SAMPLE
School DISTRICT

## CONFIDENTIAL PSYCHOEDUCATIONAL ASSESSMENT

STATEMENT OF CONFIDENTIALITY:

The information contained within this report is intended for authorized readers with legitimate educational interests and should not be used for purposes outside of the context in which it was intended. This report and the information referenced herein is governed by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that protects the privacy of student education records.

### STUDENT DEMOGRAPHIC INFORMATION

| | | | |
|---|---|---|---|
| **Student Name:** | Juanito Ramon-Velasquez | **Student ID#:** | 123456 |
| **Date of Birth:** | 06/06/2005 | **Home School:** | Autumn Park Elementary |
| **Age at Testing:** | 6 years, 11 months | **Attending School:** | Yohei Gakuen School |
| **Gender:** | Male | **Grade:** | 1 |
| **Parent(s):** | Manuel Ramon-Perez &<br>Alta Velasquez-Cortez | **Ethnicity /<br>Home Language:** | Multi-ethnic / Hispanic<br>Spanish |
| **Address:** | 3426 Rossing Ln<br>Anytown, OR 97007 | **Report Date:** | 5/30/12 |
| **Home Phone:** | ( 503)123-4567 | **Classroom Teacher:** | Imamoto |
| **Examiner:** | JP, M.S. NCSP<br>School Psychologist | **Referral Status:** | Initial |

### EVALUATION COMPONENTS:

| Evaluation Type: | Test Name: | Date: |
|---|---|---|
| Cognitive/Intellectual Assessment | Wechsler Intelligence Scale for Children® – 4th Edition (WISC®—IV)<br>Universal Nonverbal Intelligence Test™ (UNIT™) | 5/21/12<br>5/22/12 |
| Social/Behavioral/ Emotional Functioning | Behavior Assessment System for Children, Second Edition (BASC-2)<br>BASC-2: Teacher Report Form (TRF)<br><br>BASC-2: Parent Rating Scale (PRS) | <br>4/11/12<br>4/19/12<br>5/23/12 |
| Student Status/History | Classroom Observation<br>File Review<br>Parent Interview<br>Teacher Interview<br>Developmental History | 5/11/12<br>4/11/12<br>4/11/12<br>4/11/12<br>4/11/12 |
| Educational Achievement | Kaufman Test of Educational Achievement, Second Edition (KTEA-II)<br>Comprehensive Test of Phonological Processing (CTOPP) | 5/23/12<br>5/22/12 |

Prior to evaluation, written authorization for assessment was obtained from Juan's mother, Alta. Prior to assessment all rights, as guaranteed by law, were provided to Mrs. Velasquez-Cortez.

## REASON FOR REFERRAL:

Juanito "Juan" Ramon-Velasquez, a 6-year, 11-month-old 1st grade student at the Yohei Gakuen Japanese School was seen for evaluation based on an initial referral initiated by his first grade teacher. Concerns identified at the time of referral included problems with attention/hyperactivity, delays in letter names and sounds, poor retention of academic skills, and delayed acquisition of Japanese language skills. The school team referred Juan on the suspicion that he may have a Specific Learning Disability.

The district Special Education Cultural/Linguistic Diversity (CLD) review team met on 11/23/11 based on the initial teacher referral. At that time, the CLD team and school team discussed results of parent interview, intervention history, progress reports, and teacher concerns. The determination of the team at that time was that there was insufficient evidence to suspect that Juan may be a child with a disability due to significant factors related to 2nd and 3rd language acquisition influences. The CLD team recommended modifications to the intervention methods and classroom adaptations to instruction. However, by March, 2012, his teachers continued to have concerns. They noted that he had a hard time sitting still and that he was still making only limited progress on basic reading skill development, and again formally requested evaluation. In April, the team arranged a meeting with Juan' mother and an interpreter to develop an evaluation plan and obtain consent. It should be noted that the CLD team continued to have concerns that learning patterns associated with a learning disability could not be effectively differentiated from Juan learning two additional languages.

## RELEVANT BACKGROUND AND HISTORY:

### Birth and developmental history:

Information was obtained via interview in Spanish with Juan's mother. It was reported that the pregnancy was normal. Juan was born by Cesarean section, but there were no other birth concerns.

### Early childhood language/motor/behavior:

Juan reportedly first spoke at age 10 months. No verbal communication problems at home in Spanish. He likes was noted to like to talk a lot. He was noted to be somewhat immature and likes to imitate his 3-year-old brother, but otherwise his mother stated that he behaves typically at home. He was noted to have difficulty getting to sleep at night. No motor, vision, or hearing concerns were reported.

### Medical:

Juan's mother reported that in the last school year his teachers suggested that she see the doctor for concerns related to AD/HD. More recently, he briefly went on a trial and took "1/2 a pill" but was "out of it." He is not currently taking any medication. Mom stated that the doctor told her he was too young to be diagnosed.

### School history:

Juan has attended the Yohei Gakuen dual language program since kindergarten. Prior to that, he attended Head Start and did receive services through EC Cares due to a speech/articulation problem. He was dismissed from services prior to school age, however. Juan receives ELL services.

### Family status:

Juan lives with both parents, an 11 year-old sister and a 3-year-old brother. Juan was noted to speak English with his siblings and Spanish with his parents. His mother noted he still has some problems with counting in Spanish. The parents have had concerns about the impact of Juan being in the Japanese program, but also have stayed with it because of how much he enjoys it.

According to school records, Juan did not have a significant history of attendance problems. He is currently maintaining good attendance. The last two years of attendance history are noted in the table below:

Attendance Summary

| Attendance | 2011-2012 | 2010-2011 |
|---|---|---|
| Attendance | 96.86% | 98.18% |

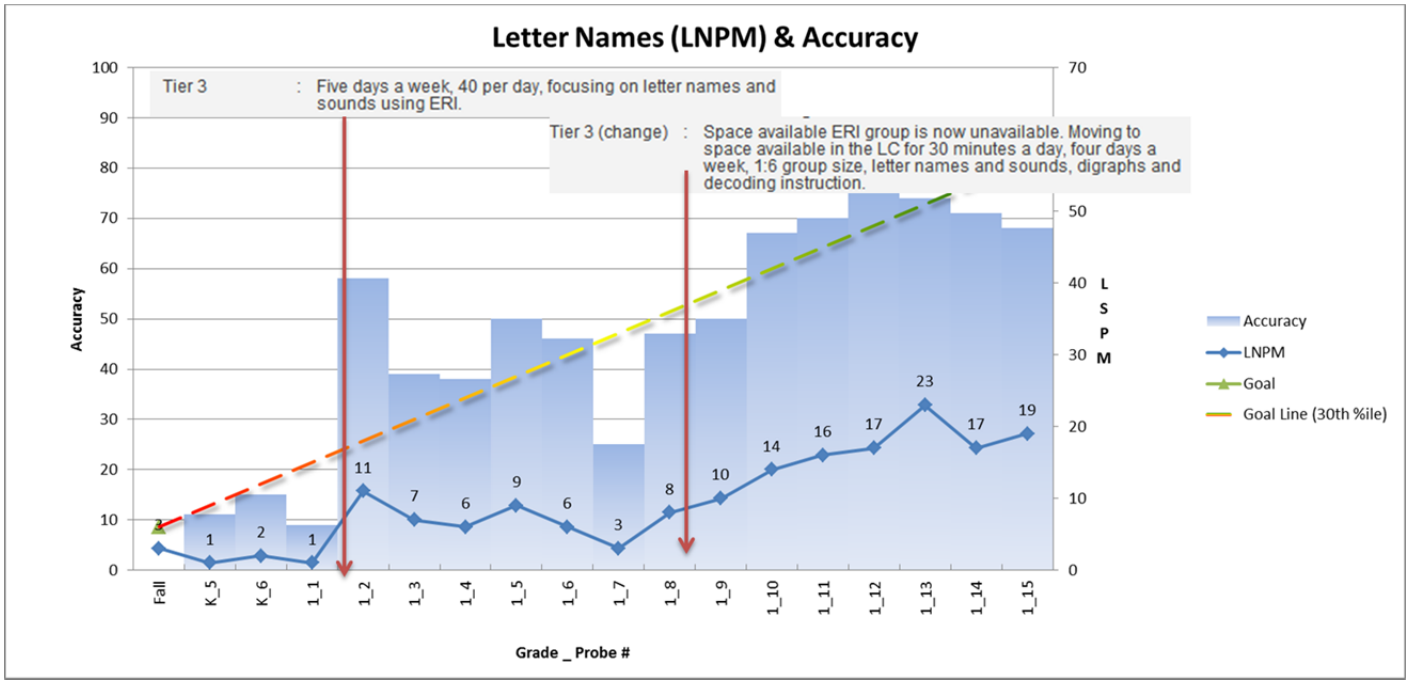
## INTERVENTION HISTORY:

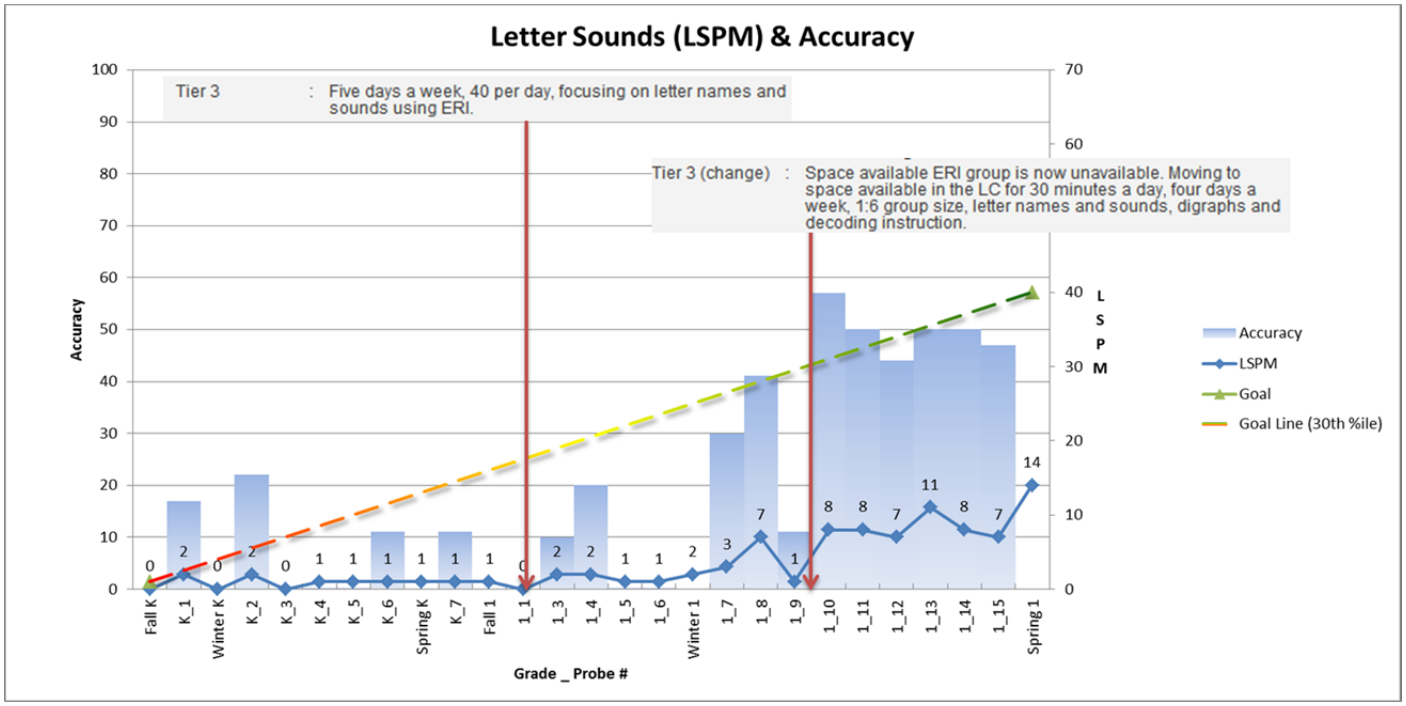
According to staff, due to the nature of the language immersion program, Juan receives 50 minutes, three times a week in English reading instruction. He receives 250 minutes per week of Japanese literacy, though this is reduced by 30 minutes, 4 days per week in order to receive intervention as noted below:

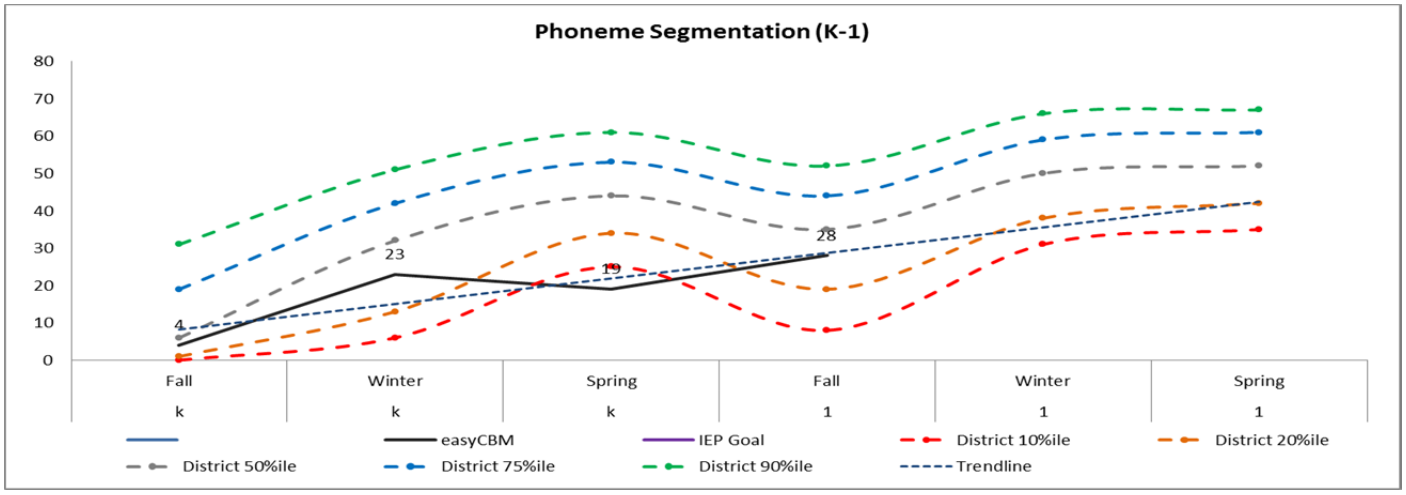
**Students > Interventions for Juan**

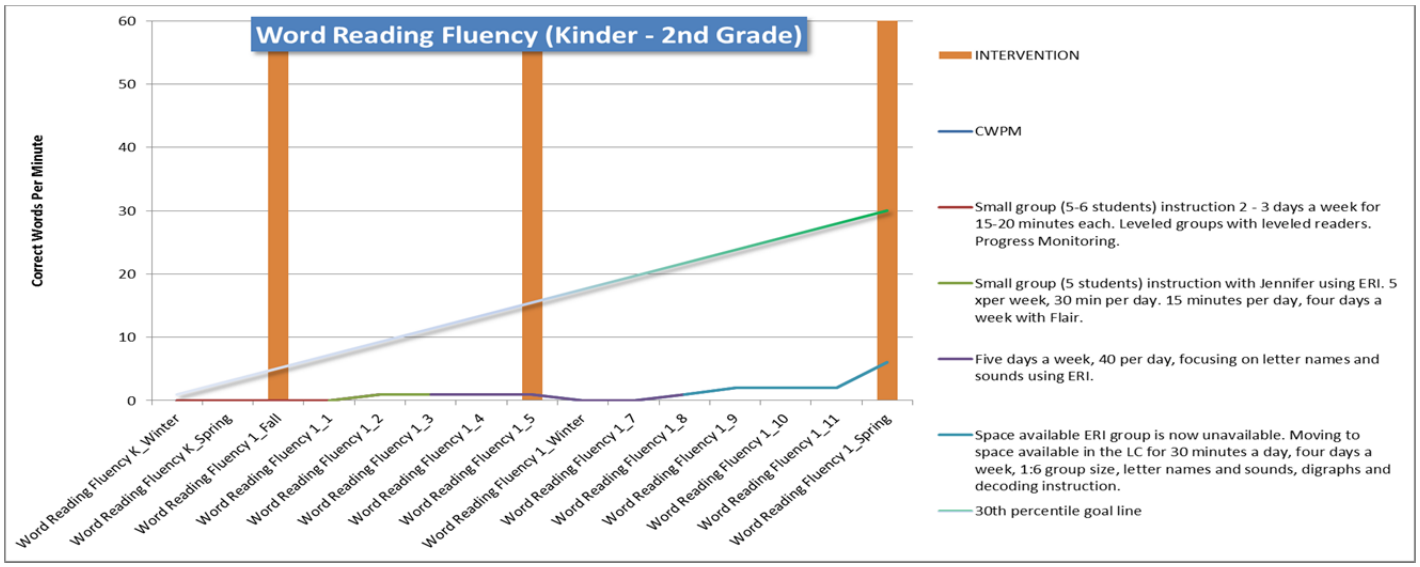
| Date | Subject | Label | Description |
|---|---|---|---|
| 11/22/2010 | Reading | Tier 2 | Small group (5-6 students) instruction 2 - 3 days a week for 15-20 minutes each. Leveled groups with leveled readers. Progress Monitoring. |
| 11/22/2010 | Reading | Tier 2 | Small group (5-6 students) instruction 2 - 3 days a week for 15-20 minutes each. Leveled groups with leveled readers. Progress Monitoring. |
| 5/2/2011 | Reading | Tier 3 | Small group (5 students) instruction with Jennifer using ERI. 5 xper week, 30 min per day. 15 minutes per day, four days a week with Flair. |
| 9/20/2011 | Reading | Tier 3 | Five days a week, 40 per day, focusing on letter names and sounds using ERI. |
| 1/30/2012 | Reading | Tier 3 (change) | Space available ERI group is now unavailable. Moving to space available in the LC for 30 minutes a day, four days a week, 1:6 group size, letter names and sounds, digraphs and decoding instruction. |

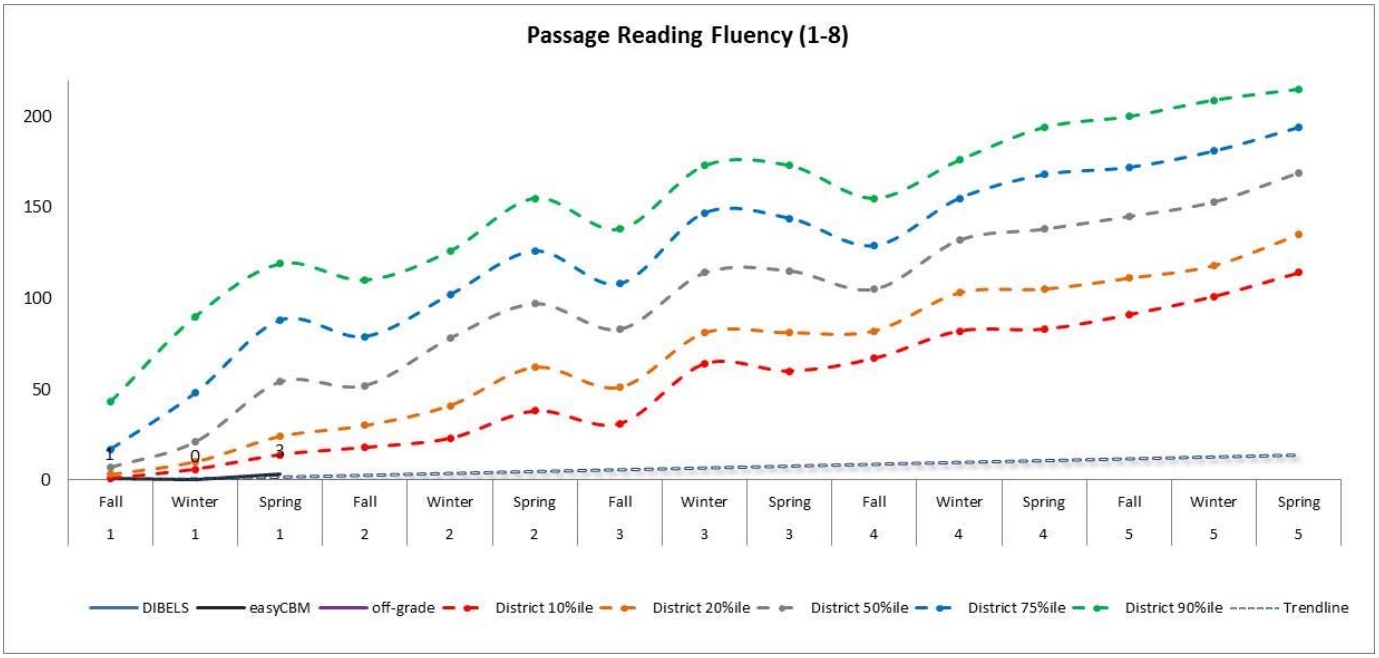
## ASSESSMENTS OF PROGRESS:

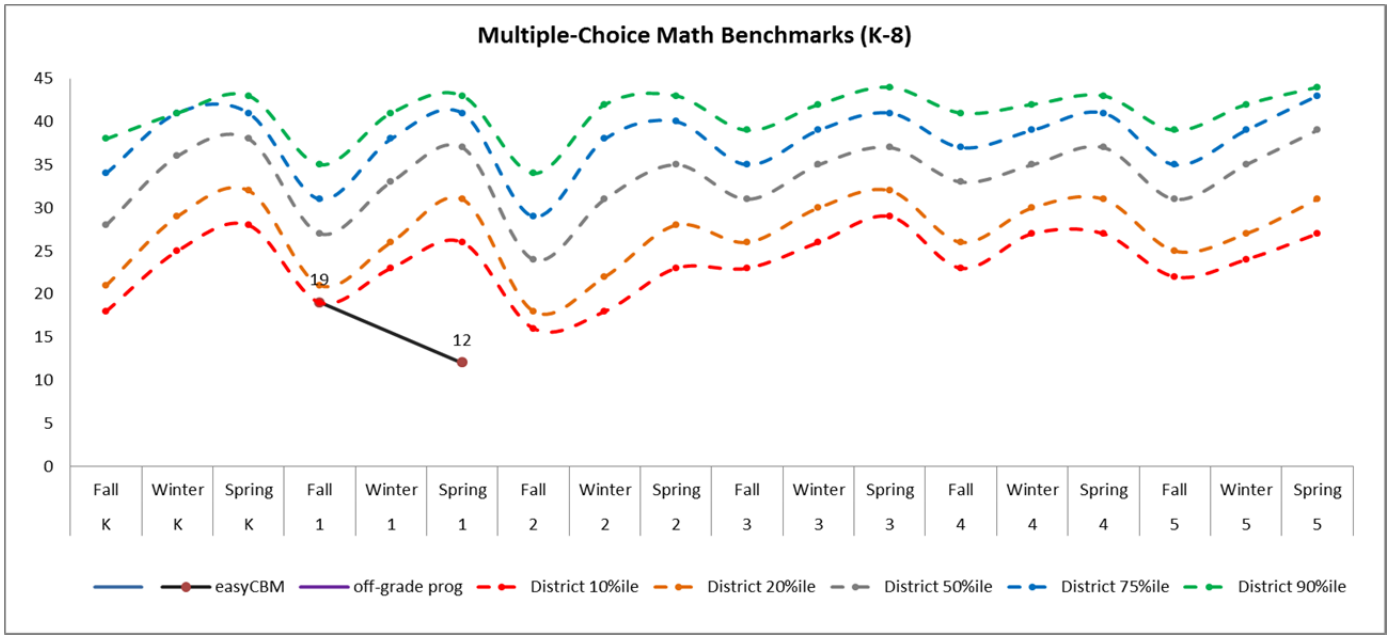



Letter Sounds (LSPM) & Accuracy
Tier 3 : Five days a week, 40 per day, focusing on letter names and sounds using ERI.
Tier 3 (change) : Space available ERI group is now unavailable. Moving to space available in the LC for 30 minutes a day, four days a week, 1:6 group size, letter names and sounds, digraphs and decoding instruction.
Accuracy
LSPM
Goal
Goal Line (30th %ile)
Grade _ Probe #

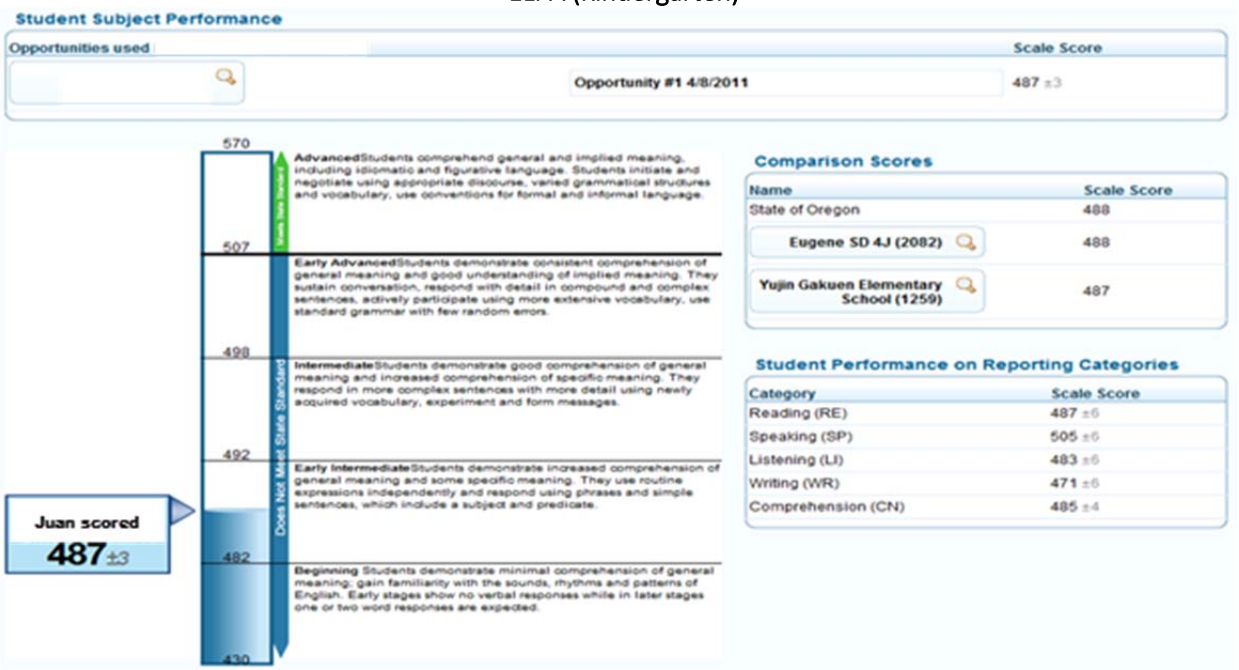

Phoneme Segmentation (K-1)
Fall k
Winter k
Spring k
Fall 1
Winter 1
Spring 1
easyCBM
IEP Goal
District 10%ile
District 20%ile
District 50%ile
District 75%ile
District 90%ile
Trendline


Word Reading Fluency (Kinder - 2nd Grade)
Correct Words Per Minute
INTERVENTION
CWPM
Small group (5-6 students) instruction 2 - 3 days a week for 15-20 minutes each. Leveled groups with leveled readers. Progress Monitoring.
Small group (5 students) instruction with Jennifer using ERI. 5 xper week, 30 min per day. 15 minutes per day, four days a week with Flair.
Five days a week, 40 per day, focusing on letter names and sounds using ERI.
Space available ERI group is now unavailable. Moving to space available in the LC for 30 minutes a day, four days a week, 1:6 group size, letter names and sounds, digraphs and decoding instruction.
30th percentile goal line


Passage Reading Fluency (1-8)
200
150
100
50
0
1
0
3
Fall 1
Winter 1
Spring 1
Fall 2
Winter 2
Spring 2
Fall 3
Winter 3
Spring 3
Fall 4
Winter 4
Spring 4
Fall 5
Winter 5
Spring 5
DIBELS
easyCBM
off-grade
District 10%ile
District 20%ile
District 50%ile
District 75%ile
District 90%ile
Trendline

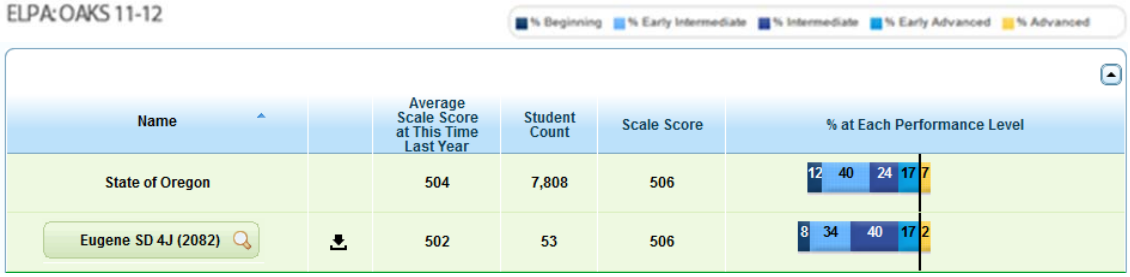

Multiple-Choice Math Benchmarks (K-8)
45
40
35
30
25
20
15
10
5
0
19
12
Fall K
Winter K
Spring K
Fall 1
Winter 1
Spring 1
Fall 2
Winter 2
Spring 2
Fall 3
Winter 3
Spring 3
Fall 4
Winter 4
Spring 4
Fall 5
Winter 5
Spring 5
easyCBM
off-grade prog
District 10%ile
District 20%ile
District 50%ile
District 75%ile
District 90%ile

## ELPA (Kindergarten)

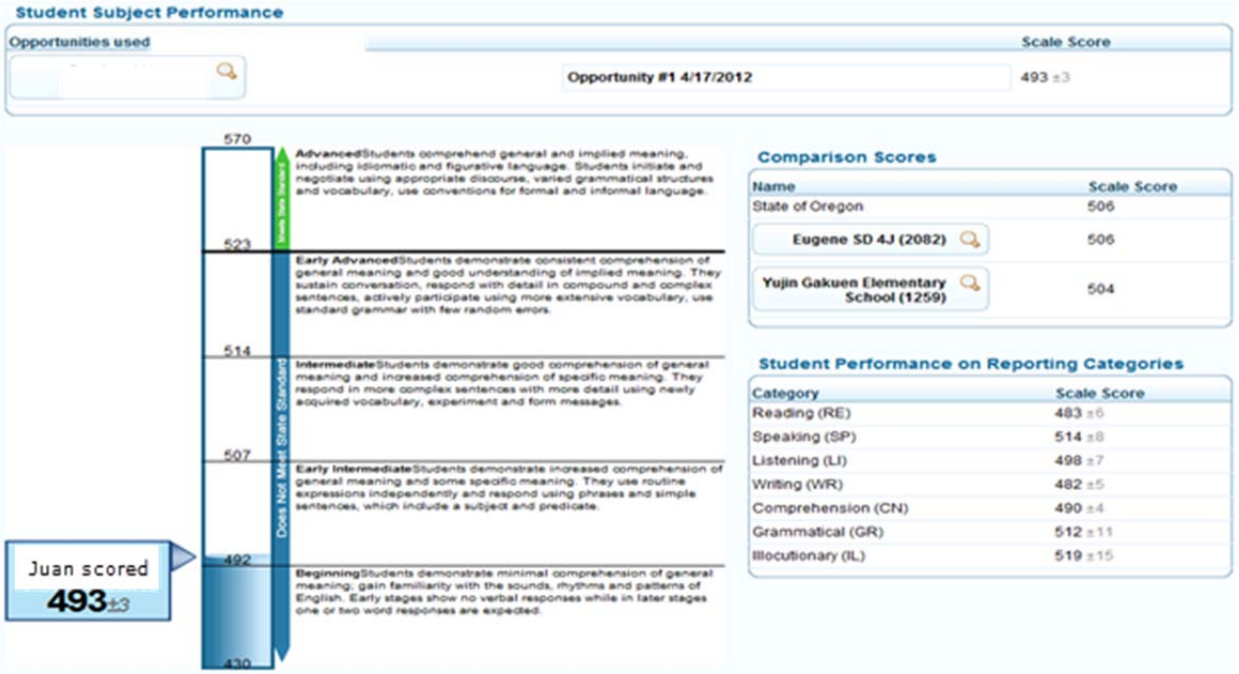



## Aggregated Grade 1 ELPA Scale Score and Performance Level of Students in SD 4J

ELPA: OAKS 11-12

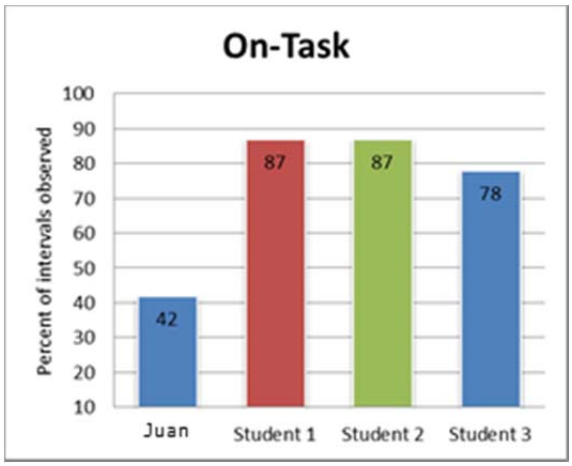



## ELPA (First Grade)



## Observation Results:

Juan was observed in his regular education English literacy classroom in the morning. There were approximately 20 students and one teacher, with 2-3 older student helpers. Students were returning from the library and were instructed to get out their green reading books, and read the instructions out loud. The task involved students creating their own set of instructions about how to do an activity that they made up, such as how to use a magnifying glass. They were then expected to write their instructions independently.




Juan was observed for a variety of on and off-task behaviors, as well as his behavior related to randomly-chosen comparison peers. Using a time sampling measure, Juan was found to be on-task approximately 42 percent of the time, while his peers ranged from 78 to 87% on task during the same time frame.

As students arrived and started the initial tasks, Juan did not independently read or follow the directions. He frequently engaged the peer next to him in side conversation. He also was fidgeting with his pencil sharpener during instruction, which his teacher then took from him. When the teacher responded to another student's question and stated that it was a half hour until recess, there was a short lag and suddenly Juan stated, "Wait, what?" Juan tended to be inattentive even when the teacher and instruction was immediately in front of him. When the teacher prompted Juan for his idea, he responded with, "How to get reading for something." When students began their work independently, Juan and another student were called to the teacher's desk to work directly with her.

## Test Session Behavior:

Juan was evaluated over multiple test sessions both because of the extensive nature of the assessment and because of attention and focus issues in longer sessions.

Juan accompanied this examiner from his classroom for each of the sessions. He transitioned easily from his classroom and though he was eager during initial testing, he was somewhat more reluctant over the multiple days. However, he was always compliant in coming, seemed generally happy, and frequently like to make jokes with this examiner.

During assessment, Juan fatigued through tasks rapidly. He liked to try to play or manipulate the materials at times, but was also easily redirected. Juan was often hypermotoric and very fidgety in his seat. At times, there would be a delay in his responsiveness, followed by a sudden return to awareness with a, "Wait! What?" Juan was very attentive to the environment and curious about the various objects in the storage area of the room where testing took place. Effort varied from task to task, with much better engagement on manipulative and nonverbal tasks than with receptive or expressive language tasks. Juan also often responded with an impulsive first response, but given time, would correct his answer.

Testing conditions were adequate for the purposes of assessment. Results were therefore considered valid estimates of his performance at the time of testing, with exceptions noted for lapses in motivation and concentration as noted above. Many test results may be considered underestimations of Juan's ideal level of performance.

## COGNITIVE ASSESSMENT RESULTS:

The Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) is a nationally standardized and norm-referenced clinical instrument for the evaluation of intelligence in children ages 6 years to 16 years, 11 months. Results are reported in age-referenced standard scores (SS) where scores between 90 and 109 represent the average range. Composite scores are provided in four areas of specific cognitive functioning. These include **Verbal Comprehension**, **Perceptual Reasoning**, **Working Memory**, and **Processing Speed**. A composite score representing the child's overall intellectual ability is also reported (i.e., Full Scale IQ). Graphs and scale descriptions Copyright © 2004 by Harcourt Assessment, Inc.

**Reader's Caution:** Tests that yield an IQ or intelligence score measure only a selected sample of the abilities researchers believe are involved with human intelligence. The tests do not represent innate genetic capacity and though scores are relatively stable over time, they are not fixed and can be influenced by a number of factors. It is best to view scores as estimated performance on broadly culturally-based facts, concepts and problem solving related to academic settings.

### Composite Scores Summary

| Scale | Sum of Scaled Scores | Composite Score | Percentile Rank | 95% Confidence Interval | Qualitative Description |
|---|---|---|---|---|---|
| Verbal Comprehension (VCI) | 17 | 75 | 5 | 70-83 | Borderline |
| Perceptual Reasoning (PRI) | 23 | 86 | 18 | 79-95 | Low Average |
| Working Memory (WMI) | 6 | 59 | 0.3 | 55-70 | Extremely Low |
| Processing Speed (PSI) | 17 | 91 | 27 | 83-101 | Average |
| Full Scale (FSIQ) | 63 | 73 | 4 | 69-79 | Borderline* |

The four index scores are designed to measure abilities important to the expression of intelligent behavior in the environment. The profile of strengths and weaknesses present in these index scores can be important to the assessment of learning disabilities, executive functioning, attention problems, and other neurological or learning problems.

Relative to children of comparable age, this child is currently functioning within the Borderline range of intellectual functioning on this administration of the WISC-IV.

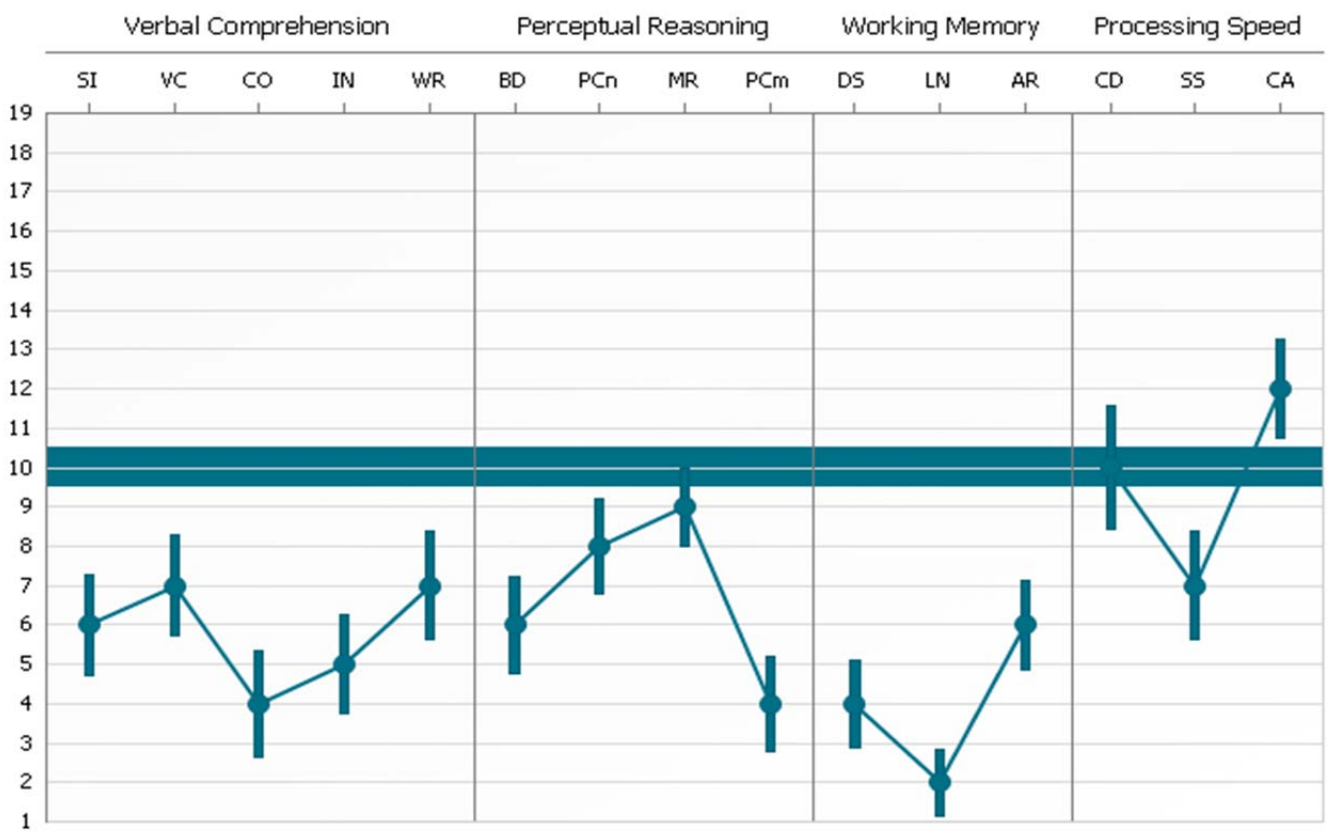
* Significant cautions should be applied when reviewing and interpreting these results (see Culture/Language Matrix section in following pages). Juan's primary and home language is Spanish, and he is currently learning both English and Japanese. The WISC-IV was administered only in English and results should be considered in light of language and cultural impacts. It is unlikely that the "Borderline" designation is valid due both to language learning factors as well as significant scatter between indexes. Results of index-level variation is noted below:

### Composite Score Differences

| Index Comparisons | Scaled Score 1 | Scaled Score 2 | Diff. | Critical Value | Sig. Diff. Y / N | Base Rate |
|---|---|---|---|---|---|---|
| VCI - PRI | 75 | 86 | -11 | 12.47 | N | 22.3% |
| VCI - WMI | 75 | 59 | 16 | 12.12 | Y | 12.6% |
| VCI - PSI | 75 | 91 | -16 | 14.98 | Y | 17.5% |
| PRI - WMI | 86 | 59 | 27 | 12.12 | Y | 4% |
| PRI - PSI | 86 | 91 | -5 | 14.98 | N | 37.5% |
| WMI - PSI | 59 | 91 | -32 | 14.69 | Y | 2.6% |

*Note*. Base Rate by Overall Sample

## WISC–IV Subtest Scaled Score Profile




*Note*. Vertical bar represents the Standard Error of Measurement (*SEM*).

| Verbal Comprehension | Perceptual Reasoning | Working Memory | Processing Speed |
|---|---|---|---|
| **Similarities** - measures verbal reasoning and concept formation. Requires the child to listen to two words that represent common objects or concepts and describe how they are similar. Also measures auditory comprehension, memory, distinction between nonessential and essential features, and verbal expression.<br><br>*Example: How are stairs and an escalator alike? Answer: You use them to go from floor to floor in a building, they allow you to go up and down, etc.* | **Block Design** – measures the ability to analyze and synthesize abstract visual stimuli. The child is asked to re-create a model using red and white blocks from a model or picture within a specific time limit. Also measures nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and figure-ground separation in visual stimuli. | **Digit Span** – measures auditory short-term memory, sequencing skills, attention, and concentration. The child listens to a series of numbers presented orally then repeats them from memory. The child then is asked to do the same task except repeat the numbers in reverse order. Digits forward also measures rote learning and memory, attention, encoding, and auditory processing. Digits backward also measures working memory, information transformation, mental manipulation, and visuospatial imaging. Both tasks require cognitive | **Coding** – measures processing speed, visual-motor coordination, and learning ability. The child is shown symbols that are paired with simple geometric shapes or numbers. Using the key, the child draws the proper symbol associated with the shape or number using a pencil within a specific time limit. Also measures visual perception, short-term memory, cognitive flexibility, attention and motivation. |
| **Vocabulary** – measures word knowledge and verbal concept formation. The child provides | **Picture Concepts** – measures abstract, categorical reasoning ability. The child is | | **Symbol Search** – measures processing speed, visual memory, |

| | | | |
|---|---|---|---|
| definitions for words read aloud by the examiner. Also measures fund of knowledge, learning ability, long-term memory, and degree of language development.<br><br>*Example: What is a game? Answer: something you play with rules, a sports event where teams play each other, etc.* | presented with two or three rows of pictures and is required to choose one picture from each row to form a group that share a common characteristic or set of characteristics. Also measures fluid reasoning, visual perception, and abstract reasoning. | flexibility and mental alertness.<br><br>*Example: 9 – 3 – 5*<br>*Forward task: 9 – 3 – 5;*<br>*Backward task: 5 – 3 – 9* | and visual discrimination. The child identifies if a particular symbol is present among a group of similar symbols and answers checks yes or no. Also measures short-term memory, visual-motor coordination, cognitive flexibility, and concentration. |
| Comprehension – measures verbal reasoning and conceptualization. Requires the child to answer questions about general principles and social situations. Also measures verbal comprehension, expressive language, ability to evaluate and use past experience, and ability to demonstrate practical knowledge.<br><br>*Example: What is the thing to do if you see someone dropping his package? Answer: pick it up for them and give it back, tell them they dropped it, etc.* | Matrix Reasoning – measures fluid reasoning and visual perception. The child is presented with an incomplete matrix and selects from one of five response options. Also measures fluid intelligence with pattern completion, classification, analogical reasoning, and serial reasoning. | Letter-Number Sequencing – measures short-term auditory memory, sequencing skills, and mental manipulation. The child is read a mixed sequence of numbers and letters and is asked to recall numbers first in ascending order, then letters in alphabetical order. Also measures visuospatial imaging, attention, and processing speed.<br><br>*Example: 5 – R – B – 1*<br>*Answer: 1 – 5 – B – R* | |
| Information – measures the ability to acquire, retain, and retrieve general factual knowledge. The child is required to answer general-knowledge questions addressing a wide range of topics. This subtest also measures aspects of crystallized intelligence, long term memory, and facility with expressive language.<br><br>*Example: What must you do to make water freeze? Answer: cool it below freezing, put it in the freezer, etc.* | Picture Completion - measures visual perception and organization. The child views a picture on a page and needs to identify by pointing or naming an important part that is missing in the picture. Also measures attention and concentration, visual discrimination, and reasoning. | Arithmetic – is a supplemental Working Memory subtest that measures mathematical knowledge, short-term memory, concentration, and mental manipulation. The child listens to orally read math questions and solves them mentally within a specified time limit.<br><br>*Example: A person has 3 boxes and someone delivers 5 more. How many boxes does the person have all together?*<br>*Answer: 8 boxes* | Cancellation - measures visual selective attention and processing speed. The child is shown both a random and structured arrangement of pictures and marks the target pictures with a pencil in a specified time limit. Also measures processing speed, visual selective attention, and vigilance. |
| Word Reasoning – measures verbal comprehension, verbal abstraction, acquired knowledge, and the integration or synthesis of different types of information. The child is asked to identify the common concept being identified by a series of verbal "clues."<br><br>*Example: This has a tail and it goes "meow". Answer: a cat* | | | |

### Verbal Comprehension Index:

Overall Verbal Comprehension results indicated that Juan has some limitation in his reasoning skills using language, his fund of stored knowledge, long-term memory, and social judgment. This was an area of relative weakness for Juan, though not unexpected given language development overall.

### Perceptual Reasoning Index:

Juan had mixed performance on the Perceptual Reasoning tasks. He had some difficulty with the visual-spatial and simultaneous processing elements of the Block Design task, often with errors in the final construction that he stated, "looked" correct. Additionally, on the attention and vocabulary-related task of Picture Completion, Juan struggled to identify a missing element of a picture. He also often impulsively guessed in his initial response, but given additional time would find the missing item, even if he was unable to name it properly. Otherwise, tasks of fluid reasoning and non-verbal pattern recognition were in the average range.

### Working Memory Index:

Overall results of Working Memory suggested that Juan's ability with tasks of short-term memory, mental manipulation, and rote learning capability was in the extremely low range.

### Processing Speed Index:

Juan's overall performance on the Processing Speed tasks indicated average abilities in the efficient use of cognitive resources and performance under timed conditions. This was an area of relative strength for Juan in the context of assessment.

The Universal Nonverbal Intelligence Test (UNIT) is a multidimensional and culturally sensitive measure of general intelligence designed for children and adolescents ages 5 – 17 years. The UNIT contains six subtests measuring a broad range of complex memory and reasoning abilities, including both symbolic and non-symbolic processes. Subtests yield age-appropriate scaled scores with a mean of 10 and a standard deviation of 3. Subtest combinations yield five quotient scales with a mean of 100 and standard deviation of 15.

| | Scaled Scores (8-12 is average) | | | | |
|---|---|---|---|---|---|
| Subtest | Memory | Reasoning | Symbolic | Non-symbolic | |
| Symbolic Memory | 8 | | 8 | | |
| Cube Design | | 9 | | 9 | |
| Spatial Memory | 10 | | | 10 | |
| Analogic Reasoning | | 4 | 4 | | |
| Object Memory | 7 | | 7 | | |
| Mazes | | 13 | | 13 | Full Scale IQ: |
| Standard Scores ➢ (90-109 is Average) | 89 95% range =82-98 | 91 95% range =83-101 | 76 95% range =70-88 | 104 95% range =82-96 | 88 95% range =82-96 |
| Percentile Rank ➢ | 23rd % ile | 27th % ile | 5th % ile | 61st % ile | 21st % ile |
| Range ➢ | Low Average | Average | Delayed | Average | Low Average |

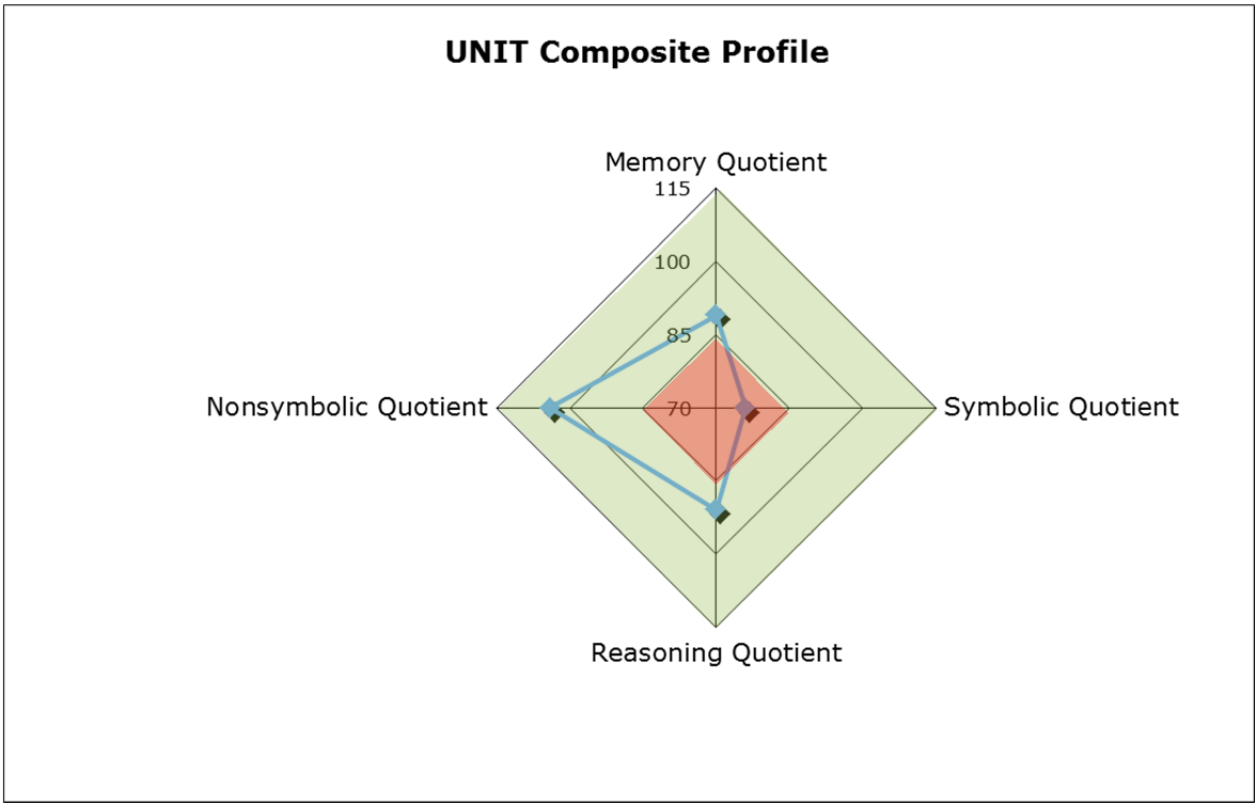
The subtests making up the Memory Quotient measure cognitive capabilities such as attention and concentration, perception of meaningful stimuli, sequential or simultaneous processing, symbolic and verbal mediation, and visual short-term memory. These tests require the student to use short-term memory to recall pictures seen only briefly from among both familiar and unfamiliar pictures, remember the order, color, and orientation of a set of human-based figures, and recall after a short exposure the appropriate position and color of dots on a grid.

The subtests comprising the Reasoning Quotient measure abilities such as abstract thinking, evaluative problem-solving, spatial orientation, perceptual organization, and nonsymbolic mediation. These tests require the student to place patterned cubes to match a 2-dimensional picture, identify a missing picture that fits a pattern or set of pictures, and solve sets of mazes without backtracking or crossing walls.

Symbolic abilities are those that, although presented in a completely visual manner, are more readily solved using internal, verbal mediation of the relationships between concepts. The subtests comprising the Symbolic Quotient score primarily involve problem-solving using real and meaningful information.

Nonsymbolic abilities are measured predominately through a holistic and visual problem-solving method, utilizing visual patterns with non-meaningful information. The subtests making up the Nonsymbolic Quotient score rely heavily on visual-motor skills and perception of abstract nonverbal information.

Comments: Juan's performance on this predominately non-verbal assessment fell largely within the average to low average ranges. When tasks required some level of verbal mediation (internal language), his performance dropped into the delayed range. This suggested that most cognitive reasoning and problem-solving tasks were within typical developmental ranges, as long as implicit language development was not being tasked (see Symbolic vs. Non-symbolic results).

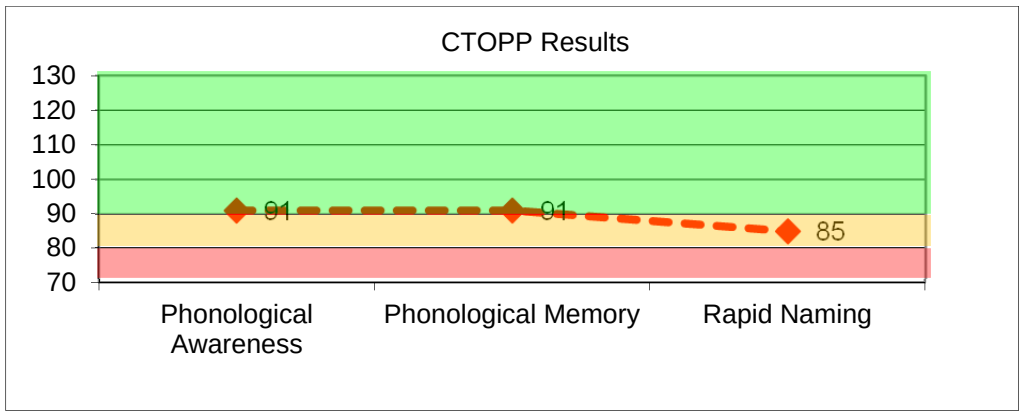


The Comprehensive Test of Phonological Processing (CTOPP) assesses phonological awareness, phonological memory, and rapid naming abilities in students ages 7 through 24. Subtests yield standard scores with a mean of 10 and standard deviation of 3. The test also yields up to 5 composite scores that have a mean of 100 and standard deviation of 15.

The following table presents the individual subtests administered and student scores for the CTOPP.

| Subtest/Description | Scale Index Scores: Average range = 8-12 | | | | |
|---|---|---|---|---|---|
| | Phonological Awareness | Phonological Memory | Rapid Naming | Alt. Phonological Awareness | Alt. Rapid Naming |
| **Elision:** Omit phonemes or groups of phonemes in real words to make new real word. E.g "Say 'Same' without /m/ 'Say'". | 7 | | | | |
| **Blending Words:** take individually spoken sounds and combine in sequence to form a real word. | 11 | | | | |
| **Sound Matching:** correctly identify initial and ending sounds in real words. | 8 | | | | |
| **Memory for Digits:** Remember and repeat spoken numbers in correct sequence. | | 9 | | | |
| **Nonword Repetition:** Listen to nonsense words and repeat orally. | | 8 | | | |
| **Rapid Color Naming:** Read off the colors presented on a page under timed conditions. (Two trials) | | | 9 | | |
| **Rapid Object Naming:** Name familiar common objects off a page under timed conditions. (Two trials) | | | 6 | | |
| **Blending Nonwords:** Blend sounds together to make nonsense words. *Not calculated for a composite score* | 10 | | | | |
| **CTOPP Composite Scores (average range = 90-110) / (Percentile)** | | | | | |
| **Phonological Awareness:** The student's awareness of the sound structures in oral language. | **91 (27) Average** | | | | |
| **Phonological Memory:** The ability of the student to temporarily store auditory information in working or short-term memory. | | **91 (27) Average** | | | |
| **Rapid Naming:** The efficiency of the student's system for retrieval of basic phonological codes associated with familiar letters and numbers. | | | **85 (16) Below Average** | | |

*Note: any significant subtest-level differences may make the overall composite score a less meaningful measure of performance in this category. Readers should view score results with caution.



## ACADEMIC ASSESSMENT RESULTS:

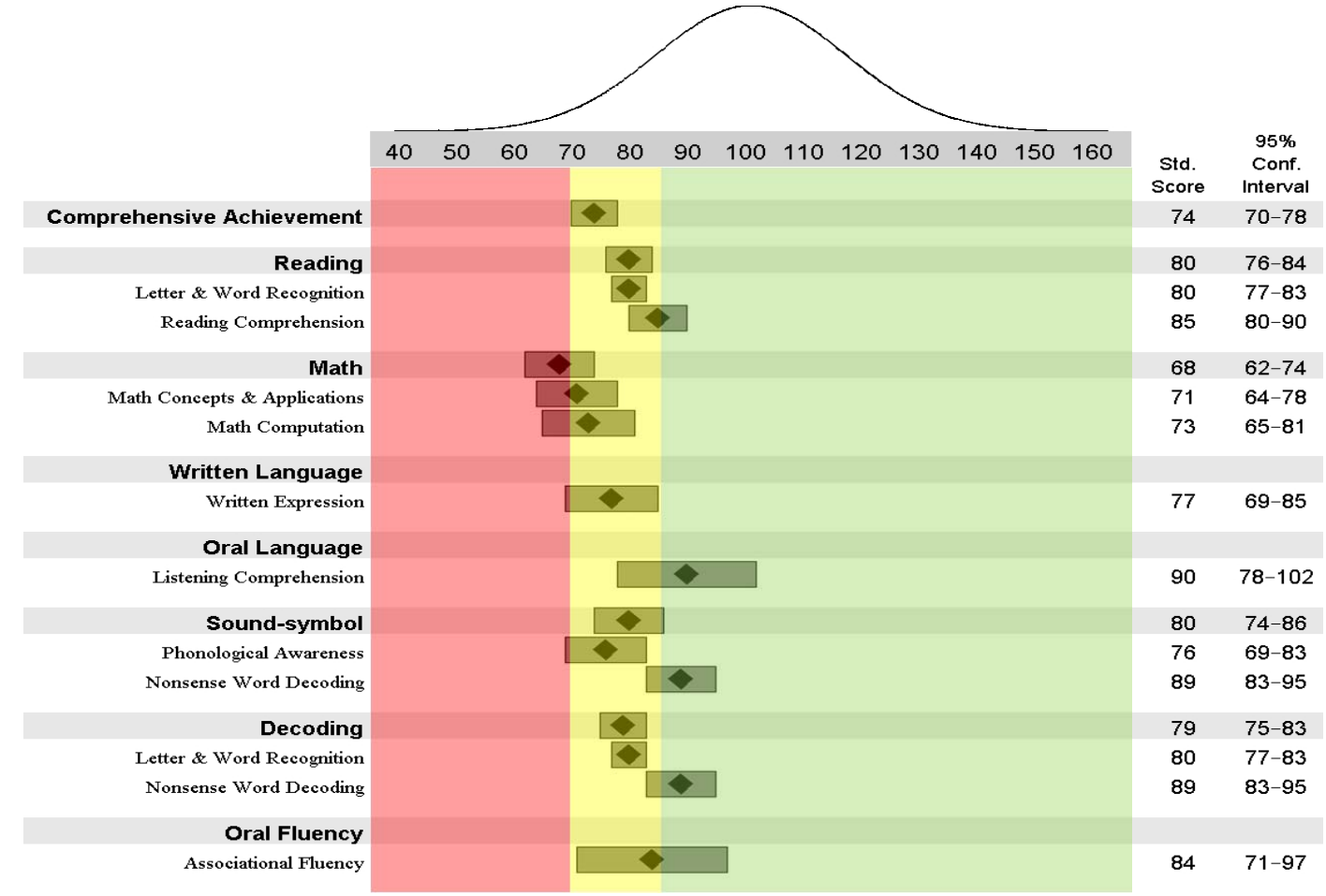
The Kaufman Test of Educational Achievement, Second Edition (KTEA-II) is an individually administered battery of assessments of the key academic skills in reading, math, written language, and oral language. The comprehensive form is designed for use with children and young adults from ages 4-years, 6-months to age 25.

Juan was administered a set of subtests from the KTEA-II to determine the strengths and weaknesses of his learned skill base (English language only).

Juan's results are noted in the following graph:

Below Average Performance (<16th percentile)

Average Performance or higher (>16th percentile)



**Reading:** When Juan was asked to read individual words presented in isolation as a task of decoding skill, he performed in the below average range. When Juan was asked to read and answer basic comprehension questions, he demonstrated skills just within the average range.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Reading Composite** | | 165 | 80 | 76–84 | 9 | Below average | |
| Letter & Word Recognition | 15 | | 80 | 77–83 | 9 | Below average | 5:6 |
| Reading Comprehension | 4 | | 85 | 80–90 | 16 | Average | <6:0 |

**Decoding:** In addition to regular word reading, Juan was provided with a task of nonsense word reading, which evaluated his ability to sound out made-up words that followed typical English spelling and pronunciation patterns. On this task, he actually performed within the average range. Combined with his regular word reading, Juan's overall decoding skills were also average.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Decoding Composite*** | | 169 | 79 | 75–83 | 8 | Below average | |

**Math:** When Juan was given a variety of math problem-solving questions and was allowed paper and pencil to assist in completing the task, his skills fell in the below average range. When solving paper and pencil math computations, Juan's accuracy was also in the below-average range.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Math Composite** | | 144 | 68 | 62–74 | 2 | Lower extreme | |
| Math Concepts & Applications | 14 | | 71 | 64–78 | 3 | Below average | 4:8 |
| Math Computation | 2 | | 73 | 65–81 | 4 | Below average | 5:0 |

**Written Language:** Juan was provided with a variety of writing tasks that included punctuation, capitalization, grammar, and sentence writing skills. His overall performance fell below average, representing performance at the 6th percentile compared to same-aged peers.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Written Language Composite** | | | | | | |
| Written Expression | 128 | | 77 | 69–85 | 6 | Below average | 6:0 |

**Oral Fluency:** When asked to rapidly name a variety of things from memory based on specific criteria (such as naming all the animals you can think of), Juan performed in the below-average range on this task of Associational Fluency.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Oral Fluency Composite** | | | | | | |
| Associational Fluency | 10 | | 84 | 71–97 | 14 | Below average | <6:0 |

**Listening Comprehension:** Juan was asked to listen to a series of orally-presented stories from a recording and answer a variety of comprehension questions about what he had heard. Juan performed in the average range on this task, and it was an area of relative strength.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Oral Language Composite** | | | | | | |
| Listening Comprehension | 14 | | 90 | 78–102 | 25 | Average | 5:8 |

**Phonological Awareness:** Juan was provided a number of phonological tasks, including rhyming, segmenting, and sound-deletion. His performance fell in the below average range, largely as the result of difficulty with rhyming and sound deletion. When combined with his adequate skill at decoding nonsense words, Juan's Sound-symbol skills fell in the below average range.

| | Subtest | Sum of Standard | 95% | Percentile | Descriptive | Age |
|---|---|---|---|---|---|---|
| **Sound-symbol Composite** | | 165 | 80 | 74–86 | 9 | Below average | |
| Phonological Awareness | 5 | | 76 | 69–83 | 5 | Below average | <6:0 |
| Nonsense Word Decoding | 2 | | 89 | 83–95 | 23 | Average | <6:0 |

## BEHAVIOR ASSESSMENT RESULTS:

The Behavior Assessment System for Children – 2nd Edition (BASC-2) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children. The BASC includes rating scale reports to be completed by parents, teachers, and the child. The BASC assessment provides results in T-scores where 50 is the average and scores above 60 on the clinical scales, or below 40 on the adaptive scales are considered significant. Scales that are described as At-Risk or Clinically Significant indicate areas of concern and often correlate highly to expressions of problem behavior in those areas. Graphs and scale descriptions ©2004 AGS Publishing; All rights reserved.

Comments: The BASC-2 rating forms were completed by two of Juan's teachers and his mother. Analysis of the profiles provided indicated a range of correlations from inverse negative correlation (parent <> Japanese teacher) to moderate positive correlation (English teacher <> Japanese teacher). The table below illustrates agreement between raters and suggests that differing levels of behaviors are seen to different degrees across settings. Correlation coefficients are noted in the table to the right, with a +1.0 being perfect agreement, and -1.0 being perfect disagreement across ratings.

| Comparisons | Similarity Coefficient |
|---|---|
| Rater 1) Parent with: | |
| Rater 2) English teacher | 0.00 |
| Rater 3) Japanese teacher | -0.18 |
| Rater 2) English teacher with: | |
| Rater 1) Parent | 0.00 |
| Rater 3) Japanese teacher | 0.54 |
| Rater 3) Japanese teacher with: | |
| Rater 1) Parent | -0.18 |
| Rater 2) English teacher | 0.54 |

The Consistency Index is a measure of whether the respondent reported similar items to the same degree throughout the rating form. High tallies on this measure indicate a potential problem with the rater's consistency and may warrant a review of specific items. The consistency index for parent rating and one teacher rating was in the caution range.

**Validity Index Summary**

| | *F* Index | Response Pattern | Consistency |
|---|---|---|---|
| Rater 1 | Acceptable Raw Score: 0 | Acceptable Raw Score: 99 | Caution Raw Score: 14 |
| Rater 2 | Acceptable Raw Score: 0 | Acceptable Raw Score: 98 | Acceptable Raw Score: 8 |
| Rater 3 | Acceptable Raw Score: 0 | Acceptable Raw Score: 90 | Caution Raw Score: 12 |

**Multirater Report *T* Score Summary: General - Separate Sex Norm Group**

| | Rater 1 | Rater 2 | Rater 3 | Average Rating |
|---|---|---|---|---|
| Composites | | | AN | |
| Externalizing Problems | 49 | 63 | 66 | 59 |
| Internalizing Problems | 62 | 44 | 47 | 51 |
| Behavioral Symptoms Index | 57 | 60 | 70 | 62 |
| Adaptive Skills | 46 | 37 | 40 | 41 |
| School Problems | – | 72 | 78 | 75 |

Note. Comparisons are made between the scale score for each rater and the overall average of scale scores across raters. Differences statistically significant at $p < .05$ are shown in shaded cells.

Externalizing Problems – *this composite score is characterized by outwardly observable disruptive behavior problems. The behaviors may disrupt the activities of both peers and adults, are often unresolved by adult direction, and may create problematic relationships with peers.*

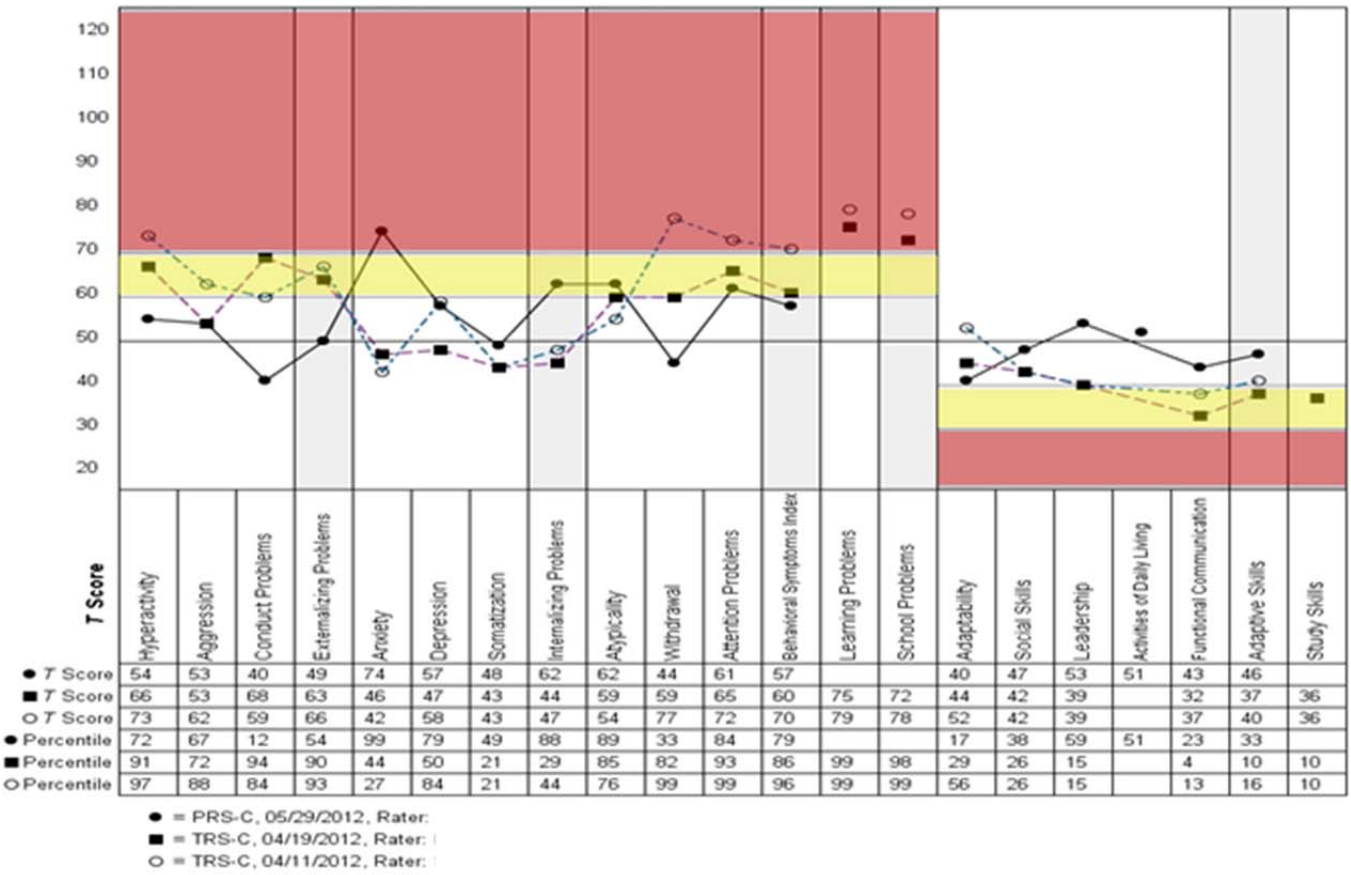
Internalizing Problems – *this composite includes scales that may not be described by acting-out behavior. These behaviors are not typically disruptive to others and may go unnoticed but can impact internal psychological functioning.*

School Problems – *this composite includes scales that reflect a pattern of academic difficulties, including possible problems with motivation, attention, learning, and cognitive skills. High levels of these behaviors may very likely interfere with academic achievement.*

Behavioral Symptoms Index (BSI) – *this index measures the overall level of problem behavior from multiple scales. This measure provides an estimate of the general level of functioning, or presence of an impairment that suggests a disability or diagnosable condition.*

Adaptive Skills – *this composite provides a summary of appropriate emotional expression and control, daily living skills inside and outside the home, as well as prosocial skills, organizational abilities, study skills, and other adaptive skills. Low levels of these behaviors may indicate the presence of significant risk factors related to functioning at home and school, with peers, and in the community.*

Comments: In general, the composite scores across raters suggested that externalizing behaviors and overall behavior symptoms were in the At-Risk to Clinically Significant ranges based on school reporting. Internalizing problems were At-Risk for the parent report only. The school problems index for teacher ratings was Clinically-Significant. Specific scale results appear on the graph below.




| T Score | Hyperactivity | Aggression | Conduct Problems | Externalizing Problems | Anxiety | Depression | Somatization | Internalizing Problems | Atypicality | Withdrawal | Attention Problems | Behavioral Symptoms Index | Learning Problems | School Problems | Adaptability | Social Skills | Leadership | Activities of Daily Living | Functional Communication | Adaptive Skills | Study Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ● T Score | 54 | 53 | 40 | 49 | 74 | 57 | 48 | 62 | 62 | 44 | 61 | 57 | | | 40 | 47 | 53 | 51 | 43 | 46 | |
| ■ T Score | 66 | 53 | 68 | 63 | 46 | 47 | 43 | 44 | 59 | 59 | 65 | 60 | 75 | 72 | 44 | 42 | 39 | | 32 | 37 | 36 |
| ○ T Score | 73 | 62 | 59 | 66 | 42 | 58 | 43 | 47 | 54 | 77 | 72 | 70 | 79 | 78 | 52 | 42 | 39 | | 37 | 40 | 36 |
| ● Percentile | 72 | 67 | 12 | 54 | 99 | 79 | 49 | 88 | 89 | 33 | 84 | 79 | | | 17 | 38 | 59 | 51 | 23 | 33 | |
| ■ Percentile | 91 | 72 | 94 | 90 | 44 | 50 | 21 | 29 | 85 | 82 | 93 | 86 | 99 | 98 | 29 | 26 | 15 | | 4 | 10 | 10 |
| ○ Percentile | 97 | 88 | 84 | 93 | 27 | 84 | 21 | 44 | 76 | 99 | 99 | 96 | 99 | 99 | 56 | 26 | 15 | | 13 | 16 | 10 |

● = PRS-C, 05/29/2012, Rater:
■ = TRS-C, 04/19/2012, Rater:
○ = TRS-C, 04/11/2012, Rater:

The following behavior scales fell in the **Clinically Significant** range for at least two raters:

- Learning Problems – *teacher report only of presence of academic problems, including understanding or completing academic tasks.*

The following behavior scales fell in the **At-Risk** range for at least two raters:

- Hyperactivity – *measured the tendency for the student to be overly active, may rush through work or other activities, and act without thinking.*
- Attention Problems – *measured the student's tendency to be easily distracted and have persistent problems with concentration.*
- Functional Communication – *the ability of the student to communicate and express ideas that may be easily understood by others.*
- Study Skills – *a teacher report only of skills related to strong academic performance, organizational skills, and good study habits.*

The remaining scales ranged from **Average** to **Clinically Significant** depending on the individual rater:

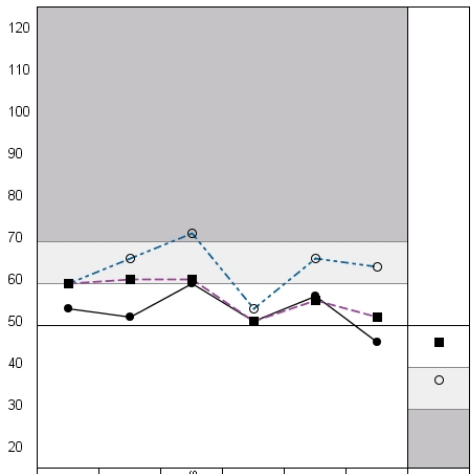
- Aggression – *measured the student's tendency to act in a verbally or physically hostile manner that may be threatening to others.*
- Conduct Problems – *a measure of the student's antisocial, rule-breaking behavior, including destruction of property.*
- Anxiety – *the tendency of the student to be nervous, fearful, or worry about real or imaginary problems.*
- Depression – *reports behavior related to unhappiness and/or stress that influences daily functioning or may reflect thoughts of suicide.*
- Somatization – *measures the student's tendency to be sensitive to and complain about relatively minor physical problems or discomforts.*
- Atypicality – *measures the tendency for the student to behave in "odd" or unusual ways.*

- Withdrawal – *reports behavior of avoidance of others and avoidance of social contact on the part of the student.*
- Adaptability – *the ability of the student to readily adapt to changes in the environment.*
- Social Skills – *measures the student's skills necessary for interacting appropriately with peers and adults in the home, school and community.*
- Leadership – *the student's skills associated in working with others and accomplishing academic, social or community goals.*
- Activities of Daily Living – *skills of performing age-appropriate basic everyday tasks in an acceptable and safe manner.*

## Content Scales (Supplementary)

*The information provided below is based on content scales that have been theoretically and empirically developed. This information is considered to be secondary to the clinical, adaptive, and composite scale information provided previously. An elevated content scale score may warrant additional follow-up.*

Anger Control – *this measured Juan's tendency to become irritated or angry quickly and impulsively.*
Bullying – *this measured intrusive, cruel, threatening, or forceful behavior done through manipulation or coercion.*
Developmental Social Disorders - t*his scale measures the tendency for Juan to display behaviors characterized by deficits in social skills, communication, interests, and activities – which may include withdrawal and inappropriate socialization.*
Emotional Self-Control – *measured the ability for Juan to regulate his affect and emotions in response to the environment.*
Executive Functioning – *reflects planning or maintaining goal-directed activities and reacting to the environment in a purposeful manner.*
Negative Emotionality – *this scale reflected Juan's tendency to react negatively to the environment.*
Resiliency – *this scale indicated Juan's ability to use internal or external supports to alleviate stress or overcome problems.*




| T Score | Anger Control | Bullying | Developmental Social Disorders | Emotional Self-Control | Executive Functioning | Negative Emotionality | Resiliency |
|---|---|---|---|---|---|---|---|
| ● T Score | 53 | 51 | 59 | 50 | 56 | 45 | 45 |
| ■ T Score | 59 | 60 | 60 | 50 | 55 | 51 | 45 |
| ○ T Score | 59 | 65 | 71 | 53 | 65 | 63 | 36 |
| ● Percentile | 68 | 60 | 82 | 58 | 75 | 35 | 30 |
| ■ Percentile | 82 | 84 | 83 | 58 | 73 | 62 | 32 |
| ○ Percentile | 82 | 90 | 98 | 69 | 92 | 89 | 8 |

Comments: Teacher-only ratings for bullying and developmental social disorder scales were elevated, while most of the parent ratings were in the average range.

## CULTURE/LANGUAGE MATRIX ASSESSMENT RESULTS:

| Degree of Cultural Loading / Influence | Degree of Language Demands: Low | | | Moderate | | | High | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Test Name:* | *Score* | | *Test Name:* | *Score* | | *Test Name:* | *Score* | |
| Low | Matrix Reasoning (WISC) | 9 | | Block Design (WISC) | 6 | | Letter/Numb. Seq (WISC) | 2 | |
| | Cancellation (WISC) | 12 | | Symbol Search (WISC) | 7 | | Blending Nonwords (CTOPP) | 10 | |
| | Spatial Memory (UNIT) | 8 | | Digit Span (WISC) | 4 | | Sound Matching (CTOPP) | 8 | |
| | Cube Design (UNIT) | 9 | | Coding (WISC) | 10 | | | | |
| | Mazes (UNIT) | 13 | | Memory for Digits (CTOPP) | 9 | | | | |
| | | | | Nonword Repetition (CTOPP) | 8 | | | | |
| | *Average* | *10.2* | | *Average* | *7.3* | | *Average* | *6.7* | |
| Moderate | *Test Name:* | *Score* | | *Test Name:* | *Score* | | *Test Name:* | *Score* | |
| | Symbolic Memory (UNIT) | 8 | | Arithmetic (WISC) | 7 | | Ellison (CTOPP) | 7 | |
| | | | | Picture Concepts (WISC) | 9 | | Rapid Color Names (CTOPP) | 9 | |
| | | | | | | | Blending Words (CTOPP) | 11 | |
| | *Average* | *8* | | *Average* | *8* | | *Average* | *9* | |
| High | *Test Name:* | *Score* | | *Test Name:* | *Score* | | *Test Name:* | *Score* | |
| | Picture Completion (WISC) | 4 | | | | | Information (WISC) | 5 | |
| | Object Memory (UNIT) | 7 | | | | | Similarities (WISC) | 6 | |
| | Analogical Reasoning (UNIT) | 4 | | | | | Vocabulary (WISC) | 7 | |
| | | | | | | | Comprehension (WISC) | 4 | |
| | | | | | | | Word Reasoning (WISC) | 7 | |
| | | | | | | | Rapid Obj. Names (CTOPP) | 6 | |
| | *Average* | *5* | | *Average* | | | *Average* | *5.8* | |

*Adapted from © Ortiz & Ochoa

Comments: When comparing results of individual performance on subtests, there may be significant variation that is due to factors other than those noted in the table for language and culture. However, the general pattern noted across assessment tools was that increasing cultural or English language demands resulted in lower performance, beyond what would be expected for "unusual" patterns of learning more commonly associated with a specific learning disability. Given that assessment of Spanish language skills by the Speech/Language pathologist indicated average performance on comparable language tasks to those done in English above, it is likely that a significant portion of Juan's performance can be explained by language learning factors.

## DISCUSSION:

What Juan did well (strengths)

- Juan presents as an engaging and energetic student, who has a great imagination and good sense of humor.
- Juan performed well within age-appropriate ranges on cognitive tasks that involved reasoning skills when language factors were controlled for.

What Juan had difficulty doing (challenges and weaknesses)

- Juan has been slow to gain academic skills across subject domains.
- Juan has significant attention, focus and task-related behaviors that interfere with skill development.
- Juan is being challenged by acquiring three languages without a strong primary academic language base.

*Students who qualify for Special Education services under the category of Specific Learning Disability do not achieve adequately for their age or to meet Oregon grade-level standards.*

Across subject areas, Juan is generally performing below age and grade level expectations. He was able to demonstrate average level listening comprehension, but has not developed a substantial base of knowledge and skill for academic reading development.

*Students who qualify under Specific Learning Disability may also exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined to be relevant to the identification of a specific learning disability.*

Current assessment using multiple instruments suggested that Juan did have relative strengths and weaknesses, including trouble with mental manipulation of verbal content using short-term memory. Relative strengths were identified in using non-verbal reasoning capabilities. These patterns can be associated with various types of learning disabilities.

*A student's weakness in academic performance, achievement, or both is not primarily the result of limited or inappropriate instruction, or other exclusionary factors.*

Juan's case presents significant challenges in interpretation of assessment results given the context of his academic program. Under typical circumstances with second-language learners, some academic delays are expected as students may require from 3-5 years to develop enough cognitive/academic language proficiency in the second language (English) to adequately respond to academic requirements. In Juan's current program, he is receiving reading instruction across two languages, neither of which is the primary home language. Additionally, the time spent on English language development is reduced compared to students in typical academic programs for other schools.

Given these factors, and the pattern of performance on assessment consistent with impacts related to second-language learning, it is unlikely the team can effectively rule out language learning as a primary factor.

## SUMMARY/RECOMMENDATIONS:

- ❖ Although Juan has been receiving some small-group instruction on targeted reading skills, the nature and type of the intervention has varied. Juan would likely benefit from a more closely-coordinated intervention designed to mirror the regular academic content and provide consistency over time.

- ❖ In discussion with Juan's pediatrician, there are significant shared concerns related to ongoing attention problems. It is very possible that these factors are making any number of academic tasks more difficult for Juan. Juan's parents are encouraged to consider ongoing conversation with their pediatrician for possible diagnostic or treatment opportunities.

- Juan appears to be developing very narrow components of reading skills and can therefore demonstrate them only sporadically. This can sometimes appear related to a long term memory problem, but is more likely the result of poor initial encoding. Juan will likely require significant overlearning and repetition of previously-learned material, as well as explicit linkages from new material to learned content.

The results of this assessment, as well as other relevant information will be shared with the team. At that time, Juan's educational needs, as well as possible Special Education eligibility will be discussed and determined. If you have any questions regarding this assessment, please feel free to contact me at (541) 790-7832. Thank you.

JP, M.S.
School Psychologist – Anytown School District 4J