Module 4 Assignment: The Jayden Case Continued

As a master teacher you will need to analyze assessment data and use the data to determine student learning needs, strengths, processing differences, and need for modifications and/or accommodations. To successfully complete the analysis process you should be familiar with various assessment instruments and be able to interpret test scores and identify patterns within data. Additionally, you should be able to use assessment data to plan effective and targeted interventions and instruction for students.

Assignment Directions:

Using the Jayden case information in Module 3 in addition to additional assessment results given at the end of this document, you are to analyze the data and provide instructional recommendations for Jayden.

This module assignment is worth 75 points.

Questions to Answer/Post on the Discussion Board:

I. Test Battery Interpretation
   a. Summarize the strengths and learning needs suggested by the entire test battery and explain how processing challenges may be affecting Jayden’s achievement and behavior.
   b. Based on the assessment results, is Jayden eligible for special education services? Why?

II. Recommendations
   a. In light of the assessment results, why do you think the interventions implemented in tiers 1-3 of the RTI problem solving process were not effective for Jayden?
   b. Based on the assessment data, what specific accommodations would you recommend to address Jayden’s processing differences?
   c. How might a teacher nurture and capitalize on Jayden’s strengths?

See next page for Jayden’s assessment results:
Referral and Evaluation Data

Jayden Harper

Native Language: English

Screenings:
Vision – passed
Hearing – passed
Speech/language – passed

Attendance: absent 4 days last year and one day this year.

No previous social, psychological or medical information in the cumulative record. Jayden lives with his parents, two brothers and three sisters.

Jayden’s teacher reports:

Jayden is very outgoing, enjoys art projects (very artistic) and sports. His academic difficulties seem to center around reading. He is not very fluent in his reading and has difficulty comprehending what he reads. He also has difficulty following directions and seems to be in a constant state of confusion. His written language shows signs of improvement although he is a reluctant writer. His general performance in math is above average although he has difficulty with problem solving.

Jayden seems to be getting more and more frustrated. He has been aggressive towards his peers in class. He also is becoming more and more disruptive in the classroom. He refuses to complete class work, is often out of his seat distracting the other students, and had destroyed classroom property on several occasions.

Conferences with his mother revealed that his mother is also becoming frustrated with Jayden’s behavior. “He was such a good boy in the past. I don’t know what has gotten into him!” She stated that she does not know what to do and is overwhelmed.

Interventions through the RTI problem solving process (tiers 1-3) have been implemented and Jayden’s progress and response to the interventions has been documented. Please review RTI interventions and progress monitoring results reported in Module 3.

Interview with Jayden: Jayden stated that he does not like school and thinks it is boring. He also stated that the teachers don’t listen to him and are unfair. He feels his strengths are drawing and math. He does not like reading but likes to look through books about outer space in the library. When asked about how he gets along with his peers, Jayden reported that sometimes he gets into fights when other children make fun of him. Jayden did report that he has two very good friends that he gets along with very well. He
plays basketball with them after school. When asked about what he likes about school, he replied, “Working on the computer, art, and playing outside.”

With permission from his parents, Jayden was referred by the school RTI team for a formal evaluation to determine special education eligibility. Testing was completed by the school psychologist and the results follow:

**WISC-IV**
(Scores reported are Standard Scores and Scaled Subtest Scores)

Full Scale IQ = 118

Similarities 4
Vocabulary 6
Comprehension 7
Block design 19
Picture concepts 15
Matrix reasoning 19
Digit span 5
Letter-number sequence 6
Coding 18
Symbol Search 19

**Woodcock-Johnson Tests of Cognitive Ability III**
(Scores reported are Standard Scores)

Verbal Comprehension 80
Visual-Auditory Learning 85
Retrieval Fluency 70
Spatial Relations 125
Sound Blending 69
Incomplete Words 65
Visual Matching 122
Numbers Reversed 72
Auditory Working Memory 75

**Woodcock-Johnson Tests of Achievement III**
(Scores reported are Standard Scores)

Word Attack 74
Reading Fluency 75
Passage Comprehension 72
Writing Fluency 88
Calculation 125
Math Fluency 120
### BASC-2 (Behavior Assessment System for Children)

<table>
<thead>
<tr>
<th></th>
<th>T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internalizing Problems Composite</strong></td>
<td></td>
</tr>
<tr>
<td>• Anxiety</td>
<td></td>
</tr>
<tr>
<td>• Depression</td>
<td></td>
</tr>
<tr>
<td>• Somatization (to be overly sensitive to or complain about relatively minor physical problems and discomforts)</td>
<td>35</td>
</tr>
<tr>
<td><strong>Externalizing Problems Composite</strong></td>
<td></td>
</tr>
<tr>
<td>• Hyperactivity</td>
<td></td>
</tr>
<tr>
<td>• Aggression</td>
<td></td>
</tr>
<tr>
<td>• Conduct Problems</td>
<td></td>
</tr>
<tr>
<td><strong>School Problems Composite</strong></td>
<td></td>
</tr>
<tr>
<td>• Attention Problems</td>
<td></td>
</tr>
<tr>
<td>• Learning Problems</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral Symptoms Index</strong></td>
<td></td>
</tr>
<tr>
<td>• Atypicality (the tendency toward bizarre thoughts or other thoughts and behaviors considered “odd”)</td>
<td>30</td>
</tr>
<tr>
<td>• Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The scores above for the BASC-2 are T scores with a mean of 50 and standard deviation of 10. The normal curve printout found in part 2 of the module has a line for interpreting T-scores. Please also note that for behavior assessments, significant scores (scores of concern) are those that fall more than one standard deviation above the mean.