Objectives

What do the evaluations mean?

What are the implications for eligibility?

What are the implications for classroom performance?

What are the implications for IEP development?

Questions and Answers
The CSE Process

- Multidisciplinary Evaluation Process
- Standardized Evaluations
- Classroom Observation
- Social History
- Teacher Report
- Parent Input
- Medical Information
Eligibility Criteria

- The Clear Presence of a Disability
- The Disability has an Adverse Effect on Learning
- The Student Requires Specialized Instruction and/or Related Services
1. The Clear Presence of a Disability

- Autism
- Learning Disability
- Other Health Impaired
- Speech and Language Disabled
- Emotionally Disturbed
- Traumatic Brain Injury
- Deafness
- Deaf-blindness
- Hearing Impairment
- Visually Impairment including Blindness
- Intellectually Disability
- Multiple Disabilities
- Orthopedic Impairment
2. Adverse Impact on Education

The disability must be impacting the student's ability to progress in the general education curriculum.
Educational deficits require remediation

- Educational services
- Related services
Response to Intervention

- Has the student been provided tiered support prior to referral?
- With increased support, has the student progressed at an appropriate rate?
- If not, there may be the presence of a Learning Disability and further assessment is needed.
The Psychological Evaluation

- Background Information, Health, Prior Data
- Behavioral Observations
- Cognitive Development/Intellectual Aptitude
- Memory Functions
- Attention/Concentration
- Executive Functions
- Social/Emotional Functioning
- Visual/Motor Development
Cognitive Strengths

Cognitive Deficits

Academic Deficits

Pattern of Strengths & Weaknesses Model
Cognitive Assessments

Assessments that measure innate abilities that students need to be successful learners

WPPSI-IV

WISC-IV

WJ III
Cognitive Competencies and Instructional Implications

- Verbal Reasoning
- Long-Term Storage and Retrieval
- Visual-Spatial Thinking
- Auditory Processing
- Fluid Reasoning (Solving Novel Problems)
- Processing Speed
- Short-Term Memory
Other Areas of Functioning

- What are other areas of student functioning that we explore:
  - Memory
  - Executive Functioning
  - Social Emotional Behavior
  - Attention

- Why would there be a need to assess these skills?
Wide Range Assessment of Memory and Learning: 2 (WRAML2)

- **Verbal Memory**
  - Story Memory
  - Verbal Learning

- **Visual Memory**
  - Design Memory
  - Picture Memory

- **Attention Memory**
  - Finger Windows
  - Number-Letter
Executive Functions include skills such as planning, impulse control and attention. These work habits include a child’s time management, materials management, the ability to initiate and complete tasks, perseverance, and the ability to make adjustments mid-task. When there are concerns re: EF, we may supplement the test battery with the NEPSY II, D-KEFS, CAS or the BRIEF parent/teacher/self rating scales.
We often utilize standardized behavioral questionnaires to obtain feedback from parents and teachers (and older students) regarding the child’s behavior/social/emotional functioning. We may also complete classroom observations to directly measure the frequency, intensity and duration of behaviors. Popular rating scales include the BASC-2, Conners 3 and BRIEF, as well as narrow-band measures, such as anxiety or depression rating scales.
The Educational Evaluation

- Referral Question
- Academic History
- Performance in the Classroom
- Parents and Teacher Input
- Academic Interventions
- Behavioral Observations
- Standardized Academic Achievement Testing
Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.
Achievement Tests

- Woodcock Johnson Tests of Achievement III (WJ III-ACH)
- Wechsler Individual Achievement Test III (WIAT III)
- Kaufman Test of Educational Achievement 2 (KTEA 2)
Supplemental Tests

- Comprehensive Test of Phonological Processing (CTOPP)
- Gray Silent Reading Test (GSRT)
- Gray Oral Reading Tests 4 (GORT)
- Gates-MacGinitie Reading Tests 4
- Nelson Denny Reading Test
- Test of Written Expression 4
- Test of Reading Comprehension 4
For younger students......

- Kaufman Survey of Early Academic and Language Skills (KSEALS)
- Brigance Inventory of Early Development II
- Bracken School Readiness Assessment
- Developmental Test of Kindergarten Readiness Skills
- Test of Early Reading Ability 3
Academic Competencies
Reading

- Sight Words
- Decoding
- Reading Fluency
- Passage Comprehension
- Reading Vocabulary: Synonyms, Antonyms, Analogies
Calculations
Problem Solving
Math Fluency
Written Expression

- Spelling
- Writing Fluency
- Writing Samples
**Instructional Implications**

- **Reading:** For a decoding weakness, a student would be provided with additional instruction for specific letter/sounds in isolation and in words. For a comprehension weakness a teacher might provide guided questioning about the passage.

- **Writing:** For spelling weaknesses, the student could practice spelling word families. Paragraph writing, graphic organizers would be helpful to the student to organize the information in a sequential order.

- **Math:** For word problems, the student could underline specific key words to help with identifying the operation needed. The student could draw a picture about the question asked.
Giancarlo was referred to the CSE following his first report card, where he failed mathematics. He has been receiving AIS support in school, since transferring to BMS 6 months ago. Giancarlo struggled in math in his old school, and has earned a “2” on the NYS math test for several years. He has been working at home with his parents, and often stays after school with his teachers. No family or medical concerns are noted.
### WJ-III Cognitive Areas of Strength

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension-Knowledge:</td>
<td>Verbal Comprehension</td>
<td>103</td>
<td>56%</td>
</tr>
<tr>
<td>Fluid Reasoning:</td>
<td>Concept Formation</td>
<td>102</td>
<td>56%</td>
</tr>
<tr>
<td>Auditory Processing:</td>
<td>Sound Blending</td>
<td>97</td>
<td>43%</td>
</tr>
<tr>
<td>Short-Term Memory:</td>
<td>Numbers Reversed</td>
<td>93</td>
<td>32%</td>
</tr>
</tbody>
</table>
WJ-III Cognitive Areas of Weakness

Processing Speed:
- Visual Matching
  79 (13) Low

Visual-Spatial Thinking:
- Spatial Relations
  78 (7%) Low

Long-Term Retrieval:
- Visual-Auditory Learning
  52 (<1%) Very Low
Verbal Memory

117 (87%)

- Story Memory 11
- Verbal Learning 15

Visual Memory

79 (7%)

- Design Memory 7
- Picture Memory 6
WJ-III Achievement

Broad Reading Cluster:

Letter-Word Identification 107 (67%) Average
Reading Fluency 104 (61%) Average
Passage Comprehension 109 (75%) Average
WJ-III Achievement

Written Expression Cluster

Spelling Average 101 (52%)
Writing Fluency Average 90 (26%)
Writing Sample Hi Average 116 (86%)
WJ-III Achievement

Broad Math Cluster

Calculation 90 (25%) Average
Math Fluency 70 (3%) Low
Applied Problems 74 (4%) Low
Conclusions

- In spite of a number of cognitive strengths, significant weaknesses in Giancarlo's long-term retrieval, visual-spatial reasoning, visual memory and processing speed impacts his automatic retrieval of math facts (math fluency) and interferes with his ability to complete applied math problems.
Instructional Implications and IEP Goals

- **Goal:** The student will solve 20 problems (single-digit addition, subtraction, multiplication problems) within one minute with 80% accuracy.

- **Goal:** The student will solve 10 one-step word problems using the four operations.
School Based Occupational Therapy focuses on the following skills as they pertain to functional classroom performance:

- Fine Motor Skills
- Graphomotor Skills
- Visual Motor Integration
- Sensory Integration
To determine student's ability to participate and identify factors that restrict participation, the evaluation must include gathering data related to four areas:

1. Teacher, Student and Parent/Guardian Concerns.
2. Relevant Student History
3. Student’s Level of Participation in the School
4. Performance of School Based Activities and Body Structures/Function as they relate to the Identified Participation Restriction.
Common Tools Used to Assess School Based Motor Performance

- The Bruininks–Oseretsky Test of Motor Proficiency–2 (BOT–2)
- The Print Tool
- The Beery-Buktenica Test of Visual Motor Integration (VMI)
- The Peabody Developmental Motor Scales–2 (PDMS–2)
- The Sensory Profile School Companion
- The Developmental Test of Visual Perception–2 (DTVP–2)
- The Children’s Handwriting Evaluation Scale (CHES)
Instructional Implications

- **Fine Motor Skills**: Difficulty with holding tools (pencils, scissors, poor motor control for hands on tasks, muscle weakness and fatigue). Strategies to assist may include pencil grips, adapted scissors, theraputty activities to build hand strength.

- **Graphomotor Skills**: Difficulty with letter formation, orientation, size, spacing, line orientation, and forming letters from correct start point. Strategies to assist may include modified paper, modified writing tasks, remedial handwriting instruction in the lower grades and typing instruction in the middle and upper grades.

- **Visual-Motor Integration/Visual Perception**: Copying material from the board, visual organization of written material, visual scanning for reading, shifting eye gaze from near to far point, discriminating between letters, numbers, and symbols. Strategies to assist may include using a highlighted reading strip, reducing far point copying tasks, practicing mazes, connect the dots, and word searches.

- **Sensory Integration/Sensory Motor Functioning**: Poor body awareness, poor motor planning skills, unable to maintain an optimal level arousal for school-related activities. Strategies to assist include implementing a sensory diet to be used throughout the day.

- **Muscle Strength and Endurance**: Poor core stability and sitting posture, muscle fatigue for classroom activities. Strategies to assist may include using a "movin sit" cushion, scooterboard tasks, adapted positioning for seatwork, and modified motor assignments.
Determining the Need for OT/PT Services

Students may require OT/PT services when all of the following are present:

- Student's performance adversely affects and/or interferes with the student's ability to perform his or her roles and responsibilities in instructional and non-academic school activities.
- Occupational or physical therapy service is necessary in order for the student to progress in the general education curriculum.
School Based Speech and Language Therapy focuses on the following skills as they pertain to functional classroom performance:

- **Expressive Language**: Syntax, Morphology, Semantics
- **Articulation/Phonology**
- **Receptive Language**: Comprehension of written material, ability to follow directions, auditory processing of verbal language
- **Pragmatic Language**
To determine the student’s eligibility for speech and language therapy services
1. Teacher, Student and Parent/Guardian Concerns.
2. Relevant Student History
3. Academic Performance
4. Results of standardized measures
Commonly Used Assessments

- Clinical Evaluation of Language Fundamentals - 5th Edition (CELF-5)
- Clinical Assessment of Articulation and Phonology (CAAP)
- Goldman-Fristoe Test of Articulation
- Comprehensive Assessment of Spoken Language (CASL)
- Test of Word Finding
- Test of Narrative Language
Students may require speech and language therapy services when:

- Performance on standardized measures yields results in the below average range.
- Speech and Language abilities are impacting their ability to access the curriculum and/or participate in the classroom.
## RESULTS (7 to 13= Average)

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Severity scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Following Directions</td>
<td>8</td>
<td>Average</td>
</tr>
<tr>
<td>Sentence Assembly</td>
<td>5</td>
<td>Below Average</td>
</tr>
<tr>
<td>Recalling Sentence</td>
<td>8</td>
<td>Average</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>4</td>
<td>Below Average</td>
</tr>
<tr>
<td>Word Classes-Receptive</td>
<td>7</td>
<td>Average</td>
</tr>
<tr>
<td>Word Classes-Expressive</td>
<td>5</td>
<td>Below Average</td>
</tr>
<tr>
<td>Word Class-Total</td>
<td>6</td>
<td>Below Average</td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>8</td>
<td>Average</td>
</tr>
<tr>
<td>Understanding Spoken Paragraphs</td>
<td>11</td>
<td>Average</td>
</tr>
<tr>
<td>Semantic Relationships</td>
<td>7</td>
<td>Average</td>
</tr>
</tbody>
</table>
Results Continued (86 to 114= Average)

<table>
<thead>
<tr>
<th>Composite</th>
<th>Standard Score</th>
<th>Severity Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Language</td>
<td>79</td>
<td>Borderline</td>
</tr>
<tr>
<td>Receptive Language</td>
<td>85</td>
<td>Borderline</td>
</tr>
<tr>
<td>Expressive Language</td>
<td>73</td>
<td>Low Average</td>
</tr>
<tr>
<td>Language Content</td>
<td>90</td>
<td>Average</td>
</tr>
<tr>
<td>Language Memory</td>
<td>80</td>
<td>Borderline</td>
</tr>
</tbody>
</table>
Sentence Assembly: relates to difficulty describing events and actions, giving opinions, questioning and responding. Difficulties are expected in sentence combining and analysis.

Formulated Sentences: relates to difficulty in story telling, sentence completion, written narrative and text, and editing.

Word Classes (Expressive): relates to difficulty in comparing and contrasting related words, classifying words, and generating antonyms and synonyms.
Speech and Language Goals

- Student will orally retell 3 to 5 details from a past event or events from a story using grammatically correct sentences.
- Student will verbally explain similarities and differences between 2 words including at least 2 salient features in his comparison.
- Student will verbally formulate 3 to 5 complete sentences using appropriate syntax and grammar to explain a procedure or describe a picture during a semi-structured activity.
Reevaluations

- Reevaluation is the process the CSE utilizes to determine if any additional testing needs to be done to determine the student's educational needs and continuing eligibility.

- This may or may not include standardized testing.

- Standardized testing to target the student's IEP goals.
Conclusions

- Standardized testing is a snapshot in time where the student is able to demonstrate the minimum of what he may be able to do.

- It is used by the CSE to determine areas of deficits, strengths and vulnerabilities.

- It is used as one part of the eligibility process.
Questions?