

Psychologists Responsibilities

- Possess knowledge of physiological and psychological aspects of the student's impairment.
- Use assessment instruments appropriate for the students with orthopedic impairments.
- Assess the non-physical correlates of the OI (i.e., intellectual, psychosocial, adaptive behavior, and social/emotional skills).
- Provide group, individual, and family counseling.



Examiner Requirements

- Prior experience working with children with severe OI.
 Tests given by persons without experience working with orthopedically impaired students are more likely to be invalid.
- Awareness of the student's medical management issues (e.g., mediations, recent surgery, etc.) that may impact testing.
 - School nurse consultations are important here!
- An attitude of openness toward individuals with OI.



Avoid the halo effect Avoid providing cues When employing ambiguous examinee response methods (e.g., eye gaze), use techniques that allow the examiner to be blind to the correct response. Be especially patient and allow for sufficient response time. Budget more time for these assessments as when done well they are much more involved evaluations. Be sensitive to examinee fatigue.

Pre-Assessment Considerations Positioning to facilitate optimal performance. Consult with a physical therapist Select an environment that minimizes distractions as this population has elevated incidence of attention and concentration difficulties. Determine etiology May suggest the presence of other handicaps (e.g., birth trauma is also associated with learning disabilities).

Pre-Assessment Considerations • Determine student's preferred mode of communication (e.g., sign language, communication boards, ESL, etc.) and the need for an interpreter. - Ensure interpreters are trained!!! • Have accurate understanding of questions/directions. • Don't give away test answers. • Make sure vision and hearing has been assessed and if required glasses are worn/hearing aids are used! • Collaboration with OT and PT specialists typically required.

Communication Issues

- Assessment of receptive vocabulary is often a key to understanding the child with severe OI.
 - This area is often far less effected than expressive language.
 - The PPVT-4th ed. is an effective tool when combined with eye gaze (and/or other other alternative) communication procedures.
 - http://www.brainshark.com/brainshark/vu/view.asp?
 ni=103976380



Perceptual-Motor Issues

- These skills are typically impaired among the OI population.
- Consultation with an **OT** is important in assessing these skills.
- The primary question is whether the observed difficulties (e.g., poor handwriting) are the result of output (motor) or input (perceptual) processes.
 - Results of the MVPT-3 and VMI can help to make this distinction.



Perceptual-Motor Issues

Adaptive Behavior Issues

- It is important to determine the degree of independent functioning in self care and daily living.
- Consultation with an **OT** is important in assessing these skills.
- The primary question is the degree to which the student's motor limitations affect his or her ability to take care of self and get along with others.

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School Record Review

- · Vision and hearing screening results.
- School attendance history
- Prior assessment data
- Academic performance
- Family information



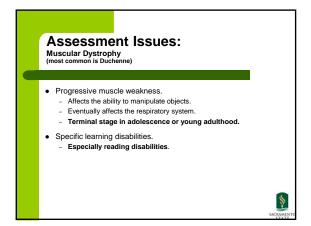
Assessment Issues:

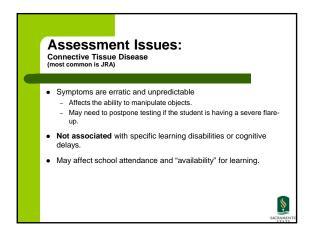
Cerebral Palsy

- Difficulties controlling movement and posture may make assessment challenging.
 - May cause difficulty responding to timed items.
 - Oral motor dysfunction may also affect speech production.
 - You may work with a student who has above average IQ, but obtains deficient scores on measures of intelligence.
- May cause difficulty manipulating test items.
- 50% also have mental retardation.
- High incidence of visual perceptual and visual motor difficulties.



Assessment Issues: Neural Tube Defects (e.g., spina biffda) • Failure in development of the structures of the spinal column early in gestation. - The higher the lesion, the more severe the student's deficits. - Low normal range of intelligence is typical. • Hydrocephalus affects a majority of these students. - Accumulation of cerebrospinal fluid in the ventricles. - Increases risk for lower IQ and perceptual-motor dysfunction. - Increases risk for behavior, attention, concentration, and perseverance difficulties.





Assessment Tools

- Modify stimulus demands and response requirements.
 - Eliminate time requirements
 - Use multiple choice formats
 - Choice-pointing responses
 - Pantomiming responses
 - Stabilizing the student's hand
 - Enlarging stimulus items
- Unless tests are known to be valid for this population, always consider the possibility that scores may be underestimates.



Intelligence Testing

- Wechsler Scales
- Kaufman Assessment Battery for Children
- Test of Nonverbal Intelligence
- Pictorial Test of Intelligence
- Columbia Mental Maturity Scale



Consult with LSH specialist Peabody Picture Vocabulary Test Expressive One Word Picture Vocabulary Test

Developmental crises may be more intense. School entry is often a significant developmental crisis as the child recognizes differences and limitations. Adolescence may also be difficult. Resiliency and vulnerability factors will influence adaptation to both congenital and acquired OI. Self concept is fundamental to adjustment. Piers-Harris Self-Esteem Inventory Tennessee Self Concept Scale

Social & Emotional Drawing tests may not be helpful. Student interviews are useful. Standard measures of personality (e.g., PIC) and behavior (e.g., CBCL) can be used. Issues to explore include: Social desirability Lack of motivation Fears Social relations Issues of independence

Resources • Physically Handicapped Children: A Medical Atlas for Teachers (2nd ed.). (Bleck & Nagel, 1982). - Available from the instructor • National Information Center for Children and Youth with Disabilities. - Go to www.nichcy.org

Next Week

- Preschool Assessment
- Darren Husted, instructor
- Read Brassard & Boehm Ch. 1, 4
- Review CA Early Start information at: <u>www.dds.ca.gov/EarlyStart/WhatsES.cfm</u>
- Read section I of CDE document at: <u>www.cde.ca.gov/sp/se/fp/documents/ecadmin.pdf</u>

