

A STRATEGIC APPROACH TO CREATING PURPOSEFUL AND EFFICIENT ASSESSMENT PRACTICES USING CORE-SELECTIVE EVALUATION PROCESS (C-SEP)

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AGENDA

- o Disclosures
- o Increased Demands on Evaluators
- o History of SLD Identification & Assessment Practices
- o Efficiencies in the Field of Assessment
- o Purposeful & Targeted Evaluations
- o Introduction to the Core-Selective Evaluation Process (C-SEP)
- o Clear up Misinformation about C-SEP
- o Meet Dannie (Case Study Using C-SEP)



PRESENTERS- DISCLOSURE

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| o University Assistant Professor | o Co-Author of C-SEP |
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WHAT WE HOPE YOU GET OUT OF THIS PRESENTATION:

- o Understand and apply the lessons learned from the last decade regarding assessment practices for SLD identification.
- o Understand the benefits of using *targeted, purposeful assessment* practices.
- o Define the *Core-Selective Evaluation Process (C-SEP)* and understand how it can be used when assessing for SLD.
- o Provide clarification about *misinformation* being circulated about C-SEP.
- o Understand the **legal requirements** of SLD evaluation and how C-SEP is aligned with the regulations.

WHAT WE HOPE YOU GET OUT OF THIS PRESENTATION:

- o Understand that *advances* in both CHC Theory and in test design, specifically the WJ IV Battery of Tests, has led to greater efficiency in the testing process as well as improved diagnostic precision.
- o Understand the importance of collecting and analyzing *multiple sources of data* when conducting an evaluation (SLD, ED, OHI, etc.).
- o *Triangulate and analyze multiple sources* of data with *norm-referenced, standardized test data* when establishing a PSW and when determining SLD.
- o Understand the role *professional judgment* plays in determining SLD eligibility.
- o Understand how C-SEP methodology can be utilized within an assessment for ED or OHI.
- o Understand the importance of using assessment data beyond eligibility decisions (*linking assessment data to instructional programming*).

DEFINITION OF SLD

Specific Learning Disability:

Means a **DISORDER** in one or more of the basic psychological processes involved in **understanding** or in using **LANGUAGE**, spoken or written, that may manifest itself in the imperfect ability to **listen, think, speak, read, write, spell**, or to do mathematical calculations.... 34 CFR,300.8 (c) (10)

July 24, 2017

CURRENT PRACTICE

- o IDEA allows several options to school districts to develop local policy in order to identify SLD including IQ/Achievement approaches, RTI, PSW, processing approaches, and integrated models such as RTI/PSW.
- o Many PSW models use the dual-discrepancy model.
- o Each of these methods have features that help answer complex referral questions, however each of these methods have disadvantages related to comprehensiveness, efficiency, precision, and legal ramifications.
- o Current practices differ from state-to-state and in some cases, district-to-district



CURRENT ASSESSMENT PRACTICES

- o While the definition of SLD hasn't changed since 1968 (50 years), new methodologies have emerged in the evaluation practices for determining SLD.
- o While testing practices have improved with research, testing requirements have dramatically increased over the years.
- o Although we have access to an abundance of data (e.g., increases in accountability has resulted in schools increasing data collection through universal screeners, benchmarks, state testing, etc.), the multiple sources of data are not always used to help guide a targeted assessment.



DEBATE: "WHAT'S THE BEST WAY TO IDENTIFY SLD?"

- o *None* of the SLD identification models in practice have a research base which allows them to be considered the "gold standard" method of identification
- o The primary reason being is SLDs involve a complex set of interacting variables including biology, genetics, development, quality of teaching, curriculum demands, state and local policy (see Cottrell & Barrett, 2016), cognition, language, social competence, academic behavior, co-morbid disorders (i.e., ADHD), families educational history, etc. and any method which purports to be the most accurate arguably over-simplifies the construct.



BACK TO BASICS

- Identify, Understand, Intervene
- SLD can not be quantified
- Administered in accordance with any instructions provided by the producer of the assessments;
- Instructions can be found in examiner and technical manual
- C-SEP vs Formula methods

EFFICIENCIES IN THE FIELD OF SLD EVALUATION

- Updated Research about SLD Characteristics
- Access to Multiple Data Sources
- Updated, More Robust and Precise Test Batteries
- Updated Scoring Options
- Comprehensive Intervention Reports Linking Assessment Results to Intervention
- Resources Available for Linking Assessment to Intervention.

EFFICIENCY DOES NOT MEAN SHORTCUTS OR LACK OF COMPREHENSION

A Comprehensive Individualized Targeted Evaluation is Conducted When Using C-SEP

CURRENT PRACTICES TO CONSIDER IN THE FIELD

- "Standard Protocol Approach"
 - Set number and type of tests are administered no matter the referral question (e.g., SLD Basic Reading, Math Calculations, etc.) or type of referral (e.g., initial evaluation, re-evaluation, etc.).
- Less value placed on the multiple sources of data (more emphasis on standard scores).
- Normative data scores obtained for the test is not utilized and instead, scores are entered into another software program where the scores are manipulated and based on contrived norms.
- PSW is based solely on the standard scores of the tests used.
- Multiple sources of data are not integrated into the consideration of PSW.
- Less emphasis placed on professional judgment.





IT'S TIME TO UPDATE OUR ASSESSMENT PRACTICES FOR SLD

A Call For A Targeted, Purposeful Assessment

TARGETED & PURPOSEFUL ASSESSMENT PRACTICES

- Individualized assessment practice that is guided by the referral question.
- Multiple sources of data are used to establish underachievement, conduct preliminary rule-out of exclusionary factors, and establish initial emergence of a pattern of strengths and weaknesses.
- Targeted "core" tests serve as the foundation of the formal evaluation.
- Results of targeted "core" tests are considered in relation to other sources of data and analysis results indicate whether more "selective testing" is necessary.
- "Selective testing" is conducted (if necessary); results are compared to results of core tests, and other sources of data.



TARGETED & PURPOSEFUL ASSESSMENT PRACTICES (CONT'D)

- o Triangulation of data is utilized to determine whether a PSW exists (compare findings to policy – definition of SLD)
- o Evaluator expertise and training (professional judgment) plays a role in every step of a targeted and purposeful evaluation.
- o Use data to develop an individualized educational program and identify recommendations and necessary accommodations.



CORE-SELECTIVE EVALUATION PROGRAM (C-SEP)
 WAS DEVELOPED TO PROVIDE A COMPREHENSIVE,
 LEGALLY DEFENSIBLE, TARGETED, EFFICIENT, PSW
 ASSESSMENT METHOD FOR SLD IDENTIFICATION

TESTING VS ASSESSMENT

C-SEP is an **Assessment Model** NOT a Testing Model.

- o **Testing:** Administering one test; the end product is a score. Testing is only one component of assessment.
- o **Assessment:** Broader than testing. The process of gathering multiple sources of data from observations, recollections, tests, work samples, parent/teacher input, and professional judgment.

C-SEP UTILIZES A FOCUSED/PURPOSEFUL ASSESSMENT

- o An important tenet of C-SEP is the efficiency & focus of the evaluation.
- o Advancements made in research in the areas of CHC theory and SLD identification have contributed in updated tests (e.g., WJ IV & WISC V) that are robust, comprehensive, and efficient (Shrank, Stephens, & Schultz, 2017).
- o The new tests are ecologically valid and reliable and therefore, no longer require over-testing practices.
- o Reduced testing through the use of more advanced measures and with more focused, purposeful evaluation practices, allows the evaluator to spend more time interpreting the data and planning instruction.

"If I were asked by a practitioner to comment on this, I'd likely say that although C-SEP incorporates PSW analysis, the PSW information is only one piece of information that is used to inform clinical judgment. C-SEP is ultimately a good clinical decision-making model that helps examiners integrate information from multiple data-sources."

-Dr. Fred Schrank, Author of the WJ IV

DEVELOPMENT OF THE CORE SELECTIVE EVALUATION PROCESS (C-SEP)

- First published in Fall 2015 in the DiaLog.
- Answers referral questions in a comprehensive, time efficient, precise, & legally defensible manner.
- Uses multiple sources of data for decision making.
- Initially developed for use with the WJ IV but can be used with different instruments.

CORE-SELECTIVE DEFINITION

The *Core-Selective Evaluation Process (C-SEP)*, when used to identify specific learning disabilities (SLD), is an efficiently focused, data-driven professional judgment process informed by contemporary cognitive theory (e.g., CHC, PASS).

Specifically, guided by multiple sources of data gathered about the student and using a single-battery (cognitive, achievement, and oral language) or any variation of, as a foundation of the targeted/purposeful evaluation, current **policy, practice, and publisher guidance** is integrated within the SLD evaluation. The most salient features of SLD are assessed in order to comprehensively and efficiently describe an individual's unique *pattern of strengths and weaknesses (PSW)*.

C-SEP MODEL

- **Comprehensive**-Reviews multiple data sources:
 - Response to interventions-progress monitoring
 - Statewide & Districtwide assessments
 - Parent & Teacher information
 - Health, sociological, language, & behavior
 - Environment & educational opportunity
 - Formal evaluation scores (IQ & achievement)

C-SEP MODEL, CONT.

- **Efficient**-New test instruments are more cognitively robust & complex. Designed around a **core** of tests that is more efficient.
- **Precise**-Use actual test norms & not a program that interprets for you.
- **Diagnostic**-Able to use scores to determine if a pattern of strengths and weaknesses exists to support referral question and determine if a disability exists.
- **Links Assessment to Intervention**- Able to link assessment data to instructional programming and accommodations.





C-SEP: THE 3 BIG P'S

C-SEP: THE 3 "P'S"

3 Key Components of C-SEP Include:

1. **P**ublisher (What does the examiner's manual recommend?)
2. **P**olicy (What does the law mandate?)
3. **P**rofessional Judgment (What does the evaluator's expertise indicate in relation to the data collected?)





PUBLISHER GUIDANCE

PUBLISHER: READ THE TEST MANUALS

- o What guidance does the publisher/test authors provide?
- o More robust tests that are ecologically valid and reliable
- o The tests norms and scoring procedures are the most valid when used with other sources of data and when making decisions.



Bateria.IV



POLICY: WHAT DOES THE LAW SAY?

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34 Code of Federal Regulations § 300.309	C-SEP
<p>(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§300.304 through 300.306—</p> <p>(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and</p> <p>(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.</p>	<p>Multiple sources of data collected "prior to" formal evaluation is collected, organized, and analyzed to establish underachievement and:</p> <ul style="list-style-type: none"> • RTI data (CBM progress monitoring) • District benchmarks • Grades • Parent Information • Teacher Information • Work Samples • Informal Data <p>Exclusionary factors are preliminarily assessed and ruled out as the primary cause of academic struggle.</p>

POLICY: WHAT DOES THE LAW SAY?

34 Code of Federal Regulations § 300.309	C-SEP
<p>May not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.</p>	<p>C-SEP uses multiple measures and integrated data analysis to ensure that SLD identification is based on multiple criterion. Standard scores are NOT used as the sole criterion for SLD identification.</p>
<p>Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence.</p>	<p>C-SEP procedures emphasize diagnostic precision, which results in a deeper understanding of "specific areas of educational need."</p>
<p>The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;</p>	<p>C-SEP is comprehensive, as it requires the integration of formal assessment results with multiple other data sources to include all areas related to suspected disability.</p>

POLICY: WHAT DOES THE LAW SAY?

34 Code of Federal Regulations § 300.309	C-SEP
<p>Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child. Including information provided by the parent, that may assist in determining whether a child has a disability; and use it for individualized educational planning.</p>	<p>C-SEP is a strategic approach that helps collect, organize, and integrate a variety of data sources to determine if a child meets the state requirements for SLD.</p>
<p>The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention;</p>	<p>C-SEP considers student's performance on state and district benchmarks, RTI data, and state-wide tests. All data collected is weighted equally and considered together.</p>

POLICY: WHAT DOES THE LAW SAY?

34 Code of Federal Regulations § 300.309	C-SEP
<p>Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. The child is assessed in all areas of suspected disability</p>	<p>C-SEP procedures require adherence to the publisher's/author's administration and interpretive guidelines. In addition, publisher software and/or norm tables are used to score tests.</p>
<p>Tests are administered in accordance with any instructions provided by the producer of the assessments.</p>	<p>C-SEP procedures rely on the technical specifications of the test publisher/author for norm-referenced tests to ensure reliability and validity.</p>
<p>The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age. State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §§300.304 and 300.305;</p>	<p>C-SEP uses integrated data analysis to determine a pattern of strengths and weaknesses. C-SEP utilizes pattern seeking strategies consider the student's performance across multiple data sources over an extended period of time.</p>

POLICY: WHAT DOES THE LAW SAY?

34 Code of Federal Regulations § 300.309	C-SEP
<p>In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.</p>	<p>C-SEP is comprehensive, as it requires the integration of formal assessment results with multiple data sources to include all areas related to suspected disability.</p> <p>C-SEP assesses a broad set of cognitive, achievement, and oral language abilities to effectively identify all special education and related services needs.</p>
<p>(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining—</p> <p>(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);</p>	<p>C-SEP requires assessment results be used for program planning.</p> <ul style="list-style-type: none"> Adequate data is collected to assist in establishing current academic functioning and IEP goals and objectives.



PROFESSIONAL JUDGMENT: WHAT DOES THE EVALUATOR'S EXPERTISE SUGGEST?

PROFESSIONAL JUDGMENT: WHAT DOES EVALUATOR'S EXPERTISE SAY?

- Educational Diagnosticians/School Psychologists are highly trained with classroom teaching experience, curriculum knowledge, an understanding of the learning processes, knowledge of assessment practices, and special education policy.
- What does the research say about the characteristics of SLD?
- What are the guidelines provided by the test publishers/authors?
- What does the evaluator's expertise indicate in relation to the data collected?

PROFESSIONAL JUDGMENT & ITS ROLE IN PSW

Professional judgment is an important component of C-SEP. As SLD identification has moved from a simple difference method, towards the integration of RTI data, and now towards establishing PSW, evaluators use of professional judgment is now vital in our evaluations and must be supported by multiple sources of data. (Schultz & Stephens, 2009)

Professional judgment:

- o Ensures best practices
- o Enhances precision, accuracy, & integrity of decisions (Shalock & Luckasson, 2005)



PROFESSIONAL JUDGMENT & ITS ROLE IN PSW, CONT.

Professional judgment is also referred to as **clinical judgment** and is defined as "a reflective, self-corrective thinking process" which requires the professional to take into account:

- o Content knowledge
- o Context
- o Evidence
- o Methods
- o Conceptualization
- o A variety of criteria & standards

(Facione, Facione, & Giancarlo, 1997)



THE LAW AND PROFESSIONAL JUDGMENT

Guidelines for use of professional judgment are now in state law and the following guidelines are now in the Texas Commissioners' Rules Guidance Document.

According to Texas interpretation:

*The determination of SLD must be made through the use of professional judgment, including consideration of **multiple information/data sources** to support eligibility determination. Information/data sources may include **statewide assessment results, formal education test scores (IQ, Cognitive function/processing, achievement), RTI progress monitoring data, informal data (e.g., rating scales, student work samples, interviews) and anecdotal reports.** Such information/data sources must include an observation of the child in the child's learning environment as related to the expected area of SLD (TEA, 2007).*



PROFESSIONAL JUDGMENT GUIDELINES

Schalock & Luckasson (2005) suggest *six strategies* to use to ensure competent professional judgment practices when considering SLD eligibility or other disabilities.

1. Conduct a thorough social history.
2. Align data and its collection to critical questions at hand.
3. Apply broad-based assessment strategies.
4. Implement intervention best practices.
5. Planning, implementing, and evaluation supports.
6. Reflecting cultural competence and diversity.

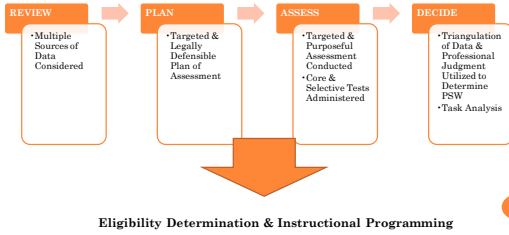
PROFESSIONAL JUDGMENT & ITS ROLE IN PSW, CONT.

- o These are just a few suggestions for enhancing professional judgment:
 - Join a professional organization & attend trainings/conferences
 - Attend training/webinars through your service centers or local school districts
 - Subscribe to professional journals in the evaluation field & read them
 - Use a peer review process when determining eligibility

PROFESSIONAL JUDGMENT GUIDELINE STRATEGIES

1. *Thorough social history*- include students developmental milestones, gather parent & teacher information, review educational experiences or **lack of**.
2. Align data & collection to critical *questions-develop a referral question, triangulate data & analyze for a PSW*, assess & increase competence in professional judgment.
3. Apply broad based assessment strategies-*use multiple sources of data*, a variety of formal, informal & formative assessments, consider validity, link assessment results to instruction/interventions.
4. Implement intervention best practices- *integrate results of analysis into selection of clearly stated interventions*. Provide appropriate training & integrity checks of implementation.
5. Planning, implementing, & evaluating supports-*use a problem-solving model* with progress monitoring, consider relevant individual, family, & school factors
6. *Reflect cultural competence & diversity-non-biased assessments*, be sensitive to culturally diverse populations, understand language proficiency & implications on learning (Schalock & Luckasson, 2005)

CRITICAL STEPS OF C-SEP



REVIEW

REVIEW

The purpose of this *data collection stage is to organize & analyze* all data to establish underachievement and to identify the initial emergence of a PSW. Preliminary rule-out of exclusionary factors is also conducted. Multiple sources of data are collected, organized & considered.

Steps for *Review* are:

1. Review referral concerns.
2. Review educational records.
3. Review response to scientific, research-based intervention in the area(s) of suspected disability.
4. Establish failure to meet age- or grade-level state standards in one of eight areas when provided appropriate instruction.
5. Review research related to referral concerns and review data collected

REVIEW

- The first step of C-SEP is to collect, organize, and REVIEW educational information collected prior to the formal evaluation.
- The multiple sources of data should be used for the following:
 - Support the reason for referral.
 - Conduct preliminary assessment (rule out) exclusionary factors.
 - Assess types of instruction provided and the student's response.
 - Establish failure to meet age/grade level standards (underachievement)
 - Identify the initial emergence of PSW.
- The REVIEW stage allows the evaluator to determine whether additional information needs to be collected to answer the referral question.
- Data should be used to start preliminary planning for the formal evaluation.



Multiple Data Sources

Response-to-Intervention (RTI): Interventions & Progress Monitoring Charts	
In-Class Tests	
Grades over time	Health & Developmental Information
Norm or Criterion Referenced Tests	Student Interview
Statewide Assessments	Past Educational Records Review
Teacher Input	Observational in Classroom in Area of Struggle
Parent Information	Observation in Classroom in Area of Strength
Work Samples	Testing Observation
District Benchmarks	Discipline/Behavioral Data
Vision/Hearing Screenings	Previously Received Services?
Language	
Attendance	



DANNIE - REVIEW

- o 5th grade student at Anywhere Elementary.
- o Referred for concerns in basic reading, reading comprehensive, and writing.
- o Math is a strength for Dannie.
- o No grade retention, good attendance, no health concerns.
- o English is Dannie's dominant language; no indication of second language learner.
- o Previous speech services. Dismissed in 3rd grade.
- o Benchmark testing indicates concern in basic reading, reading fluency, and reading comprehension.
- o Dannie failed to meet state standards for 2 years in reading, writing, and math (it is predicted that Dannie would have passed Math had she had oral administration).
- o RTI data indicates minimal progress on Istation (reading intervention).
- o Parent and Teacher information support a strength in Math and weaknesses in Reading and Writing.

MULTIPLE SOURCES OF DATA WORKSHEET

Student Name: DANNIE	Grade: 5	Gender: M	DOB: 10/15/2003	Current Address: 1234 Main St, Anywhere, VA	Parent Address: 1234 Main St, Anywhere, VA	Parent Phone: 555-555-1234	Parent Email: parent@email.com	Referral Date: 10/15/2018	Referral Reason: Reading and Writing
Current Teacher: Mrs. Smith	Current School: Anywhere Elementary	Current Grade: 5	Current Class: 501	Current Teacher: Mrs. Smith	Current School: Anywhere Elementary	Current Grade: 5	Current Class: 501	Current Teacher: Mrs. Smith	Current School: Anywhere Elementary
Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing	Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing
Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing	Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing
Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing	Referral Agency: School District	Referral Type: Standard	Referral Source: Teacher	Referral Date: 10/15/2018	Referral Reason: Reading and Writing

REVIEW OF MULTIPLE SOURCES OF DATA COLLECTED PRIOR TO FORMAL EVALUATION: DANNIE

- o **Support for Referral Question**
 - Analysis of data found support for the reason for referral (adequate data was collected).
- o **Preliminary Pattern Emergence**
 - Based on parent, teacher, and student information, benchmark data, work samples, statewide assessment results, and report card grades, an initial pattern of weakness in the areas of reading and writing are evident; as well as a strength in Math.
- o **Testing Hypothesis**
 - Dannie appears to have a possible SLD in Basic Reading, Reading Comprehension, Reading Fluency, and Written Expression.
 - Additional Consideration: Could Dannie have Dyslexia?



PLAN

The *planning stage* involves creating an *assessment plan* based on a hypothesis generated from previously collected data, the referral question, what is known about the construct (Basic Reading, Written Expression, etc.), and the individual student.

Steps for **Plan** are:

1. Organize and analyze informal data collected.
2. Develop a working hypothesis of the referral concern.
3. Determine what additional data is needed to answer referral question.
4. Decide which assessment battery will be used.
5. Decide which "core" tests will be administered based on the referral question.



A THOUGHT ABOUT NORM-REFERENCED TESTING (SLD)

The use of individual norm-referenced testing has been questioned at the policy level as well. The IDEA regulations' commentary states "the Department does not believe that an assessment of psychological or cognitive processing should be required in determining whether a child has an SLD" (2006, p. 46651) and "In many cases, though, assessments of cognitive processes simply add to the testing burden and do not contribute to interventions" (IDEA Regulations' Commentary, 2006, p. 46651).



C-SEP AND NORM-REFERENCED TESTS

- When using C-SEP, achievement testing is conducted with the understanding that individual norm-referenced tests of achievement have several limitations (Shrank, Stephens, & Shultz, 2017; Shultz & Stephens, 2016):
 - There is a lack of item density which means scores are based on limited samples and test aspects of the area of concern only make up a few items that differentiate by age/grade.
 - Norm-referenced tests are not aligned to curriculums.
 - Standard scores represent relative standing in a norm group and do not describe functioning.
- Standardized test scores should be considered in relation to other sources of data collected. A “one-time snapshot of data” (the score report) should never be used as the sole criteria when establishing a PSW or determining SLD.

STRENGTHS AND WEAKNESS OF NORM-REFERENCED TESTS

Strengths

Weaknesses

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ To compare students <ul style="list-style-type: none"> • Technical Adequacy ○ Quick snapshot ○ Answers “why”-we are the EF ○ Multiple lenses ○ ???? | <ul style="list-style-type: none"> ○ Ordinal data-may overestimate or underestimate ○ Overreliance ○ Misunderstanding ○ ???? |
|---|--|

GUIDELINES FOR SELECTING *CORE* AND *SELECTIVE* TESTS

- Most revisions of major assessments include a “core” and “selective” or “supplemental” group of tests.
- Tests designated as the “Core” are the most reliable and ecologically valid measures of the battery and are used as the foundation of the C-SEP evaluation.
- Each battery of the WJ IV (Cog, Oral Language, and Achievement) have a designated set of “Core” tests.
- When selecting the “Core” tests, the evaluator should refer to the Examiner’s Manual for each battery and consider the referral question.
- The WJ IV offers additional guidance through the Selective Testing Table

TEST SELECTION (CORE-SELECTIVE). TEST INTERPRETATION

- Academic Behavior Samples (Underlying cognitions and language)
 - WJ-ACH p. 6-7
 - WJ-Tech manual (378,383)
 - WIAT Technical Manual (13, 14, 15, Spelling 17, Math page 18)
 - For the WIAT-III, validity evidence on response processes should provide support that the student engages in the expected cognitive process when responding to subtest items. (50)

TEST DESCRIPTIONS/SCORING

- WISC V (Tech Manual) 7-14
- PSW Analysis (WISC 5 Manual) 155-164
- WJ task Demand Analysis (WJ IV Technical Manual) 123-129

WJ IV Cognitive Selective Testing Table

	Cognitive Composite	CNC Factors		Nonverbal Ability and Other Clinical Clusters	
		Oral Vocabulary (AV)	Verbal Ability (VA)	Picture Vocabulary (PV)	Picture Similarity (PS)
Standard Battery	GOG-01 Oral Vocabulary	■	■		
	GOG-02 Number Series	■	■		
	GOG-03 Verbal Attention	■	■		
	GOG-04 Letter-Pattern Matching	■	■		
	GOG-05 Phonological Processing	■	■		
	GOG-06 Object Recall	■	■		
	GOG-07 Visualization	■	■		
	GOG-08 General Information	■	■		
	GOG-09 Concept Formation	■	■		
	GOG-10 Number Reasoning	■	■		
Standard Battery	GOG-11 Number-Figures Matching			■	■
	GOG-12 Nonword Repetition			■	■
	GOG-13 Visual-Auditory Learning			■	■
	GOG-14 Picture Recognition			■	■
	GOG-15 Analysis-Synthesis			■	■
	GOG-16 Object-Number Corresponding			■	■
	GOG-17 Pair Cancellations			■	■
	GOG-18 Memory for Words			■	■
WJ-IV User Battery	OL-01 Picture Vocabulary	■			
	OL-02 Sentence Repetition			■	■

■ Tests required to create the cluster index.
 ■ Additional tests required to create an extended version of the cluster index.



ASSESS

Data collection continues based on the *assessment plan*. Tests are chosen based on the referral question & on areas where additional testing data is needed to make an informed decision about SLD determination.

Steps for Assess are:

1. Measure *core psychological processes*.
2. Measure *core language*.
3. Measure *core achievement*.
4. Analyze norm-referenced data in relation to other data sources.
5. Administer additional *selective* tests.
6. Observe in classroom/testing session.
7. Organize existing informal assessment data and/or administer informal assessments (If Needed).
8. Determine if more *diagnostic testing* is necessary.



WJ IV & C-SEP MODEL

- The organization of the WJ IV tests fit nicely into a C-SEP model of SLD Determination
- Provides a *Core set of tests* in each battery
 - Cognitive: Tests 1–7
 - Achievement: Tests 1–6
 - Oral Language: Tests 1–4
- Most cognitively complex and ecologically valid tests in each battery



DANNIE'S CORE ACHIEVEMENT TESTING RESULTS

Supports Strengths In Math

Achievement Core 6 Tests	Score	RPI	Average (Yes/No)
Letter-Word Identification	63	2/90	No ←
Passage Comprehension	65	15/90	No ←
Spelling	65	4/90	No ←
Calculation	99	88/90	Yes
Applied Problems	98	87/90	Yes
Writing Samples	83	51/90	Yes
Oral Reading (optional)	67	12/90	No ←

Math Calculation & Applied Problems were administered to further support Dannie's strength in Math. All data collected supports formal testing results in math. Weaknesses in Letter-Word ID, Passage Comprehension, Spelling, and Oral Reading further support Reading deficits. More selective testing is needed to further investigate the areas of weakness.

DANNIE'S CORE TESTING RESULTS

- Core Cognitive and Achievement testing results support other data sources which suggest a strength in Math.
 - Cognitive Strengths** – Gf (100) & Gv (91) & Gwm (91)
 - Achievement Strengths** – Calculation (99) & Applied Problems (98)
 - No additional testing required in Math.
- Core Cognitive, Oral Language, and Achievement testing results support other data sources which suggest a weakness in Basic Reading, Reading Comprehension, Reading Fluency, & Writing.
 - Cognitive Weaknesses** – (Gc) Oral Vocabulary (62), (Glr) Story Recall (77), (Ga) Phonological Processing (80)
 - Oral Language Weaknesses** – (Gc) Picture Vocabulary (69)
 - Achievement Weaknesses** – Letter-Word ID (63), Passage Comprehension (65), Spelling (65), Oral Reading (67), & Writing Samples (83)

SELECTIVE TESTING IS NEEDED IN ALL AREAS OF IDENTIFIED WEAKNESSES IN COGNITIVE, ORAL LANGUAGE, & ACHIEVEMENT

NOTE: DANNIE'S SCORES ON SEGMENTATION & RAPID PICTURE NAMING IS IN LOW-AVERAGE. GIVEN HER STRUGGLE WITH READING, OTHER SOURCES OF DATA SUPPORTING THE WEAKNESS, RPI SCORES ON THE TESTS, PROFESSIONAL JUDGMENT WERE USED AND THE EVALUATOR DECIDED TO GIVE SELECTIVE TESTS IN BOTH AREAS.

DANNIE'S COGNITIVE "SELECTIVE" TESTING RESULTS

Test (CORE)	Standard Score	RPI	Proficiency	Test (Selective)	Standard Score	RPI	Proficiency	Process Cluster Score
Test 1: Oral Vocabulary	62	27/90	Limited	Test 8: General Information	82	54/90	Limited	66/70
Test 2: Number Series	100	90/90	Average	Test 9: Concept Formation	98	87/90	Average	Gf/99
Test 3: Verbal Attention				Test 10: Numbers Reversed				Gwm/
Test 4: Letter-Pattern Matching				Test 17: Pair Classification				Gs/
Test 5: Phonological Processing	80	67/90	Limited	Test 12: Nonword Repetition	89	73/90	Limited to Average	Ga/82
Test 6: Story Recall	77	66/90	Limited	Test 13: Visual Auditory Learning	83	69/90	Limited to Average	Glr/77
Test 7: Visualization				Test 14: Picture Recognition				Gv/

COGNITIVE CORE AND SELECTIVE RESULTS

- o Dannie's selective testing results in the area of cognition indicated limited ability in Gc, Ga, and Glr.
- o A 20-point split was found between her oral vocabulary and general information. This split will require further investigation after selective testing in Oral Language and Achievement are completed. A task demand analysis will be conducted for each test to obtain further information.
- o Dannie's GIA (83) limited to average range. Gf-Gc was considered as a better measure of cognitive ability (83 limited to average)
- o Testing data from the WJ IV Cog further supported findings obtained through multiple sources of data.

THE IMPORTANCE OF ANALYSIS OF TASK DEMANDS

- o Consider student's performance beyond a standard score.
- o Investigate the task demands required when performing the task (input, the actual task, output).
- o Tease out the area of weakness.
- o Compare task demands on one test to task demands on another. Consider the implications for the classroom.
- o Consider other relevant supporting information requiring such tasks.

NOTE: *If a significant difference exists between or among the individual test scores with a factor or cluster, report performance on the narrow abilities and , using analysis of the task demands for each test (and other forms of data), attempt to explain the reason or reasons for the difference between scores. Also, consider how this information may alter interpretation or use of the factor/cluster score (Mather & Jaffe, 2016).*

GUIDANCE FOR CONDUCTING AN ANALYSIS OF TASK DEMANDS

- Attempt to determine the common abilities required on tests on which the student performed well and tests on which the student performed poorly.
- Examine the types of errors made on test items, determine whether a pattern of errors exists, and note any strategies the examinee used.
- Based on these comparisons, attempt to determine the narrow abilities that appear strong throughout testing, and those that appear weak.
- When making decisions about strengths and weaknesses, be sure to consider both Relative Proficiency Indexes (RPI) and peer comparison scores (Standard Scores)
- Consider the impact of attention and behavior on test results.

TASK DEMANDS: WJ IV GUIDANCE (TECHNICAL MANUAL)

Table 4-2
WJ IV CMI Test Content
Process and Content
Descriptions

Cognitive Test	Primary Broad CMC Ability	Stimuli	Task Requirements	Cognitive Processes	Response
1. Oral Vocabulary A: Synonyms B: Antonyms	Comprehension-Knowledge (Gc) Lexical knowledge (VL) Language development	Auditory (words)	Listening to a word and providing a synonym; Listening to a word and providing an antonym	Semantic activation; access, and matching	Oral (words)
2. Number Series	Fluid Reasoning (Gf) Numerical	Visual (numbers)	Determining a numerical sequence	Representation and manipulation of patterns or internal number line relationships and digits or rules by sequence to complete a numerical sequence	Oral (numbers)
3. Visual Attention	Short-Term Working Memory (Gwm) Attention (Gc) Abstract Reasoning (Rc)	Auditory (words) Visual (pictures)	Listening to a series of unrelated and related words; listening to specific questions related to the sequence	Oral (word concepts) Auditory working memory Auditory rehearsal Oral (word to understand sequence) Auditory attention Abstract Reasoning	Oral (words)
4. Letter-Figure Matching	Processing Speed (Gs) Perceptual Speed (P)	Visual (letters)	Handle reading and copying verbal material of letter patterns	Generalized reading comprehension and matching comparing Oral (phonological processing) Oral (fluency)	Oral (words)
5. Phonological Processing (Gp) A: Word Length B: Word Fluency (Or PMS) C: Sound Blends (Or PMS)	Auditory Processing (Gd) Oral (words) Oral (words) Oral (words)	Auditory (words)	Processing a word with a specific sound element Identifying the word with a specific sound element Identifying part of a word to make a new word	Semantic activation; Oral (phonological processing) Oral (fluency)	Oral (words)

TASK DEMANDS ANALYSIS FOR DANNIE'S COGNITIVE RESULTS

Cognitive Test	Primary Broad CMC Ability <i>Narrow Ability</i>	Stimuli	Task Requirements	Cognitive Processes	Response
1: Oral Vocabulary A: Synonyms B: Antonyms SS = 62 RPI = 27/90	Comprehension-Knowledge (Gc) <i>Lexical knowledge (VL) Language development</i>	Auditory (words)	Listening to a word providing a synonym; Listening to a word and providing an antonym	Semantic activation, access, and matching	Oral (words)
8: General Information A: Where B: What SS = 82 RPI = 54/90	Comprehension-Knowledge (Gc) <i>General (verbal) information (KO)</i>	Auditory (questions)	Identifying where an object is found and what people typically do with an object.	Semantic activation and access to declarative generic knowledge	Oral (phrases, sentences)

DANNIE'S ORAL LANGUAGE "SELECTIVE" TESTING RESULTS

Test (CORE)	Standard Score	RPI	Proficiency	Test (Selective)	Standard Score	RPI	Proficiency	Process /Cluster
Test 1: Picture Vocabulary	69	32/90	Limited	Test 5: Sentence Repetition	79	32/90	Limited	Oral Ex/ 70
Test 2: Oral Comprehension	97	87/90	Average	Test 6: Understanding Directions	70	43/90	Limited	Listening Comp 82
Test 3: Segmentation	85	58/90	Limited	Test 7: Sound Blending	85	58/90	Limited	Ga
Test 4: Rapid Picture Naming	87	59/90	Limited	Test 8: Retrieval Fluency	85	58/90	Limited	Gs

TASK DEMANDS ANALYSIS FOR DANNIE'S ORAL LANGUAGE RESULTS

OL Test	Primary Broad CHC Ability <i>Narrow Ability</i>	Stimuli	Task Requirements	Cognitive Processes	Response
2: Oral Comprehension (SS = 97/RPI = 87/90)	Comprehension-Knowledge (Ck) Listening ability (LS)	Auditory (text)	Listening to an oral passage and identifying a missing key word that makes sense.	Construction of propositional representations through syntactic and semantic integration of orally presented passage in real time	Oral (words)
6: Understanding Directions SS = 70/ RPI = 43/90	Short-Term Working Memory (Gwm) Working memory capacity (WM) Comprehension-Knowledge (Ck) Listening ability (LS)	Visual (pictures) Auditory (text)	Studying a picture, then listening to a sequence of instructions and following the directions by pointing to items in the picture.	Construction of a mental structure in immediate awareness and modification of the structure via mapping.	Motoric (pointing)

ORAL LANGUAGE CORE & SELECTIVE TESTING RESULTS

- "Selective testing" in areas of oral language indicated that Dannie has limited ability in Listening Comprehension (82) and Oral Expression (70)
- Comparison of selective testing in oral language with the cognitive testing supports her weaknesses in Ga and Gc.
- **Note:** In areas where there is a split in scores, task demands should be investigated.

DECIDE

All data is merged & analyzed to determine if a PSW exists. Professional judgment plays a key role in this stage. At this stage all data is triangulated; all data gathered prior to determine if a SLD is supported.

Steps for Decide are:

1. Organize, sort, and make visual representation of data (e.g., Multiple Sources of Data Worksheet).
2. Apply data to PSW policy to answer these questions: Does the child exhibit a PSW in performance, achievement, both?
3. Apply data to PSW policy to determine if a pattern is:
 1. evident as indicated by significant variance among specific areas of cognitive function,
 2. evident among specific areas of cognitive function and academic achievement,
 3. and if it is relevant to the identification of an SLD.

C-SEP IS A PSW MODEL OF SLD IDENTIFICATION

MAIN IDEA OF PSW

- o Many academic and cognitive abilities in the average range
- o Specific academic weaknesses
- o Specific cognitive weaknesses
- o Research-based links between the academic and cognitive weaknesses
- o Unrelated cognitive abilities are average or above
- o Full Scale IQ is irrelevant, except for MR

CHARACTERISTICS OF A COMPREHENSIVE PSW MODEL

- **Average Performance** (85-115) Indicated; Normal Curve (tests vary in performance ratings)
- Cognitive & Academic Profile is composed of **Relative** Strengths & Weaknesses
- Cognitive & Academic Profile is composed of **Normative** Strengths & Weaknesses
- **Statistically Significant** strengths & weaknesses
- **Clinically Meaningful** link between the cognitive weakness and academic weakness.



COMPONENTS OF PSW

Evaluation of the child's strengths and weaknesses in:

- performance,
- achievement,

Relative to:

- **Age** (norms),
- **state-approved grade level standards** (TEKS or benchmarks),
- **intellectual development** (intra-cognitive performance).



APPLYING PSW TO SLD IDENTIFICATION

- When applying the pattern of strengths and weaknesses model, finding that the child meets the **ELIGIBILITY CRITERIA** for an SLD must include a determination that:
- The child exhibits a pattern of strengths and weaknesses in:
 - ❖ Performance; **Yes or no?**
 - ❖ Achievement; or **Yes or No?**
 - ❖ Both; **Yes or No?**



PSW MODELS

Process

- (a) multiple sources of data collected **over time** using a variety of assessment tools and strategies,
- (b) data analysis grounded in pattern seeking techniques,
- (c) predictive and treatment validity, and
- (d) evidence-based and logical decision making
- Additionally **“over time”** is emphasized as the majority of students referred for testing have a year’s worth of data identifying patterns and trends in academic behavior resulting in the referral question. (Schultz, Simpson, & Lynch, 2012)
- **Time is a key variable-Patterns vs Profile**



PATTERN SEEKING TECHNIQUES-DEFINITIONS

Define **Pattern**:

- a pattern occurs over time; it is not evident through one source of data.
- reliable sample of traits, acts, tendencies, or other observable characteristics of a person, group, or institution is a behavior *pattern*
- spending *pattern*
- the prevailing *pattern* of speech
- a combination of qualities, acts, tendencies forming a consistent or characteristic arrangement is a *pattern*

All are definitions of “**pattern**” (Random House, 2011)



PATTERN SEEKING TECHNIQUES FOR SLD IDENTIFICATION

Essential steps for Pattern Seeking

- ◊ Look beyond standard scores to determine the pattern (investigate multiple sources of data)
- ◊ Identify an academic need in 1 of the 8 areas of SLD defined in the federal guidelines.
- ◊ Determine if there are area(s) of cognitive weakness that have research based links to problems in identified academic areas.
- ◊ Determine that other cognitive areas are average or above.
- ◊ Analyze these findings to determine if “pattern” rules out or supports SLD identification.

(Stephens-Piseco & Schultz, 2017)



PROFILE-DEFINITION

Define Profile

- the shape of a head or face: a human **profile**
- a concise biographical sketch: a patient **profile**
- a graph representing the extent to which an individual exhibits traits or abilities as determined by tests or ratings: an educational **profile**

PROFILE VS PATTERN, CONT.

How do you go about finding a pattern?..

This may be sort of an aha moment... a score report is a student **profile**... NOT A PATTERN... a snapshot of performance

.....multiple sources of data collected **over time** must be used create a **pattern**.

PATTERN OR PROFILE???

TABLE OF SCORES			
CROSS-CORRELATION BY Tests of Cognitive Abilities (Items based on grade 6-8)			
ELM TEST	80	895	Percentage
NON-VERBAL	86	730	Lockhart's Average
VERBAL	11	206	Lockhart's Average
Overall	1.1	206	Lockhart's Average
Number Sense	1.1	1010	Average
Visual Analysis	1.1	1010	Lockhart's Average
Letter Pattern Matching	1.1	1010	Lockhart's Average
Phonological Processing	1.1	1010	Lockhart's Average
Word Fluency	1.1	1010	Lockhart's Average
Spelling	1.1	1010	Lockhart's Average
Reading Comprehension	1.1	1010	Lockhart's Average
Math	1.1	1010	Lockhart's Average
Science	1.1	1010	Lockhart's Average
History	1.1	1010	Lockhart's Average
Art	1.1	1010	Lockhart's Average
Music	1.1	1010	Lockhart's Average
Physical Education	1.1	1010	Lockhart's Average
Foreign Language	1.1	1010	Lockhart's Average
Life Skills	1.1	1010	Lockhart's Average
Character Education	1.1	1010	Lockhart's Average
Health	1.1	1010	Lockhart's Average
Environmental Studies	1.1	1010	Lockhart's Average
Technology	1.1	1010	Lockhart's Average
Special Education	1.1	1010	Lockhart's Average
Gifted/Talented	1.1	1010	Lockhart's Average
Other	1.1	1010	Lockhart's Average

Handwritten notes:
 - "Just saw it" next to "Non-Verbal"
 - "Signif" next to "Visual Analysis"
 - "More signif" next to "Word Fluency"
 - "C-C" next to "Reading Comprehension"
 - "C-C" next to "Math"
 - "C-C" next to "Science"
 - "C-C" next to "History"
 - "C-C" next to "Art"
 - "C-C" next to "Music"
 - "C-C" next to "Physical Education"
 - "C-C" next to "Foreign Language"
 - "C-C" next to "Life Skills"
 - "C-C" next to "Character Education"
 - "C-C" next to "Health"
 - "C-C" next to "Environmental Studies"
 - "C-C" next to "Technology"
 - "C-C" next to "Special Education"
 - "C-C" next to "Gifted/Talented"
 - "C-C" next to "Other"

INTEGRATED DATA ANALYSIS PROCEDURES TO IDENTIFY PSW

- THERE IS POWER IN DATA!!!!
- Organization of data is key.
- Looking beyond standard scores to establish PSW is mandatory.
- Knowledge of special education policy & testing manuals is necessary.
- Professional judgment is vital.

- **Integrated data analysis** is the analysis of multiple data sets that have been pooled into one.
- Involves examination of a **chain-of-evidence** as well as the application of pattern seeking techniques:
 - Trustworthiness of Data (weight/accuracy)
 - Logical cross-validation analysis



TRUSTWORTHINESS OF DATA

- When considering the data collected for the student, the evaluator should investigate the trustworthiness:
 - Did the student receive adequate grade level instruction from a highly qualified educator?
 - How much weight is placed on each data source?
 - Data collected through RTI: do you believe the interventions were implemented with fidelity? What does the progress monitoring (PM) charts indicate?
 - Were reliable and valid measure used during the evaluation?
 - Were appropriate tests used with culturally and/or linguistically diverse students?
 - **Consider credibility of sources:**
 - How credible do you believe the data to be?
 - How long has the teacher known the student?
 - Do you believe biases impacted the ratings or information provided by the parent or teachers?
 - **Transferability of data:**
 - How do the data collected align with the referral question?
 - Does the data align with the characteristics of the suspected disability area? If not, what other considerations should be made?
 - Do other evaluators come to the same conclusions when analyzing the data?



CROSS-VALIDATION OF THE DATA

- What patterns emerged from the historical formal and informal data?
- How do the results on the formal measures fit into the larger profile of performance of the student?
- Is there more than one data source indicating the same strength and/or weakness?
- How do the data findings align to the referral question?
- Does the student's cognitive and/or language PSW align to his/her achievement PSW in a logical, research-based manner?
- Were exclusionary factors considered and ruled out as the primary cause of academic deficit(s)?
- Did other evaluators come to the same conclusions when analyzing the data? Best practice is to utilize a problem-solving team approach when reviewing cases to validate findings with other evaluators.



SYSTEMATIC DATA ANALYSIS: USING THE CHAIN OF EVIDENCE TECHNIQUE

- Once the quality of the data has been fully examined and trustworthiness is deemed appropriate, the evaluator should conduct a systematic evaluation by using the Chain of Evidence Technique.
 - **Link #1:** Informal, archival, and extant data, observations, teacher and parent information.
 - **Link #2:** Informal derived from informal, non-standardized assessments such as progress monitoring data and benchmark testing.
 - **Link #3:** Results of standardized testing (e.g., cognitive processing, language, achievement) in all areas of suspected disability.



CHAIN OF EVIDENCE: LINK #1

Examination of informal assessment data in relation to the referral concern. Data include: Attendance records, developmental history, home language survey, grades, writing portfolios, work samples, parent/teacher information, student interview, and observations.

- **Analyze the first link of information (informal data) in terms of how it relates to the referral question:**
 - Are the teacher & parent concerns consistent with the referral question?
 - Does the school performance reflect a history consistent with the referral question?
 - Is there evidence of other explanatory factors that could answer the referral question (e.g., attendance rates, previous instruction, linguistic or cultural factors, health concerns)? If so, further investigate them by analyzing the data already collected or by collecting additional data.
- **What patterns emerge from this analysis?**
 - Does the data show a clear pattern of difficulty over time in the area of concern?
 - Do multiple sources of informal data support the pattern?



CHAIN OF EVIDENCE: LINK #2

Examination of the results of non-standardized testing which holds key information about the student's academic functioning. Data include: CBM, end of unit tests, running records, reading miscue analysis, & criterion-referenced tests.

- **Analyze these data sources to explore learning behavior and RTI:**
 - What is the rate of improvement (ROI) based on the RTI data?
 - Is there consistency with findings on unit tests and more comprehensive assessments like benchmarks?
 - How does error analysis contribute to the understanding of the student's performance?
- **What patterns emerge from this analysis?**
 - Does the data show a clear pattern of difficulty over time in the area of concern?
 - Do data from Link 2 support data collected from Link 1.



CHAIN OF EVIDENCE: LINK #3

- Examination of formal evaluation results are analyzed in relation to the other sources of data to determine whether a PSW exists.
- How does the student's performance compare to evidence from Links 1 & 2?
 - If different, how does it differ and what could explain the difference?
 - How did the student perform in relation to same age/grade norms and do these findings support patterns that emerged in Links 1 & 2?
 - How did the student perform in relation to relative strengths & weaknesses (e.g., intra- cognitive, achievement, oral language) and do findings support Links 1 & 2?
 - What does the different lenses (e.g., standard scores, RPIs, CLI, Gf-Gc) suggest in relation to the patterns that emerged through Links 1 & 2?
- **What patterns emerge from this analysis and how do they fit with the patterns from the Links 1 & 2 analysis?**
 - Does the formal evaluation profile of strengths and weaknesses agree with the PSWs identified in Link 1 & 2?
 - Is there a research-based link between Cognitive strengths & weaknesses and areas of strengths and weaknesses in academic performance?

DANNIE'S PATTERN OF STRENGTHS & WEAKNESSES

- When integrating the multiple sources of data with the formal testing results, a pattern of strengths & weaknesses is evident. Analysis of Dannie's cognitive, oral language, and achievement testing indicate a clear establishment of PSW.
- A direct link can be made between Dannie's strengths in *Gf, Gwm, Gv*, and *Gs* and her strengths in Math Calculations & Math Problem Solving; these strengths were also noted in the data gathered prior to and part of the evaluation.
- A direct link can also be made between Dannie's weaknesses in *Gc, Glr*, and *Ga* and her weaknesses in Basic Reading Skills, Reading Comprehension, Written Expression, Listening Comprehension, and Oral Expression.
- Using professional judgment and her knowledge of the reading process, the evaluator believes Dannie's low score in Reading Fluency is directly related to her weakness in Basic Reading Skills; multiple sources of data establish the pattern of weaknesses for Dannie.
- All Exclusionary Factors have been ruled out as the primary cause of academic difficulty, with supported documentation.

DANNIE'S PSW AND SLD ELIGIBILITY

IDEA 34 CFR.300.8 (c) (10)	Dannie's Evaluation Results
<p>Specific Learning Disability:</p> <p>Means a DISORDER in one or more of the basic psychological processes involved in understanding or in using LANGUAGE, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.... 34 CFR.300.8 (c) (10)</p> <p style="text-align: center;">July 24, 2017</p> <p>The pattern is evident as indicated by significant variance: Among specific areas of cognitive function such as working memory and verbal comprehension; or (yes or no and which one(s))</p> <p>Between specific areas of cognitive function and academic achievement; and (yes or no and which one(s))</p> <p>The pattern is relevant to the identification of an SLD using appropriate assessments (see guidance below).</p>	<ul style="list-style-type: none"> • Dannie was assessed in all areas of suspected disability (areas of Cog, OL, & Ach). • Multiple sources of data was collected and considered.
	<ul style="list-style-type: none"> • Analysis of multiple sources of data collected overtime established a clear pattern of strengths & weaknesses in cognitive processes that directly links to areas of achievement. • Strengths in <i>Gf, Gv</i> linked to strength Mathematics • Weaknesses in <i>Gc, Glr, Gw</i> linked to weaknesses in Basic Reading, Reading Comprehension, Written Expression, Listening Comprehension, & Oral Expression.

QUESTIONS TO CONSIDER:

- o Should more targeted, diagnostic testing be conducted to determine if Dannie has dyslexia?
- o Should Dannie receive a speech evaluation?
- o With the abundance of data, how easy will it be to write IEP goals and objectives and recommendations for Dannie?

- o **Remember:** The evaluator should tailor the evaluation with the testing hypotheses and the multiple sources of data serving as the foundation. After "core" and "selective" testing is completed, additional "selective" or "diagnostic" testing can be conducted to fully answer the testing hypothesis.

C-SEP DATA & INSTRUCTIONAL PROGRAMMING

- o C-SEP evaluation requires the collection of rich data used to pinpoint the student's cognitive, oral language, and/or academic strengths and weaknesses. This data should be used in creating an individualized instructional plan for the student.
- o Current tests (e.g., WJ IV) have comprehensive reports available via WIIP that link the student's assessment results to interventions.
- o Many resources exist which can assist the evaluator in choosing appropriate recommendations based on the student's PSW.

LINKING CHC TO INTERVENTIONS & ACCOMMODATIONS

Category/CHC	Intervention/Strategy	Accommodation	Accommodation
Reading/CHC - Phonological awareness - Letter recognition - Reading fluency - Reading comprehension	- Phonics instruction - Reading fluency practice - Reading comprehension strategies - Vocabulary instruction	- Extended time - Large print - Text-to-speech software - Audio recording of text	- Extended time - Large print - Text-to-speech software - Audio recording of text
Writing/CHC - Writing fluency - Writing mechanics - Writing organization	- Writing process instruction - Writing mechanics instruction - Writing organization instruction	- Extended time - Large print - Text-to-speech software - Audio recording of text	- Extended time - Large print - Text-to-speech software - Audio recording of text
Math/CHC - Math fluency - Math problem solving - Math reasoning	- Math fact fluency practice - Math problem solving strategies - Math reasoning instruction	- Extended time - Large print - Text-to-speech software - Audio recording of text	- Extended time - Large print - Text-to-speech software - Audio recording of text

"IT IS A DELIGHT TO SEE THE LEVEL OF LEADERSHIP AND PRACTICAL SOLUTIONS DR SCHULTZ AND STEPHENS HAVE BROUGHT TO CONTEMPORARY EVALUATION PRACTICES. THE C-SEP MODEL PARALLELS ONE OF THE AUTHOR'S TEAM DESIGN OBJECTIVES OF THE WJ IV."

- DR. FRED SCHRANK, AUTHOR OF THE WJ IV

SUMMARY

- o The days of traditional over-testing using a "Standard Protocol" approach to assessing SLD need to come to an end.
- o Robust, cognitively complex tests and updated research about SLD should be used to utilize more purposeful/targeted evaluation processes.
- o A targeted, purposeful evaluation will allow the evaluator to spend less time on testing and more time on instructional programming.
- o A comprehensive evaluation should include the collection of multiple sources of data (informal & formal).
- o C-SEP is a viable, efficient, and legally defensible PSW model.
- o C-SEP yields rich information about the student's academic performance which helps with educational programming.

"I REALLY KNOW THE CHILD WHEN I DO THIS [C-SEP] ANALYSIS"

-DR. PETTIGREW (UNIVERSITY ADJUNCT PROFESSOR & EDUCATIONAL DIAGNOSTICIAN)

C-SEP RESOURCES

Want more information about C-SEP? Sign up for the newsletter at:

<https://mailchi.mp/10c093068ff8/c-sep-newsletter>

C-SEP Website:

<http://csep.online/>

Assessment Services Bulletin's on C-SEP: WJ IV Online Scoring Platform under "Resources" Tab.

Published articles posted on the C-SEP Website.



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