

A Comprehensive Model for Specific Learning Disability Evaluations



Using the *Building Blocks Brain Model of Development* to
Understand and Assess Learning Disabilities

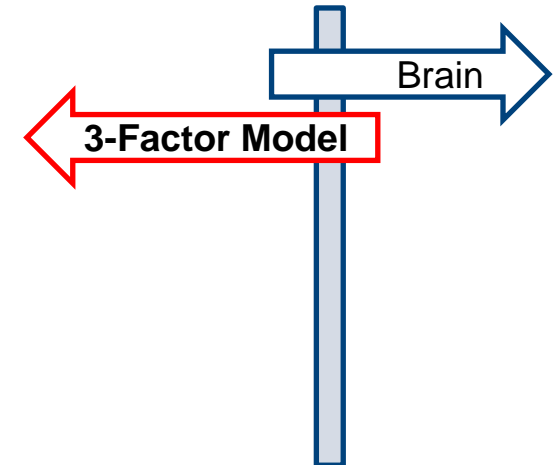
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Module 1.3 Guidepost 2

The 3-Factor Model
Ensuring a Comprehensive Evaluation



Important Note

The information, concepts, and models provided in this presentation are intended to give practitioners a framework when conducting special education evaluations. It is emphasized that nothing in this presentation is meant to be directive or prescriptive. Professionals are free to use some, or all of the information presented, but they are not required to do so in their practice. **Always consult with your special education director for clarity around district policies and expectations for special education evaluations.**



Learning Outcomes

- What is the 3-Factor Model?
- What are the 3 key areas of the model?
- What are some benefits of the 3-Factor Model?



Ensuring a Comprehensive Evaluation With the 3 Factor Model*

- Founded upon legal and “best practice” principles
 - Legal: Federal Law requires a full and comprehensive evaluation that uses a variety of informational sources
 - Best Practice: Uses scientific processes to create a strong “body of evidence”

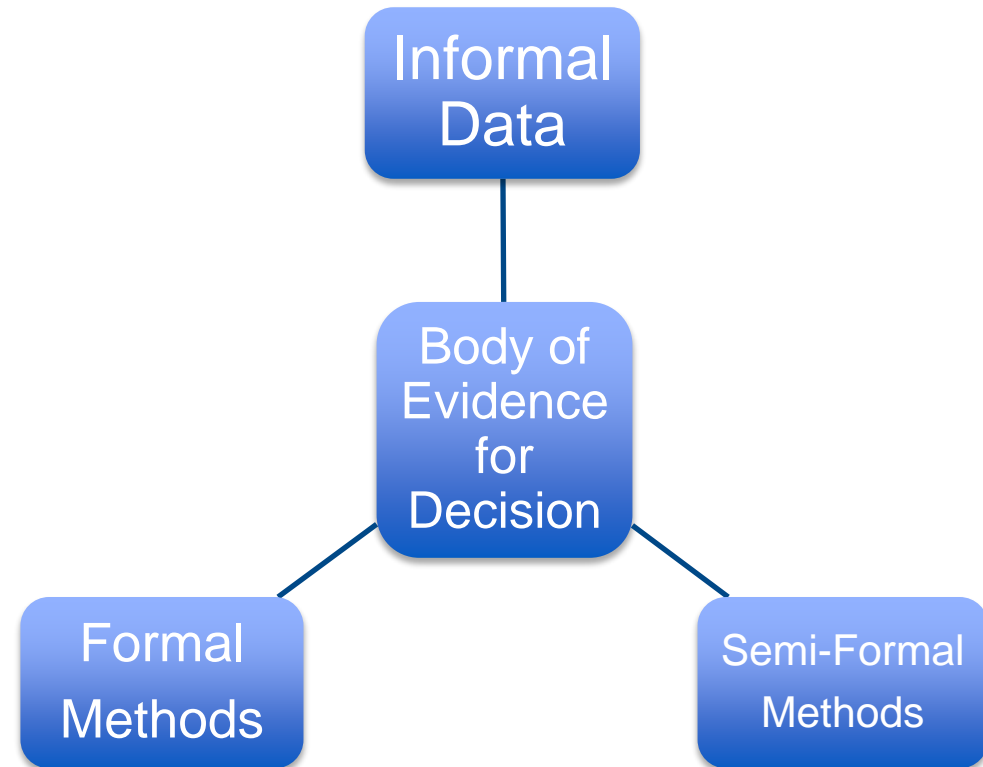
Model is integrated in All evaluations. It is the driver and guides your general approach to assessment



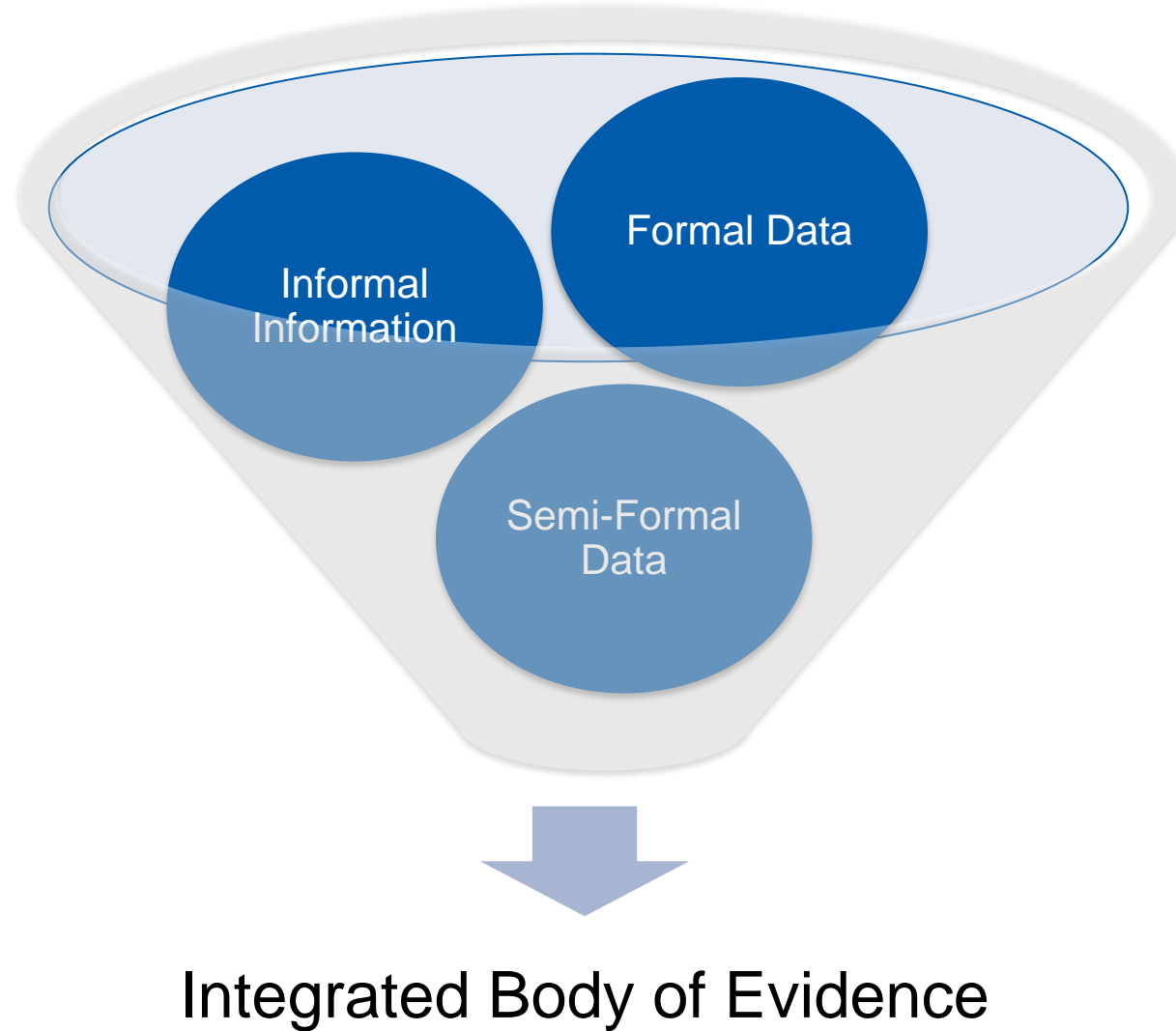
Key Points

- **All legs of the triad will ensure a comprehensive and complete evaluation**
- **Emphasizes “convergence” of data**
- **Can collect all streams of information simultaneously**

Best Practice for All Evaluations 3-Factor Model



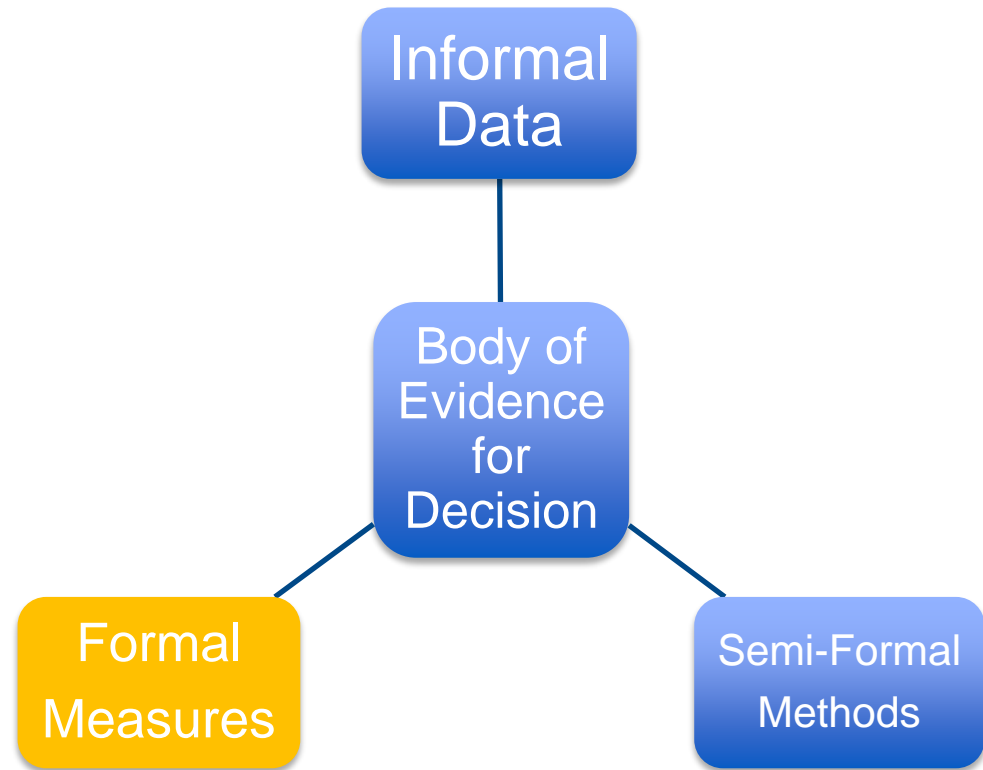
3-Factor Model: Another Perspective



I. Formal Methods

3-Factor Model Explained

- Typically, normed referenced assessments
- Standardized scores
- Strict standardized administration
- Restricted use with training and license
- Indicates what is "normal" performance
- Expensive and time consuming
- Impacted by confounding factors

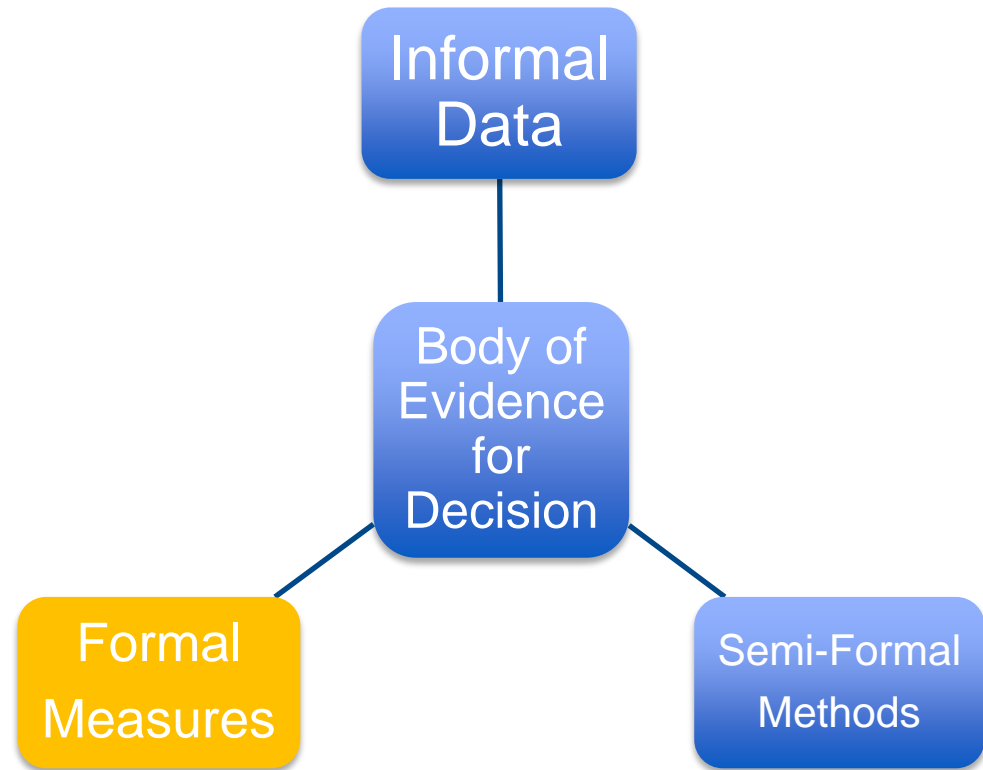


I. Formal Methods

3-Factor Model Explained

Examples

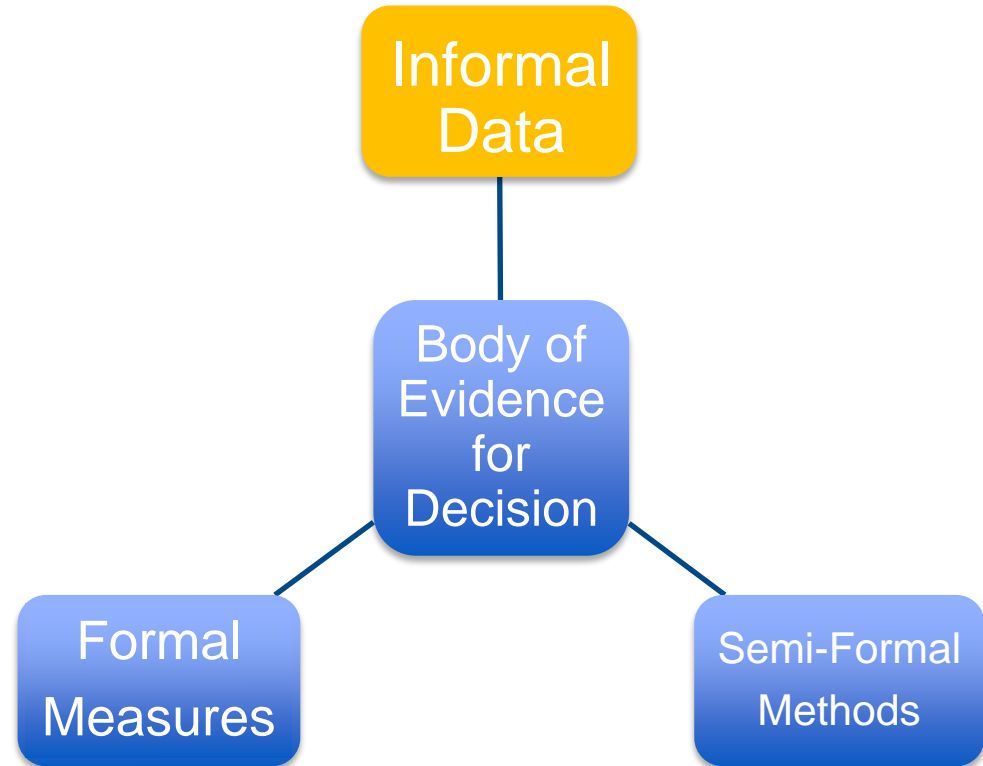
- Test Batteries-Cognitive Tests
 - Wechsler Intelligence Scales for Children (WISC)
 - BASC-3
 - Differential Abilities Scales (DAS)
 - Cognitive Assessment System (CAS)
 - Memory Test Batteries
 - Neuropsychological Tests Batteries



II. Informal Methods

3-Factor Model Explained

- Just as vital as formal measures
- Critical qualitative information- Especially behavioral data (authentic or environmental data)
- Not typically restricted, employed by most school staff
- Should confirm and support formal data
- Inexpensive
- Impacted by bias

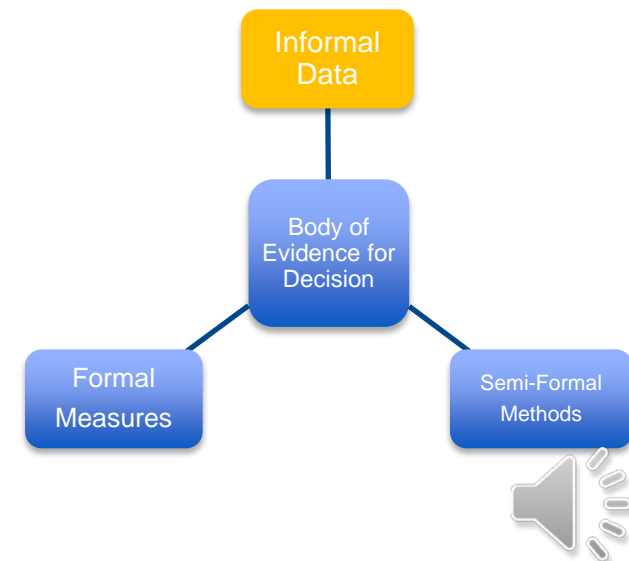


II. Informal Methods

3-Factor Model Explained

Examples

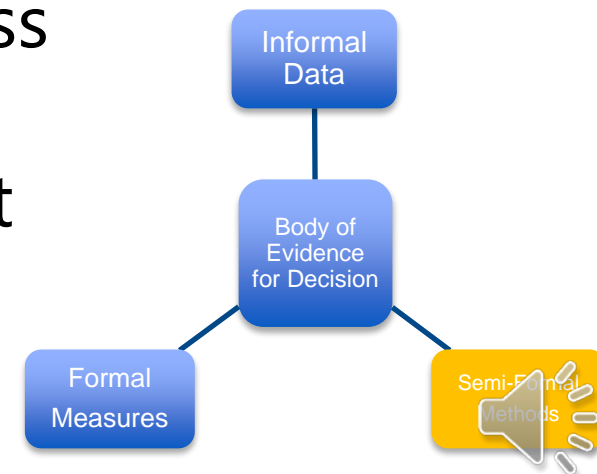
- Records review-Analysis of previous reports / grades
- Family / developmental history-critical medical and genetic considerations noted
- Informal observations
- Informal interviews
- Work samples (Key)



III. Semi-Formal Methods

3-Factor Model Explained

- The critical bridge between formal and informal
- Hybrid-combines aspects of both qualitative and quantitative methods
- Not restricted, employed by most school staff
- Provides robust 360 view via multi-perspectives
- Allows for multiple voices in the process
- Inexpensive
- Still impacted by bias, but moderates it



III. Semi-Formal 3-Factor Model Explained Examples

- Ratings scales (flexible administration, some with non-standardized scores, not always normed referenced)
- Symptom checklists
- Structured / standardized interviews
- Structured / standardized observations
- Can be self-created scales, interviews
- Disclosure

Example: Self-Created Rating Sale

RANKING DESCRIPTIONS: 5 MAJOR CONCERN: SIGNIFICANT PROBLEM AREA
4 MODERATE CONCERN: MAY NEED SUPPORT IN THIS AREA
3 AVERAGE
2 POSITIVE / NO CONCERN
1 VERY POSITIVE: RESILIENT



PROCESSING SPEED QUESTIONS	1	2	3	4	5
1. Rate this student's ability to <u>keep pace</u> with classroom routines and simple instructions.	1	2	3	4	5
2. Rate how quickly this student <u>responds to simple</u> questions.	1	2	3	4	5
3. Rate how quickly (<u>fluently</u>) this student can <u>read</u> .	1	2	3	4	5
4. Rate how quickly this student can <u>write simple</u> sentences.	1	2	3	4	5






Summary and Considerations

- Use of the 3-Factor Model is a *scientific and sound* approach for SLD evaluations . It provides broad guidelines that ensures a comprehensive evaluation.
- A benefit of the model is that most school staff can use semi-formal and informal methods (easy, yet powerful information)
- Allows for flexibility and judgment, yet offers broad guidance
- Always secure written permission from parents





End of Module 1.3

Thanks for Listening



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