

Rules for School Psychology

- ▶ Rule 1. Focus on student needs.
 - ▶ *Student needs dictate my recommended interventions, not what is desired by adults.*

Rules for School Psychology

- ▶ Rule 2. There is no such thing as bad data.
 - ▶ *However, I can make bad data interpretations.*

Rules for School Psychology

- ▶ Rule 3. Look for information that guides interventions.
 - ▶ *Truly meaningful data about a student provides me with guidance that leads to student success.*

Rules for School Psychology

- ▶ Rule 4. Be prepared to ask difficult questions and deliver bad news.
 - ▶ *This will make me uncomfortable.*

Rules for School Psychology

- ▶ Rule 5. Everything is data.
 - ▶ *There are many ways through which I can understand a student and develop my psychoeducational recommendations.*

Rules for School Psychology

- ▶ Rule 6. Statistics do not dictate actions.
 - ▶ *Tests don't make psycho-educational recommendations, I do!*

Rules for School Psychology

- ▶ Rule 7. Never draw a conclusion from a single data source.
 - ▶ *I need to look for multiple sources of agreement before coming to any conclusion.*

Rules for School Psychology

- ▶ Rule 8. There is no such thing as an "un-testable" student.
 - ▶ *There are students for whom my standardized tests are psychometrically invalid.*

Rules for School Psychology

- ▶ Rule 9. Earn the privilege of sharing an "expert" opinion.
 - ▶ *Just because I am a "school psychologist" doesn't mean I will always be listened to.*

Rules for School Psychology

- ▶ Rule 10. Strive to give away psychology.
 - ▶ *My psycho-educational strategies are not covert and should be understood by all.*

Rules for School Psychology

- ▶ Rule 11. Be attentive to what students do well.
 - ▶ *I need to assertively identify student strengths and use this information to guide my recommended interventions.*

Rules for School Psychology

- ▶ Rule 12. Always tell students what to do.
 - ▶ *I need to avoid simply telling students what not to do.*

Rules for School Psychology

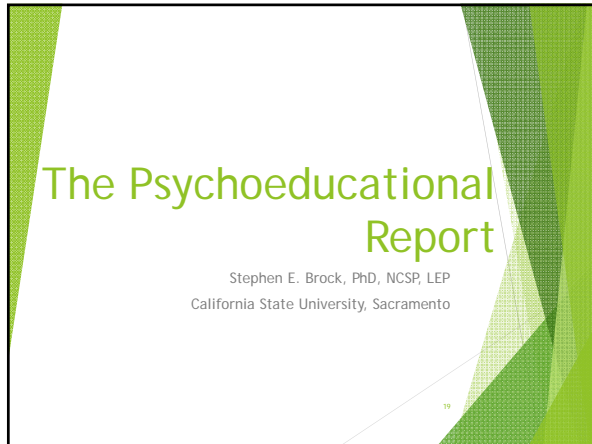
- ▶ Rule 13. Ask good questions and be a life-long learner.
 - ▶ *I should never think I have all the answers*

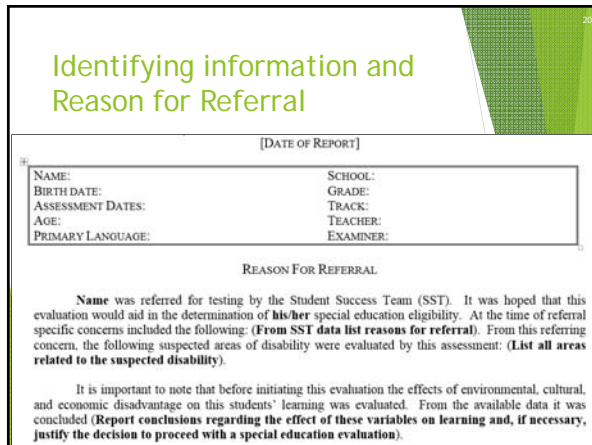
Rules for School Psychology

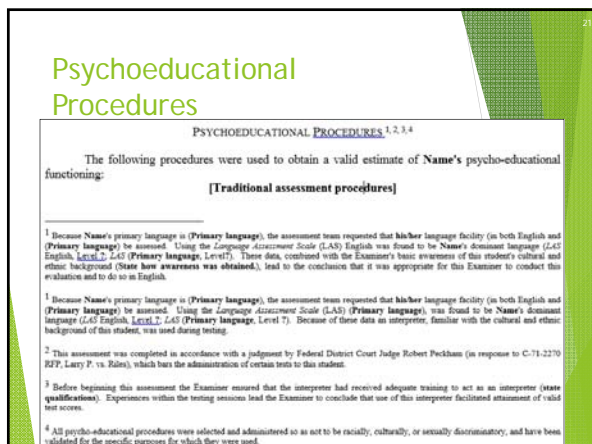
- ▶ Rule 14. Be a critical consumer of psycho-educational tools and interventions.
 - ▶ *I strive to use empirically supported tools/interventions, but at the same time remain open to new approaches.*

Quiz: Legal Issues

- ▶ Take no more than 10 minutes to respond to the quiz on legal issues (although the break will follow this quiz so you are free to take some break time to complete the quiz).
- ▶ Given the nature of this class, this quiz will focus on eligibility criteria and in particular those criteria that find the school psychologist playing a primary role in eligibility determinations.







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Psychoeducational Procedures (continued)

In analyzing these results it needs to be kept in mind that the tests listed above were generally standardized on (standardization sample, e.g., monolingual English-speaking children). Thus, for the purposes of special education placement, the scores are psychometrically invalid. Children with Name's characteristics were not included in the test's standardization samples. The test scores do not necessarily indicate the presence of learning difficulties. However, they do give information regarding Name's present level of functioning in the English-speaking classroom. These scores can be used for baseline and follow-up measures to assess progress in English. Test scores alone should not be used to justify placing Name into special education. Alternative assessment procedures used during this assessment included the following:

[Alternative assessment procedures]

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Background Information

BACKGROUND INFORMATION

Data obtained from Name's cumulative folder indicates (Report the student's current achievement levels, discipline reports, attendance levels, work habits, and learning strengths and weaknesses.) Name's current health status (describe current health status). Results of recent vision and hearing screening results (date) suggest 20-?? vision and ?? hearing.

EDUCATIONAL HISTORY

Data obtained from Name's cumulative folder indicates (Report the student's academic achievement history, grade-level changes/retentions, discipline records, transportation records, work habits, prior special program placements, prior referrals, number of schools attended, attendance record, and learning strengths and weaknesses.)

PROGRAM MODIFICATIONS

Educational interventions previously attempted to meet Name's educational needs within a less restrictive environment have included the following: (e.g., specialist consultations, support services, minimum day, independent study, home teaching, suspension, alternate instructional methods, parent conferences/communication, etc.) At this time, these modifications have/have not allowed Name to be successful in the general education program.

The following interventions have been attempted to address Name's social and emotional needs: [List interventions (e.g., counseling) and their duration. Describe the outcome of these interventions].

The following specific behavior interventions have been attempted: (List behavioral interventions and their duration. Describe the outcome of these interventions).

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Background Information (continued)

DEVELOPMENTAL AND HEALTH HISTORY

Pregnancy and birth history. During the parent interview Name's mother/father/step-mother/step-father (Parent's Name) indicated that (Describe pregnancy and birth history).

Major developmental milestones. Developmental milestones are reported to have been (Report milestones).

Health/Psychiatric history. According to (Data source), prior to his/her diagnosis with (chronic or acute health problem), Name's health history was (Describe history). Recent school screenings (Date) suggest (Vision) vision and (hearing) hearing. The family history includes (list relevant family health history).

PREVIOUS ASSESSMENT FINDINGS

Name was previously assessed in (Date of Previous Testing) by (Examiner). Results suggested (Results).

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Current Assessment Data

CURRENT ASSESSMENT DATA

INTERVIEWS

- Caregiver interview(s).*
- Teacher interview(s).*
- Student interviews.*

DIRECT BEHAVIORAL OBSERVATIONS

- Classroom.*
- Playground.*
- Home and community.*
- Test taking behavior.*

ASSESSMENT OF INTELLECTUAL FUNCTIONING

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Current Assessment Data (continued)

ASSESSMENT OF ACADEMIC FUNCTIONING

ASSESSMENT OF BASIC PSYCHOLOGICAL PROCESSES

- Auditory processing.*
- Visual processing.*
- Sensory motor integration.*
- Memory.*
- Attention.*

ASSESSMENT OF SOCIAL AND EMOTIONAL FUNCTIONING

- Projective techniques.*
- Broad-band behavior rating scale(s).*
- Narrow band*
- Adaptive Behavior.*

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Current Assessment Data (continued)

ASSESSMENT OF ACADEMIC FUNCTIONING

ASSESSMENT OF BASIC PSYCHOLOGICAL PROCESSES

- Auditory processing.*
- Visual processing.*
- Sensory motor integration.*
- Memory.*
- Attention.*

ASSESSMENT OF SOCIAL AND EMOTIONAL FUNCTIONING

- Projective techniques.*
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- Adaptive Behavior.*

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Summary and Educational Implications

SUMMARY AND EDUCATIONAL IMPLICATIONS

Name is a (CA) (Grade) grade (Gender) who has been assessed to help determine his/her eligibility for special education assistance. At the time of referral specific concerns included (Reasons for Referral).

Educationally relevant health and developmental findings include (Discuss relevant findings).

Environmental, cultural, and/or economic disadvantage have (Discuss how these variables effect educational performance).

Assessment data suggests (Discuss results of intellectual, academic, and other tests. Identify student strengths and weaknesses.). Learning strengths would appear to include.... Learning weakness include....

Data relevant to Name's emotional functioning reveals [address the presence or absence of an emotional disturbance, address the presence or absence of specific characteristics of the emotional disturbance, and specify whether the characteristics have existed for a long period of time (6 months or longer) to a marked degree, and whether they adversely affect educational performance]. [NOTE: See Appendix A for a further discussion of these factors.]

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Summary and Educational Implications (continued)

From the current battery of tests the following conclusions and recommendations are made:

- Name appears to meet appears to meet eligibility criteria as an individual with an emotional disturbance [according to the California Code of Regulations - Title 5, Division 1, Chapter 3, Handicapped Children, Article 3.1, Section 3030(j)]. Specifically, because of an emotional disturbance (Identify the emotional disturbance), Name has exhibited the following characteristic(s) over a long period of time and to a marked degree, which adversely affect educational performance:
 - An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

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Summary and Educational Implications (continued)

From the current battery of tests the following conclusions and recommendations are made:

- Name appears to meet appears to meet eligibility criteria as an individual with an emotional disturbance [according to the California Code of Regulations - Title 5, Division 1, Chapter 3, Handicapped Children, Article 3.1, Section 3030(j)]. Specifically, because of an emotional disturbance (Identify the emotional disturbance), Name has exhibited the following characteristic(s) over a long period of time and to a marked degree, which adversely affect educational performance:
 - An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

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Summary and Educational Implications (continued)

1. **Name does not** appear to meet eligibility criteria as an individual with an emotional disturbance [according to the California Code of Regulations - Title 5, Division 1, Chapter 3, Handicapped Children, Article 3.1, Section 3030 (j)]. This conclusion is based upon the following assessment finding(s):

- (i) **Name** does not demonstrate symptoms of an emotional disturbance.
- (ii) **Name** does not demonstrate any of the following characteristics:
 - a) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - c) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
 - d) A general pervasive mood of unhappiness or depression.
 - e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (iii) The characteristic(s) demonstrated by **Name** have not existed for a long period of time.
- (iv) The characteristic(s) demonstrated by **Name** have not existed to a marked degree.
- (v) The characteristic(s) demonstrated by **Name** do not adversely affect educational performance.

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Summary and Educational Implications (continued)

2. Additional areas of suspected disability not addressed in by the current assessment include the following: From this observation the following additional assessments are recommended: (List additional assessments that are judged required to address all areas of suspected disability, e.g., physical therapy, occupational therapy, recreational therapy, psychotherapy, etc. NOTE: the IEP meeting should not be held until these areas are assessed).

3. Specific interventions recommended to address **Name's** anticipated learning needs, which should facilitate success in the least restrictive environment, include the following:

- (i)
- (ii)
- (iii)

4.

5.

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The Concluding Statement

These results will be reported to the Individual Educational Planning (IEP) Team. The IEP Team will make the decision as to whether or not these data demonstrate that **Name** requires special education. This team will take into account all the relevant material available on **Name**. No single test or other data source will be used as the sole criterion to determine **Name's** special education eligibility.

Stephen E. Brock, Ph.D., NCSP
Licensed Educational Psychologist

Complete Report

► A sanitized [Sample Report](#) that I wrote

Questions? Coming up next ...

September 20	<ul style="list-style-type: none">• Learning Disabilities• Reading Disabilities• Student presentation 2: TOWRE• Student presentation 3: GORT	<p>Required reading</p> <ul style="list-style-type: none">• Harrison & Thomas (2014a), Chapter 11• Harrison & Thomas (2014a), Chapter 22• Harrison & Thomas (2014c), Chapter 7 <p>Recommended Reading</p> <ul style="list-style-type: none">• Christo et al. (2009)
September 27	<ul style="list-style-type: none">• Math Disabilities• Written Language Disabilities• Student presentation 4: TOWL• Student presentation 5: K-Math	<p>Required reading</p> <ul style="list-style-type: none">• Harrison & Thomas (2014a), Chapter 12• Harrison & Thomas (2014a), Chapter 14
October 4	<ul style="list-style-type: none">• ADHD• Student presentation 6: Conners	<p>Required reading</p> <ul style="list-style-type: none">• Harrison & Thomas (2014a), Chapter 19• Harrison & Thomas (2014a), Chapter 25 <p>Recommended reading</p> <ul style="list-style-type: none">• Brock et al. (2009)
