Kern County Consortium SELPA

Guidelines for Compliant & Defensible Psycho-educational Assessments

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Acknowledgements

We would like to thank the following individuals for their commitment of time, energy, and expertise in creating, revising, and updating this document:

Sarah Rodriguez, Arvin Union School District
Melissa Wood & Adriana Frausto, Taft City School District
Kern County Consortium SELPA School Psychologist Committee

Section 1

Recommended Components
Of All Psycho-educational Reports

I. Heading

PSYCHO-EDUCATIONAL EVALUATION

The contents of this report are confidential and are not to be included in the student's cumulative file.

II. Demographic Data

Name:
Sex:
Grade:
School:
Ethnicity:

DOB:
CA:
Report Date:
SID:

III. Reason for Referral

Student was referred for a psycho-educational evaluation for the following reason(s):

Initial Eligibility Determination: ____ Three Year Review: _____ Other: ____

IV. Background Information

This section should include the child's first date of referral, current educational placement, educational background (historical information on whether the student has had previous general education interventions--SST's, Learning Center, overview of any history of cronic attendance problems; RtI/MTSS data; previous psycho-educational assessment information; and what, if any, previous special education placements and services), family profile, number of siblings.

V. Developmental History

Under this heading should be pre- and post-natal information about the student, age at which the student achieved developmental milestones, and general health history.

Example:

__**X**__ Developmental milestones were achieved within normal timelines.
__**X**__ Other: Student has had problems in the past with headaches, which have been attributed to his refusal to wear his glasses. Health history also indicates temper tantrums, behavior problems, and difficulty controlling anger.

VI. Health & Medical Considerations

Under this heading indicate current vision and hearing screening data, along with current health and medication information.

Example:

__X__ Hearing Screening was passed
_____ Vision Screening was passed:
___ The student's general health is adequate and there are no noted concerns.
__X__ The student has the following medical diagnoses or health concerns: hearing screening was passed, but vision was not, due to Student's declining to wear his glasses. He stated to the nurse that he did not like to wear them because "they are not cool."

VII. Language Proficiency

Under this heading should be described whether the student is an English Language Learner, along with CELDT scores.

Level * ( ) - English per CELDT
Listening/speaking
Reading
Writing

Level * ( ) - Spanish per BSM

VIII. State and District Testing Data

Provide in table form the most recent scores on state and district tests:

The California Assessment of Student Performance and Progress (CAASPP) System measures student progress on state-adopted Common Core State standards that specify what all California children are expected to know and be able to do in each grade and subject. CAASPP includes the Smarter Balanced Assessment Consortium (SBAC) computer adaptive testing, as well as alternate assessments for students with significant cognitive disabilities

School Year	English Language Arts	Math	Science
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

Dynamic Indicators of Basic Literacy Skills (DIBELS):
DIBELS is a set of measures and procedures for assessing the acquisition of early literacy skills from Kindergarten through Sixth grade. It is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. DIBELS assists in identify students who may be at risk of reading difficulties, help teachers identify areas to target instructional support, and monitor at-risk students while they receive additional instruction. The following are Student's DIBELS scores for the beginning and middle of the school year.

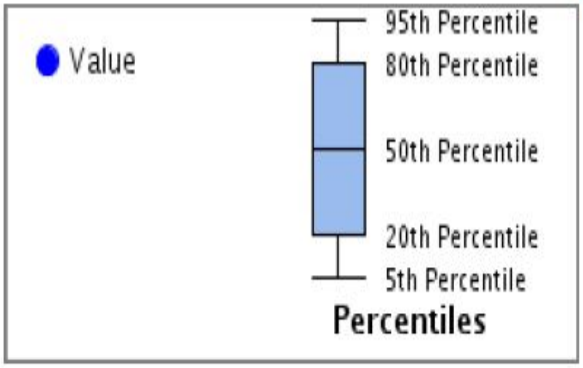
VPORT

Student Report

Benchmark Scores for 2014 – 2015 School Year

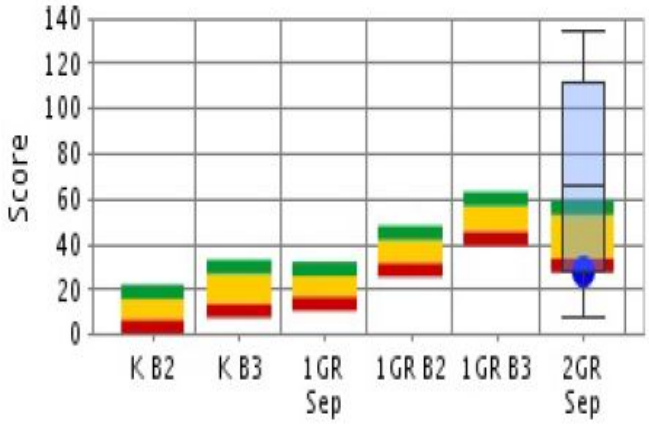
Report as of: 11/14/2014

Campus
Class
Student
Teacher
Year 2014-2015 Academic Year
Grade 2nd Grade
Product DIBELS® Next



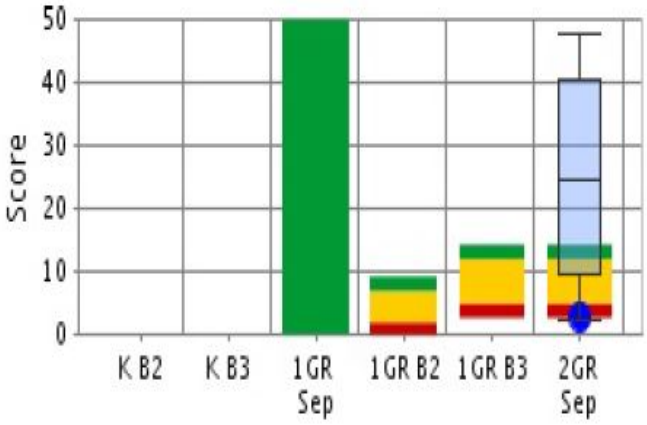
NWF-CLS

Nonsense Word Fluency Correct Letter...



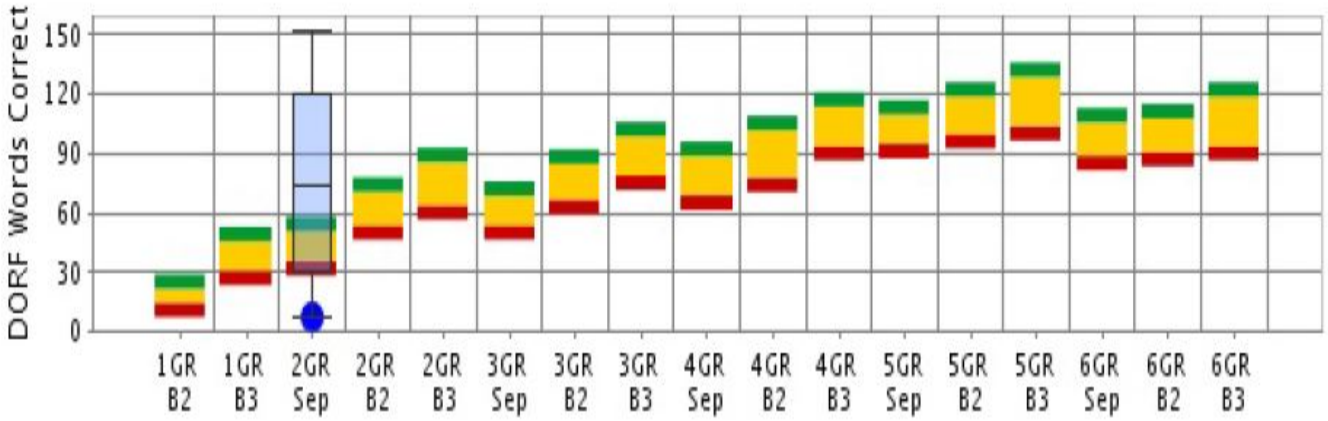
NWF-WWR

Nonsense Word Fluency Whole Words Re...



DORF

DIBELS Oral Reading Fluency



Benchmark Scores for 2013 – 2014 School Year

PSF: Range (score)	NWF CLS Range (score)	NWF WWR Range (score)	Composite Range (score)
Beg: Intensive (23)	Beg: Intensive (9)	Beg: Strategic (0)	Beg: Intensive (44)
Mid: n/a	Mid: Intensive (10)	Mid: Intensive (1)	Mid: Intensive (12)
End: n/a	End: Intensive (24)	End: Strategic (6)	End: Intensive (19)

*Beg, Mid, End notates the time of the year the student was tested in DIBELS (Beg: Sep, Mid: Jan, End: May)

PSF: Phoneme Segmentation Fluency. This subtest is a direct measure of phonemic awareness and it assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

NWF CLS/WWR: Nonsense Word Fluency – Correct Letter Sounds/Whole Words Read. This subtest is a direct measure of the alphabetic principle and basic phonics and it assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words.

DORF: DIBELS Oral Reading Fluency. This subtest is a measure of advance phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.

On the DIBELS benchmark testing for the 2014-2015 school year, Student obtained scores in the Intensive range and was in the bottom 20th percentile in comparison to the norm group in his/her NWF CLS performance. In NWF-WWR and DORF subtests Student's performance ranked in the 5th percentile in comparison to the norm group. In the 2013-2014 school year, student obtained scores in the Intensive range in most areas measured over time. The results indicate student demonstrates some knowledge in letter sounds; however, is struggling blending the letter sounds together when he/she is reading. Further, he/she demonstrates weakness in fluently blending letter sounds when reading a word and is more frequently observed sounding out words rather than reading the word fluently.

IX. School Records Review

Provide an accounting of recent grades (along with GPA, credits toward graduation, and CAHSEE information for secondary students), absences, office referrals, and suspensions.

Example:

Attendance for current school year (days): Sick: 8, Unexcused: 15 , Personal: 0, Unresolved Abs: 5. Student frequently misses all or part of his 1st period class at Place High School.

Discipline record: 3 disciplinary referrals between August of 2014 and December of 2015, including referrals for defiance, disrupting class, and disrespect.

Grade point average: .50 Credits toward graduation: 21

Exit Exam status: None passed

X. Assessment Results

A) **Assessment appropriateness and validity:**

"In accordance with Education Code 56320, the following considerations have been made regarding the procedures and materials used during this evaluation to ensure compliance with state and federal regulations: The student was assessed in all areas related to the suspected disability and with the informed consent of the parent. The assessment materials were selected so as not to be racially, sexually, or culturally discriminatory. These were administered in the student's dominant language unless otherwise noted. If administration was not in the student's primary language, the justification will be presented in this report. Trained personnel have administered all assessments in conformance with the instructions provided by the producer of each test and other assessment materials. Tests have been validated for the specific purpose for which they were used. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs."

STATEMENT OF LINGUISTIC FACTORS
All tests and assessment instruments administered during this evaluation were given in the student's primary language without the use of an interpreter. Additionally, all tests and assessment instruments administered during this evaluation have been validated for the specific purpose for which they were used. It would appear that the results of this evaluation provide a valid indication of performance.

Note in cases were a test or portion of a test was utilized that were not in students primary language state weather an interpreter was utilized and if such test administration was consistent with the testing instructions. Additionally in cases were linguistic factors or the student's mode of communication effected test selection or testing methodology a brief statement explaining and justifying the applicable testing methodology should also be included in this section.

B) Assessment Procedures Used

The assessment battery selected should be consistent with the areas of suspected disability described in this section, as opposed to a "common" or district adopted generic battery of tests.
It is recommended that all tests be listed, with the full name of the test followed by the abbreviation for the test in parentheses. For rating scales, list by form: teacher, parent, student. Records reviews, classroom observations, and structured interviews should also be listed and dated.

EXAMPLE:
Teacher Interview
Parent Interview
Records Review

Classroom Observations
Standardized Testing and Reporting (STAR)
Curriculum Based Measure of Reading Fluency
Kaufman Test of Educational Achievement-Second Edition (KTEA-II)
Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
Behavior Assessment System for Children, Second Edition (BASC-II):
-- Teacher Report, Parent Report, Self-Report

Consider using additional testing measures to corroborate results during initial evaluations and during reevaluations where the testing results may indicate a reduction in services or a potential exit from Special Education services. It is best practice to conduct additional testing if student exhibits inconsistent responding on one standardized assessment tool. Additional testing provides additional information to validate and substantiate your findings and recommendations.

C) Classroom Observations

As part of the assessment process, the School Psychologist must gather relevant functional information on student behavior and patterns of performance. Information sought for these purposes need to be valid for the specific purpose for which they are being used and tailored to assess specific areas of education need other than those designed to provide single general intelligence information. Natural and systematic observations are part of the process in identifying and documenting such patterns. Natural observations aim to record events in their natural settings at the time they occur where. Natural observations as anecdotal or descriptive observations record the student responses and interaction with environmental factors in a chronological manner. Natural observations should be conducted in multiple settings (classroom, playground, cafeteria) and should be conducted at different times of the instructional day. Information in this section should include the time and length of observation, the setting and the activity; pupil-to-teacher ratio; instructional, physical, and interpersonal variables. Systematic observations are those based on specific behaviors that are measurable and quantifiable. Typical behaviors suited for systematic observation are time on task, compliance with teacher directives, time in seat as well as others. Through systematic observation, the behavior of interest needs to be operationally defined and a measurement system or data collection system will need to be designed. Measurement systems need to be sensitive to the behavior being observed and reliable. For example: Time on task observation data could be measured through intervals on task and off-task, time in seat could be measured through duration data, and compliance with directives or instructions can be measured through frequency count that yields a percentage of compliance with instructions and directives. It is recommended that systematic observation is not only completed on the student being assessed but also on a peer for comparison. It is also recommended that the student be observed in multiple settings: classrooms, playground, etc. Data from systematic observations should be represented via visual representations (line graphs, bar graphs, etc..) Natural observations and systematic observations can be merged under for the presentation in the assessment document.

In situations were a Student's behaviors in the school setting will be a critical factor in determining eligibility, such as initial assessments for a student with a suspected eligibility under Emotional Disturbance or a high functioning student who is diagnosed

with autism in order to provide a true bassline for the students behavior all observations should be conducted **prior** to any formal assessment of the student if possible.

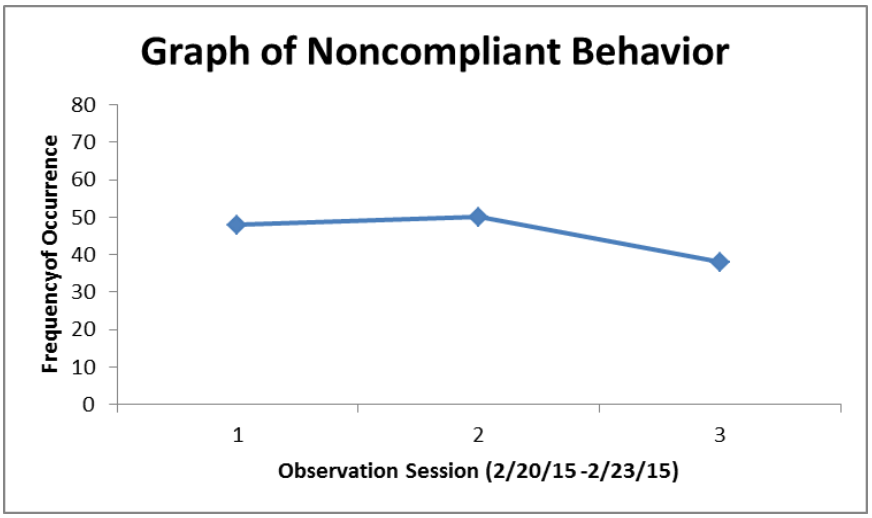
Example 1:
Direct Behavioral Observation In The School Setting

"Student was observed in his 8th grade general education class from 8:30 – 9:00 A.M. on the morning of March 8th, 2010. There were 25 students in the classroom and one teacher. Desks were arranged in rows facing the front of the room. During the observation, the students were doing individual seatwork on problem sets in their math textbooks. This examiner counted 16 corrective statements made from teacher to students during the 30 minute observation, 4 nonspecific praise statements, and 0 specific praise statements. Classroom rules were posted and negatively stated ("Do not get out of your seat without permission," "No food or drinks in the classroom," "Don't be disrespectful."). There was a posted schedule of daily activities, but the schedule was not followed during observation. During the time that mathematics seat work was taking place, for instance, the schedule indicated Language Arts.

"Student's on-task behavior was measured during a twenty minute period in the classroom using a one minute interval recording process. That is, the examiner looked at Student once per minute and recorded whether Student was "on task" or "off task" at that moment. For the purpose of this observation, "on-task" (T+) was defined as following directions within five seconds of a teacher directive, head oriented toward the teacher or student asking/answering a question, raising a hand to answer or ask a question, head oriented toward appropriate materials (i.e., book, paper, etc.) during class work time, using pencil appropriately, etc. "Off-task" (T-) was defined as not following directions, talking to another student without permission, out-of-seat without permission, looking around the room when the teacher was talking to the class, not looking at or writing from appropriate materials, etc. During the 20-minute observation session, Student was observed to be on task during 40 percent of the intervals measured.

Example 2:
Direct Behavioral Observation In The School Setting

"Student was observed in his Special Education classroom from 9:00 to 11:00 in the morning for 3 consecutive days, beginning on 2/20/105. Verbal noncompliance (arguing with teacher) and physical noncompliance (refusal to undertake assigned tasks) were measured as continual frequency counts. Student's acts of noncompliance per two hour period varied from a high of 50 noncompliant acts to a low of twenty-eight noncompliant acts. There were confluences of environmental factors that may adversely impact Student's behavior in the educational setting. These factors include lack of clear, consistent positive behavioral interventions, academic work beyond Student's current abilities in reading and writing, and unresolved peer conflicts.



D) Formal Testing Observations

In addition to conducting classroom observations, information regarding the student's behavior during assessment administration periods is valuable in that it provides information about the student's behavior under uniform conditions that may not be present in other observed settings like the classroom.

Information in this section should include student affect, attention to task, effort and persistence, compliance with requests and directives, reality contact, rapport with evaluator, general demeanor, and any other noteworthy student behaviors or statements. Also include if applicable any observation of how a student's health or previously diagnosed medical condition effected the student's performance during testing.

Example:

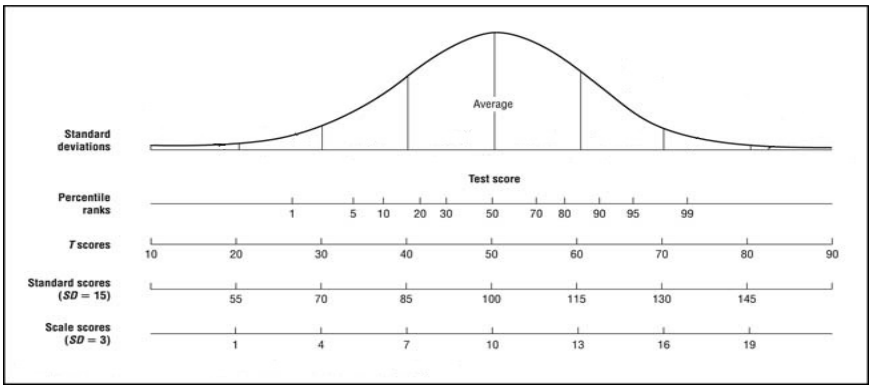
"Student entered the testing environment in an open, friendly manner. Student stated that he was anxious to be tested because he perceived that he was having difficulty with reading. Eye contact was well sustained throughout the testing session. Student stated that he had previously used drugs and alcohol but does not use them anymore. Student said that he would like to get a good education and vocational training so that he can become a welder. He stated that he attempted to counsel his younger siblings to study hard in school and stay out of gangs. Student told the examiner that he is easily distracted and often loses concentration in class, and that it is easier for him to concentrate when he is in a distraction-free environment. Student also stated that he loses his temper easily. Student appeared to be well oriented in time and place, with good reality contact. He gave good effort and appeared alert throughout testing."

VIII. Cognitive Data

A cautionary statement about IQ testing should be included here:

"Note: IQ tests measure only a portion of the competencies involved with human intelligence. IQ test results are best seen as estimates of likely performance in school. This information is useful but limited. IQ tests do not reflect innate genetic capacity and the scores are not fixed. Some persons do exhibit significant increases or decreases in their measured intellectual abilities over time. In addition, due to the nature of young children's experiences, development, and behavior, assessment results at this age are often highly variable. Therefore, results should be viewed with caution."

TEST SCORES AND PERCENTILES: WHAT DO THEY MEAN?



When a student's strengths and needs are evaluated, school psychologists use *standardized assessments.* These tests and rating scales are *norm referenced*, which means that your student's score is compared to the scores of other students in your child's age group who have also been evaluated with those instruments. The following information will help you to understand what these scores mean:

A Standard Score (SS) typically has a central or mean score of 100, with a standard deviation of about 15 points. This means that scores between 85 and 115 are in the average range, while score above 115 are above average and scores below 85 are below average.

Some assessments have scores that are T-Scores (TS) so that the central or mean score is 50 with a standard deviation of 10, and some assessments are Scaled Scores (ss) so that the central or mean score is 10, with a standard deviation of 3.

T-scores typically have a central or mean score of 50 with a standard deviation of 10

Percentiles indicate what percentage of students evaluated with the same instrument scored below your student. For instance, if your student scores in the 50th percentile, this means that your student's score was higher than approximately 50 out of 100 students who were evaluated using the same instrument. Similarly, a student scoring in the 3rd percentile would have scored higher than 3 out of 100 students.

A) Previous Testing

Include a brief synopsis of previous testing—the date(s), districts, and results.

PREVIOUS ASSESSMENTS

COGNITIVE SKILLS:

TEST	DATE	EXAMINER	RESULTS
Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)			Index, Standard Score, & Descriptor: Verbal Comprehension: SS Perceptual Reasoning: SS Working Memory: SS Processing Speed: SS Full Scale IQ (FSIQ): SS
Differential Ability Scales			Index, Standard Score, & Descriptor: Verbal: SS Nonverbal Reasoning: SS Spatial: SS GCA: SS SNC: SS

SENSORI-MOTOR/PROCESSING SKILLS:

TEST	DATE	EXAMINER	RESULTS
Developmental Test of Visual-Motor Integration (VMI)			Standard Score: Percentile Rank: Descriptor: Handedness:
Visual Aural Digit Span Test (VADS)			Combo Score, Score & Percentile: Aural Input: Visual Input: Oral Expression: Written Expression: Intra-Sensory Integration: Inter-Sensory Integration: Total VADS: Age Equivalent:

ACADEMIC SKILLS:

TEST	DATE	EXAMINER	RESULTS
Woodcock-Johnson III-Test of Academic Achievement			Subtest, Standard Score, Descriptor: Oral Expression: SS Listening Comprehension: SS Basic Reading Skills: SS Reading Comprehension: SS Math Calculation Skills: SS

			Math Reasoning: SS Written Expression: SS

SOCIAL EMOTIONAL / ADAPTIVE ASSESSMENTS:

TEST	DATE	EXAMINER	RESULTS
The Social Skills Improvement System (SSIS)			Teacher: Social Skills: SS Problem Behaviors: SS Academic Competence: SS Parent: Social Skills: SS Problem Behaviors: SS

B) Current Testing Results

Include the name of the test(s) and date of testing. Include a description of the test(s). Results should be listed in table form first. Tables should include subtest scores, index scores, and full-scale scores, along with percentiles and confidence intervals. A narrative discussion of the test results, including descriptions of the subtests and what they measure, should follow the score tables. It is useful to describe patterns of strengths and weaknesses within and between subtests.

The following example illustrates how to provide a narrative discussion of test results:

Wechsler Intelligence Scale for Children-IV (WISC-IV)
Administered by School Psychologist (date)

"The WISC-IV is an individually administered clinical instrument for assessing the cognitive ability of children aged 6 years through 16 years 11 months. Student obtained the following IQ and Index scores:

Indexes and Subtests:	**Composite score/ Scaled Score**	**95% Confidence Interval**	**Percentile**
Verbal Comprehension Index			
Similarities			
Vocabulary			
Comprehension			
Perceptual Reasoning Index			
Block Design			
Picture Concepts			
Matrix Reasoning			

Working Memory Index			
Digit Span			
Letter-Number Sequencing			
Processing Speed Index			
Coding			
Symbol Search			
Full Scale IQ			

"Student was administered ten subtests of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) from which his composite scores are derived. The Full Scale IQ (FSIQ) is derived from a combination of ten subtest scores and is the most representative estimate of the global intellectual functioning as well as four index scores that represent other important cognitive abilities. The four indexed which compose the WISC-IV are the Verbal Comprehension Index (VCI), a measure of language and previously learned information; the Perceptual Reasoning Index (PRI), a measure of ability to solve concrete, visual problems; the Working Memory Index (WMI), a measure of information recall and organization; and the Processing Speed Index (PSI), a measure of cognitive efficiency and speeded response to visual stimuli.

"Examining student's performance on the WISC-IV, we find that we cannot summarize his intellectual ability with one score due to the large differences between the scores of his highest and lowest indexes. However we are able to obtain an estimate General Intellectual Ability (GAI) due to a smaller variance between the Verbal Comprehension Index and Perceptual Reasoning Index. GAI is similar to the FSIQ except that the influences of working memory and perceptual speed are removed. On the GAI, student obtained a score of 109, which is classified as Average and exceeds approximately 73% of his peers in the standardization sample. We can be about 95% certain that student's true score is in the range between 103 and 115.

"Student's verbal reasoning abilities measured by the Verbal Comprehension Index are in the Average range and above those of approximately 32% of his peers (VCI = 93; 95% confidence interval = 87-100). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Student's performances on the subtests that contribute to the VCI are all in the average range, suggesting that his abilities in this domain are similarly developed.

"Student's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Superior range and above those of approximately 94% of his peers (PRI = 123; 95% confidence interval = 114-129). The Perceptual Reasoning Index is designed to measure nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and ability to separate figure and ground in visual stimuli. Student's performances on the subtests that contribute to the PRI are somewhat variable, suggesting that his abilities in this domain are less equally developed.

"Student's working memory abilities as measured by the Working Memory Index are in the Average range about above those of only 27% of his peers (WMI = 91; 95% confidence interval = 84-99). Working Memory Index measures the ability to sustain attention, concentrate, and exert mental control. Mental control is the ability to attend to and hold information in short-term memory while performing some operation or manipulation with it.

"Student's speed of processing abilities is measured by the Processing Speed Index are in the Average range and above those of approximately 66% of his peers (PSI = 106; 95% confidence interval = 96-114). Processing speed is an indication of the rapidity with which student can mentally process simple or routine information without making errors. Performance on this task may be influenced by visual discrimination and visual-motor coordination.

Differential Ability Scales, Second Edition (DAS-II)
Administered by School Psychologist (date)

DAS-II Scale	**Score**	**Percentile Rank**	**90% Conf. Interval**	**Descriptor**
Verbal	**Standard Score: 86**	**18**	**80-95**	**Below Average**
• Word Definitions	T-Score: 41	18		Below Average
• Verbal Similarities	T-Score: 44	27		Average
Nonverbal Reasoning	**Standard Score: 71**	**3**	**67-79**	**Low**
• Matrices	T-Score: 30	2		Low
• Sequential & Quantitative Reasoning	T-Score: 35	7		Low
Spatial	**Standard Score: 72**	**3**	**68-79**	**Low**
▪ Recall of Designs	T-Score: 29	2		Very Low
▪ Pattern Construction	T-Score: 38	12		Below Average
General Conceptual Ability (GCA)	**Standard Score: 73**	**4**	**69-79**	**Low**
Special Nonverbal Composite (SNC)	**Standard Score: 70**	**2**	**66-76**	**Low**

DAS-II Diagnostic Subtest	**Score**	**Percentile Rank**	**90% Conf. Interval**	**Descriptor**

Working Memory	**Standard Score: 79**	**8**	**75-85**	**Low**
• Recall of Sequential Order	T-Score: 32	4		Low
• Recall of Digits Backward	T-Score: 43	24		Average
Processing Speed	**Standard Score: 100**	50	93-107	Average
• Speed of Information Processing	T-Score: 54	66		Average
• Rapid Naming	T-Score: 46	34		Average

Student was administered the Differential Ability Scales, Second Edition (DAS-II) on 12/18/12. The DAS-II is a standardized measure of intellectual ability, which has a mean of 100 and a standard deviation of 15. The mean is the average score based on the standardization sample and the standard deviation is the average variation of scores from the mean. This test is intended for individuals aged 2 years 6 months to 17 years 11 months. Results are expressed in five components: the Verbal Composite Score, which provides information about verbal abilities utilizing reasoning comprehension and knowledge of word meanings; the Nonverbal Reasoning Score, which provides information about knowledge of relationships and patterns among figures or numbers; the Spatial Score, which provides information about short term recall of visual and spatial relationships, nonverbal reasoning, and spatial visualization; the Special Nonverbal Composite (SNC), which measures ability of students with limited speech and language abilities and is obtained by combining the Nonverbal Ability Composite Score and the Spatial Composite Score; and the General Conceptual Ability Score (GCA), which measures cognitive abilities that are important to learning such as general intelligence, scholastic aptitude, and readiness to master school curriculum. The GCA is obtained by combining the Verbal, Nonverbal, and Spatial Composite Scores, and is considered the best measure of cognitive ability on the test.

On the DAS-II, student obtained a GCA score of 73, which means that relative to children of comparable age, he/she is currently functioning within the Low range of intellectual abilities. The scores are reported with a 90% level of confidence, which indicated that 90 times out of 100 his/her score will fall between 69 and 79. Student's overall performance was ranked at the 4th percentile.

The Verbal composite is designed to measure student's verbal abilities utilizing reasoning, comprehension, and knowledge of word meanings. Student's verbal ability fell within the Below Average range and above 18% of his/her peers (Verbal SS: 86; 90% confidence interval: 80-95). The Verbal composite is comprised of the following subtests: Word Definitions and Verbal Similarities. The Word Definition (T-Score: 41) subtest measures knowledge of word meaning as demonstrated through spoken language. The Verbal Similarities (T-Score: 44) subtest asks the student to describe how three things are similar or go together which measures their verbal reasoning and verbal knowledge.

The Nonverbal Reasoning composite is designed to measure Student's nonverbal abilities utilizing visual input, verbal encoding of the visual stimuli, and integration of the visual and verbal processing system to solve problems. Student's nonverbal ability fell within the Low range and above 3% of his/her peers (Nonverbal Reasoning SS: 71; 90%

confidence interval: 67-79). The Nonverbal composite is comprised of the following subtests: Matrices and Sequential & Quantitative Reasoning. The Matrices (T-Score: 30) subtest shows the student an incomplete matrix and asks the child to select among the four or six choices figures that compete the matrix. This measures his/her perception and application of relationships among abstract figures. The Sequential & Quantitative Reasoning (T-Score: 35) subtest asks the student to provide the missing figure or number that completes a pattern series. This measures the detection of sequential patters in figures or numbers.

The Spatial composite is designed to measure complex visual-spatial processing. !student's spatial ability fell within the Low range and above 3% of his/her peers (Spatial SS: 72, 90% confidence interval: 68-79). The subtests that comprise this composite are Recall of Designs and Pattern Construction. Recall of Designs (T-Score: 29) measures the student's short-term recall of visual and spatial relationships by asking the student to reproduce line drawings that are presented for 5 seconds and then removed. The Pattern Construction (T-Score: 38) subtest measures the student's visual-perceptual matching in copying block patterns and nonverbal reasoning and spatial visualization in reproducing designs with color blocks.

To further evaluate student's abilities, this examiner administered additional diagnostic tests to evaluate his/her Working Memory and Processing Speed. Working Memory requires the student to listen to a list of words and to hold that list in short-term memory while the list is worked on and put into a different order than the order of presentation. On this measure, student obtained a Standard Score of 79 which falls in the Low range when compared to others his/her age. The Processing Speed measures the student's general cognitive processing speed in performing simple mental operations and their speed in making visual quantitative comparisons. !student obtained a Standard Score of 100 which places his/her performance in the Average range when compared to others his/her age.

Provided that student is presently receiving speech and language services, this examiner believes Pupil's Special Nonverbal Composite (SNC) score is the most appropriate estimation of Student's intellectual functioning. On the DAS-II, Student obtained a SNC score of 60, which means that relative to children of comparable age, he/she is currently functioning within the Very Low range of intellectual abilities. The scores are reported with a 95% level of confidence, which indicated that 95 times out of 100 his/her score will fall between 57 and 66. Student's overall performance was ranked at the 0.4 percentile. Student's verbal abilities utilizing reasoning, comprehension, and knowledge of word meanings fell within Very Low range at the <0.1 percentile while his/her non-verbal reasoning abilities fell within the Very Low range at the 1st percentile. Student's ability in the area of short term recall of visual and spatial relationships and visual perceptual matching fell within the Very Low range at the 1st percentile.

Kaufman Assessment Battery for Children – Second Edition (KABC-II)
Administered by student, School Psychologist (dates)

The KABC-II is an individually administered measure of the processing and cognitive abilities of children aged three through eighteen. The battery for ages 6-0 to 6-11

consists of nine core subtests (described below) that combine to yield the Fluid Crystallized Index (FCI) or General Cognitive Ability.

The KABC-II is an individually administered measure of the processing and cognitive abilities of children aged three through eighteen. The battery for ages 7-0 to 18-11 consists of ten core subtests (described below) that combine to yield the Fluid Crystallized Index (FCI) or General Cognitive Ability.

Subtest: Description	**Scaled Score**	**%ile Rank**	**Descriptive Category**
Atlantis: Measures the ability to learn new information, specifically: associations between pictures and nonsense names.			
Story Completion: A nonverbal measure of planning and reasoning that requires the child to generate and evaluate hypotheses to tell a meaningful story with pictures.			
Number Recall: Measures sequential processing and short-term memory within the auditory-motor modality.			
Rover: A measure of simultaneous or visual processing that requires decision making to identify the shortest route to a goal.			
Verbal Knowledge: A receptive measure of the child's store of vocabulary and general information.			
Rebus: Measures the ability to learn new information, specifically: symbols and words.			
Triangles: Measures visual-construction ability and understanding of spatial relationships.			
Block Counting: Measures the ability to visualize objects in three dimensions.			
Word Order: Measures sequential processing and short-term memory within the auditory-motor modality.			
Pattern Reasoning: A nonverbal measure of reasoning in which the child must perceive a pattern in a series, generate and test hypotheses about the rule that governs the pattern, and apply the rule.			
Riddles: A measure of verbal comprehension, verbal reasoning, and word retrieval.			

Scale Index	**Standard Scores**	**%ile Rank**	**Descriptive Category**
Sequential: taking in and holding information, and then using it within a few seconds.			
Simultaneous: perceiving, storing, manipulating, and thinking with visual patterns.			
Learning: storing and efficiently retrieving newly-learned or previously learned information.			
Planning: solving novel problems by using reasoning abilities such as induction and deduction.			
Knowledge: gives an idea of the breadth and depth of knowledge acquired from one's culture.			

General Cognitive Ability (FCI)			

Student achieved a FCI score of #, indicating overall cognitive ability to be in the average range when compared to his same aged peers. However, an analysis of his cognitive profile revealed strengths and relative weaknesses. Specifically, student demonstrates relative weaknesses with visual processing.

The Sequential Index measures how much information a child can take in and hold, then use it within a few seconds. Student achieved a standard score of #. His score falls at the # percentile and is considered to be in the low average range. When asked to repeat back a sequence of numbers in both forward and reversed ordered (Number Recall) his performance fell in the average range. His ability to remember pictures in order (Word Order) was also within the average range.

The Simultaneous Index involves perceiving, storing, manipulating, and thinking with visual patterns. Student achieved a standard score of #, which falls at the # percentile and is in the deficient range. His ability to make decisions to identify the shortest route to a goal (Rover) fell in the average range. His visual construction ability and understanding of special relationships (Triangles) fell within the average range.

The Learning Index requires storing and efficiently retrieving newly learned or previously learned information. Student's standard score of # falls at the # percentile and is considered to be in the average range. When asked to learn new information, specifically: associations between pictures and nonsense names (Atlantis), student's ability fell in the average range. His ability to learn new information, specifically: symbols and words (Rebus) was also in the average range.

The Planning Index involves solving novel problems by using reasoning abilities such as induction and deduction. Student achieved a standard score of #, which falls at the # percentile and is in the average range. The Story Completion subtest is nonverbal measure of planning and reasoning that requires the child to generate and evaluate hypotheses to tell a meaningful story with pictures. His performance fell in the average range. Student also performed within the student range on the Pattern Reasoning subtest, which is a nonverbal measure of reasoning in which the child must perceive a pattern in a series, generate and test hypotheses about the rule that governs the pattern, and apply the rule.

The Knowledge Index gives an idea of the breadth and depth of knowledge acquired from one's culture. Student's standard score of # falls at the # percentile and is considered to be in the average range. Student's store of vocabulary and general information was measured by the Verbal Knowledge subtest. His score fell in the average range. His verbal comprehension, verbal reasoning, and word retrieval (Riddles) was in the average range.

Scale Index	Standard Scores	%ile Rank	Descriptive Category
Conceptual Thinking: A nonverbal measure of reasoning in which the child demonstrates classification ability.			

Face Recognition: Measures short term visual memory and visual processing.			
Triangles: Measures visual-construction ability and understanding of spatial relationships.			
Pattern Reasoning: A nonverbal measure of reasoning in which the child must perceive a pattern in a series, generate and test hypotheses about the rule that governs the pattern, and apply the rule.			
Hand Movements: Measures sequential processing and short-term memory within the visual-motor modality.			
Nonverbal Index (NVI)			

Student achieved a Nonverbal Index score of #, indicating overall nonverbal cognitive ability to be in the student range when compared to her same aged peers. Her nonverbal reasoning (Conceptual Thinking) fell in the student range. The Story Completion subtest is a nonverbal measure of planning and reasoning that requires the child to generate and evaluate hypotheses to tell a meaningful story with pictures. Her performance on this subtest fell in the average range. Her visual construction ability and understanding of special relationships (Triangles) fell in the student range. Student performed within the average range on the Pattern Reasoning subtest, which is a nonverbal measure of reasoning in which the child must perceive a pattern in a series, generate and test hypotheses about the rule that governs the pattern, and apply the rule. Her score on the Hand Movements subtest was in the average range, indicating her sequential processing and short term memory is student normal limits.

Wechsler Nonverbal Scale of Ability (WNV)
Administered by School Psychologist (date)

The Wechsler Nonverbal Scale of Ability is designed to test nonverbal general cognitive ability in individuals ages 4 years, 0 months to 21 years, 11 months. The WNV is a norm-referenced tool for the assessment of nonverbal cognitive ability that can be used to measure general cognitive functioning in people who: are English language learners, have language-based learning disabilities, language disorders, or speech impairments, are from diverse cultural or linguistic backgrounds, or other deficits regarding language. Based on student's current level of English development, the WNV was determined to give a valid estimate of his/her ability.

Subtest	Description	Scaled Score	%ile Rank	Descriptive Category
Matrices	Examinee looks at an incomplete figural matrix and selects the missing portion from four or five response options.			
Coding	Examinee copies symbols that are paired with simple geometric shapes or numbers. Using the key, examinee draws each symbol in its corresponding shape or box within			

	a specified time limit.			
Spatial Span	Examinee taps a series of blocks as demonstrated by the examiner, first forward, then in reverse order.			
Picture Arrangement	Examinee reorders a prearranged set of picture cards to tell a logical story within a specified time limit.			
Full Scale Score				

Student obtained a WNV full scale score of #, which is ranked at the # percentile. He did as well as, or better than #% of examinees his age in the normative sample on the WNV Full Scale score. This score lies within the average range.

Comprehensive Tests of Nonverbal Intelligence (CTONI-2)
Administered by student, School Psychologist (date)

The CTONI is a battery of 6 subtests that measure different but interrelated nonverbal intellectual abilities. The Nonverbal Intelligence Composite is formed by combining the standard scores of all six CTONI subtests; three subtests are part of the Pictorial Composite and three are part of the Geometric Composite. Standard scores range from 1 to 20 with a mean of 10. Quotient scores range from 35 to 165 with a mean of 100. Percentile scores rage from <1 to >99 with a mean of 50.

Subtest	**Standard Scores**	**Percentile Rank**	**Descriptive Category**
Pictorial Analogies			
Geometric Analogies			
Pictorial Categories			
Geometric Categories			
Pictorial Sequences			
Geometric Sequences			
Intelligence Quotient	**Quotient**	**Percentile Rank**	**Descriptive Category**
Pictorial Nonverbal (PNIQ)			
Geometric Nonverbal (GNIQ)			
Nonverbal (NIQ)			

The Pictorial Nonverbal Intelligence Composite is formed by combining the standard scores of the three subtests that measure nonverbal abilities in a context that employs pictured objects. The Geometric Nonverbal Intelligence Composite is formed by combining the standard scores of the three subtests that measure nonverbal abilities in a context that employs geometric designs.

Student's performance on the CTONI indicates nonverbal intelligence to be in the average range. He performed slightly better on the tasks using pictures (PNIQ: standard score = #) than the tasks using geometric shapes (GNIQ: standard score = #). Overall, his

score of # is in the average range and indicates adequate nonverbal intelligence as compared to his same aged peers.

Cognitive Assessment of African/American Students

California State Department of Education has given direction to LEAs that all tests of cognition are discriminatory and prohibited, unless submitted and approved by CDE and applicable court. Intellectual functioning will therefore be assessed using the following procedures: achievement measures, adaptive measures, processing measures, and direct observations."

Background Information
Larry P. v. Riles (1979) case found IQ tests to be racially and culturally biased against African-American students. IDEA and CEC prohibit use of discriminatory testing and evaluation materials. This applies to all members of the Larry P. plaintiff class: "all black California school children who have been or may be in the future be classified as mentally retarded on the basis of IQ test." Thus the statutory prohibition applies to all African –American school children who are already in special education and identified as having learning disabilities and those who have been referred for assessment and are at risk of being identified as disabled on the basis of racially and culturally standardized tests (Zolotar 1994; cited in CDE 2012).

In 2012, CDE stated that there is an ongoing prohibition on the use of any assessment that could yield an intelligence score for African-American students. In 2014, CDE reemphasized that, since no standardized tests have been authorized by the SBE, any standardized assessment that generates cognitive, mental ability or aptitude scores are prohibited.

IX. Achievement Data

A) Previous Testing

Include a brief synopsis of previous testing—the date(s), districts, and results.

B) Current Testing Results

Include the name of the test(s) and date of testing. Include a description of the test(s). Results should be listed in table form first. Tables should include subtest scores, index scores, and full-scale scores, along with percentiles and confidence intervals. A narrative discussion of the test results, including descriptions of the subtests and what they measure, should follow the score tables. It is useful to describe strengths and weaknesses within and between subtests.

Woodcock Johnson Tests of Achievement – Third Edition (WJ-IV)
Administered by student, Educational Specialist (date)

CLUSTER/Tests	**Standard Score**	**Percentile Rank**	**Descriptive Category**
BASIC READING SKILLS			

Letter/Word Identification			
Word Attack			
READING COMPREHENSION			
Passage Comprehension			
Reading Recall			
MATH CALCULATION SKILLS			
Calculation			
Math Facts Fluency			
MATH PROBLEM SOLVING			
Applied Problems			
Number Matrices			
WRITTEN EXPRESSION			
Writing Samples			
Sentence Writing Fluency			
LISTENING COMPREHENSION			
Understanding Directions			
Oral Comprehension			
ORAL EXPRESSION			
Story Recall			
Picture Vocabulary			

Student's scores on the Woodcock-Johnson Tests of Achievement demonstrate that his achievement is in the average range in the following areas: fill in information here.

Response to Intervention Data

Recommended information for all reports but *required* for decisions made based on RtI approach to determining eligibility under category of Specific Learning Disability.

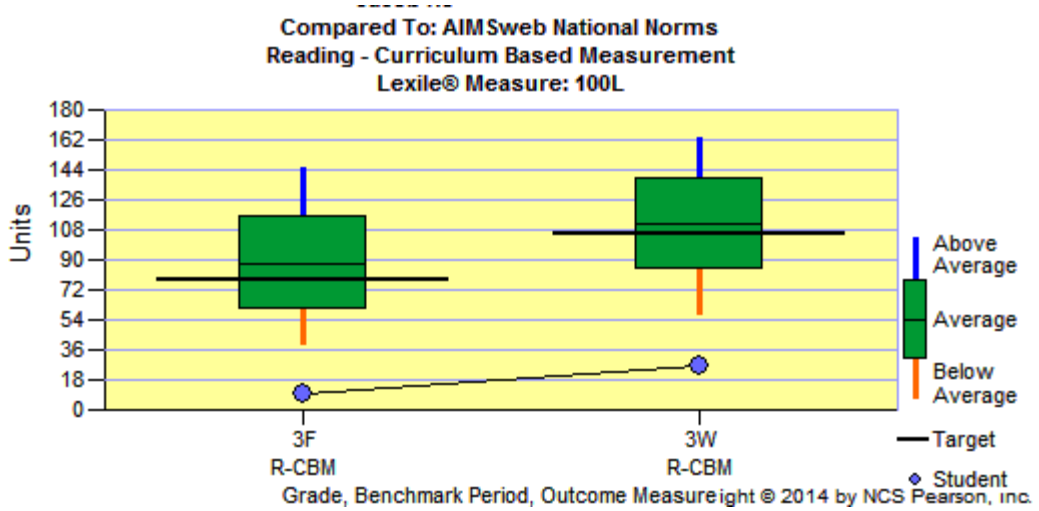
Curriculum Based Measurement (CBM) Achievement Improvement Monitoring System (AIMS web)

AIMS web provides formative assessments and/or benchmark assessments in the areas of early literacy, early numeracy, math, reading, and writing. School District requires all students in grades kindergarten through eighth grade to be administered benchmark assessments three times a year. Mrs. T also uses CBM to monitor student's progress with intervention.

Benchmark Data:

Oral Reading Fluency (R-CBM)

R-CBM is used to screen oral reading fluency. Students are given 1 minute to a read passage and the number of words read correct (wrc) is recorded. After the student has read 3 passages, the median score from the 3 passages is recorded as the final score. The graphs and tables below represent student's benchmark data for reading this school year. In the fall student obtained a score of 9 (<1st percentile) and is in the Well Below Average range of performance in third grade. In the winter he obtained a score of 26 (1-2nd percentile) and is in the Well Below Average range of performance.

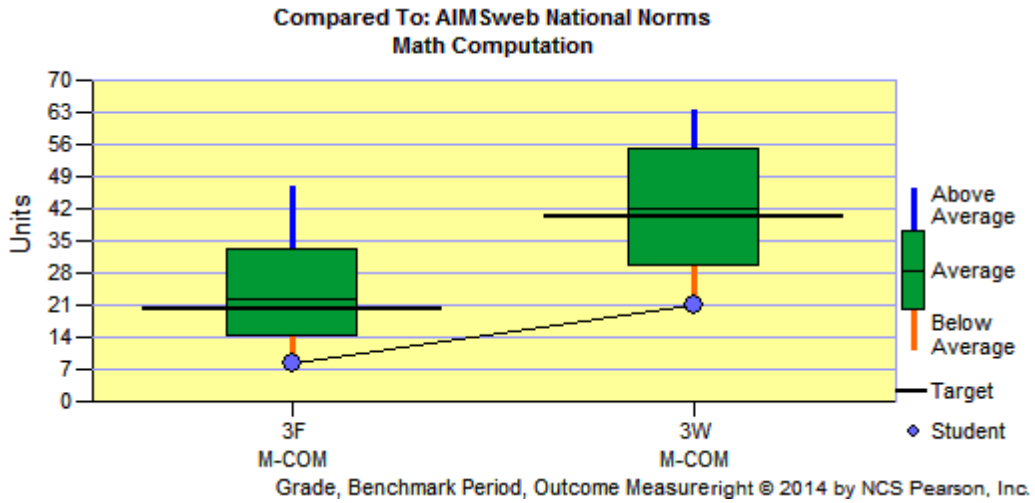


Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2013-2014	3	9	26		Well Below Average	100L	Begin Immediate Problem Solving

Math Computation (M-COMP)

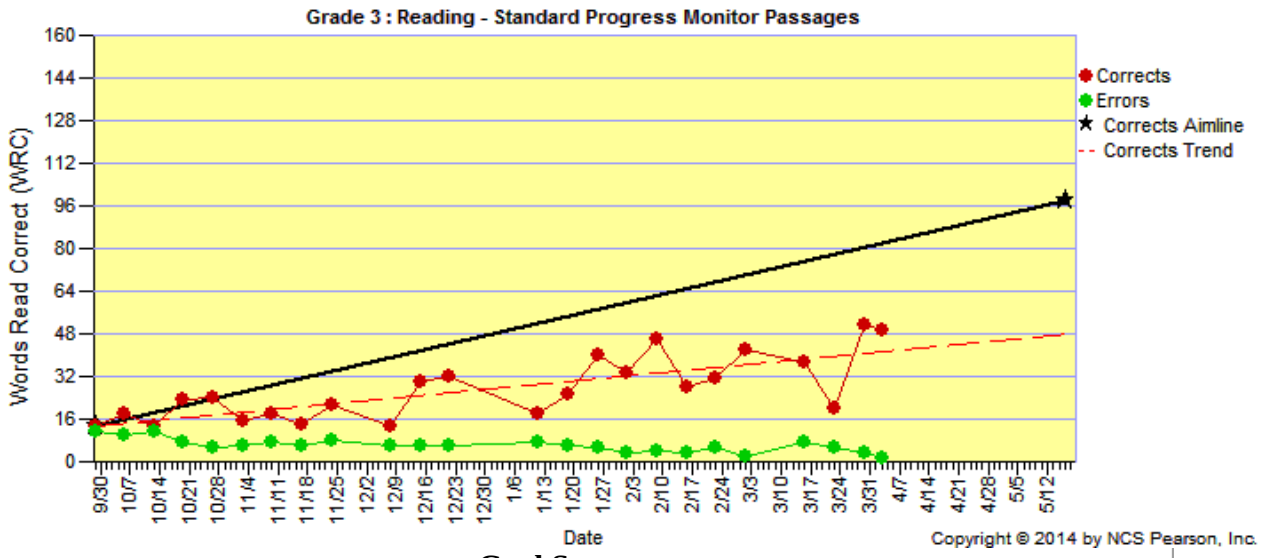
Math Computation "is a series of assessments that yield general math computation performance and rate of progress information" (AIMS web Math Computation Administration and Technical Manual, 2010). During Math Computation, students have 8-minutes to respond to paper and pencil math problems. The graph below compares student's performance to the performance of other third grade students across the nation and the table indicates his exact scores. In the fall he obtained a score of 8 (9-10th percentile) and is in the Below Average range of performance. In the winter he obtained a score of 21 (12th percentile) and is in the Below Average range of performance.



Benchmark Comparison: AIMSweb National Norms

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
Math Computation (M-COMP)	2013-2014	3	8	21		Below Average	Further Assess and Consider Individualizing Program

Progress Data 2013-2014:

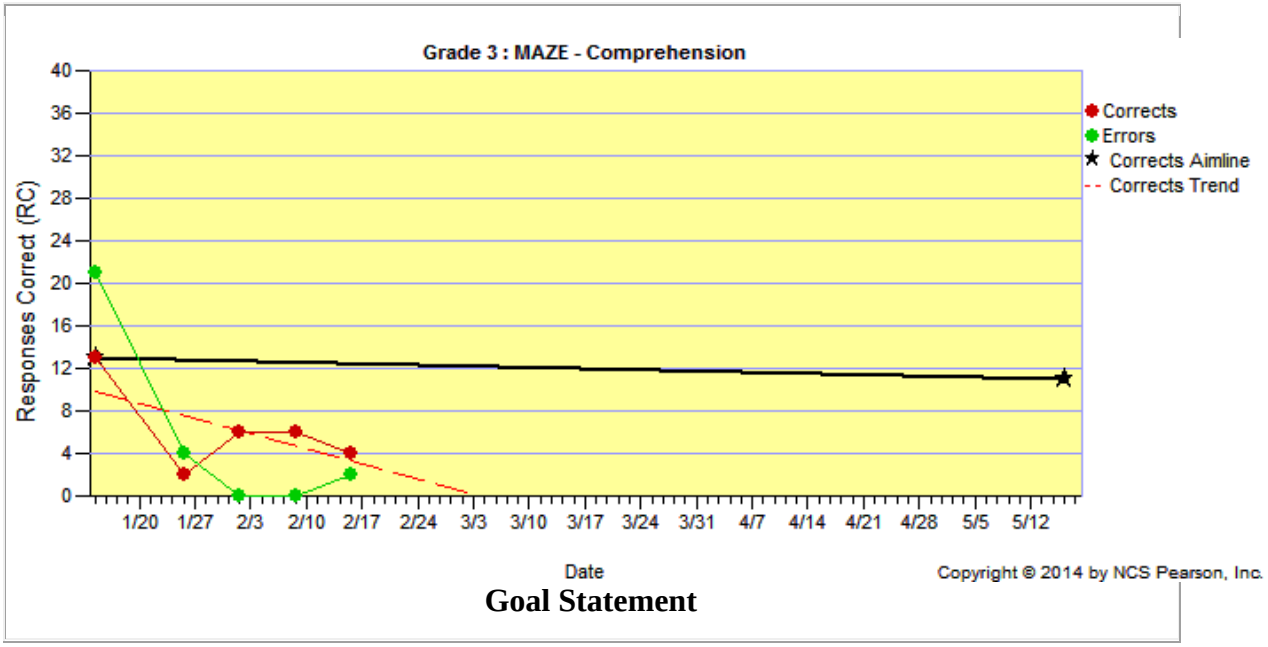


Goal Statement

When student began intervention a goal was developed for him to achieve **98** Words Read Correct with **2** Errors from grade **3** Reading - Standard Progress Monitor Passages. The rate of improvement (ROI) should be **2.58** Words Read Correct per week. The current average ROI is **1.05** Words Read Correct per week. Visual analysis suggests a positive trend in response to intervention, although it is not adequate and it does not appear he will achieve his goal.

Reading Comprehension (MAZE)

CBM MAZE is a supplement to R-CBM and is used to screen reading comprehension. Students are given 3 minutes to read a passage. Within the passage, the student needs to choose a word that makes the most sense in a sentence. The student picks from an array of three words. The graphs and tables below represent student's progress data for reading comprehension this school year.

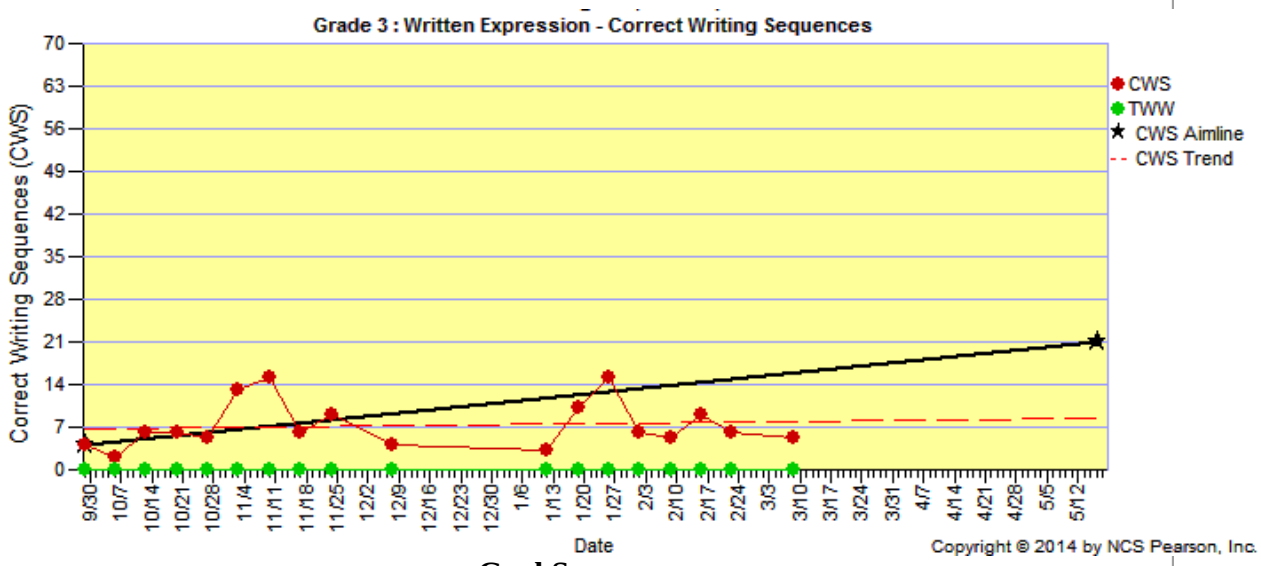


Goal Statement

When student began intervention a goal was developed for him to achieve **11** Responses Correct with **1** Errors from grade **3** MAZE - Comprehension. The rate of improvement (ROI) should be **-0.12** Responses Correct per week. The current average ROI is **-1.42** Responses Correct per week. Visual analysis suggests STUDENT is showing inadequate response to intervention services.

Writing Correct Writing Sequence (WE-CBM)

The writing test requires a student to write about a given topic within a time-limit. The student's score is derived from the number of correct word sequences. Correct word sequence means two adjacent writing units that are correct within the context of what is written. Spelling, grammar, punctuation, capitalization, and other criteria are taken into consideration during scoring. The graphs and tables below represent student's progress data in writing for this school year.



Goal Statement

When student began intervention a goal was developed for him to achieve **21** Correct Writing Sequences from grade **3** Written Expression - Correct Writing Sequences. The rate of improvement (ROI) should be **0.52** Correct Writing Sequences per week. The current average ROI is **0.05** Correct Writing Sequences per week. Visual analysis suggests student's progress has flat-lined and he is showing inadequate response to intervention services.

X. Processing Data

When assessing students with a suspected eligibility category of SLD and OHI it is advised that the assessment report should address a student's processing. This can be accomplished by discussing what the cognitive assessments show with regard to the Student's processing abilities or by assessing a specific standardized test. In the selection of a test for processing it is recommended that the basis for selecting a specific test (i.e. student observation, performance on a subtest of a cognitive assessment, or specific parent concerns) be stated in the report.

Test of Visual Perceptual Skills – Third Edition (TVPS)
Administered by Student, School Psychologist (date)

The purpose of the TVPS is to determine a child's visual-perceptual strengths and weaknesses, based on the evaluation of performance on non-motor visual-perceptual tasks. Visual perceptual skills help us to monitor our external environment in relation to our own bodies. Visual perceptual deficits may be manifested in some of the following tasks: difficulty with cutting, reading, spelling, and handwriting.

INDEX/Subtest	Description	Standard/ Scaled score	%ile Rank	Descriptive Category
BASIC PROCESSES				
Visual Discrimination	Ability to note similarities and differences among forms and symbols and be able to distinguish exact characteristics of two forms among other forms.			
Visual Memory	Ability to recall dominant features of one item or be able to find this form from an array of similar forms.			
Spatial Relations	Determining the position of objects in relation to each other.			
Form Constancy	Ability to recognize the same form even though it may vary in size, directionality, position, or partially hidden.			
SEQUENCING				
Sequential Memory	Ability to distinguish a group of forms for immediate recall from similar groups of forms.			
COMPLEX PROCESSES				
Figure Ground	Ability to distinguish an object from its background.			
Visual Closure	Identifying forms or objects from incomplete representations.			
Overall Visual Processing Index				

Student's performance on the TVPS indicates that his/her overall visual perceptual skills are in the average range. His/her scores are significantly below average and reveal a significant deficit in the area of visual processing.

Student's score of # on the Visual Discrimination subtest indicates that his/her ability to discriminate dominant features of objects, such as position, shape, form, and color. His/her score of # on the Form Constancy subtest indicates that his/her ability to recognize the fact that a shape remains the same despite changes in size, direction,

orientation and distance. His/her score of # on the Sequential Memory subtest indicates that Student's ability to recall a sequence of visual images such as letters, shapes, numbers, symbols and objects is in the average range. His/her score of # on the Visual Closure subtest indicates that his/her ability to identify a whole figure when only fragments are presented is average. Student's score of # on the Basic Processes indicates that the basic processes associated with visual perception are average and a significant weakness for him/her.

Student performed very well in the area of Sequencing, which indicates average skills when he/she was presented with pictures and asked to determine the picture that would follow in the sequence.

In the area of Complex Processes, Student performed poorly. His/her scores of # on Figure Ground and # on Visual Closure both fell in the below average range and indicate significant weakness.

Example:

Test of Auditory Processing Skills – Third Edition (TAPS-3)
Administered by School Psychologist (date)

The TAPS-3 is an assessment tool developed to measure a child's functioning in various areas of basic auditory processing, including basic phonemic skills, auditory memory, and auditory cohesion. Weaknesses in one or more areas can contribute to interference with a child's ability to learn how to read and/or how to spell. These skills are necessary for the development, use, and understanding of language that is necessary in the academic setting as well as every day activities. Standard scores between 85 and 115 are considered to be within the average range of performance. Scaled scores between 7 and 13 are considered average. Student's scores are as follows:

INDEX/Subtest	Description	Standard/ Scale score	%ile Rank	Descriptive Category
PHONOLOGICAL				
Word Discrimination	Assesses a Student's ability to discern phonological differences and similarities within word pairs.			
Phonological Segmentation	Determines how well a Student can manipulate phonemes within words.			
Phonological Blending	Determines how well a Student can synthesize a word given the individual phonemes.			
MEMORY				
Number Memory Forward	Number sequences of increasing length are read to a Student, who is to			

	repeat them.			
Number Memory Reversed	Number sequences of increasing length are read to a Student, who is to repeat them in reversed order.			
Word Memory	Word sequences of increasing length are read to a Student, who repeats them.			
Sentence Memory	Sentences of increasing length and complexity are presented.			
COHESION				
Auditory Comprehension	Shows how well a Student understands spoken information.			
Auditory Reasoning	Shows if a Student can understand implied meanings, make inferences, or come to logical conclusions given information in presented sentences.			
Auditory Processing Index				

Student obtained an overall auditory quotient of 100. His score falls at the 50th percentile and is considered to be within the average range when compared to his same aged peers. Results suggest Student phonologic processing, auditory memory, and auditory reasoning/comprehension skills.

The Phonologic Index measures basic phonological abilities that included discrimination between sounds within words, the ability to segment words into morphemes, and to blend words into phonemes. Student's overall performance on the Phonologic Index fell in the average range. Performance on the Word Discrimination subtest indicates average ability discriminate sounds in words. His performance on the Phonological Segmentation subtest fell in the Student range and indicating good ability to segment words into smaller parts. Student's ability to blend sounds into whole words fell within the average range.

The Auditory Memory Index measures basic memory processes, which includes sequencing. This index measured Student's ability to recall a sequence of numbers in both forward and reverse order, a sequence of words, and complete sentences. His overall performance suggest average ability to recall information he has just heard.

Performance on the Auditory Cohesion Index indicates higher order linguistic skills to be in the average range. Subtests from the Auditory Cohesion Index measured Student's ability to understand what is said, to be able to use inference, deductions and abstractions

to understand the meaning of passages. On the Auditory Comprehension subtest, he was read short sentences and then asked to answer questions about what he had just heard. The correct answer is contained within the passage. Student's performance fell within the average range. On the Auditory Reasoning subtest, Student was read short passages and then asked questions about the passages. However, on the Auditory Reasoning subtest, the answers are not directly contained in the passage. Instead he was required to demonstrate more understanding and to use complex language constructions to answer the questions. Student's performance also fell within the Student range suggesting that higher order linguistic skills such as making inferences and abstract reasoning are within Student limits for his age.

Example:
Wide Range Assessment of Memory and Learning (WRAML-II)
Administered by Student, School Psychologist (date)

The WRAML is an individually administered test battery designed to assess memory ability. The subtests that comprise the Verbal Memory Scale assess the learner's capabilities on a rote memory task and compare that performance with tasks that increase in semantic complexity. The Visual Memory Scale also precedes from rote memory demands to memory demands with increasingly meaningful material. All subtests on the Learning Scale evaluate performances over trials. One verbal, one visual, and one cross modal task comprise this scale.

INDEX/Subtest	Description	Standard/ Scale score	%ile Rank	Descriptive Category
VERBAL MEMORY				
Story Memory	Evaluates auditory memory of extended meaningful verbal material.			
Verbal Learning	Evaluates short-term visual retention of semi-meaningful visual information by using a brief exposure to simple geometric shapes and then having the client redraw them in their proper locations.			
VISUAL MEMORY				
Design Memory	Evaluates auditory memory of meaningful verbal information that is without context.			
Picture Memory	Evaluates visual memory using skills to detect changes in specific features or details, specifically, four different			

	"familiar" scenes.			
ATTENTION/CONCENTRATION				
Finger Windows	Evaluates short-term memory of rote, visual sequential pattern.			
Number Letter	Evaluates a client's ability to remember sequential, rote auditory information using the familiar digit-span format. This task uses letters as well as digits.			
General Memory Index				

Student's scores on the WRAML are in the Average range. His lowest score is in the area of verbal learning indicating that he has some difficulty remembering information when it is presented verbally. It would be best if information were presented to Student in multiple fashions not just verbally. He would be able to acquire the information and learn better if it was presented visually and verbally. He also needs to listen carefully to all instructions and entire lessons.

XI. Adaptive Data

Adaptive data are typically presented when assessing a Student with an Intellectual Disability, Autism, Other Health Impaired, Traumatic Brain Injury and could be used as a component of assessment for other disabilities as well. Adaptive data confirm that a Student is functioning at a substantially lower developmental level than age-mates. When assessing for an Intellectual Disability, it is recommended that substantial adaptive deficits be identified in at least two areas.

Example:
The Adaptive Behavior Evaluation Scale (ABES)—School Version
Administered by School Psychologist (date)

The ABES rating scale provides a measure of those adaptive behaviors which are necessary for success in both an educational and home setting and are not measured by academic skills testing. Adaptive behaviors are learned. They involve the ability to adapt to and manage one's surroundings to effectively function and meet social or community expectations. Typically, the ABES is completed by both parents or care-givers and teachers. The parent rating scale was sent to Student' parents, but it was not returned; attempts to contact Student' parents by phone on five separate occasions were not successful. Therefore, only Student' teacher completed the rating scale. The ABES teacher rating form yielded the following data:

Adaptive Domain:	**RS**	**SS**	**SEM**
Communication Skills		*	±

Self-Care		±
Home Living	*	±
Social		±
Community Use	*	±
Self-Direction		±
Health & Safety		±
Functional Academics	*	±
Leisure		±
Work		±

(* = area of significant adaptive deficit)

Sum of Subscale SS: X **Quotient: X** **%ile: Xth**

The results above are reported as scaled scores. Individual scores between 7 and 13 are considered within the "average" range. Scores from 4 to 6 are considered below average and may represent areas of potential concern, and scores below 4 are considered to be serious areas of concern. The rating provided by Student' teacher indicated that Student' self-care skills are in the average range, while the areas of social skills, work skills, leisure, health & safety, and self-direction are areas of potential concern. **Areas of significant deficit and therefore of serious concern include communication skills, home living, community use, and functional academics.** Student achieved an overall Adaptive Skills Quotient of 70, which falls two standard deviations below the average score of 100."

Example:
Vineland Adaptive Behavior Scales – Second Edition (Vineland II)
Administered by School Psychologist (date)

Student is a 10 year old Student who has a history of developmental delays. His father and mother completed the Vineland II Parent/Caregiver Rating report. His teacher, Student, completed the Vineland II Teacher Rating report.

The Vineland Adaptive Behavior Scale assesses individuals from birth to adulthood in four domains: Communication, Socialization, Daily Living Skills and Motor Skills (for individuals to age six). The Scale is also useful in determining the personal and social sufficiency of areas of strength and weaknesses.

PARENT RATING SCALES	Content	Standard Score / Age Equivalent	Adaptive Level
Communication Domain	How an individual speaks, understands others, and uses written language		
Receptive Language	How the Student listens and pays attention, and what he or she understands		
Expressive Language	What the Student says, how he or she uses words and sentences to gather and provide information		

Written Language	What the Student understands about how letters make words, and what he or she reads and writes		
Daily Living Skills	The practical skills and behaviors that are needed to take care of oneself in a school environment		
Personal Skills	How the Student eats, dresses, and practices personal hygiene		
Domestic Skills	What the Student understand about the concepts of time, money, and math		
Community Skills	How the Student follows school and classroom rules and routines, focuses attention, and approaches learning		
Socialization Domain	Skills and behaviors that people need to get along with others and for use in leisure activities		
Interpersonal Relationships	How the Student interacts with others		
Play and Leisure Time	How the Student plays and uses leisure time		
Coping Skills	How the Student demonstrates responsibility and sensitivity to others		

TEACHER RATING SCALES	Content	Standard Score Age Equivalent	Adaptive Level
Communication Domain	How an individual speaks, understands others, and uses written language		
Receptive Language	How the Student listens and pays attention, and what he or she understands		
Expressive Language	What the Student says, how he or she uses words and sentences to gather and provide information		
Written Language	What the Student understands about how letters make words, and what		

	he or she reads and writes		
Daily Living Skills	The practical skills and behaviors that are needed to take care of oneself in a school environment		
Personal Skills	How the Student eats, dresses, and practices personal hygiene		
Domestic Skills	What the Student understand about the concepts of time, money, and math		
Community Skills	How the Student follows school and classroom rules and routines, focuses attention, and approaches learning		
Socialization Domain	Skills and behaviors that people need to get along with others and for use in leisure activities		
Interpersonal Relationships	How the Student interacts with others		
Play and Leisure Time	How the Student plays and uses leisure time		
Coping Skills	How the Student demonstrates responsibility and sensitivity to others		

Student's score of 87 in the area of communication indicates he is in the Adequate Adaptive Level. His score of 70 in the area of Daily Living Skills is in the Moderately Low Adaptive Level. In the area of Socialization, Student received a score of 94, which is in the Adequate Adaptive Level.

Scales of Independent Behavior-Revised (SIB-R)
Administered by School Psychologist (date)

The SIB-R is designed to assess skills need to function independently in home, social, school, work and community settings. As a result, it measures those facets of social development and adaptive and problem behavior that define, influence, or limit an individual's adjustment in a variety of environments.

Subtest Scores	Age Equivalents
Gross Motor	
Fine Motor	
Social Interaction	
Language	

Comprehension
Language Expression
Eating & Meal
Preparation
Toileting
Dressing
Personal Self-Care
Domestic Skills
Time & Punctuality
Money & Value
Work Skills
Home/Community

Clusters Scores	**Age Equivalents**	**Skill Level**
Motor Skills		
Social Interactions & Comm.Skills		
Personal Living Skills		
Community Living Skills		
Broad Independence		

Subtest Scores	**Age Equivalents**
Gross Motor	
Fine Motor	
Social Interaction	
Language	
Comprehension	
Language Expression	
Eating & Meal	
Preparation	
Toileting	
Dressing	
Personal Self-Care	
Domestic Skills	
Time & Punctuality	
Money & Value	
Work Skills	
Home/Community	

Clusters Scores	**Age Equivalents**	**Skill Level**
Motor Skills		
Social Interactions & Comm.Skills		
Personal Living Skills		
Community Living Skills		
Broad Independence		

Student's Broad Independence, an overall measure of adaptive behavior, is comparable to that of the average individual at 2 years and 5 months according to his parent's observations and at 1 year and 7 months according to his teacher's observations. Student's functional independence is limited to very limited. When presented with a task at his age level, Student is observed by his parent and teacher to have a very difficult to extremely difficult time, respectively, completing the task independently.

Motor Skills includes gross and fine motor proficiency tasks involving mobility, fitness, coordination, eye-hand coordination, and precise movements. According to parent, Student's motor skills are limited at a 2 years and 5 month old level. According to his teacher, Student's motor skills are that of the average individual at 1 year and 7 months of age which fell within the very limited range. When presented with a motor task at his age level, Student is observed by his parent and teacher to have a very difficult to extremely difficult time, respectively, completing the task independently. Both raters observe Student being able to walk independently, put small objects in containers, and scribble on paper. His parent observes his being able to climb a six-foot ladder and walking on a narrow surface.

Social Interaction and Communication skills measures Student's interactions with others in various social settings and his understanding and communication of information through signs, oral expression, or written symbols. According to parent, Student's skill level in social interactions and communication are limited. His performance is comparable to that of the average individual at 2 years and 3 months of age. According to his teacher, Student's skills are that of an average 1 year and 3 month old individual which fell within the very limit range. In a social setting, Student is predicted to have a very difficult to extremely difficult time in communicating effectively based on his parents and teachers observations, respectively. Rater's observer Student being able to point to familiar pictures in a book on request and follow simple spoken directions fairly well to very well. In social interaction, parent observes Student saying "please" and "thank you" and waiting his turn to speak; however, these behaviors are not being observed in the classroom. In the classroom he/she is observed being able to roll a ball or play games with another student and at times take part in a simple group game or activity. At this time, Student is mainly observed using gestures and making minor vocalizations. However, parent does report that he/she observed Student repeating simple words.

Personal living skills includes adaptive behaviors related to eating and preparing meals, taking care of personal hygiene and appearance, and maintaining an orderly home environment. Student's personal living skills are limited and comparable to that of the average individual at 2 years and 6 months of age according to his parent's perception. According to his teacher's perception, Student's personal living skills are very limited and comparable to that of an average individual at 1 year and 7 months of age. According to both raters, Student is observed being able to swallow soft foods hold a glass without spilling. Student is currently toilet trained and is able to control his bowels during the day.

In dressing, he/she is able to remove his pants and underpants; however, is not observed being able to put on clothing independently.

Community living skills measures the skills Student needs to successfully use community resources, perform in an employment setting, and assume other social and economic requirements encountered in community settings. Student's community living skills according to both raters are very limited. Student's performance, according to his parent and teacher, is comparable to that of an average individual at 1 year and 5 months of age and at 0 year and 9 months of age, respectively. Student is observed by both raters being able to find toys and objects that are always kept in the same place and at home can find his way to a specified room.

Adaptive Behavior Assessment System – Second Edition (ABAS-II)
Administered by School Psychologist (date)

The *Adaptive Behavior Assessment System-Second Edition (ABAS-II)* provides a comprehensive norm-referenced assessment of adaptive skills for individuals ages birth to 89 years. The ABAS-II may be used to assess an individual's adaptive skills for diagnosis and classification of disabilities and disorders, identification of strengths and limitations, and to document and monitor an individual's progress over time. The information obtained can contribute to the comprehensive, diagnostic assessment of individuals who may be experience difficulties with the daily adaptive skills that are necessary for function effectively within their environments, give the typical demands placed on individuals of the same age.

ABAS-II Teacher Form (ages 5-21)
Administered by:
Date administered:

Skill Area	Scaled Score	Classification
Communication		
Community Use		
Functional Academics		
Home Living		
Health and Safety		
Leisure		
Self-Care		
Self-Direction		
Social		

Composite	Scaled Score	Percentile Rank	Confidence Interval	Classification
GAC				
Conceptual				
Social				
Practical				

ABAS-II Parent Form (ages 5-21)
Administered by:

Date administered:

Skill Area	Scaled Score	Classification
Communication		
Community		
Use		
Functional Academics		
Home Living		
Health and Safety		
Leisure		
Self-Care		
Self-Direction		
Social		

Composite	Scaled Score	Percentile Rank	Confidence Interval	Classification
GAC				
Conceptual				
Social				
Practical				

Student's General Education Teacher and parent were given the ABAS-II to rate Student's adaptive skills in the school and home setting, respectively. According to the perception of both raters, Student demonstrates difficulties in his overall adaptive skills. Teacher's responses placed Student's adaptive skills within the Borderline range whereas his parent's responses placed his overall skills within the Extremely Low range. In the areas of Conceptual skills and Social skills, Student's teacher observes his skill level to fall within the Extremely Low range whereas his parent's observations of his skill level fell within the Below Average range. Lastly, in his Practical skills, Student's teacher perceives his skill level to fall within the Below Average range. His parent's observation of his Practical skills fell within the Borderline range. Overall, Student does appear to have difficulty taking care of his own personal daily living skills.

XII. Emotional/Behavioral Data

These data are presented when challenging or atypical behavior is an area of concern. A variety of standardized rating scales may be used when assessing for these issues. The school psychologist may also want to administer additional assessments such as the Social Skills and ADHD screeners, since Students with behavior challenges often manifest a number of externalizing traits consistent with ADHD. Assessment data in this domain should come from multiple sources and include a Functional Assessment of the behavior to determine form, frequency, intensity, duration, antecedents, and maintaining consequences of the behavior, along with environmental factors that may be manipulated or changed to reduce the problem behavior. **This SELPA firmly recommends against the use of projective measures such as the House-Tree-Person, Thematic Apperception Test, The Rorschach Test, Sentence Completion Tests, personality projections based on the Bender Visual-Motor Gestalt Test, or any test which relies substantially on the subjective interpretation by the school psychologist.**

Example:
School Motivation and Learning Strategies Inventory (SMALSI)
Administered by School Psychologist (date)

The SMALSI is a self-report inventory designed to assess 10 primary constructs associated with academic motivation and learning and study strategies, 7 of which focus on Student strengths and 3 of which focus on Student liabilities. On the Student Strength scales, scores 29 and lower indicate Inadequately developed skills, scores between 30-39 are Below Average in development, scores between 40-60 are Average, scores 61-70 indicate Very well developed skill, and scores 71 and higher indicate Extremely well developed skills. On the Student Liabilities scales, scores 29 and lower indicate Minimally problematic skills, scores between 30-39 are skill levels Less problematic than for most Students, scores between 40-60 indicate No more problematic skills than most Students, scores between 61-70 indicate Moderately problematic skills, and scores 71 and higher indicated Extremely problematic concerns. A profile of these scale scores is intended to provide sufficient information to identify problems of academic motivation, learning strategies, or test-taking problems that interfere with academic development.

Rated by Student (date)

Student Strengths	**T-Score**	**Range**
Study Strategies		
Note-Taking/Listening Skills		
Reading/Comprehension Strategies		
Writing/Research Strategies		
Test-Taking Strategies		
Organizational Techniques		
Time Management		
Student Liabilities	**T-Score**	**Range**
Low Academic Motivation		
Test Anxiety		
Concentration/Attention Difficulties		

Within the Student Strengths scales, Student rated most areas in the average range, suggesting adequate skills. On the Organizational Techniques, Student reports difficulty in suggesting difficulty with organizing and managing study materials, notes, tracking materials, and study space. Scores on the Time Management scale suggests that Student has some difficulty managing and allocating time.

On the Student Liabilities scales, Student rated Low Academic Motivation in the extremely problematic range, indicating substantial problems with motivation to succeed academically and low need for achievement. Student rated Test Anxiety in the average range suggesting little anxiety when presented with tests. On the Concentration/Attention Difficulties, Student's score suggest difficulty with attention and concentration related to classroom and other academic pursuits. A focus on improving these areas of weakness should support Student in increasing Student academic success.

Example:
Scales for Assessing Emotional Disturbance (SAED-2)
Completed by Student (date)

The Scales for Assessing Emotional Disturbance – Second Edition (SAED-2) is a standardized norm-referenced rating scale designed so that educational personnel could accurately and efficiently evaluate the emotional and behavioral problems of students in educational settings. Forty-five clearly stated items describing specific, observable, and measurable emotional and behavioral problems comprise six problem subscales corresponding to significant parts of the federal definition of Emotional Disturbance (ED). These subscales include: Inability to Learn, Relationship Problems, Inappropriate Behavior, Unhappiness or Depression, Physical Symptoms or Fears and Social Maladjustment.

Scaled Score	Descriptive Terms
>17	Highly Indicative of ED
14-16	Indicative of ED
1-13	Not Indicative of ED

Index Score	Descriptive Term
40-115	Average
> 116	Significantly Elevated

Rater: Student, Student Teacher

	Score	Percentile	Descriptive Term
Inability to Learn			
Relationship Problems			
Inappropriate Behavior			
Unhappiness or Depression			
Physical Symptoms or Fears			
Rating Scale Index			

Student's teacher completed the Scale for Assessing Emotional Disturbance, 2nd Edition (SAED-2) to rate his emotional and behavioral functioning in school in terms of special education criteria for Emotional Disturbance (ED). The teacher rated scales reported a score Not Indicative of Emotional Disturbance. The Student rated scales reported a score Not Indicative of Emotional Disturbance.

The overall score for the rating scale (SS = 102) falls in the Significantly Elevated range, as compared to other Students who are considered to be emotionally disturbed. Additionally, his score on the Social Maladjustment scale (SS =106) fell in the Significantly Elevated range.

Student's Social Science teacher completed the Scale for Assessing Emotional Disturbance, 2nd Edition (SAED-2) to rate his emotional and behavioral functioning in school in terms of special education criteria for Emotional Disturbance (ED). His teacher reported all of the characteristics are **Not Indicative** of an Emotional Disturbance. In addition, based on Student answers, the overall score for the rating scale (SS = 11) falls in the **Not Indicative** of ED range, as compared to other Students who are considered to be emotionally disturbed. Additionally, his score on the Social Maladjustment scale fell in the **average** range his behaviors do not seem to be the result of a social maladjustment.

Student's mother also completed the Scale for Assessing Emotional Disturbance, 2nd Edition (SAED-2) to rate his emotional and behavioral functioning at home in terms of special education criteria for Emotional Disturbance (ED). His mother reported the Inability to Learn and the Inappropriate Behavior under normal circumstances are **Not**

Indicative of an Emotional Disturbance. However, at home Eric's Unhappiness or Depression and Physical Symptoms or Fears fall in the Indicative of Emotional Disturbance range. His Relationship Problems are in the Highly Indicative of Emotional Disturbance range. In addition, based on his mother's answers, the overall score for the rating scale (SS = 17) falls in the Highly Indicative of ED range, as compared to other Students who are considered to be emotionally disturbed. Additionally, his score on the Social Maladjustment scale fell in the average range and his behaviors do not seem to be the result of a social maladjustment. It appears that at home, Student's behaviors are much more significant than at home.

According to the information provided by both his mother and his teacher, Student's social and emotional issues fall below the threshold for Emotional Disturbance eligibility. While his behaviors seem to be of more concern at home than at school, to be considered a Student with an Emotional Disturbance, Student's behaviors would need to be present in all situations.

Example:
The Emotional Disturbance Decision Tree (EDDT)
Completed by School Psychologist (date)

The Emotional Disturbance Decision Tree (EDDT) is a standardized, norm-referenced scale designed to assist in the identification of children who qualify for the federal Special Education category of Emotional Disturbance (ED). The EDDT is based on the criteria presented in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004). The EDDT is completed by school personnel who have had substantial contact with the Student.

Emotional Disturbance Characteristics

Scale	Description	T-Score	%tile	Qualitative Label
REL - Inability to Build or Maintain Relationships	Addresses a wide variety of relationship issues.			
IBF – Inappropriate Behaviors or Feelings	Covers a wide variety of behavioral issues and exclude behaviors associated with social maladjustment or psychosis/schizophrenia.			
PM/DEP – Pervasive Mood/Depression	Addresses a wide variety of mood/depression issues.			
FEARS – Physical Symptoms or Fears	Address a wide variety of anxiety and somatic symptoms.			
TOTAL – EDDT Total Score	Summation of each of the above scales.			

Based on the information gathered by school personnel, Student received a "Mild at Risk" score on the Inability to Build or Maintain Relationships Scale. He received scores

qualified as Normal Range on the other scales, as well as a Normal Range score on the EDDT TOTAL.

Student receive a Normal Range score on the Attention-Deficit Hyperactivity Disorder Screener indicating his social and emotional issues might be partially associated with characteristics associated with ADHD. His score of Student score on the Psychosis/Schizophrenia Screener indicates no concerns in this area.

Student obtained a score of 49 on the Social Maladjustment Cluster indicating that he has no problems in this area and rules out rules out a social maladjustment. His received a score of 50 on the Severity Cluster and a score of 51 on the Educational Impact Cluster. These scores indicate that Student's social and emotional issues are neither severe or have a great impact on his education.

Based on the results of the EDDT, Student's social and emotional issues fall below the threshold for Emotional Disturbance eligibility. While his issues have been present over a long period of time as indicated by his years of eligibility as a Student with an Emotional Disturbance in special education, they are no longer to a marked degree and do not appear to be having an impact on his education at the current time. Student demonstrates cognitive ability in the high average range, indicating an ability to learn. His score of Student on the Inability to Build or Maintain Relationships scale is his only abnormal characteristic, but still not within the range of an Emotional Disturbance.

Example:
Social Skills Rating System

Administered by School Psychologist (date)

The Social Skills Rating System (SSRS) was completed by a variety of respondents during the month of March, 2009. The Social Skills Rating System is a norm-referenced instrument which provides a comprehensive picture of a Student's social behaviors in reference to typically-developing Students. This rating scale allows parents and teachers to rate the occurrence and importance of specific social skills, problem behaviors, and academic competence. Students in third grade and up rate their own social skills and parents rate social skills and problem behaviors. Scores are assigned for several traits. In the Social Skills domain, the traits include Cooperation, Self-Assertion, and Self Control. In the Problem Behaviors domain, factors include Externalizing traits, Internalizing traits, and Hyperactivity. In each domain, raw scores are added, and the total raw score is converted to a standard score for that domain. Individual traits within a domain are assigned descriptors which compare those trait scores to typically developing peers, and assigned the descriptors "fewer," "average," and "more".

Student received the following scores from the rating scales completed by his teachers and his parents:

Social Skills Scales				
	Parent	**Teacher 1**	**Teacher 2**	**Teacher 3**

Cooperation	x “fewer”	x “average”	x “average”	x “average”
Assertion	x “average”	x “average”	x “average”	x “average”
Self-Control	x “fewer”	x “average”	x “fewer”	x “fewer”
Total Raw Score	x “fewer”	x “average”	x “fewer”	x “fewer”
Standard Score	x	x	x	x
95 % Confidence	x-y	x-y	x-y	x-y
Percentile	x	x	x	x

(average/mean standard score = 100, standard deviation =15)

In the domain of Social Skills, all raters agreed that Student’s self-assertion skills were average. Student’s parents and two of his teachers agreed that Student demonstrates fewer skills in the area of self-control when compared to same-age peers. His three teachers agreed that Student demonstrates average skills in the area of cooperation, while Student’s parents see him as less cooperative than same-age peers. Student’s parents and two teachers agreed that Student demonstrates less self-control than same-age peers. Student’s parents and two teachers saw Student’s overall social skills as significantly below average, while one teacher saw Student’s social skills as falling within the average range.

Problem Behaviors Scales				
	Parent	**Teacher 1**	**Teacher 2**	**Teacher 3**
Externalizing	x “more”	x “average”	x “average”	x “more”
Internalizing	x “more”	x “average”	x “more”	x “more”
Hyperactivity	x “more”	x “more”	x“more”	x “more”
Total Raw Score	x “more”	x “more”	x “more”	x “more”
Standard Score	x	x	x	x
95 % Confidence	x-y	x-y	x-y	x-y
Percentile	x	x	x	>x

(average/mean standard score = 100, standard deviation =15)

In the domain of Problem Behaviors, all raters agreed that Student demonstrates behaviors consistent with hyperactivity. Hyperactivity includes features such as restlessness and impulsivity. Student’s parents and two teachers agreed that Student demonstrates more internalizing traits than same-age peers. Internalizing traits include depression and anxiety. Student’s parents and one teacher see Student as also demonstrating more externalizing behaviors than same-age peers. Externalizing behaviors include aggression and noncompliance. One of Student’s teachers sees Student as having both externalizing and internalizing behaviors in the average range. All respondents rated Student as having significantly more problem behaviors than same-age peers. Student scored higher for problem behaviors than 98% of same-age peers, and his standard scores of 141, 131, 133, and 139 respectively are all more than two standard deviations above the mean.

Example:
Behavior Assessment System for Children, Second Edition (BASC-2)

Completed by School Psychologist (date)

The BASC-2 utilizes teacher rating scales, parent rating scales, and a Student self-report to determine behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. Scores are reports as T Scores, with a mean of 50 and a standard deviation of 10. Student received the following scores from the rating scales completed by his teachers and his parents.

	Parent	**Teacher 1**	**Teacher 2**	**Teacher 3**
Hyperactivity	67*	57	**80****	61*
Aggression	67*	**75****	48	63*
Conduct Problems	65*	58	50	56
Externalizing Problems Composite	66*	63*	51	59*
Anxiety	**86****	56	**81****	**90****
Depression	**72****	**70****	58	**72****
Somatization	40	45	45	41
Internalizing Problems Composite	**70****	59	64*	**72****
Attention Problems	55	54	44	56
Learning Problems	---	44	42	59*
School Problems Composite	---	48	41	57
Atypicality	65*	56	53	51
Withdrawal	47	55	53	**69****
Behavioral Symptoms Index	66*	63*	52	65*

■ = "at risk"; ** = clinically significant

BASC-2 Student Self-Report			
	T Score	**Percentile**	**Descriptor**
Attitude to School	**71**	**93**	**Clinically Significant**
Attitude to Teachers	49	61	Not Significant
Atypicality	54	63	Not Significant
Social Stress	60	81	At Risk
Anxiety	**71**	**98**	**Clinically Significant**
Depression	57	61	Not Significant
Interpersonal Relations	46	46	Not Significant
Emotional Symptoms Index	61	---	At Risk

On the BASC-2, Student fell into the "at risk" to "clinically significant" category in two broad domains. Most raters agreed that Student significantly demonstrates externalizing traits such as hyperactivity and aggression. Scores in this area are often consistent with Attention Deficit-Hyperactivity Disorder. Raters also agreed that Student demonstrates a high level of internalizing traits such as anxiety and depression. Student's score for anxiety on his self-report was clinically significant. His overall behavioral symptoms score was in the "at risk" range. Student's self-report also indicated a clinically significant response to school in general. This score is consistent with Student's

experience of academic and behavioral difficulty in the school setting. Interestingly, Student's negative response to school does not appear to carry over to his teachers, whom he perceives as helpful and supportive. Student does experience social stress, but believes that he has good interpersonal skills.

Example:
Conner's Rating Scales—3rd Edition
Administered by School Psychologist (date)

The Conners' Rating Scales-III are questionnaires designed to be completed by parents and teachers to assist in evaluating children ages 3 – 17 for attention-deficit/hyperactivity disorder (ADHD). The assessment yields T-scores scores with a mean of 50 and a standard deviation of 10. As a rule, T-scores above 60 are cause for concern and have interpretive value. Interpretable scores range from a low T-score of 61 (mildly atypical) to above 70 (markedly atypical). These scores tend to reflect significant problems in any of the areas where they occur.

Student received the following scores from the rating scales completed by his teachers and his parents:

The Conners' Rating Scale				
	Parent	**Teacher 1**	**Teacher 2**	**Teacher 3**
Opposition	**81****	**90****	**73****	**89****
Inattention	**69****	57	55	66 *
Hyperactivity	**72****	68*	66*	**69****
Anxious-Shy	60*	64*	64*	---
Perfectionism	52	**71***	65*	---
Social Problems	**90****	67*	45	---
Psychosomatic	43	---	---	---
ADHD Index	**70****	**69****	62*	68*
Restless-Impulsive Index	**75****	66*	63*	---
Emotional Lability Index	**79****	**81****	**73****	---
Global Index	**77****	**73****	67*	---
DSM-IV Total	**72****	66*	61*	---

Conners' Rating Scales assess for many of the primary and subsidiary behaviors that are typically associated with ADHD. While no one factor could be said to be particularly indicative of ADHD, an aggregate of factors may have strong predictive value. Descriptions of those factors, along with general ratings in each area specific to Student, are as follows—

Oppositional: Children who are oppositional are likely to break rules, have problems with authority, and are easily annoyed. All raters agreed that Student demonstrates markedly atypical, clinically significant levels of oppositional behavior.

Inattention: Children who are inattentive are likely to have organizational problems, problems with task completion, and poor concentration. Two raters agreed that Student

demonstrates mildly-to-markedly atypical, clinically significant levels of inattention, while two raters did not detect clinically significant levels of inattention.

Hyperactivity: Children who are hyperactive have difficulty sitting still are often restless and impulsive. All raters agreed that Students demonstrates mildly-to-markedly atypical, clinically significant levels of hyperactivity.

Anxious-Shy: Children who are anxious-shy have atypical levels of worries and fears, are prone to be emotional and sensitive to criticism, are anxious in unfamiliar situations, and may be shy or withdrawn. All raters agreed that Student demonstrates mildly atypical, clinically significant levels of anxiety and shyness.

Perfectionism: Children who are perfectionists set high goals for themselves, are very fastidious about the way they do things, and are obsessive about their work. All raters agreed that Student demonstrates mildly atypical, clinically significant levels of perfectionism.

Social Problems: Children who have social problems are likely to have low self-esteem and poor self-confidence, few friends, and feel socially detached from their peers. Two raters perceived that Student demonstrates mild-to-markedly atypical, clinically significant levels of social problems, while one rater did not detect clinically significant levels of social problems.

Conners' ADHD Index identifies children "at risk" for ADHD. All raters agreed that Student demonstrates clinically significant behaviors consistent with ADHD.

The Restlessness-Impulsive Index indicates restlessness, impulsivity, and inattentiveness. All raters agreed that Student demonstrates clinically significant levels of restlessness and impulsivity.

Emotional Lability: Children who are emotionally labile are prone to a higher degree of emotional responses such as crying, anger, temper tantrums, and loss of control than typically developing peers. All raters agreed that Student demonstrates markedly atypical, clinically significant levels of emotional lability.

The Global Index reflects general problematic behaviors that may be associated with hyperactivity, but may also indicate a broader number of problem behaviors that may also be markers or precursors for conduct disorders. All raters agreed that Student demonstrated mildly-to-markedly atypical, clinically significant levels of problem behaviors within the global index.

The DSM-IV Total reflects the correlation of all factors corresponding to DSM-IV diagnostic criteria for combined Hyperactive-Impulsive type ADHD. All raters agreed that Student demonstrates clinically significant levels of those behaviors consistent with the DSM-IV diagnostic criteria for Hyperactive-Impulsive type ADHD."

Example:
Social Skills Improvement System (SSIS)
Administered by School Psychologist (date)

Elementary Level/Secondary Level – Teacher Form
Rated by:
Date administered:

Scale	Standard Score	Percentile Rank
Social Skills		
Problem Behaviors		
Academic Competence		

Social Skills Subscales	Subscales Scores	Behavior Level
Communication		
Cooperation		
Assertion		
Responsibility		
Empathy		
Engagement		
Self-Control		

Problem Behaviors Sut	Subscales Scores	Behavior Level
Externalizing		
Bullying		
Hyperactive/Inattentive		
Internalizing		

Elementary Level/Secondary Level – Parent Form
Rated by:
Date administered:

Scale	Standard Score	Percentile Rank
Social Skills		
Problem Behaviors		

Social Skills Subscales	Subscales Scores	Behavior Level
Communication		
Cooperation		
Assertion		
Responsibility		
Empathy		

Engagement
Self-Control

Problem Behaviors Sul	Subscales Scores	Behavior Level
Externalizing		
Bullying		
Hyperactive/Inattentive		
Internalizing		

The *Social Skills Improvement System (SSIS)* Rating Scales assists professionals in screening and classifying students suspected of having significant social skills deficits and aids in the development of interventions for those students. It uses a multi-rater approach that *may* include ratings from teachers, parents, and the students, themselves to document the frequency and perceived importance of positive behaviors. It provides a brief assessment of problem behaviors that may interfere with a student's ability to acquire or perform social skills. The teacher's rating form provides a brief assessment of problem behaviors that may interfere with a student's ability to acquire or perform social skills, and it includes a broad measure of academic performance.

Social Skills are rated in the following areas:

Communication:	ability to take turns and make eye contact during a conversation, using appropriate tone of voice and gestures, and being polite	***Empathy:***	Showing concern and respect for others' feelings and viewpoints
Cooperation:	helping others, sharing materials	***Engagement:***	joining activities in progress and inviting others to join
Assertion:	initiating behaviors, such as asking others for information	***Self-Control:***	Responding appropriately in conflict and non conflict situations (i.e. taking turns)
Responsibility:	showing regard for property or work		

Problem Behaviors are rated in the following areas:

Externalizing:	being verbally or physically aggressive	***Hyperactivity:***	Moving about excessively, having impulsive reactions, and becoming easily distracted
Internalizing:	feeling anxious, sad, and lonely	***Bullying:***	Forcing others to do something, hurting people physically or emotionally

The *SSIS* was given to student's teacher and parent to obtain their perceptions of his social skills and problem behaviors in the school and home setting, respectively. Student's parent primarily speaks Spanish and thus a Spanish version of the *SSIS* was provided for her. According to the responses provided by both raters Student demonstrates age appropriate social skills. His teacher perceives Student to demonstrate Average social skills in all specific areas measured. This information was commensurate with the responses provided by parent; however, parent perceives Student to demonstrate Below Average *Assertion* skills. For example, she indicated that Student rarely asks for help from adults, says positive things about himself, and speaks up when there is a problem. In the school setting, he is observed to more frequently ask for help, stand up for himself, and express when wronged.

In terms of problem behaviors, rater's responses resulted in categorizing Student's behaviors to fall within appropriate age limits when compared to other boys his age. Teacher perceived his behaviors as Average in all areas measured. The results were commensurate with parent; however, parent's responses rated Student's *Internalizing* behaviors to fall within the Above Average range. Parent reported in the *SSIS* that Student is frequently observed to have low energy, say that no one likes him, and not sleep well. In the school setting, Student's teacher reports that he is not observed to withdraw from others, say negative things about himself, or act depressed. At this time, it appears that in the school setting Student is able to be socially accepted by his peers and behaves age appropriately. In terms of his academic competence, his teacher rates Student's performance within the Below Average range.

XIII. Additional Assessment Data

There may be additional assessment data, depending on suspected area(s) of disability. Such assessments may include Speech and Language data (provided by Speech Therapist), Fine and Gross Motor Data (provided by Occupational Therapist or Physical Therapist), Autism Data, etc. Please refer to the appendices in this manual for a complete description of recommended components of assessment for identification of the 14 disabling conditions covered by IDEIA.

XIV. Summary/Conclusion

Under this heading should be a succinct summation of current assessment results.

SUMMARY/CONCLUSIONS

"Student is an 8 year old Caucasian male, currently functioning in the "above average" range of intellectual ability. Results of achievement testing indicate that Student's academic performance in both reading decoding and written language (spelling) is not commensurate with intellectual ability and a discrepancy between achievement and intellectual ability does exist. Results of an auditory processing evaluation indicate that Student has a processing deficit in the area of phonemic synthesis, which adversely affects his ability to decode words in print and to spell words correctly. Results of social/emotional assessments indicate that Student has clinically significant levels of both

internalizing and externalizing factors consistent with Attention Deficit-Hyperactivity Disorder."

XV. RECOMMENDATIONS

Eligibility and Intervention Recommendations:

This is the final section of the psycho-educational assessment report. This section should include a step-by-step analysis of each of the assessed eligibility categories and the eligibility criteria for each disability. This analysis shall determine the school psychologist's conclusion as to whether the assessment results confirm or refute eligibility (see appendices). This can be done by outlining all the required pieces of eligibility criteria for each disability and comparing it to the information collected via the assessment process.

This same analysis shall occur when the information collected by the psychologist does not provide evidence that the student exhibits behavior that makes him/her eligible for special education services. Each of the criteria shall be outlined and shown to not be supported by the current assessment data.

A statement about final determination of disability should be included. Example:

"Based upon current testing and assessment data, it is this school psychologist's opinion that this student does meet eligibility criteria for a student with a Specific Learning Disability. However, the final determination of eligibility, placement, services and education programming are the responsibilities of the Individualized Education Program Team. Under California Department of Education guidelines, statistical data is only one criterion that must be met in order to qualify a student as an individual with exceptional needs. Other factors that may be the primary cause of a student's academic deficits must be ruled out prior to assuming that a disability exists. These factors are cultural, economic, and/or environmental detriments, limited English, lack of instruction in reading or math, temporary disability, or social maladjustment. To the extent that any or all of these conditions may be shown to be the primary cause of a student's academic problems, a student may not be found to be an individual with exceptional needs. It is this psychologist's opinion that the assessment results through this evaluation were not significantly affected by environmental, cultural, or economic disadvantage known at this time. Any information that becomes available at a later date that may affect this conclusion should be considered."

Specific Learning Disability

Under the California Code of Regulations, Section 3030 (10), a pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas specified in Section 56026 of the Education Code qualifies for Special Education services as a learning disabled student.

Discrepancy Determination

At this time it appears that student may be processing information at a slower rate and may require additional time to complete a task. He/She has self reported that he does become easily distracted by other students and works slow when completing math problems. A review of student's academic records reveals a history of below grade level performance in the area of math. Lastly, parent and teacher have reported that Student continues to struggle academically and in following directions. Based on standardized tests, review of records, observations, and interviews student demonstrated a severe discrepancy between intellectual ability and achievement in one or more of the following academic areas:

- ☐ oral expression
- ☐ written expression
- ☐ reading comprehension
- ☐ mathematics reasoning
- ☐ listening comprehension
- ☐ basic reading skills
- ☐ mathematics calculation

This discrepancy ***may*** be due to a disorder in one or more of the following basic psychological processes:

- ☐ attention — ability to focus on task or activity and ability to shift attention to new task, redirect and reorganize attending response
- ☐ visual processing — ability to interpret what is seen, recognize similarities and differences, and ability to visually track
- ☐ auditory processing — ability to discriminate between sounds, memory for sound sequences, discriminate foreground from background noise, and localizes sounds
- ☐ sensory motor skills — integration of sensory, motor, and tactile senses
- ☐ cognitive abilities
  - ☐ association — ability to join various objects or events because of some relationship they have to each other, e.g., comparisons, linking, causal sequence, discriminations, grouping, sorting and ordering
  - ☐ conceptualization — symbolic representational processes used to understand and organize perceptual/sensory experiences and understanding of basic concepts like shape, size, number/quantity, spatial and temporal concept
  - ☐ expression — construction of symbolic system to express products of thinking (i.e., language, imitation, symbolic play and graphic image)

Response to Intervention Determination:

"Title 5 of CCR allows for a Response to Intervention (RTI) model in the identification of students with specific learning disability. In order for students to meet eligibility as a student with a specific learning disability it must be demonstrated that the student does not achieve adequately age or to meet State-approved grade-level standards when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards. It must also be established that student received appropriate instruction.

To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider: (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.

Progress monitoring data used in this type of determination shall have been provided to parents on a regular basis.

1) Per WIAT-III results, student scored in the Below Average range in the areas of Total Reading and Reading Comprehension and Fluency. AIMSweb winter benchmark data indicates Well Below Average scores in reading. Compared to other students in the general education classroom, student is performing in the Well Below Average range in the area of writing.
2) Progress monitoring data indicates inadequate response to intervention in reading comprehension and writing. Data indicates student requires specialized academic instruction in reading and writing. The IEP team will need to discuss if he needs specialized academic instruction in math as some data suggest he can access the core curriculum if provided with accommodations and other data suggests there may be a need for math support.

Other Health Impaired
The criteria for Other Health Impairment (OHI) indicates that a student has limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.

OHI as it relates to attention is designated for individuals whose educational performance is adversely affected by a suspected or diagnosed attention deficit disorder or attention deficit hyperactivity disorders and demonstrates a need for special education and related services by meeting eligibility criteria specified under the California Code of Regulations of IDEA under Other Health Impaired.

Although a formal medical diagnosis has not been made, results of the current assessment indicate that student has severe attention difficulties with hyperactive behaviors which are adversely impacting his/her abilities to learn and acquire new skills.

Emotional Disturbance
Upon consideration of all available information and assessment results, student appears to meet the eligibility criteria as a student with a Serious Emotional Disturbance. Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision in Educational Code 56361 (b)(4). He/She exhibits one or more of the

following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

☐ An inability to learn that cannot be explained by intellectual, sensory, or health factors.

According to school performance provided by student's teacher, student is currently performing within the bottom 10% of his/her class. According to a review of records, student has demonstrated significant difficulty in acquiring adequate reading skills and has obtained grades below grade level expectancies. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

During an interview with parent and teacher, student is described as a student who has struggled to develop new friendships as he/she is observed to have difficulty initiating conversations, sharing toys, and controlling anger when interacting with others. In addition, based on this psychologist observations, student withdraws from peers during lunch recess and was primarily observed walking the playground independently. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

☐ Inappropriate types of behavior or feelings under normal circumstances.

student has been observed to laugh during inappropriate times, becomes aggressive when asked to perform a nonpreferred task, and blurts out often in the classroom setting. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

☐ A general pervasive mood of unhappiness or depression.

At this time, this behavior has not been observed by parent or teacher; however, student does demonstrate withdrawal from peers during recreational recess. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

☐ A tendency to develop somatic complaints or fears associated with personal or school problems.

At this time, this is not a behavior that has been observed by teacher, parent, or this psychologist. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

These traits have existed to a marked degree, meaning that they are pervasive and severe, and have been exhibited in more than one setting over a long period of time. They do not appear to be temporary, nor do they appear to be primarily the result of a social maladjustment.

Autism

Due to the social, and communication concerns indicated in this assessment, special education eligibility under the classification of Autism is being considered.

The qualification criteria are as follows:
Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision in Educational Code 56361(b)(4).

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision of Educational Code 56361 (b)(1) are satisfied.

Verbal and nonverbal communication.

At this time it is observed by the Special Day Classroom teacher and Speech Pathologist that student does have difficulties in initiating conversations with peers. When spoken to student appears to be disinterested and is unable to correctly reply to yes or no questions. It is also observed at home and at school that student will repeat words out of context. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

Social Interaction.

At this time, student is observed to sit by himself and not initiate play with other peers. Also, student is observed by his special education teacher, speech pathologist, and this psychologist to have difficulties maintaining eye contact. A review of records indicated that student has had a history of inappropriate social interactions, such as, hitting other students, tearing up papers of other students, and blurting out unrelated words in class during group discussions. [Relevant results from standardized assessment shall also be inserted in this area to establish a preponderance of evidence for making an eligibility decision]

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences:

Student has been observed by his special education teacher, speech pathologist, and this psychologist to have a difficult time in transitioning to different settings. He/she is observed to be nervous and hold on to the arm of another person when asked to go to a different setting. When student transitioned to his/her classroom, he/she was observed to have a difficult time in his/her communication skills.

At this time student is observed to have a preoccupation with drawing. He/she will draw commercials he/she remembers or movies he/she may be watching.

student is observed by his/her special education teacher to follow all directions and be compliant. However, he/she is resistant in learning new concepts in the classroom and will verbally protest to them.

Based on teacher, speech pathologist, and this psychologist’s observation, student does speak in a monotone voice.

According to student's parent, he/she eats specific foods and refuses to eat what most people eat and does certain things repetitively and ritualistically. He/she is also observed by his parent and special education teacher to flick fingers rapidly in front of eyes for periods of 5 seconds and stare at hands, objects, or items in the environment for at least 5 seconds.

Based on observations, interviews conducted, and questionnaires it is believed that student meets the eligibility criteria required to receive special education services under the classification of Autism.

Intellectual Disability
Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Current assessment results indicate student's overall thinking and reasoning skills to lie in the deficient range. Additionally, both parent and teacher report regarding adaptive skill level estimated student's independent life skills to lie within the deficient range. Thus, student meets the eligibility criteria required to receive Special Education services as a student with Intellectual Disability.

Instructional Recommendations:

Recommendations in this section should be predicated on a *careful* analysis of the educational and behavior needs of the student, based on current assessment findings. Recommendations can and should include instructional and environmental supports and interventions designed to help the student make educational progress. To the maximum extent possible, recommendations should be linked *directly* to areas of need identified in the report as opposed to a bank of generic interventions/supports.

If recommendations will be provided to parents/caregivers, they should receive a separate heading to distinguish them from the school based recommendations.

INSTRUCTIONAL RECOMMENDATIONS

Examples of instructional recommendations are listed for reference. Instructional recommendations should be individualized to support individual student's educational plan and directly linked to areas of need identified in the assessment process.

<u>ORGANIZATIONAL SKILLS</u>

1. Student may benefit from using a checklist of homework assignments that his teachers and parents could "sign off" to help STUDENT stay organized and keep track of what he needs to accomplish.

2. Student could benefit from having organizational information written out ahead of time (i.e. different parts to a letter or an essay, assignment check off lists as well as each step of an assignment checklist) to help him/her organize his responses.

READING

3. Have student read out loud to you at home every day for ten minutes. Let student pick any book of interest. Help him/her pronounce any word he hesitates on for more than 3 seconds. You may even wish to pre-read the story to student so he has proper modeling before his attempt.

4. Have student read aloud at home every day for at least ten minutes. Ask student questions about the material he has read such as: What happened first? What happened next? What do you think will happen later in the story? -These questions will help build student's reading comprehension.

5. Encourage student to read high-interest signs, advertisements, notices, etc., from newspapers, magazines, movie promotions, etc., placing an emphasis on phonic skills.

6. Access student's texts on tape so he can listen to them as he reads along. Additionally, "choral reading," or reading with student in unison will help student follow a model reader to improve his reading fluency and expression.

7. Utilize class-wide peer tutoring. It has been found to be helpful in improving reading and spelling performance.

WRITING

8. Student may need more time than his peers to organize his thoughts. Using webbing, outlining, or mapping techniques could help student organize what he wants to express.

9. Provide sentence strips or word banks to facilitate independence in student's writing.

10. When helping student spell a word, offer visual and auditory clues. For example, hold up the number of letters and sounds with your fingers and then dictate each sound individually.

11. Encourage student to express himself/herself in writing without counting off for grammatical errors (i.e. grade for content).

12. Allow student to compose his writing on the computer so that he can spend more time putting down his thoughts than erasing.

13. Require student to proofread all written work and reinforce him/her for completing sentences or thoughts.

14. Encourage student to read his written work aloud, in order to help him/her identify incomplete sentences or thoughts.

15. Additional support when student is required to write essays, term papers, or equivalents allowing for acceptable substitutions to written tests when possible may continue to benefit student.

MATH INTERVENTIONS

16. Have student solve math problems by manipulating objects and stating the process (es) used.

17. Allow student to use math supports (i.e. manipulatives, a multiplication chart, a number line, touch point math, and/or a calculator). The correct application of these strategies may have to be explicitly taught and practiced.

18. Provide student with written step-by-step instructions for multiple step math problems. (i.e. Long Division= 1. Divide, 2. Multiply, 3. Subtract, and 4. Bring down)

19. Find opportunities for student to apply math facts to real life situations (e.g., money, average length of time it takes to do a job, etc.).

20. Have student recheck all math work. Reinforce student for each error he corrects.

21. It is recommended that both special education and regular education teachers provide consultation to the parents, when requested by them, as to what materials and strategies the parent can use at home to help remediate academic deficits.

22. Continue to adjust academic expectations and instructional levels (especially in reading and math) to enable student to put forth his best effort and experience success in the classroom. It might be helpful to student to keep concepts and directions at a concrete level versus abstract types of information.

23. Continue to break student's assignment(s) into parts allowing him/her to check with the teacher or a peer when each part is completed. This will help STUDENT to slow down, think about his answers and receive positive input about his responses as well as provide opportunities to clarify directions.

24. Provide student alternate ways to take tests/show mastery of subjects. He should not be penalized for lack of basic skills (i.e., reading and writing) in courses such as social studies and science.

25. The IEP team should discuss specific modifications and/or accommodations regarding student's class work and homework. He needs to be required to do work that is challenging, yet not overwhelming.

26. Focus student on his strengths and successes no matter how large or small.

27. Set goals with student. Make the goal challenging yet attainable and reinforce student every time he makes progress towards the goal.

28. Utilize prompt corrective verbal feedback.

29. Evaluate the appropriateness of the task to determine if: (a) the task is too easy, (b) the task is too difficult, or (c) the length of time scheduled for the task is inappropriate.

30. Communicate with parents (e.g., note home, phone calls, etc.) in order to share information concerning student's progress so they may reinforce him/her at home for good work at school.

31. Call on student when he is most likely to be able to respond successfully (e.g., a topic he is interested in, when you are certain he knows an answer, etc.). You may even with to set him/her up for success by prepping him/her with the answer to a specific question you plan on asking.

32. Employ attention and memory strategies. Repetition, mnemonics, visual aids, audiotapes, peer buddies and teacher-to-Student "signals" are crucial in helping Students learn and retain information.

<u>ON TASK</u>

33. Make sure student is attending (e.g., making eye contact, hands free of materials, etc.) before delivering directions, explanations, and instructions. Also, limit instructions to short simple statements with predictable and consistent language.

34. Student was observed to be distracted by movement and others around him/her during "work time." It may be beneficial to allow student to sit at the front of the room to lessen visibility of the other classmates and distractions.

35. Seat student near the point of instruction, next to role model Students, away from obvious distractions (e.g., the phone, door, etc.).

36. Reinforce on-task behavior and /or work completion through intangible (e.g., praise, a positive note or call home, free time, etc.) and/or tangible rewards (e.g., stickers, tickets, points, stamps, etc.).

37. Design lesson plans that involve numerous opportunities for Student <u>participation</u> (e.g., group responding on a pre-determined cue). An actively engaged Student cannot be simultaneously off-task/ engaging in disruptive behaviors.

38. When it seems student is not cooperating or performing as requested ask him/her to repeat directions/requests back to you to be sure he understands.

SOCIAL

39. Therefore, it would be beneficial for student to participate in more social/interaction types of environments to learn from appropriate modeling and practice appropriate social skills. Encouraging student to become a member of a club, interest group, organization or after school and/or community activities (in which this is a high level of social interaction) will be helpful in developing these skills.

40. Role playing and practicing social skills in different situations with student at home would also be beneficial to student (i.e. how to initiate conversations, appropriately express opinions or feelings, introducing himself/herself, giving complements, etc.).

41. It would be beneficial for student to have explicit instruction, modeling, and guided practice in using proper social skills in different situations (i.e., how to initiate conversations, appropriately express opinions or feelings, introduce himself/herself, give/receive complements, etc.).

BEHAVIOR

42. Praise appropriate behavior often and specifically, while ignoring minor inappropriate behaviors.

43. Prioritize student's inappropriate behaviors so you can choose one or two behaviors to work on consistently. You may even need to specify a specific time period or daily activity in which you will work on the behavior.

44. Help student develop self-awareness of this/these inappropriate behavior(s) by cueing him/her when they occur and perhaps having him/her keep a count or record of the behavior (i.e., a tally mark, a loss of a token, etc.).

45. Set clear limits and consistently enforce those limits.

46. Praise Students near student exhibiting the behavior you would like student to be doing. For example, "I like the way John has him eyes on me. Thank you John." Then if student engages in the same behavior praise him/her right away.

Section 2

Criteria for Disability Identification

There are 13 disability categories under which a Student in California may be found eligible for special education service. The California Code of Regulations, Tittle 5 Chapter 3 serves are the source for eligibility criteria included. Tittle 5 can be accessed at https://govt.westlaw.com/calregs.

General Eligibility Exclusionary Factors: "pupils whose educational needs are due primarily to limited English proficiency; a lack of instruction in reading or mathematics; temporary physical disabilities; social maladjustment; or environmental, cultural, or economic factors are not individuals with exceptional needs."

§ 3030. Eligibility Criteria.

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

(b) The disability terms used in defining an individual with exceptional needs are as follows:

Autism

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

> (A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

Deaf-blindness

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness

(3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Emotional disturbance

(4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.

Hearing impairment

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual disability

(6) Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Multiple disabilities

(7) Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness.

Orthopedic impairment

(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

(A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(B) Adversely affects a child's educational performance.

Specific learning disability

(10) Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of Students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.

3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

(i) Data obtained from standardized assessment instruments;
(ii) Information provided by the parent;
(iii) Information provided by the pupil's present teacher;
(iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
(v) Consideration of the pupil's age, particularly for young children; and

(vi) Any additional relevant information.

4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b) (10) (B) above, a pupil may be determined to have a specific learning disability if:

1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:

(i) Oral expression.
(ii) Listening comprehension.
(iii) Written expression.
(iv) Basic reading skill.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem solving, and

2.(i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or

(ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and

3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:

(i) A visual, hearing, or motor disability;
(ii) Intellectual disability;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:

(i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate

instruction in regular education settings, delivered by qualified personnel; and

(ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of Student progress during instruction, which was provided to the pupil's parents.

5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

Speech and language disorder

(11) A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

(A) Articulation disorder

1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(B) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(C) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(D) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the

expected language performance level shall be determined by alternative means as specified on the assessment plan, or

2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

Traumatic brain injury

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

(A) Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment

(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.