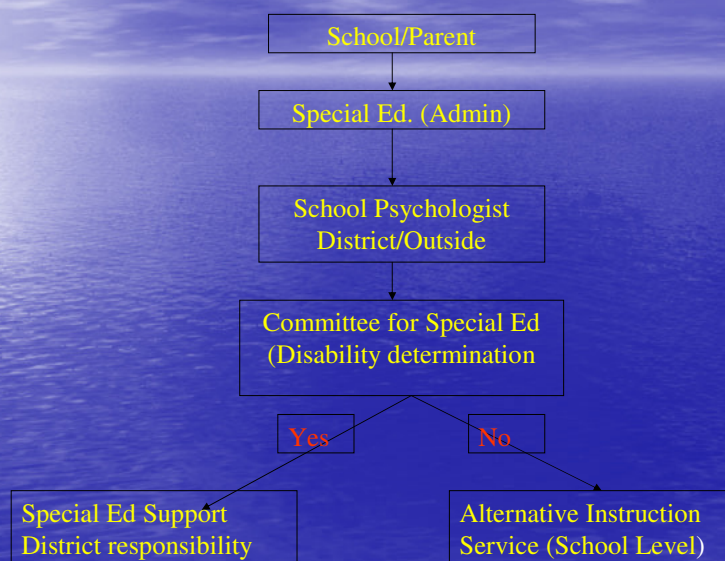


## Framework for Presentation

- **Referrals:**  
Procedures, Pupil Profiles, Requested Assessment
- **Disability/Difference Dilemmas:**  
Definition & Diagnosis
- **Bilingual Assessment:**  
Design, Procedures, Performance
- **Over-identification:**  
Review Areas
- **Case Study Profiles**  
Disability or Difference
- **Questions/Discussion**  
Assessment & Support Practices in a changing World,  
Role of the School Psychologist

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## Referrals School District Procedures



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## Referrals

### Pupil Profiles

- Age Range: 4 yrs – 17 yrs
- Place of Birth and Home Language (over 20) [worldMap.pdf](#)
- Years in the U.S. 0 – 4 Yrs
- Reasons for Referral
  - Slow Academic Progress
  - Slow Academic Progress & weak Social Skills

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## Referrals

### Requested Assessment

- Psychological
- Speech Language
- Social History

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## Referrals

### Frequently Asked Questions

- Disability
- ADD/ADHD
- Language Disorder
- Language Dominance
- Social Emotional Problems
- Autism
- Aspergers

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## Disability/Difference - Dilemmas Definition & Diagnosis

- Definition
  - Inexact, incomplete
  - Use of variables
  - Contradictory Language
- Diagnosis
  - Criteria Variables
    - Tests & Test Scores
  - Incidence
    - (Experts 2%, DOE 5%)

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## Disability/Difference Dilemmas US Definition

**Specific disorders that affect the brain's ability to store, process or communicate information.**

(Dyslexia, Dysphasia, Dysgraphia, Dyscalculia)

- Can occur with other disorders
  - Like ADD, ADHD and others
  - Not same as mental retardation
  - Not result of economic disadvantage, environmental factors or cultural differences

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## Disability/Difference Dilemmas

### IDEA (2004) Law - Diagnosis

- Greater flexibility in evaluation procedures to develop new models
- Allows elimination of IQ. Achievement Discrepancy formula
- Crucial role of school psychologists in guidance for best practices.

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## Bilingual Assessment Design & Procedures

- Translator Support
- Background History
  - Records, Interviews, Questionnaires
- Observations:
  - Informal and Formal Activities

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## Bilingual Assessment Performance Data

- Language Proficiency
  - Performance in understanding and using a language in formal and informal settings*
  - Receptive Language
    - Vocabulary & Listening
    - Comprehension
  - Expressive Language
    - Vocabulary
    - Fluency

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## Bilingual Assessments

Performance Data  
Selected Sub-Tests, items

- Language Proficiency
  - One Word
  - Picture Vocabulary
  - Sentence/Story Comprehension
  - Narrative/Descriptive Response to Picture\*

\* UNIS

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## Bilingual Assessment

Performance Data

- Cognitive Functioning
  - Abilities involved in the acquisition and use of knowledge, perception, thinking, reasoning and language*
- Selected Verbal & Non-verbal Tests and sub-tests
  - Kauffman Brief Intelligence Test (KBIT)
  - Ravens Progressive Matrices
  - Wide Range Intelligence Test (WRIT)

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## Over-Identification Review Areas (School Level 1)

- Grade Placement
- Previous School Records
- Screening for Readiness
- Early Intervention Support
- R T I

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## Over-Identification

### Review Areas (School Level 2)

- School Curriculum Based Assessment
- Progress Reports & Follow up Procedures
- Referral Process for Special Needs Support
- Parent - School Communication

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## Over-Identification

### Review Areas (District Level)

- Language Dominance
- Conventional Tests (Content)
- Norm referenced Scores (Relevance)
- Disability Diagnosis, Support & Follow up

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## Over-Identification

### Review Areas (School & District Level)

- Support Programs
  - Academic Inclusion
  - ESL Classes
  - Interdisciplinary Programs
  - Social, Educational Counseling
  - School Parent Communication

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## Framework for Presentation

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Review Areas
- **Case Study Profiles** (Handout)  
Disability or Difference
- Questions/Discussion  
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## Framework for Presentation

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