



### **Cognitive assessments, also called *Intelligence Testing***

Cognitive assessments provide information about a student's intellectual strengths and weaknesses and as well as insight into her overall cognitive potential. The test gives general information about a student's abilities compared to others her age in several areas. The tests are intended to be a predictor of how well and in what ways a child will learn new information. Some commonly used cognitive assessments are:

- Wechsler Intelligence Scale for Children (WISC-IV)
- Differential Ability Scales (DAS-II)
- Stanford Binet Intelligence Scale (SB-V)

In addition to the overall IQ Score, the cognitive assessment will measure various processing areas. For example, the WISC-IV measures Verbal ability, Nonverbal ability, Processing Speed, and Working Memory.

→ FAQ Parents ask about Intelligence Tests <http://www.schoolpsychologistfiles.com/iqFaq/>

### **Pediatric neuropsychological testing**

Neuropsychology focuses on brain-behavior relationships. A neuropsychologist will use many of the same tests that a psychologist would use during a cognitive assessment, but a neuropsychological evaluation more deeply assesses social, emotional and behavioral functioning. The evaluator typically builds a profile of the student's strengths and weaknesses across domains and uses this to guide their recommendations.

→ [http://www.thecenterinwarrington.com/Parents\\_Guide\\_to\\_NP\\_Eva.html](http://www.thecenterinwarrington.com/Parents_Guide_to_NP_Eva.html)

### **Academic achievement tests, also called *Educational Assessment***

Achievement tests measure the actual level of previously acquired knowledge. While a variety of achievement tests exist, educators most commonly use one of these six standardized achievement tests:

- Iowa Test of Basic Skills (ITBS)
- Personalized Achievement Summary System (PAS)
- California Achievement Test (CAT)
- California Achievement Test, Fifth Edition (CAT/5)
- Comprehensive Test of Basic Skills (CTBS)
- Stanford Achievement Test (SAT, which is different from the Scholastic Aptitude Test, also known as SATS)

## Occupational Therapy or OT

This assessment is recommended when there is a disruption in functioning in one or more of the areas listed below. A teacher may suggest an occupational therapy assessment when a student presents as a “sensory seeker” (one who is always touching objects and others, seeking sensory stimuli) or a “sensory avoider” (one who acts uncomfortable with even light touches, is excessively bothered by clothing or tags, seems overwhelmed by noise, light or movements around them; in general is avoiding sensory stimuli).

- Gross Motor Skills : movement of the large muscles in the arms, and legs. Abilities like rolling, crawling, walking, running, jumping, hopping, skipping etc
- Fine Motor Skills : movement and dexterity of the small muscles in the hands and fingers. Abilities like in-hand manipulation, reaching, carrying, shifting small objects etc.
- Cognitive Perceptual Skills: Abilities like attention, concentration, memory, comprehending information, thinking, reasoning, problem solving, understanding concept of shape, size and colors etc.
- Sensory Integration : ability to take in, sort out, and respond to the input received from the world. Sensory processing abilities like vestibular, proprioceptive, tactile, visual, auditory, gustatory and olfactory skills.
- Visual Motor Skills : a child's movement based on the perception of visual information. Abilities like copying.
- Motor Planning Skills : ability to plan, implement, and sequence motor tasks.
- Oral Motor Skills : movement of muscles in the mouth, lips, tongue, and jaw, including sucking, biting, chewing, blowing and licking.
- Play skills : to develop age appropriate, purposeful play skills
- Socio-emotional skills : ability to interact with peers and others.
- Activities of daily living: Self-care skills like daily dressing, feeding, grooming and toilet tasks. Also environment manipulation like handling switches, door knobs, phones, TV remote etc.

## Vision Testing

Excerpt taken from American Optometric Association <http://www.aoa.org/patients-and-public/caring-for-your-vision/comprehensive-eye-and-vision-examination/limitations-of-vision-screening-programs?sso=y>

### **How is a comprehensive eye and vision examination different from a vision screening?**

Specialized equipment and procedures, which are not available as part of a vision screening program, are needed to adequately evaluate your eyes and vision.

A comprehensive eye and vision examination can only be conducted by an optometrist or ophthalmologist, who has the specialized training needed to make a definitive diagnosis and prescribe treatment. In addition,

A comprehensive adult eye and vision examination includes:

- Patient and family health history
- Visual acuity measurement
- Preliminary tests of visual function and eye health including depth perception, color vision, peripheral vision and response of the pupils to light
- Assessment of refractive status to determine the presence of nearsightedness, farsightedness or astigmatism
- Evaluation of eye focusing, eye teaming and eye movement abilities
- Eye health examination
- Additional tests as needed

Even if a child or adult passes a vision screening, they shouldn't assume that they don't have an eye health or vision problem. Professional examinations are the only effective way to confirm or rule out the presence of any eye disease or vision problem.

### Where to go for Vision Testing

- Recommendation: search for a **Developmental Optometrist**
- College of Optometrists in Vision Development doctor locator (enter zip code)  
<http://www.visionforlearning.org/>
- Pacific University College of Optometry  
<http://www.pacificu.edu/optometry/patients/services/visiontherapy.cfm>

### Getting started

It is advised that parents consult with their child's pediatrician when academic or behavioral concerns exist. The pediatrician may offer specific referrals to the family.

When selecting an assessment provider, parents should inquire about the cost of testing, the number and length of sessions required to complete testing, and the turn-around time that parents can expect for having a face-to-face meeting with the provider and reviewing the full written report. Costs for testing vary widely and may not be covered by insurance. Some providers offer face-to-face consultation with the school staff following a meeting with the parents to discuss results and recommendations. It is very helpful for school staff to be given the opportunity to review a written evaluation summary and recommendation list prior to meeting with the provider, so they can be prepared with questions.

The school requests paper copies of the results and recommendations of any testing done; however, parents retain the right to decide how much information is disclosed to the school. Any paper copies of testing results are stored in the Counselor's office in a confidential file, while specific diagnosis and recommendations will, upon approval of parents, be shared with teachers and student support team members who work with the student.

If you have additional questions about acquiring the testing that has been recommended for your student, please contact the School Counselor or Division Head.

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