


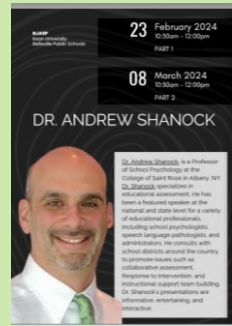
CONDUCTING COLLABORATIVE PSW ASSESSMENTS WITHIN A SCIENCE OF READING FRAMEWORK

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 @ashanock

PART II



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PART II

- Organizing PSW assessment
- How to use XBASS
- Merging PSW, MTSS, and SOR
- Case study/Report Writing
- Free Intervention Resources

PART I

- Current landscape
- How goes MTSS/Rt
- Defining SLD
- What is CHC/PSW
- Understanding Science of Reading

2

Main Goals

- To make things *saner* not sane
- How to better collaborate & communicate
- Speak in one voice



3


Not every student who struggles in school is disabled nor does every student who fails the state test due to learning problems has a SLD

SLD identification should NEVER be for the convenience of adults nor as the only way for a child to receive 'extra' help they need.

4

Two truisms:

- Students cannot benefit from 'effective' practices they do not receive
- Students cannot benefit from 'ineffective' practices implemented well



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AGREE?

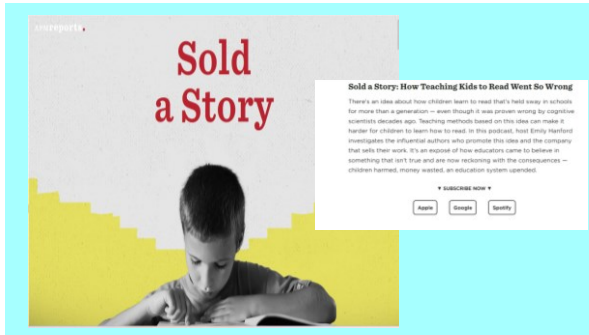
"A teaching method might work with all of the students some of the time

And some of the students all of the time

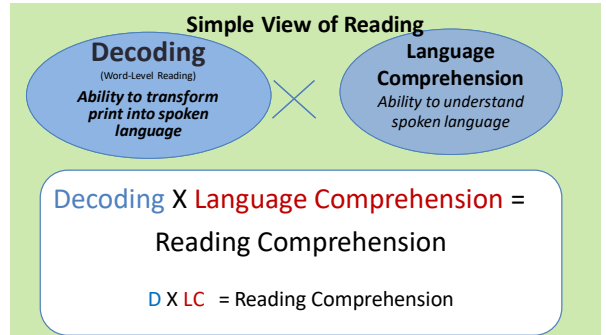
But a method doesn't work with all of the students, all of the time."

SPECIAL ED IS NOT XTRA HELP **Lets make interventions special**

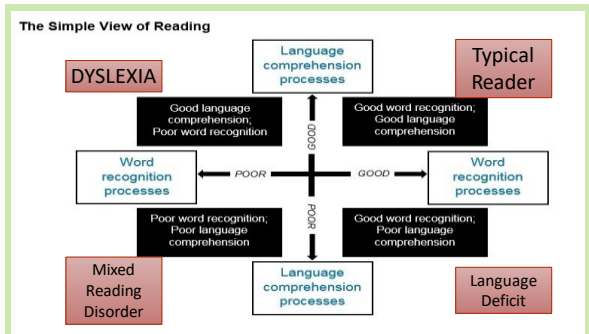
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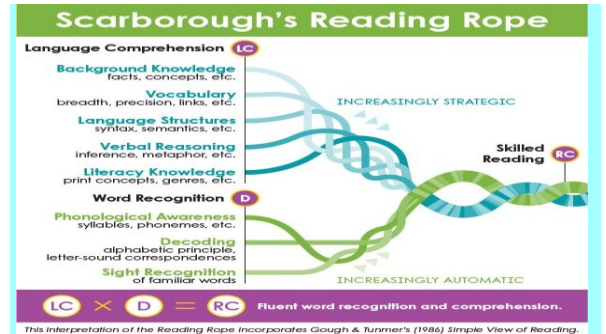
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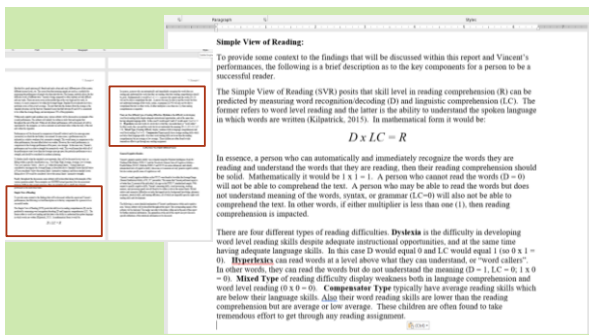
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11

Typical vs. Structured Literacy	
<p>Typical Literacy i.e., Balanced Literacy</p> <ul style="list-style-type: none"> Phonemic awareness covered haphazardly or not at all. Full range of sound-letter correspondences assumed to be learned naturally; phonetic patterns covered un-systematically and in context. Memorization of Dolch/Fry (i.e., "sight" words, with little or no attention to their phonetic components). Focus on using first/last letters; heavy reliance on context clues, including pictures. Misread words ignored if they do not seriously interfere with comprehension. Use of repetitive and leveled readers that contain unlearned phonetic patterns and encourage guessing; guided reading groups. Little or no attention to fluency. Lots of class time devoted to independent reading. 	<p>Structured Literacy i.e., Science of Reading</p> <ul style="list-style-type: none"> Phonemic awareness emphasized as a pre-reading skill. Explicit, systematic instruction on the full range of sound-letter correspondences, beginning with simple patterns and proceeding to more complex ones. High-frequency words taught according to phonetic patterns; irregular words analyzed for their phonetic/non-phonetic elements. Focus on all letters/sounds in a word; context clues used only to help identify highly irregular words or clarify meaning. Misread words promptly corrected, with explicit instruction on how to sound them out. Use of decodable readers that contain only vocabulary with already-learned phonetic patterns. Fluency consistently addressed. Very little class time devoted to independent reading. <p>BRKNG THE CODE www.brkngthecode.com</p>

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The Ladder of Reading & Writing

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- Rich Oral Language Program
- Structured Synthetic Phonics
- Emphasis on Phonological & Phonemic Awareness
- Decodable Reading Books
- Emphasize Blending to Read
- Emphasize segmenting to spell

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THE TWO MOST POPULAR ELEMENTARY READING CURRICULA IN THE US ARE THE LOWEST-RATED

Units of Study (2018) | Fountas & Pinnell Classroom (2020)

“Together, the two reports received the lowest ratings EdReports has given for K-2 curricula in English/language arts, and they’re among the three lowest for ELA in grades 3-8.”

— EDUCATION WEEK

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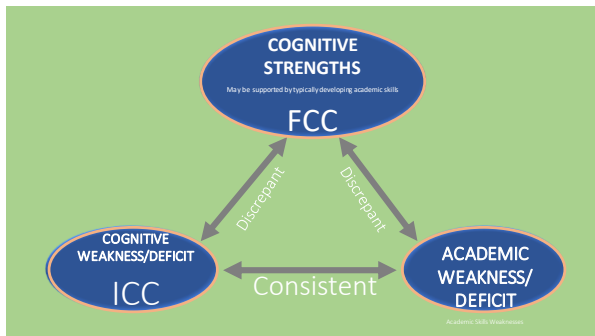
MTSS is the systematic use of assessment data to most efficiently allocate resources in order to enhance learning for all students.

(Burns et al., 2016)

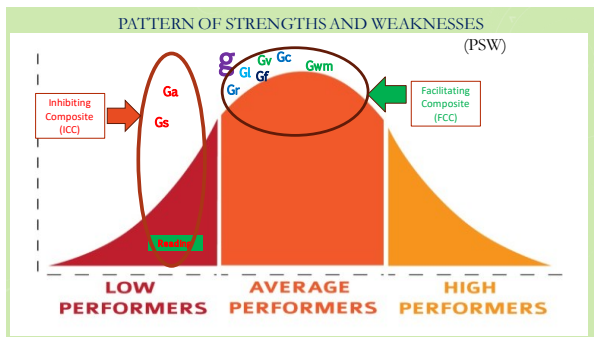
What percent of kids in your school is in need of Tier II, Tier III, or Spec Ed?

This impacts the rate of educational diagnoses

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What Do AAD, RTI, and PSW Have in Common?

- The inevitability of false positives and false negatives
- All approaches to SLD identification have psychometric limitations that lead to false positives (Type 1 error) and false negatives (Type 2 error)
- The closer your data are to a cut point or threshold, the more information you will need to support a learning strength or learning weakness

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MOST IMPORTANT STATISTIC TO KNOW

12 ≠ 12 ≠ 12

85 ≠ 85 ≠ 85

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WHAT DO WE KNOW?

- How can we possibly identify a learning disability in any academic area if we are not well versed in
 - What is reading and how does it develop
 - What is math and how does it develop
 - What is writing and how does it develop

- A diagnosis cannot simply come from comparing numbers.
- Do we understand how/why items on achievement tests get 'harder'.

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Models of Reading Acquisition

Previous models of reading acquisition, including the Simple View of Reading and the three levels of reading model (development, orthographic, orthographic) have been replaced by the development of the WISC-V reading subtest and language processing measures.

Expanding the Simple View of Reading

The broad View of Reading (Gough & Tunney, 1986; Just et al., 1988) proposes that reading comprehension requires both word reading skills and oral language comprehension skills. The expanded View of Reading, as explained by various authors including Just et al. (1996), Kilpatrick (2015), Kim (2017), and Scarborough (2018), provides more detail.

Orally acquired skills in developing the Simple View, word reading skills include the ability to sound-out words quickly and accurately and to recognize sight words and word parts knowledge (Share & Gough, 1998; Just et al., 1988). Other skills that are important to reading comprehension include oral language skills such as phonological awareness, vocabulary, background knowledge, and morphological knowledge. Word-specific knowledge, which is largely derived from oral language, includes pattern-specific orthographic, knowledge and spelling skills to provide work. Reading measures, writing speed and word-recognition learning are...

Models of Writing Acquisition

The Simple View of Writing (Bergin et al., 2002; Just et al., 1988), which was later expanded upon by the New Theory View of Writing (Bergin & Vann, 2006), proposes that text generation relies on working memory at its core, but is supported by executive functions and transcription skills. In this model, working memory involves central long-term memory and retrieval of material in short-term memory. Both oral and written working memory have been shown to contribute to written expression skills (Shapiro et al., 2010). The executive functions and self-regulatory processes that support writing include supervisory attention, planning, revising, editing, and self-monitoring (Bergin & Vann, 2006). Working memory and executive functions support transcription, text generation, and writing fluency.

Transcription involves handwriting letter formation and spelling (Bergin et al., 2002). Mastery over transcription skills supports the development of written text generation by freeing up working memory resources to devote to planning. The processes in the production and organization of ideas, requiring executive and organizational resources connect multiple words together in oral language before being transferred into writing (Bergin et al., 2002; Kim & Schachar, 2017). Inference and theory of mind, higher order cognitive skills, also contribute to writing quality (Kim & Schachar, 2017).

In a computer-based and developmental model of writing, Kim et al. (2005) revealed developmental models of writing acquisition to include six writing flows: Writing fluency is the efficiency and automaticity of writing, conventional text. These researchers found that writing fluency flows upon transcription and oral language/orthographic production skills. Similar to the working memory resources described in the Simple View of Writing, oral writing fluency is connected to transcription skills for developing written. Mastery over transcription skills from oral writing...

Breaux, K.C. (2020) Wechsler Individual Achievement Test (4th Ed.) ; Technical & Interpretive Manual, NCS Pearson

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<https://www.youtube.com/watch?v=OpJoiTCAjMo>

Word-Level Reading Research Relevant for the WIAT-4

December 9, 2020

David A. Kilpatrick, PhD
State University of New York College at Cortland

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		Who needs Block Design										West Virginia Ga story									
		General Intelligence (g)					Specific Intelligence (s)					General Intelligence (g)					Specific Intelligence (s)				
		Fluid Reasoning (GF)	Working Memory (WMI)	Classical Reasoning (CR)	Visual Spatial Processing (VS)	Acoustic Phonology (AP)	Reading Fluency (RF)	Mathematical Fluency (MF)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	
Broad	Quantitative Knowledge (KQ)	Reading Decoding (RD)	Oral Expression of Ideas (OEI)	Oral Reading Fluency (ORF)	Mathematical Problem Solving (MS)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	
	Mathematical Problem Solving (MS)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	
Narrow	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)		
	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	Writing Fluency (WF)	Mathematical Problem Solving (MS)	Spelling Fluency (SF)	Reading Comprehension (RC)	

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LET'S GO THROUGH THE STEPS

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Definition of Cross-Battery Assessment

A time-efficient method of organizing and interpreting cognitive and academic abilities and neuropsychological processes using more than one instrument in a manner that is psychometrically and theoretically defensible.



Allows practitioners to measure reliably a wider (and/or more in-depth) range of cognitive, academic, and neuropsychological constructs than that represented by any given stand-alone assessment battery.



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PRESUMPTION OF NORMALCY



- Assessment should be driven by presumptions of normalcy rather than pre-conceptions of dysfunction.
- Have to agree as to what is within the normal limits

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Michael demonstrated a very wide range of strengths and weakness. His intellectual ability was **Above Average** on the RIAS and DAS-II (standard score 110) and **High Average** on the WISC-V (standard score 110), but **only Average** on the WJ IV (standard score 110).

Despite this wide range of Average to Above Average intellectual ability, Michael's academic achievement levels were very even on the KTEA-III and WIAT-III: **Average** reading (standard score 85), **Average** written expression (standard score 100), and **Average** math (standard score 115).

Because of the discrepancy between Michael's **Above Average** ability on the RIAS and DAS-II (standard score 110) and his merely **Average** math achievement on the KTEA-III and WIAT-III (standard score 115), we conclude he has a learning disability in math.

Michael scored **Average** on the KABC-II (standard score 115), so his **Average** KTEA-III reading achievement (standard score 85) is just ducky.

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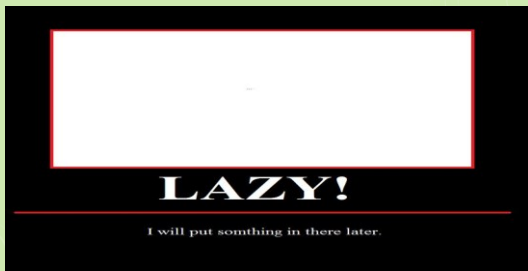
Composite Score Range	WISC-V Qualitative Descriptor	Traditional Qualitative Descriptor	Percent Included	
			Theoretical Percent	Actual Sample*
130 and above	Extremely High	Very Superior	2.5	2.5
120-129	Very High	Superior	7.2	6.8
110-119	High Average	High Average	16.0	16.0
100-109	Average	Average	49.5	50.5
90-99	Low Average	Low Average	19.0	18.8
80-79	Very Low	Borderline	6.8	5.8
69 and below	Extremely Low	Extremely Low	2.5	2.2

Note: The WISC-V descriptors should be used in place of the traditional descriptors.
*The percentages shown are for the FSIQ and are based on the total normative sample (N = 2,200). The percentages shown for the index scores are approximate.

"Qualitative descriptors are only suggestions and are not evidence-based; alternate terms may be used as appropriate" [emphasis in original]. [WISC-V Technical and interpretive manual, p. 152.]

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NO CHILD IS 'LAZY'




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XBA Guiding Principles



- I. *Select a battery that best addresses the referral concerns*
 - Consider co-normed tests first
- II. *Use clusters based on actual norms when they are available*
 - Clusters from the actual battery rather than a formula that uses median subtest reliabilities and intercorrelations (although differences between actual norm-based clusters and those generated via formulae are negligible)

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Implementation of XBA: Step 1



- Select of a Cognitive Battery that is considered most relevant to referral concerns and unique examinee variables
- Consider:
 - Age and Developmental level
 - Floor and Ceiling
 - English language proficiency
 - Cultural Loading
 - Linguistic Demand
- Specific referral concerns
 - Specific Learning Disability
 - Intellectually Disability
 - Gifted

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REASON FOR REFERRAL

- Individualize your assessment batteries.
 - Don't give WISC/WIAT/TOLD to every single kid who is referred.
- Know what cognitive/language abilities impact the specific academic concern
- Rule out exclusionary factors

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SUMMARY OF RELATIONS BETWEEN CHC ABILITIES AND SPECIFIC AREAS OF ACADEMIC ACHIEVEMENT
(BERNHARDT, 2013; FLANAGAN AND COLLEAGUES, 2008, 2015; MCGREW & WENGELING, 2010; MCGREW ET AL., 2014)

	Reading Achievement	Math Achievement	Writing Achievement
Gf	Inductive (I) and general sequential reasoning (GS) abilities play a moderate role in reading comprehension.	Inductive (I) and general sequential reasoning (GS) reasoning abilities are consistently very important for math problem solving at all ages.	Inductive (I) and general sequential reasoning abilities (GS) are consistently related to written expression at all ages.
Gc	Language development (LD), lexical knowledge (V), and listening ability (LS) are important at all ages for reading acquisition and comprehension. These abilities become increasingly important with age.	Language development (LD), lexical knowledge (V), and listening abilities (LS) are important at all ages. These abilities become increasingly important with age.	Language development (LD), lexical knowledge (V), and general information (GI) are important primarily after about the 2 nd grade. These abilities become increasingly important with age.
Gsm	Memory span (MS) and working memory capacity (WM) are important across. Gsm important for overall reading success.	Memory span (MS) and working memory capacity (WM) are important across. Gsm important for overall math success.	Memory span (MS) is important to writing, especially spelling skills. Short-term working memory has direct relation with lexical history. Gsm important for overall writing success.
Gv	Orthographic Processing (often measured by tests of perceptual speed) – reading fluency	Visualization (VZ) is important primarily for higher level or advanced mathematics (e.g., geometry, calculus).	Orthographic Processing (often measured by tests of perceptual speed) – spelling
Ga	Phonetic coding (PC) or “phonological awareness/processing” is very important during the elementary school years for the development of basic reading skills.		Phonetic coding (PC) or “phonological awareness/processing” is very important during the elementary school years for math basic writing skills and written expression (particularly before about grade 5).
Glr	Naming Facility (NA) or “rapid automatic naming” (also called speed of lexical access) is very important during the elementary school years. Associative memory (MA) is also important.	Naming Facility (NA) or speed of lexical access; Associative Memory (MA) – rapid retrieval of basic math facts	Naming Facility (NA) or “rapid automatic naming” (also called speed of lexical access) has demonstrated relations with written expression, primarily writing fluency.
Gs	Perceptual speed (P) abilities are important during all school years, particularly the elementary school years.	Perceptual speed (P) abilities are important during all school years, particularly the elementary school years.	Perceptual speed (P) abilities are important during all school years for basic writing and related to all ages for written expression.


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CHOOSE A CORE BATTERY

- If you need an overall g, you have to do all the core tests. If not, then you can just do the ones that are related to the reason for referral.
- Not all cognitive batteries address the same cognitive areas. Need to know what the tests are actually measuring.

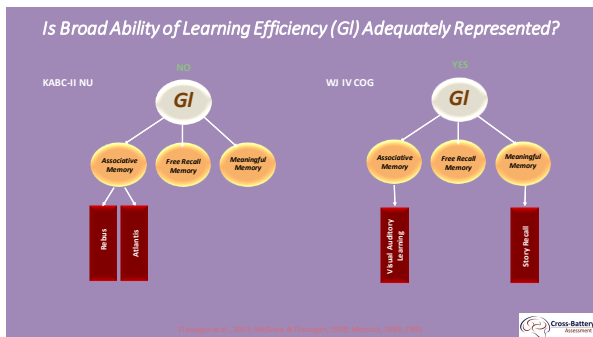
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Implementation of XBA: Step 2



- Identify the CHC **Broad Abilities** that are measured by the selected cognitive battery
 - **Adequate** = battery has at least 2 qualitatively different indicators of the broad ability.
 - **Underrepresented** = only one narrow aspect of the broad ability is included.
 - **Not measured**
- If **underrepresented or not measured**:
 - Look out of battery to supplement core battery, if necessary, considering referral

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Implementation of XBA: Step 3

- Identify the CHC **Narrow Abilities and Processes** that are measured by the selected cognitive battery
- If those narrow abilities that are considered important to assess in light of the referral are underrepresented or not measured, go out of battery and supplement

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You Will Automatically Be Brought to This "Test List" Tab
Click on the Broad Ability (GI in this example)

Test List - Comprehensive Reference

Quick-Navigation Menu Bar

CHC Broad Domains: **GI** (highlighted), IQ, Gf, Gc, Gs, Gv, Gm, Gp, Gq, Ga, Gb, Gc, Gd, Ge, Gf, Gg, Gh, Gi, Gj, Gk, Gl, Gm, Gn, Go, Gp, Gq, Gr, Gs, Gt, Gu, Gv, Gw, Gx, Gy, Gz

CHC BLD Categories: **GI** (highlighted), Gf, Gc, Gs, Gv, Gm, Gp, Gq, Gg, Gk, Gm, Gn, Go, Gp, Gq, Gr, Gs, Gt, Gu, Gv, Gw, Gx, Gy, Gz

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Index/Batt (I)	Age Range	General Sequential Reasoning (RG)	Age Range
Bateria III COD-Composicion Verbal (SC-VLQF)	4-90+	Bateria III COD-Analisis Sintactico (SC-FAG)	4-90+
Bateria III COD-Formacion de Conceptos (SFI)	4-90+	Bateria III COD-Planteamiento (SC-VLQF-AG)	4-90+
Bateria III COD-Formacion de Conceptos (SFI)	4-90+	CTONI-2 Generativas (SC-VLQF-AG)	6-89
RAF-III Verbal Analogy (SC-VLQF)	4-90+	CTONI-2 Perceptual Reasoning (SFI-AG)	6-89
KABC II Matrices (SFI)	3-18	D-4KPS Tower (SC-VLQF-AG)	8-89
OSP-4 Semantic Relationship (SC-VLQF-LIC)	5-21	D-4KPS Word Context Test (SFI-RLQV-L2)	8-89
OSP-4 Understanding Spoken Paragraphs (SC-VLQF-LIC)	5-21	KABC-II Index (SC-VLQF-AG)	3-18
OSP-4 Word Classes Expressive (SC-VLQF)	5-21	KABC-II Tower (SC-VLQF-AG)	3-18
OSP-4 Word Classes Receptive (SC-VLQF)	5-21	KABC-II Story Completion (7-18 years) (SFI-RLQV-L2)	7-18
OSP-4-2 Word Classes (Recept., Expr., Total) (SC-VLQV-LQF)	4-6	KABC-II Index (SC-VLQF-AG)	3-18
CTONI-2 Geometric Analogies (SFI)	4-89	RBMA Conceptual Thinking (SFI-AG)	20-89
CTONI-2 Geometric Categories (SFI)	6-89	LCT-2 Reasoning (SC-VLQF-RLQV)	6-11
CTONI-2 Figurative Analogies (SFI)	6-89	Katerb-3 Visual Patterns (SFI-AG)	3-75
CTONI-2 Figurative Categories (SFI)	6-89	PTB-3 Reverse (SC-VLQF-AG)	5-11
D-4KPS Matrix (SFI)	3-9-17	PLAI-2 Expressive (SC-VLQF-RLQV-DE)	3-5
D-4KPS Picture Similarities (SFI)	3-9-17	PLAI-2 Reasoning (SFI-AG)	3-5
D-4KPS Verbal Similarities (SC-VLQF)	3-17	PLAI-2 Receptive (SC-VLQF-RLQV)	3-5
D-4KPS Sorting Test, Free Sorting (SFI)	8-89	PTONI-3 Primary Test of Nonverbal Intelligence (SC-VLQF-AG)	3-9
D-4KPS Sorting Test, Sort Reorganization (SFI)	8-89	RAF-3 Nonverbal Analogies (SFI-RLQV-AG)	10-75
D-4KPS Twenty Questions Test (SFI-SC-L2)	8-89	RAF-3 Sequences (SFI-RLQV)	10-75
OSP-4 Geometric Matrices (SFI)	4-17	RBMA Object Names (SFI-AG)	3-84
OSP-4 Geometric Sequences (SFI-CA-VI)	6-17	SES Nonverbal Knowledge (SC-VLQF-AG)	2-8+
OSP-4 Spoken Analogies (SC-VLQF)	5-11	WISC-IV Figure Weights (SFI-AG)	16-90
OSP-4 Conceptual Thinking (SC-VLQF)	5-6	WISC-IV Geometric Figure Weights (SFI-AG)	6-16
KABC-II Pattern Reasoning (5-6 years) (SC-VLQF)	5-6	WISC-IV Figure Weights (SFI-AG)	6-16
KABC-II Matrices (SFI)	4-89	WISC-IV Integrated Figure Weights Process Approach (SFI-AG)	6-16
Katerb-3 Classification and Analogies (SFI)	3-75	WI III NU COD Analysis/Synthesis (SFI-AG)	4-90+
Katerb-3 Sequential Order (SFI-AG)	3-75	WI III NU COD Planning (SC-VLQF-AG)	6-90+
PTB-3 Similarities (SC-VLQF)	5-11	WI IV COD Analysis/Synthesis (SFI-AG)	9-90+
Subt Categories (SFI)	18-97		

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Implementation of XBA: Step 5

Enter Scores into the **Cross-Battery Assessment Software System (X-BASS)**

X-BASS

Cross-Battery Assessment Software System 2.0

JEEBEE CARD

David P. Flanagan
Suzanne D. Cook
Vincent C. Alfonso

v2.4 is a free download for v2.0, 2.1, 2.2, and 2.3 users

WILEY

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X-BASS Has 152 Tests/Batteries and Over 1250 Subtests

Only 13 of the 152 Batteries Have Their Own Tabs

How Do I Find All Other Batteries?

- Test List Quick Reference button (accessed from Index tab)
- Top Row of All Domains on XBA and Test Composite Analyser tab
- XBA CHC Classifications button (accessed from Index tab)

Let's First Look at the Individual Test Tabs

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Begin Data Entry

WJ IV® Cognitive Data Analysis
(Age Range = 22-90)

Client Name: [Redacted] | Gender: [Redacted] | Age: [Redacted] | Date: [Redacted]

Subtests listed: Composite Knowledge (Gc), Oral Vocabulary (Ov), General Information (Gt), Picture Vocabulary (Form 3), Fluid Reasoning (Gf), Number Series (Ns), Concept Formation (Cf), Analysis Synthesis (As).

Callout Box: Enter all WJ IV COG data from Score Report. Continue to scroll down the test tab until you have entered all obtained scores.

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Auditory Processing* (Ga)

Phonological Processing (PC)

Nonword Repetition (Gsm:MS;Ga:UM)

**Although the subtests that comprise this composite measure different domains, Nonword Repetition has a secondary loading on auditory processing and therefore, a Ga composite may be transferred to the Data Organizer if it is determined to be cohesive.*

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What is Cohesion?

- Cohesion is related to how well the scores in a composite "hang" together
- Construct validation research indicates that individuals who score in the Average range on one aspect of a construct ought to score within the Average range on all aspects of the construct. For example, if an individual does well on tests of inductive reasoning, then they ought to do well on tests of deductive reasoning because both are related to the same construct – Fluid Reasoning (Gf)
- When the composite is *cohesive*, it is a good summary of the theoretically related abilities it is intended to represent

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Rules for Cohesion for Two-Subtest Composites on Individual Test Tabs in X-BASS (Determined Based on the Psychometric Properties of the Test)

Finding	Interpretation
Outcome 1 The difference between scores is not significant or uncommon	The difference between the scores that comprise the composite is not significant and occurs in more than 10% of the general population and, therefore, is common. The composite is not <i>cohesive</i> and, therefore, provides a <u>poor summary</u> of the theoretically related abilities it was intended to represent.
Outcome 2 The difference between scores is significant but not uncommon	Although the difference between the scores that comprise the composite is significant, the magnitude of the difference occurs in at least 10% of the general population and, therefore, is common. <u>Clinical judgment</u> is needed to determine whether the composite is cohesive and, therefore, considered an <u>adequate summary</u> of the theoretically related abilities it was intended to represent.
Outcome 3 The difference between scores is significant and uncommon	The difference between the scores that comprise the composite is significant and occurs in 10% of the general population and, therefore, is uncommon. The composite is <u>not cohesive</u> , meaning that it does not provide a <u>good summary</u> of the theoretically related abilities it was intended to represent. <u>Clinical judgment</u> should be used to determine the extent to which interpretation should be tempered or whether follow-up assessment is warranted. <u>Although the meaning of a two-subtest composite should differ from domains, it is possible and often appropriate to combine scores from different composites when there is a strong theoretical basis for doing so.</u>

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Different Cohesion and Follow Up Examples – Practitioner May Disagree with X-BASS Output Given Myriad Variables Involved in Each Case

SCORES AND RESULTS OF COHESION ANALYSIS FOR WISC-V FRI	SIÂN	MARIE	ANTONIO	ALEX
MATRIX REASONING (MR)	10	11	8	5
FIGURE WEIGHS (FW)	9	16	6	2
FRI	97	121	82	64
RESULTS OF COHESION ANALYSIS	DIFFERENCE IS NOT SIGNIFICANT; <i>COHESIVE</i>	DIFFERENCE IS SIGNIFICANT AND RARE; <i>NOT COHESIVE</i>	DIFFERENCE IS NOT SIGNIFICANT; <i>COHESIVE</i>	DIFFERENCE IS SIGNIFICANT BUT NOT RARE; <i>CLINICAL JUDGEMENT NEEDED</i>
RESULTS OF FOLLOW UP	NO, NOT CONSIDERED NECESSARY	MAYBE FOLLOW UP ON LOWER SCORE	MAYBE FOLLOW UP ON LOWER SCORE	YES, RECOMMENDED FOR LOWER SCORE
AGREE WITH X-BASS RECOMMENDATION?	YES	GIVEN THAT BOTH SCORES ARE AT LEAST AVERAGE, IN MOST CASES FOLLOW UP WOULD NOT BE NECESSARY	YES, WOULD FOLLOW UP AND WORLD CONSIDER TASK DEMANDS AND TASK CHARACTERISTICS	UNLESS MORE INFORMATION ABOUT WHAT THIS INDIVIDUAL CAN DO IS NEEDED, WOULD NOT FOLLOW UP BUT IT IS CLEAR THAT GF IS A DEFECT

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WJ IV COG Tab

Examples of Follow up Analysis

Yes

No

Yes

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WOODCOCK JOHNSON WORKING MEMORY (GWM)

Numbers Reversed

I am going to say some numbers. Then you say them backward. For example, if I say "3...4" you would say "4...3."

1...6...3...9 Number Memory Reversed (TAPS)
 4...7...3...9...5...2 Number Repetition- Backward (CELF)

Memory for Words


...Now you will hear the words from this recording. After you hear the double beep, say the word or words back to me in the same order.


sleep...little...a Word Memory (TAPS)
 from...have...they...up...each Nonword Repetition (CTOPP)

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WJ BACKGROUND KNOWLEDGE (GC)

Picture Vocabulary

What is this?  Expressive Vocabulary (CELF)

What is this part of the structure called? 

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WJ RETRIEVAL FLUENCY (Gr)

Retrieval Fluency

I want you to name different things that you can eat or drink. You will have one minute to name as many as you can. When I say, "Begin," say the words as fast as you can. Begin.

Word Associations (CELF)

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WJ RETRIEVAL EFFICIENCY (Gr)

Rapid Picture Naming -

Rapid Automatic Naming (CELF)

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WJ
AUDITORY PROCESSING (GA)

Sound Blending

Now you are going to hear some more words. After the two beeps tell me what each word is.

(e.g. f - oo - d)

Phonological Awareness- Blending (CELF)
Phono.Blending (TAPS)
Blending Words (CTOPP)

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WOODCOCK JOHNSON

Story Recall (GI)

Understanding Paragraphs (CELF), Auditory Comprehension (TAPS), Comprehension of Stories and Questions (RESCA-E), Narrative Skills (RESCA-E)

Understanding Directions (Gwm)

Following Directions (CELF), Comprehension of Oral Directions (RESCA-E), Executing Oral Directions (RESCA-E), Processing Oral Directions (TAPS-4)

Sentence Repetition (Gwm)

*Sentence Memory (TAPS), Recalling Sentences (CELF)
Sentence Imitation (TOLD)*

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WOODCOCK JOHNSON

Picture Vocabulary (Gc)

Picture Vocabulary (TOLD), Comprehension of Vocabulary (RESCA-E), Listening Comprehension (OWLS-II)

Nonword Repetition (Ga)

Blending Nonwords (CTOPP2), Syllabic Blending (TAPS-4)

Memory for Words (Gwm)

*Word Memory (TAPS)
Segmentation (Ga)
Phonological Segmentation (TAPS), Phoneme Isolation (CTOPP2)
Phonemic Analysis (TOLD)*

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WJ IV- TESTS OF ORAL LANGUAGE

- Picture Vocabulary (Gc) – Oral Expression
- Oral Comprehension (Gc) – Listening Comp
- Segmentation (Ga) – Phonetic Coding
- Rapid Picture Naming (Gr) – speed of lexical access
- Sentence Repetition (Gwm) – Oral Expression
- Understanding Directions (Gwm)- Listening Comp
- Sound Blending (Ga) – Phonetic Coding
- Retrieval Fluency (Gr) – speed of lexical access
- Sound Awareness (Ga)

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VCI

- **Vocabulary (Gc-VL)-** Define a word read aloud

Word Definitions (CELF) Oral Vocab (TOLD)

- **Similarities (Gc-VL)-** Perceive a common element between two words

Word Classes (CELF) Relational Vocab (TOLD)

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WISC-V Primary Index Scales

VCI does NOT measure Verbal Comprehension

VCI does measure Oral Expression

Based on 5-factor hierarchical CFA of


Based on construct validation literature, Extant factor analyses, CIE classifications

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ABILITIES AND FUNCTIONS RELATED TO SEL AREA: RRR	WISC-V SUBTEST	DEGREE OF RELATIONSHIP BASED ON LITERATURE REVIEW	SAMPLE OF SUPPLEMENTAL SUBTESTS VIA WJ-V NECESSARY	COMMENTS
GEVL (General Knowledge)	Vocabulary	Moderate	CELLF Word Classes Word Definitions	Definition may also include GEV CELLF is automatically linked to the WISC-V and should be an integral representative
GCIB (General Information)	Comprehension Information	Moderate	WJVI COG General Information	In the majority of cases, it will not be necessary to go out otherwise for additional K12 content
OP (Orthographic Processing)	Phonological Awareness	Moderate	DC FIM Orthographic Processing Regular Word Reading Fluency	TODM-2 is also sensitive to OP weaknesses
GWA, WA, WI, WU, AC (Working Memory)	Picture Span Digit Span Forward Digit Span Backward Digit Span Sequencing Letter-Number Sequencing	Moderate	CELLF-5 Reading Fluency WJVI COG Number Sequencing Object Number Sequencing Number Memory	Evaluation of differences between auditory and visual memory span will depend on use of separate memory history. Auditory span memory tasks are more sensitive (e.g. A1) and at the older ages may also include a quantitative measure (GFM)
GIMA (Acoustic Memory)	Digit Span Backward Letter-Number Sequencing Block Design Block Design Verbal	Moderate	WJVI COG Visual-Auditory Learning Block Design Sound Symbol Sound Symbol Recall	--
GF (Perceptual Speed)	Symbol Search Coding	Low-Moderate	WJVI Number Pattern Matching WJVI Letter Pattern Matching	Only if Perceptual Speed is used for WJVI Number Pattern Matching and Letter Pattern Matching are they more highly correlated. See g.completion on comppage
GCNA (Phonological Facility/Sound of Letter Names)	Phonological Awareness Phonological Awareness	Moderate	CTOPP-2 Rapid Digit Naming CTOPP-2 Rapid Number Naming	
GCPC (Phonetic Coding) Also related to oral Phonological Awareness	Phonological Awareness Phonological Awareness	High	KETA-3 Phonological Processing CTOPP-2 WJVI SA Segmentation Sound Awareness Sound Blending	KETA-3 is automatically linked to the WISC-V and should be an integral representative history
GDM (Memory for Sound/Picture)	Picture Span	Low-Moderate	TODM-2 Nonword Repetition (also Gwm-M)	Also called Phonological Memory

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TOLD SEMANTIC SUBTESTS




“...study of the meaning of language; relationship between language and thought.”

- (P/I) Picture Vocabulary (Gc-VL)
- (P/I) Relational Vocabulary (Gc-LD)
- (P) Oral Vocabulary (Gc-VL)
- (I) Multiple Meanings (Gc-VL/LD)

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TOLD PHONOLOGICAL SUBTESTS




“...the sound system of language (most important component is phonemics, the study of significant speech sounds).”

- (P) Word Discrimination (Ga US/U3)
- (P) Phonemic Analysis (Ga PC:A)
- (P) Word Articulation (Ga PC:S)

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REDUNDANCY



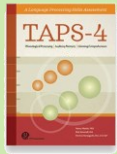
WJ/WESCHLER	TOLD	Time to Administer
Picture Vocabulary	Picture Vocabulary	10 min.
Oral Comprehension	Syntactic Understanding	10 min.
Sentence Repetition	Sentence Imitation	5 min.
Auditory Attention	Word Discrimination	10 min.
Sound Awareness	Phonemic Analysis	10 min.
Sound Blending	Word Articulation	5 min.
	Relational Vocabulary	
	Morphological Completion	

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AUDITORY MEMORY

“Measures basic memory processes, including sequencing”

- Number Memory Forward (**Gwm-wa**)
- Number Memory Reversed (**Gwm-AC**)
- Word Memory (**Gwm-wa**)
- Sentence Memory (**Gwm-wa**)



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REDUNDANCY

WJ/WESCHLER	TAPS	Time to Administer
Sound Blending	Phonological Blending	10 min.
Auditory Attention	Word Discrimination	10 min.
Numbers Reversed	Number Memory Reversed	5 min.
Memory for Words	Word Memory	5 min.
Sound Awareness	Phonological Segmentation	10 min.
Sentence Repetition	Sentence Memory	5 min.
	Auditory Comprehension	
	Auditory Reasoning	
Digit Span	Numbers Forward	5 min.

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SAVING TIME

- Reduce number of subtests administered
 - Based on referral
 - Based on research
- Report Writing
 - No more staple – Comprehensive Report
 - Combine results and perspectives
 - Parents don't have to mix and match
- Feedback or IEP meetings
 - Stop saying the same thing in different languages



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Report Writing

An opportunity to inform

Its about child performances not scores

Write about specific skills not Index

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TEXAS TELLS US TO, THAT'S WHY!!

ELIGIBILITY GUIDELINES FOR SPEECH IMPAIRMENT




MAKE GIFS AT GIFSOU.P.COM

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Frequently Asked Questions

1. Isn't it OK for each evaluation member to evaluate a child independently? We do not have time to collaborate.

A multidisciplinary team approach is not optional. IDEA 2004 requires the use of a multidisciplinary team to determine eligibility and develop the individual education plan. [CFR 34§300.116(a)(1)]

For students with a suspected disability in the areas of speech, language, or communication, this requirement is met with the inclusion of a speech-language pathologist on the multidisciplinary evaluation team. When the suspected disability is LD-oral expression (LD:OE) or LD-listening comprehension (LD:LC), the speech-language brings valuable insight and information to the team and should routinely be included in the evaluation process. Careful planning of the assessment is recommended so that the various members of the multidisciplinary team know what tests and subtests they are each administering. This will minimize over-testing and redundancy of testing in the various areas of the evaluation.

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MAKE SCORES COMMUNICATE

- Convert Scaled Scores into Standard Scores
- If no XBASS, may be possible to find Cluster Average.
 - Need to understand Confidence Intervals
- If the Cluster score on one battery adequately measures a Broad Ability, use that score rather than averaging.

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PSYCHOMETRIC CONVERSION TABLE

Standard Score	Percentile Rank	Scaled Score	EB Score	C Score	F Score	Description
100	99	100	100	100	100	Very Superior
95	97	95	95	95	95	Very Superior
90	94	90	90	90	90	Very Superior
85	91	85	85	85	85	Very Superior
80	88	80	80	80	80	Very Superior
75	85	75	75	75	75	Very Superior
70	82	70	70	70	70	Very Superior
65	79	65	65	65	65	Very Superior
60	76	60	60	60	60	Very Superior
55	73	55	55	55	55	Very Superior
50	70	50	50	50	50	Very Superior
45	67	45	45	45	45	Very Superior
40	64	40	40	40	40	Very Superior
35	61	35	35	35	35	Very Superior
30	58	30	30	30	30	Very Superior
25	55	25	25	25	25	Very Superior
20	52	20	20	20	20	Very Superior
15	49	15	15	15	15	Very Superior
10	46	10	10	10	10	Very Superior
5	43	5	5	5	5	Very Superior
0	40	0	0	0	0	Very Superior
-5	37	-5	-5	-5	-5	Very Superior
-10	34	-10	-10	-10	-10	Very Superior
-15	31	-15	-15	-15	-15	Very Superior
-20	28	-20	-20	-20	-20	Very Superior
-25	25	-25	-25	-25	-25	Very Superior
-30	22	-30	-30	-30	-30	Very Superior
-35	19	-35	-35	-35	-35	Very Superior
-40	16	-40	-40	-40	-40	Very Superior
-45	13	-45	-45	-45	-45	Very Superior
-50	10	-50	-50	-50	-50	Very Superior
-55	7	-55	-55	-55	-55	Very Superior
-60	4	-60	-60	-60	-60	Very Superior
-65	1	-65	-65	-65	-65	Very Superior
-70	0	-70	-70	-70	-70	Very Superior
-75	0	-75	-75	-75	-75	Very Superior
-80	0	-80	-80	-80	-80	Very Superior
-85	0	-85	-85	-85	-85	Very Superior
-90	0	-90	-90	-90	-90	Very Superior
-95	0	-95	-95	-95	-95	Very Superior
-100	0	-100	-100	-100	-100	Very Superior

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Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	Percentile	Classification
Background Knowledge (Gc)			109	101 to 111	65	Average Range
Breadth and depth of acquired cultural knowledge and its effective application	WISC V	Similarities	110	103 to 117	75	High Average
	WISC V	Vocabulary	110	103 to 117	75	High Average
	WI-V	General Information	98	91 to 105	35	Average Range
	CELF-5	Word Classes	110	103 to 117	75	High Average
	CELF-5	Semantic Relationships	115	108 to 122	84	High Average

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Example: CTOPP2 is often used to supplement cognitive batteries, such as WISC-V

- Top Row for all areas in XBA Analyzer Tab includes the names of Tests and Batteries that do not have their own individual tab in X-BASS. Use the drop-down menu in the top row in the Ga domain to find the CTOPP2.

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Supplement the WISC-V with tests from CTOPP2 for Ga: Phonetic Coding

- CTOPP2 Manual does not include critical values for determining cohesion of composites.
- Select the subtests that make up the composite; and enter the scaled scores for each subtest; X-BASS will evaluate cohesion

X-BASS Builds in the Guiding Principle: Use Actual Norms Whenever they are Available

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Strengths and Weaknesses Indicator

Determination of Strengths and Weaknesses

After you have each your subtests, click the "View a Data Summary" button to continue with the XBA analysis.

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PSW-A Data Summary

CHC ABILITY DOMAINS

CHC Ability Domain	Score	Classification
WISC-V Verbal Comprehension Index (VCI) Test Comp	111	
WISC-V Fluid Reasoning Index (FRI) Test Comp	101	
WISC-V Working Memory Index (WMI) Test Comp	106	
WISC-V Block Design Index (BDI) Test Comp	102	W
WISC-V Visual Spatial Index (VSI) Test Comp	87	W
Comprehensive Test of Phonological Processing 2 (CTOPP2) Test Comp	78	W
WISC-V Processing Speed Index (PSI) Test Comp	84	W

1. Verbal Comprehension Composite (VCI) Score: 0.74

2. Fluid Reasoning Composite (FRI) Score: 1.08

3. Working Memory Composite (WMI) Score: 0.76

4. Block Design Composite (BDI) Score: 0.76

5. Visual Spatial Composite (VSI) Score: 0.76

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Dual-Discrepancy/Consistency Model: Analyses for SLD

PSW

1. An individual is eligible for SLD if they meet the criteria for a specific learning disability (SLD) as defined in the IDEA regulations (34 CFR 300.131).

2. The individual must have a significant discrepancy between their achievement and ability in one or more areas of reading, mathematics, or written language.

3. The individual must have a consistent pattern of weakness in the areas of reading, mathematics, or written language.

4. The individual must have a consistent pattern of weakness in the areas of reading, mathematics, or written language.

5. The individual must have a consistent pattern of weakness in the areas of reading, mathematics, or written language.

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Culture-Language Test Classifications - Reference table with columns for LOW, MODERATE, and HIGH degrees of linguistic demand and rows for various tests like ASH Total Discrimination, etc.

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Culture-Language Interpretive Matrix - Sample Interpretive Statements table with columns for DD/C Levels I-IV and rows for various test categories.

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Failure to respond to quality instruction or intervention

Table with 4 rows: Failure to respond to quality instruction or intervention, At least average ability to think and reason, Exclusionary factors are not the primary reason for underachievement, Low achievement is unexpected.

When the Criteria for the DD/C Pattern are Met, the Following May be Concluded Within the Context of Flanagan and Colleagues' Operational Definition of SLD (now known as DD/C)

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment.

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At Least Average Ability to Think and Reason - Low Achievement is Unexpected

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment.

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Exclusionary Factors are Not the Primary Reason for Underachievement

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment.

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There are Domain-Specific Weaknesses in Cognitive Areas that are Related Empirically to Achievement Weaknesses (Consistency)

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory. Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).

Exhibits the DD/C pattern of Strengths and Weaknesses

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory. Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).

Flanagan, D. P., & Alfonso, V. C. (2015). RTI Data and Cognitive Assessment are Both Useful for SLD Identification and Intervention Planning. In N. Mather & L. E. Jaffe (Eds.), *Expert Psychological Report Writing*. New York, NY: John Wiley & Sons.

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CASE STUDY: VINCENT

BACKGROUND

- 15 year old, African American. 9th grader
- First 10 yrs lived with mother & step-father, several half siblings ages 17 to 30.
- Was placed into father's custody after mother and step-father arrested for selling drugs in the home. Father works three jobs (security, transportation)
- Academics
 - Most information comes from report cards.
 - Vincent was supposedly receiving Tier II interventions in reading for 1st and 2nd grade (no info as to what the supposed intervention(s) were).
 - From 3rd to 5th grade earned grades in ELA that were below proficient range
 - Other academic areas were within the proficient range.

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ACADEMICS (CONT)

- 6th grade (living with father) – enrolled in private parochial school.
- Supposedly received Tier II interventions
 - Addressing decoding, comprehension, organization, and test taking skills
 - No data to be found in regards to progress
- 6th grade report card
 - Low 90s in all courses except reading, where grades were in high 70s
 - Midterms and Final Exam grades were much lower in all courses (50s to 70s)
- Last year
 - PSAT 8/9 exam indicates at 21st %ile in reading and writing, 44th %ile in math
 - All grades were in 80s, midterms and finals were between 60 and 70
 - Father suspects grade inflation in many courses

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VINCENT

- Charming, polite, good sense of humor
- In conversation, had word finding difficulty
- He feels his worst subject is reading.
 - Will 'stutter' when reading – he gets stuck on a word, so he simply puts in a new word so he can finish the sentence. He does not think that the word he inserts is the correct word.
 - Tries to anticipate words when reading
 - Acknowledged that with text he can read, he may not understand the vocabulary, thus impacting comprehension.
 - Likes his current teachers because they slow things down, break assignments down, and do repeated lessons.

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GENERAL COGNITIVE PERFORMANCE

THE BELOW TESTS MEASURE HOW WELL VINCENT UNDERSTANDS AND COMPREHENDS BUT ARE AVERAGE OR LOW AVERAGE. THESE CHILDREN ARE OFTEN FOUND TO TAKE TREMENDOUS EFFORT TO GET THROUGH ANY READING ASSIGNMENT.

COGNITIVE PERFORMANCES

General Cognitive Results:

Vincent's general cognitive ability was evaluated using the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) and the Woodcock Johnson Tests of Cognitive Abilities - Fourth Edition (WJ-IV). Both the WISC-V and WJ-IV are norm-referenced, individually administered tests of cognitive ability whose aim is to measure not only general cognitive ability, but also certain specific areas of cognition as well.

Vincent's overall cognitive abilities on the WJ-IV were found to be within the Average Range (General Intellectual Ability of 93; 33rd percentile). This means that Vincent performed equal to or better than 33 percent of the individual's age on the WISC-V standardized sample. With respect to specific cognitive skills, Vincent's reasoning skills, visual processing, working memory, and processing speed were all found to be within or above the normal limits. He had relative and normative difficulties on tasks that tapped into his background knowledge, phonemic awareness, retrieval skills, and learning efficiency, all of which are impactful upon his sight word reading skills and development.

The following is a more detailed explanation of Vincent's performances within each cognitive

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PROCESSING SPEED, VISUAL PROCESSING

Processing Speed (Gs)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Processing Speed (Gs)		Cluster Average =	96	91 to 101	40	Average
Ability to perform simple tasks quickly and fluently	WJ-IV	Letter Pattern Matching	96	89 to 103	40	Average
		Number Pattern Matching	98	91 to 105	44	Average
		Pair Cancellation	103	96 to 110	58	Average

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Visual Processing (Gv)		Cluster Average =	94	87 to 101	34	Average
Ability to analyze, synthesize and manipulate visual information.	WJ-IV	Visualization	94	87 to 101	34	Average

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BACKGROUND KNOWLEDGE/LANGUAGE

Crystallized Knowledge (Gc)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification	
Crystallized Knowledge (Gc)		Cluster Average =	87	84 to 90	18	Low Average	
Knowledge and understanding of information	WISC-V	Vocabulary	85	78 to 92	18	Low Average	
		Block Design	85	78 to 92	18	Low Average	
		Object Vocabulary	89	79 to 99	23	Low Average	
		WJ-IV	General Information	84	87 to 103	34	Average
		One Completion	89	83 to 97	23	Average	
FAR	Semantic Concepts	77	70 to 84	6	Very Low		

Crystallized knowledge (Gc) represents the ability to reason with previously learned information acquired from formal and informal educational opportunities and exposure to mainstream culture. Crystallized knowledge, knowledge used for games such as Trivial Pursuit, is highly correlated with most academic areas. It is all the information stored in one's "mental file cabinet". Vincent's overall performance in this area was found to be within the Low Average Range.

Vincent performed below the normal limits on several tasks that tapped into his knowledge or his ability to express his knowledge of words. Whether he was defining words (Vocabulary) or attempting to provide a synonym or antonym for a word (Semantic Concepts, One Vocabulary), Vincent could typically provide correct answers for high frequency terms, such as "read" or "book". In various cases, Vincent would need a few moments before coming up with a response. This was similar to his conversational style, needing time for word finding. His definitions were typically brief and dictionary like. With encouragement, he could expand when deemed necessary. He had relative difficulty when working with more moderate to lower frequency terms (his grade appropriate) such as "bold" or "transformation". For some, he would immediately recognize he had no answer.

It is noted that for both Vocabulary and One Vocabulary, Vincent had to generate his own answer. For Semantic Concepts, Vincent was provided a menu of four options that he was to pick after hearing each of the words. He continued to have trouble working on this question option.

Had to work incredibly hard to work out answers. Difficult time with word retrieval, trouble with verbal expression. Really had trouble with relational anatomy. Weak verbal reasoning

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FLUID REASONING/WORKING MEMORY

Fluid Reasoning (Gf)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification	
Fluid Reasoning (Gf)		Cluster Average =	104	99 to 109	61	Average	
Ability to solve problems that require logical thinking	WISC-V	Block Design	108	101 to 115	76	High Average	
		Letter-Number Sequencing	108	101 to 115	76	High Average	
		Number Series	108	101 to 115	76	Average	
		WJ-IV	Concept Formation	103	98 to 111	62	Average
		Analysis Synthesis	111	104 to 118	77	High Average	

Fluid reasoning (Gf) involves the ability to reason with information, form concepts, and solve problems that deal with unfamiliar information or novel situations. The processes are assumed to depend primarily on previous learning experiences. For example, fluid reasoning may come into play when initially learning how to solve Sudoku puzzles or logic problems. It is highly related to the ability to think, work, and solve problems.

Did well with feedback. Not so hot with conceptual similarities

Did fine for most. Not a clue why he stunk at NR. But all other performances were solid.

Working Memory (Gwm)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Working Memory (Gwm)		Cluster Average =	97	92 to 102	42	Average
Ability to hold onto information in one's mind	WJ-IV	Verbal Attention	107	100 to 114	68	Average
		Numbers Reversed	77	70 to 84	6	Very Low
		Object Number Sequence	107	100 to 114	68	Average
		Memory for Words	99	92 to 106	48	Average
Understanding Directions	92	85 to 99	31	Average		

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LEARNING EFFICIENCY, RETRIEVAL, PHONOLOGICAL AWARENESS

Learning Efficiency (Glr)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Learning Efficiency (Glr)		Cluster Average =	93	88 to 98	31	Average
Ability to learn information and use it in a new situation	WJ-IV	Visual Auditory Learning	99	92 to 106	48	Average
		Story Recall	88	81 to 95	21	Low Average

Lacked fluency when reading". Did OK with the stories.

Retrieval Fluency (Gr)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Retrieval Fluency (Gr)		Cluster Average =	77	72 to 82	13	Very Low
Ability to retrieve information stored in long-term memory	WJ-IV	Rapid Picture Naming	99	92 to 106	48	Average
		Retrieval Fluency	67	60 to 74	1	Extremely Low
		FAR	Rapid Automatic Naming	80	73 to 87	9

Slow, deliberate. Had a hard time with retrieval fluency. Just could not bring up words. Much like Voc.

Auditory Processing (Ga)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Phonemic Awareness (Ga)		Cluster Average =	74	67 to 81	4	Very Low
Ability to analyze, synthesize, and manipulate auditory information.	WJ-IV	Phonological Processing	74	67 to 81	4	Very Low

Painful to watch. Hard time with substitution. No flow at all. Nothing came easy. Hard time thinking of words that began w a specific sound.

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WORD IDENTIFICATION/DECODING

Word Identification/Decoding

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Single Word Decoding		Cluster Average =	76	69 to 83	5	Very Low
Ability to identify and pronounce words	FAR	Isolated Word Fluency	76	69 to 83	5	Very Low
		Integrated Word Fluency	77	70 to 84	6	Very Low
		Phonological Fluency	77	70 to 84	6	Very Low
		Letter Word Identification	85	78 to 92	16	Low Average
WJ-IV	Word Attack	86	81 to 103	40	Average	

Phon single-word reading is an essential element of reading and comprehending connected text. Sight word is a familiar written word that is recognized instantly, automatically, without sounding it out or guessing. It does not matter if the word is phonologically regular or irregular. Ultimately, a sight word vocabulary refers to all the words a person knows instantly and automatically. The more accurate and automatic readers become with these individual word recognition processes, the more cognitive space can be freed up for comprehending strings of text. Sight word recognition improves reading fluency and automaticity, which allows for greater focus on the more mentally demanding task of reading comprehension. Vincent had relatively consistent difficulties in this area, often performing between the Very Low and Low Average Ranges. In terms of the Sample View of Reading, Vincent's word recognition (ID) would be suboptimal (much less than 1).

As noted by Kilpatrick (2016), letter sequences in words are meaningful because the letter order is designed to match the order of the sounds in spoken words. For example, each letter in the word "stamp" is in the same order as its corresponding spoken phoneme. Letter strings that are in a meaningful order (i.e. written words) can be anchored into permanent memory if the reader is able to recognize why those letter strings are meaningful and are in that order. Having solid phoneme awareness is key in the immediate recognitions of letter strings. As noted earlier, Vincent's difficulties in the area of phoneme awareness appear to be consistent with his difficulties in recognizing irregular, regular, and phonemically correct nonsense words. His trouble with immediate recognition was typically consistent whether reading lists of words under timed pressure (Isolated Word Fluency) or without timed pressure (Letter Word Identification). In the case of the latter, while the performance was within the Low Average Range, his RPI of 49/90 indicates an instructional implication of Very Difficult. For all word

Made my own 'cluster'

Integrated Simple View of Reading within context of report.

Had a rough time reading the isolated words with fluency.

Really could not do the Orthographic Processing (shown a word for one second, then asked if a letter sequence was present)

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READING FLUENCY

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	%ile	Classification
WJ-IV-Ach	FAR	Oral Reading Fluency	77	70 to 84	6	Very Low
		Silent Reading Fluency	91	84 to 98	27	Low Average
		Rat.	89	82 to 96	23	Low Average

Using Spring Benchmark passages at the 7th and 8th grade level, Vincent oral reading fluency (ORF) was found to be 99 and 97 respectively, both of which is at the 10th percentile and within the At Risk Range. In comparison, the 50th percentile for these measures would be 131 and 135, respectively.

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Made my own cluster

READING COMPREHENSION

Typo – Reading Recal twice??!! Oy!

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	%ile	Classification
WJ-IV-Ach	FAR	Morphological Processing	81	74 to 88	10	Low Average
		Silent Reading Fluency: Comprehension	89	82 to 96	23	Low Average
		Sentence Reading Fluency	89	82 to 96	23	Low Average
		Passage Comprehension	82	75 to 89	13	Low Average
		Reading Recall	93	86 to 100	32	Average
		Word Reading Fluency	88	81 to 95	21	Low Average
		Reading Recall	93	86 to 100	32	Average
Reading Vocabulary	100	93 to 107	50	Average		

Vincent had relative difficulty, performing within the Low Average Range, on task that tapped into his morphological awareness, or the ability to recognize the meanings of parts of words such as roots, prefixes, suffixes, and grammatical endings such as -s, -ed, or -ing. Students with reading difficulties often have weaker performances on such tasks. Morphological awareness can be impactful upon building reading vocabulary and determining the meanings of unfamiliar words. Morphemic analysis can be especially effective word learning strategy for use with content area text. Vincent was shown incomplete words to which he had to complete by

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CONCLUSIONS

Conclusions:

Ultimately, Vincent's performances on the following cognitive skills were either well below or below the normal limits

- Rapid Automatic Naming
- Vocabulary
- Retrieval Fluency
- Phoneme Awareness

Academically, his normative weaknesses included

- Reading fluency
- Word identification
- He does exhibit strengths in
 - Working memory
 - Reasoning skills within non conceptual information
 - Learning strategy efficiency
 - Visual/spatial reasoning

His reading comprehension skills varied. What he could read, he may be able to understand depending on the vocabulary of the passage. Within the Simple View of Reading framework, it is clear that Vincent's primary difficulty is in the area of decoding or a limited automatic sight word vocabulary (D). This is especially apparent by his consistently weak reading fluency skills, which are often attributed to weak phoneme awareness skills. These deficits impact his higher level reading comprehension and efficient learning. This leads to the conclusion that Vincent's reading issues should be classified under dyslexia. The district should review these findings to determine how Vincent would be best supported, either under Part 200 regulations (which are the New York State regulations to conform to the federal Individuals with Disabilities Act (IDEA) or Section 504 of the American Disabilities Act (ADA). In regards to the former, Vincent clearly exhibited a pattern of strengths and weaknesses within this evaluation. His reading fluency, phoneme awareness, and word identification do not appear to be meeting grade level standards. Primary accommodations should include additional time on assignments and tests that involve reading, and when taking an exam to have the opportunity to have unfamiliar words read to Vincent. Below are various suggestions that the district may want to also consider to better support and develop Vincent's academic programming.

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STEPS IN CHANGING YOUR PRACTICE

GO SLOW

Review a file

Re-eval

Initial Eval



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Contact me if there is/are particular slide(s) that you would like. (ashanock@yahoo.com)

Here is a link to a shared Drop Box with various resources, reports, and other links

I am always available to do presentations (MTSS, RtI, SST, XBA, XBASS) for districts or other organizations.

I am also available to do Zoom or phone calls regarding any cases that you may have.



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<https://sites.google.com/pattan.net/pattan-literacy/pattan-literacy-expert-series-and-book-studies/the-writing-rope-with-joan-sedita>

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<https://sites.google.com/pattan.net/pattan-literacy/pattan-literacy-expert-series-and-book-studies/pattan-literacy-quick-picks>

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<https://keytoliteracy.com/free-resources/templates-printables/>

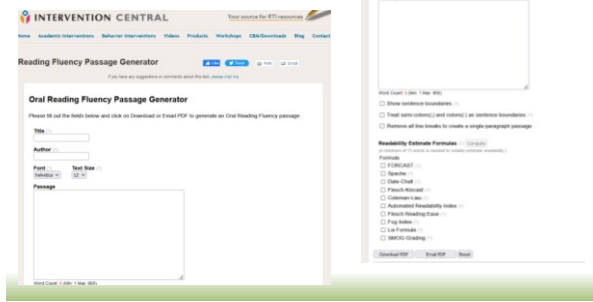
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 - How the Key Comprehension Routine**
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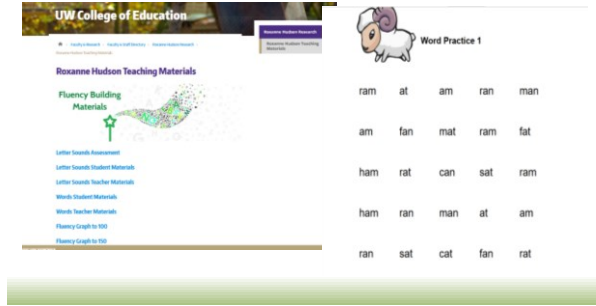
<https://ies.ed.gov/ncee/rel/Products/Region/southeast/Publication/3774>

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<https://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator>

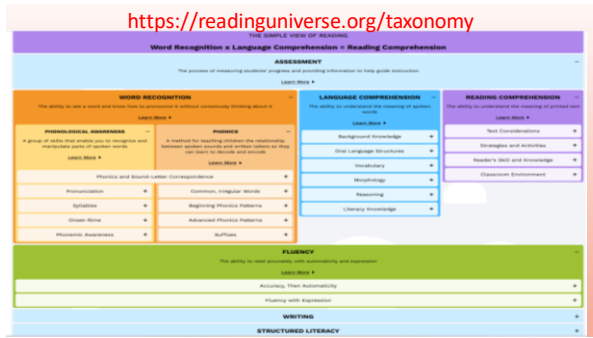


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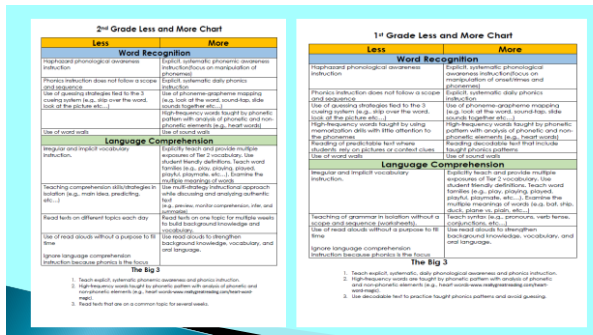
<https://readinguniverse.org/taxonomy>



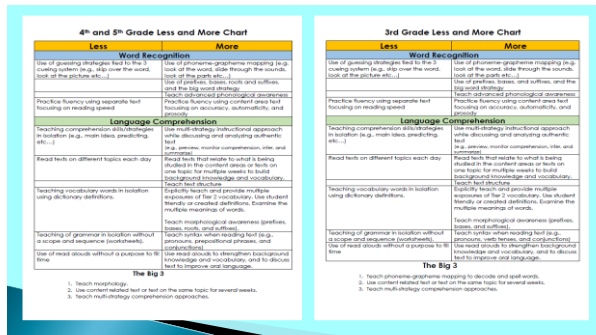
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<https://sites.google.com/dawsonesc.com/risearkansas/the-science-of-reading?authuser=0>

What is the Science of Reading?

FOUR PART PROCESSING MODEL

THE SIMPLE VIEW OF READING

D x LC = RC

DECODE/PHONICS LANGUAGE READING

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<https://www.tools4reading.com/tools4teachers>

tools4reading

West Virginia Phonics

We are pleased to continue offering West Virginia Phonics for our Tools 4 Reading community!

Please note: Tools 4 Reading did not write these lessons but made them available for your professional use.

Skill 1

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<https://sites.google.com/wcsu.net/notimetowaste/welcome?authuser=0>

No Time to Waste: Structured Literacy with Young Adults

With this site we share an example of effective instruction and programming in foundational literacy skills from our rural, public middle and high school.

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STEPHEN PARKER

TEACH READING

Do it Logically. Use Synthetic Phonics.

<http://www.gemteachphonics.com>

Stephen Parker
Teacher / Author / Dad

The Reading Disability Crisis

Teaching a Preschooler to Read

Reading Interventions with Phonics

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Literacy Foundations for English Learners Book Study

Chapter 1 - Teaching Literacy Skills to English Learners

Chapter 2 - Language and Literacy Development

Chapter 3 - Components of Literacy Development Among English Learners

Chapter 4 - Phonological Awareness Development Among English Learners

Chapter 5 - Phonics Development Among English Learners

Chapter 6 - Reading Fluency Among English Learners

<https://pattaneast.padlet.org/kderochePaTTAN/LitFoundforELs>

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Multitiered System of Supports for English Learners

Model Collaboration Research sponsored by the Office of Special Education Programs, U.S. Department of Education

MTSS / ELS

Features of these models include:

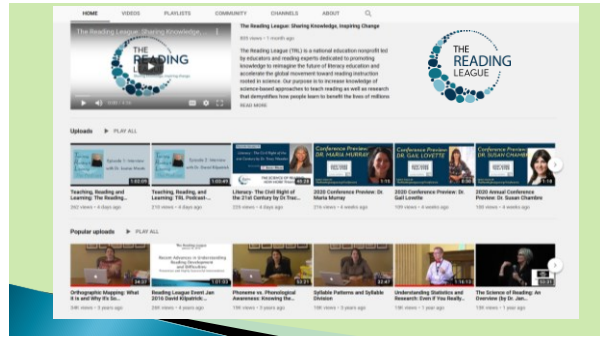
- Appropriate research-based reading instruction and intervention for ELs
- Culturally-responsive teaching strategies and practices

<https://www.mtss4els.org/>

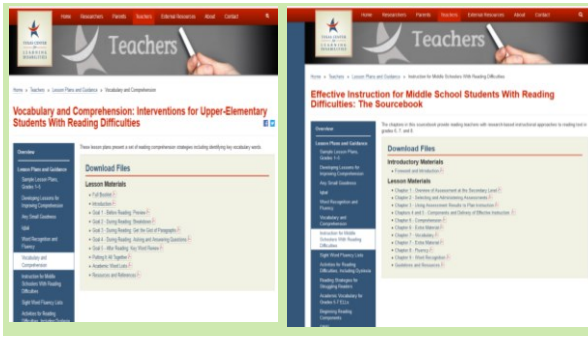
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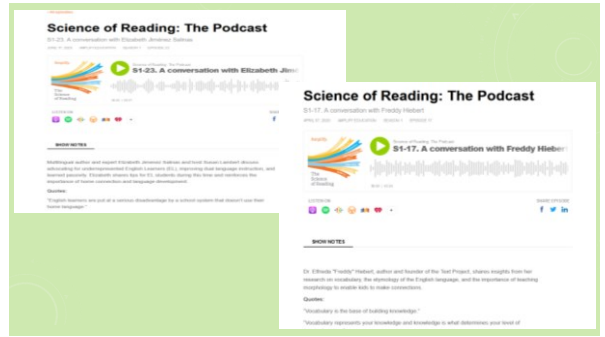
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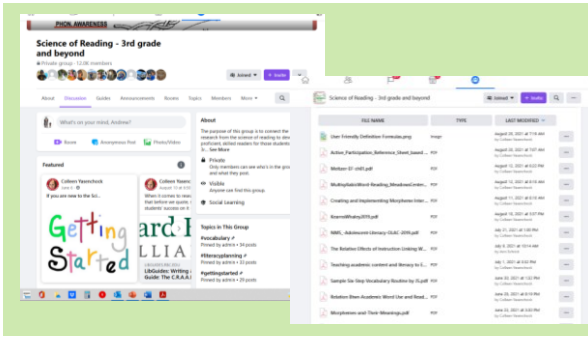
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