Why Jeffco asks for cognitive assessments

Introductions
Partners and Thank you for dinner
- Rocky Mountain Down Syndrome Association
- The Arc of Jefferson, Clear Creek & Gilpin Counties

Parents are Partners

We Believe
- All students, regardless of differences, belong to all of us
- By providing students with effective instruction they will demonstrate higher achievement
- Standards aligned IEP goals and appropriate specially designed instruction will close achievement gaps

Inclusionary Practices

In schools that show high performance for students with disabilities, special education serves more as a support for general education than as a separate program.

International Center for Leadership in Education
Go Jordan!

Myth/Truth

A low IQ (score on a cognitive assessment) = center based programming in Jeffco

Myth/Truth

Cognitive assessments facilitate instructional planning

Myth/Truth

An IQ score will impact school professional’s expectations for my child.

Disability categories

- Autism Spectrum Disorder
- Deaf-Blindness
- Developmental Delay (3-9 years)
- Hearing Impairment, Including Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Serious Emotional Disability
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, Including Blindness

Intellectual Disability
Process

Suspect intellectual disability
  • Parent permission to evaluate
  • Adaptive
  • Cognitive Assessment
  • Academic Assessment

To be eligible as a child with an Intellectual Disability

To be eligible as a child with an Intellectual Disability, there must be evidence of criteria in each of the following areas:
  • Cognitive, and
  • Adaptive Skills, and
  • Academic

Adaptive Skills Criteria

- An interview of the parents or caregivers using a formal adaptive behavior assessment rating scale must be completed by an individual who is trained to administer such an instrument.

Adaptive Skills Assessment

- An observation of the student’s adaptive behavior in more than one educational setting.

  Examples include, but are not limited to:
  - Structured settings (Classroom)
  - Unstructured settings (cafeteria, playground)

Standard Scores

<table>
<thead>
<tr>
<th>Percentage of Data</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>15</td>
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<tr>
<td>85</td>
<td>15</td>
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<td>80</td>
<td>15</td>
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<tr>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>70</td>
<td>15</td>
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</tbody>
</table>

Next steps

- If adaptive composite score is at least 2 standard deviations below the mean (≤70), then a cognitive assessment is requested and completed.
Purpose: To determine whether a student meets eligibility criteria for intellectual disability and to help the IEP team determine if Extended Evidence Outcomes and Alternate Assessments are appropriate for that student.

At what age? A cognitive test can be administered as young as 2 ½ years old, but early childhood is generally a time of such rapid developmental changes/growth. For most students it is around the age of 7 that we see more consistent cognitive test results over time.

Cognitive Tests

Cognitive Assessments

- Given by a school psychologist
  - WISC-V
  - DAS-II
  - KABC-2
  - WNV or CTONI-2

Example of cognitive profile of a student with Intellectual Disability

<table>
<thead>
<tr>
<th>Composite</th>
<th>Sum of Standard Scores</th>
<th>Composite Raw</th>
<th>Percentile Rank</th>
<th>90% Confidence Interval</th>
<th>Qualitative Description</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>95</td>
<td>81</td>
<td>56-72</td>
<td>Extremely Low</td>
<td>4.74</td>
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<tr>
<td>Visual Spatial</td>
<td>91</td>
<td>79</td>
<td>54-78</td>
<td>Extremely Low</td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>Flanker</td>
<td>92</td>
<td>79</td>
<td>54-78</td>
<td>Extremely Low</td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>Working Memory</td>
<td>91</td>
<td>79</td>
<td>54-78</td>
<td>Extremely Low</td>
<td>4.74</td>
<td></td>
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<tr>
<td>Processing Speed</td>
<td>92</td>
<td>79</td>
<td>54-78</td>
<td>Extremely Low</td>
<td>4.74</td>
<td></td>
</tr>
</tbody>
</table>

Confidence intervals are calculated using the Standard Error of Measurement.
Alternate Assessments - for students with significant cognitive disability (less than 1% of the student population will take this assessment)

Extended Evidence Outcomes (EEO's) - Alternate standards for students with cognitive disabilities

Next Steps

Does your child have a significant cognitive disability and need alternate assessment and modified curriculum.

Significant Cognitive Disability

The words “typically associated with IQ below 55” allow for some district/school flexibility; it is not intended to be an absolute requirement. For students with IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability must be taken into account when considering the selection of alternate academic achievement standards and assessment.

Resource Link

https://www.cde.state.co.us/cdesped/guideliensfordeterminatio

Instruction

Break into groups. Solve the 3rd grade math problem:

Dana made 6 fruit baskets. She put 4 apples, 2 pears, and 3 oranges in each basket. How many pieces of fruit did Dana use in all.

Write down the steps you used to solve the problem

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3rd Grade Math Standard

3. Multiplication and division are inverse operations
d. Solve problems involving the four operations, and identify and explain patterns in arithmetic. (CCSS: 3.OA)
   i. Solve two-step word problems using the four operations. (CCSS: 3.OA.8)
   ii. Represent two-step word problems using equations with a letter standing for the unknown quantity. (CCSS: 3.OA.8)
   iii. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (CCSS: 3.OA.8)

3rd Grade Math EEO

With appropriate supports, students can:

I. Skip count by 5s and 10s to 50 including use of nickels and dimes (PFL) and clocks.
II. Solve problems involving adding the same single digit number up to five times.
III. Divide a set of objects into equal sets with no remainders using the sharing model.
IV. Add and subtract within real-life one-step story problems using objects, representations, and numerals (up to 20).
V. Find the missing element in an AABAB pattern. VI. Demonstrate one less object in a set up to nine using manipulatives.

Math High School Standard

High School: 2. Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently

Math High School EEO

Extended Evidence Outcomes

With appropriate supports, students can:

I. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
II. Identity which is larger between 1/2, 1/3 and 1/4 of a whole using manipulatives/books.
III. Calculate addition and subtraction problems involving amounts of money under ten dollars (dollars and cents) (PFL)
IV. Solve multiplication and division problems with single digit multipliers and divisors.

Matching Game

Match the EEO to the grade-level standard.

5th Grade Standard

Reading, Writing Communicating: 1. Literary texts are understood and interpreted using a range of strategies
5th Grade EEO

5th Grade: 1. Literary texts are understood and interpreted using a range of strategies

Dynamic Learning Maps

Extended Evidence Outcomes
With appropriate supports, students can:
I. Identify a problem in literary text using information from 2-3 sentence passage
II. Ask who or what questions about a common real life experience
III. Compare self to main character in a story
IV. Read and comprehend adapted 5th grade literature

Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

Questions

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