

Psycho-educational Assessment

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Agenda

- What is a Psycho-educational assessment?
 - What is the value in having an evaluation?
 - What information does it provide?
 - What do all of the tests assess?
 - What do all of the numbers mean?
 - Questions?
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What is a psycho-educational assessment?

Practical definition: It provides educators with comprehensive and objective information about a student's *strengths* and challenges. This information can guide interventions and strategies to best support an individual's learning needs.



Value:

Why is it so expensive (cost)?

- Education/training of clinician
- Cost of materials
- Time spent in analyzing and conceptualizing data

What does the student get out of it (return)?

- An individualized, comprehensive report with detailed information on the student's strengths and challenges
- Recommendations that will help the student be successful in learning environments
- Diagnosis that provides documentation for services and supports at school, state, and national level

Assessment Tools

Cognitive (IQ)

Achievement
(Academic)

Behavioral

Social

WISC-V

WIAT-4

BASC-3

Social History

WAIS-V

WJ-IV-ACH

Beck

Questionnaires

WJ-IV Cog

Vineland

Stanford-Binet-V

GORT-5

BRIEF

Observations

CTOPP-2

NEPSY-II

Structured Interviews

Domains measured by Cognitive Assessment

Verbal Comprehension

- A student's acquired knowledge and ability to reason with previously learned information
- Ex: knowledge of one's culture and language
- *Related to:* language development, vocabulary, fund of knowledge

Perceptual Reasoning

- A student's ability to analyze, synthesize, and manipulate visual information and patterns
- Includes inductive and deductive reasoning
- *Related to:* reading comprehension, understanding and analyzing graphs/charts/data, written expression

Domains measured by Cognitive Assessment

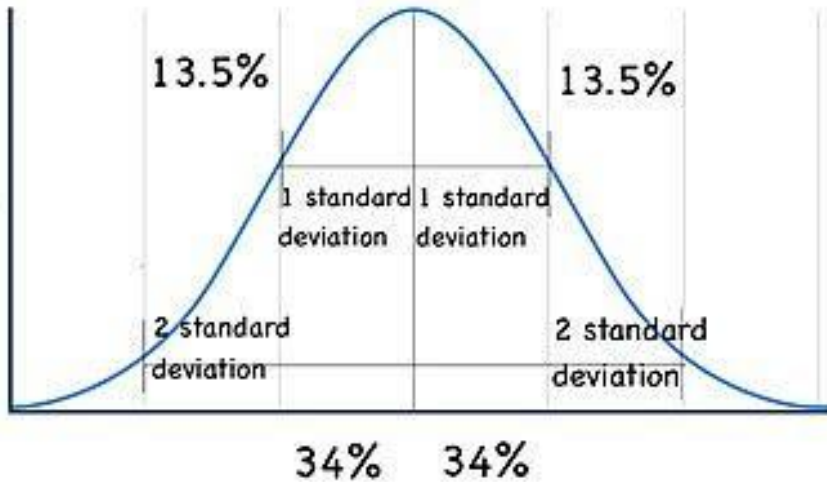
Working Memory

- A student's ability to hold information in awareness and then use it
- *Related to:* reading comprehension, ability to understand and analyze data/math problems, oral and written expression

Processing Speed

- A student's ability to process simple visual information quickly and efficiently
- Ability to rapidly perform tasks using visual information
- *Related to:* math computation, spelling, performance of basic academic tasks quickly and automatically

Numbers



- Scaled, standardized scores that compare a student's functioning to the normative population
 - They do not equate to 100% or an "A", "B", etc.
 - They provide a range of how a student is functioning
 - The numbers provide the data and the observations provide the context
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What to look for:

Summary:

Based on all of the data gathered, DG exhibits a **Specific Learning Disability**. More specifically, he demonstrated academic deficits in **reading decoding, reading fluency, spelling, and written expression**. These academic weaknesses are commensurate with cognitive deficits in **working memory, memory span, perceptual speed, and rate of test taking**. In addition, **DG evidenced executive functioning difficulties such as time management, organization, and working memory** that negatively impact his academic performance. DG's adaptive behavior skills and social-emotional functioning were found to be appropriate for his age. DG communicates well with peers and adults. His ability to interact with others and navigate social situations is an area of strength. Academic interventions including reading and writing support, extended time across academic areas and specialized instruction is critical to D.G.'s success at the college level.

What to look for:

Diagnosis:

F81.0 Specific learning disorder, with impairment in reading (dyslexia)

F81.81 Specific learning disorder, with impairment in written expression

F90.2 Attention-deficit/hyperactivity disorder, combined presentation

Example:

The Perceptual Reasoning Index (PRI) on the WAIS-IV includes two measures of an individual's ability to analyze, synthesize, and manipulate visual information and patterns. It also includes measures of fluid reasoning involving inductive and deductive reasoning. These latter subtests are related to applied academic skills, such as reading comprehension, quantitative reasoning, and written expression. DG earned an index standard score of 98 which is in the Average range, and at the 45th percentile. DG performed consistently on the three core subtests and one supplemental subtest that comprise this index. On a subtest that measures visual-spatial relations, DG performed in the Average range. This task required him to recreate a pictured design using blocks. DG demonstrated a desire to succeed on this task as he asked to finish items even after time limits had expired. He also performed in the Average range on a task that required him to identify the missing portion of an incomplete visual matrix from one of five response options. DG responded quickly and demonstrated appropriate concentration, as he sat close to the stimulus book and focused intently on each item. On a subtest that required DG to recreate a provided visual puzzle by choosing three shapes from six response options, he performed in the Average range. On a supplemental subtest that entailed viewing a scale with missing weight(s) and selecting the response option that would keep the scale balanced, DG also performed in the Average range. He appeared engaged as he studied the visual prompts and answered within the specified time limits. He commented that he was motivated to perform well on all four subtests because they were “interesting” to him. D.G.'s performance on these subtests indicates that his ability to reason, analyze, synthesize and manipulate visual information is intact.

Example

The Verbal Comprehension Index (VCI) of the WAIS-IV is comprised of measures of an individual's acquired knowledge and ability to reason with previously learned information, such as knowledge of one's culture and language-based knowledge. The subtests on the VCI are related to an individual's language development, vocabulary, and fund of knowledge. DG earned a standard score of 89 on this index, which is in the **Low Average range** of functioning, and at the **23rd percentile**. On a task that required him to define words, DG performed in the **lower limits of the Average range**. As the presented words increased in complexity, he appeared unfamiliar with them and did not offer a response. On a task that required DG to draw conceptual similarities between words, he performed in the **Low Average range**. D.G. exhibited difficulty with the meaning of the presented words as well as the ability to draw inferences. On a subtest that required him to answer questions regarding knowledge of general information, DG performed in the **Average range**. On a supplemental task, DG was asked to answer questions based on his understanding of general principals and social situations. He earned a scaled score in the **Low Average range** due primarily to his inability to expand on his responses. DG provided a basic understanding of many concepts, but did not elaborate on the topics. Although DG responded to initial items, as the questions became more difficult, he responded that he did not know the answer rather than attempting to guess.

Summary

A psycho-educational assessment provides the roadmap for helping your child by providing:

- Detailed information on strengths and challenges
- Personalized recommendations (accommodations/modifications)
- Documentation required to receive support from educational institutions and state/national agencies/insurance

Questions?

