 - › ADHD: deficits in working memory and processing speed

Achievement Assessments

Achievement assessments are given to provide information on how a student is performing academically compared to other children their same age or grade, and identify areas of academic strengths and weaknesses. Areas assessed typically include reading, writing, and math, but can also assess oral language (e.g. receptive and expressive skills)

Commonly Used Achievement Assessments

Kaufman Test of Educational Achievement - Third Edition (KTEA-3)

Wechsler Individual Achievement Test-Third Edition (WIAT-4)

Woodcock Johnson Tests of Achievement-Fourth Edition (WJ-IV)

Young Children's Achievement Test Second Edition (YCAT-2)

Achievement Assessments, continued

Some achievement tests only assess specific academic skills.

Commonly Used Achievement Assessments

Feifer Assessment of Reading (FAR)/Math (FAM)/Writing (FAW)

Test of Early Reading Ability, 3rd Edition (Tera-3)

Woodcock Johnson IV Tests of Oral Language (WJ-IV-OL)

Woodcock Reading Mastery Tests, Third Edition (WRMT-III)

KeyMath-3 Diagnostic Assessment (KeyMath-3 DA)

Rating Scales

Rating scales are distributed to teachers, parents, and/or the student being assessed to gather information on the students emotional functioning and to help assess behavioral concerns, including characteristics of Autism, attention difficulty, conduct problems, etc.

Commonly Used Rating Scales

Autism Spectrum Rating Scales (ASRS)

Social Responsiveness Scale (SRS)

Behavior Assessment System for Children - Third Edition (BASC-3)

Behavior Rating Inventory of Executive Functioning - Second Edition (BRIEF-2)

Conners Rating Scale - Third Edition (Conners-3)

Developmental Profile 4 (DP-4)

Observations & Interviews

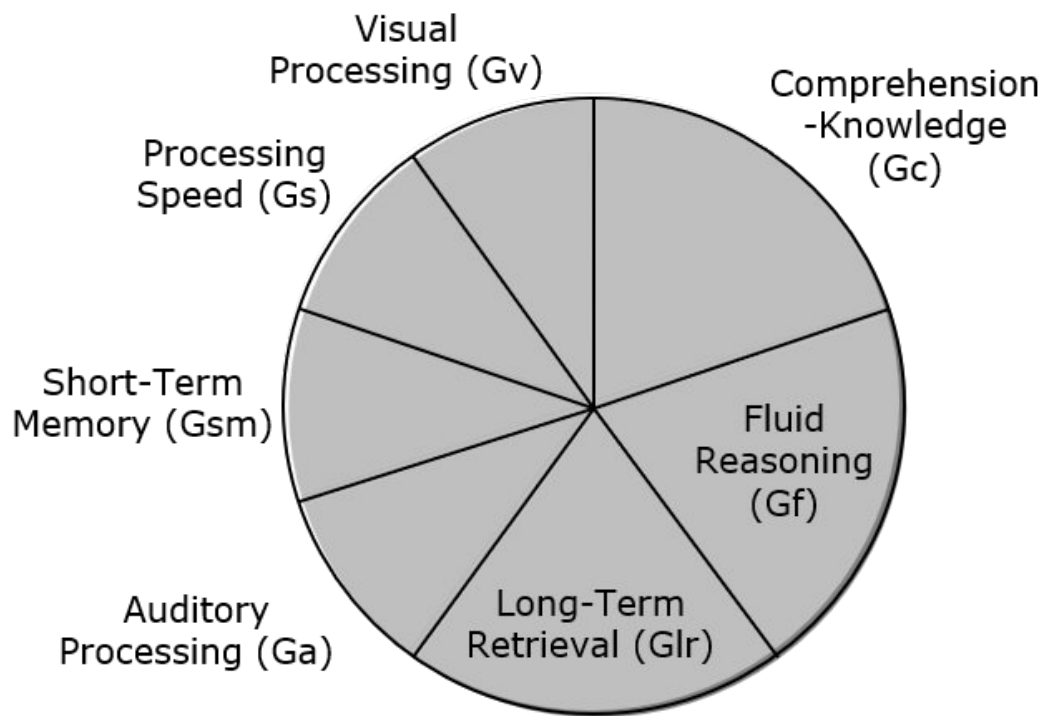
Observations and interviews are often vital to a psychoeducational evaluation, as they can provide information not gathered throughout the cognitive and achievement portions of the evaluation. They can also provide supplemental information to what is observed in testing and can establish notable patterns (for example, think of utilizing testing/classroom observations, rating scales, historicals, etc. to establish pattern of inattentiveness in ADHD). Interviews may be conducted with the child's teacher and/or guardian, but may also be conducted directly with student.

Cognitive Areas Of Processing

- ❑ Crystallized Intelligence/Verbal Comprehension (Comprehension Knowledge)
- ❑ Fluid Reasoning
- ❑ Long Term Retrieval (Long Term Storage and Retrieval, Long-Term Memory)
- ❑ Short-Term/Working Memory
- ❑ Processing Speed
- ❑ Auditory Processing
- ❑ Visual-Spatial Processing

*These seven areas of cognitive ability must be assessed to complete SLD criteria sheet.

Broad Cognitive Abilities



Crystallized Intelligence

Other Names: Verbal Comprehension, Comprehension-Knowledge

Crystallized Intelligence is the amount of specific knowledge that a person has acquired within a culture, as well as the person's ability to apply this knowledge effectively.

General difficulties at school:

- Knowledge and vocabulary acquisition
- Comprehending language
- Fact-based/informational questions
- Using prior knowledge to support learning
- Finding correct words to use/say

Crystallized Intelligence, continued

Other Names: Verbal Comprehension, Comprehension Knowledge

Specific difficulties:

- Reading (decoding, reading comprehension)
- Math (understanding math concepts and the vocabulary of math)
- Writing (grammar, syntax, written work lacks depth, incorrect word usage)
- Language (understanding class lesson and material, expressive language)

Fluid Reasoning

Fluid reasoning refers to the ability to draw inferences, understand implications, and apply inductive or deductive reasoning. Fluid reasoning impacts your ability to problem solve and often causes difficulty in math.

General difficulties at school:

- Higher-level thinking and reasoning
- Transferring and generalizing learning
- Deriving solutions for novel problems
- Extending knowledge through critical thinking
- Perceiving and applying underlying rules or process(es) to solve problems

Fluid Reasoning, continued

Fluid reasoning refers to the ability to draw inferences, understand implications, and apply inductive or deductive reasoning. Fluid reasoning impacts your ability to problem solve and often causes difficulty in math.

Specific difficulties:

- Reading (drawing inferences from text, abstracting main idea)
- Math (reasoning with quantitative information, internalizing procedures and processes to solve problems, comprehending relationships between numbers)
- Writing (essay writing and generalizing concepts, developing a theme, comparing and contrasting ideas)

Long-Term Retrieval

Other Names: Long-Term Storage and Retrieval, Long-Term Memory

Narrow band: rapid naming

Long-Term Retrieval is the ability to store information (e.g., concepts, words, facts) and fluently retrieve it later through association.

General difficulties at school:

- Learning new concepts
- Retrieving or recalling information by using association
- Rapid retrieval of information
- Learning information quickly
- Recalling specific information
- Generating ideas rapidly

Long-Term Retrieval, continued

Other Names: Long-Term Storage and Retrieval, Long-Term Memory

Specific difficulties:

- Reading (accessing back knowledge to support new learning while reading, slow to access phonological representations during decoding, retelling what one has read)
- Math (memorizing math facts, recalling math facts and procedures)
- Writing (accessing words to use during writing, note taking, idea generation)
- Language (pauses and interruptions with expressive language, making connections throughout oral presentations)

Short-Term Memory

Other Names: Working Memory

Short-term memory is the ability to hold information in immediate awareness and use or transform it within a few seconds. A deficit in this area could result in the following academic difficulties;

General difficulties at school:

- Following multistep oral and written instructions
- Remembering information long enough to apply it
- Remembering the sequence of information
- Rote memorization
- Maintaining one's place in a math problem or maintaining train of thought during writing

Short-Term Memory, continued

Other Names: Working Memory

Specific difficulties:

- Reading (reading comprehension, decoding multisyllabic words, orally retelling or paraphrasing what one has read)
- Math (rote memorization of facts, remembering algorithms, multistep problems, extracting information to be used in word problems)
- Writing (spelling multisyllabic words, redundant writing, note taking, identifying main idea of a story)

Processing Speed

Processing Speed refers to the ability to fluently and automatically perform cognitive tasks, particularly when under time limits to engage focused attention and concentration. Processing speed also impacts ability to make rapid comparisons and decisions with bits of information.

General difficulties at school:

- Efficiently processing information
- Quickly perceiving relationships between stimuli or information
- Working within time parameters
- Completing simple, rote tasks quickly

Processing Speed, continued

Specific difficulties:

- Reading (slow reading rate which can impact comprehension, need to reread for understanding)
- Math (automatic computations, computational speed is slow despite accuracy)
- Writing (limited output due to time factors, labored process results in reduced motivation to produce)
- Language (cannot retrieve information quickly, resulting in slow disrupted speech and difficulty delivering thoughts quickly)

Auditory Processing

(phonetic coding, phonological awareness)

Auditory Processing is the ability to discriminate, analyze, and synthesize auditory stimuli. A deficit in this area is often related to reading and spelling difficulties.

General difficulties at school:

- Hearing information presented orally, initially processing oral information
- Paying attention, especially in the presence of background noise
- Discerning the direction from auditory information is coming
- Discriminating between simple sounds
- Foreign language acquisition

Auditory Processing, continued

Specific difficulties:

- Reading (acquiring phonics skills, sounding out words, using phonetic strategies)
- Math (reading word problems)
- Writing (spelling, note taking, poor quality of writing)

Visual-Spatial Processing

Other Names: Visual Processing

Visual-Spatial Processing is the broad ability that allows one to perceive, manipulate, and think with visual patterns and stimuli, and to mentally rotate objects in space.

General difficulties at school:

- Recognizing patterns
- Reading maps, graphs, charts
- Attending to fine visual detail
- Appreciation of spatial characteristics of objects (e.g. size, length)
- Recognition of spatial orientation of objects

Visual-Spatial Processing, continued

Other Names: Visual Processing

Specific difficulties:

- Reading (orthographic coding, sight-word acquisition, using charts and graphs within text, comprehension of involving spatial concepts such as social studies text describing physical boundaries)
- Math (number alignment during computations, reading and interpreting graphs, tables, and charts)
- Writing (spelling sight words, spatial planning during writing)

Other areas of processing?

Executive Functioning: An umbrella term for neurologically-based skills involving mental control and self-regulation

- Examples: inhibition, initiation, emotional control, working memory, cognitive flexibility
- Significant predictor of academic achievement. Deficits in EF ability can adversely impact academic skill development, but also performance
- Typically assessed with rating scales (Conners 3, BRIEF-2), interviews, and/or testing (D-KEFS, NEPSY-II, WISC-V)
- Academic difficulties: Reading (telling story chronologically, drawing inferences, extracting main idea), Math (remembering order of operations, prioritizing important information in word problems, attending to math signs), Writing (generating topics to write about, sequencing a story, prioritizing main events)

Other areas of processing?

Attention: Complex and multifaceted neuropsychological functioning used when an individual must focus on certain stimuli for information processing

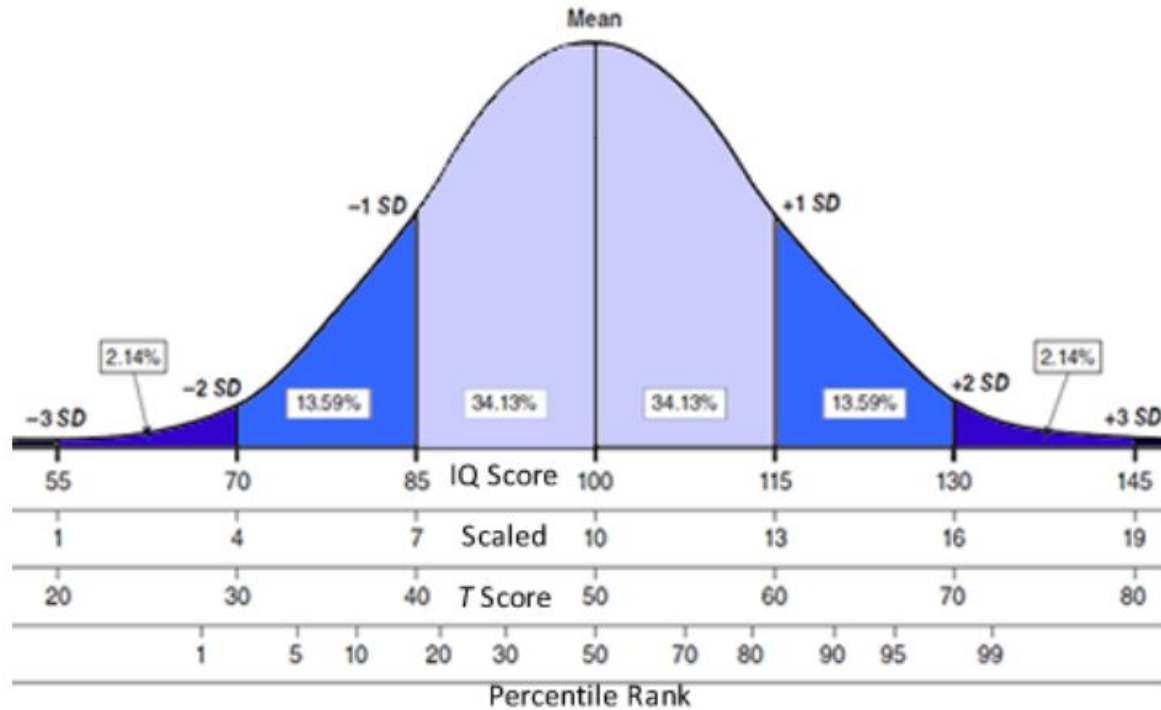
- Academic difficulties: Reading (lose one's place easily, easily distracted while reading, reading comprehension), Math (not consistently attend to math signs, frequent mistakes on word problems), Writing (difficulty completing long assignments in timely fashion)

Other areas of processing?

Orthographic Processing: Orthography refers to the conventional spelling system of any given language and includes rules around letter order and combinations as well as capitalisation, hyphenation and punctuation. Orthographic processing is the ability to understand and recognise these writing conventions as well as recognising when words contain correct and incorrect spellings.

- Deep vs. shallow orthography-→ very relevant to English
- Phonetically irregular words
- Homophones
- “Of” in English vs. “De” in Spanish
- Typical cognitive ability, adequate pseudoword/nonsense word decoding, spell phonetically (e.g. nite, ficks)
- Academic difficulties: Reading (automatic sight word recognition, fluency), Writing (spelling)

Descriptive Classifications



Common Terms for Learning Disorders/Difficulties

- ❑ **Dyslexia** (a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.)
- ❑ **Dyscalculia** (the ability to understand and remember mathematics concepts, rules, formulas, basic computation skills, and sequence of operations. Students with dyscalculia have poor understanding of number concept and the number system and skills that are the foundations of higher order mathematical skills.)
- ❑ **Dysgraphia** (the condition of impaired letter writing by hand, that is, disabled handwriting. Impaired handwriting can interfere with learning to spell words in writing and speed of writing text. Children with dysgraphia may have only impaired handwriting, only impaired spelling (without reading problems), or both impaired handwriting and impaired spelling)

Using info from Evaluations to Form Interventions

- ❑ Psychoeducational evaluations can be used as a resource to gain a broad picture of a student, as well as obtain useful information to assist with developing strategies and interventions
- ❑ Please refer to the summary/recommendations section of the psychoeducational report for specific interventions to implement for the student.
- ❑ Psychoeducational reports may include student specific interventions geared to a student (i.e. recommendation for a Lego Club for a student who struggles with social skills and enjoys building), as well as general researched based strategies/interventions.