



Supporting Children with Varying Exceptionalities Educationally and Legally

SHELTON SCHOOL & EVALUATION CENTER

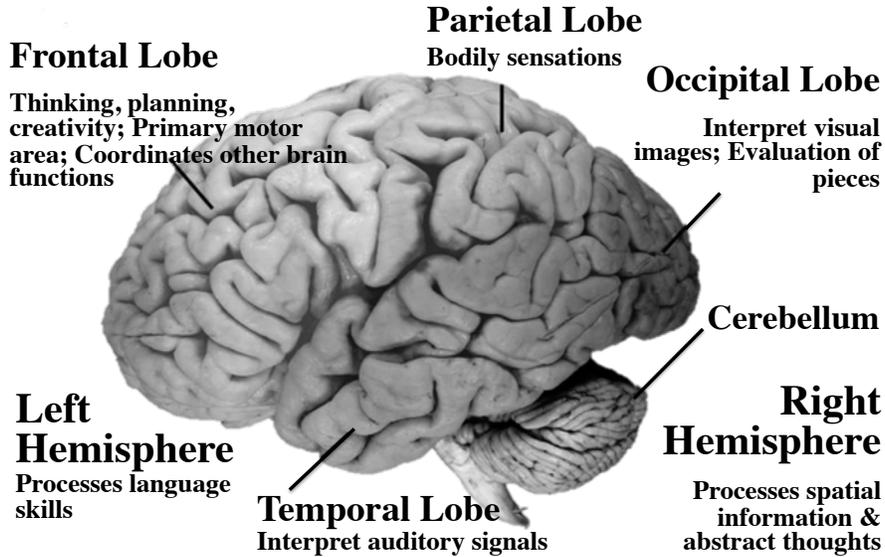
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WWW.SHELTON.ORG

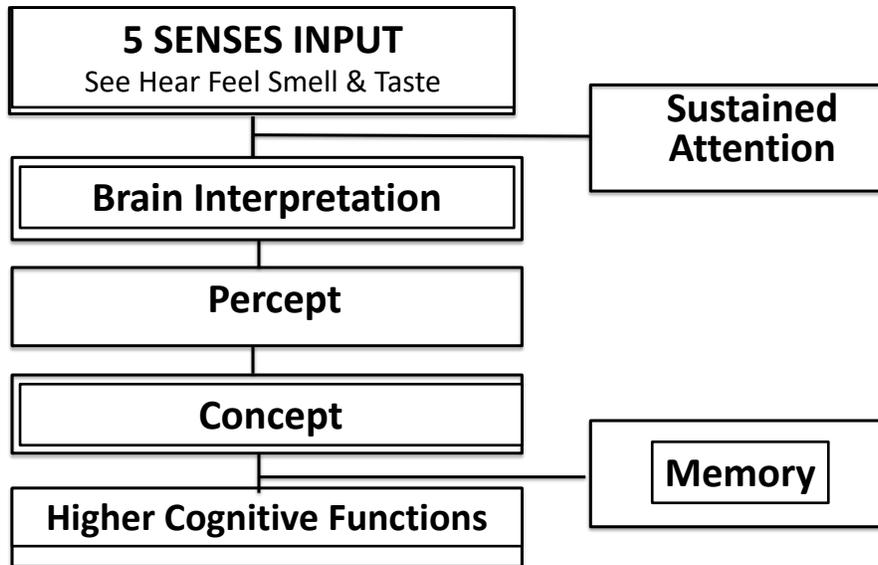
Part One Joyce Pickering



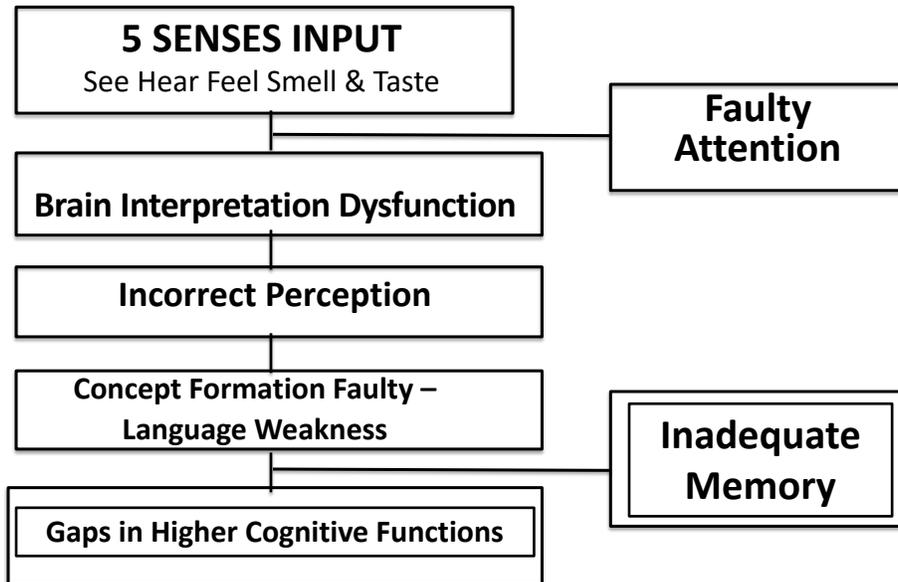
Mapping the Mind



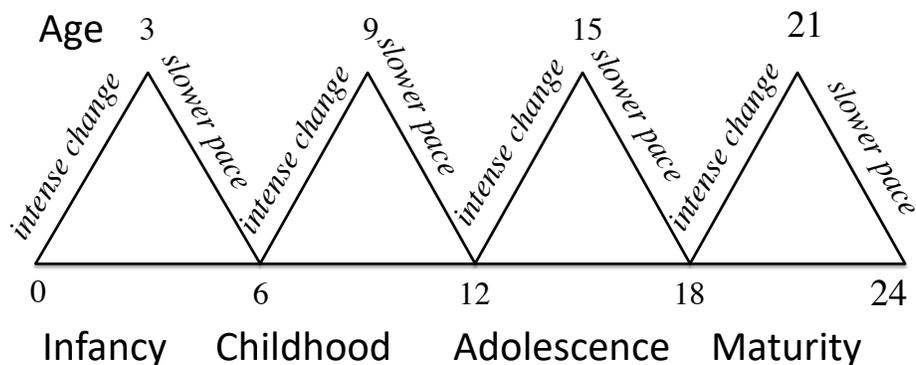
PROCESSING CHART



PROCESSING WITH DYSFUNCTIONS

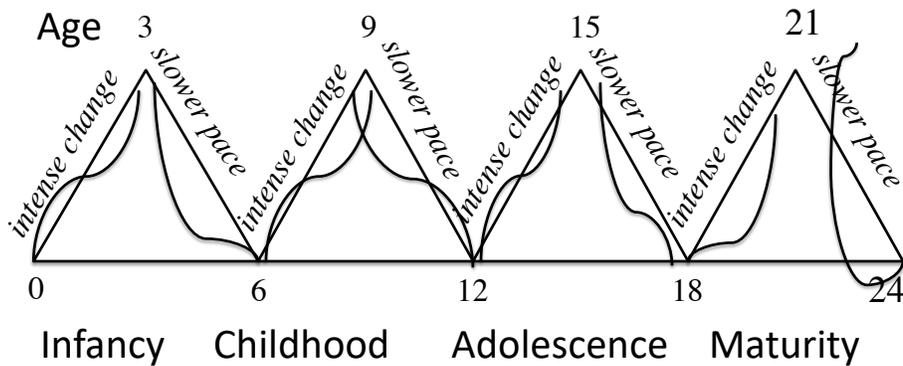


Four Planes of Development



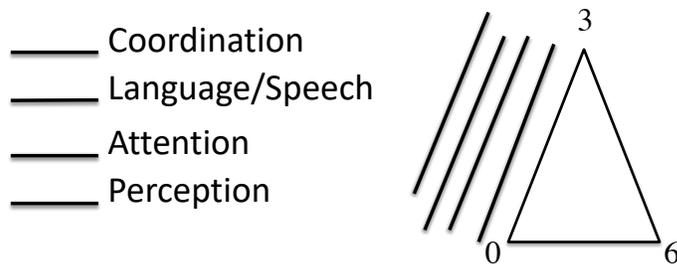
“Montessori education is geared to peaks and valleys of human formation.” Dr. Montessori suggested we “divide education into planes and each of these should correspond to the phase the developing individual goes through”.

Four Planes of Development



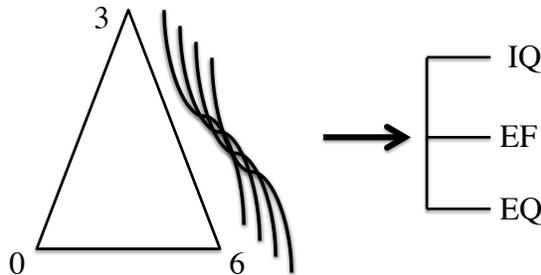
The development of the “at risk” child is uneven. Some areas are developing typically; others are not. The sensitive periods are different. Since the development in the first 6 years is different, all other periods of development are affected.

The First Plane 0 - 3 Years



Each area of development proceeding along a separate developmental track as coordination, language, attention and perception mature, which is the beginning of the creation of IQ, EF and EQ.

The First Plane 3 - 6 Years



By 3 years in the typically developing child, Coordination, Language-speech, Attention and Perception have matured to equal levels of ability. Then at 3 - 6, these abilities are able to be integrated, leading to the resulting cognitive ability (IQ), executive functioning (EF), sustained attention, organization skills, ability to prioritize and also social skill competence/adaptive ability (EQ).

Montessori for the LD Child

Montessori wrote:

“ The difference in reaction between deficient and normal children in the presentation of didactic material made of graded stimuli, is plainly seen from the fact that *the same didactic material used with deficient makes education possible, while with normal children it provokes autoeducation.*”

Maria Montessori *The Montessori Method*

Montessori on Varying Exceptionalities

Montessori also stated that in a classroom of normal PS children, the knobbed cylinders were presented to 3 year olds and it was a favorite exercise. For the “retarded” child, she pointed out, that it was necessary to begin with simpler exercises, in which the stimuli was much more strongly contrasted and many other exercises would need to precede this one.

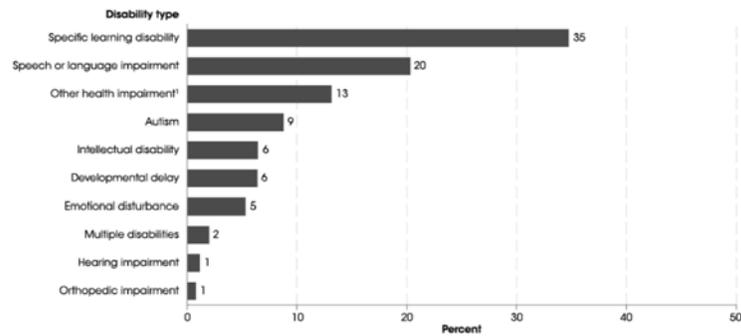
Maria Montessori *The Montessori Method*

If you would identify children who are high risk for academic learning tasks, with the goal of providing early intervention, evaluate:

- **Coordination**
- **Language**
- **Attention**
- **Perception**

Sylvia O. Richardson, M.D., February 1987

Figure 1. Percentage distribution of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), Part B, by disability type: School year 2014–15



¹ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

NOTE: Deaf-blindness, traumatic brain injury, and visual impairment are not shown because they each account for less than 0.5 percent of children served under IDEA. Due to categories not shown, detail does not sum to 100 percent. Although rounded numbers are displayed, the figures are based on unrounded estimates.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved July 26, 2016, from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bcc>. See *Digest of Education Statistics 2016*, table 204.30.

Varying Exceptionalities include:

- Learning Disorders/Differences,
- ADHD,
- Communications Disorders,
- Autism Spectrum Disorder and,
- Intellectual Disability

Definition of Language Learning Differences

A language-learning different child shall be defined as a child with:

- average or above-average intelligence
- adequate vision and hearing
- without primary emotional disturbance
- who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques.

International Dyslexia Association Definition

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Adopted by the IDA Board of Directors, Nov. 12, 2002

Characteristics

- There is often a **family history** of similar difficulties.
- The following are the **primary** reading/spelling **characteristics** of dyslexia:
 - Difficulty reading words in isolation
 - Difficulty accurately decoding unfamiliar words
 - Difficulty with oral reading (slow, inaccurate, or labored)
 - Difficulty spelling
- It is important to note that individuals demonstrate differences in degree of impairment.
- Characteristics of dyslexia at every age are listed in the Texas Dyslexia Handbook. They are also on the Yale Center for Dyslexia and Creativity website.

Related Disorders

Refers to difficulty in:

- **Attention** (Attention Deficit Hyperactive Disorder (ADHD))
- **Oral Language** (Dysphasia / Aphasia)
- **Reading Comprehension**
- **Math** (Dyscalculia)
- **Coordination** (Dysgraphia)
- **Social Communication** (Pragmatic Language Impairment, *Autism Spectrum Disorder)

Attention Deficit / Hyperactivity Disorder (AD/HD)

ADHD refers to a family of chronic neurobiological disorders that interfere with people's capacity to attend to tasks, regulate activity, and inhibit behavior in ways appropriate to their age and circumstances.

Attention Deficit Hyperactivity Disorder (ADHD)

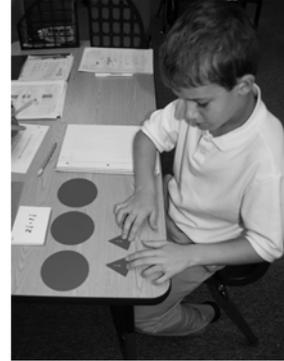
Three Types:

- **Inattentive**
- **Hyperactive**
- **Combined**

Executive Functions

Executive Functions Include:

- Goal directed action
- Inhibition & resistance to distraction
- Problem solving & strategy development
- Shifting of actions when needed to complete tasks
- Persistence toward attaining a goal
- Self awareness & monitoring



Most children, adolescents & adults with ADHD report these 6 clusters as chronic, to a greater degree than those without ADHD.

AD/HD

AD/HD may be caused by a lack of precise regulation of neurochemicals in the brain (i.e., fluctuating amounts of dopamine)

(SchwabLearning.org - “What is the Environment’s Effect on Reading Problems?” The Expert Answers: Gordon F. Sherman, Ph.D.)

ADHD - Individuals Benefit From Medication and Exercise

- Appropriate amount of sleep
- Eating a well balanced diet
- Exercise
- Prayer or Meditation
- Medication (if needed)

Dr. Edward Hallowell *Driven to Distraction*, Dr. John Ratey - *Spark*

Positive Effects of Medication/Exercise

- Brain is normalized for attention, impulse control
- Improved sustained attention
- Improved impulsivity
- Improved learning due to increased memory
- Better organization, less scatter
- Less risk of illegal drug use
- Less side effects of anxiety, depression, suicide

Language Disorders

A spoken language disorder (SLD), also known as an oral language disorder, represents a significant impairment in the acquisition and use of language across modalities (e.g., speech, sign language, or both) due to deficits in comprehension and/or production across any of the five language domains (i.e., phonology, morphology, syntax, semantics, pragmatics). Language disorders may persist across the lifespan, and symptoms may change over time. www.asha.org

Difficulty with spoken language can impact a student in **four ways-expressively, receptively, in the use of higher-order language, and socially or pragmatically.**

Reading Comprehension

- Difficulty with bringing meaning to words decoded while reading
- Associated with Oral Language Disorders

Math (Dyscalculia)

Difficulties in production or comprehension of quantities, numerical symbols or basic arithmetic operations that are not consistent with the person's chronological age, educational opportunities or intellectual abilities.

- Difficulties remembering number facts
- Inaccurate or slow arithmetic calculation
- Ineffective or inaccurate mathematical reasoning
- Avoidance of activities requiring arithmetic

Developmental Coordination

Motor coordination is substantially below that expected given the person's chronological age and measured intelligence.

- Marked delays in achieving motor milestones (walking, crawling, sitting)
- Dropping things
- Clumsiness
- Poor performance in sports
- Poor handwriting

Coordination (Dysgraphia)

Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015).

Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Dysgraphia, cont'd

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting

Texas Dyslexia Handbook

Social Communication

Social (Pragmatic) Communication Disorder is characterized by:

A. Persistent difficulties in the social use of verbal and nonverbal communication as manifested by all of the following:

- 1. Deficits in using communication for social purposes
- 2. Impairment of the ability to change communication to match context or the needs of the listener
- 3. Difficulties following rules for conversation and storytelling
- 4. Difficulties understanding what is not explicitly stated

DSM-5

Autism Spectrum Disorder

- This is a developmental disorder and not a learning disorder.
- It is characterized by **persistent deficits in social communication and social interaction** across multiple contexts and **restricted, repetitive patterns of behavior, interests, or activities.**
- Students on the autism spectrum can also have dyslexia, etc.

Part Two
Laure Ames



Importance of Assessment

- Assessment provides a profile of the learner's strengths and weaknesses.
- Assessment is done to inform the educator and to help the child.

Assessment is Targeted Observation

- Parent Questionnaire
- Teacher Questionnaire
- Mental Development
- Perceptual Development
- Language/Speech Development
- Pre-academic / Academic skills
- Behavioral Checklists/Executive Function (EF)

Examples of Qualitative Difficulty when Assessing Dyslexia

5 to 6

- Reversals (b,d,p,q)
- Not automatic with letters and sounds
- Knows it one day, but not the next
- Trouble learning sequences in math, days of the week, etc.
- Artic/oral language weakness
- Errors in phonological awareness
- Family history

Examples of Qualitative Difficulty when Assessing Dyslexia

7+

- Same as for 5, 6 year olds (reversals, etc.)
- Substitutions of similarly shaped words
- Substitution of the/a
- Mispronunciations, repetitions
- Slow, halting when reading
- Knows it one day, but not the next
- Spelling errors
- Trouble with capitalization, punctuation in written expression

State and Federal Laws Protect Students With Disabilities

The Dyslexia Law Texas code requires:

- Administer K–2 assessments (TEC §28.006).
- Provide training about dyslexia to educators (TAC §74.28(c))(TAC §232.11).
- Test for dyslexia at appropriate times (TEC §38.003).
- Provide treatment (instruction) for students with dyslexia (TEC §38.003).
- Purchase or develop programs that include descriptors listed in The Dyslexia Handbook (TAC §74.28).
- Provide students with services of a teacher trained in dyslexia (TAC §74.28).
- Report through PEIMS information regarding the number of students enrolled in the district or school who are identified as having dyslexia (TEC §42.006(a-1)).

Section 504 of the Rehabilitation Act of 1973

Section 504 states (in part):

- No otherwise qualified individual with a disability in the United States...shall, solely by reason of...disability, be excluded from the participation in...any program or activity receiving Federal financial assistance...
- ...any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment, or (C) is regarded as having such an impairment where
- Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

Americans With Disabilities Act Amendments Act (ADAAA) –

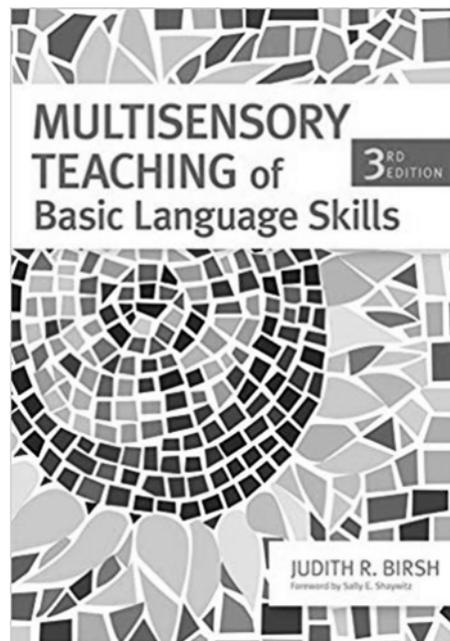
is a civil rights law....protects individuals with disabilities from discrimination in the workplace, as well as school and other settings. The ADA was amended in 2008 and became effective January 1, 2009. The law does not provide funding for services or accommodations.

The Individuals with Disabilities Education Act (IDEA) –

is a federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to students who are eligible under one of 13 qualifying conditions as outlined in a student’s Individualized Education Program (IEP). IDEA also provides requirements to guarantee a free appropriate public education (FAPE) for students with disabilities in the least restrictive environment (LRE).

Multisensory Teaching of Basic Language Skills - 3rd Edition by Judith Birsh

Includes a comprehensive chapter
on the “Rights of Individuals with
Dyslexia and Other Disabilities”



Years Of Research Have Shown What Dyslexia Is, How To Test For It, And How To Remediate.

- The Texas Dyslexia Handbook is a wonderful guideline.
- We know the “at risk” signs for dyslexia and that “holding a student back” is not the answer.
- We know we can “prevent difficulties in 90% of our students if we screen and explicitly instruct early on.” (Jack Fletcher)
- And research tells us that 75% of students who are not diagnosed by the age of 8 continued to have reading difficulty through high school. (Hall and Moats)

Dyslexia In Our Population

Dyslexia affects 1 out of 5 people. Dyslexia is the most common reading disability—20% of the population is struggling with this hidden disability. It crosses racial, ethnic, and socioeconomic lines. With proper instruction and accommodations, it can be remediated. Many remain undiagnosed, untreated, and struggling with the impact of their dyslexia. The diagnosis and treatment remain elusive in public schools, and even more so in urban school populations, and African American and Latino communities.

Yale Center for Dyslexia and Creativity

And Yet We Are Still Not Identifying

- “Texas public schools are identifying just 2.5 percent of students as having dyslexia, a fraction of the number of students who experts say need help overcoming the common reading disability.” (Houston Chronicle, March 2015)
- Only 16% of Dallas ISD 4th graders read with proficiency.
- Only 30% of Fort Worth’s 3rd graders are reading at grade level.
- Gina Mitchell at Region 10 says “the laws have been here 30 years. We are identifying a disability.”
- Sally Shaywitz at Yale says it is “inexcusable” to miss the diagnosis...it can “determine the course of a child’s life.”

The High Cost of Not Identifying

- A student not reading at grade level by the end of the third grade is four times less likely to graduate from high school on time. Further, researchers found that high school dropouts were 63 times more likely to be incarcerated than college grads.
- The educational careers of 25 to 40 % of American children are imperiled because they don't read well enough, quickly enough, or easily enough.
- 93 million American adults, or 45% of the adult population, have limited reading, writing, and math skills.

- 85% of all juveniles who interface with the juvenile court system are functionally illiterate.
- Illiteracy and crime are closely related. The Department of Justice states, “The link between academic failure and delinquency, violence, and crime is welded to reading failure.” Over 70% of inmates in America’s prisons cannot read above a fourth grade level.
- It costs the same amount of money to house one criminal for a year as to train 40 teachers to work with dyslexia.

The Shelton Way

If any child is struggling, we should want to know why.

- Assessment to Instruction.
- Assessment leads to the understanding of the Profile of the Learner.
- The Profile leads to the creation of the educational and therapeutic methods which are the specific prescription for each learner.

Assessment

- Observation
- Battery of Tests
- Interpretation - It's not just adding up the scores!
- Profile of a Young Student
- Profile Leads to Prescription

Qualification Levels for Test Administration

QUALIFICATION LEVEL A:

There are no special qualifications.

QUALIFICATION LEVEL B:

Master's degree, formal training, certification, license

QUALIFICATION LEVEL C:

Doctoral degree with formal training, licensure, certification

Qualification Levels

1. Slosson = Qualification Level B
2. CTOPP = Qualification Level B
3. Beery VMI = Qualification Level B
4. WIAT = Qualification Level B
5. CELF = Qualification Level B
6. BASC = Qualification Level C

Overview of Statistics

Raw Score – the number correct

Mean Score – the average score

Standard Score – a set of scores with the same mean and standard deviation

Standard Deviation – a way to divide scores in comparison to the mean

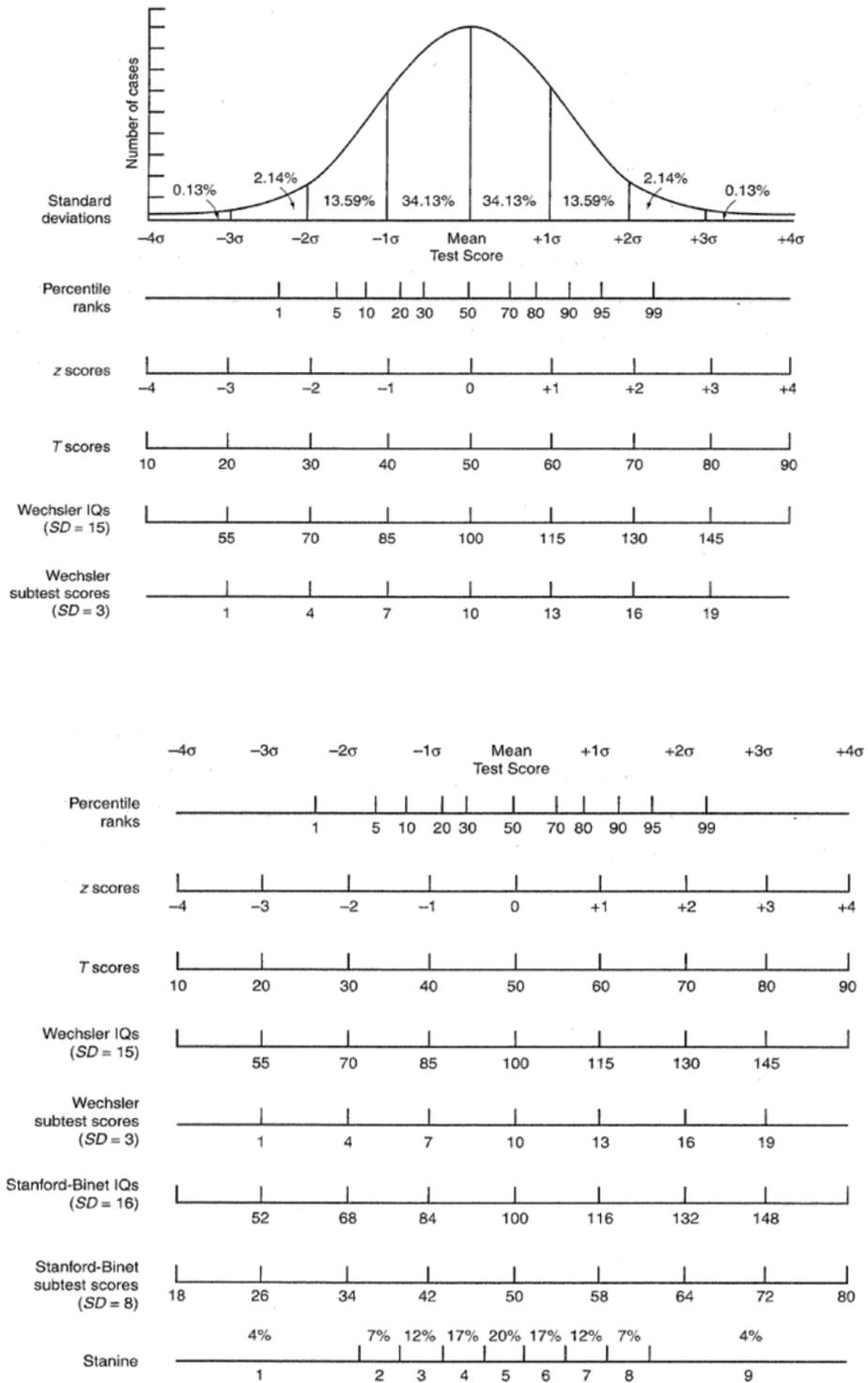
Percentile – a scale of 1st to 99th percentile

Stanine – a scale of 1st to 9th stanine

Scores are usually reported as:

Standard Scores, Percentiles, Age / Grade Equivalents

Normal Curve



Screening Battery for a Montessori School

- Slosson Test of Intelligence Test – Revised (4.0+)
- CTOPP-2 (Phonological Awareness/Rapid Naming (4.0+))
- Beery VMI (3.0+)
- Gates Oral Subtest (4.0+)/ WIAT Early Reading Skills (4.0+)
- WIAT-III Oral Reading Fluency Test (6.0+)
- WIAT-III Reading Comprehension (6.0+)
- WIAT-III Spelling (5.0+)
- Spontaneous Writing Sample (6.0+)
- Alphabet Sample (4.0+)
- Number Sample (4.0+)
- WIAT-III Number Operations (5.0+)
- Additional Measures (Oral Language and/or Attention)

The **Slosson** - is a verbal IQ test. An example of a question for the younger student is “milk is white, butter is ____.” An example for the older student is “tell me the difference between contraction and expansion.” Subtest categories are information, vocabulary, verbal reasoning, math reasoning, analogies, proverbs, number sense, knowledge of body parts, and sequencing. Standard scores falling between 90 and 109 are considered to be in the Average range.

Score Ranges

- 130 – above Extremely High
- 120 – 129 Very High
- 110 – 119 High Average
- 90 – 109 Average
- 80 - 89 Low Average
- 70 - 79 Very Low
- Below 70 Extremely Low



S-FRIT
Slosson Full-Range Intelligence Test
Steven W. Slosson

| Test Results | Raw Score | Standard Score | Confidence Interval | National Percentile | Stanine | Cognitive Level (Age) |
|--------------------------|-----------|----------------|---------------------|---------------------|---------|-----------------------|
| Verbal Index (VI) | | | 85% 95% | | | |
| Performance Index (PI) | | | | | | |
| Memory Index (MI) | | | | | | |
| FULL-RANGE (FRIC) | | | | | | |

Subject's Name _____ Date of Test: _____
 School _____ Gr. _____ Date of Birth: _____
 Examiner's Name _____ Chronological Age: _____

* If the number of days exceeds 15, consider as a full month and increase the month by one.

Mark the questions with a (1) for passing or a (0) for failing. Begin testing where examinee can pass "8 in a row" without making a mistake. Continue testing until examinee misses "8 in a row." Refer to Manual for more complete directions.

| | | | | | | | | | |
|-----|-----|-----|------|------|------|------|------|------|------|
| 1. | 27. | 53. | 79. | 105. | 131. | 157. | 183. | 209. | 235. |
| 2. | 28. | 54. | 80. | 106. | 132. | 158. | 184. | 210. | 236. |
| 3. | 29. | 55. | 81. | 107. | 133. | 159. | 185. | 211. | 237. |
| 4. | 30. | 56. | 82. | 108. | 134. | 160. | 186. | 212. | 238. |
| 5. | 31. | 57. | 83. | 109. | 135. | 161. | 187. | 213. | 239. |
| 6. | 32. | 58. | 84. | 110. | 136. | 162. | 188. | 214. | 240. |
| 7. | 33. | 59. | 85. | 111. | 137. | 163. | 189. | 215. | 241. |
| 8. | 34. | 60. | 86. | 112. | 138. | 164. | 190. | 216. | 242. |
| 9. | 35. | 61. | 87. | 113. | 139. | 165. | 191. | 217. | 243. |
| 10. | 36. | 62. | 88. | 114. | 140. | 166. | 192. | 218. | 244. |
| 11. | 37. | 63. | 89. | 115. | 141. | 167. | 193. | 219. | 245. |
| 12. | 38. | 64. | 90. | 116. | 142. | 168. | 194. | 220. | 246. |
| 13. | 39. | 65. | 91. | 117. | 143. | 169. | 195. | 221. | 247. |
| 14. | 40. | 66. | 92. | 118. | 144. | 170. | 196. | 222. | 248. |
| 15. | 41. | 67. | 93. | 119. | 145. | 171. | 197. | 223. | 249. |
| 16. | 42. | 68. | 94. | 120. | 146. | 172. | 198. | 224. | 250. |
| 17. | 43. | 69. | 95. | 121. | 147. | 173. | 199. | 225. | 251. |
| 18. | 44. | 70. | 96. | 122. | 148. | 174. | 200. | 226. | 252. |
| 19. | 45. | 71. | 97. | 123. | 149. | 175. | 201. | 227. | 253. |
| 20. | 46. | 72. | 98. | 124. | 150. | 176. | 202. | 228. | 254. |
| 21. | 47. | 73. | 99. | 125. | 151. | 177. | 203. | 229. | 255. |
| 22. | 48. | 74. | 100. | 126. | 152. | 178. | 204. | 230. | 256. |
| 23. | 49. | 75. | 101. | 127. | 153. | 179. | 205. | 231. | 257. |
| 24. | 50. | 76. | 102. | 128. | 154. | 180. | 206. | 232. | 258. |
| 25. | 51. | 77. | 103. | 129. | 155. | 181. | 207. | 233. | 259. |
| 26. | 52. | 78. | 104. | 130. | 156. | 182. | 208. | 234. | 260. |

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|-----|-----|----|
| 13 | 22 | 31 | 39 | 47 | 56 | 65 | 74 | 84 | 90 | VI |
| 9 | 22 | 33 | 46 | 60 | 73 | 87 | 99 | 113 | 121 | PI |
| 4 | 8 | 14 | 19 | 23 | 25 | 30 | 35 | 37 | 41 | MI |

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The **CTOPP-2** - assesses phonological processing, especially the sound structure of one's oral language, in processing oral language (listening, speaking) and written language (reading, spelling, writing). The **Phonological Awareness** Composite reflects the individual's awareness of and access to the sound structure of the English language. The Rapid Naming Composite indicates the individual's ability to efficiently retrieve phonological information from long term or permanent memory and to execute a sequence of operations quickly and repeatedly. Composite scores falling between 90 and 109 are considered to be in the average range.

The **Beery VMI** - measures the extent to which individuals can integrate their visual and motor abilities. The Beery VMI presents drawings of geometric forms that the individual is asked to copy. The Visual Perception score assesses the child's visual acuity and visual perception. The Motor Coordination score assesses the child by asking him/her to trace the stimulus forms with a pencil without going outside double-lined paths. Standard scores falling between 90 and 109 are considered to be in the Average range.

The Gates Subtest - is a measure of pre-reading skills. The letters are in non-alphabetic order. Students are asked to name 26 capital letters, 26 lower case letters, pronounce 26 letter sounds, and are asked to blend word parts that are orally presented. For example, “c”- “at” becomes “cat.” Blending items range from “so” to “valentine.” These are important skills that the student needs in order to learn to read and spell efficiently.

Gates Subtests

Naming Capital Letters _____/ 26 Correct

X G O K B I D M T U F W A

C H J R N E Z S Q L P Y V

Naming Lower Case Letters _____/ 26 Correct

w r a b k e m d y t u x

f c i v g h j n q s z l p

Naming Letter Sounds _____/ 26 Correct

s t n p f d c u l o y r k

x i b j a m h v e z g w q

Gates Oral Subtests

Name Slown

Age 6

Date 2/14/19

1. Naming Capital Letters 24 / 26 Correct

X G O K B I D M T U F W A
C H J R N E Z S Q L P Y V

2. Naming Lower Case Letters 22 / 26 Correct

o w r a b k e m d y t u x
f c i v h j n r s p

3. Naming Letter Sounds 17 / 26 Correct

s t n p f d c b l o y x
h i j k a m h r z w g

4. Auditory Blending _____ / 15 Correct

| | |
|---------------------|---------------------|
| st-or _____ | d-ar-k _____ |
| wh-ip _____ | pl-an-t _____ |
| fi-re-cra-ker _____ | g-ate _____ |
| p-en _____ | s-im-ply _____ |
| fl-i _____ | f-in-ger _____ |
| ch-arm _____ | th-un-der _____ |
| s-o _____ | va-len-t-in-e _____ |
| h-or-s _____ | |

The **WIAT-III** - provides a comprehensive set of individually administered tests for measuring academic achievement. The achievement tests provide measures of a student's performance level in reading, spelling, and mathematics. Performance is listed as a standard score, with a mean of 100 and a standard deviation of 15. Scores between 90 and 109 are considered in the average category.

Errors

Substitutions: a word substituted for a similarly shaped word

Mispronunciations: an unintelligible word is read

Examiner Pronounced: the student can't read the word

Insertions, Omissions, Repetitions

Pre-Reading And Writing Skills

Alphabet Sample

Description: This sample provides an example of the student's handwriting of 26 letters.

Administration: Administer to all students in EC through 2nd grade. **Say:** "Print the letters of the alphabet that you know here. If you know the whole alphabet, write it all."

Scoring: Count correctly formed letters and place this score in the "number correct" space. Malformed letters and reversals are counted as errors.

Alphabet Sample

Print Alphabet:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J |
| K | L | M | N | O | P | Q | R | S | T |
| U | V | W | | | | | | | |

Total Correct: _____ Reversals: _____ Sequencing Difficulty: _____

Cursive Alphabet:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Total Correct: 3 Reversals: _____ Sequencing Difficulty: _____

Observations:

Pre-Reading And Writing Skills

Number Sample

Description: The number sample provides an example of the student's ability to write numbers. The student is asked to write as many numbers as they can.

Administration: A number sample is taken for students in EC through 2nd grade. **Say:** "Can you write your numbers? Can you write from 1 to 10? How high can you go? Write your numbers as far as you can."

Scoring: Count all correctly formed numbers. Check yes if reversals or problems with sequencing are noted.

Sloan

Name Sloan Number Sample _____ Date 8/14/19

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| M | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Total Correct: _____ Reversals: Sequencing Difficulty: _____

Observations: Mixt Reversals - B, D, F, H, I, L, etc omit h, j
Strips m, n, o
Reversals - G, R See

250

Spontaneous Writing Sample

- Quality is determined based on handwriting and the mechanics and content of written work. Scores are reported as percentiles.
- The student is asked to write 5 sentences and a paragraph. He/she is not told what to write about. Scoring is based on a set number of factors including handwriting, punctuation, paragraph form (introductory, supporting, and concluding sentences), flow of ideas, use of transition words, and use of descriptors.

**Spontaneous Writing Sample
Grades 3-5
Mechanics Rating Scale**

Student's Name _____ Grade _____ Date _____

HANDWRITING

- ___ Legibility Score 1 if handwriting is legible, 0 if illegible
- ___ Slant Score 1 if slant is consistent, 0 if inconsistent
- ___ Spacing Score 1 if spacing is regular, 0 if irregular
- ___ Letter Formation Score 1 if letters are formed correctly, 0 if incorrectly
- ___ Letter Size Score 1 if letter size is consistent, 0 if inconsistent
- ___ Cursive Score 1 if handwriting is cursive, 0 if printed or mixed
- ___ Total Handwriting Score

SENTENCE FORMATION

- ___ Number of Sentences Score 1 for each sentence attempted
- ___ Complete Sentences Score 1 for each complete sentence, 0 for each incomplete, fragmented or run-on sentence
- ___ Varied Structure Score 1 for each complete sentence with a different subject/verb, 0 for each sentence with a repeated subject/verb
- ___ First Word Capitals Score 1 for each complete sentence with a capitalized first word, 0 for each sentence where the first word is not capitalized
- ___ Other Capitals Score 1 for each complete sentence with proper capitalization, 0 for each sentence where capitals are missing or used improperly
- ___ End Marks Score 1 for each complete sentence with periods or other proper end marks, 0 for each sentence with missing or improper end marks
- ___ Other Punctuation Score 1 for each complete sentence with commas, semicolons, colons or apostrophes used properly, 0 where these are improper or missing
- ___ Spelling Score 1 for each complete sentence with no misspellings
- ___ Total Sentence Formation Score

(Mechanics Percentage Score + Content Percentage Score / 2) _____ % **OVERALL SCORE**

**Spontaneous Writing Sample
Content Rating Scale**

LENGTH

The length of the writing sample is one indication of its quality. Better writing samples have more sentences, more words, and a greater number of multi-syllable words than samples of lesser quality.

| Score | Number of Sentences | Score | Number of Words | Score | 2-Syllable Words | Score | Words with 3 or more Syllables |
|-------|---------------------|-------|-----------------|-------|------------------|-------|--------------------------------|
| 3 | > 7 | 3 | > 120 | 3 | > 25 | 3 | > 8 |
| 2 | 6 or 7 | 2 | 81 - 120 | 2 | 17 - 25 | 2 | 6 - 8 |
| 1 | 4 or 5 | 1 | 40 - 80 | 1 | 8 - 16 | 1 | 3 - 5 |
| 0 | < 4 | 0 | < 40 | 0 | < 8 | 0 | < 3 |

___ Total Length Score

FORM

Proper form and structure is another indication of writing quality. An introductory sentence, supporting sentences, and a concluding sentence should be included.

- Score **Introductory Sentence**
- 3 Clear and compelling introductory sentence
- 2 Sufficient and effective introductory sentence
- 1 Simple and brief introductory sentence
- 0 Ineffective introductory sentence

- Score **Supporting Sentences**
- 3 More than two well reasoned, clearly stated supporting sentences
- 2 Satisfactory supporting sentences
- 1 Unexceptional supporting sentences
- 0 Ineffective supporting sentences

- Score **Concluding Sentence**
- 3 Sensible and convincing concluding sentence
- 2 Effective concluding sentence
- 1 Simple and weak concluding sentence
- 0 Ineffective concluding sentence

___ Total Form Score

LANGUAGE

Appropriate word usage and the use of accurate descriptors are signs of effective written language skills.

| | |
|-------|--|
| Score | Word Usage |
| 3 | Meaning is enhanced by accurate and excellent word usage |
| 2 | Appropriate and satisfactory word usage |
| 1 | Mostly appropriate word usage |
| 0 | Inappropriate or incorrect use of several words |
| Score | Use of Descriptors |
| 3 | Effective and creative use of several descriptors |
| 2 | Simple and basic use of a few descriptors |
| 1 | A few descriptors are used, but meaning and clarity are not enhanced |
| 0 | No descriptors are used |

____ **Total Language Score**

UNITY

Effective writing is coherent and unified. Ideas transition smoothly around a clear and specific theme.

| | |
|-------|--|
| Score | Sequence of Ideas |
| 3 | Several ideas are presented in a well reasoned, logical sequence |
| 2 | Ideas are presented in a logical sequence |
| 1 | Ideas are presented in a more-or-less logical sequence |
| 0 | Ideas have no logical sequence |
| Score | Transition of Ideas |
| 3 | Smooth and logical transition between several related ideas |
| 2 | Sudden and choppy transition from one idea to another |
| 1 | Minimal transition; ideas are presented as a list |
| 0 | No effective flow from one idea to another |
| Score | Overall Theme |
| 3 | Clear, coherent and specific theme; well communicated message |
| 2 | Simple and basic theme; adequately communicated message |
| 1 | Unclear theme; loosely related ideas |
| 0 | No specific theme; unrelated ideas |

____ **Total Unity Score**

_____ **Content Total Score** (Length + Form + Language + Unity)

_____ **Content Percentage Score** (Content Total Score / 36 x 100)

Spontaneous Writing Sample
2018-2019

3rd – 5th grade
Five Sentences

Write 5 sentences in cursive about 5 different topics. The sentences can be any length. Scoring is based on sentence formation, proper spelling, punctuation and capitalization.

1. _____

2. _____

3. _____

4. _____

5. _____

The **CELF-5** - is an individually administered clinical tool for the diagnosis of language and communication disorders. It includes measures of word meanings and vocabulary (semantics), word and sentence structure (morphology and syntax), the rules of oral language used in responding to and conveying messages (pragmatics), and the recall and retrieval of spoken language (memory). A Core Language Score as well as a Receptive Language Index, Expressive Language Index, Language Content Index, and Language Structure or Language Memory Index is obtained.

The **BASC-3** is a rating instrument that assesses problem and adaptive behaviors. There are two clinical scales, Externalizing problems and Internalizing Problems. Externalizing problems includes the hyperactivity and aggression subtests. Internalizing problems includes the anxiety, depression, and somatization subtests. The Behavioral Symptoms Index is a composite score of these two clinical scales as well as the atypicality, withdrawal, and attention subtests. The Adaptive Scales include the adaptability and social skills subtests. Scores are listed as T-scores.

The Brown ADD Scales - provide descriptions of various cognitive, affective and behavioral symptoms often characteristic of persons diagnosed with ADHD. Items correspond to six functions of the brain called executive functions. These executive functions include **Activation** (organizing, prioritizing and activating to work), **Attention** (focusing, sustaining and shifting attention to tasks), **Effort** (regulating alertness, sustaining effort, and processing speed), **Emotion** (managing frustration and modulating emotions), **Memory** (utilizing working memory and accessing recall) and **Action** (monitoring and self-regulating action). Individuals who meet DSM-5 criteria for AD/HD usually have significant impairment in each of these clusters.

Screening for Dyslexia and Related Disorders
Developed by Dr. Laure Ames

Student: _____ Date of Birth: _____ Age: _____
 School: _____ Grade: _____
 Date of Evaluation: _____ Evaluator: _____

| Area Assessed | Below Average SS Below 90 Percentile < 25 | Average SS 90-109 Percentile 25-74 | Above Average SS 110 + Percentile 75+ |
|--|---|--|---|
| Cognitive/Intellectual Ability Test: Slosson Full Range IQ Test PPVT | | | |
| Cognitive Processes | | | |
| Phonological Awareness Test: CTOPP | | | |
| Rapid Naming Test: CTOPP | | | |
| Visual-Motor Integration Test: Berry VMI Visual Perception Motor Coordination | | | |
| Academic Skills | | | |
| Letter/Sound Knowledge Test: Gates Subtest Capital Letters ___/26 Lower Case Letters ___/26 Sounds ___/26 Blends ___/15 | | | |
| WIAT Early Reading Skills | | | |
| Reading Fluency Test: WIAT | | | |
| Rate | | | |
| Accuracy | | | |
| Reading Comprehension Test: WIAT | | | |
| Spelling Test: WIAT | | | |

| | | | |
|--|--|--|--|
| Written Expression Test: Spontaneous Writing Sample | | | |
| Pre-writing Skills Test: Alphabet and Number Sample | | | |
| Math Test: WIAT | | | |
| Qualitative Indicators | | | |
| Reversals | | | |
| Substitutions | | | |
| Repetitions | | | |
| Choppy, halting, slow | | | |
| Spelling errors | | | |
| Written Expression errors | | | |
| Additional Measures | | | |
| Oral Language Test: CELF | | | |
| Expressive Language | | | |
| Receptive Language | | | |
| Metalinguistics | | | |
| Attention Test: BASC or Brown ADD Scales | | | |

Laure Ames, Ph.D.
 Director, The Shelton Evaluation Center
 lames@shelton.org

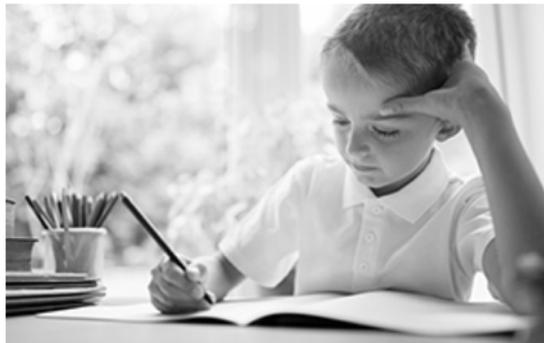
Going Beyond Scores When Identifying Dyslexia

- Professionals conducting assessment for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student’s classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties. © Texas Education Agency, 2015
- “Evaluations, therefore, should not just be about the label, the score, or the percentile rank. Testing is not just about the numbers, and it should not be a mindless exercise in lining up scores in columns in reports. . . . The thoughtful interpretation of the findings is the heart of the evaluation.” Melissa Farrall, *Reading Assessment*, p.62

Interpretation: *It's not just
adding up the scores!*

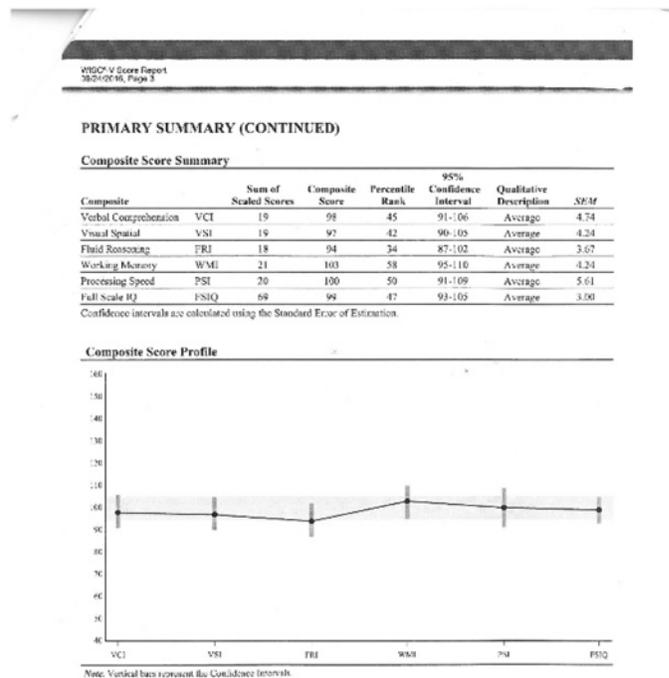
Profile Of A Young Student

Screening Battery Example



TG

- 8 ½ years old girl
- 3rd grade in a public school
- **Reason for Referral:**
- “In kindergarten, she didn’t learn to read and she wasn’t grasping the sounds.”
- “Her spelling is atrocious.”
- “She was tested by the school for dyslexia but did not qualify.”
- “Her handwriting is neat if she tries.”
- At home, she has a hard time staying focused and can’t follow a 3-step instruction.”



The Beery-Buktenica
Developmental Test of Visual-Motor Integration



Name: [redacted] Sex: ♀ M
Last First
School: _____ Grade: 3rd

Beery™ VMI

Sixth Edition

Examiner: M. Druden
Test Date: 2006 9 24
month day
Birth Date: 2000 2 17
year month day
Chronological Age: 6 6
year month
(Count more than 15 days as one month.)

Ages 2 through 100 (FULL FORM)

by Keith E. Beery, Norman A. Buktenica, and Natasha A. Beery

| SUMMARY | | | | PROFILE | | | | |
|---|---------------------------------|------------------------------|-------------------------------|----------------|-----------|-------------------|--------------------|------------|
| See the Beery VMI manual (sixth edition) for norms. | | | | Standard Score | Beery VMI | Visual Perception | Motor Coordination | Percentile |
| Raw Scores: | Beery VMI: <u>20</u> | Visual Perception: <u>95</u> | Motor Coordination: <u>15</u> | 145 | - | - | - | 99.7 |
| Standard Scores: | <u>94</u> | <u>109</u> | <u>70</u> | 140 | - | - | - | 99.2 |
| Scaled Scores: | <u>9</u> | <u>12</u> | <u>4</u> | 135 | - | - | - | 99 |
| Percentiles: | <u>34</u> | <u>73</u> | <u>2</u> | 130 | - | - | - | 98 |
| Other Scaling: | — | — | — | 125 | - | - | - | 95 |
| Comments and Recommendations: | <u>tries to turn page often</u> | | | 120 | - | - | - | 91 |
| | | | | 115 | - | - | - | 84 |
| | | | | 110 | - | - | - | 75 |
| | | | | 105 | - | - | - | 63 |
| | | | | 100 | - | - | - | 50 |
| | | | | 95 | - | - | - | 37 |
| | | | | 90 | - | - | - | 25 |
| | | | | 85 | - | - | - | 16 |
| | | | | 80 | - | - | - | 9 |
| | | | | 75 | - | - | - | 5 |
| | | | | 70 | - | - | - | 2 |
| | | | | 65 | - | - | - | 1 |
| | | | | 60 | - | - | - | .8 |
| | | | | 55 | - | - | - | .3 |

Begin testing on page 1. Turn booklet over with bound edge toward the examinee. If subtests are used, always test in this order: VMI → Visual → Motor.

PEARSON

PsychCorp
Product Number 46240/4241
Page 24

Start with Number 17.
Do not skip any!

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Beery VMI Motor Coordination Page 4



Section 1. Identifying Information

Name _____ Female Male Grade 3
 Parent/Guardian _____ School _____
 Date Tested 2016 Year 9 Month 9 Day 27 Teacher's Name _____
 Date of Birth 2008 Year 8 Month 6 Day 26 Examiner's Name Diana
 Age 8 Examiner's Title _____

Section 2. Subtest Performance

| Subtest | Raw Score | Age Equiv. | Grade Equiv. | %ile Rank | Scaled Score | SEM | Descriptive Term |
|-----------------------------|-----------|------------|--------------|-----------|--------------|-----|------------------|
| Core | | | | | | | |
| 1. Elision (EL) | 17 | | | 16 | 7 | 1 | |
| 2. Blending Words (BW) | 24 | | | 88 | 10 | 1 | |
| 3. Phoneme Isolation (PI) | 20 | | | 37 | 9 | 1 | |
| 4. Memory for Digits (MD) | | | | | | 1 | |
| 5. Nonword Repetition (NR) | | | | | | 1 | |
| 6. Rapid Digit Naming (RD) | 10 | | | 10 | 10 | 1 | |
| 7. Rapid Letter Naming (RL) | 22 | | | 84 | 9 | 1 | |
| Supplemental | | | | | | | |
| 8. Blending Nonwords (BN) | | | | | | 1 | |
| 9. Segmenting Nonwords (SN) | | | | | | 1 | |

Section 3. Composite Performance

| Composite | Subtest Scaled Score | | | | | | | | Sum of Scaled Scores | %ile Rank | SEM | Composite Score | Descriptive Term |
|-----------------------------|----------------------|----|----|----|----|----|----|----|----------------------|-----------|-----|-----------------|------------------|
| | EL | BW | PI | MD | NR | RD | RL | BN | | | | | |
| Phonological Awareness | 7 | 10 | 9 | | | | | | 26 | 20 | 4 | 93 | |
| Phonological Memory | | | | | | | | | 10 | 8 | | 95 | |
| Rapid Symbolic Naming | | | | | | | | | 10 | 8 | | 95 | |
| Alt. Phonological Awareness | | | | | | | | | | | 4 | | |

Section 4. Descriptive Terms

| Scaled Score | 1-3 | 4-5 | 6-7 | 8-12 | 13-14 | 15-16 | 17-20 |
|------------------|-----------|-------|---------------|---------|---------------|----------|---------------|
| Descriptive Term | Very Poor | Poor | Below Average | Average | Above Average | Superior | Very Superior |
| Composite Score | <70 | 70-79 | 80-89 | 90-110 | 111-120 | 121-130 | >130 |

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| Item | No Feedback | Correct Response | Score (1 or 0) |
|--------------------|--|------------------|----------------|
| 15. | Say "tan." Now say "tan" without saying /t/. | an | 1 |
| 16. | Say "time." Now say "time" without saying /m/. | te | 1 |
| 17. | Say "mike." Now say "mike" without saying /k/. | my | 1 |
| 18. | Say "snail." Now say "snail" without saying /n/. | sail | 0 |
| 19. | Say "sling." Now say "sling" without saying /l/. | sing | 1 |
| 20. | Say "winter." Now say "winter" without saying /f/. | winner | 0 |
| 21. | Say "powder." Now say "powder" without saying /d/. | power | 0 |
| 22. | Say "faster." Now say "faster" without saying /f/. | fatter | 0 |
| 23. | Say "silk." Now say "silk" without saying /l/. | sick | |
| 24. | Say "driver." Now say "driver" without saying /r/. | dryer | |
| 25. | Say "tiger." Now say "tiger" without saying /g/. | tie | |
| 26. | Say "flame." Now say "flame" without saying /f/. | lame | |
| 27. | Say "strain." Now say "strain" without saying /r/. | stain | |
| 28. | Say "splat." Now say "splat" without saying /l/. | spat | |
| 29. | Say "planes." Now say "planes" without saying /n/. | plays | |
| 30. | Say "split." Now say "split" without saying /p/. | sit | |
| 31. | Say "stride." Now say "stride" without saying /f/. | tried | |
| 32. | Say "banks." Now say "banks" without saying /k/. | bangs | |
| 33. | Say "pixel." Now say "pixel" without saying /k/. | pickle | |
| 34. | Say "fixed." Now say "fixed" without saying /k/. | fat | |
| Total Score | | | 17 |



Clinician Report

Student Name: _____ Date of Report: 9/24/2016
 Student ID: _____ Grade: 3
 Date of Birth: _____ Home Language: <Not Specified>
 Gender: Female Handedness: <Not Specified>
 Race/Ethnicity: <Not Specified> Examiner Name: Laure Ames

Test Administered: WIAT-III (9/24/2016) Age at Testing: 8 years 6 months Retest? No

WIAT-III Comments: _____

WIAT-III Grade Based Scores: Trimester: Fall

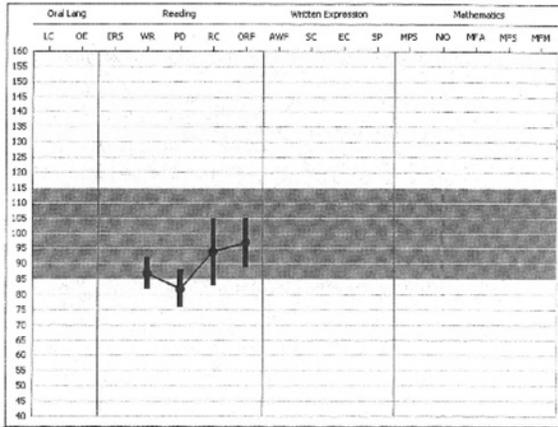
Subtest Score Summary

| Subtest | Raw Score | 95% Normal | | | Grade Equiv. | Age Equiv. | Growth Score | | |
|-----------------------|-----------|----------------|---------------------|-----------------|--------------|------------|--------------|-----|-----|
| | | Standard Score | Confidence Interval | Percentile Rank | | | | | |
| Reading Comprehension | 23* | 94 | 83-105 | 34 | 42 | 4 | 2.2 | 7:4 | 483 |
| Word Reading | 24 | 87 | 82-92 | 19 | 32 | 3 | 2.1 | 7:4 | 441 |
| Pseudoword Decoding | 9 | 82 | 76-88 | 12 | 25 | 3 | 1.6 | 6:8 | 433 |
| Oral Reading Fluency | 78* | 97 | 89-105 | 42 | 46 | 5 | 2.9 | 8:4 | 492 |

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
 † Indicates a raw score that is converted to a weighted raw score (not shown).
 ‡ Indicates that a raw score is based on a below grade level item set.



Subtest Score Profile



Note: The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

| Score Name | Raw Score | Standard Score | 95% Confidence Interval | | Percentile Rank | Normal Curve Equiv. | Stanine Equiv. | Grade Equiv. | Age Equiv. | Growth Score |
|-----------------------|-----------|----------------|-------------------------|-------|-----------------|---------------------|----------------|--------------|------------|--------------|
| | | | Lower | Upper | | | | | | |
| Oral Reading Accuracy | 196* | 87 | 75-99 | 19 | 32 | 3 | 1.6 | 7:0 | N/A | |
| Oral Reading Rate | 150* | 99 | 91-107 | 47 | 49 | 5 | 3.0 | 8:4 | N/A | |

* Indicates a raw score that is converted to a weighted raw score (not shown).

Passage B

Here is Passage B. Say this story is called "Caves." Read to the beginning of the story and say, "Start here. Begin. Start reading."

Caves are full of wonders. Some caves are thousands of years old. A very long time ago, people found shelter in caves. They left behind rock paintings. Caves are also home to many animals. Some of these animals live in the dark all their lives. ¶ Caves can be exciting. They are fun to explore. You have to know about your safety. You have to protect things inside the cave, too. There are some important safety rules. Never go alone. Take a flashlight. Bring extra batteries and light bulbs. Do not harm animals that live in caves.

Say, "Now I will ask you a question about what you just read."

| Question | Correct Answer | Student Response | Correct | Incorrect |
|--|---|------------------|--------------------------|--------------------------|
| According to the passage, what should you bring with you when exploring caves? | Flashlight, extra batteries and light bulbs | | <input type="checkbox"/> | <input type="checkbox"/> |

Passage C

Open the ORF Booklet to Passage C. Say this story is called "Forest Keepers." Give the student the ORF Booklet. Point to the beginning of the story and say, "Start here. Begin. Start reading."

Reverse to Passage C if reading time exceeds 150 seconds (2 minutes 30 seconds).

People have been using trees for a very long time. Trees are burned for fuel. They are used to build homes and to make paper. Forests do much more than just provide trees and wood for people. Healthy forests provide homes for wildlife. ¶ A healthy forest has many different kinds of trees growing in it. A healthy forest even has logs on the ground and standing dead trees. These trees are called snags. ¶ Keeping forests healthy is no easy job. But it certainly is an important one! After all, people need forests and so do many other living things.

Say, "Now I will ask you a question about what you just read."

| Question | Correct Answer | Student Response | Correct | Incorrect |
|---|------------------|------------------|--------------------------|-------------------------------------|
| According to the passage, what kind of tree might you find in a healthy forest? | Snag / dead tree | all the trees | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Passage B | Passage C | Passage D | Passage E |
|-----------------|-----------|-----------|-----------|
| Completion Time | | | |
| Addition Errors | | | |
| Other Errors | | | |
| Word Count | 96 | | |

| Passage E | Passage F | Passage G | Passage H |
|-----------------|-----------|-----------|-----------|
| Completion Time | 72 | | |
| Addition Errors | 0 | | |
| Other Errors | 2 | | |
| Word Count | 99 | | |

Oral Reading Fluency (continued)

Passage F

Take up Passage F. Say, "This story is called 'Amelia the Pigeon.'" Point to the beginning of the story and say, "Start here. Begin. Start rereading."

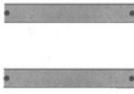
I watch my pet pigeon, Amelia, fly from my window. I stare out at the city. I wonder where Amelia goes. ¶
 "Merri!" ¶ I wonder what Dad wants. ¶ "We just received a package from grandpa," said Dad. "Open it and
 read the letter." ¶ "Merri," the letter began, "Many years ago, your great grandfather was in World War I. He
 trained pigeons to fly with tiny cameras strapped to them. He gave the camera to me, and now I pass it on to you.
 Love, Grandpa." ¶ "I'll go get Amelia and we can try on the camera," said Dad. ¶ "It fits!" we both said. Now I
 will learn where she goes and what she sees.

Say, "Now I will ask you a question about what you just read."

| Question | Correct Answer | Student Response | Correct | Incorrect |
|--|------------------|------------------|-------------------------------------|--------------------------|
| What did Maria's great grandfather strap to the pigeons? | (Tiny) camera(s) | | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Grade | Passage F Subtotal Raw Score | Completion Time | Addition Errors | Other Errors | Word Count |
|-------|---------------------------------|-----------------|-----------------|--------------|------------|
| 3 | 78 ¹¹ | 0 | 2 | 113 | |

Test 3 Spelling

1. 

2. 

3. 

4. _____
5. _____
6. _____
7. _____
8. U R _____
9. e h _____
10. is
11. fun
12. got
13. all
14. with
15. from
16. camp
17. saw
18. water
19. nice nice
20. cute cool
21. suns once

2



the mom bird is feeding its babies.

3



She is on a swing and going backwards and forwards.

4



by the car
She was by the car and was looking for her car.

5



The cat is playing in the fish bowl and the cat is going to sleep.

6



it helps you see in the dark.

7



The dog is digging a hole and putting its bone in it.

CELF5
Clinical Evaluation of Language Fundamentals

ELIZABETH H. COFFIN • ELEANOR SEMEL • WALTER A. SWENSON

Record Form **1**
AGES 9-8

Name: _____

Address: _____

Age: _____ Sex: M F Grade: _____ School: _____

Teacher: _____

Examiner: Diana

Calculations of Student's Age

| | | |
|------------|-------|-----|
| Year | Month | Day |
| 2010 | 9 | 24 |
| Birth Date | | |
| Age | 5 | 10 |

| Test Scaled Scores | | | | | | | | | |
|---------------------------------------|-----------|------------|-----------------|------------------|---------|----------|-----|-------|------|
| | Receptive | Expressive | Spoken Language | Written Language | Reading | Spelling | Age | Grade | Year |
| Language Composite (LC) | 26 | 13 | | 80 | | 80 | | | |
| Linguistic Concepts (LC) | 24 | 11 | | 80 | | 80 | | | |
| Word Structure (WS) | 27 | 8 | | 80 | | 80 | | | |
| Word Classes (WC) | 21 | 9 | | 80 | | 80 | | | |
| Following Directions (FD) | 17 | 9 | | 80 | | 80 | | | |
| Formulated Sentences (FS) | 21 | 7 | | 80 | | 80 | | | |
| Retelling Sentences (RS) | 42 | 10 | | 80 | | 80 | | | |
| Understanding Spoken Paragraphs (USP) | | | | 80 | | 80 | | | |
| Pragmatics Profile (PP) | | | | 80 | | 80 | | | |

| Core Language Score and Index Scores | | | | | | | | | |
|--------------------------------------|----|----|----|----|----|----|----|-----|----|
| | IX | IX |
| Core Language Score (CLS) | 13 | 15 | 9 | 9 | 7 | 10 | 32 | 96 | 80 |
| Receptive Language Index (RLI) | 13 | 9 | 9 | | | | 31 | 102 | 80 |
| Expressive Language Index (ELI) | | 8 | 9 | 9 | 7 | 10 | 25 | 110 | 80 |
| Language Content Index (LCI) | | 11 | 9 | 9 | | | 29 | 119 | 80 |
| Language Structure Index (LSI) | | 13 | 8 | | 7 | 10 | 32 | 117 | 80 |

| Disproportionate Comparisons | | | | | | | | | |
|---------------------------------|-------|-------|----------------|------------------------|---------------------------------|----------------|---------------------------------|---------------------------------|---------------------------------|
| | Sum 1 | Sum 2 | Standard Error | Upper Tail Probability | Probability of Greater Language | Standard Error | Probability of Greater Language | Probability of Greater Language | Probability of Greater Language |
| Receptive Language Index (RLI) | | | | | Yes/No | | .15/0.85 | | |
| Expressive Language Index (ELI) | | | | | Yes/No | | .15/0.85 | | |

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Results of Evaluation

- ADHD, Inattentive presentation
- Dysgraphia
- Oral language weakness
- Specific Learning Disorder with impairment in reading (dyslexia)
- Specific Learning Disorder with impairment in written expression (spelling)

STUDENT PROFILE EDUCATIONAL PLAN

| Grade: 2.5 | Pattern: 1, 2, 3, 6 | | | (Reading/Spelling, Comprehension, Attention, Oral Language Weakness) |
|-------------------------------|---------------------|-----|----|---|
| Student Profile | AA | Avg | BA | Shelton Program Specific Instruction at Shelton for Each Area According to the Student's Profile |
| Attention | | | ✓ | Teachers help student monitor attention – refocus throughout each class. Medication trial recommended when necessary. |
| Organization | | | ✓ | Organization and Study Skills Program: Classrooms, Specials* |
| Speech | | | ✓ | Speech Therapy – small group |
| Oral Language | | | ✓ | Language Therapy / Oral Language Therapy: Classrooms, Specials* |
| Reading – Decoding | | | ✓ | Academic Language Therapy / Sequential English Education + Prescribed Readers |
| Reading – Comprehension | | | ✓ | Academic Language Therapy / Sequential English Education + Prescribed Readers |
| Spelling | | | ✓ | Academic Language Therapy / Sequential English Education + Prescribed Readers |
| Fine Motor Skills/Handwriting | | | ✓ | Academic Language Therapy / Sequential English Education + Prescribed Readers |
| Written Expression | | | ✓ | Academic Language Therapy / Writing Workshop / Computer |
| Math | | <A | | Multisensory Math |
| Social Skills | | | ✓ | Structure of Shelton Teacher Consistency; Choices Program Classrooms, Specials* |
| Gross Motor Skills | | ✓ | | PE / Athletics Programs |

* Specials – Art, Drama, Computer, PE, Library

In grades Early Childhood (3 – 6) through 4th, the educational program is the Montessori method applied to the child with a learning difference combined with a MSL (Multisensory Structured Language) approach (SEE or the Association Method). Organization and study skills are taught in the Montessori method and in the Organization and Study Skills Program of Shelton. Speech and Oral Language Therapy are provided in small groups for all children in Early Childhood – 2nd grade, as needed. Private 1:1 therapy is available on campus. A MSL approach is prescribed for each student based on the Assessment Profile for reading, spelling and written expression (composition). Multisensory math uses manipulatives to help make the abstraction of math more understandable through concrete materials. Teachers are specifically trained to provide a structured, reliable schedule and teach respectful rules for classroom collaboration. Social Skills are directly taught through the *Choices* Program. All specials' teachers provide the same classroom structure and model for appropriate social skills. Perceptual motor skills (fine and gross) are enhanced in the classroom and through the physical education program.



Part Three

Amy Kelton

What Does The Montessori Curriculum Give Us That Helps The At Risk Student?

- Individualization
- Techniques for training attention
- Classroom Structure (boundaries, privileges)
- Work Organization
- Manipulative Materials (Concrete to Abstract)
- Gross and Fine Motor Development

What Does The Montessori Curriculum Give Us That Helps The At Risk Student?

- Oral Language Development
- Academics presented in small sequential steps
- Enhancement of Social Skills (Grace and Courtesy)
- Environment of Encouragement (De-emphasis on failure)

Montessori Applied to Children at Risk

A method which provides for:

Individualization of instruction through the child's interaction with the didactic materials proceeding at his own rate for mastery

Individualization

- Analytical observation and assessment guide presentations
- Student needs more teacher presentations to guide their work



Individualization



Montessori Applied to Children at Risk

- ✓ Presentations of academics in small sequential steps with scientifically researched materials to further skill development in language, math, geography, history, physical and biological sciences, art and music.

Academics in Small Sequential Steps



Montessori Applied to Children at Risk

- ✓ Specific procedures / techniques for training **attention**
- ✓ Student's sustained attention is equally the responsibility of the teacher and the student

The At Risk Child Requires: Direct assistance on attention, focus, and concentration



Attention



1/17/13

Montessori Applied to Children at Risk

- ✓ A classroom structure, clear in limits and privileges, which assists the child with faulty inhibition control to develop those skills
- ✓ Increased and specific boundaries
- ✓ Direct teaching of a cycle of work
- ✓ Clear understanding of privileges and consequences

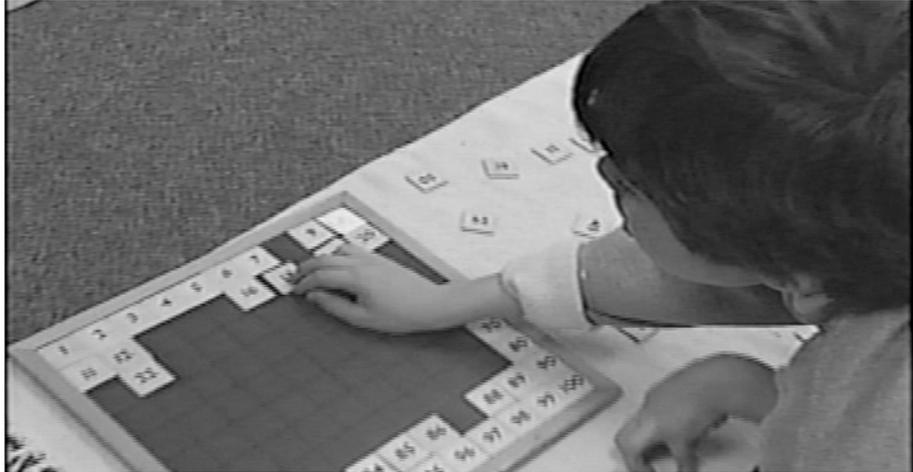
Classroom Structure



Montessori Applied to Children at Risk

- ✓ An emphasis on **work organization** which gives a child a model for learning how to set up and go about work tasks, the result of which can be a lifelong habit of investigation
- ✓ Consistent placement of materials in presentation
- ✓ Awareness of left/right directionality confusion
- ✓ Need for contracts to help the student learn to prioritize

Work Organization



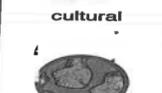
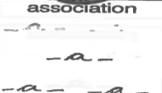
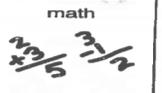
The At Risk Child Requires:

- Guidance in selecting and performing tasks



Name: _____

Date: _____

| | | | |
|---|--|---|--|
| <p>practical life</p>  | | <p>writing</p>  | |
| <p>language</p>  | | <p>cultural</p>  | |
| <p>oral language</p>  | | <p>association</p>  | |
| <p>sensorial</p>  | | | |
| <p>math</p>  | | | |

Weekly Contract

Name _____ Date _____

| Works | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--------|---------|-----------|----------|--------|
| Practical Life | | | | | |
| Sensorial | | | | | |
| Math | | | | | |
| Language | | | | | |
| Cultural | | | | | |
| Computer | | | | | |

Name: _____

| Date: | 04/04 MON | 04/05 TUES | 04/06 WED | 04/07 THURS | 04/08 FRI | NOTES |
|---|--------------|---------------|--------------|----------------|--------------|------------|
| MATH 2+ | | | | | | |
| Facts Sheet | | | | | | |
| Yellow/Green Book | | | | | | |
| Montessori Math +, -, x, | | | | | | |
| Money Work Fractions / Clock | | | | | | |
| Geometry | | | | | | |
| LANGUAGE 3 | | | | | | |
| Language Therapy | | | | | | |
| S.E.E. / AP | | | | | | |
| Writing Mechanics Drawers M, N, O - i, ? | | | | | | |
| Capitalization Punctuation/ Spelling Journal | | | | | | Daily* |
| Novel Study | | | | | | |
| Comprehension SRA Europe Travels Explode Code New Practice Readers | | | | | | |
| Grammar A O | | | | | | |
| CULTURAL 3 | | | | | | |
| Science Biomes of Europe | | | | | | |
| History Days/Month* | | | | | | Etymology* |
| Geography Europe | | | | | | |
| Country Research | | | | | | |
| Computer Class | | | | | | |
| Social Skills Library | | | | | | |
| PT/OT /Speech | | | | | | |

Montessori Applied to Children at Risk

- ✓ Manipulative materials which provide the child with multisensory perceptions which help concretize abstract concepts

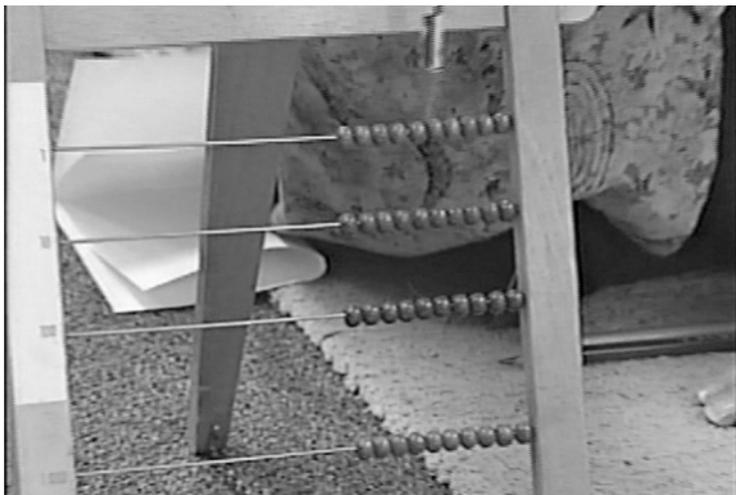
Therapeutic Strategies to Combine with the Montessori Method

- Tasks reduced to smaller segments
- Segments based on perceptual assessment / observation of perceptual motor development
 - Show/feel similarities, & differences (sensorial)
 - Teach transitions (abacus)
 - Teach patterns (hundreds board)

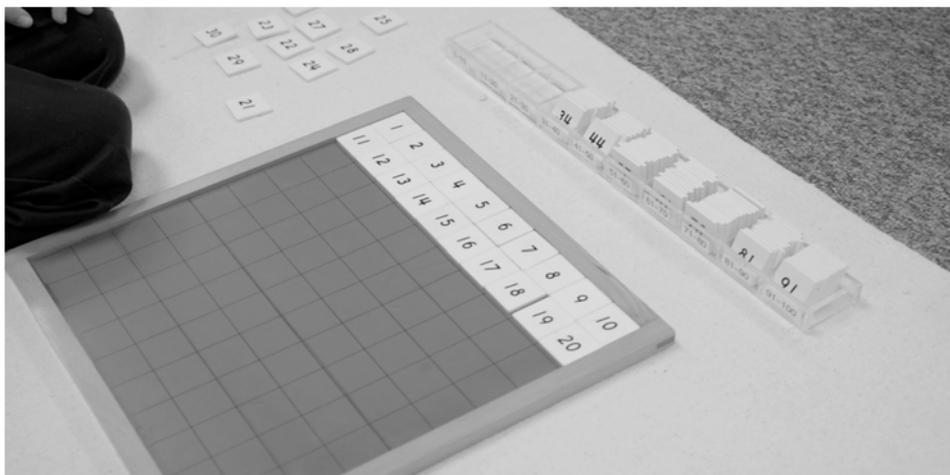
Manipulative Materials



Teach Transitions



Teach Patterns



Assist Spatial Ability



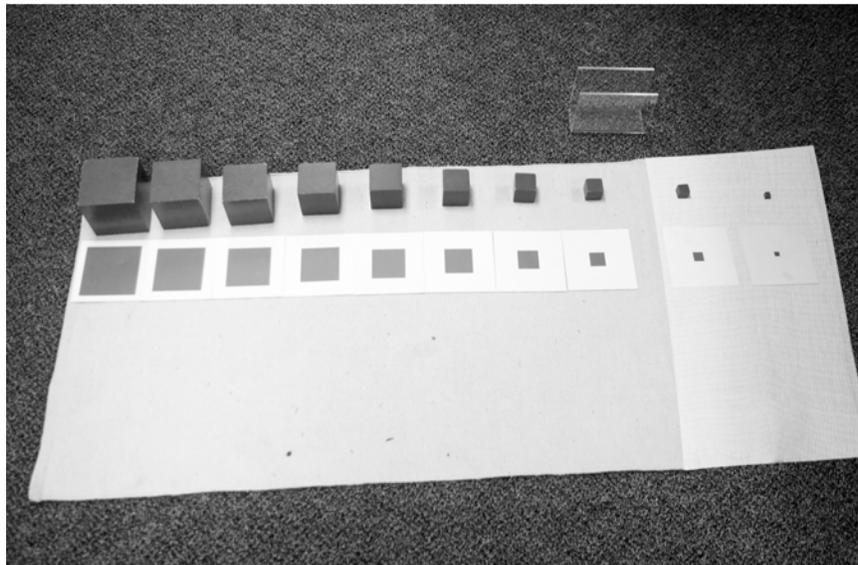
Assist Spatial Ability



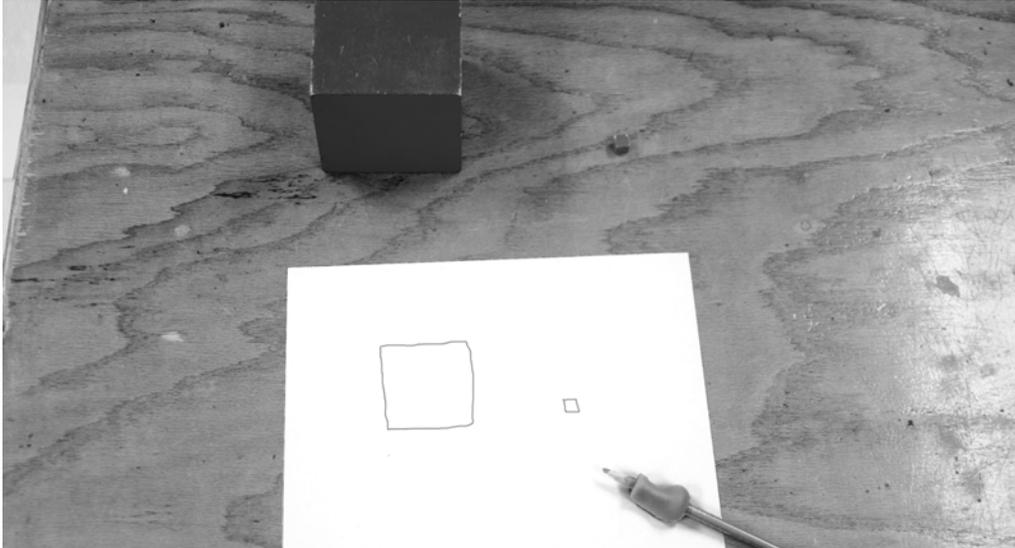
The At Risk Child Requires:

Perceptual discrimination from three dimensions to paper and pencil.

Perceptual Discrimination



Perceptual Discrimination



Montessori Applied to Children at Risk

- ✓ Specific techniques for increasing **gross motor skill** development, **eye-hand** coordination and **fine motor skill** facility

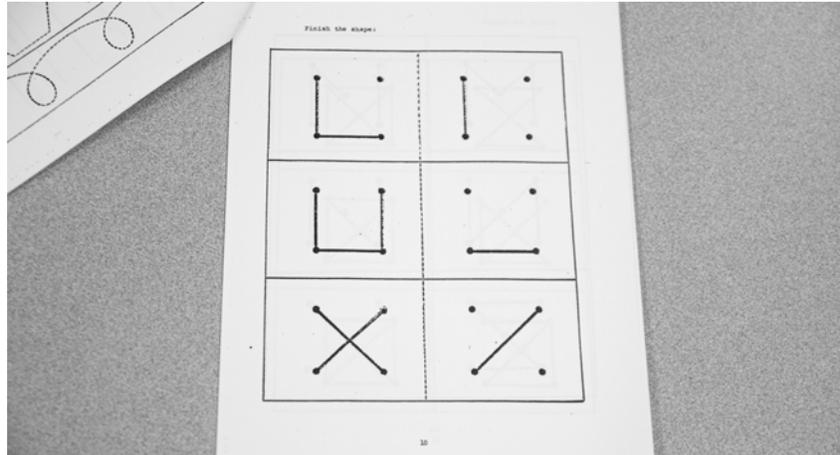
Montessori Applied to Children at Risk

- Recognition of need for more movement for students with attention difficulty (use of OT equipment)
- Teach Perceptual Motor Skills on the line and outdoors
- Attention to grasp of manipulatives in Practical Life, Sensorial, Math, Language and Cultural
- Use of metal insets to improve Fine Motor Skills

Fine Motor Skill



Prewriting



Medium ball and large ball used at desk



Small ball used on the line.

Small Ball on the Floor



Montessori Applied to Children at Risk

- ✓ A concentration on the specific labels for people, objects, and ideas and their attributes and functions that foster oral language development

Oral Language Development

Awareness of the importance of language expansion after the initial presentation (name of the activity, name of objects used in the activity).

- Add vocabulary categories available in the classroom by the addition of an oral language development shelf.



Oral Language Development Body



Oral Language Development Categories

- Body
- Family
- Clothing
- Home
- Community
- World Regions
- Animals
- Plants
- Food
- General Language Concepts
- Holiday Language
- Classroom Language

Oral Language Activity



Written Language

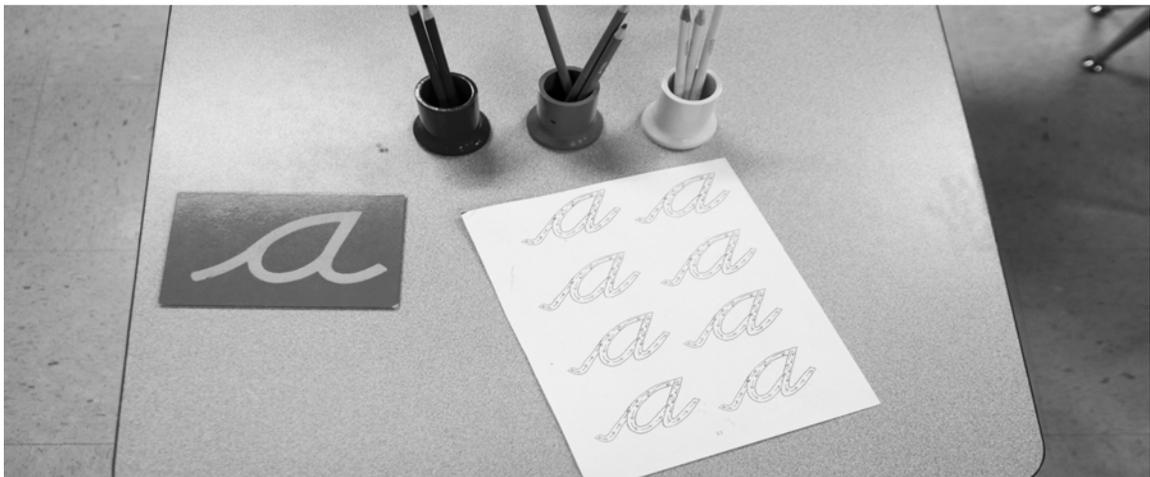
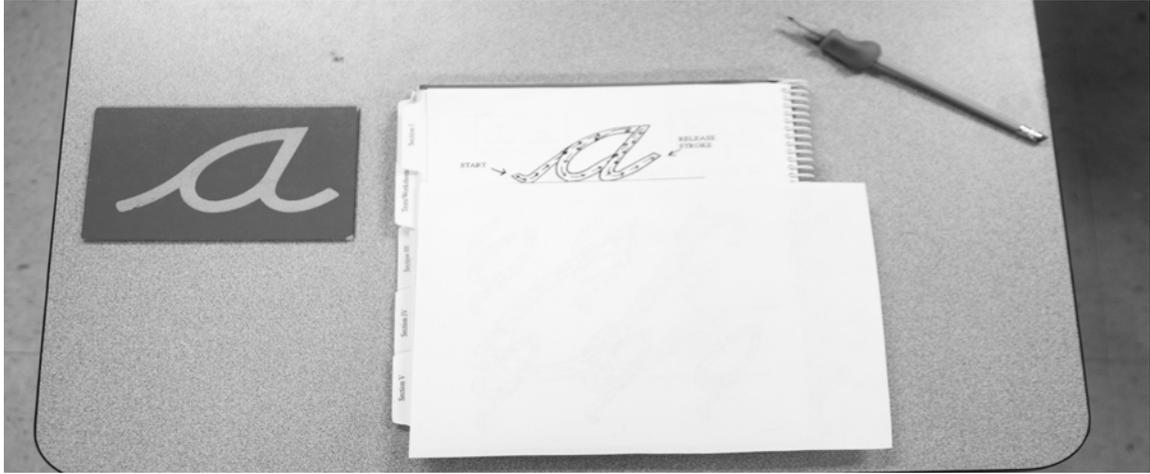
- Combine Montessori Language with the therapeutic strategies of a Multisensory Structured Language Education Approach (MSLE) - Orton Gillingham based.
- Teach word patterns - simple to complex.
- Reduce difficulty of presentation (controlled worked building vs complete moveable alphabet)

Facilitating Learning For The At Risk Child Written Language Development



Written Language Activities







Sequential English Education (SEE)

SEE is a Multisensory Structured Language Education program.

SEE combined with Montessori language instruction teaches reading, spelling, handwriting, written expression and includes literacy exercises.

The Shelton MSL Training Course in SEE is accredited by IMSLEC and IDA



SEE

The lesson includes these activities:

- Introduction of each sound in a structural linguistic multisensory approach-
a, t, p, h, c, n, l, b, f, s, g, m, j, r, v, d, i,
k, w, wh, z, th, u, sh, e, y, ch, q, o, x
- Decoding with moveable alphabet by word family-patterns limited, one vowel at a time
- Moveable Alphabet reduced in difficulty for word building

SEE

- Patterns taught from simple to complex-CVC words with consonants, consonant digraphs, consonant blends, long vowels with the final e pattern, other long vowel combinations, vowels with l/r, multi syllable words, morphology, syntax, semantics

The Shelton MSL Training Course in SEE is
accredited by IMSLEC and IDA

Grades 3 – 5 Phonological Awareness



Grades 3 – 5 Pre-Writing / Writing



See Lesson



Montessori Applied to Children at Risk

- ✓ Enhancement of **Social Skills** and Interpersonal Relationships
- ✓ **Direct teaching of social values (honesty, compassion, cooperation, self control, etc.) and social skills (non verbal/verbal communication, stop, think, choose reasoning, specific stories and role plays)**

Choices



Common Social Skills Deficits in Children with Learning Differences

- Inappropriate Interactions
- Communication Difficulties
- Deficit Social Cognitive Skill
- Poor Emotional Regulation



STUDENT NAME: _____

DATE: _____

| STUDENT ACTION | ANALYSIS/ADULT RESPONSIBILITY | STRATEGIES |
|---|--|--|
| Inappropriate Behavior (State in short, clear sentence.) | How often? Where/When? How Disruptive? How much does it affect others? | I. Prevention strategies being used: ____ Structuring situation to allow student to succeed ____ Direct Teaching Skills through role playing ____ Praise/Rewards ____ Counseling ____ Other |
| Appropriate Behaviors Required: (State in short, clear sentence.) | Does a particular social situation trigger the behavior? Student Attitude? What are important activities this student likes to do? | II. Consequences ____ Isolation ____ Removal of Privileges ____ Behavior Modification ____ Repetitive Behavior ____ Discipline ____ Detention ____ Suspension ____ Other |

**EMPOWERING STUDENT FOR SELF DISCIPLINE BY DIRECT TEACHING
ANALYSIS OF BEHAVIOR/DEVELOPMENT OF CO-OPERATIVE BEHAVIOR**

| STUDENT ACTION | ADULT RESPONSE | STRATEGIES |
|----------------|--|--|
| | The adult responsibility is to MEB (Modify/Extinguish/Build) | Goal - Co-operative behavior self-discipline |

I. Define the inappropriate behavior in the simplest terms:

- A. One **Word**
- B. One **phrase** or simple **sentence**
 1. The behavior we need to change is ...
 2. The behavior we need to work on is ...

What the child does

Example: Spitting
Hitting
Arguing

What the child does not do

Example: Walk in the classroom
Talk in an inside voice
Bring his assignment on time

I. The Rule - define the appropriate behavior in simple, short terms. Adult expects appropriate behavior/insists on it.

If behavior inappropriate:

Presents the **rule**, explanation **short, concise, model.**

II. Analysis of Behavior

- A. Frequency (How Often)
- B. Time/Frame (Where/When)
- C. Intensity (How disruptive)
- D. Affect (How much it affects others)
- E. Effect (Social situation)

III. Helps the student change the behavior by selection of the appropriate strategy. Match the strategy to the behavior.

I. Prevention of Inappropriate Behavior

- A. **Structure** - environment prepared, rules clear, routine established, teacher prepared, pacing reasonable, maintenance of attention, organization taught
- B. **Direct Teaching**-Social Skills/"Choices" - Concept/Discussion/Role playing
Role play - "Matching" what to say and do for use in the next similar situation
 1. Visualize appropriate behavior
 2. Verbalize appropriate behavior
 3. Motor Memory - appropriate behavior
 4. Use Cause/Effect Charts
- C. **Praise for Appropriate Behavior**
Rewards
 1. Pair reward as close to behavior as possible. Try to make doing the appropriate behavior its own reward, i.e. sitting in a chair after having to stand next to it.
 2. Reward can be a prevention, i.e. homework pass, withdrawal privilege/earn privilege back, earn outside time back.

*This statement of behavior can be used to name the chart if the behavior is being changed through charting strategy.
For example: Interrupting

- II. Consequences for Inappropriate Behavior**
- A. **Isolation** - Remove student to part of the room away from others or outside the room.
 - B. **Removal of Privileges** - Taking away any reward that the student particularly values which must be earned back.
 - C. **Behavior Modification**
 1. Develop a mutual plan
 2. Charts-record keeping (Consequences/Rewards)
 3. Develop setting goals and achieving them
 4. Keep plan simple to record
 5. Keep plan simple - one behavior
 6. Pair cause/effect
 7. Follow through - consequences/rewards
 8. Keep words to a minimum - let the chart talk - don't nag
 - D. **Repetitive Behavior**
 1. Repeating the behavior
 2. Repeating the "associated behavior"
 3. Repeating verbally the appropriate behavior
 4. Attachment of time interval to extinguish the behavior
- III. Analysis of Progress - Did the Strategy:**
- A. Solve the problem
 - B. Solve part of the problem
 - C. Increase the behavior in a positive way
 - D. Increase the behavior in a negative way

Emotional Literacy

A program developed by Mark A. Brackett, Ph.D. and David R. Caruso, Ph.D. to foster social competence by teaching accurate:

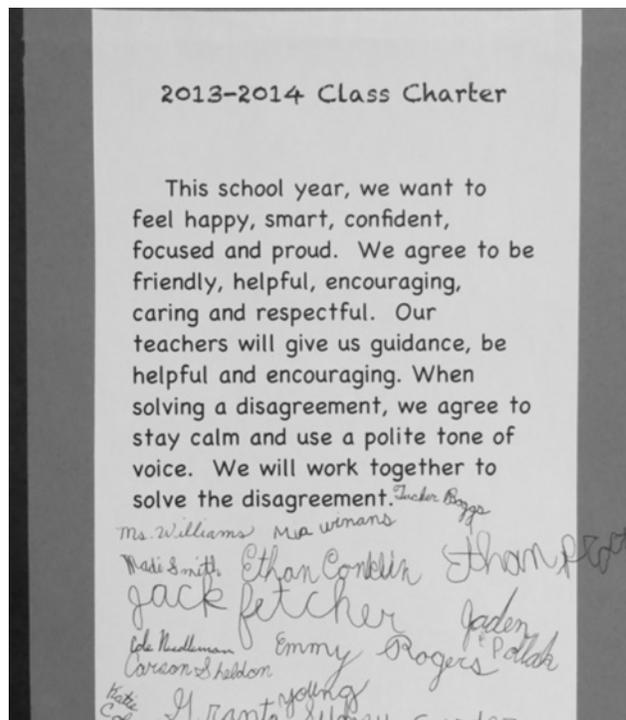
- ✓ recognizing
- ✓ understanding
- ✓ labeling
- ✓ expressing
- ✓ and regulating emotions.

Emotional Literacy: Class Charter

Defining Our values



- Be Respectful toward others and toward your environment
- Encourage others to do their best
- Be a good listener
- Have fun while you are working
- Have a positive attitude
- Try your best
- Say please and thank you – mind your manners
- Problem solve – figure out things by yourself
- Use an appropriate tone of voice



Emotional Literacy: Mood Meter

Feelings Vocabulary:

| | |
|-------------|---------------|
| livid | Ecstatic |
| angry | Joyful |
| seething | pumped |
| embarrassed | hangin' loose |
| glum | relaxed |
| confused | happy |



Emotional Literacy: Mood Meter



Montessori Applied to Children at Risk

- ✓ An environment of encouragement to try, a de-emphasis of failure, which encourages the child's desire for independence, an emphasis on respecting the teacher and classmates that fosters consideration for others
- ✓ More validation (that is correct, recognition of effort, recognition of student's feelings of pride in accomplishment)

Environment of Encouragement



TRAINING SEMINARS

- Overview Of Learning Differences And Related Disorders
- Montessori Applied To Children at Risk/ LD And Related Disorders
- Understanding Assessment Reports
- Multisensory Structured Language Education (MSLE Training)
- Organization and Study Skills
- Social Skills

“The mindset of the effective educator is motivated to help all students to feel special and appreciated.” “We accomplish this by being empathic, by treating students in the same ways that we would like to be treated, by finding a few moments to smile and make them feel comfortable, by teaching them in ways they can learn, by taking painstaking care to avoid any words or actions that might be accusatory, by lessening their fears of failure, by encouraging them, and by recognizing their strengths.”

Quote By Robert Brooks, Ph.D.

**Montessori Applied To Children At Risk
For Learning Differences
MACAR & MIE**

**Shelton School in Dallas, Texas
JULY 8-18, 2019 (no class on Sunday)**

MACAR - Helps the Montessorian understand the **specific needs of children diagnosed with Learning Differences** and provides specific strategies for matching the Montessori educational method to those needs.

Materials provided electronically and include:

- ◆ Administrative Manual
- ◆ Practical Life
- ◆ Sensorial
- ◆ Math
- ◆ Oral & Written Language
- ◆ Choices
- ◆ Perceptual Motor Skills

www.shelton.org/MACAR

Sequential English Education (SEE)

Training educators for teaching reading, writing, comprehension, spelling, auditory discrimination and memory.

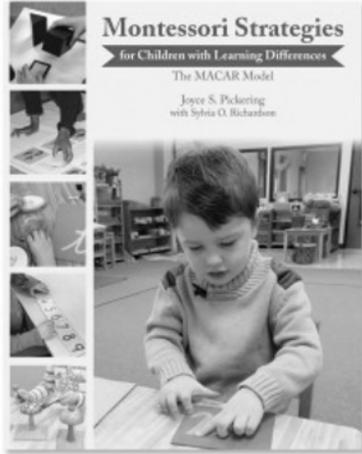
**SEE Teaching Level - June 3 - 8, 2019
SEE Therapy Level - June 10 - 14, 2019**

This program is designed for individuals 5 years of age through adults. It can be taught individually or in small group settings.

The Shelton MSLE Training Course in SEE certificate provides eligibility for taking the Alliance Exam and upon successful completion, ALTA certification.

Shelton.org/SEE

Just published by Joyce Pickering!



This book includes an overview of the Montessori Philosophy and the curriculum, assessment of learning differences and other exceptionalities.

Chapters also include Montessori strategies applied to “children at risk for learning differences”, communication disorders, intellectual differences, and the autism spectrum, and using Montessori strategies in the classroom and in the home.

Available from Parent Child Press – booth L410



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