

**ANYTOWN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT
CONFIDENTIAL PSYCHOEDUCATIONAL EVALUATION**

Date: 9/21/2005

Name:	Joe Blow	Parents:	Emma, Lowell, Bubba, Michelle
Birthdate:	1/1/1999	Address:	XXXXXXXX
Age at Testing:	7		XXXXXXXX
PPS ID#:	123456	Phone:	(503) 555-5555
School:	MLC	Supervisor:	Denise XXXX
Grade:	2	Examiner:	James B. Hanson, M.Ed.
Teacher:	Kitty XXX	Position:	School Psychologist

1. REASON FOR REFERRAL:

Joe (Joe) was referred for an evaluation of special education eligibility and learning needs. Joe seems socially awkward and his reading and writing are below the class average. The team would like to know if Joe has a learning disability or communication disorder that requires specially designed instruction. The team would like to know:

- 1) What aspects of the instructional environment support and inhibit Joe's acquisition and retention of academic skills; and
- 2) What student characteristics support and inhibit Joe's acquisition and retention of reading skills?

2. DEVELOPMENTAL INFORMATION:

Student Strengths: Joe is usually friendly and cheerful, inquisitive and alert. He demonstrates empathy, enthusiasm, and energy. Joe has a sense of humor that he demonstrates when writing and illustrating stories. He likes math, science, and hand-on games like Lego's. He often notices details about things.

Developmental and Family History: Dr. Brooke XXX reports that Joe is healthy and has normal hearing and vision (20/30 vision tested January 2005). Joe's prenatal development was reportedly normal (forty-one weeks, delivery at 7 pounds, 1 ounce). His birth was normal yet difficult; Joe had respiratory distress with an initial APGAR score of one due to a pinched umbilical cord that was wrapped around his neck. Joe improved and went home with his mom. Joe has allergies to catnip and perhaps other substances. Joe's speech and toilet training were very slightly delayed; other developmental milestones were reached within normal time parameters. Dr. Bill recently diagnosed Joe with Asperger's Syndrome.

Joe lives half time with his mother, Emma, his mother's partner Lowell and his half-brother. Joe lives the other half of the time with Bubba and with Bubba's wife Michele Albe Emma and Bubba separated when Joe was four and they maintain a good working relationship. Emma's family history includes giftedness, depression, ADHD, and learning disabilities. Bubba's family history includes depression.

School History: Joe's current teacher, Kitty XXX, reports that he made some progress in reading and writing last year; he no longer needs a lot of prompting to use his strategies to decode words. Joe now seeks help when he needs it. He continues to remain below the rest of the class in reading comprehension and social communication.

3. ASSESSMENT AND EVALUATION:

A. Instruments Used:

School Records Review	2/3/2005
Interviews	2/3/2005, 3/8/2005
Work Samples	2/3/2005
Observations	2/3/2005, 3/3/2005
Kaufman Assessment Battery for Children, Second Edition	3/3/2005
Kaufman Test of Educational Achievement, Second Edition	3/8/2005
Medical Statement	9/20/2005

Observations During Testing: Joe needed little encouragement to work hard and to solve difficult problems. On the “Rover” test of visual-spatial thinking, Joe ignored the rules (that he understood well enough, when asked to repeat them) and chose to move the game piece in new and interesting paths. This test was not used to compute the Visual-Spatial Thinking composite.

B. Cognitive Testing KABC-II Date: 3/3/2005 Examiner: James Hanson

Composite or Test	Standard/ Scaled	90% Confidence	Percentile Rank
Fluid/Crystallized Index (FCI)	98	93-103	45
Mental Processing Index (FCI minus Knowledge)	102	97-107	55
Sequential (Short-Term Memory: Memory Span)	94	86-102	34
Number Recall (Memory Span-verbal response)	12		70-79
Word Order (Memory Span-motor response)	6		7-12
Simultaneous (Visual-Spatial Thinking)	119	109-127	90
Rover (Spatial Scanning)	9		32-42
Triangles (Spatial Relations & Visualization)	15		94-96
Block Counting (Visualization, Closure Speed, Quantitative)	11		58-68
Learning (Long-Term Storage and Retrieval)	108	101-115	70
Atlantis (Associative Memory)	12		70-79
Rebus (Meaningful Memory)	11		58-68
Rebus Delayed	7		13-19
Planning/ (Fluid Intelligence: Induction and...)	97	88-106	42
Story Completion (Induction, Fluid, Lexical, Memory, Speed)	10		45-55
Pattern Reasoning (Induction)	9		32-42
Knowledge (Crystallized Intelligence)	87	81-95	19
Verbal Knowledge (Receptive Lexical Knowledge)	8		21-30
Riddles (Lexical Knowledge, General Information)f 3P32	7		13-19

Standard scores between 90 and 110 fall within the average range. Scores below 85 indicate areas of weakness. Scores above 115 indicate areas of strength. Scaled scores of 8 to 12 fall within the average range. Scaled scores above 12 indicate strengths; scaled scores below 8 indicate weaknesses.

Testing was considered valid. At a chronological age of 7 years, 2 months, Joe obtained a **Luria’s Global Mental Processing Index (MPI) of 102 +/-5**. Joe’s score falls at the fifty-fifth

percentile for his age and within the average range. The team decided to use the MPI as the best measure of Joe's abilities because the CHC Global Fluid-Crystallized Index (FCI) includes the Knowledge (or Verbal Reasoning, or Crystallized Intelligence) factor, and Verbal Reasoning is a relative weakness for Joe. The following is a list of the cognitive abilities that are related to early reading achievement with the most important abilities first.

Phonemic Awareness: On the KTEA-II, Joe phonemic awareness is within the average range.

Verbal Ability: Joe's verbal ability is within the low average range and suggests a relative cognitive weakness. Joe will need enriched vocabulary teaching. Joe had particular difficulty with riddles. The riddles were often composed of three clues (characteristics) about an object. It appeared that when Joe didn't understand one of the three clues, he would disregard the two he knew and give up because he didn't know the third; sometimes he seemed fascinated by the word he didn't know and spend time discussing it. In testing of limits, the examiner came back and asked Joe several missed questions again, giving only two clues. Joe succeeded. He assigned only one meaning to such phrases as: "blown up," and "grooves." He insisted that "water" was not the right answer to a question because water is clear, not blue. Sometimes Joe gave very creative and knowledgeable answers to more difficult questions; instead of naming a usual water bird, he named the blue-footed booby.

Long-term Memory Storage and Retrieval: Joe's overall long-term memory storage and retrieval is within the average range. Joe's associational memory is average; he pairs a name with a symbol as well as most students do. When asked to remember the name later, when he was re-exposed to the picture, Joe remembered as well as most students do. Joe's meaningful memory is within the average range; when asked to pair a word with a symbol (rebus) and then to form the symbols into meaningful sentences, Joe performed as well as most students do. However, Joe forgot those associations more rapidly after performing other tasks; when the examiner retested his knowledge of the rebuses after several other quick tests, Joe performed below the twentieth percentile for his age. The difference in Joe's scores might reflect his relatively lower verbal reasoning/communication skills; Joe might remember things better when they are isolated and not embedded within a syntactic framework. Joe might need multi-sensory instruction and frequent review and practice in order to retain sound/symbol associations and to read with fluency (accurately, quickly, and with proper rhythm).

Working Memory: The KABC-II does not adequately assess working memory. It measures only memory span, or the number of items in a series that a student can remember. Joe remembered numbers far better than he remembered words. Joe also had difficulty integrating his hand movements as he pointed to the pictures of the words he was remembering. The examiner saw other sensory integration difficulties on the optional Hand Movements test. Joe received a scale score of five, his lowest score of the KABC-II tests.

Processing Speed: Not measured by the KABC-II. KTEA-II fluency tests are high average

Fluid Intelligence: Average (related to math reasoning at student's current age)

Visual Spatial Thinking: High Average. (Not related to reading, writing or math)

Composite or Test	Standard Score	90% Confidence	Percentile Rank	Grade Equivalent
Reading	82	+/-3	12	
Letter & Word Recognition	87	+/-3	19	K.10
Reading Comprehension	82	+/-4	12	1.1
Written Language	90	+/-6	25	
Written Expression	92	+/-10	30	1.4
Spelling	91	+/-6	27	1.3
Phonological Awareness	93	+/-8	32	K.2
Nonsense Word Decoding	91	+/-6	27	1.2
Associational Fluency	126	+/-12	96	9.4
Naming Facility (RAN)	120	+/-7	91	5.0

◆ **State Standards linked with CHC, Standardized Academic, and Curriculum-Based Assessment**

READING

Area	Oregon State Standard	Present Level of Performance	Assessment
Phonemic Awareness	Create and state a series of rhyming words including consonant blends.	When hearing a list of three words, two of which rhymed, Joe identified the two words that rhymed eighty percent of the time.	KTEA-II
Phonemic Awareness	Listen and distinguish initial, medial, and final sounds in single-syllable words.	Joe identified the initial sound of words and formed many other words that began with the same sound. Final & middle sounds okay.	KTEA-II, Teacher Tests
Phonemic Awareness	Listen and count the number of sounds in a syllable.	Joe has trouble with rhythmically clapping during the C-L-A-P whole group instruction.	Teacher observation
Phonemic Awareness	Listen and count the number of syllables in a word.	Joe doesn't count them but he can say them.	Teacher observation
Phonemic Awareness	Orally blend two to four spoken phonemes (sounds) into recognizable words.	Joe blended three phonemes with over ninety percent accuracy. He blended four phonemes with fifty percent accuracy.	KTEA-II
Phonemic Awareness	Orally segment single syllable spoken words into their components.	Joe made five errors on nine items when segmenting sounds.	KTEA-II
Phonemic Awareness	Add, delete, or change target sounds to change words.	Joe deleted sounds in the initial and ending position in order to form new words. He did not delete medial sounds.	KTEA-II, Teacher Tests
Concepts of Print	Identify letters, words and sentences	Joe identified all letters presented and all CV and VC words. He identified seventy-five percent of	KTEA-II

		CVC words. He did not identify any CVCC or CCVC words.	
Concepts of Print	Match oral words to printed words.	Joe read along with the examiner in Level 2 books.	CBA
Concepts of Print	Locate the title, name of author, name of illustrator, and table of contents.	Joe identified the title and name of author on a storybook.	CBA
Concepts of Print	Describe the roles of authors and illustrators.	Goal met.	CBA
Concepts of Print	Alphabetize a list of words by the first letter.	Joe has not yet learned to do this. Accuracy is below 20%	CBA
Concepts of Print	Explain how informational text is different from a story.	Joe explained the difference between a story and informational text.	CBA
Concepts of Print	Recognize that sentences start with capital letters and end with punctuation.	Goal met.	KTEA-II, teacher tests
Decoding/Word Recognition	Generate the sounds from all letters and blends.	Joe identified all upper and lower case letters presented and wrote all letters from dictation. He made the sound of all letters except for X, Q and Y.	CBA, Phonics Survey
Decoding/Word Recognition	Use letter-sound knowledge to sound out unknown words.	Joe read and spelled 75% of CVC words.	KTEA-II
Decoding/Word Recognition	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	Joe did not read most vowel digraphs and diphthongs.	KTEA-II
Decoding/Word Recognition	Read compound words and contractions.	Beginning. He's at level six.	DRA
Decoding/Word Recognition	Read inflectional forms and root words.	Not assessed.	
Decoding	Read word patterns	Slowly and with little generalization	Teacher test
Decoding/Word Recognition	Read common sight words accurately and fluently	Joe read the sight word the.	KTEA
Decoding/Word Recognition	Read aloud grade-level text naturally	Joe did not read aloud grade level text fluently.	CBA
Decoding (Fluency)	Read aloud 40-60 wcpm	Joe read fewer than 20 words correct per minute.	CBA
Decoding (Fluency)	Use categories of words (e.g., toys, animals, etc.)	Joe scored far above mastery level.	KTEA-II
Vocabulary	Demonstrate listening comprehension of more complex texts through discussion.	No. Doesn't participate often in discussions. When he does, his comments are often unusual or off-topic.	Teacher observation
Vocabulary	Understand, learn and use new vocabulary from a variety of stories and texts.	Gaining but slower than most students	KABC-II, Teacher observations
Vocabulary	Develop vocabulary by	Doesn't have a very good writing	KABC-II, teacher

	listening to and discussing both familiar and conceptually challenging selections read aloud.	or oral vocabulary. His expressive vocabulary score is at about the 16 th percentile and receptive is at the 25 th percentile.	observation
Comprehension	Listen to, read, and understand a wide variety of informational and narrative text including children's magazines, dictionaries, online information, and classic and contemporary literature and poetry.	Listens to all of the above. Joe is not yet reading or understanding grade level materials. Literal understanding; Piagetian egocentric state.	Teacher observation
Comprehension	Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.	Joe did not read two-word or simple sentences for comprehension. Does much better on the DRA reading level six materials	KTEA-II, DRA
Comprehension	Notice when difficulties are encountered in understanding text.	Joe was aware when he did not understand what he read.	CBA
Comprehension	Use context to understand word and sentence meaning.	Doesn't do a lot of self-correcting but has started to work on this.	DRA Running Record Level 6
Comprehension	Read directions, signs, captions, warning labels, and informational books.	Not a lot of this reading material at level six	Teacher observation
Comprehension	Read and understand simple one-step written instructions.	Goal met with support to focus on the words and get through the whole sentence.	Does that at the door coming in.
Comprehension	Retell the main events of a story describing the beginning, middle, and end.	Does in a very literal way and includes beginning, middle and end.	Work Samples (Problem, Solution, Character, Setting)
Comprehension	Sequence events in a story.		
Comprehension	Relate prior knowledge to a story that is heard aloud or read silently.	In an idiosyncratic way; perseverates on details that might or might not be related to main ideas.	Teacher observations
Comprehension	Predict and justify what will happen next in stories.	This is when he goes off on his own tangents.	Teacher observations
Comprehension	Obtain information from print illustrations.	Goal met. Doesn't link information.	Teacher observations

WRITING

Area	Oregon State Standard	Present Level of Performance	Assessment
Writing	Spell three and four letter short vowel words.	Joe spelled 100% of CVC words	KTEA-II, Work Samples
Writing	Using spelling/phonics-based knowledge to spell independently.	Goal met	Work samples
Writing	Show sensitivity to conventional spelling.	Can identify many words that he has misspelled (more than 50%)	Work Samples
Writing	Identify and write possessive pronouns.	Writes but doesn't identify.	Work Samples
Writing	Identify and write singular and plural nouns	Writes and possible identifies nouns.	Speech
Writing	Correctly use periods, exclamation points, and questions marks.	Joe used ending punctuation less than 50% of the time unless prompted.	KTEA-II
Writing	Capitalize the first word of a sentence, names of people and the pronoun I.	Joe capitalized his own name and the first word of sentences. He often capitalized letters within a sentence.	KTEA-II
Writing	Print legibly and space letters, words, and sentences appropriately.	Joe's handwriting is below average for his age but is getting better rapidly.	KTEA-II, work samples
Written Expression	Write brief stories that describe an experience.	Joe writes two sentences to describe a photograph from his life.	Work Samples
Written Expression	Write simple expository descriptions using sensory words.	Writes about school events.	Work Samples
Written Expression	With guidance, discuss ideas and select a writing focus.	Can often use the brainstorming picture without adult prompt.	Teacher Observation
Written Expression	With assistance, use the writing process (plan, draft, reread, self-correct)	Goal Met.	Teacher Observation
Written Expression	Write for different purposes and to a specific audience.	Goal Met. Writes family journal every week.	Journal
Written Expression	Develop an idea with a beginning, middle, and end.	Writes beginning ideas and adds details. Science sequences okay.	Work Samples
Written Expression	Sequence two or more events.	Sequences two sentences about the same event.	Work Samples
Written Expression	Use descriptive words when writing.	Uses simple words to describe events.	Work Samples
Written Expression	Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.	Joe writes in complete sentences and can tell when his sentences make sense.	Work Samples
Written Expression	Write simple directions.	Not included in curriculum	

4. SUMMARY AND CONCLUSIONS:

Joe Blow is a second grade student a MLC. He was referred for an evaluation of special education eligibility and learning needs. The team wants to know if Joe has a learning disability or communication disorder that requires specially designed instruction. They would also like to know what aspects of the environment and what personal strengths and weakness facilitate or inhibit Joe's early literacy.

Learning Discrepancies:

Dual Discrepancy: Response to Intervention was not conducted.

Discrepancies with State Standards: Yes Joe's reading and writing skills are below benchmarks.

Ability/achievement Discrepancies based on GIA: Yes Describe: Joe's General Intellectual Ability score of 102 and his Broad Reading score of 82 are significantly different. The team notes its objection to using this non-scientifically based approach to identifying disabilities.

Intra-achievement and Intra-cognitive Discrepancies: Yes Describe: Achievement: Joe's math was not assessed with norm referenced tests. Progress monitoring indicates that his math skills are more developed than his reading skills. Cognitive: Joe's Verbal Abilities are lower than his memory and visual skills.

Aptitude-achievement Consistency: Yes. Joe does not demonstrate deficiencies in most of the abilities that predict early reading achievement (phonemic awareness, memory, rapid automatic naming, and associative memory). However, Joe does demonstrate difficulty with verbal reasoning and communication. This might be more related to a communication disorder or language-based learning disability.

Factors that Facilitate Early Literacy:

Home has support and emphasis on learning. School has appropriate curriculum and interventions. School teaches character values and class problem solving activities. School provides targeted, individual interventions. Joe has adequate memory and phonemic awareness.

5. RECOMMENDATIONS:

After reviewing assessment results, team members will consider the most appropriate eligibility, services, and placement for Joe. These might include services for communication and academic skills.

Based on testing and observation results, the team might consider consulting with the Autism Specialist for further assessment.

The team will assign instructional priorities to skills based on Joe's performance on state standards, as measured by cognitive, academic, CBM and teacher observations.

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