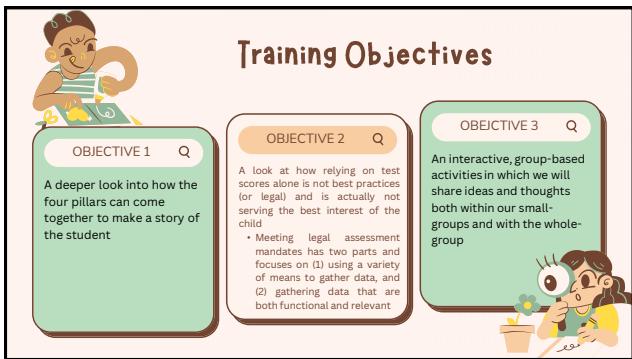


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2



3

Jerome Sattler - Foundations of Behavioral, Social, and Clinical Assessment of Children, 8th Edition

A report should be well organized and solidly grounded. A good report does not merely present facts. Instead, it integrates what you have learned about the child and presents the information in a way that shows respect for his or her individuality, just as respect for individuality permeates the entire assessment process. In addition, a good report presents information so that it is understandable to laypersons (including the child's family) and yet technical enough to be useful to other clinicians and professionals.

4

Principles of Report Writing

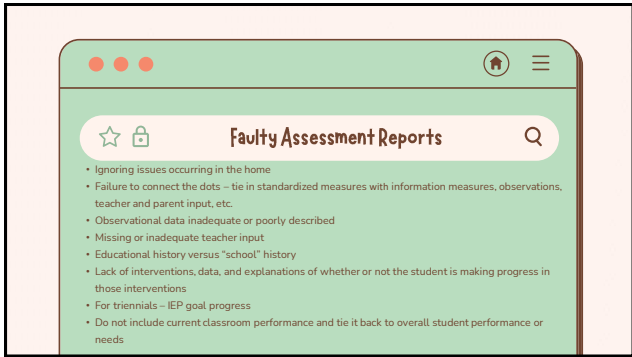
- Organize assessment findings (Look for common themes, integrate main findings, use an eclectic perspective)
- Include only relevant material
- Use caution in making interpretations based on limited sample of behavior/data
- Interpret meaning and implications of scores
- Connect the dots! You are telling a story; use a narrative writing style and remember your audience

5

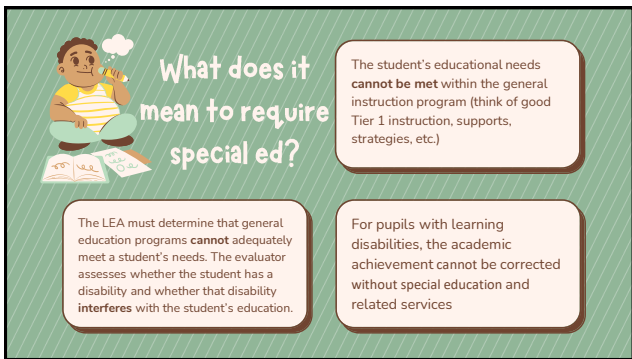
The problem with an over-reliance on test scores alone

- Results of standardized measures are not explained and merely restate the score and percentile
 - Arnold received a reading comprehension standard score of 80, at the 9th percentile
 - What do we know about how well Arnold reads for meaning?
 - Does he receive supports/how well does he respond to those supports? Are Tier 1 supports targeting reading comprehension effective? Or is his overall reading comprehension so deficient that he requires specialized instruction?
- No explanation of what scores mean (give examples of what they were able to do and what was a challenge for them)
- There is no explanation of what scores tell us about how the student might function in the educational environment
- Anomalies and discrepancies ignored, not explained; failure to administer additional measures

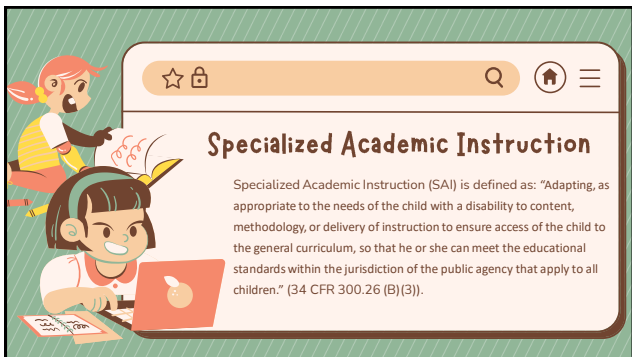
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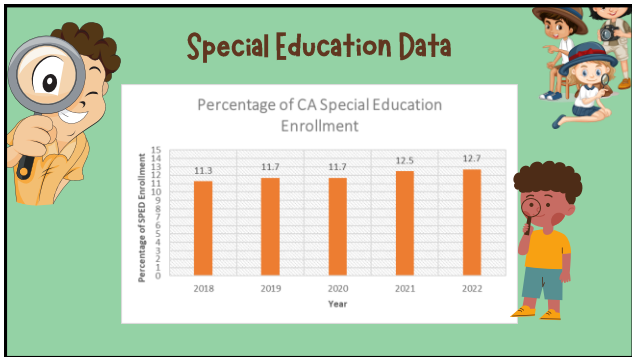


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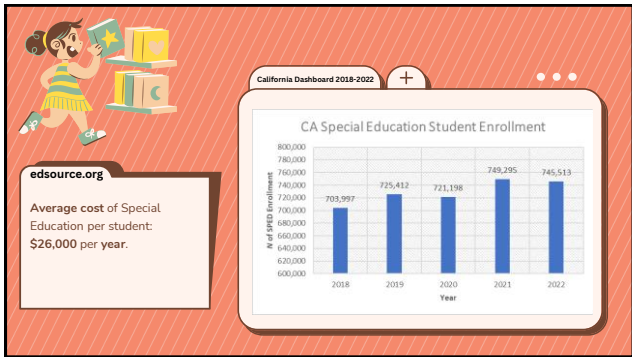
What does legal counsel say?

- How is the student's overall functioning in **general education**?
- What supports are currently provided in the general education setting and **how is the student responding to those supports?** (Accommodations provided outside of special education)
- Tell a **story** of the child, a good story has an introduction, a body, and a conclusion that ties the story together
- Do not underestimate or skip out on meaningful teacher input
- A low standardized achievement score ≠ special education need
- Tell me about **how** they read, not what the reading scores are

10



11



12

Pam SLD/OHI Case Study Scores Page - 10 minutes

STEP 1 Q
Review the table of scores.

STEP 2 Q
Does the student meet eligibility criteria based on your district's SLD identification process?
• Discrepancy
• PSW
• RTI

STEP 3 Q
Does the student meet OHI eligibility criteria?

13

Scores Page Discussion

- What data components would be helpful in making a determination?
- What else do you wish you had to make data-based decisions?

14

Beefing Up SLD & OHI

Using the four pillars

15

Pillar 1 - Record Review

- Health and Developmental History
 - Diagnoses
 - Childhood development
- Review of transcripts, report cards, statewide and district assessments
 - Patterns?
 - How have these issues been occurring/recurring?
- SST Meetings
 - Challenges, interventions, data?
 - Previously attempted interventions
 - Evidence based-intervention?
 - Frequency, duration, and student-teacher ratio
 - Progress monitoring data
 - Effectiveness?
- This is where we begin to set the stage and tell the "story" of the student over time.

16

Pillar 2 - Interviews

- Who can provide relevant information?
 - [Sample Interview Questions: Click Here](#)
- Student Interviews:
 - Don't just limit yourself to the usual stuff (age, teacher, 3 wishes etc.)
 - Ask the student (if appropriate) why they struggle in an area. What they think would help them. Why they think that they are with you for testing.
 - Ask questions that are relevant to your referral question/eligibility (if appropriate) – e.g., "tell me what is difficult for you when writing in class" or "why is it hard for you to pay attention in the whole class versus in small groups"
 - Consider using a student survey to explore how the student learns best

17

Pillar 2 - Continued

Teacher/Parent Interviews:

- What are the student's strengths and interests?
- Teacher interviews: ask questions related to specific academic areas – both strengths and areas of challenge
- ACADEMIC IMPACT—how is the behavior affecting school performance, grades, work completion?
- Interventions attempted and the student's responsiveness
- Explore relationships with peers; whole class vs: small group performance
- Ask Questions relevant to the Eligibility Criteria (this is especially important for eligibility areas including autism and emotional disturbance)
- Consider administering rating scales and conduct a follow-up interview on rating scale questions of interest

18

☆ Pillar 3 - Observations 🔍

- Observations are required under Ed. Code – in the classroom, not just testing observations
- Why? – because we are required to document “relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child’s academic functioning” (34 C.F.R.300.311)
- Determine how much observation data you need based on your referral and eligibility question(s) – think through what you are looking for before conducting the observation
- Consider observing in **both** structured and unstructured settings
- Look for how the student interacts with others (peers, teachers, support staff, etc.)
- The student’s learning style. (responds impulsively, verbal vs. visual cues, responses to Tier 1 teacher supports, etc.)

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☆ Pillar 3 - Continued 🔍 🏠

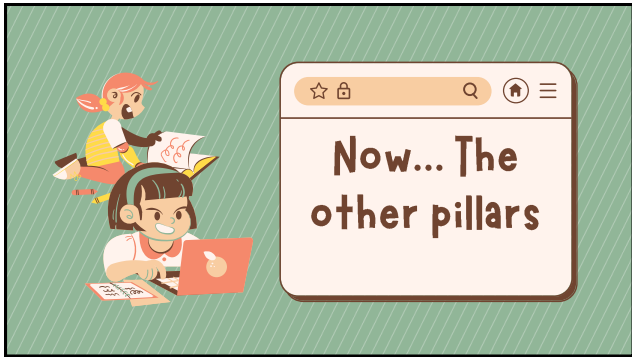
- Environmental variables (e.g., seating arrangements, materials, etc.) and how these factors impact the student
- Instructional methods/classroom management strategies and the student’s response (e.g., proximity, nonverbal cues, etc.)
- Meaningful Data: (Frequency/Consistency, Intensity/severity, pervasiveness, across settings, etc.)
- Observe attempted interventions/site strategies - Peer comparisons
- Environmental settings (classroom/playground)
- Contextual Relevance (Situational based, social maladjustment, etc.)

20

☆ Pillar 4 - Test Scores 🔍 🏠 ☰

- Remember the slide on an over-reliance of test scores
- Do not just report test scores
- Integrate and interpret test scores – what do the scores represent in the context of the other pillars? -Do they correlate with other data sources?
- State function of subtest with real-life examples
- Try to quote the student – examples of their responses
- Write a summary paragraph following each test reported

21



22

Writing Eligibility – 10 minutes
 Include information from all four pillars when making your

SLD	OH
<ul style="list-style-type: none"> Does the student exhibit a pattern of cognitive or processing strengths, indicated by a pattern of abilities in the average or above ranges? Does the student exhibit both significant cognitive and academic weaknesses? Does a research-based link exist between the cognitive and academic weaknesses? <ul style="list-style-type: none"> The Fresno Unified PSW Procedural Manual includes the Comprehensive Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES) document. The COMPARES is intended to summarize the known relationships between cognitive processing areas and academic achievement areas for CA school assessment teams. Based on a review of existing literature, the COMPARES identifies the most likely psychological processes involved in each area of academic achievement. Does the student require special education to access the core curriculum? 	<ul style="list-style-type: none"> Chronic (long-standing, continuous over time, or recurring frequently) Acute (severe or intense) Limited strength (inability to perform typical or routine tasks) Limited vitality (inability to sustain effort or endure throughout an activity) Limited alertness (inability to manage and maintain attention, organize or attend, prioritize stimuli, including a heightened alertness) Adversely affects educational performance Does the student require special education to access the core curriculum?

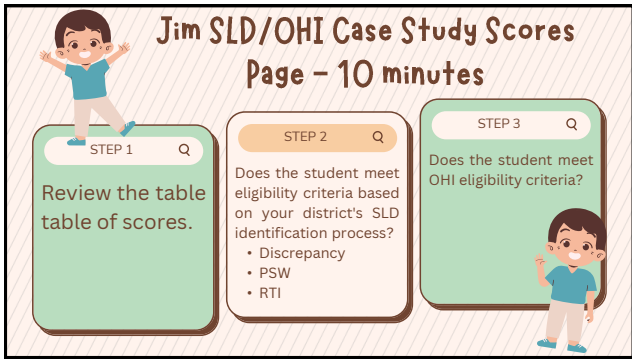
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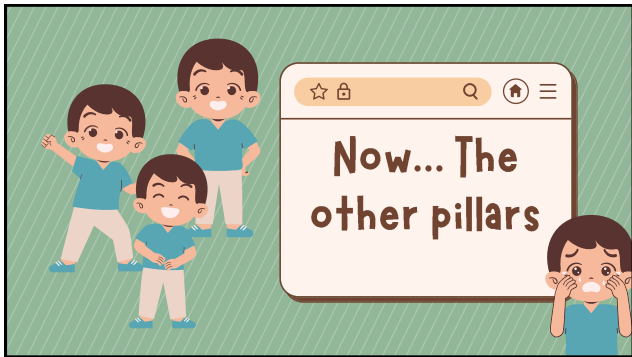
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27

Writing Eligibility - 10 minutes

Include information from all four pillars when making your determination

SLD

- Does the student exhibit a pattern of cognitive or processing strengths, indicated by a pattern of abilities in the average or above ranges?
- Does the student exhibit both significant cognitive and academic weaknesses?
- Does a research-based link exist between the cognitive and academic weaknesses?
 - The Fresno Unified PSW Procedural Manual includes the Comprehensive Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES) document. The COMPARES is intended to summarize the known relationships between cognitive processing areas and academic achievement areas for CA school assessment teams. Based on a review of existing literature, the COMPARES identifies the most likely psychological processes involved in each area of academic achievement.
- Does the student require special education to access the core curriculum?

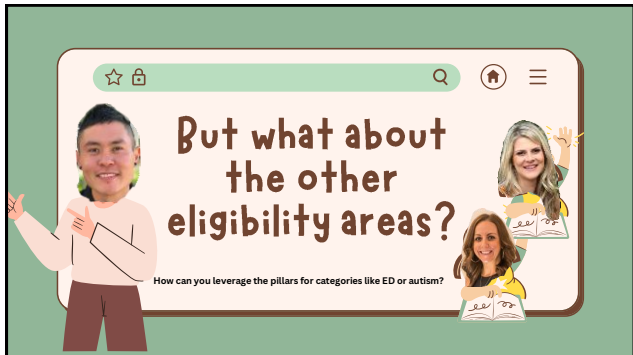
OH

- Chronic (long-standing, continuous over time, or recurring frequently)
- Acute (severe or intense)
- Limited strength (inability to perform typical or routine tasks)
- Limited vitality (inability to sustain effort or endure throughout an activity)
- Limited alertness (inability to manage and maintain attention, organize or attend, prioritize stimuli, including a heightened alertness)
- Adversely affects educational performance
- Does the student require special education to access the core curriculum?

28



29



30

ED Case Study Scores Page
2 minutes

Review the table of scores
Step 1

Does the student qualify based on your district's ED identification process?
Step 2

31

Scores Page Discussion

- What data components would be helpful in making a determination?
- What else do you wish you had to make data-based decisions?

32

Four pillars related to other eligibility areas

RECORD REVIEW

Record review - is there evidence of ED criterion in the past?

- Again, use information from report cards, health history, cumulative file review, etc.
- Have interventions been attempted?
- Has the student responded to interventions? (e.g., coping skills intervention targeting depression)
- [Behavior Data Form](#)
- [Behavior Data Collection Template w/mini.FBA](#)

33



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Four pillars related to other eligibility areas

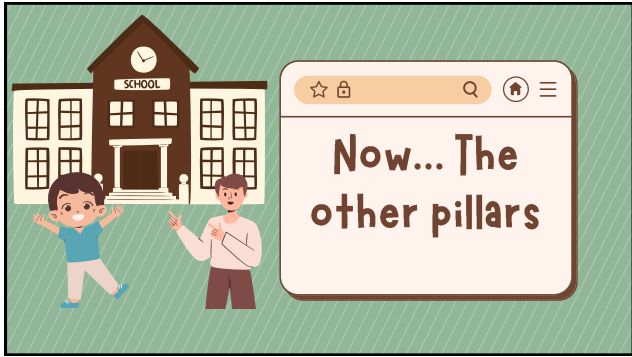
Observations/Interviews – should be aligned with specific eligibility criterion

- Three wishes are fun information but be sure to also ask questions specifically related to criterion
- E.g., Do they have friends at home, school, or in the community? Tell me about their friends and what they like to do with them. OR Tell me about their fact that they don't have any friends. Why do you think this is?
- [Sample Interview Questions for ED - Click here](#)
- [Sample survey questions for qualitative data w/ multiple raters - Click here](#)

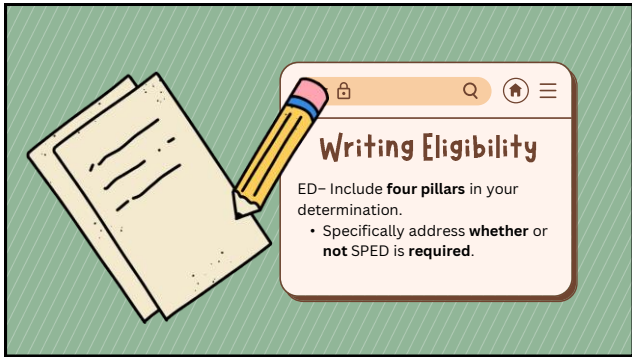
Standardized measures – be mindful of giving too many rating scales (the more you give the more you have to analyze and explain (can you use O/I pillars to give you information that tells a better story of the student?))

- BASC Depression scale is Clinically Significant (because the rater responded SOMETIMES to each item), but the student and parent communicate that a recent death in the family has occurred and the student was close to the family member. Depression in this case is typical and expected.

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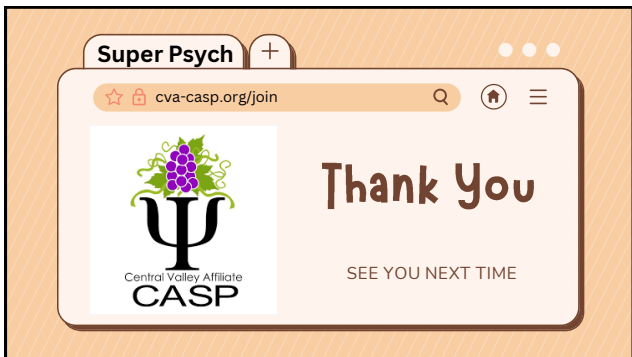
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