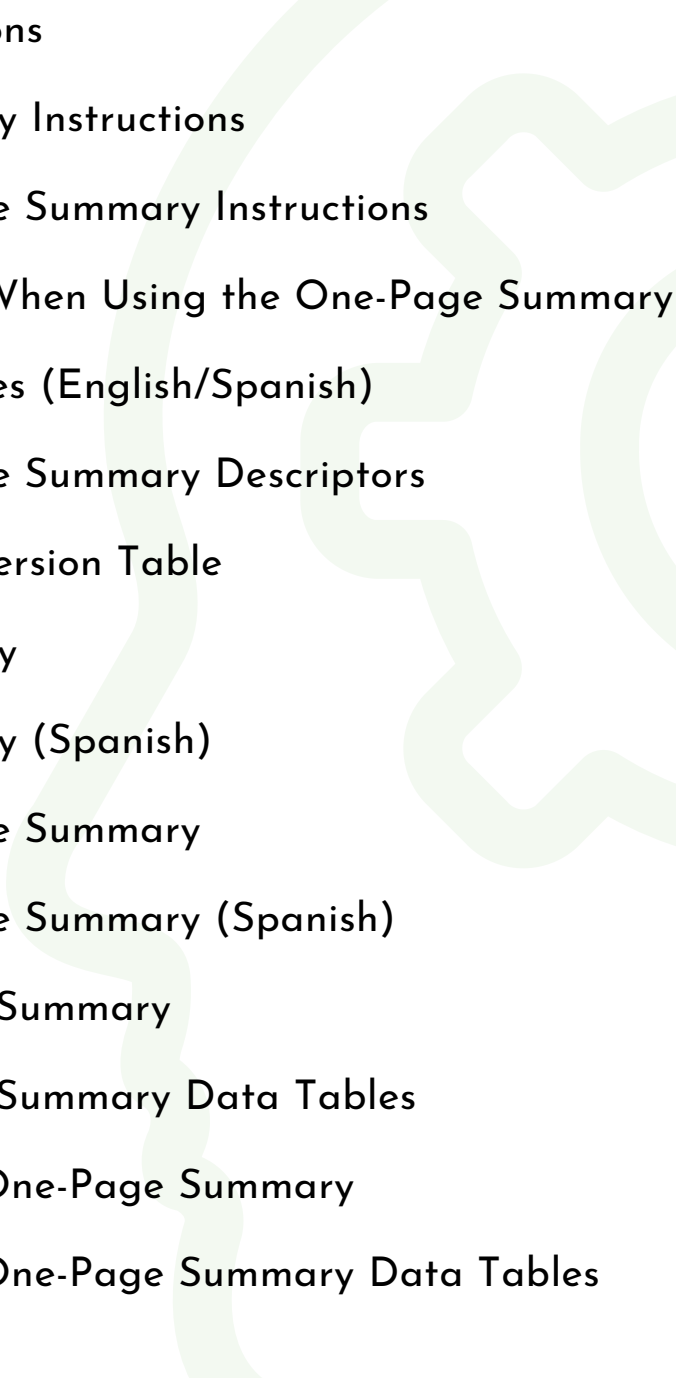


ONE-PAGE SUMMARY GUIDE



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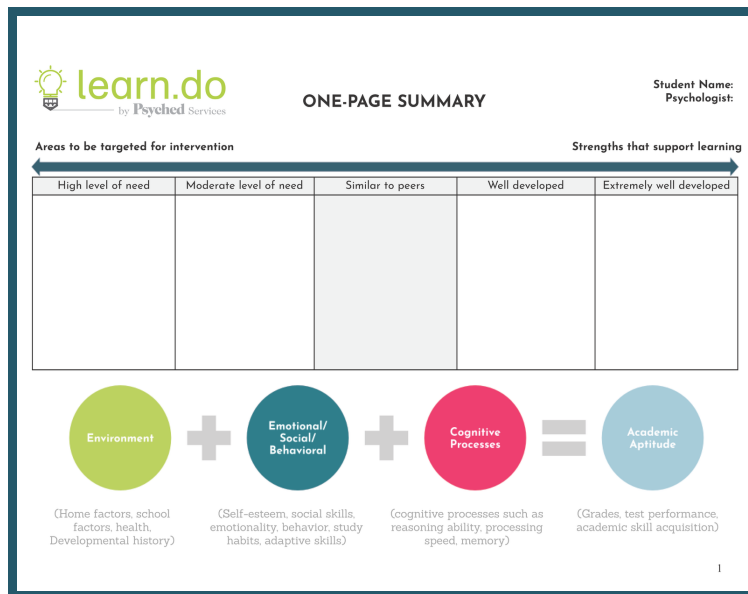


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TECHNICAL INSTRUCTIONS

- To use the One-Page Summary template, download it to your computer and open it using Microsoft Word.
- To edit the One-Page Summary, move cursor over the desired field and click to add content.
- Customize the text color, font, and size by highlighting the text with cursor and using Word's toolbar to make selections.
- Learn.Do recommends using a 12-point Avenir font.
 - Adjust font size as needed to keep all content on one page
- Color Coding
 - Learn.Do utilizes a color-coding system for each category on the One-Page Summary: environment (lime green), emotional, social, and behavioral (teal), cognitive processes (hot pink), academic aptitude (light blue).
 - To use the exact colors used by Learn.Do, highlight the desired text and edit the color by entering the following color codes in the color toolbar.
 - **Environment:** #B4D43B
 - R: 180 G: 212 B: 59
 - **Emotional/Social/Behavioral:** #197886
 - R: 25 G: 120 B: 134
 - **Cognitive Processes:** #FF2768
 - R: 255 G:39 B:104
 - **Academic Aptitude:** #A4C9D7
 - R: 164 G: 216 B: 201
- When you have completed your summary, save the file as a PDF.
- This PDF file can now be printed, emailed as an attachment, or uploaded to your school's drive.

ONE-PAGE SUMMARY INSTRUCTIONS



The form is titled "ONE-PAGE SUMMARY" and includes the "learn.do by PsychEd Services" logo. It has a field for "Student Name: Psychologist:". Below this is a horizontal continuum scale from "Areas to be targeted for intervention" to "Strengths that support learning". The scale has five categories: "High level of need", "Moderate level of need", "Similar to peers", "Well developed", and "Extremely well developed". Below the scale is a table with five empty cells for data entry. At the bottom, there is a diagram showing four constructs: "Environment" (lime green), "Emotional/Social/Behavioral" (teal), "Cognitive Processes" (hot pink), and "Academic Aptitude" (light blue). These are connected by plus and equals signs, indicating they combine to form the overall summary. Each construct has a brief description below it: "Environment" (Home factors, school factors, health, Developmental history), "Emotional/Social/Behavioral" (Self-esteem, social skills, emotionality, behavior, study habits, adaptive skills), "Cognitive Processes" (Cognitive processes such as reasoning ability, processing speed, memory), and "Academic Aptitude" (Grades, test performance, academic skill acquisition).

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ONE-PAGE SUMMARY

Student Name: Psychologist:

Areas to be targeted for intervention

Strengths that support learning

High level of need	Moderate level of need	Similar to peers	Well developed	Extremely well developed

Environment + Emotional/Social/Behavioral + Cognitive Processes = Academic Aptitude

(Home factors, school factors, health, Developmental history)

(Self-esteem, social skills, emotionality, behavior, study habits, adaptive skills)

(Cognitive processes such as reasoning ability, processing speed, memory)

(Grades, test performance, academic skill acquisition)

1

ONE-PAGE SUMMARY BACKGROUND

The One-Page Summary is a strength-based and theme-based IEP data delivery tool designed to represent student data in a concise, easy to understand, and meaningful way. Student data is recorded on a continuum that spans five descriptive ranges and include: high level of need, moderate level of need, similar to peers, well developed, and extremely well developed. These descriptive ranges correspond to assessment-specific standard scores, T-scores, scaled scores, and descriptive or qualitative data obtained during the assessment process and reflect range differences based on standard deviations from the mean; basically mirroring a user-friendly, bell-shaped curve. Four constructs, represented in vivid colors on the One-Page Summary, are used to organize a student's data in the One-Page Summary and include: environment, cognitive processes, emotional/social/behavioral, and academic aptitude.

ONE-PAGE SUMMARY CONSTRUCTS

The One-Page Summary uses a color-coded system to organize assessment data into constructs.

Learn.Do One-Page Summary construct colors include:

- Environment (lime green)
- Emotional/Social/Behavioral (teal)
- Cognitive Processes (hot pink)
- Academic Aptitude (light blue)

The One-Page Summary constructs may be represented in any color, at the discretion of the user.

Skills within each construct are placed in the appropriate descriptive-range column based on the obtained scores or qualitative data gathered. For example, a child with significant attention difficulties would have the word “**attention**” placed in the “high level of need” descriptive-range column, typed in teal.

Higher functioning students may demonstrate more skills in the “well developed” and “extremely well developed” columns than in the “needs” columns. For students that have more deficits, balance with relative and intrapersonal strengths.

Sample descriptors are available in this One-Page Summary Guide.



The Environment construct descriptive ranges are determined based on qualitative data from parent, student, and teacher interviews, as well as rating scales, self-report measures, and observations. Environmental factors are those positive or negative influences that impact a student’s ability to succeed in school. Including environmental factors in a student’s One-Page Summary allows for a holistic look of the student.

Use **lime green** to color code all environmental descriptors.

Negative environmental factors, such as bullying or stress in the home, would be placed using the appropriate descriptors “**bullying**” and/or “**stress in home**” in the “moderate level of need” or “high level of need” range, depending on the severity; whereas having a supportive teacher, or faith-based support outside of school, which are positive environmental factors, would be recorded in the “well developed” or “extremely well developed” column as “**supportive teacher**” or “**faith-based support**” typed in the color representing the environment construct (Learn.Do = **lime green**). Additional descriptor examples are provided in this guide.



These scores represent the social, emotional, and behavioral results from your student’s assessment. This construct represents the student’s ability to socially navigate their school environment, regulate their emotions, and demonstrate behavior conducive to learning (e.g., **depression**, **atypical behavior**). Place social, emotional, and behavioral scores in the correct descriptive range column using the appropriate reference tables* below.

If there are contrasting scores (e.g., parent vs. teacher) on student rating scales, place scores in the appropriate descriptive ranges according to the majority of raters. If there is a significant score on a parent or teacher scale that is noteworthy, add it to the One-Page Summary and put “parent” or “teacher” in parentheses next to the descriptor.

Additional observational and interview data may be added. For example, if a student demonstrated an above-average attention span, include “attention” in the correct descriptive range column on the One-Page Summary. Estimate how well developed the observed behavior is in consideration of the student’s age and grade level. Refer to the descriptor examples and psychometric chart as needed.

Use teal to color code all social/emotional/behavioral descriptors.

For example, the Social/Emotional/Behavioral Negative T-Score reference table indicates that an Anxiety T-score of 75 on the Behavior Assessment System for Children, 3rd Edition, falls in the “high level of need” range. “**Anxiety**” will be typed in the “high level of need” column in the One-Page Summary using the color representing the cognitive processes construct (Learn.Do = teal).

A Social/Emotional/Behavioral Positive T-Score reference table indicates a Social Skills T-score of 59 on the Behavior Assessment System for Children, 3rd Edition (BASC-3) falls in the “similar to peers” range. “**Social skills**” will be added in the “similar to peers” column on the One-Page Summary using the color representing the cognitive processes construct (Learn.Do = teal).

SOCIAL, EMOTIONAL, AND BEHAVIORAL POSITIVE T-SCORE REFERENCE TABLE**

Descriptive Range	Classification	T-Score Range
High Level of need	Clinically Significant	29 and Below
Moderate level of need	At-Risk	30-40
Similar to peers	Average	41-59
Well developed	High	60-70
Extremely well developed	Very High	71 and Above

SOCIAL, EMOTIONAL, AND BEHAVIORAL NEGATIVE T-SCORE REFERENCE TABLE**

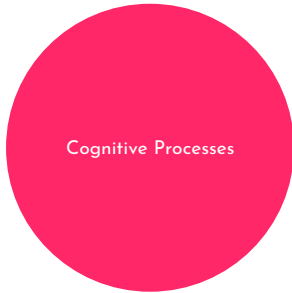
Descriptive Range	Classification	T-Score Range
High level of need	Clinically Significant	70 and Above
Moderate level of need	At-Risk	60-69
Similar to peers	Average	41-59
Well developed	High	30-40
Extremely well developed	Very High	29 and below

ADAPTIVE PROCESS REFERENCE TABLE**

Descriptive Range	Standard Score	Scaled Score	V-Scale Score	Percentile
High level of need	≤69	<4	≤9	≤2nd
Moderate level of need	70-84	4-6	10-12	3rd to 15th
Similar to peers	85-115	7-13	13-17	16th to 84th
Well developed	116-130	14-16	18-20	86th to 98th
Extremely well developed	≥131	≥17	≥21	>98th

*T-Scores for both social/emotional and adaptive measures can be either positive or negative. The more elevated a positive T-score is, the more developed a skill is. The more elevated a negative T-score is, the more problematic the behavior or underdeveloped skill is. It is important to consult the test's user manual to verify whether the T-scores that the subscales yield are positive or negative. Full scale adaptive measures typically use standard scores.

**For rating scales, follow the guides from the individual instrument's classification to align with the descriptive ranges on the One-Page Summary.



Cognitive processes descriptive ranges are determined based on a student's performance on cognitive processing tests, such as the Wechsler Intelligence Scale for Children, 5th Edition (WISC-V); the Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2); and the Cognitive Assessment System, 2nd Edition (CAS2). Cognitive processes include those mental functions used to acquire information, interpret, manipulate, transform, store, and use information. These processes encompass activities, such as attention,

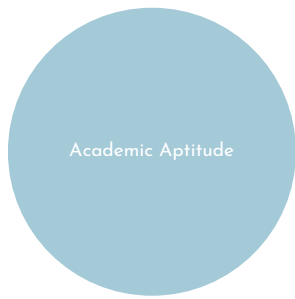
perception, learning, and problem-solving. (American Psychological Association, 2022). Using the reference table below, find the descriptive range that corresponds to the student's standard score on each cognitive process measured.

Use **hot pink** to color code all cognitive process descriptors.

For example, the Cognitive Processes reference table indicates that a Working Memory Index standard score of 78 on the Wechsler Adult Intelligence Scale, 4th Edition, falls in the "moderate level of need" range. "**Working memory**" will be typed in the "moderate level of need" column in the One-Page Summary using the color representing the cognitive processes construct (Learn.Do = **hot pink**). Similarly, the Cognitive Processes reference table indicates a Phonological Awareness Composite standard score of 107 on the Comprehensive Test of Phonological Processing, 2nd Edition, falls in the "similar to peers" range. "**Phonological awareness**" will be added in the "similar to peers" column on the One-Page Summary using the color representing the cognitive process construct (Learn.Do = **hot pink**).

COGNITIVE PROCESSES REFERENCE TABLE

Descriptive Range	Standard Score	Scaled Score	Percentile
High level of need	≤69	<4	≤2nd
Moderate level of need	70-84	4-6	3rd to 15th
Similar to peers	85-115	7-13	16th to 84th
Well developed	116-130	14-16	86th to 98th
Extremely well developed	≥131	≥17	>98th



Academic aptitude is the construct on the One-Page Summary that represents the sum of the environment, cognitive, and social/emotional/behavior domains and can be viewed as overall success in school. These scores represent the academic achievement results from your student's assessment. This construct represents the student's level of age and/or grade-level skills in academic areas assessed.

Using the reference table below, find the descriptive range that corresponds to the student's standard score on each academic skill measured.

Use **light blue** to color code all academic descriptors.

For example, the Academic Aptitude reference table indicates that a Basic Reading standard score of 65 on the Woodcock-Johnson IV Tests of Achievement (WJ-IV Ach), falls in the "high level of need" range. "**Basic reading**" will be typed in the "high level of need" column in the One-Page Summary using the color representing the academic aptitude construct (Learn.Do= **light blue**).

ACADEMIC APTITUDE REFERENCE TABLE

Descriptive Range	Standard Score	Scaled Score	Percentile
High level of need	≤69	<4	≤2nd
Moderate level of need	70-84	4-6	3rd to 15th
Similar to peers	85-115	7-13	16th to 84th
Well developed	116-130	14-16	86th to 98th
Extremely well developed	≥131	≥17	>98th

SUMMARY AND RECOMMENDATIONS:

The summary and recommendations section of the One-Page Summary is an optional page that can be used to include a brief, conclusive write-up of the student.

The following should be included under Summary and Recommendations:

- Data that is relevant to specific eligibility criteria
- Eligibility category most appropriate for the student
- Recommendations to support the student based on areas to be targeted for intervention

MODIFIED ONE-PAGE SUMMARY INSTRUCTIONS

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MODIFIED ONE-PAGE SUMMARY

Student Name: _____
Psychologist: _____

Areas to target for intervention ← → Strengths that support learning

Environment (Home factors, school environment, structure, health, development history) + Strengths (refer above) + Weaknesses (refer above) = Level of Functional Independence (Ability to autonomously meet the demands of everyday life)

1

MODIFIED ONE-PAGE SUMMARY BACKGROUND

The Modified One-Page Summary is a strength-based and theme-based IEP data delivery tool specifically designed for students that have moderate to severe needs in multiple domains. For example, a student that demonstrates significantly below-average cognitive and adaptive functioning. Student data is recorded on a continuum that spans areas to be targeted for intervention and strengths that support learning.

These descriptive ranges correspond to assessment-specific standard scores, T-scores, scaled scores, and descriptive or qualitative data obtained during the assessment process and reflect range differences based on standard deviations from the mean; basically mirroring a user-friendly, bell-shaped curve. Four constructs, represented in vivid colors on the Modified One-Page Summary, are used to organize a student's data in the Modified One-Page Summary and include: environment, strengths, weaknesses, and level of functional independence.

MODIFIED ONE-PAGE SUMMARY CONSTRUCTS

The Modified One-Page Summary uses a color-coded system to organize assessment data into constructs.

Learn.Do One-Page Summary construct colors include:

- Environment (lime green)
- Strengths (teal)
- Weaknesses (hot pink)
- Level of Function (light blue)

The Modified One-Page Summary constructs may be represented in any color, at the discretion of the user.

Skills within each construct are placed in the appropriate descriptive-range column based on the obtained scores or qualitative data gathered. For example, a child with significant attention difficulties would have the word “**attention**” placed in the “weakness” descriptive-range column, typed in **hot pink**.

For the Modified One-Page Summary, place less emphasis on score ranges (place skills in either strength or weakness column). Consider intraindividual or relative strengths, and pick the main areas of need for weaknesses. This applies to all cognitive, academic, adaptive, communication, and social-emotional assessment data collected. Use descriptor examples when necessary.

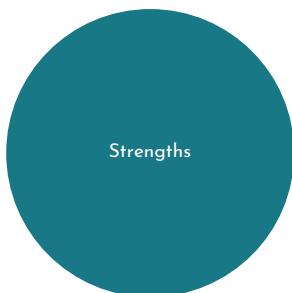
For example, a child with a relative strength in social skills, meaning the student provides a social response of smiling, would have the word “**social smiling**” placed in the “strengths that support learning” descriptive range column, typed in **teal**.

Additional sample descriptors are available in this One-Page Summary Guide.



The environment construct descriptive ranges are determined based on qualitative data from parent, student, and teacher interviews, as well as rating scales, self-report measures, and observations. Environmental factors are those positive or negative influences that impact a student’s ability to succeed in school. Including environmental factors in a student’s Modified One-Page Summary allows for a holistic look of the student.

Negative environmental factors, such as bullying or stress in the home, would be placed using the appropriate descriptors “**bullying**” and/or “**stress in home**” in the “areas to target for intervention” range; whereas having a supportive parent, or attending a social skills small group, which are positive environmental factors, would be recorded in the “strengths that support learning” column as “**supportive parent**” or “**social skills small group**” typed in the color representing the environment construct (Learn.Do = **lime green**). Additional descriptor examples are provided in this guide.



Student strengths should include intraindividual and relative strength areas from your assessment from cognitive, academic, adaptive, and social/emotional/behavioral domains. For example, a student with a Working Memory standard score of 80 on the Wechsler Adult Intelligence Scale, 4th Edition, would be considered an area of strength compared to that student’s other measured skills. “**Working Memory**” will be typed in the “strengths to support learning” column in the Modified One-Page Summary using the color representing the strength construct (Learn.Do = **teal**).



Student weakness should include deficit areas from your assessment from cognitive, academic, adaptive, and social/emotional/behavioral domains that are a specific area to target for intervention. For example, A Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition, standard score of 50 would be considered an area of weakness compared to the student's other measured skills.

“Visual-motor integration” will be typed in the “areas to target for intervention” column in the Modified One-Page Summary using the color representing the weakness construct (Learn.Do = hot pink).



Level of functional independence is a construct on the Modified One-Page Summary that represents the current developmental capacities of the student. This is the sum of the student's environment and interpersonal strengths and weaknesses; it represents an overall range of development that is unique to the individual.

The color light blue is simply used to recognize the level of functional independence summation after a student's environment, strengths, and weaknesses have been added, and is not to be added to the table.

SUMMARY AND RECOMMENDATIONS:

The summary and recommendations section of the One-Page Summary is an optional page that can be used to include a brief conclusive write-up of the student.

The following should be included under Summary and Recommendations:

- Data that is relevant to specific eligibility criteria
- Eligibility category most appropriate for the student
- Recommendations to support the student based on areas to be targeted for intervention

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SUMMARY AND RECOMMENDATIONS:

Student Name:
Psychologist:

2

PRESENTATION TIPS WHEN USING THE ONE-PAGE SUMMARY

PREPAREDNESS:

Have the One-Page Summary ready to screen share during the IEP meeting.

Everything must be kept on one page (including the circles and descriptions underneath), so focus on what is most relevant to the referral reason to place into the table.

Consider composites rather than individual indices (e.g., if all behavior regulation areas are impaired on the BRIEF-2, then just put behavior regulation in the chart).

Recommendations and eligibility discussion can go on the second page to facilitate the flow of the IEP meeting. It is not necessary to share this portion of the One-Page Summary with the team, as they have the report already.

PRESENTATION:

Start with a fun or endearing story about the student from the assessment.

Move on to the reason for referral, method of data collection (records review, interviews, observations, testing-direct and indirect measures) and explain how that information is represented in the various colors on the page across the continuum.

Report assessment results starting with strengths, covering the same as peers, and then moving to areas of need.

Keep it concise; this takes 5-10 minutes depending on the type of evaluation.

When it is time, move to the second page of the summary where the recommendations and discussion regarding eligibility are ready to be reviewed. No need to screen share this portion unless you want to.

OTHER TIPS:

For Spanish assessments/reevaluations, the Spanish version of the One-Page Summary can be sent to parents/guardians.

Go make your IEP team happy !

DESCRIPTOR EXAMPLES

The following tables include descriptors that can be used in the One-Page Summary and in the Modified One-Page Summary. This is not an exhaustive list, and it is recommended to tailor descriptors specifically to each student based on their strengths and weaknesses.

ENVIRONMENT	
Areas of Need	Strengths
<ul style="list-style-type: none"> • Inconsistent school attendance - Asistencia escolar inconsistente • Prenatal factors - Factores prenatales • Birth Complications/Trauma- Complicaciones de nacimiento/trauma • Developmental delays - Retrasos del desarrollo • Health adversities (specify) - Adversidades de salud (especificar) • Unstable housing - Vivienda inestable • Inconsistent Enrollment - Inscripción inconsistente • Frequently moved- Movido con frecuencia • Separated Family - Familia separada • Family Stress - Estrés familiar 	<ul style="list-style-type: none"> • School Attendance - Asistencia a la escuela • Uncomplicated Birth - Parto sin complicaciones • Developmental history - Historia del desarrollo • Healthy - Saludable • Stable housing - Vivienda estable • Consistent enrollment - Inscripción consistente • Intact family - Familia intacta • Family support - Apoyo familiar • Outside Tutoring/Therapies - Tutoría/terapias externas • Community supports - Apoyos comunitarios

SOCIAL EMOTIONAL BEHAVIORAL	
Areas of Need	Strengths
<ul style="list-style-type: none"> • Anxiety- Ansiedad • Depression - Depresión • Self-Esteem - Autoestima • Unconfident - Desconfiado/a • Emotional - Emocional • Self-Regulation - Autorregulación Emocional • Impulse Control - Control de los Impulsos • Social Skills - Habilidades Sociales • Unfocused - Desenfocada/o • Isolated - Aislada • Disengages - Se Desengancha • Unmotivated - Desmotivado/a • External Locus of Control - Locus de Control Externo • Follow-through - Seguir adelante • Time management - Seguir adelante Gestión del tiempo • Disorganized - Desorganizado/a 	<ul style="list-style-type: none"> • Calm - Tranquilo/a • Happy - Contento/a • Self-Esteem - Autoestima • Confidence - Confianza • Emotional Self-Regulation - Autorregulación Emocional • Impulse Control - Control de los Impulsos • Social Skills - Habilidades Sociales • Focus - Enfoque • Friendly - Amigable • Persistent - Persiste • Motivated - Motivado/a • Internal Locus of Control - Locus de Control Interno • Dependable - Confiable • Curious - Curioso • Time Management - Gestión del tiempo • Organized - Organizado/a • Kind-Amable

COGNITIVE PROCESSES

Broad Abilities	Narrow Abilities
<ul style="list-style-type: none"> • Verbal Comprehension - Comprensión Verbal • Fluid Reasoning - Razonamiento Fluido • Visual-Spatial Processing - Visual Espacial • Auditory Processing- Procesamiento Auditivo • Processing Speed- Velocidad de Procesamiento • Short-Term Memory - Memoria de Corto Plazo • Long-Term Memory - Memoria a Largo Plazo • Attention Processing - Procesamiento de Atención • Gross Motor - Habilidades Motoras Gruesas • Fine Motor - Habilidades Motoras Finas • Sensory Processing/Modulation - Procesamiento Sensorial 	<ul style="list-style-type: none"> • Vocabulary -Vocabulario • General Knowledge - Conocimientos Generales • Verbal Reasoning - Razonamiento Verbal • Inductive Reasoning - Razonamiento Inductivo • Deductive Reasoning - Razonamiento Deductivo • Visual Memory - Memoria Visual • Auditory Memory - Memoria Auditiva • Associative Memory - Memoria Asociativa • Rapid Naming - Nomenclatura Rápida • Sensory Sensitivities - Sensibilidades Sensoriales • Sensory Seeking - Búsqueda Sensorial

ACADEMIC APTITUDE

General	Specific
<ul style="list-style-type: none"> • Basic Reading Skills - Lectura Basica • Reading Fluency - Habilidades Básicas de Lectura • Written Expression - Expresión Escrita Writing Fluency - Fluidez de Escritura • Math Calculation - Calculo Matemático • Math Fluency - Fluidez Matemática • Math Problem-Solving - Razonamiento Matemático Listening Comprehension - Comprensión Auditiva • Oral Expression - Expresión Oral • Academic Fluency - Fluidez Académica • Academic Applications - Aplicaciones Académicas 	<ul style="list-style-type: none"> • Spelling - Ortografía • Sight Word Reading - Lectura de Palabras a la Vista • Pseudoword Reading - Lectura de Pseudopalabras • Recalling Details from Text - Recuperación de detalles del texto • Making inferences from text - Hacer inferencias a partir del texto • Editing - Edición • Writing mechanics - Mecánica de escritura • Paragraph writing - Escritura de párrafo • Fractions - Fracciones • Decimals - Decimales • Multiple-Step Word Problems - Problemas verbales de varios pasos

MODIFIED ONE-PAGE SUMMARY DESCRIPTOR EXAMPLES

The following tables include additional descriptors that can be used to highlight strengths and identify areas of need on the Modified One-Page Summary. This is not an exhaustive list, and it is recommended to tailor descriptors specifically to each student based on their unique skills.

ADAPTIVE SKILLS	COGNITIVE/ ACADEMIC SKILLS	MOTOR SKILLS
<ul style="list-style-type: none"> Aware of surroundings - Consciente de los alrededores Sleep habits - Hábitos de sueño Eating habits - Hábitos alimenticios Toileting - Ir al baño 	<ul style="list-style-type: none"> Attention - Atención General Cognitive Ability - Habilidad cognitiva general Executive Functioning - Funcionamiento ejecutivo Academic Skills - Habilidades académicas Follows visual schedule - Sigue horario visual Hands-on learning - Aprendizaje práctico 	<ul style="list-style-type: none"> Fine Motor Skills - Habilidades motoras finas Gross Motor Skills - Habilidades motoras gruesas
COMMUNICATION	SOCIAL SKILLS	INTERESTS/TALENTS
<ul style="list-style-type: none"> Communication - Comunicación Nonverbal Communication - Comunicación no verbal 	<ul style="list-style-type: none"> People Skills - Habilidades sociales Shows interest in others - Muestra interés por los demás. Accepted by peers - Aceptado por los compañeros Responds to Praise - Responde a los halagos Social smiling - Sonrisa social 	<ul style="list-style-type: none"> Enjoys Drawing - Disfruta dibujando Humor - Humor Creativity - Creatividad Sportsmanship - Deportividad Effort - Esfuerzo Empathy - Empatía Desire to help- Deseo de ayudar Acceptance - Aceptación Patience - Paciencia Motivation - Motivación

PSYCHOMETRIC CONVERSION TABLE

STANDARD SCORE	PERCENTILE RANK	SCALED SCORE	ETS SCORE	T-SCORE	Z-SCORE	DESCRIPTION
150	>99.9					Very Superior
149	>99.9					Very Superior
148	99.9					Very Superior
147	99.9					Very Superior
146	99.9					Very Superior
145	99.9	19	800	80	+3.0	Very Superior
144	99.8					Very Superior
143	99.8					Very Superior
142	99.7		775	78	+2.75	Very Superior
141	99.7					Very Superior
140	99.6	18	767	77	+2.67	Very Superior
139	99.5					Very Superior
138	99					Very Superior
137	99		750	75	+2.50	Very Superior
136	99					Very Superior
135	99	17	733	73	+2.33	Very Superior
134	99					Very Superior
133	99		725	72	+2.25	Very Superior
132	98					Very Superior
131	98					Very Superior
130	98	16	700	70	+2.00	Very Superior
129	97					Superior
128	97		675	68	+1.75	Superior
127	96					Superior
126	96					Superior
125	95	15	667	67	+1.67	Superior
124	95					Superior
123	94		650	65	+1.50	Superior
122	93					Superior
121	92					Superior
120	91	14	633	63	+1.33	High Average
119	90					High Average
118	88		325	62	+1.25	High Average
117	87					High Average
116	86					High Average
115	84	13	600	60	+1.00	High Average

STANDARD SCORE	PERCENTILE RANK	SCALED SCORE	ETS SCORE	T-SCORE	Z-SCORE	DESCRIPTION
114	82					High Average
113	81		575	58	+0.75	High Average
112	79					High Average
111	77					High Average
110	75	12	567	57	+0.67	Average
109	73					Average
108	70		550	55	+0.55	Average
107	68					Average
106	66					Average
105	63	11	533	533	+0.33	Average
104	61					Average
103	58					Average
102	55		525	52	+0.25	Average
101	53					Average
100	50	10	500	50	0.00	Average
99	47					Average
98	45		480	48	-0.25	Average
97	42					Average
96	40					Average
95	37	9	467	47	-0.33	Average
94	34					Average
93	32		450	45	-0.50	Average
92	30					Average
91	27					Average
90	25	8	433	43	-0.67	Average
89	23					Low Average
88	21		425	42	-0.75	Low Average
87	19					Low Average
86	18					Low Average
85	16	7	400	40	-1.00	Low Average
84	14					Low Average
83	13		375	38	-1.25	Low Average
82	12					Low Average
81	10					Low Average
80	9	6	367	37	-1.33	Low Average
79	8					Borderline
78	7		350	35	-1.50	Borderline
77	6					Borderline
76	5					Borderline
75	5	5	333	33	-1.67	Borderline
74	4					Borderline
73	4		325	32	-1.75	Borderline
72	3					Borderline
71	3					Borderline

STANDARD SCORE	PERCENTILE RANK	SCALED SCORE	ETS SCORE	T-SCORE	Z-SCORE	DESCRIPTION
70	2	4	300	30	-2.00	Borderline
69	2					Impaired
68	2		275	28	-2.25	Impaired
67	1					Mild (69-55)
66	1					Mild (69-55)
65	1	3	267	27	-2.33	Moderate (54-40)
64	1					Moderate (54-40)
63	1		250	25	-2.50	Severe (39-25)
62	1					Severe (39-25)
61	0.5					Profound (<25)
60	0.4	2	233	23	-2.67	Profound (<25)
59	0.3					Profound (<25)
58	0.2		225	22	-2.75	Profound (<25)
57	0.1					Profound (<25)
56	0.1					Profound (<25)
55	0.1	1	200	20	-3.00	Profound (<25)
54	0.1					Profound (<25)
53	0.1					Profound (<25)
52	0.1					Profound (<25)
51	<0.1					Profound (<25)
50	<0.1					Profound (<25)

ONE-PAGE SUMMARY

Student Name:
Psychologist:

Areas to be targeted for intervention

Strengths that support learning

High level of need	Moderate level of need	Similar to peers	Well developed	Extremely well developed



Environment

(Home factors, school factors, health, Developmental history)



Emotional/
Social/
Behavioral

(Self-esteem, social skills, emotionality, behavior, study habits, adaptive skills)



Cognitive
Processes

(cognitive processes such as reasoning ability, processing speed, memory)



Academic
Aptitude

(Grades, test performance, academic skill acquisition)



SUMMARY AND RECOMMENDATIONS:

Student Name:
Psychologist:

RESUMEN DE UNA PÁGINA

Nombre del estudiante:
Psicólogo:

Áreas para la intervención

Fortalezas que apoyan el aprendizaje

Alto nivel de necesidad	Nivel moderado de necesidad	Similar a sus compañeros	Bien desarrollado	Extremadamente bien desarrollado



Entorno

(Factores del hogar, factores escolares, salud, Historia del desarrollo)



Emocional/
Social/
Conductual

(Autoestima, habilidades sociales, emocionalidad, comportamiento, hábitos de estudio, habilidades de adaptación.)



Procesos
cognitivos

(Procesos cognitivos como la capacidad de razonamiento, la velocidad de procesamiento, la memoria.)



Aptitud
académica

(Calificaciones, desempeño en exámenes, adquisición de habilidades académicas.)



RESUMEN Y RECOMENDACIONES:

Nombre Del Estudiante:
Psicólogo:

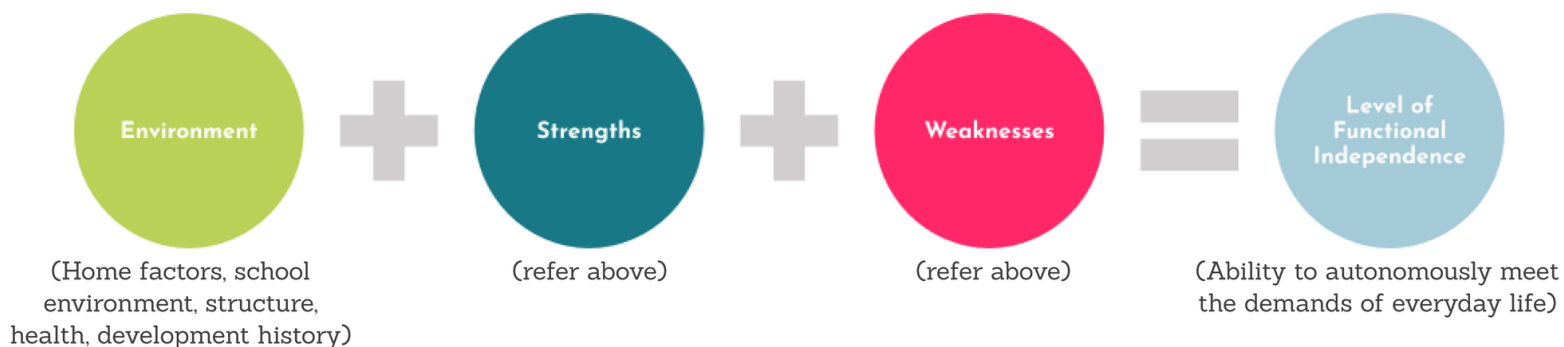
MODIFIED ONE-PAGE SUMMARY

Student Name:
Psychologist:

Areas to target for intervention

Strengths that support learning

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SUMMARY AND RECOMMENDATIONS:

Student Name:
Psychologist:

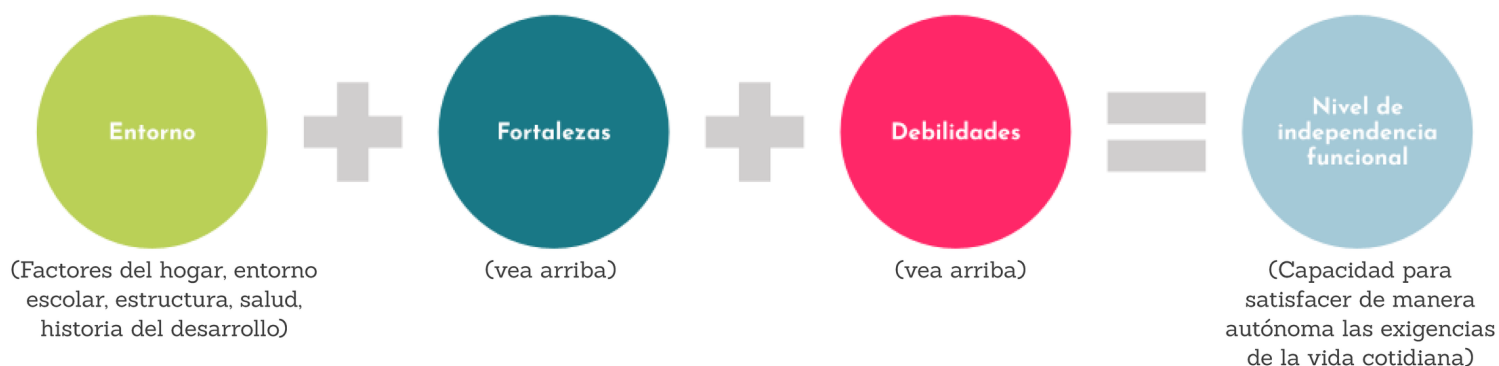
RESUMEN MODIFICADO DE UNA PÁGINA

Nombre del estudiante:
Psicólogo:

Áreas para la intervención

Fortaleza

Áreas para la intervención	Fortaleza
Áreas para la intervención	Fortaleza relativa





RESUMEN Y RECOMENDACIONES:

Nombre Del Estudiante:
Psicólogo:

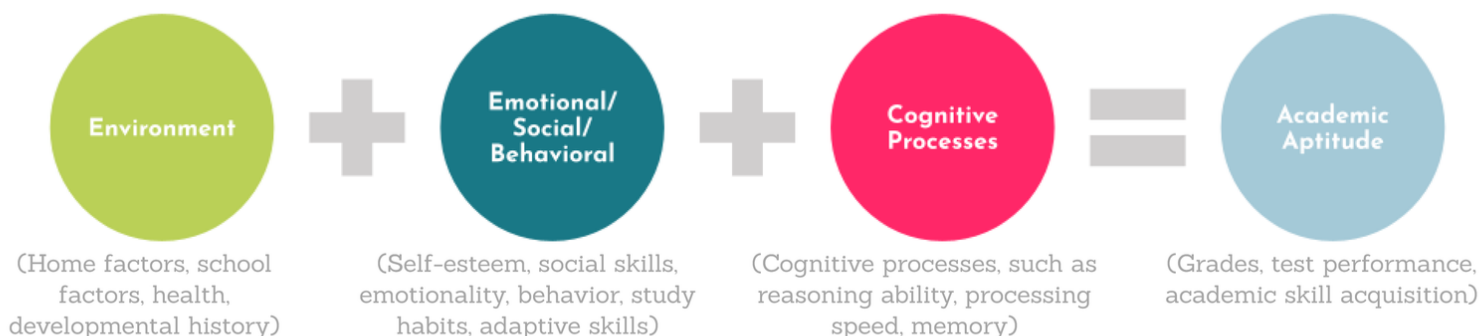
ONE-PAGE SUMMARY

Student Name: Sample Student
Psychologist: Mary Smith

Areas to be targeted for intervention

Strengths that support learning

High level of need	Moderate level of need	Similar to peers	Well developed	Extremely well developed
	<p>Working Memory</p> <p>Basic Reading</p> <p>Reading Decoding</p> <p>Reading Fluency</p> <p>Listening Comp.</p>	<p>Functional Communication</p> <p>Intern/Extern Behaviors</p> <p>Visual-Motor Int.</p> <p>Phonological Awareness</p> <p>Perceptual Reasoning</p> <p>Verbal Comprehension</p> <p>Long-Term Retrieval</p> <p>Fluid Reasoning</p> <p>Math Calculation</p> <p>Math Problem-Solving</p> <p>Oral Expression</p>	<p>Supportive Family</p> <p>Kindness</p> <p>Empathy</p> <p>Compassion</p> <p>Respectful</p> <p>Patient</p> <p>Hardworking</p>	



SAMPLE

SUMMARY AND RECOMMENDATIONS:

Student Name: Sample Student
Psychologist: Mary Smith

Student is an 11th grade female who is described as a friendly, attentive, happy, cooperative, responsible, and persistent person. This student is currently eligible for special education under the Specific Learning Disability category. This triennial evaluation is to provide additional information to the IEP team to assist with eligibility and programming decisions.

ELIGIBILITY

Specific Learning Disability

This student does seem to continue to meet eligibility criteria for a Specific Learning Disability at this time.

The following recommendations are provided for consideration of staff and parents to support student's educational success.

- To support the student with weaknesses in listening comprehension, consider:
 - Providing frequent repetition and review of unfamiliar material.
 - Teaching the student to organize tasks into steps as a strategy for completing them by using visual checklists. For example, provide a checklist for specific skills (capitalization, punctuation, etc.) to reference when proofreading, or steps to follow in a math problem.
 - Offering task analysis of the steps needed to complete a task.
- This student has difficulty remembering information. It may help this student to have more repetition and review of unfamiliar material. Specific supports designed to enhance memory include:
 - Visual checklists or visual supports, such as graphic organizers. For example, provide a checklist for specific skills (capitalization, punctuation, etc.) to reference when proofreading, or steps to follow in a math problem. Visual checklists can also be used to assist with routines at home or school.
- This student has difficulty reading grade-level material and may have difficulty completing assignments that require reading. When possible, provide the student with additional supports to complete assignments with a reading component. Supports may include providing the student with oral instructions or giving visual supports.
- This student demonstrates significant difficulty producing written work due to graphomotor difficulties. Implement strategies designed to support student's progress in writing, such as:
 - Extended time for paper-and-pencil tasks.
 - Reduced paper and pencil tasks, which may include giving an option to answer orally or to demonstrate knowledge through projects.

SAMPLE

MODIFIED ONE-PAGE SUMMARY

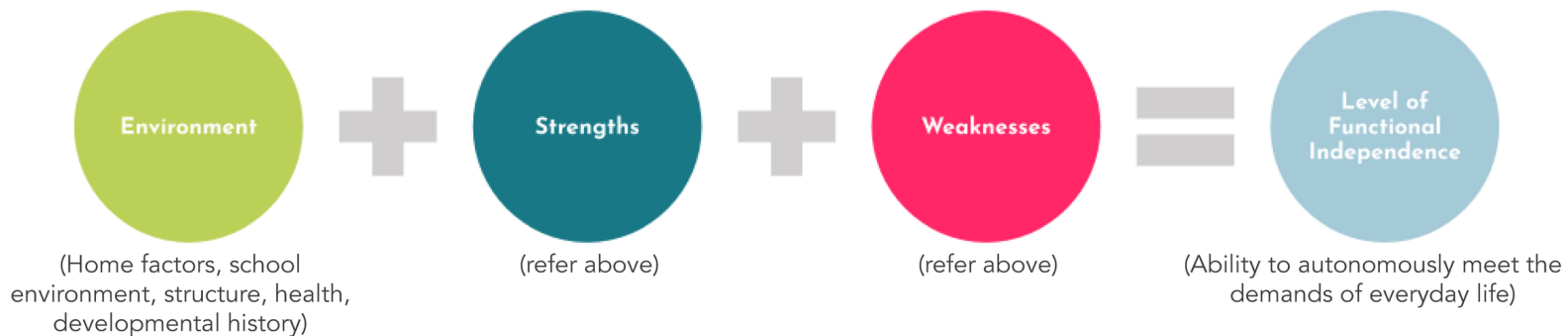
Student Name: Sample Student
Psychologist: Mary Smith

Areas to target for intervention

Strengths that support learning

Functional communication
Fine motor skills
Attention
Gross motor skills
General cognitive ability
Executive functioning
Academic skills

Enjoys drawing
Follows visual schedule
Social skills
Cooperative
Shows interest in others
Aware of surroundings
Sleep habits
Eating habits
Toileting
Long-term memory
Supportive teachers
Community involvement
Independent



SAMPLE

SUMMARY AND RECOMMENDATIONS:**Student Name:** Sample Student
Psychologist: Mary Smith

The student attends a general education classroom 30% of the day and receives specialized academic instruction for 1,371 minutes per week, speech and language services for 60 minutes per week, occupational therapy services for 30 minutes per week, and consultation with a behavior specialist for 30 minutes per month. This triennial evaluation is to provide additional information to the IEP team to assist with eligibility and programming decisions.

Intellectual Disability

This student does seem to continue to meet the eligibility criteria for special education under the Intellectual Disability category. Current cognitive testing measures revealed a relative personal strength in visual long-term retrieval. Overall, this student demonstrated significantly subaverage general intellectual functioning (FSIQ=53).

The following recommendations are provided for consideration of staff and parents to support the student's educational success.

- Implement strategies designed to support the student's limited verbal comprehension, such as:
 - Relate new information to the student's personal experiences and background knowledge.
 - Pre-teach relevant vocabulary and concepts.
- The following strategies may be helpful in supporting the student's delay in problem-solving:
 - Explicitly teach strategies and steps for problem-solving.
 - Provide "think-aloud" procedures followed by guided practice and feedback.
- This student may require a longer period of time to complete tasks. The following interventions may help support the student's slower processing speed:
 - Minimize tasks involving copying.
 - Avoid timed tasks.
 - Provide shortened or reduced assignments. Emphasize quality over quantity.
- Consider implementing a structured system of positive reinforcement to help increase the student's awareness of goals and motivation to achieve these goals.
- Implement strategies designed to accommodate for the student's high need for activity, such as:
 - Offer ideas and opportunities for the student to engage in movement that is minimally distracting to peers. This could include using a wiggle chair, permitting standing or pacing in the back of the room, using rubber bands as fidgets, or permitting drawing or doodling during lectures.

SAMPLE

SAMPLE DATA TABLES FOR ONE-PAGE SUMMARY PRACTICE

Language and Communication

Behavior Assessment System for Children, 3rd Edition (BASC-3)

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Functional Communication	The ability to express ideas and communicate in a way that others can easily understand.	T=41 Parent T=49 Teacher		

Cognition and Processing

Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Visual-Motor Integration	Copying simple to complex designs on paper.			SS=99 PR=47		

Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)

Phonological Awareness

This composite represents a student's awareness of, and access to, the phonological structure of oral language.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Elision	The examinee is asked to remove phonological segments from spoken words to form new words.			ScS=8 PR=25		
Blending Words	The examinee is asked to blend individually presented segments into whole words.			ScS=12 PR=75		
Phoneme Isolation	The examinee is asked to isolate individual sounds in words.			ScS=13 PR=84		
Global Composite						
Phonological Awareness Composite	Comprised of the Elision, Blending Words, and Phoneme Isolation subtests.			SS=107 PR=68		

Wechsler Adult Intelligence Scale, 4th Edition (WAIS-IV)

Verbal Comprehension

Tests that measure the ability to understand and reason with language.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Similarities	The examinee describes how two common objects or concepts are similar.					ScS=19 PR=99.9
Vocabulary	The examinee gives definitions for words that are read aloud.			ScS=11 PR=63		

Information	The examinee answers questions about a broad range of general-knowledge topics.			ScS=10 PR=50		
Global Composite						
Verbal Comprehension Index	Comprised of the Similarities and Vocabulary subtests.			SS=110 PR=75		

Perceptual Reasoning

Tests that measure the ability to evaluate visual-spatial information.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Block Design	The examinee recreates a picture (within time constraints) from the stimulus book by using red and white blocks; bonus points are given for quick completion.			ScS=13 PR=84		
Matrix Reasoning	The examinee is asked to select a missing piece that completes the pattern.			ScS=10 PR=50		
Visual Puzzles	The examinee views a completed puzzle and selects three response options that together would reconstruct the puzzle.			ScS=12 PR=75		
Global Composite						
Perceptual Reasoning Index	Comprised of the Block Design, Matrix Reasoning, and Visual Puzzles subtests.			SS=109 PR=73		

Working Memory

Tests that measure the ability to encode, maintain, and manipulate information in one's immediate awareness.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Digit Span	A combination of performance on a variety of digit recall tasks.		ScS=6 PR=9			
Arithmetic	The examinee mentally solves arithmetic problems within a specified time limit.		ScS=6 PR=9			
Global Composite						
Working Memory Index	Comprised of the Digit Span and Arithmetic subtests.		SS=80 PR=9			

SAMPLE

Kaufman Assessment Battery for Children, 2nd Edition Normative Update (KABC-II NU)

Long-Term Retrieval

This cluster assesses the ability to store and efficiently retrieve newly learned or previously learned information.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Atlantis	The examinee is taught and asked to remember nonsense names for fish, plants, and shells.			ScS=7 PR=16		
Rebus	The examinee is taught a word or concept associated with a symbol and then reads aloud sentences composed of those symbols.			ScS=8 PR=25		
Global Composite						
Long-Term Retrieval Index	Assesses the overall ability to remember names paired with pictures or symbols.			SS=86 PR=18		

Wechsler Adult Intelligence Scale, 4th Edition (WAIS-IV)

Processing Speed

Tests that measure the ability to perform simple, repetitive cognitive tasks quickly and fluently.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Symbol Search	The examinee works within a specified time limit, scans, searches groups, and indicates whether target symbols are present.			ScS=10 PR=50		
Coding	The examinee copies symbols paired with numbers within a time limit.			ScS=10 PR=50		
Global Composite						
Processing Speed Index	Comprised of the Coding and Symbol Search subtests.			SS=100 PR=50		

Intelligence Quotient

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Full Scale IQ	The Full Scale IQ (FSIQ) is derived from seven subtests and summarizes ability across a diverse set of cognitive functions.			SS=102 PR=55		

SAMPLE

Social/Emotional/Behavioral Functioning

Behavior Assessment System for Children, 3rd Edition (BASC-3)*

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking.	T=49 Parent T=44 Teacher		
Aggression	The tendency to act in a physically or verbally hostile manner that is threatening to others.	T=47 Parent T=43 Teacher		
Conduct Problems	The tendency to engage in rule-breaking behaviors, including destroying property.	T=49 Parent T=43 Teacher		
Anxiety	The tendency to be nervous, fearful, or worried about real or imagined problems.	T=54 Parent T=50 Teacher		
Depression	Feelings of unhappiness, sadness, or stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.	T=49 Parent T=48 Teacher		
Composite Scales				
Externalizing Problems Composite	Assesses the disruptive nature of a child's behavior and encompasses hyperactivity, aggression, and conduct problems.	T=48 Parent T=43 Teacher		
Internalizing Problems Composite	Assesses a student's level of internal distress and behaviors that are not typically disruptive in nature.	T=52 Parent T=49 Teacher		
School Problems Composite	Reflects academic difficulties, including problems with motivation, attention, learning, and cognition.	T=49 Teacher		
Behavioral Symptoms Index	Reflects the overall level of problem behavior and provides a reasonable estimate of the general level of functioning or the presence of impairment.	T=49 Parent T=44 Teacher		

*Abbreviated for brevity

SAMPLE

SAMPLE DATA TABLES FOR MODIFIED ONE-PAGE SUMMARY PRACTICE

Language and Communication

Adaptive Behavior Assessment System, 3rd Edition (ABAS-3)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Communication	Speech, language, and listening skills needed for communication with other people.		ScS=5 Parent ScS=4 Teacher			

Behavior Assessment System for Children, 3rd Edition (BASC-3)

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Functional Communication	The ability to express ideas and communicate in a way that others can easily understand.		T=31 Parent T=31 Teacher	

Cognition and Processing

Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI-6)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Visual-Motor Integration	Copying simple to complex designs on paper.	SS=61 PR=0.9				

Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)

Phonological Awareness

This composite represents a student's awareness of, and access to, the phonological structure of oral language.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Elision	The examinee is asked to remove phonological segments from spoken words to form new words.	Not interpretable				
Blending Words	The examinee is asked to blend individually presented segments into whole words.	ScS=1 PR<1				
Phoneme Isolation	The examinee is asked to isolate individual sounds in words.	ScS=3 PR=1				
Global Composite						
Phonological Awareness Composite	Comprised of the Elision, Blending Words, and Phoneme Isolation subtests.	Not interpretable				

Kaufman Assessment Battery for Children, 2nd Edition Normative Update (KABC-II NU)

Short-Term Memory

This cluster assesses the ability to take in and hold information and then use it within a few seconds.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Number Recall	The examinee repeats number sequences verbatim.	ScS=2 PR=0.4				
Word Order	The examinee is asked to recall words in order by pointing to pictures.		ScS=4 PR=2			
Global Composite						
Short-Term Memory Index	Assesses the overall ability to immediately repeat information presented.	SS=60 PR=0.4				

Visual Processing

This cluster assesses the ability to perceive, store, manipulate, and think using visual patterns.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Rover	The examinee is asked to move a toy dog to a bone using the quickest path through a grid with obstacles.	ScS=3 PR=1				
Triangles	The examinee assembles foam triangles or plastic shapes to match a picture.	ScS=4 PR=1				
Block Counting*	The examinee is asked to count the number of 3-dimensional cubes within a stack with some blocks partially hidden.	ScS=2 PR=0.4				
Global Composite						
Visual Processing Index	Assesses the overall ability to work with & mentally manipulate visual patterns.	SS=61 PR=0.5				

*Subtest did not contribute to index score

Long-Term Memory

This cluster assesses the ability to store and efficiently retrieve newly learned or previously learned information.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Atlantis	The examinee is taught and asked to remember nonsense names for fish, plants, and shells.			ScS=7 PR=16		
Rebus	The examinee is taught a word or concept associated with a symbol and then reads aloud sentences composed of those symbols.	ScS=3 PR=1				
Global Composite						
Long-Term Memory Index	Assesses the overall ability to remember names paired with pictures or symbols.			SS=85 PR=16		

Fluid Reasoning

This cluster assesses the ability to solve novel problems using reasoning abilities such as induction and deduction.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Story Completion	The examinee is shown pictures that tell a story with some pictures missing. They select the appropriate pictures to complete the story and place them in the correct locations.	ScS=1 PR=0.1				
Pattern Reasoning	The examinee completes a pattern by selecting the correct stimulus from an array of options.	ScS=2 PR=0.4				
Global Composite						
Fluid Reasoning Index	Assesses the overall ability to use reasoning skills to solve novel problems.	SS=54 PR=0.1				

Crystallized Intelligence

This cluster assesses the breadth and depth of knowledge acquired from one's culture.

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Verbal Knowledge	The examinee selects one picture from an array of six that corresponds to a vocabulary word or answers a general question.	ScS=3 PR=1				
Riddles	The examinee is told several characteristics of a concrete or abstract concept and has to point to it or name it.		ScS=4 PR=2			
Global Composite						
Crystallized Intelligence Index	Assesses overall vocabulary development and factual knowledge.	SS=66 PR=1				

Global Indices/Index

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Fluid Crystallized Index (FCI)	Overall cognitive ability score.	SS=53 PR=0.1				
Nonverbal Index (NVI)	Overall measure of cognitive and processing abilities with minimal verbal involvement.	SS=53 PR=0.1				

Social/Emotional/Behavioral Functioning

Behavior Assessment System for Children, 3rd Edition (BASC-3)

Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Hyperactivity	The tendency to be overly active, rush through work or activities, and act without thinking.	T=51 Parent T=52 Teacher		
Aggression	The tendency to act in a physically or verbally hostile manner that is threatening to others.	T=43 Parent	T=61 Teacher	
Conduct Problems	The tendency to engage in rule breaking behaviors, including destroying property.	T=45 Parent T=57 Teacher		
Anxiety	The tendency to be nervous, fearful, or worried about real or imagined problems.	T=41 Parent	T=62 Teacher	
Depression	Feelings of unhappiness, sadness, or stress that may result in an inability to carry out everyday activities or may bring on thoughts of suicide.	T=42 Parent	T=66 Teacher	
Somatization	The tendency to be overly sensitive or to complain about relatively minor physical problems or discomforts.	T=37 Parent T=46 Teacher		
Attention Problems	The tendency to be easily distracted and unable to concentrate more than momentarily.	T=56 Parent	T=60 Teacher	
Atypicality	The tendency to behave in ways that are immature or considered odd.	T=48 Parent T=58 Teacher		
Withdrawal	The tendency to evade others to avoid social contact.	T=53 Teacher	T=63 Parent	
Executive Functioning	The tendency to control one's behavior and mood.		T=63 Parent T=61 Teacher	
Composite Scales				
Externalizing Problems Composite	Assesses the disruptive nature of a child's behavior and encompasses hyperactivity, aggression, and conduct problems	T=46 Parent T=57 Teacher		
Internalizing Problems Composite	Assesses a student's level of internal distress and behaviors that are not typically disruptive in nature.	T=38 Parent	T=60 Teacher	
School Problems Composite	Reflects academic difficulties including problems with motivation, attention, learning, and cognition.		T=63 Teacher	
Behavioral Symptoms Index	Reflects the overall level of problem behavior and provides a reasonable estimate of the general level of functioning or the presence of impairment.	T=51 Parent	T=61 Teacher	

Adaptive Scales				
Subtest/Cluster	Description	Similar to Peers	Moderate Level of Need	High Level of Need
Adaptability	The ability to adapt readily to changes in the environment.	T=45 Parent	T=40 Teacher	
Social Skills	The skills necessary for interacting successfully with peers and adults.	T=42 Teacher	T=36 Parent	
Leadership	The skills associated with accomplishing academic, social, or community goals, including the ability to work with others.	T=42 Teacher	T=40 Parent	

Adaptive Skills

Adaptive Behavior Assessment System, 3rd Edition (ABAS-3)

Subtest/Cluster	Description	High Level of Need	Moderate Level of Need	Similar to Peers	Well Developed	Extremely Well Developed
Community Use	Skills needed for functioning and performing important behaviors in the community.	ScS=3 Parent		ScS=7 Teacher		
Home/School Living	Skills needed for basic care of a home or living setting or a school or classroom setting.		ScS=5 Parent	ScS=8 Teacher		
Health and Safety	Skills needed for protecting health and responding to illness and injury.	ScS=1 Parent		ScS=9 Teacher		
Self-Care	Skills needed for personal care.		ScS=4 Parent	ScS=11 Teacher		
Self-Direction	Skills needed for independence, responsibility, and self-control.	ScS=3 Parent	ScS=5 Teacher			
Adaptive Domains						
Global Adaptive Composite (GAC)	Includes all adaptive skill areas; overall assessment of adaptive functioning.	SS=61 Parent	SS=82 Teacher			
Conceptual	Includes Communication, Functional Academics, and Self-Direction skill areas.	SS=61 Parent SS=69 Teacher				
Practical	Includes Community Use, Home/School Living, Health and Safety, and Self-Care skill areas.	SS=60 Parent		SS=91 Teacher		

SAMPLE

REFERENCES

American Psychological Association. (2022). APA dictionary of psychology. Retrieved July 18, 2022 from <https://dictionary.apa.org/cognitive-process>