BUILDING BRIDGES FROM THE TESTING REPORT TO REAL-LIFE SETTINGS:

USING APPROPRIATE ACADEMIC & BEHAVIORAL STRATEGIES

SAMUEL J. MONCATA, PSYD
MORNING WORKSHOP ORGANIZATION
9:00 AM – 11:45 AM (BREAK FROM 10:30 – 10:45 AM)

• EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT
• NEW RESEARCH AT WILLIAM JAMES COLLEGE (TEACHERS K – 12TH GRADE)
• LEARNING STYLES - OPTIMAL ENVIRONMENTS FOR STUDENT AND TEACHER SUCCESS
• BUILDING BRIDGES TO THE 21ST CENTURY CLASSROOM
• USING THE WECHSLER INTELLIGENCE SCALES TO ILLUSTRATE DIFFERENT LEARNING AND SOCIAL-EMOTIONAL STYLES
• INFORMATION PROCESSING MODEL OF LEARNING
• CLASSIC LD PERSPECTIVE – IDENTIFICATION AND INTERVENTION
• REPORT WRITING – CONSIDERATE TEXT AND “TALKING POINTS”
MOST PSYCHOLOGICAL AND EDUCATIONAL TESTING REPORTS ARE WRITTEN AT THE LITERACY LEVEL OF A GRADUATE STUDENT

AUDIENCE TOPOGRAPHY

THE STORY OF MARY – HOW A 5TH-GRADER CHANGED MY WORLD VIEW ABOUT ASSESSMENT AND REPORT-WRITING

NOMOTHETIC VERSUS IDIOGRAPHIC COMPARISONS

REPORT UTILITY – REAL WORLD BRIDGES VERSUS “PIE IN THE SKY”
“CONSIDERATE TEXT”

WIENER (1987) USED THE FRAMEWORK OF CONSIDERATE TEXT AS A WAY OF CONCEPTUALIZING THE FEATURES OF AN EFFECTIVE REPORT

• HIS MODEL SUGGESTS THAT WRITERS OF EXPOSITORY TEXT SHOULD TAKE INTO ACCOUNT READERS’ EXISTING KNOWLEDGE, SKILLS, AND ATTITUDES WHEN CAREFULLY CONSIDERING THE STRUCTURE AND COHERENCE OF THE TEXT

• REPORTS THAT CONSIDER READERS’ SKILLS TYPICALLY HAVE SHORT SENTENCES, MINIMIZE THE NUMBER OF DIFFICULT WORDS, REDUCE JARGON, HAVE VERY FEW ACRONYMS, AND HAVE SEVERAL SUBHEADINGS (E.G., GROTH-MARNAT, 2009; WIENER, 1987).
EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT
EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT

• The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009).

• Korpershoek et al. (2016) conducted a meta-analysis examining the effects of various classroom management strategies. Their conclusion: Classroom management is considered a precondition for learning.

• Effective teaching, optimal learning, and positive student and teacher behavior cannot take place in poorly-managed classrooms.
ACCORDING TO EVERTSON AND WEINSTEIN (2006), TO ATTAIN A HIGH QUALITY OF CLASSROOM MANAGEMENT, TEACHERS MUST:

• (A) DEVELOP CARING, SUPPORTIVE RELATIONSHIPS WITH AND AMONG STUDENTS

• (B) ORGANIZE AND IMPLEMENT INSTRUCTION IN WAYS THAT OPTIMIZE STUDENTS’ ACCESS TO LEARNING

• (C) ENCOURAGE STUDENTS’ ENGAGEMENT IN ACADEMIC TASKS, WHICH CAN BE DONE BY USING GROUP MANAGEMENT METHODS (E.G., BY ESTABLISHING RULES AND CLASSROOM PROCEDURES)

• (D) PROMOTE THE DEVELOPMENT OF STUDENTS’ SOCIAL SKILLS AND SELF-REGULATION; THAT IS, MAKING STUDENTS RESPONSIBLE FOR THEIR OWN BEHAVIOR

• (E) USE APPROPRIATE INTERVENTIONS TO ASSIST STUDENTS WITH BEHAVIOR PROBLEMS
RESEARCH ON TEACHERS
THE RELATIONSHIP OF TRAIT EMOTIONAL INTELLIGENCE, SELF-REPORTED BURNOUT, AND EXPOSURE TO SOCIAL AND EMOTIONAL LEARNING TRAINING FOR TEACHERS, K-12TH

Jenny D'Olympia, LMHC, M.S.
Doctoral Dissertation

Samuel J. Moncata, PsyD
Associate Professor, Chair
William James College
QUANTITATIVE RESEARCH SURVEY

• SOLICITING PARTICIPANTS
  • EMAIL, BLOG POSTS, FLYERS, FACEBOOK

• INCLUSION
  • AT LEAST 18 YEARS OF AGE
  • TEACHER FOR GRADES K – 12TH
  • COMPUTER ACCESS AND INTERNET
  • TEACHING LICENSE

• DEMOGRAPHIC QUESTIONNAIRE

• COMPLETE TWO MEASURES

• 305 RESPONSES
MEASUREMENTS

• TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE, SF (SIEGLING ET. AL, 2015)
  • WELLBEING
  • SELF-CONTROL
  • EMOTIONALITY
  • SOCIABILITY

• TEACHER BURNOUT SURVEY, SEIDMAN AND ZAGER (1986)
  • PERCEIVED ADMINISTRATION SUPPORT
  • COPING WITH JOB STRESS
  • SATISFACTION WITH TEACHER CAREER
  • ATTITUDES TOWARDS STUDENTS
SURVEY POPULATION-STRENGTHS

BALANCED

- K-12 (EVERY GRADE)
- ELEMENTARY SCHOOL (32%)
- MIDDLE SCHOOL (38%)
- HIGH SCHOOL (29%)
- SUBURBAN (51.1%)
- URBAN (28.4%)
- RURAL (20.5%)
- TRAIT EMOTIONAL INTELLIGENCE (BELL CURVE)
- REPRESENTATIVE OF NATIONAL AVERAGE
  - STUDENT SOCIAL ECONOMIC STATUS
  - STUDENT RACIAL BACKGROUND
  - AVERAGE AGE OF EDUCATOR (40)
  - TEACHERS WORKED IN 2-3 SCHOOLS
SURVEY POPULATION - WEAKNESSES

- Caucasian (95%)
- Married (80%)
- Females (95%)
- Masters Degree (85%)
- Massachusetts (65%)
- 22 other states (35%)
- Burnout (skewed low)
RESEARCH QUESTION 1

WHAT IS THE RELATIONSHIP BETWEEN TRAIT EMOTIONAL INTELLIGENCE AND TEACHER BURNOUT?
Research Question 1

A CORRELATIONAL ANALYSIS COMPARING TRAIT EMOTIONAL INTELLIGENCE AND BURNOUT REVEALED:

A statistically significant negative correlation between the two measures. That is, as levels of emotional intelligence increased, scores depicting teacher burnout decreased.

- Teachers reporting higher trait emotional intelligence, also reported
  - Less problematic administrative support
  - Better coping with job stress
  - Higher satisfaction with teaching career
  - Better attitudes toward students

- Teachers reporting less burnout, also reported
  - Higher levels of self-control
  - Increased feelings of well-being
  - More balanced emotionality
  - Higher sociability
RESEARCH QUESTION 2

- HOW IS THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND BURNOUT MODERATED BY EXPOSURE TO SOCIAL AND EMOTIONAL LEARNING (SEL) CURRICULA AND TRAINING?
• **SIGNIFICANT POSITIVE CORRELATION WAS FOUND BETWEEN TEACHER SOCIAL AND EMOTIONAL LEARNING (SEL) AND TRAIT EMOTIONAL INTELLIGENCE.**

• **TEACHERS WITH MORE SOCIAL EMOTIONAL TRAINING SCORED HIGHER ON TRAIT EMOTIONAL INTELLIGENCE, AND THOSE WITH LESS TRAINING SCORED MORE POORLY.**

• **FURTHER ANALYSIS**
  • INCREASED SEL TRAINING WAS RELATED TO AN INCREASE IN TEACHERS’ SATISFACTION WITH THEIR TEACHING CAREER
  • SEL TRAINING AT THE COLLEGE LEVEL POSITIVELY CORRELATED WITH:
    1. SATISFACTION WITH SUBSEQUENT TEACHING CAREER
    2. BETTER CAPACITY TO COPE WITH JOB STRESS
ACCOMMODATING LEARNING STYLES

CREATING OPTIMAL ENVIRONMENTS FOR ACADEMIC AND SOCIAL-EMOTIONAL SUCCESS
“I HEAR AND I FORGET, I SEE AND I REMEMBER, I DO AND I UNDERSTAND” – CONFUCIUS

• TO CREATE A SUPPORTIVE ENVIRONMENT FOR THE ACADEMIC AND SOCIAL-EMOTIONAL LEARNING, EDUCATORS NEED TO ACCOMMODATE DIFFERENT LEARNING STYLES WITHIN THE SAME CLASSROOM

• GRASHA (1990) DESCRIBED THE IDEA OF LEARNING STYLE AS THE WAY IN WHICH STUDENTS GIVE PREFERENCE FOR THINKING, RELATING TO OTHERS, AND PROCESSING DIFFERENT CLASSROOM ENVIRONMENTS AND EXPERIENCES

• SARASIN (1999) DEFINED LEARNING STYLES AS “THE PREFERENCE OR PREDISPOSITION OF AN INDIVIDUAL TO PERCEIVE AND PROCESS INFORMATION IN A PARTICULAR WAY OR COMBINATION OF WAYS” (P.3). ACCORDING TO SARASIN, LEARNING STYLES CAN BE UNDERSTOOD, NOT ONLY IN TERMS OF LEARNING PREFERENCES BUT ALSO IN TERMS OF INTELLIGENCE.
HOWARD GARDNER (1983) DEMONSTRATED THAT CHILDREN LEARN BETTER IN SCHOOL WHEN THEIR INDIVIDUAL LEARNING STYLES ARE RECOGNIZED AND SUPPORTED. HIS THEORY OF MULTIPLE INTELLIGENCES OUTLINED EIGHT DIFFERENT LEARNING STYLES:

- **MUSICAL-RHYTHMIC** - SENSITIVITY TO SOUNDS, RHYTHMS, TONES, AND MUSIC
- **VISUAL-SPATIAL** - SPATIAL JUDGMENT AND THE ABILITY TO VISUALIZE WITH THE MIND’S EYE
- **VERBAL-LINGUISTIC** - FACILITY WITH WORDS, LANGUAGES, AND AUDITORY PROCESSING
- **LOGICAL-MATHEMATICAL** - LOGIC, ABSTRACTIONS, REASONING, NUMBERS AND CRITICAL THINKING
- **BODILY-KINESTHETIC** - CONTROL OF ONE’S BODILY MOTIONS AND HANDLING OBJECTS SKILLFULLY
- **INTERPERSONAL** - SENSITIVITY TO OTHERS’ MOODS, FEELINGS, TEMPERAMENTS, AND MOTIVATIONS
- **INTRAPERSONAL** – WELL-DEVELOPED INTROSPECTIVE AND SELF-REFLECTIVE CAPACITIES
- **NATURALISTIC** - NURTURING AND RELATING INFORMATION TO ONE’S NATURAL SURROUNDINGS
COMMON LEARNING STYLE MODEL USED IN SCHOOLS

VISUAL LEARNERS
AUDITORY LEARNERS
TACTILE LEARNERS
KINESTHETIC LEARNERS
VISUAL LEARNER

• TAKING COPIOUS NOTES
• DRAWING OR DOODLING
• NEEDING PICTURES TO ACCOMPANY TEXT
• NEEDING EYE CONTACT TO LISTEN WELL
• CHOOSING VISUAL TASKS, SUCH AS READING
• CLOSELY EXAMINING OBJECTS AND PICTURES
• COMMENTING UPON THE VISUAL ASPECTS OF SOMETHING
AUDITORY LEARNER

• CHOOSING TO LISTEN (E.G., AUDIOTAPES)
• FOLLOWING VERBAL DIRECTIONS WHILE NOT APPEARING TO BE LISTENING
• SHOWING A PREFERENCE FOR MUSIC OR SINGING
• SHOWING AN INTEREST IN ORAL DISCUSSIONS
• READING ALOUD TO SELF
• SOUNDING OUT WORDS
• TALKING TO SELF (I.E., SUB-VOCALIZATION)
TACTILE LEARNER

- Touching objects on school shelves
- Fiddling with items in desk
- Carrying small items around in hand
- Loves working with manipulatives whenever possible
- Wiggling fingers frequently
- Grabbing items
- Playing with pencils and pens
KINESTHETIC LEARNER

• WALKING AROUND THE CLASSROOM
• STANDING WHILE WORKING AT DESK
• JUMPING OUT OF SEAT
• USING BODY MOVEMENTS FOR EXPRESSION
• ENJOYS P.E. AND OTHER MOVEMENT OPPORTUNITIES
• VOLUNTEERING TO DEMONSTRATE OR RUN ERRANDS
• ACTING AND PLAYING ROLES
BUILDING BRIDGES TO THE 21ST CENTURY CLASSROOM
TRADITIONAL CLASSROOMS TEND TO FAVOR VISUAL AND AUDITORY LEARNERS. HOWEVER, NEW RESEARCH SUGGESTS THAT THE 21ST CENTURY CLASSROOM NEEDS TO BE AN ACTIVE VENUE THAT ADDRESSES MULTIPLE LEARNING STYLES FOR BETTER STUDENT OUTCOMES. FURTHER, CERTAIN CORE COMPETENCIES (OFTEN CALLED THE 4 C’S) NEED TO BE TAUGHT TO PREPARE STUDENTS FOR THE FUTURE.

THESE FOUR CRITICAL AREAS OF DEVELOPMENT ARE AS FOLLOWS:

• CREATIVITY AND INNOVATION
• CRITICAL THINKING AND PROBLEM-SOLVING
• COMMUNICATION
• COLLABORATION
HOW TO TEACH 21ST CENTURY SKILLS AND KNOWLEDGE

• MAKE IT RELEVANT
• TEACH THROUGH THE DISCIPLINES
• DEVELOP LOWER AND HIGHER ORDER THINKING SKILLS – AT THE SAME TIME!
• ENCOURAGE TRANSFER OF LEARNING
• TEACH STUDENTS TO LEARN TO LEARN (METACOGNITION)
• ADDRESS MISUNDERSTANDINGS DIRECTLY
• PROMOTE TEAMWORK AS A PROCESS AND OUTCOME
• EXPLOIT TECHNOLOGY TO PROMOTE LEARNING
USING THE WECHSLER INTELLIGENCE SCALES TO ILLUSTRATE DIFFERENT LEARNING AND SOCIAL-EMOTIONAL STYLES
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)
Primary Index Scores

Primary Index Scales

- Verbal Comprehension
  - Similarities
  - Vocabulary

- Visual Spatial
  - Block Design
  - Visual Puzzles

- Fluid Reasoning
  - Matrix Reasoning
  - Figure Weights

- Working Memory
  - Digit Span
  - Picture Span

- Processing Speed
  - Coding
  - Symbol Search

VCI  VSI  FRI  WMI  PSI

Perceptual Reasoning Index (PRI) Replaced
Verbal Comprehension (Left-Hemisphere, Mediated)

- More refined measure of verbal concept formation, verbal reasoning, and word knowledge (less reliance on practical knowledge, social rules, judgment, etc.)
- High scores indicate a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, a good ability to reason and solve verbal problems, and effective communication of knowledge.

Working Memory (Left/Right Hemisphere, Automatic)

- Measures verbal and visual working memory (short term memory), attention, concentration, mental control, as well as some reasoning, and ability to resist proactive interference.
- High scores indicate a well-developed ability to identify visual and auditory information, maintain it in temporary storage, and retrieve it for use in problem solving.
| **Visual Spatial**  
(Right-Hemisphere, Mediated) | **Fluid Reasoning**  
(Right-Hemisphere, Mediated) | **Processing Speed**  
(Right-Hemisphere, Automatic) |
|---|---|---|
| • Demonstrates understanding of visual spatial relationships, constructional knowledge and mental manipulation, as well as part to whole relationships and attention to detail.  
• High scores indicate a well-developed capacity to apply spatial reasoning and analyze visual details. | • Ability to detect underlying conceptual relationships among visual objects, and to use reasoning to identify and apply rules. Requires broad visual intelligence, simultaneous processing, and abstract thinking.  
• High scores indicate a well-developed ability to abstract conceptual information from visual details and to effectively apply that knowledge | • Accuracy of visual identification, decision-making and implementation, visual scanning and discrimination, attention and concentration, as well as visual motor  
• High scores indicate a well-developed ability to rapidly identify visual information to make quick and accurate decisions, and to rapidly implement those decisions. |
### Verbal Comprehension (Left-Hemisphere, Mediated)

- Language-based, auditory learner
- "Idea Factory"
- Low scores may occur due to difficulties with word knowledge, retrieval, verbal expression, problem solving, auditory channel, attachment
- Over-thinking -"Petri dish" for "worry"
- Perfectionism/Procrastination

### Working Memory (Left/Right Hemisphere, Automatic)

- Auditory and/or Visual Working Memory
- "Parking Lot" for "Idea Factory"
- Capacity to hold information in your head while you do work on it; calling upon both long- and short-term memory
- Low scores can occur due to difficulties with distractibility, visual or auditory discrimination problems, anxiety, memory, attachment
| **Visual Spatial**  
| (Right-Hemisphere, Mediated) |
| "Parking Lot Attendant," whose focus is upon arranging the cars in a systematic fashion |
| Essential for planning and organization |
| Low scores beget struggles with organization, plan of attack, transitions, change, complex physical settings, directions, etc. |

| **Fluid Reasoning**  
| (Right-Hemisphere, Mediated) |
| "Parking Lot Manager" who uses visual information to identify common themes. Visual-spatial elements provide clues to binding underlying concepts (luxury cars, high tippers, right out front) |
| Low scores indicate difficulties with quantitative concepts, mathematical reasoning, and linking visual details to abstract concepts |

| **Processing Speed**  
| (Right-Hemisphere, Automatic) |
| "Parking Valet" who uses visual information to get the cars out quickly and accurately |
| Low scores indicate poor visual discrimination, slowed decision-making, and output issues |
INFORMATION PROCESSING MODEL OF LEARNING
LD VERSUS ADHD

- 30-50% of LD students have ADD/ADHD
- ADHD: biochemical problem – neurotransmitters
- LD: bioelectrical problem – “faulty wiring”
- With each – structure and/or function of the brain has been affected – but with different results
- ADHD: describes behaviors that interfere with learning (inattention, impulsivity, activity level)
- LD: involves a discrepancy between intelligence and achievement; LD interferes with learning because input/output processes are affected
- Thus, the source, diagnosis, effect, and treatment of each disorder is different
INFORMATION PROCESSING MODEL

MODEL DISTINGUISHES FOUR STAGES OF INFORMATION PROCESSING UTILIZED WHEN WE LEARN:

• **INPUT**: PROCESS OF RECORDING IN THE BRAIN INFORMATION THAT COMES FROM THE SENSES

• **INTEGRATION**: IS THE PROCESS OF INTERPRETING THIS INFORMATION

• **MEMORY**: IS THE STORAGE OF THIS INFORMATION FOR LATER RETRIEVAL

• **OUTPUT**: IS THE PROCESS OF REPRODUCTION – PRODUCING THIS INFORMATION THROUGH LANGUAGE OR MOTOR ACTIVITY

• LEARNING ISSUES CAN BE CLASSIFIED BY THEIR EFFECTS UPON ONE OR MORE OF THESE STAGES
CLASSIC LD PERSPECTIVE

FOUR COMMON LD PROFILES IDENTIFIED THROUGH THE WISC-V AND WAIS-IV
A.C.I.D.S. PROFILE

- MOST FREQUENT LD – PARTICULARLY IN PRIMARY GRADES.
- ACRONYM FOR LOWEST FIVE SUBTESTS (ARITHMETIC, CODING, INFORMATION, DIGIT SPAN, SYMBOL SEARCH)
- PROBLEM WITH MEMORY AND SEQUENCING (AUTOMATIC TOOLS). POOR ROTE AND REPETITIVE LEARNERS
- ALL BEGINNING ELEMENTARY SCHOOL WORK REQUIRES MEMORIZATION AND SEQUENCING (PHONETICS, MATH TABLES, READING, WRITING, ETC.)
- INFORMATIONAL PROCESSING MODEL LENS: ISSUES AT INTEGRATION (SEQUENCING) AND MEMORY STAGES
A.C.I.D.S. INTERVENTIONS

• KEY: REPETITION – REINFORCE SIMPLE TASKS
• MASS PRACTICE AND PULL-OUT ESSENTIAL
• REINFORCE INPUT BY UTILIZING MULTIPLE CHANNELS OF INPUT AND OUTPUT (BUILD IN TACTILE, SPATIAL, MOVEMENT, VISUAL, AUDITORY, ETC.)
• “DIRTY DOZEN” (1967)
• TEACH THEM TO ASSOCIATE AND MEANING-MAKE
• NEED TO MAKE MORE AUTOMATIC TASKS MORE SOPHISTICATED AND MEANINGFUL
VISUAL/PERCEPTUAL WEAKNESS (NONVERBAL LD)

• POOR NONVERBAL PROBLEM-SOLVING RELATIVE TO LANGUAGE-BASED SKILLS ↓NONVERBAL INDEX SCALE (BD, VP, MR, FW, PS, CD) VERSUS ↑VC

• POOR VISUAL/PERCEPTUAL SKILLS; POOR ORGANIZATION

• CAN IMPACT READING PROCESS; ALSO THIS GROUP IS MORE AT RISK IN MATH. PROBLEMS CREATING A PLAN

• INFORMATIONAL PROCESSING MODEL LENS: ISSUES AT INPUT (VISUAL), INTEGRATION (ORGANIZATION), AND OUTPUT (GRAPHO-MOTOR) STAGES
VISUAL/PERCEPTUAL WEAKNESS (NONVERBAL LD) INTERVENTIONS

• ORGANIZE THROUGH LANGUAGE. USE ROBUST LEFT-HEMISPHERE TO PULL UP RIGHT-SIDE FUNCTIONS

• ENCOURAGE SUB-VOCALIZATION

• USE TECHNOLOGY (I.E., INSPIRATION SOFTWARE), TEMPLATES AND GRAPHIC ORGANIZERS TO ASSIST WITH INPUT AND INTEGRATION ISSUES

• SPECIAL ATTENTION GIVEN TO EMOTIONAL INTELLIGENCE AND SOCIAL PRAGMATIC SKILLS

• SPECIAL ATTENTION TO PHYSICAL SURROUNDINGS, SCHEDULES, DIRECTIONS, AND MOVING ONESELF IN SPACE
VERBAL/CONCEPTUAL WEAKNESS (LANGUAGE-BASED LD)

• POOR VERBAL PROBLEM-SOLVING RELATIVE TO NONVERBAL SKILLS ↓VC VERSUS ↑ NONVERBAL INDEX SCALE (BD, VP, MR, FW, PS, CD)

• IMPAIRED ABILITY TO HANDLE VERBAL SYMBOLS AND CONCEPTS; DIFFICULTY WITH EXPRESSION AND COMPREHENSION

• INFORMATIONAL PROCESSING MODEL LENS: ISSUES AT INPUT (AUDITORY PROCESSING), INTEGRATION (ABSTRACTION), AND OUTPUT (EXPRESSIVE LANGUAGE) STAGES
VERBAL/CONCEPTUAL WEAKNESS (LANGUAGE-BASED LD) INTERVENTIONS

• NEED TO USE MULTI-MODAL APPROACH FOR THESE LEARNERS DO BEST WITH ACTIVE, BODY-BASED INTERVENTIONS (E.G., “TOSS-ACROSS” SPELLING)

• PROBLEMS WITH READING – OFTEN REQUIRES STRUCTURED, EVIDENCE-BASED APPROACHES TO FOSTER LITERACY

• HARDEST TO WORK WITH IN TRADITIONAL 1-ON-1 TUTORING OR THERAPY AS THESE INDIVIDUALS ARE NOT VERY VERBAL AND STRUGGLE TO PUT THEIR EXPERIENCES INTO WORDS
PROCESSING SPEED/WRITING DISABILITY

• PS CLUSTER IS LOWEST IQ/INDEX SCORE
• GAP BETWEEN ↑ VC AND ↓ PS
• LEXUS ENGINE VERSUS YUGO TRANSMISSION
• PROBLEM SWITCHING MODALITIES – THINKING TO WRITING. QUICK WRITTEN OUTPUT IS ARDUOUS
• NEED TO RULE IN/OUT CONTRIBUTIONS FROM INPUT (VISUAL/PERCEPTUAL), ORGANIZATION (SEQUENCING), MEMORY, AND/OR OUTPUT (FINE MOTOR) STAGES
PROCESSING SPEED/WRITING DISABILITY INTERVENTIONS

• KEY: EFFECTIVE USE OF TECHNOLOGY (E.G., WORD PROCESSING, VOICE-ACTIVATED SOFTWARE, TAPE-RECORDING, EFFECTIVE USE OF MODELS AND OUTLINES, ETC.)

• THESE LEARNERS CAN QUALIFY FOR EXTENDED TIME

• HOWEVER, OFTEN THEY DON’T USE THE EXTENDED TIME ACCOMMODATION

• GIVE THEM NO CHOICE!
REPORT WRITING IS THE CULMINATION OF THE ASSESSMENT PROCESS. TO WRITE AN EFFECTIVE REPORT, SCHOOL PSYCHOLOGISTS AND SPECIAL EDUCATORS NEED TO DEVELOP A VARIETY OF SKILLS

INCLUDING:

• ATTAINING RAPPORT WITH CHILDREN, YOUTH, AND FAMILIES

• ADMINISTERING AND SCORING NORM-REFERENCED PSYCHOLOGICAL AND EDUCATIONAL TESTS IN A STANDARDIZED MANNER

• SCHOOL AND CLASSROOM OBSERVATION

• INTERVIEWING CHILDREN, TEACHERS, AND PARENTS

• USING CURRICULUM-BASED MEASUREMENT
REPORT WRITING RESEARCH (E.G., GROTH-MARNAT (2009); PELCO, WARD, COLEMAN, & YOUNG, 2009, HARVEY, 2006; RUCKER, 1967) SUGGEST TESTING PROFESSIONALS ALSO NEED:

- AN ADHERENCE TO ETHICAL AND PROFESSIONAL PRACTICE
- AN UNDERSTANDING OF CHILD AND ADOLESCENT DEVELOPMENT
- KNOWLEDGE CONCERNING TEACHING EXCEPTIONAL LEARNERS
- A GRASP OF DEVELOPMENTAL PSYCHOPATHOLOGY
- TO SUPPORT CULTURALLY SENSITIVE PRACTICE
- BE VERSED IN CASE FORMULATION AND SCHOOL CONSULTATION
HARVEY (2006) POSITS THAT REPORTS FUNCTION TO:

• INCREASE THE UNDERSTANDING OF STUDENTS, THEIR PARENTS, AND OTHER PROFESSIONALS (INCLUDING TEACHERS) ABOUT STUDENTS' STRENGTHS AND ADAPTIVE SKILLS; COGNITIVE, ACADEMIC, AND SOCIAL-EMOTIONAL DIFFICULTIES; AND THE ENVIRONMENTAL FACTORS THAT IMPede AND ENHANCE LEARNING AND SOCIAL-EMOTIONAL ADJUSTMENT

• PROVIDE VIABLE RECOMMENDATIONS FOR ACCOMMODATIONS AND INTERVENTIONS THAT ARE TAILORED TO THE NEEDS OF THE STUDENT

• COMMUNICATE THE DIAGNOSTIC INFORMATION AND RECOMMENDATIONS IN WAYS THAT THEY ARE UNDERSTOOD, APPRECIATED, AND IMPLEMENTED WITH THE ULTIMATE RESULT OF IMPROVEMENTS IN STUDENTS’ FUNCTIONING

• PROVIDE A LONG-TERM RECORD THAT CAN BE USED TO ACCESS INTERVENTIONS AND ACCOMMODATIONS
Groth-Marnat (2009) suggested that effective psychological reports are:

• Readable
• Connect to the person’s context
• Have clear links between the referral questions and the answers to these questions
• Have integrated interpretations
• Address client strengths as well as problem areas
TECHNICAL TERMS CAN BE EXPLAINED BY PROVIDING QUALITATIVE DESCRIPTIONS WHICH BUILD A BRIDGE FROM THE TEST DATA TO THE REAL WORLD OF THE STUDENT.

• FOR EXAMPLE, IF THE STUDENT STRUGGLES WITH VERBAL WORKING MEMORY, IT’S NOT “GOOD ENOUGH” TO LEAVE IT AT THAT. NOR IS IT SUFFICIENT TO REPORT THAT THEY HAD DIFFICULTY REPEATING A SERIES OF NUMBERS BACKWARDS.

• RATHER, YOU NEED TO RELATE THAT DATA POINT TO AN EXAMPLE PROVIDED BY THE STUDENT

• FOR EXAMPLE, (“I CAN’T REMEMBER A PERSON’S PHONE NUMBER WHILE I DIAL IT”), OR PROVIDING AN IMPLICATION FOR THE CLASSROOM (“THEY LIKELY WOULD NOT BE ABLE TO TAKE EFFECTIVE NOTES FROM A LECTURE”)
“TALKING POINTS”

• ALTHOUGH MOST PARENTS (AND SOME STUDENTS) PREFER TO READ THE SAME TYPE OF REPORTS AS TEACHERS AND SCHOOL ADMINISTRATORS, THEY MAY BENEFIT FROM RECEIVING A BRIEF SYNOPSIS DURING FEEDBACK SESSIONS THAT SUMMARIZES THE ASSESSMENT CONCLUSIONS, INCLUDING “TALKING POINTS” REFERRING TO THE STUDENT’S STRENGTHS, DIFFICULTIES, REASONS FOR DIFFICULTIES, AND RECOMMENDATIONS

• AN EXAMPLE FollowS IN THE NEXT SLIDE
**Student’s Name** (14-year-old, female, 8th grader, ELL, LD, Current IEP)

<table>
<thead>
<tr>
<th>You are good at:</th>
<th>It is hard for you to:</th>
<th>These things are hard because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ being kind to people</td>
<td>□ make friends at school</td>
<td>□ you don’t talk to people in English very much</td>
</tr>
<tr>
<td>□ taking care of your sister</td>
<td>□ learn to speak English</td>
<td>□ you are shy</td>
</tr>
<tr>
<td>□ helping your mother</td>
<td>□ read and write English</td>
<td>□ not many students at school speak your language</td>
</tr>
<tr>
<td>□ handwriting</td>
<td>□ learn math at school</td>
<td>□ you have a poor memory for letters and words</td>
</tr>
<tr>
<td>□ trying hard</td>
<td></td>
<td>□ it is hard for you to learn how sounds make words</td>
</tr>
<tr>
<td>□ remembering what you see in pictures</td>
<td></td>
<td>□ you don’t understand the words teachers use to explain math and science</td>
</tr>
<tr>
<td>□ singing</td>
<td></td>
<td>□ when you are very sad it is hard for you to work hard</td>
</tr>
</tbody>
</table>

| You learn best when:                                  | Things that teachers, special educators and parents can do to help |                                                                 |
|-------------------------------------------------------|-------------------------------------------------------------------|                                                                |
| □ you have a teacher who works only with you          | □ Help you learn new words by making word cards with pictures and going over them |
| □ you like the person who teaches you                 | □ Read books with you and tell you what the words and sentences mean |
| □ you are not sad                                     | □ Explain math, science and other school subjects to you a second time, in a way you can understand |
| □ you look at pictures or other things that you see   | □ Teach you how to ask for things you need in places like a library, a store, or a restaurant |
| □ you use a computer to find pictures of words and other things you need to learn | □ Take you to fun places in Boston and teach you the words about those places |
| □ you go over the work many, many times               | □ Write emails to you and you write back                       |
|                                                      | □ Let you watch the shows on TV that other kids your age watch and talk about these shows with you |
|                                                      | □ Show you how much they love and care about you                |

| Things you can do to help yourself                    |                                                                 |
|-------------------------------------------------------|                                                                |
| □ Keep on working hard                                | □ Send emails to your educators and friends                    |
| □ Meet with your special educator daily               | □ Join the school choir and other clubs                       |
| □ Bring things you need to learn, like math, to those sessions | □ Eat lunch at school                                           |
| □ Go over the words you are learning many times       | □ Try to talk English to girls at school                       |
| □ Ask for help when you need it or don’t understand something | □ Watch TV shows to learn English                              |
|                                                      | □ Talk to your teachers or your guidance counselor if you are very sad |

Sample “Talking Points” for parents and students during feedback session
- adapted from Wiener and Costaris (2012)
REFERENCES


