What Do All These Scores Mean?

Understanding Your Child's Psychoeducational Report

PSUSD PALM SPRINGS UNIFIED SCHOOL DISTRICT | Special Education Department

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PSUSD Palm Springs Unified School District | Special Education Department

Meet Your Presenters

Jamie Fatz, Lead School Psychologist/James Workman Middle School

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Purpose of Today's Conversation

Connections, Conversations, and Coffee is designed to be a welcoming space for parents and guardians to learn more about special education, ask general questions, and better understand the IEP process.

Our focus is on providing information, building understanding, and helping families know how to partner with their child's IEP team.

To help keep our time helpful and respectful for everyone:

- Questions should be broad and general so the information can benefit the whole group.
- This is not a forum for promoting or advertising private companies, services, programs, or advocacy organizations.

We may not be able to address every individual situation during the session, but we are happy to help connect families with the appropriate person for follow-up after our meeting.



Accessing Today's Presentation

To access today's presentation in English, please scan the QR Code or go to …..

Para acceder a la presentación de hoy en español, por favor escanee el código QR o visite...

If you have questions related to today's topics, please write them on the card provided. We will answer general questions at the end of the presentation.

If you have additional questions specific to your student's IEP, a member of our team will be happy to speak with you individually after the presentation and help connect you with the appropriate person.

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Important Components of the Psychoeducational Evaluation

1. Purpose of the evaluation - eligibility and educational impact.
2. Types of tests administered and what they measure.
3. Interpretation - what do these scores mean?

If you have questions throughout the presentation, please feel free to write them down on the provided post-it notes.

Eligibility Categories and Educational Impact

- Specific Learning Disability (SLD)
  - Difficulty learning reading, writing, or math skills
  - Must have a processing deficit in one or more areas (phonological processing, auditory processing, visual processing, attention, memory)
- Other Health Impairment(OHI)
  - A health condition (such as ADHD) affects attention, and/or energy
- Autism
  - Differences in communication, social interaction, as repetitive and/or stereotypical behavior
- Speech and Language Impairment (SLI)
  - Difficulty speaking or using social language, or understanding language
- Intellectual Disability (ID)
  - Significant learning difficulties and independence needs (adaptive skills)

Eligibility Categories and Educational Impact

- Hearing Impairment (HI)
  - Hearing Difficulties affect access to instruction or communication
- Deafness (DEAF)
  - Significant Hearing Loss affects access to spoken language information
- Visual Impairment (VI)
  - Vision difficulties affect access to learning materials or activities
- Orthopedic Impairment (OI)
  - Physical or movement needs affect school tasks or access
- Multiple Disabilities (MD)
  - Combined disabilities create complex educational needs
- Deaf Blindness (DB)
  - Combined and vision loss significantly affecting communication and learning

Eligibility Categories and Educational Impact

- Emotional Disability
  - Significant emotional and/or behavioral needs that interfere with learning
- Traumatic Brain Injury (TBI)
  - An acquired brain injury affects thinking, memory, behavior and learning

KEY POINTS:

A diagnosis alone does not mean a child qualifies for an IEP

The disability must be adversely affecting the student's ability to receive educational benefit

Educational benefit refers to the meaningful progress a student makes in their education as a result of receiving appropriate instruction, services, and supports designed to address their individual needs.

Why Do We Give Different Tests?

A psychoeducational evaluation is like putting together pieces of a puzzle.



Thinking
How does the student reason, remember, and solve problems?



Processing
How does the student take in and use information?

THE WHOLE STUDENT



Academic Skills
What can the student do in reading, writing, math, and oral language?



Behavior & Emotions
How does the student function behaviorally across settings?

Cognitive Tests

"How does my child think and solve problems?"

COGNITIVE ABILITIES

Verbal/Comprehension
Understanding language and information

Fluid Reasoning
Solving new problems and finding patterns

Working Memory
Holding information in mind and using it

Visual-Spatial
Understanding and working with visual information

Processing Speed
Working efficiently on simple, familiar tasks

Processing Tests

“What happens between receiving information and using it?”

INPUT	PROCESS	RESPONSE
👂 **Auditory/Phonological** Working with sounds and spoken information	🧠 **Memory & Learning** Learning, storing, and retrieving information	⚡ **Processing Efficiency** How quickly and accurately information is handled

Behavior Rating Scales

"What does my child's everyday functioning look like?"

🏠 Home

🏫 School

🧑 Student

Rating scales may look at:

- Attention
- Impulsivity/activity levels
- Executive functioning/organization
- Emotional regulation
- Social skills
- Adaptive functioning

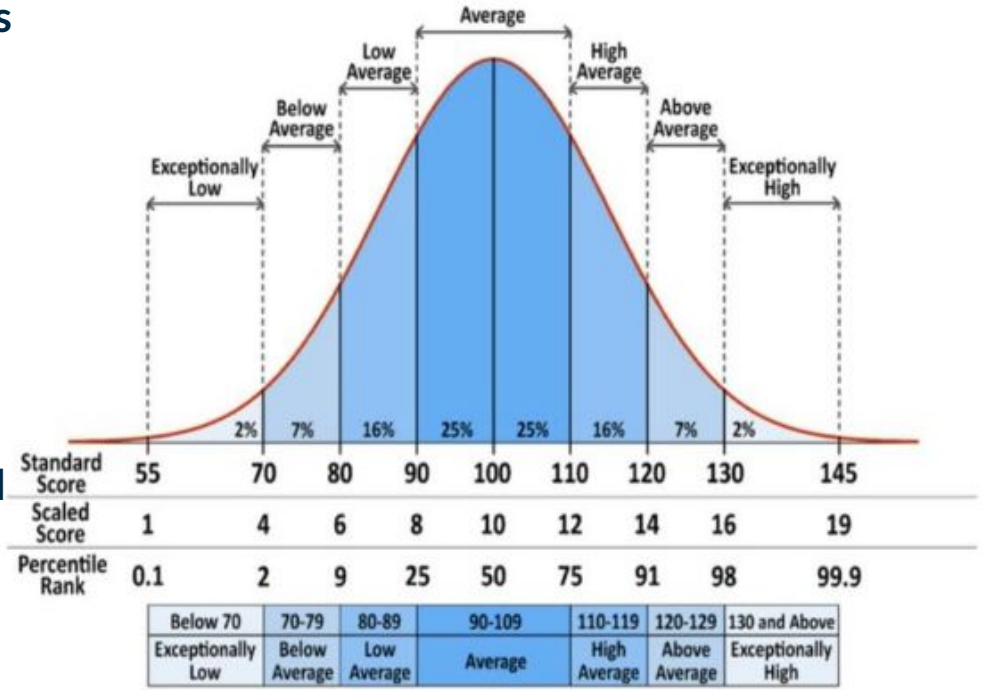
Rating Scales are ONE piece of the evaluation - not a diagnosis by themselves.

Example of Scores

Standard Scores and Scaled Scores show how a child compares to other children the same age

Percentile Rank shows the percentage of students a child scored better than

T-scores are also scores that show how a child compares to same aged peers, but uses a different numerical system with 50 as the mean.



Student Sample Score Table

Visual-Spatial Thinking(Gv)			
INSTRUMENT: Subtest	**Narrow Ability Measured**	**Score**	**Descriptive**
Beery-6: VMI	Measures graphomotor production and accuracy	SS = 10	Average
Beery-6: Visual Perception	**Visualization:** Mentally manipulating and altering visual patterns	SS = 13	High Average
KABC-II: Triangles	**Visualization:** Mentally manipulating and altering visual patterns	Sc = 12	Average
KABC-II: Conceptual Thinking	**Visualization:** Mentally manipulating and altering visual patterns	Sc = 8	Average
KABC-II: Pattern Reasoning	**Visualization:** Mentally manipulating and altering visual patterns	Sc = 16	Very High
Composite score: SS = 113 High Average			

Student Sample Score Table

Long-Term Retrieval (Glr)			
INSTRUMENT: Subtest	**Narrow Ability Measured**	**Score**	**Descriptive**
CTOPP-2: Rapid Digit Naming	**Naming Facility:** Rapidly producing names for concepts	Sc = 8	
CTOPP-2: Rapid Letter Naming	**Naming Facility:** Rapidly producing names for concepts	Sc = 8	
CTOPP-2: Rapid Color Naming	**Naming Facility:** Rapidly producing names for concepts	Sc = 8	
CTOPP-2: Rapid Object Naming	**Naming Facility:** Rapidly producing names for concepts	Sc = 5	
KABC-II: Atlantis	**Associative Memory:** Recalling previously learned unrelated paired associations	Sc = 8	
KABC-II: Rebus	**Associative Memory:** Recalling previously learned unrelated paired associations	Sc = 10	
Composite score: SS = 94			

Student Sample Score Table: T-scores

Autism Spectrum Rating Scales (ASRS) Teacher Report

Teacher: Date: 9/29/26	T-Score	Classification
Total Score	**50**	**Average**
Social/Communication	**59**	**Average**
Unusual Behaviors	**55**	**Average**
Self-Regulation	**36**	**Low**
DSM-5 Scale	**56**	**Average**
Peer Socialization	64	Slightly Elevated
Adult Socialization	45	Average
Social/Emotional Reciprocity	50	Average
Atypical Language	59	Average
Stereotypy	45	Average
Behavior of Rigidity	50	Average
Sensory Sensitivity	60	Slightly Elevated
Attention	38	Low

Contact Information

If you have questions or concerns about your student's IEP, please contact your student's case manager or administrator at the school site via email or phone.

If you need to speak to a district administrator, please contact the Program Specialist assigned to your student's site.

We are also here to help, so feel free to reach out to us at jfatz@psusd.us.

Thank you for joining us today!

Please take a moment to fill out the survey.

bit.ly/4i8KtMG



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