

Index

A

- AAIDD. *See* American Association on Intellectual and Developmental Disabilities (AAIDD)
- A-B-C recording. *See* Antecedent–Behavior–Consequence (A-B-C) recording
- Academic and cognitive functioning
 - autism, 112, 196, 215
 - emotional disturbance, 109
 - Bender-II, 235, 247
 - RIAS, 245–246
 - WIAT-III, 234–235, 246–247
 - feedback conferences, 330–331
 - intellectual disability, 114
 - BASC-2, 268–269
 - Bender-II, 268
 - SB5, 265–267
 - Vineland II Adaptive Behavior Scales, 269
 - WJ-IV, 267
 - learning disabilities, 108
 - Other Health Impaired
 - Bender-II, 287
 - RIAS, 285–286
 - WJ-IV, 286–287
 - Section 504 report example
 - Bender-II, 311
 - RIAS, 310–311
 - WJ-IV, 311
- Accommodations, 134
 - for academic tasks, 197, 208
 - environmental, 135
 - homework/classwork modifications, 135–136
 - testing, 135
- Active engaged time (AET), 56, 57
- Adaptive behavior
 - autism, 112–113, 181–182
 - conceptualization and classification, 104–107
 - intellectual disability, 114, 259–260
- ADHD. *See* Attention-Deficit/Hyperactivity Disorder (ADHD)
- ADHD Rating Scale IV
 - emotional disturbance sample report, 236
 - Other Health Impaired, 288
 - Section 504 report example, 313
- AET. *See* Active engaged time (AET)
- Age equivalent scores, 97–98, 344–345
- Ahia, C.E., 343
- AIMSweb Growth Table, 103
- American Association on Intellectual and Developmental Disabilities (AAIDD), 256, 258–259
- American Psychological Association (APA), 339
 - beneficence and nonmaleficence, 340
 - competence, 340–341
 - confidentiality and records maintenance, 342
 - dignity of individuals, 340
 - empirically validated practices, 341–342
 - law vs. ethical standards, 342
 - respect for rights, 340
- Analogue observation, 53–54
- Anecdotal recording, naturalistic observation, 44–46
- Anger control difficulties, 121
- Antecedent–Behavior–Consequence (A-B-C) recording, 46–47
- Anxiety, examiner, 12

- Assessment
- comprehensive process, 100, 102
 - consent for, 343
 - culturally and linguistically diverse learners, 324
 - methods section, 81–82
 - nonverbal instruments, 323
 - results section, 89–90
 - BASC-2, 92, 94–95
 - characteristics, 90–91
 - formatting, 90
 - grade equivalent scores, 97–98
 - organization, 89–90
 - presentation, 90–95
 - raw scores, 97–98
 - RIAS, 94–95
 - standard vs. scaled scores, 95–98
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- interview format, 25–26
 - learning disabilities, 162
 - background information/developmental history, 163–164
 - BASC-2, 168–169
 - Bender-II, 167
 - conceptualization and classification, 169
 - CTOPP-2, 167–168
 - interview results, 164–165
 - observations, 165
 - recommendations, 169–172
 - RIAS, 165–166
 - summary, 169–172
 - WJ-IV, 161
 - Other Health Impaired, 279–282
 - recommendations for, 128–129
 - websites, 136
- Auditory Memory Index, 155
- Autism
- CARS 2, 195, 207, 217
 - conceptualization and classification, 112–113
 - in DSM-5, 176–177
 - guidance, 179
 - academic achievement, 181
 - adaptive functioning, 181–182
 - cognitive ability, 180–181
 - communication and language, 181
 - comorbidity and rule out selected disorders, 180
 - fine and gross motor skills, 182
 - high functioning, 183
 - assessment methods and sources of data, 183
 - background information/developmental history, 184–185
 - BASC-2, 194–195
 - Bender-II, 194
 - CARS 2, 195
 - conceptualization and classification, 196–197
 - GARS-2, 195
 - interview results, 185–189
 - observations, 189–191
 - recommendations, 197–198
 - SB5, 192–193
 - summary, 197–198
 - WJ-IV, 193
 - in IDEA, 175–176, 178
 - identification, 177–179
 - interview format, 26–27
 - lower functioning, 229
 - assessment methods and sources of data, 210
 - background information/developmental history, 210–211
 - BASC-2, 215–216
 - CARS 2, 217
 - cognitive and academic functioning, 215
 - conceptualization and classification, 217–218
 - interview results, 211–214
 - observations, 214–215
 - recommendations, 218
 - summary, 218
 - Vineland II Adaptive Behavior Scales, 216–217
 - low to mid functioning, 198
 - assessment methods and sources of data, 199
 - background information/developmental history, 199–200
 - BASC-2, 205–206
 - CARS 2, 207
 - conceptualization and classification, 207–208
 - GARS-2, 206–207
 - interview results, 200–202
 - observations, 202–204
 - Peabody Picture Vocabulary Test, Fourth Edition, 204–205
 - recommendations, 208–209
 - summary, 208–209
 - UNIT, 204
 - Vineland II Adaptive Behavior Scales, 206
 - prevalence, 175
 - referrals for, 79
 - social skills recommendations, 131–133
 - websites, 136

B

- Background section, 83
- academic functioning, 85
 - autism, 184–185, 199–200, 210–211
 - behavioral functioning, 86
 - cognitive functioning, 85
 - early developmental history, 83–84
 - emotional disturbance, 227–228, 242
 - IDEA and Section 504, 309
 - intellectual disabilities, 264–265
 - language functioning, 85
 - learning disabilities, 151–152, 163–164
 - medical and health, 84–85
 - OHI, 284–285
 - prenatal/perinatal development history, 83–84
 - Section 504, 309
 - social-emotional functioning, 86
 - strengths and interests, 86–87
- BASC-2. *See* Behavior Assessment System for Children, Second Edition (BASC-2)
- Bateman, B., 142
- Behavioral functioning, 104–107
- autism, 112–113, 198, 209
 - high functioning, 194–195
 - lower functioning, 215–216
 - low to mid functioning, 205–207
 - emotional disturbance, 235–236, 247–248
 - feedback conferences, 331
 - individual counseling and, 130–131, 316
 - intellectual disability, 114
 - learning disabilities, 108–109, 155–156, 168–169
 - Other Health Impaired, 287–288
 - recommendations difficulties
 - ADHD, 128–129
 - counseling, 130–131
 - crisis management plan, 133
 - parents and caregivers, 134
 - psychologist's training and competence, 130
 - social skills, 131–133
 - Section 504 report example
 - ADHD Rating Scale IV, 288
 - BASC-2, 307–308
- Behavioral Observation of Students in Schools (BOSS), 55–58
- Behavioral problem-solving model, 124
- Behavior Assessment System for Children, Second Edition (BASC-2)
- assessment results section, 92, 94–95
 - autism
 - high functioning, 194–195
 - lower functioning, 215–216
 - low to mid functioning, 205–206
 - children observations, 54–55
 - emotional disturbance, 235–236, 247–248
 - intellectual disabilities, 268–269
 - learning disabilities
 - ADHD, 168–169
 - report example, 155–156
 - Other Health Impaired, 287–288
 - Section 504 report example, 312
 - Bender Visual-Motor Gestalt Test, Second Edition (Bender-II)
 - autism, 194
 - emotional disturbance, 235, 247
 - intellectual disabilities, 268
 - learning disabilities
 - ADHD, 167
 - report example, 154
 - Section 504 report example, 311
 - Beneficence, 340
 - Bergeron, R., 256
 - Bose, J.B., 224, 346
 - BOSS. *See* Behavioral Observation of Students in Schools (BOSS)
 - Bower, E.H., 221
 - Bower, E.M., 109
 - Braden, J.P., 259
 - Butcher, J., 66
 - Byrnes, J.P., 127
- C**
- Canter, A., 344
- Caregivers
- appreciative, 335–336
 - in denial, 334–335
 - support, 209, 218
- Cerebral palsy, 307
- Child Development Questionnaire (CDQ), 21, 30–40
- Childhood Autism Rating Scale, Second Edition (CARS 2), 195, 207, 217
- Children
- observation, 63
 - administration of standardized assessments, 59–60
 - analogue observation, 53–54
 - BASC-2, 54–55
 - BOSS, 55–58
 - in classroom/school, 10
 - Hawthorne and Halo effects, 60
 - naturalistic (*see* Naturalistic observation)
 - permanent products, 54
 - students comparison, 52–53
 - systematic direct observation, 47–49
 - time sampling procedures, 50–52

- Children (*cont.*)
 psychoeducational assessment, 7–9
 working and not therapeutic relationship
 with, 9–11
- CIX. *See* Composite Intelligence Index (CIX)
- CMX. *See* Composite Memory Index (CMX)
- Cognitive ability
 autism, 180–181
 test, 91
- Cognitive and academic functioning, 102–107
 autism, 112, 215
 emotional disturbance, 109
 Bender-II, 235, 247
 RIAS, 245–246
 WIAT-III, 234–235, 246–247
 feedback conferences, 330–331
 intellectual disability, 114
 BASC-2, 268–269
 Bender-II, 268
 SB5, 265–267
 Vineland II Adaptive Behavior
 Scales, 269
 WJ-IV, 267
 learning disabilities, 108
 Other Health Impaired
 Bender-II, 287
 RIAS, 285–286
 WJ-IV, 286–287
 Section 504 report example
 Bender-II, 311
 RIAS, 310–311
 WJ-IV, 311
- Communication, autism, 175
- Composite Intelligence Index (CIX)
 emotional disturbance, 245
 learning disabilities
 ADHD, 166
 report example, 153
 Other Health Impaired, 285
- Composite Memory Index (CMX)
 emotional disturbance, 245–266
 learning disabilities
 ADHD, 166
 report example, 153
 Other Health Impaired, 286
- Comprehensive assessment process, 100, 102
- Comprehensive Test of Phonological
 Processing-Second Edition
 (CTOPP-2), 154–155, 167–168
- Conceptual issues, in report writing
 address positive, 68
 address referral questions, 64
 big words/write parsimoniously, 68
 classification decision-making, 65, 66
 computer generated reports, 66–71
 eisegesis, 66
 multiple sources of data, 66
 predictive and etiological statements, 65
 psychology jargon, 67
 write useful, concrete recommendations,
 68–69
- Conceptualization and classification, 102–107
 autism, 112
 concluding statement regarding
 eligibility, 113
 high functioning, 196–197
 lower functioning, 217–218
 low to mid functioning, 207–208
 social-emotional and behavioral
 domains, 112–113
 categorization, 99
 components, 101–102
 concluding statement regarding
 eligibility, 107
 dyslexia, 108–109
 emotional disturbance, 105–107, 109
 concluding statement regarding
 eligibility, 113
 sample report, 236–238, 248–250
 social-emotional and behavioral
 domains, 112–113
 integration of information, 99–100
 intellectual disability, 134, 272–273
 learning disabilities
 ADHD, 169
 concluding statement regarding
 eligibility, 109
 report example, 158–159
 social-emotional and behavioral
 domains, 108–109
 opening statement, 102
 Other Health Impaired, 114–115, 290–291
 Section 504 report example, 315–316
 social-emotional and behavioral domains,
 104–107
- Counseling, recommendation, 130–131
- Crisis management plan, 133
- Cruikshank, W.M., 119
- CTOPP-2. *See* Comprehensive Test of
 Phonological Processing-Second
 Edition (CTOPP-2)
- Culturally and linguistically diverse
 learners, 321
 additional considerations, 324
 assessment, 325
 contemporary psychometrics, 322
 general concepts, 322–324
 IDEA, 323
 nondiscriminatory assessment, 324
 UNIT, 322

D

- Deafness, 304. *See also* Hearing impairment
 Delayed Memory Index, 155
 Della Toffalo, D.A., 221
 Discrepancy approach, report writing,
 346–347
 Disruptive mood dysregulation disorder, 28–29
 Dombrowski, S.C., 30, 340, 343, 349
 Down Syndrome, 255, 257–258
 DSM-5
 autism in, 176–177
 intellectual disabilities, 257
 learning disabilities in, 144–145
 Dual deficit approach, 258
 Duration recording, of SDO, 48–49
 Dyslexia, conceptualization and classification,
 108–109

E

- Eckert, T.L., 46
 ED. *See* Emotional disturbance (ED)
 Education for All Handicapped Children
 Act, 225
 Eisegesis, 66
 Elliot, S.N., 259
 Emotional disturbance (ED)
 conceptualization and classification,
 105–107, 109
 definition, 221, 222
 guidance, 223–225
 identification, 222–223
 Pennsylvania Special Education Code,
 110–111, 224–225
 referrals for, 79
 sample report
 ADHD Rating Scale IV, 236
 assessment methods and sources of
 data, 226–227, 241
 background information/developmental
 history, 227–228, 242
 BASC-2, 235–236, 247–248
 Bender-II, 235, 247
 conceptualization and classification,
 236–238, 248–250
 interview results, 228–231, 242–244
 observations, 231–232, 244
 recommendations, 238–240, 250–252
 RIAS, 245–246
 SB5, 232–233
 summary, 238–240, 250–252
 WIAT-III, 234–235, 246–247
 vs. socially maladjusted, 225
 Emotional functioning. *See* Social-emotional
 functioning

- English Language Learners (ELL), 321, 350
 Environmental accommodations, 135
 Event recording, of SDO, 47–48

F

- FAPE. *See* Free appropriate public education
 (FAPE)
 Feedback conferences
 address any question/concerns, 329–330
 approach, 327–328
 classification conclusion, 329
 cognitive and academic, 330–331
 evaluation process description, 329
 integrate findings, 331–332
 psychoeducational assessment, 6
 purpose of, 6
 recommendations, 332
 section of report, 330–331
 social-emotional and behavioral, 331
 starting, 328
 strengths-based assessment, 329
 Floyd, R.B., 224, 346
 Floyd, R.G., 256, 259, 346, 350
 Free appropriate public education (FAPE), 295
 Full Scale Intelligence Quotient (FSIQ), 265
 Functional behavioral assessment (FBA), 46,
 179, 209
 Functional vision assessment (FVA), 301

G

- GARS-2. *See* Gilliam Autism Rating
 Scale-Second Edition (GARS-2)
 Generic referrals, 77
 GE scores. *See* Grade equivalent (GE) scores
 Giftedness, referrals for, 80
 Gilliam Autism Rating Scale-Second Edition
 (GARS-2), 195, 206–207
 Gischlar, K.L., 340
 Glang, A., 298
 Grade equivalent (GE) scores, 97–98, 344–345
 Gresham, F.M., 131
 Grice, K., 279
 Grizzle, K., 221

H

- Halo effects, 60
 Harvey, V.S., 68
 Hawthorne effects, 10, 60
 Hearing impairment, 303
 definition, 304
 degrees, 304–305
 identification, 305

- High functioning autism, 183
 assessment methods and sources
 of data, 183
 background information/developmental
 history, 185
 BASC-2, 194–195
 Bender-II, 194
 CARS 2, 195
 conceptualization and classification, 196–197
 GARS-2, 195
 interview results, 185–189
 observations, 189–191
 recommendations, 197–198
 SB5, 192–193
 summary, 197–198
 WJ-IV, 193
- Hintze, J.M., 59
- Horner, R.H., 131
- Hybrid referrals, 78
- I**
- ID. *See* Intellectual disability (ID)
- IDEA. *See* Individuals with Disabilities Act (IDEA)
- Immediate Memory Index, 155
- Independent Educational Evaluation (IEE), 4
- Individuals with Disabilities Act (IDEA), 3, 4
 autism in, 122, 175–176
 culturally and linguistically diverse
 learners, 323–324
 hearing loss/deafness, 303
 definition, 304
 degrees, 304–305
 identification, 305
 intellectual disabilities, 255–256
 in learning disabilities, 143–144
 orthopedic impairment, 306–307
 Other Health Impaired, 277–278
 reason for referral, 78–80
 and Section 504, 295, 308
 ADHD Rating Scale IV, 313
 assessment methods and data sources,
 308–309
 background information/developmental
 history, 309
 BASC-2, 312
 Bender-II, 311
 conceptualization and classification, 315
 definition, 296
 identification, 297
 interview results, 313–314
 observations, 314–315
 psychoeducational assessment, 297
 recommendations, 316–317
 Rehabilitation Act of 1973, 296
 RIAS, 310–311
 WJ-IV, 311
- traumatic brain injury
 correlates of, 298–299
 definition, 298
 guidance, 299–300
- visual impairment/blindness
 definition, 300–301
 identification, 301–303
- Individuals with Disabilities Education
 Improvement Act, 43
- Informal approach, interview, 17–18
- Information
 identification, 75–76
 integration of, 99–100
 and reason for referral, 76
 generic referral question, 77
 hybrid referral question, 78
 for IDEA categories, 78–80
 specific referrals questions, 77–78
- Intellectual disability (ID), 255
 AAIDD, 256
 characteristics, 257–258
 conceptualization and classification, 134,
 272–273
 DSM-5, 257
 etiology, 257
 guidance
 adaptive behavior, 259–260
 dual deficit approach, 258
 tests of intelligence, 258–259
- IDEA, 255–256
 interview results, 269–271
 observations, 272
 recommendations, 273–274
 referral for, 79
 sample report, 263
 background information/developmental
 history, 264–265
 BASC-2, 268–269
 Bender-II, 268
 SB5, 265–267
 Vineland II Adaptive Behavior
 Scales, 269
 WJ-IV, 267
 summary, 273–274
 websites, 136
- Interview
 autism
 high functioning, 185–189
 lower functioning, 211–214
 low to mid functioning, 200–202

- caregiver/parent format, 19–21
 - emotional disturbance sample report, 228–231, 242–244
 - format for mental health conditions, 29–30
 - ADHD, 25–26
 - autism, 26–27
 - disruptive mood dysregulation disorder, 28–29
 - oppositional defiant disorder, 27–28
 - gathering background/additional data
 - ascertaining additional background information, 41
 - CDQ, 21, 30–40
 - structured developmental history questionnaires, 30
 - informal approach, 17–18
 - intellectual disabilities, 269–271
 - learning disabilities
 - ADHD, 164–165
 - report example, 156–157
 - Other Health Impaired, 289–290
 - purpose of conducting, 17
 - Section 504 report example, 313–314
 - semi-structured approach, 18
 - structured approach, 18
 - student format, 23–24
 - teacher format, 22–23
- J**
- Joint Committee on Learning Disabilities, 347
- K**
- Kamphaus, R.W., 348
 - Kirk, S.A., 141, 142
 - KISS model, 346
 - Krantz, P.J., 132
 - Kranzler, J.A., 346, 350
 - Kranzler, J.H., 259
- L**
- Language, autism, 181
 - Latency recording, of SDO, 49
 - LDTIC. *See* Learning Disabilities Teacher Consultant (LDTIC)
 - Learning disabilities (LD)
 - ADHD
 - assessment methods and data sources, 162
 - background information/developmental history, 163–164
 - BASC-2, 168–169
 - Bender-II, 167
 - conceptualization and classification, 169
 - CTOPP-2, 167–168
 - interview results, 164–165
 - observations, 165
 - recommendations, 169–172
 - RIAS, 165–166
 - summary, 169–172
 - WJ-IV, 166–167
 - assessment, 141, 169
 - classification system, 141
 - comprehensive assessment/evaluation, 146–147
 - conceptualization and classification, 105, 107–108
 - definitions, 142
 - in DSM-5, 144–145
 - guidance, 149
 - historical considerations, 141–142
 - IDEA in, 143–144
 - identification, 142
 - IQ tests use, 149
 - NASP, 148
 - NJCLD, 146
 - referrals for, 98
 - report example
 - assessment methods and data sources, 150–151
 - background information/developmental history, 151–152
 - BASC-2, 155–156
 - Bender-II, 154
 - conceptualization and classification, 158–159
 - CTOPP-2, 154–155
 - interview results, 156–157
 - observations, 158
 - recommendations, 159–161
 - RIAS, 152–153
 - summary, 159–161
 - WJ-IV, 173–174
 - WMS-IV, 155
 - websites, 136
 - Learning Disabilities Teacher Consultant (LDTIC), 119
 - Learning media assessment (LMA), 301
 - Lichtenstein, R., 350
 - Lichtenberger, 67
 - Limited in English proficiency (LEP), 321, 322, 324
 - Lower functioning autism, 209, 218
 - assessment methods and data sources, 210
 - background information/developmental history, 210–211

- Lower functioning autism (*cont.*)
 BASC-2, 215–216
 CARS 2, 217
 cognitive and academic functioning, 215
 conceptualization and classification,
 217–218
 interview results, 211–214
 to mid functioning autism, 198
 assessment methods and data
 sources, 199
 background information/developmental
 history, 199–200
 BASC-2, 205–206
 CARS 2, 207
 conceptualization and classification,
 207–208
 GARS-2, 206–207
 interview results, 200–202
 observations, 202–204
 Peabody Picture Vocabulary Test,
 Fourth Edition, 204–205
 recommendations, 208–209
 summary, 208–209
 UNIT, 204
 Vineland II Adaptive Behavior
 Scales, 206
 observations, 214–215
 summary, 218
 Vineland II Adaptive Behavior Scales,
 216–217
- M**
 Mathematics recommendation, difficulties,
 126–128
 McClannhan, P.J., 132
 McQuillan, K., 343
 Michaels, M.H., 67
 Mitigating measures, 297
 Momentary time sampling, 50–51
 Morvant, M., 298
 Muscular dystrophy, 307
- N**
 National Association of School Psychologists
 (NASP), 339
 beneficence and nonmaleficence, 340
 competence, 340–341
 confidentiality and records maintenance, 342
 empirically validated practices,
 341–342
 law vs. ethical standards, 342
 learning disabilities, 147–148
 respect for rights and dignity of
 individuals, 340
 National Joint Committee on Learning
 Disabilities (NJCLD), 145–146
 Naturalistic observation, 44
 A-B-C recording, 46–47
 anecdotal recording, 44–46
 NIX. *See* Nonverbal Intelligence Index (NIX)
 NJCLD. *See* National Joint Committee on
 Learning Disabilities (NJCLD)
 Nonmaleficence, 340
 Nonverbal assessment instruments, 323
 Nonverbal Intelligence Index (NIX)
 emotional disturbance, 245
 learning disabilities
 ADHD, 165
 report example, 152
 Other Health Impaired, 285–286
- O**
 Oakland, T., 349, 350
 Observations
 analogue, 53–54
 autism
 high functioning, 189–191
 lower functioning, 214–215
 low to mid functioning, 202–204
 BASC-2, 54–55
 BOSS, 55–58
 of children (*see* Children, observation)
 emotional disturbance sample report,
 231–232, 244
 indicators, 58–59
 intellectual disabilities, 272
 of learning disabilities
 ADHD, 165
 report example, 158
 naturalistic
 A-B-C recording, 46–47
 anecdotal recording, 44–46
 Other Health Impaired, 290
 peer data comparison, 52–53
 permanent products, 54
 SDO
 duration recording, 48–49
 event recording, 47–48
 latency recording, 49
 Section 504 report example, 314–315
 student behavior, 59–60
 during testing session, 10
 Occupational therapy evaluation, 126, 197
 ODD. *See* Oppositional defiant disorder
 (ODD)

- Office for Civil Rights, 295
 Office of Special Education Programs (OSEP), 279
 Off-task student behaviors, 55–58
 OHI. *See* Other Health Impaired (OHI)
 Opening statement, conceptualization and classification, 102
 Oppositional defiant disorder (ODD), 27–28.
 See also Attention-Deficit/Hyperactivity Disorder (ADHD)
 Oral reporting, 327
 case examples
 appreciative caregiver, 335–336
 caregiver in denial, 334–335
 unexpected response, 333–334
 feedback conferences
 (*see* Feedback conferences)
 format and meeting participants, 327–328
 guidelines, 336–338
 Orthopedic impairment, 306–307
 OSEP. *See* Office of Special Education Programs (OSEP)
 Other Health Impaired (OHI), 277
 conceptualization and classification, 114–115
 guidance
 ADHD, 279–282
 conditions, 282–283
 IDEA, 277–278
 identification, 278
 referrals for, 79–80
 sample report, 283
 ADHD Rating Scale IV, 288
 assessment methods, 284
 background information, 284–285
 BASC-2, 307–308
 Bender-II, 287
 conceptualization and classification, 290–291
 interview results, 289–290
 observations, 290
 recommendations, 291–293
 RIAS, 285–286
 summary, 291–293
 WJ-IV, 286–287
- P**
 Parental recommendations, 134
 Partial interval time sampling, 51–52
 Passive engaged time (PET), 56, 57
 Peabody Picture Vocabulary Test, Fourth Edition, 204–205
 Pearson, S., 298
 Pedersen, J.A., 221
- Pennsylvania Special Education Code, 110–111, 224–225
 Phillips, S.E., 259
 Phonological Awareness, 154–155, 167–168
 Phonological Memory, 154, 167
 Physical/mental impairment, 296
 Psychoeducational assessments
 behavioral intervention, 339
 classroom and school observation, 10
 comprehensive process, 7
 definition, 3–4
 evaluations, 3, 4
 feedback conference, 6
 IEE, 4
 interview (*see* Interview)
 professional/ethical issues, 339
 beneficence and nonmaleficence, 340
 competence, 340–341
 confidentiality and records maintenance, 342
 consent for assessment, 343
 consent to share records, 343
 empirically validated practices, 341–342
 law vs. ethical standards, 342
 limits to confidence, 342–343
 maintenance of records, 344
 release of test protocols, 344
 report security, 343
 respect for rights and dignity of individuals, 360
 vs. psychological assessment, 3, 5
 purpose, 3–4
 report, 119
 steps in, 7–9
 testing environment and session, 10–14
 working with children, 9–10
 writing of report (*see* Report writing)
- Psychological assessment, 3, 5
- R**
 Rapid Naming Composite, 154, 167
 Raw scores, 97–98
 Reading Curriculum-Based Measurement (R-CBM), 103
 Reading recommendation, difficulties, 124
 Recommendations, 1118
 for ADHD, 128–129
 anger control difficulties, 121
 autism
 high functioning, 197–198
 lower functioning, 218
 low to mid functioning, 208–209

- Recommendations (*cont.*)
- behavioral problem-solving model, 124
 - counseling, 130–131
 - disadvantage, 123–124
 - emotional disturbance sample report, 238–240, 250–252
 - feedback conferences, 333
 - importance, 120
 - intellectual disabilities, 273–274
 - learning disabilities
 - ADHD, 169–172
 - report example, 159–161
 - mathematics difficulties, 126–128
 - Other Health Impaired, 291–293
 - parents and caregivers, 134
 - psychologist's exclude, 119
 - reading difficulties, 124–125
 - Section 504 report example, 316–317
 - social skills
 - children with autism spectrum, 131–133
 - crisis management plan, 133
 - difficulties, 121
 - intervention, 131
 - state practices, 119–120
 - writing
 - difficulties, 125–126
 - framework, 121–123
 - guidelines for, 121–123
- Records
- consent to share records, 343
 - maintenance of, 342, 344
- Referrals, 76
- generic referral question, 77
 - hybrid referral question, 78
 - for IDEA categories, 78–80
 - specific referrals questions, 77–78
- Report
- autism (*see* Autism)
 - conferences, 6, 9, 327–329
 - emotional disturbance, 226, 241
 - ADHD Rating Scale IV, 236
 - assessment methods, 226–227, 241
 - background information/developmental history, 227–228, 242
 - BASC-2, 235–236, 247–248
 - Bender-II, 235, 247
 - conceptualization and classification, 236–238, 248–250
 - data source, 226–227, 241
 - interview results, 228–231, 242–244
 - observations, 231–232, 244
 - recommendations, 238–240, 250–252
 - RIAS, 245–246
 - SB5, 232–233
 - summary, 238–240, 250–252
 - WIAT-III, 234–235, 246–247
 - intellectual disabilities, 263
 - assessment methods, 263–264
 - background information/developmental history, 264–265
 - BASC-2, 268–269
 - Bender-II, 268
 - conceptualization and classification, 272–273
 - data source, 263–264
 - interview results, 269–271
 - observations, 272
 - recommendations, 273–274
 - SB5, 265–267
 - summary, 273–274
 - Vineland II Adaptive Behavior Scales, 269
 - WJ-IV, 267
 - LD example
 - assessment methods, 150–151
 - background information/developmental history, 151–152
 - BASC-2, 155–156
 - Bender-II, 154
 - conceptualization and classification, 158–159
 - CTOPP-2, 154–155
 - interview results, 156–157
 - observations, 158
 - recommendations, 159–161
 - Reynolds Intellectual Assessment Scale, 152–153
 - summary, 159–161
 - WMS-IV, 155
 - Woodcock–Johnson Tests of Achievement-IV, 153–154
 - Other Health Impaired, 283
 - ADHD Rating Scale IV, 288
 - assessment methods, 284
 - background information, 304–305
 - BASC-2, 287–288
 - Bender-II, 287
 - conceptualization and classification, 290–291
 - interview results, 289–290
 - observations, 290
 - recommendations, 291–293
 - RIAS, 285–286
 - summary, 291–293
 - WJ-IV, 286–287
 - security, 343
- Report writing, 63
- conceptual issues

- big words and write parsimoniously, 68
- classification decision-making,
 - 65, 66
- computer generated reports, 66–71
- eisegesis, 66
- multiple sources of data, 66
- positive features, 68
- predictive and etiological statements, 65
- psychology jargon, 67
- referral questions, 64
- write useful, concrete
 - recommendations, 68–69
- generalized guidance
 - age and grade equivalent scores, 344–345
 - culture and language, 350
 - discrepancy approach, 346
 - evidence-based test use, 345–346
 - fully complete test protocols, 347
 - interpretation, 345–346
 - new instruments use, 348–349
 - normal curve, 345
 - old *vs.* new instruments, 349–350
 - pressure/negotiation for
 - classification, 348
 - report test scores, 347
 - standardized test procedures, 347
- professional/ethical issues, 339
 - beneficence and nonmaleficence, 340
 - competence, 340–341
 - confidentiality and records
 - maintenance, 342
 - consent for assessment, 343
 - consent to share records, 343
 - empirically validated practices, 341–342
 - law *vs.* ethical standards, 342
 - limits to confidence, 342–343
 - maintenance of records, 344
 - release of test protocols, 344
 - report security, 343
 - respect for rights and dignity of individuals, 340
- psychoeducational *vs.* psychological assessment, 5
- structure, 63–64
- stylistic issues, 69–71
- Reynolds Intellectual Assessment Scale (RIAS)
 - assessment results section, 92–95
 - emotional disturbance, 245–246
 - learning disabilities
 - ADHD, 165–166
 - report example, 152–153
 - Other Health Impaired, 285–286
 - Section 504 report example, 310–311
- Rhodes, R., 322
- Rutter, M., 142
- S**
- SB5. *See* Stanford–Binet Intelligence Scales—Fifth Edition (SB5)
- Scaled scores, 95–97
- Scattone, D., 132
- Schizophrenia, 221, 223
- Scoliosis, 307
- SDO. *See* Systematic direct observation (SDO)
- Section 504, 295, 308. *See also* Individuals with Disabilities Act (IDEA)
- ADHD Rating Scale IV, 313
 - assessment methods, 308–309
 - background information/developmental history, 309
- BASC-2, 312
- Bender-II, 311
- conceptualization and classification, 315–316
- data source, 308–309
- definition, 296
- identification, 297
- interview results, 313–314
- observations, 314–315
- psychoeducational assessment, 297
- recommendations, 316–317
- Rehabilitation Act of 1973, 296
- RIAS, 310–311
- WJ-IV, 311
- Semi-structured interview, 18
- Shands, E.I., 256
- Skiba, R., 221
- Social-emotional functioning, 105–107
 - autism, 112–113
 - high functioning, 194–195
 - lower functioning, 215–216
 - low to mid functioning, 205–206
 - emotional disturbance, 110–111, 235–236, 247–248
 - feedback conferences, 331
 - intellectual disability, 114
 - learning disabilities, 108–109, 155–156, 168–169
- Other Health Impaired, 287–288
- recommendations difficulties
 - ADHD, 128–129
 - counseling, 130–131
 - crisis management plan, 133

- Social-emotional functioning (*cont.*)
 parents and caregivers, 134
 psychologist's training and competence, 130
 social skills, 131–133
 Section 504 report example
 ADHD Rating Scale IV, 313
 BASC-2, 312
- Socially maladjusted, 225
- Social skills
 recommendation
 children with autism spectrum, 131–133
 crisis management plan, 133
 difficulties, 121, 132–133
 intervention, 131
 and social pragmatics interventions,
 197, 208
- Special education
 advocate, 6
 classification, 18, 29, 141
 evaluation, 43
 IDEA, 324
 OHI, 279, 280, 282
 state, 256
- Specific referrals, 77–78
- Speech-language impairment, 181
- Speech-language therapy, 197, 208
- Spina bifid, 306
- Standard scores, 95–97
- Stanford–Binet Intelligence Scales—Fifth Edition (SB5)
 autism, 191–193
 emotional disturbance, 232–233
 intellectual disabilities, 265–267
- State recommendation practices, 119–120
- Steciw, M., 302
- Strengths-based assessment, feedback conferences, 329
- Structured developmental history
 questionnaires, 21, 30
- Structured interview, 18
- Student Observation System (SOS), 54–55
- Stylistic issues, in report writing
 brief description, 70
 headings/subheadings, liberal use, 70
 pronoun mistakes, 69–70
 report length, 69
 revising report, 69
 statements within quotations, 71
 tables/charts to present results, 70–71
 writing style improvement, 71
- Sugai, G., 131
- Summary, 117
 autism
 high functioning, 197–198
 lower functioning, 218
 low to mid functioning, 208–209
 contents, 118
 emotional disturbance sample report,
 238–240, 250–253
 intellectual disabilities, 273–274
 learning disabilities
 ADHD, 169–172
 report example, 159–161
 Other Health Impaired, 291–293
 recommendation and
 (*see* Recommendations)
- Systematic direct observation (SDO), 44
 duration recording, 48–49
 event recording, 47–48
 latency recording, 49
- T**
- Tallent, N., 66
- Testing environment/test session
 accommodations, 135
 breaks, encouragement and questions,
 13–14
 debrief, 14
 examiner anxiety, 12
 honeymoon effect advantage, 11
 intellectual disabilities, 258–259
 room layout, 11–12
 triple check protocol scoring, 13
 working relationship, not therapeutic
 relationship, 10–11
- Test protocols
 fully completed, 347
 release of, 344
- Test Standards, 339
- Tic disorders, 180
- Tiger, J.H., 58
- Time sampling procedure, 50
 momentary, 50–51
 partial interval, 51–52
 whole interval, 52
- Todis, B., 298
- Tourette's disorder, 180
- Traumatic brain injury (TBI)
 correlates of, 298–299
 definition, 298
 guidance, 299–300
- Tyler, J., 298

U

- Universal Nonverbal Intelligence Test (UNIT)
 - autism, 204
 - culturally and linguistically diverse learners, 322

V

- Verbal Intelligence Index (VIX)
 - emotional disturbance, 245
 - learning disabilities
 - ADHD, 165–166
 - report example, 152
 - Other Health Impaired, 285–286
- Vineland II Adaptive Behavior Scales
 - autism, 182, 206, 216–217
 - intellectual disabilities, 269
- Visual impairment/blindness
 - definition, 300–301
 - identification, 301–303
- Visual Memory Index, 155
- VIX. *See* Verbal Intelligence Index (VIX)

W

- Wagner, M., 223
- Wechsler Memory Scale-Fourth Edition (WMS-IV), 155
- Whole interval time sampling, 52
- Woodcock–Johnson Tests of Achievement-IV (WJ-IV)
 - autism, 193
 - intellectual disabilities, 167
 - learning disabilities
 - ADHD, 166–167
 - report example, 153–154
 - Section 504 report example, 286–287
- Woodworth, R.S., 321
- Writing recommendation
 - difficulties, 125–126
 - framework, 121–123
 - guidelines, 121–123

Y

- Yule, W., 142