

You are participating in an evaluation to assess the behavior of a student with exceptional needs. Using your knowledge of assessment and students with exceptional needs, prepare a response in which you:

- Briefly describe the student whose behavior will be evaluated (e.g., age/grade level/developmental level, strengths/needs) and the behavior that you will be evaluating.
- Identify and describe in detail **two** types of assessments you would select as part of this evaluation.
- Explain in detail why you would select **each** of these **two** types of assessments for this particular student.
- Discuss the advantages and limitations of using **each** of these **two** types of assessments.
- Discuss the types of information you would be able to gather about the student using **each** of these **two** types of assessments.

Kalin is a 6th grade student who is developmentally age-appropriate. She qualifies for Exceptional Children's services in the category of OHI due to a diagnosis of ADHD which affects her ability to focus in class. Her strengths: she is typically a hard worker. Reading, writing and math calculation have all been areas of strength for her in the past. She enjoys participating in class discussions, and enjoys working independently on assignments but will ask for help when needed. At the beginning of 6th grade, when math class was still reviewing 5th grade material, Kalin completed her math assignments with no problem. However, now that new material is being presented and the class has been rearranged to collaborative peer working groups, Kalin has begun refusing to complete any assignments.

First, I would recommend a series of observations across multiple settings. I would choose this assessment because I would want more information about how she performed in her other classes and also in non-academic settings in order to rule in/out various factors that may be impacting her behavior in math class. I would hope to assess her performance in different settings, during different times of day, with different teachers (styles/gender) and in different classroom learning environments. The advantage to this type of assessment is that you can gain a lot of insight into a student by seeing how they act in various settings, and you may find a factor that you were not expecting (maybe math class is the first class of the day, and she is extremely tired then but wakes up and participates more as the day progresses). Another advantage is that multiple people can be used as observers- it doesn't just have to be one person. School counselors, psychologists and even administrators can be tapped to help conduct observations. There are also disadvantages though- observations can be time consuming. In order to get a good amount of data on a student, they should be conducted in multiple settings over various time periods. Also, sometimes a student can act differently if they know that they are the subject of an observation, which can skew results.

Second, I would recommend formal educational testing in the area of math reasoning. I would hope to find out if Kalin is performing at or below the level of her same-age and same-grade peers. I would use the Woodcock-Johnson-IV to assess. I would hope to be able to rule in/out a possible learning disability in math reasoning which may not have been apparent when the math was more calculation-based in earlier grades. The advantages to this are many. First, the WJ-IV can be administered by teachers as long as they have received training. It is best if kids are tested by someone they know. Another advantage is that it doesn't take a lot of time to administer a portion of the assessment such as the math reasoning portion. It also allows the tester to see the

student's reasoning in a one-on-one setting with minimal distractions, which allows a greater insight into whether or not the student is having difficulties in this area. A disadvantage of this test is that a student must stop testing when they miss 6 questions in a row; I have tested kids before who did not even reach the 2-step word problem portion of the assessment because they missed too many in a row before reaching that point, which can lead to misleadingly low scores.

These two assessments in particular would be beneficial in helping to determine if the behavior is social/environmentally based or if it is academically based. I would hope to determine if she is having the same issues in other classes, and if so, what were the common factors: teacher? Class time? Working in groups? Is it another particular student she is having issues with and doesn't want to work with? I would also hope to determine if this behavior is math-based; did it just start because math is now getting more difficult? In finding the cause of the behaviors, I would then hope to help her in the specific ways needed in order to get her back to the hard-working, eager to learn student that she once was and has the potential to be again.