

Winning Combinations – Helping You Help Students Succeed!

Specific Learning Disability

Identification



Understanding Why Students Don't Respond

Going beyond scores to address student difficulties

Determining the best strategy to help children overcome learning difficulties, particularly children with a specific learning disability, often leads to the conclusion that multiple evaluation and intervention strategies are necessary. Following the 2004 reauthorization of IDEA, state education policy makers and other professional stakeholders in education have been working together to find ways to better improve the lives of children who have learning delays and deficits.

IDEA defines the term "specific learning disability (SLD)" as "a disorder in one or more of the basic psychological processes, involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

Failure to respond to interventions is not enough for SLD identification.

Many recognized experts and practitioners have determined that a combination of data is needed to optimize service delivery for children with and without SLD. Important data includes that which is obtained from learning how a child responds to intervention efforts (RTI) and from a comprehensive evaluation of the psychological processes that underlie learning.

Finding a balanced approach to evaluation

A great number of children can be helped with proactive screening of academic and behavioral performance and early interventions. However, some children do not respond to best attempts at intervention. In these cases, additional evaluation of processing strengths and deficits is needed to accurately identify Tier 2 and 3 intervention needs and SLD.

Knowing a child's strengths and weaknesses in processing information can be useful in

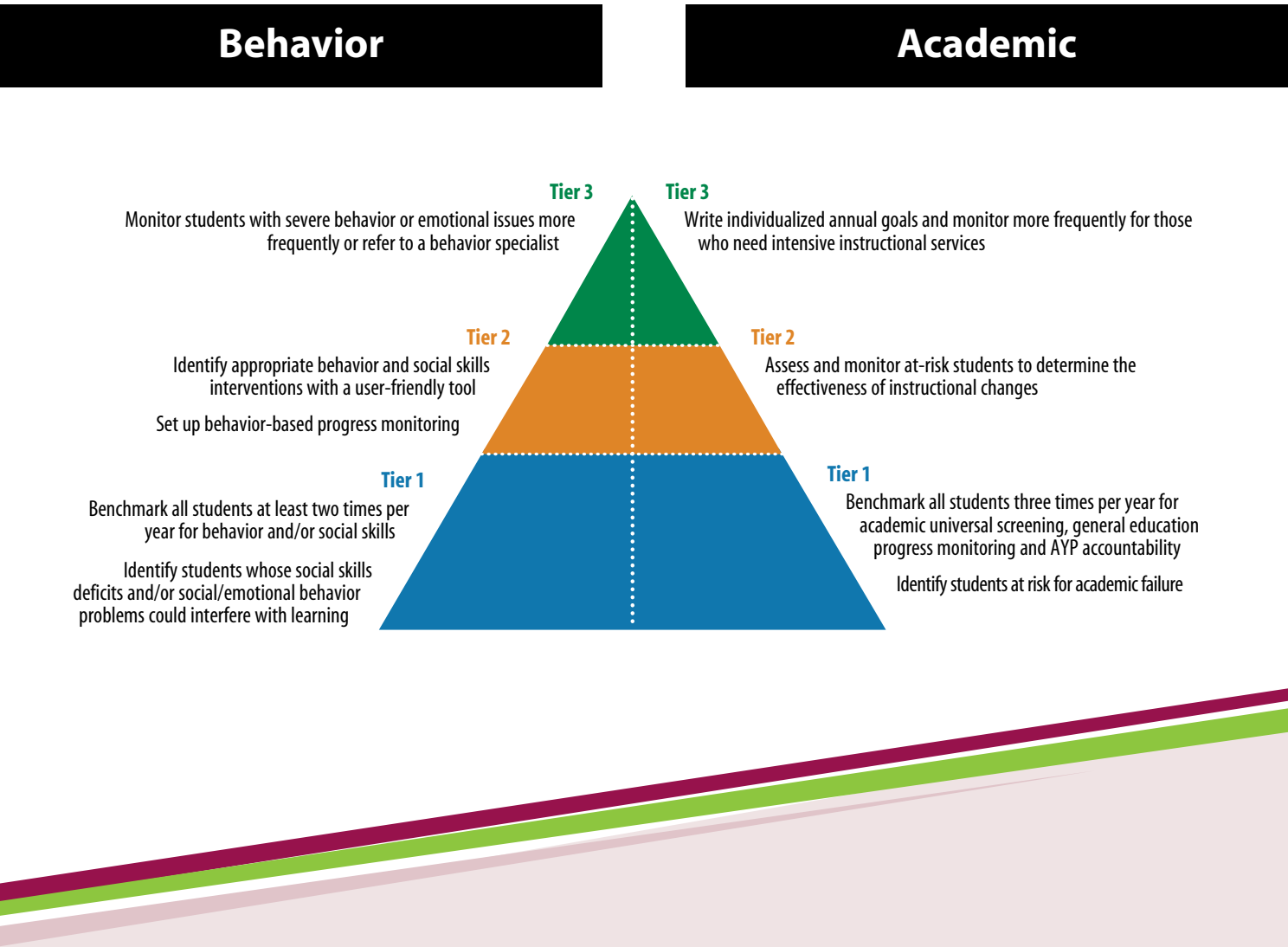
designing individualized interventions that can be implemented, evaluated, and modified as necessary. This combination of empirically supported best practices could reduce the need for special education, and provide effective early intervention services for all children with learning difficulties.

Evaluation of processing strengths and deficits could also lead to more accurate intervention and identification of SLD and other disorders that impede learning. This balanced approach serves the best interests of children, their families, and schools by

providing a multi-factored view of strengths and needs in a number of areas.

RTI models are beneficial for the early identification and treatment of learning problems. RTI models also help schools meet accountability guidelines and use sound instructional methods. However, the diagnosis of SLD cannot be based solely on a student’s lack of response to intervention. In some cases, the child

may continue to struggle, regardless of ongoing interventions, particularly if there is an underlying cognitive processing disorder. For this reason, the last tier of any RTI model calls for individualized, comprehensive multidimensional assessment for diagnosing SLD or another disorder. The design of effective treatments for learning disabilities can then be based on test results.



Winning Combinations – Helping You Help Students Succeed!

Do you

know a

Caeden?



Caeden, almost 17, just enrolled in the tenth grade at Riverside High and is already struggling. Previous school records indicate that although he was referred in both fifth and seventh grades with learning difficulties, he was not found to be in need of special education services. His parents report that his pediatrician diagnosed him with ADHD and placed him on medication in fifth grade, but the schools only provided classroom modifications through Section 504 and retained him.



The campus student study team reviews his records and failing grades and asks two of his teachers to complete the ACES norm-referenced rating scale, which identifies deficits in both academic skills and academic enabling behaviors such as motivation, engagement, study skills, and interpersonal skills. Both teachers report concerns in reading/language arts and critical thinking as well as all of the enabling behaviors. In comparison to other students, Caeden is at high risk of continued academic failure, which could result in his dropping out before completing high school.



Referral is made for a comprehensive evaluation to Dr. Dunn, the school psychologist, who includes the WAIS®-IV test and the WMS®-IV test in his battery. These are comprehensive assessments of the cognitive abilities necessary for success in a high school curriculum.



When results reveal deficits in the areas of working memory and executive functions, appropriate subtests from the D-KEFS™ assessment are added. Academic achievement is evaluated using the WIAT®-III subtests.

Results of Caeden's evaluation reveal high average cognitive abilities but numerous executive function deficits related to planning, organization, cognitive flexibility, and working memory, which no doubt contribute to his below grade level achievement skills in Reading Comprehension, Math Reasoning, and Written Expression. The team determines he is a student with a Specific Learning Disability, which has been exacerbated by his executive function deficits.

WIAT-III®

(Wechsler Individual Achievement Test™—Third Edition)

The WIAT-III incorporates the best features of earlier editions, while offering valuable new benefits. This latest edition is designed to improve the diagnostic power and sensitivity of subtests and to provide maximally informative scores, skills analysis, and intervention goal statements.

Users & Applications

- Identify the academic strengths and weaknesses of a student
- Inform decisions regarding eligibility for educational services, educational placement, or diagnosis of a specific learning disability
- Design instructional objectives and plan interventions

Features & Benefits

With a total of 16 subtests, WIAT-III offers:

- Three new subtests: Oral Reading, Math Fluency and Early Reading Skills
- Enriched Listening Comprehension, Oral Expression, and Written Expression subtests
- Enhanced Reading Comprehension subtest
- Improved scoring rules that are featured in response to scoring studies, theoretical reviews by expert researchers, and usability reviews by teachers and clinicians
- Enhanced scoring software and interactive scoring guide in every kit
- Updated norms for PreK through grade 12, and for ages 4:0–19:11

Content & Administration

- Measure all eight areas of achievement specified by IDEA legislation as important for identifying and classifying learning disabilities
- Focus on reading goals and objectives with the Early Reading Skills subtests
- Evaluate patterns of strengths and weaknesses to identify learning disabilities

Scoring & Reporting

- Enhanced skill analysis for core subtests at item level and sub-item level
- Intervention goal statements for core subtests to assist with IEP goals and to

help develop planning for intervention

- Annual goals and short-term objectives for problem areas based on specific abilities, strengths, and weaknesses
- Research-supported alternatives for determining severe learning disability and non-responders within an RTI environment
- Parent Report, with a description of each subtest, as well as information to help the parent understand the WIAT-III scores

Scoring & Reporting

- Enhanced skill analysis for core subtests at item level and sub-item level
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MATERIALS AND PRICES

Complete Kit with Scoring Assistant® Software
CD-ROM (Win)

015-8984-609-D43 \$685.00

Additional Materials

Enhanced Response Booklets (Pkg of 25)
015-8984-838-D43 \$61.00

Enhanced Record Forms (Pkg of 25)
015-8984-82X-D43 \$71.00

For system requirements, please visit our website.



OVERVIEW

- **Ages:**
4:0–19:11
- **Qualification Levels:**
B, Q2
- **RTI Tiers:**
2 & 3



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OVERVIEW

A comprehensive assessment of the key components of executive function

- **Ages:**
8:0–89:0
- **Qualification Level:**
C
- **RTI Tiers:**
2 & 3

D-KEFS™-II

(Delis-Kaplan Executive Function System™)

Dean C. Delis, Edith Kaplan & Joel H. Kramer

Determine how executive functions affect school behavior and learning

The nine D-KEFS subtests help provide a comprehensive evaluation of higher-level cognitive functions in children and adults. D-KEFS offers the only nationally standardized battery to assess these functions across a broad age range.

Users & Applications

School psychologists and clinicians use this tool to help:

- Assess and diagnose a child's strengths and weakness in planning, impulsivity/inhibition, abstract thinking, and problem solving
- Evaluate individuals with suspected ADHD or traumatic brain injury (TBI)
- Plan interventions and coping strategies tailored to each child's profile of executive function strengths and weaknesses
- Monitor response to interventions using alternative forms (20 Questions, Sorting, and Verbal Fluency)

Content & Administration

The D-KEFS offers a choice of nine subtests that you can administer individually or as a complete battery:

Sorting—Assesses problem-solving, verbal and spatial concept formation, flexibility of thinking on a conceptual task (previously called California Sorting Text)

Trail Making—Assesses flexibility of thinking on a visua-motor task

Verbal Fluency—Assesses fluent productivity in the verbal domain

Design Fluency—Assesses fluent productivity in the spatial domain

Color-Word Interference—Assesses verbal inhibition

Tower—Assesses planning and reasoning in the spatial modality, impulsivity

20 Questions—Assesses hypothesis testing, verbal and spatial abstract thinking, impulsivity

Word Context—Assesses deductive reasoning, verbal abstract thinking

Prover—Assesses metaphorical thinking, generating versus comprehending abstract thought

Features & Benefits

- Uses a consistent, engaging game-like format that encourages optimal performance
- Presents performance-based information regarding executive functioning, which includes key skills related to successful school performance
- Correlates with the California Verbal Learning Test, Second Edition (CVLT®-II), providing information concerning the role of memory on D-KEFS performance

Scoring & Reporting

The Scoring Assistant® software makes generating score reports faster and easier, allowing you to:

- Record and score the nine subtests individually or as a complete battery
- Produce, view, and print score reports in tabular or graphic format

MATERIALS AND PRICES

Complete Kits

Includes Manual, Stimulus Booklet, Sorting Cards (3 sets of 6 cards each), 1 Tower Stand with 5 color Disks, 25 Record Forms, 25 Design Fluency Response Booklets, and Trail Making Response Booklet set (each set contains 25 Response Booklets for each of the 5 Trail Making conditions)

015-8091-108-D43 Box	\$619.00
015-8091-116-D43 Soft Case	\$679.00



WAIS®-IV

(Wechsler Adult Intelligence Scale®, Fourth Edition)

David Wechsler, PhD

The most advanced comprehensive adult cognitive assessment

The WAIS-IV offers you the most advanced measure of cognitive ability available, and this latest edition is even more useful, precise, and easy to administer. Use WAIS-IV to:

- Evaluate and qualify adolescents and adults for special services
- Identify adolescents and adults with cognitive problems and recommend appropriate interventions

Scoring & Reporting

Scoring Assistant® Software

Generate a variety of reports automatically, simply by entering raw scores.

- Converts raw scores to scaled scores
- Generates concise score reports and statistical reports with tables and graphs
- Performs strength and weakness comparison
- Links to WMS®-IV, WIAT-III, and ACS software

Report Writer Software

In addition to the capabilities of the scoring assistant, this tool produces:

- Individualized, comprehensive narrative reports that go beyond scores, tables, and graphs

MATERIALS AND PRICES

Complete Kit

Includes Administration and Scoring Manual, Technical Manual, Stimulus Books (2), Record Forms (25), Response Booklets #1 (25), Response Booklets #2 (25), Symbol Search Scoring Key, Coding Scoring Key, Cancellation Scoring Templates

0158980808D43 Complete Kit	\$1,110.00
0158980824D43 Soft Case Kit	\$1,170.00
0158980816D43 Hard Case Kit	\$1,180.00

For system requirements, please visit PsychCorp.com

WMS®-IV

(Wechsler Memory Scale®, Fourth Edition)

David Wechsler, PhD

Comprehensively assess adolescent and adult memory abilities

Designed to help evaluate memory capabilities, the new WMS-IV offers significant enhancements, including briefer and easier administration. This tool is particularly appropriate for use by school psychologists as part of a psychoeducational evaluation of adolescent and adult students.

Features & Benefits

WMS®-IV builds on a tradition of innovation by:

- Providing a comprehensive assessment that now can be administered more quickly
- Offering enhanced clinical sensitivity
- Eliminating subtest/construct overlap with the WAIS-IV

MATERIALS AND PRICES

Basic Kit

Includes Administration Manual, Technical Manual, Stimulus Books #1 & #2, 25 Adult Record Forms (16:11–69), 25 Older Adult Record Forms (65–89:11), Response Booklets (25), Memory Design Grid, Design Cards, Spatial Addition Cards, Scoring Template

0158895800D43	\$709.00
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Softcase Kit

Includes all components of Basic Kit.

0158896009D43	\$769.00
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For system requirements, please visit PsychCorp.com



OVERVIEW

- **Age Range:**
16:0–90:11
- **Qualification Levels:**
C
- **RTI Tier:**
3

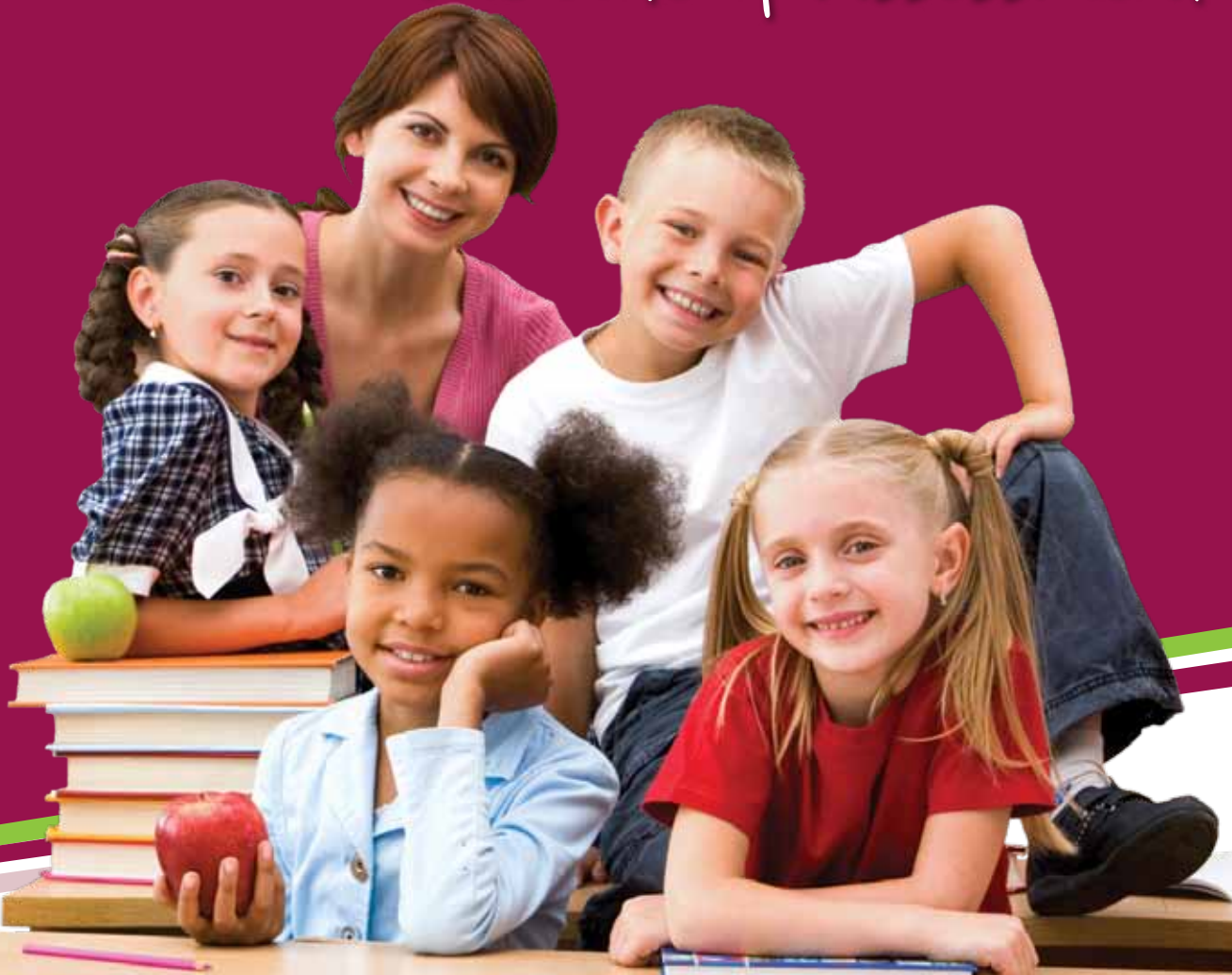


OVERVIEW

- **Age Range:**
16:0–90:11
- **Qualification Levels:**
C
- **RTI Tier:**
3

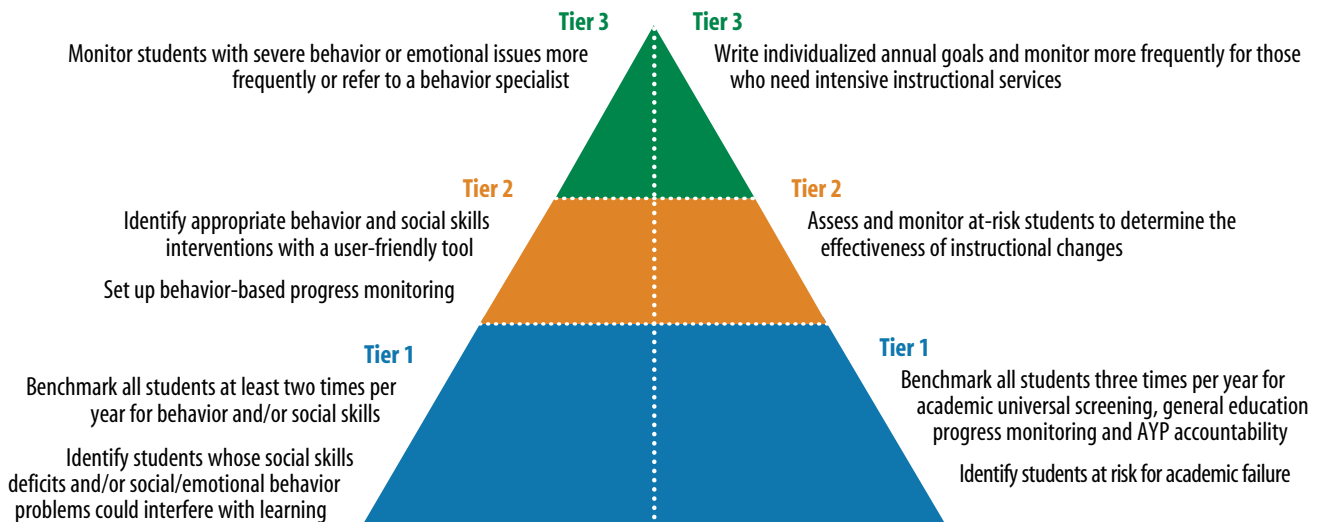
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The Role of Assessment



Behavior

Academics



Using Assessments in Tier 1

During this period, students receive CBM and other universal screeners. Those who have been identified as at risk academically or behaviorally receive interventions. Once interventions are implemented, student progress is monitored to determine whether the interventions are working, if interventions need to be changed, or whether additional detailed diagnostic testing is needed to further guide the selection and use of educational strategies. It's important to keep in mind that after the screening process, there might be information that suggests a disability in some youngsters. In this case, individualized comprehensive evaluation can be warranted immediately.

Using Assessments in Tier 2

When more intensive interventions must be considered, in most cases, a specialized problem-solving/intervention team convenes to identify targeted curriculum modifications and progress monitoring methods. To select the most appropriate research-based instructional tools to address students' difficulties, team should gather data from CBM screenings and possibly from other more in-depth standardized measures that delineate student needs within a specific content or behavioral area. The data from these formal and informal assessments provide a closer look into the overall strengths and needs of the student, thereby guiding more targeted instructional approaches or strategies and intervention. Progress monitoring remains an essential component at this level to document the effectiveness of interventions and develop revised instructional tactics. At this point, the main goal of these types of assessments is to answer the question, "How can we help the teacher instruct this child?" rather than "Is this student eligible for special education services?" However, if a student continues to make insufficient improvement, despite repeated progress monitoring and curriculum modifications, a comprehensive individualized evaluation may be justified.

Using Assessments in Tier 3

A small percentage of students will not keep pace with classmates in physical, emotional, academic, and/or cognitive domains. When a student does not respond to the targeted interventions provided at Tier 2, a referral may be needed to consider whether a comprehensive individualized evaluation is required. Such an evaluation typically means examining various aspects of cognitive, emotional, and behavioral skills to understand how these underlying processes may be impacting functioning. This includes the careful, systematic observation of how a student solves problems, which provides the detailed, highly specific information required for the development of specialized intervention and instruction. Data from these evaluations can also be used to determine if a student is eligible for an educational disability classification. If so, an IEP (Individualized Educational Plan) can be developed to provide special education services. Once interventions are created and implemented, specific, frequent progress monitoring strategies are needed to analyze response to the interventions and specialized instruction. This continual progress monitoring is essential throughout the educational process so that the student's achievements and needs are accurately examined across time.

OVERVIEW

- **Ages:**
6:0–16:11
- **Qualification Level:**
C
- **RTI Tier:**
3

ATTENTION WISC-IV USERS...

You can upgrade your assessment materials and functionality by purchasing the WISC-IV Integrated Upgrade Kit. The Upgrade Kit contains only the new materials needed to begin using the Process Subtests. The NEW Process Analysis Record Form allows you to administer only the process subtests from the WISC-IV Integrated.

No need to purchase the standard WISC-IV materials that you already own.

NOW JUST \$249.00 !!!

WISC®–IV Integrated

(Wechsler Intelligence Scale for Children™–Fourth Edition Integrated)

David Wechsler, PhD with Edith Kaplan, PhD, Dean Delis, PhD, Deborah Fein, PhD, Art Maerlender, PhD, Robin Morris, PhD & Joel Kramer, PhD

Process approach provides level of clinical insight

Designed to help you plan more effective interventions for students ages 6:0–16:11 years old, the WISC-IV Integrated combines the WISC-IV and 16 optional subtests to provide diagnostic information. This comprehensive measure goes beyond cognitive scores to help you identify sources of the child's strengths and weaknesses.

WISC-IV Integrated gives you the ability to:

- Choose only the Integrated subtests that cover domains or tasks that still have remaining questions
- Drill down to investigate the processes through which a child arrives at a response
- Use the enhanced understanding provided by the Integrated subtests to assist you in developing treatment plans and interventions specifically aimed at a child's areas of cognitive difficulty
- Develop critical insights of strengths and needs to assist students with disabilities succeed in standards-based education

Software

Save time scoring and reporting results with the practical WISC-IV Integrated Scoring Assistant® and Report Writer software.

Scoring Assistant

- Generates score reports and statistical reports with graphs and tables
- Converts raw to scaled scores
- Provides strength and weakness discrepancies

Report Writer

- Produces individualized, comprehensive reports that go beyond mere scores, tables, and graphs
- Interprets statistically significant discrepancies between scores

MATERIALS AND PRICES

Comprehensive Kit in a Box

Includes WISC-IV and WISC-IN Integrated components for 25 administrations

015-8982-800-D43	\$1199.00
015-8982-819-D43 Hard Case	\$1269.00
015-8982-827-D43 Rolling Case	\$1279.00

FOR WISC-IV USERS

Integrated Upgrade Kit

This kit includes only the 16 additional integrated subtests that can be combined with the core WISC-IV to provide enhanced clinical insight.

015-8983-106-D43	\$259.00
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Additional Materials

Record Forms (25)

015-8982-878-D43	\$148.00
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Process Analysis Record Forms (25)
(for WISC-IV Users)

015-8983-130-D43	\$63.00
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Response Booklets #3 (25)

015-8982-894-D43	\$66.00
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Software

Scoring Assistant

015-8982-959-D43	\$349.00
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WISC-IV Scoring Assistant Upgrade to
WISC-IV Integrated Scoring Assistant

015-8983-297-D43	\$74.00
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DAS®-II

(Differential Ability Scales®-Second Edition)

Colin D. Elliot

Identify strengths and challenges across a wide range of ability domains

Using the core and diagnostic subtests to identify a child's strengths and needs, the DAS-II "goes beyond scores" to help answer questions such as "Why is this child struggling to learn?" and "What methods can I use to help this child learn better?"

DAS-II will help you to:

- Assess the cognitive deficits underlying particular learning problems using DAS-II diagnostic subtests in combination with other instruments
- Go beyond the traditional use of ability-achievement discrepancies to determine eligibility for services
- Respond more effectively to IDEA and plan appropriate educational interventions for children ages 2:6–17:11 years old

Software offers multiple advantages
DAS-II software Scoring Assistant® does more than assist in scoring:

Saves time and increases accuracy with automated scoring

- Cuts scoring time to mere minutes by automating scoring of 20 subtests versus scoring by hand
- Includes many error-proofing techniques so common scoring errors can be avoided

Report only the information you need and nothing more

- Customize summary information by importing into any word processing program
- Use the results to analyze ability with the WIAT-II achievement scores
- Tailor report content to your needs by selecting tables and text desired

Focus on interpretation instead of scoring

- Easily access the diagnostic power of the test
- Quickly identify a child's strengths and needs with subtest comparisons and across age clusters

Visit DAS-II.com for more information

MATERIALS AND PRICES

Comprehensive Kit

Includes Administration Manual; Normative Data Manual; Technical Manual; 15 Early Years Record Forms; 15 School-Age Record Forms; 10 each of Speed of Information Processing Booklets Versions A, B, and C; 4 Stimulus Books; Object Recall Card; Picture Similarities Cards; Phonological Process and Signed Sentences CD; Manipulatives; and Scoring Assistant

015-8339-69X-D43 \$1175.00

Additional Materials

Early Years Record Forms (25)

015-8339-762-D43 \$73.50

School-Age Record Forms (25)

015-8339-770-D43 \$97.50



WARNING: CHOKING HAZARD—
Small Parts. Not for Children under 3 years.



OVERVIEW

- **Ages:**
2:6–17:11
- **Qualification Level:**
C
- **RTI Tier:**
3

KABC-II

(Kaufman Assessment Battery for Children, Second Edition)

Alan S. Kaufman, PhD & Nadeen L. Kaufman, PhD

A test of exceptional cultural fairness

OVERVIEW

- **Ages:**
3–18
- **Qualification Levels:**
C, Q2
- **RTI Tier:**
3

The KABC-II helps you determine a child's cognitive strengths and weaknesses so you can find the best ways to teach each child effectively. This theory-based measure of processing and cognitive abilities helps you get a true picture of each child's abilities—regardless of language or cultural differences.

And when you have a complete understanding of cognitive strengths and weaknesses, you can feel secure that you are making effective, informed decisions that lead to more accurate placement and intervention.

Fun to take and easy to administer, the KABC-II gives you detailed information and unprecedented flexibility in:

- Diagnosing specific learning disabilities (SLD) for ages 3–18 years old
- Developing individualized education plans and/or special education and related services to monitor progress
- Documenting that underachievement of a child suspected of having an SLD is based on a processing disorder and is not due to the lack of appropriate instruction

Dual theoretical models meet individual needs

Only the KABC-II gives you a dual theoretical model so you can decide how best to meet the needs of each individual. Choose the Cattell-Horn-Carroll (CHC) model for children from a mainstream cultural and language background. However, if you believe the CHC model would not be a fair indicator of the child's cognitive ability (because it includes the Knowledge/Gc Scale), you may choose the model based on Luria's neuropsychological theory.

MATERIALS AND PRICES

KABC-II Complete Kit

Includes 4 Easels, 1 Manual, all necessary Stimulus and Manipulative Materials, 25 Record Forms, Soft-Sided Nylon Briefcase

21000AD43 \$879.00

KABC-II Record Forms (25)

21015AD43 \$63.00

KABC-II ASSIST Software

21025AD43 \$278.00

Visit website for system requirements.



WARNING: CHOKING HAZARD—
Small Parts. Not for Children under 3 years.



KTEA-II

(Kaufman Test of Education Achievement, Second Edition) Comprehensive Form

Alan S. Kaufman, PhD & Nadeen L. Kaufman, PhD

Precisely analyze errors for targeted intervention

The KABC-II helps you determine a child's cognitive strengths and weaknesses so you can find the best ways to teach each child effectively. This theory-based measure of processing and cognitive abilities helps you get a true picture of each child's abilities—regardless of language or cultural differences.

And when you have a complete understanding of cognitive strengths and weaknesses, you can feel secure that you are making effective, informed decisions that lead to more accurate placement and intervention.

The KTEA-II Comprehensive Form is a curriculum-based instrument that helps you conduct a thorough, research-based assessment of key academic skills. State-of-the-art error analysis and detailed prescriptive information help you plan targeted interventions.

KTEA-II Comprehensive Form provides:

- An individually administered measure of academic achievement for ages 4:6–25 years old
- Content in reading, mathematics, written language, and oral language
- Two independent, parallel forms for monitoring of academic progress
- Flexibility in that individual subtests, combinations of subtests, or the entire battery can be administered
- Clear direction for instructional interventions in all content areas

As the KTEA-II Comprehensive Form was fully co-normed with the Kaufman Assessment Battery for Children, Second Edition (KABC-II), the assessment provides for a rich source of information about how academic strengths and weaknesses may reflect strengths and weaknesses in processing and reasoning.

The strong error analysis system was created with input from curriculum experts on the types of errors students are likely to make on each subtest. You'll receive a detailed summary of the types or patterns of errors a student makes on subtests in each of the achievement domains.

MATERIALS AND PRICES

Comprehensive Hand-Scoring Materials

KTEA-II Comprehensive Form A Kit
Includes 2 Easels, Manual, Norms Book, Form A Record Forms (25), Form A Student Response Booklets (25), Form A Error Analysis Booklets (25), 2 each of 3 Form A WE Booklets, all necessary stimulus materials, Form A Administration CD, Puppet, Tote Bag
32210D43 \$364.00

KTEA-II Comprehensive Form B Kit
Includes 2 Easels, Manual, Norms Book, Form B Record Forms (25), Form B Student Response Booklets (25), Form B Error Analysis Booklets (25), 2 each of 3 Form B WE Booklets, all necessary stimulus materials, Form B Administration CD, Puppet, Tote Bag
32220D43 \$364.00

KTEA-II Comprehensive Form A & B Combined Kit
Includes Comprehensive Form A and Form B Kits with 2 Manuals and 2 Norms Books
32200D43 \$655.00
ASSIST™ Scoring and Reporting Software
KTEA-II ASSIST Software for Comprehensive Form CD-ROM (Win/Mac)
32245D43 \$276.00

For additional product components and system requirements, please visit our website.

KTEA-II

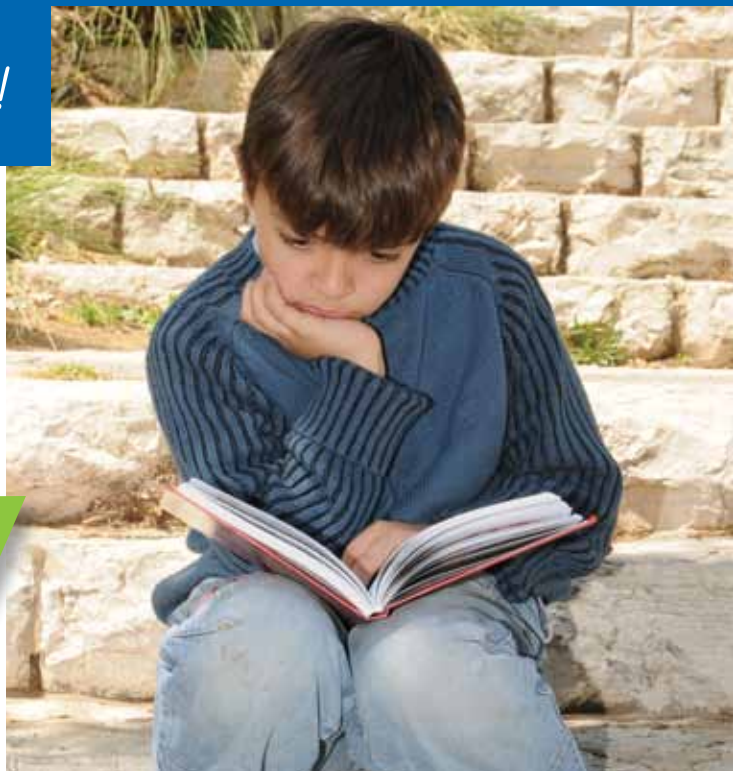


OVERVIEW

- **Ages:**
2:6–17:11
- **Qualification Level:**
C
- **RTI Tiers:**
2 & 3

Winning Combinations – Helping You Help Students Succeed!

Do you
know a
Juan?



Juan, a third grader, has struggled with reading since first grade. His current teacher reports that he has a limited sight word vocabulary, makes unusual decoding and spelling errors, and reads without fluency. He receives Tier 2 intervention in reading as a part of the district's RTI initiative.



The reading specialist has been monitoring his progress on a bi-weekly basis using AIMSweb® Reading Curriculum-Based Measurement and MAZE comprehension prompts and has documented his unusually slow progress.



To learn more about how to better differentiate instruction for Juan, she administers the WIAT®-III reading subtests for basic reading, comprehension, and fluency. She discovers that, unlike many struggling readers, Juan's difficulties are related more to orthography than phonology, which helps explain why his phonics-based intervention has had limited effect.



The reading specialist administers select subtests from the PAL™-II Diagnostic Assessment for Reading and Writing to confirm her findings.



Juan's intervention is then modified to include the Orthography Lessons from the PAL Research-Based Reading and Writing Lessons and explicit instruction in fluency.

PAL™-II Diagnostic Assessment for Reading and Writing

(Process Assessment of the Learner, Second Edition)

Virginia Wise Berninger, PhD

Measure reading and writing skills as well as critical cognitive processes

PAL-II Reading and Writing helps you measure the development of processes directly related to the acquisition of reading and writing skills in grades K-6. Use this tool to help students with suspected learning disabilities in reading and/or writing increase their proficiency and progress with these skills.

A multi-tier assessment, intervention research-based, and progress monitoring tool for reading and writing, PAL-II

Reading and Writing:

- Offers an integrated, systematic approach to assessment, intervention, and instruction for struggling learners
- Targets the assessment by identifying specific subtests to administer based on suspected disorders or referral issues
- Offers interventions that have been shown by research to increase student performance on high-stakes tests
- Helps evaluate three linguistic domains relevant to learning to read—Phonology, Orthography and Morphology
- Includes working memory measures designed to be sensitive to reading decoding, reading comprehension, and writing tasks
- Presents evidence-based diagnostics for dysgraphia, dyslexia, and OWL LD

PAL-II Reading and Writing gives you the ability to:

- Screen students to identify those at risk for reading and writing problems
- Clarify the nature of a problem during the identification phase of problem solving consultation
- Design and evaluate interventions related to the nature of the problem identified
- Diagnose reading and writing disabilities

PAL-II Reading and Writing User Guide

This multi-functional tool includes:

- PAL Guides for Intervention with proven strategies to create positive learning outcomes
- PAL Researched-Based Reading and Writing Lessons with instructions in writing, phonics, reading fluency, and reading comprehension
- Score interpretation
- Easy access to technical information, including reliability studies and validity studies

MATERIALS AND PRICES

Comprehensive Kit

Includes Administration Manual, 10 Record Forms, 10 Response Booklets, 3 Stimulus Books, 10 sets of Talking Letters Student Desk Guides, Pseudowords Decoding Card, Shield, and User Guide CD (Windows only)

015-8661-710-D43 \$480.00

Additional Materials

Record Forms (25)

015-8661-745-D43 \$81.75

Response Booklets (25)

015-8661-753-D43 \$76.75

PAL Guide for Intervention Complete Kit

015-8660-900-D43 \$275.00

PAL Research-Based Reading and Writing Lessons

015-8661-044-D43 \$127.50



OVERVIEW

- **Grades:**
K-6
- **Qualification Levels:**
B, Q2
- **RTI Tiers:**
1, 2 & 3



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PAL™-II Diagnostic Assessment for Math

(Process Assessment of the Learner, Second Edition)

Virginia Wise Berninger, PhD

The only test that investigates cognitive processes related to math

PAL-II Math offers you a versatile tool for measuring not only basic math skills in grades K–6, but also the development of cognitive processes that are critical to learning math skills and actual math performance.

PAL-II Math introduces novel quantitative and spatial working memory tasks associated with math computation skills.

In addition, PAL-II Math provides:

- Subtests that align with recommendations in the Final Report of the National Mathematics Advisory Panel (NMAP) and the Adding It Up Report of the National Research Council
- Evidence-based diagnostics for dyscalculia

Use PAL-II Math to:

- Screen students to identify those at risk for math problems
- Clarify the nature of a problem during the identification phase of problem solving consultation
- Design and evaluate interventions related to the nature of the problem identified
- Diagnose math disability

PAL-II Math User Guide

This helpful manual offers:

- Targeted interventions based on the student's test results
- Specific subtest administration and interpretation based on referral concern
- Guidance on how to use the subtests for three different tiers of assessment/instructional practice: prevention, problem-solving consultation, and differential diagnosis and treatment planning
- Score interpretation

MATERIALS AND PRICES

Complete Kit

Includes Administration Manual, 10 eCORD Forms, 10 Response Booklets, 2 Stimulus Books, Shield, and User's Guide CD (Windows only)
 015-8661-729-D43 \$350.00

Additional Materials

Record Forms (25)
 015-8661-761-D43 \$56.00
 Response Booklets (25)
 015-8661-77X-D43 \$76.50



OVERVIEW

- **Grades:**
K–6
- **Qualification Levels:**
B, Q2
- **RTI Tiers:**
1, 2 & 3

KeyMath™-3 Diagnostic Assessment

Austin J. Connolly, EdD

Measure math performance and monitor progress to make well-informed decisions

KeyMath-3 Diagnostic Assessment (DA) is a comprehensive, norm-referenced measure of essential mathematical concepts and skills for grades K-12, and is aligned with current NCTM standards.

This assessment provides:

- Accurate diagnostic information that can be used to develop effective, individually tailored intervention programs
- ASSIST™ scoring and reporting software that includes a GSV score for measuring progress when two or more test administrations of the same area have been administered
- A direct link, using ASSIST software, to the comprehensive math instructional program, KeyMath-3 Essential Resources
- Two parallel forms to measure progress

Thorough content coverage

KeyMath-3 DA's ten subtests cover three general math content areas:

Basic Concepts

- Numeration
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

Operations

- Mental Computation and Estimation
- Addition and Subtraction
- Multiplication and Division

Applications

- Foundations of Problem Solving
- Applied Problem Solving

MATERIALS AND PRICES

Hand-Scoring Materials

Forms A and B Combined Starter Kit	
31220D43	\$756.00
Form A Starter Kit	
31230D43	\$426.00
Form B Starter Kit	
31235D43	\$426.00

ASSIST™ Scoring and Reporting Software

KeyMath ASSIST Software CD-ROM	
31200D43	\$276.00
(Win/Mac) (Note: client/server pricing is available. contact your Assessment Consultant for more information.)	
Forms A and B Combine Starter Kit with ASSIST Software	
31225D43	\$897.00
Form A Starter Kit with ASSIST Software	
31231D43	\$567.00
Form B Starter Kit with ASSIST Software	
31236D43	\$567.00

KeyMath-3 Diagnostic Assessment and Essential Resources Combined Kits

Diagnostic Assessment Forms A and B Combined Starter Kit with ASSIST™ Software and Essential Resources Levels I & II	
31260D43	\$1585.00
Diagnostic Assessment Form A Starter Kit with ASSIST Software and Essential Resources Levels I & II	
31261D43	\$1226.00
Diagnostic Assessment Form B Starter Kit with ASSIST Software and Essential Resources Levels I & II	
31262D43	\$1226.00



KeyMath³

OVERVIEW

- **Ages:**
4:6–21:11
- **Grades:**
K–12
- **Qualification Levels:**
B, Q2
- **RTI Tiers:**
2 & 3

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OVERVIEW

- **Ages:**
3:0–16:11
- **Qualification Level:**
C
- **RTI Tiers:**
2 & 3

NEPSY®–II

(NEPSY®–II Second Edition)

Marit Karkman, Ursula Kirk, and Sally Kemp

A tailored assessment that links to intervention suggestions

The NEPSY-II gives you a broad range of coverage relating to typical childhood disorders and allows you to tailor your assessment to a child's specific needs. This comprehensive and customizable assessment for ages 3–16 years covers six domains:

- Attention and Executive Functioning
- Language
- Memory and Learning
- Sensorimotor Functioning
- Social Perception
- Visuospatial Processing

You'll find assistance with interpretation and specific recommendations in the Clinical and Interpretive Manual.

Begin your assessment based on clinical experience or by using the most discriminating subtests for particular disorders as suggested in the NEPSY-II Scoring Assistant and Assessment Planner.

NEPSY-II Scoring Assistant® and Assessment Planner

Two tools in one—subtest selection and timesaving scoring

Based on the specific child and the referral/clinical questions, the software can suggest specific batteries for:

- Math Disorder
- Language Disorder
- Reading Disorder
- Behavior Management
- Attention/Concentration
- Asperger's/Autism

After the administration, the software can be used as a Scoring Assistant to:

- Minimize scoring time by automating scoring of the administered subtests
- Customize summary information by importing into any word processing program
- Generate clinical, longitudinal, and parent/teacher reports
- Provide a greater evaluation of strengths and needs

MATERIALS AND PRICES

Complete Kit with Scoring Assistant & Planner Includes Clinical and Interpretive Manual, Administration Manual, Stimulus Books 1 and 2, 25 Record Forms (Ages 3-4), Record Forms (Ages 5-16), 25 Response Booklets (Ages 5-16), Memory for Design Card Set, Memory for Names Card Set, Animal Sorting Card Set, Memory Grid, Scoring Template, Red Blocks Set, Black pencil in box, Training CD, and Scoring Assistant & Planner

015-82343-328-D43 \$999.00

Additional Materials

Record Forms (25) Ages 3-4	
015-8234-286-D43	\$60.00
Record Forms (25) Ages 5-16	
015-8234-294-D43	\$75.00
Response Booklets (25) Ages 3-4	
015-8234-308-D43	\$50.00
Response Booklets (25) Ages 5-16	
015-8234-316-D43	\$65.00





Noah

Learning math has always been a challenge for Noah, a seventh grader, who has attended four different schools in the past three years. Although he is a good reader and makes Bs and Cs in his other subjects, he is currently failing his math class. His teacher, Mr. Maxwell, describes Noah as a poorly motivated student who was careless when doing his homework, often off-task, forgetful, and unresponsive to efforts to help him. He is concerned that Noah will do poorly on the spring state math exam.

Tier 1

After the first reporting period, Mr. Maxwell recommended Noah for afterschool tutoring, which is provided by another math teacher on campus. Tutoring is voluntary, available every day after school on a walk-in basis. In the next six-week period, Noah went once weekly for approximately 45 minutes, and received help in doing his homework assignments. His tutor, Mrs. Luna, indicated that Noah often asked for assistance because he had difficulty setting up and solving multi-step word problems and performing calculations when using multi-digit numbers. Unfortunately, Noah's grades did not improve. Following a parent-teacher-student conference Mr. Maxwell made a referral to the campus Student Assistance Team (SAT).

Tier 2

The SAT determined that Noah required more intensive intervention and arranged for him to work with the math interventionist, Mr. Clark, for 20 minutes daily during his math class along with three other students. Students receiving this level of intervention are evaluated to identify their specific math skill deficits so that targeted instruction can be provided. When Mr. Clark administered the **KeyMath™-3**, a diagnostic inventory of math concepts and applications, he discovered that Noah had numerous deficits going back to third grade. He was able to use **ASSIST™ software** for the **Key Math-3** to create a remediation plan that pinpointed prerequisite skills that Noah needed to master to support learning grade level math. He then utilized specific lessons from **KeyMath-3 Essential Resources (ER)** to target deficits and monitored Noah's progress bi-weekly using **AIMSweb Math Computation (M-COMP) and Math Concepts and Applications (M-CAP)** prompts. After 12 weeks of intensive remediation, Noah's classroom behaviors had significantly improved. However, his math progress continued to be well below grade level.

Tier 3

In February, Noah was referred for an individual comprehensive evaluation. The school psychologist plans to include the **KABC-II, KTEA-II, PAL™- II Diagnostic Assessment for Math**, and select subtests from the **NEPSY®-II** to determine why he has not responded to intervention efforts, and if he might be a student with a learning disability in math.

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Do you

know a

Stacey?



Stacey is a 5-year-old kindergartner who is struggling to keep up with her classmates. Based on his observations of Stacey and her classwork, her teacher suspects that Stacey has a developmental delay. He consults with the school psychologist, who creates an assessment battery using brief, child-friendly tests with proven reliability.



The school psychologist administers the diagnostic subtests of the upper level of the DAS-II Early Years Battery to identify Stacey's school readiness. The test results show borderline school readiness due to significant weakness in phonological processing skills.



Based on the results of the DAS-II subtests, the school psychologist suggests that subtests of the PAL™-II Diagnostic Assessment for Reading and Writing be administered to Stacey to determine the underlying cause for her processing problems. The results indicate Stacey has a significant weakness in phonological processing skills and is poor in auditory and visual working memory.



To investigate possible underlying factors of Stacey's suggested profile that might lead to a future reading disorder and to identify her strengths and weaknesses, the school psychologist administers the NEPSY-II® Learning Differences-Reading Referral Battery. Results show that Stacey displays a clear dyslexic pattern of significant naming and phonological processing deficits.



Based on the information provided by the three assessments along with classroom observations and teacher feedback, the school psychologist informs the IEP team that she believes Stacey may have a specific learning difference since she displays signs of dyslexia. The team develops an instructional program with guidance from the PAL Guides for Intervention that complements Stacey's strengths while targeting her weaknesses..

Stacey's test results showed that she had signs of dyslexia. She was likely to develop a significant reading deficit and the school psychologist recommended immediate intervention through individual work with a trained reading specialist. Very early interventions would help prevent, or at least ameliorate, future reading deficits. Stacey was given much positive support for her efforts.

Dyslexia can be very discouraging, but with individualized work and support, Stacey was able to overcome any reading difference.