

PAA is proud to announce Specialist Woodcock Johnson IV Training for Psychologists in Australia

Dr Lynne Jaffe, US learning difficulties practitioner, academic and author is coming to Australia in October to conduct WJ IV workshops for Psychologists.



Dates:

- Brisbane:** Friday October 6 2017 (Day 1)
Saturday October 7 2017 (Day 2)
- Sydney:** Friday October 13 2017 (Day 1)
Saturday October 14 2017 (Day 2)
- Melbourne:** Friday October 20 2017 (Day 1)
Saturday October 21 2017 (Day 2)
- Perth:** Friday October 27 2017 (Day 1)
Saturday October 28 2017 (Day 2)

Book now: www.psychassessments.com.au

Workshop Format:

- Day 1:** Introduction to WJ IV Test Batteries – for those with basic experience with WJ IV.
- Day 2:** WJ IV Advanced Topics – for more experienced users and Day 1 attendees wanting to learn more.

Cost (incl GST):

- \$220 for Day 1 OR Day 2
\$385 for Day 1 AND Day 2
F/T Students: 50%

Dr Lynne Jaffe

Dr Jaffe currently runs a private practice in psychoeducational evaluation, consultation, and educational therapy for students with learning disabilities and comorbid disorders in Arizona. She earned her doctorate at the University of Arizona with an interdisciplinary focus in learning disabilities, school-age language disorders, and reading. Until recently, she was an adjunct Assistant Professor in the Department of Disability and Psychoeducational Studies at the University of Arizona. Previously, she worked for the Arizona State Schools for the Deaf and the Blind as the Learning Disabilities Specialist on the state-wide Technical Assistance to Schools team, evaluating students with sensory impairments for learning difficulties and providing teacher training regarding interventions.

Dr Jaffe has presented on various topics related to evaluation, interpretation, and intervention for learning disabilities at state, national, and international conferences, including the National Association for School Psychologists, International Dyslexia Association, and Learning Disabilities Association of America. She was the primary consultant to the American Printing House for the Blind on the development of the braille adaptations of the Woodcock-Johnson III Tests of Achievement and the Woodcock-Johnson IV (all batteries).

Dr. Jaffe and Dr. Nancy Mather are co-authors of *Woodcock-Johnson III: Reports, Recommendations and Strategies* (2002) and its revision, *Woodcock-Johnson IV: Reports, Recommendations and Strategies* (2016), and co-editors of *Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians and Special Educators*. Dr Jaffe is the author of the WJ III Assessment Service Bulletin: *Development, Interpretation and Application of the W Score and the Relative Proficiency Index*.

Venues:

Brisbane (6/7 October) Pullman, King George Square Brisbane 4000 (Oliver's Room).

Sydney (13/14 October) Rydges Sydney Central, 28 Albion Street Surry Hills 2010 (near Central Station).

Melbourne (20/21 October) Mercure Treasury Gardens, 13 Spring Street Melbourne 3000.

Perth (25/26 October) University Club of Western Australia, Hackett Dr, Crawley WA 6009.

Topics / Modules

DAY 1

Overview of Cattell-Horn-Carroll Theory

This module provides an explanation of the 3-level structure of CHC theory of intelligence with a focus on those broad and narrow abilities assessed by the WJ IV.

Brief Overview of the Three Batteries of the WJ IV

This module describes the three batteries and tests of the WJ IV, explains the reason for the addition of the Oral Language battery, discusses the tests that fit into two batteries, and briefly describes the Variation and Discrepancy procedures.

Usefulness of the W scale and the Relative Proficiency Index

The Woodcock-Johnson IV (WJ IV[®]) provides a wide variety of score options for interpreting an individual's test performance. Many of these scores, such as standard scores (SS), percentile ranks (PR), age equivalents (AE), and grade equivalents (GE) are provided by most other educational and psychological tests. However, the WJ IV is unique in providing two metrics that report the quality of an individual's performance: the W score and the relative proficiency index (RPI). The W score is the foundational metric—the score on which all of the other WJ III scores are based. The RPI is a measure of a person's proficiency in a skill, ability, or area of knowledge compared with average age or grade peers. Since the W score and the RPI are not available in most other assessments, many psychologists and diagnosticians may be unaware of the clinical utility of these metrics. The purpose of this module is to introduce participants to the structure of the W scale and to explain the differences between the RPI and peer-comparison scores and the usefulness of the RPI in clarifying diagnostic profiles and designing interventions.

Hypothesis-Driving Testing: Turning Reasons for Referral into Questions Guiding the Evaluation

Clarifying the reason that a person has been referred for an evaluation helps the evaluator to select the tests to administer, to organize the data, and to respond to the initial concerns. Selecting the tests to administer requires that the evaluator to know the hierarchy of academic skills that contribute to those that are deficient as well as what cognitive and language abilities are most related to the academic area(s) of concern. Underlying this knowledge is knowledge of the research into the cognitive and language correlates of academic disabilities. This module will use case studies to demonstrate how unclear reasons for referral can be translated into useful questions that help to develop a focus for the evaluation and answers that lead to recommendations.

Importance of Multiple Sources of Information

A comprehensive evaluation is not about just test scores. Establishing a comprehensive explanation that gives context to test results, and possibly a different interpretation, requires consideration of: behaviors during testing, behavior within the learning environment, the instructional method used to teach the deficient skill/area of knowledge, as well as the factors that are commonly checked, such as primary language, school attendance, and sensory intactness. This module will give examples of how each of the first three factors can influence a person's performance on tests, skewing the validity of the results.

DAY 2

A Focus on Narrow Abilities

In the development of the WJ IV, it was the correlation among tests, representing the narrow abilities, that decided their placement within a cluster, representing the broad abilities. Proper interpretation of a person's performance on both broad and narrow abilities incorporates three principles that often are not considered by evaluators.

- "Don't paint with too wide a brush." When interpreting test results, only the clusters in which the confidence intervals of the component tests overlap represent the broad abilities.
- Evaluators should give careful consideration to the probability level of the confidence interval chosen. Higher confidence intervals (e.g., 95%) may provide the evaluator with more clusters to discuss at the expense of a meaningful learning profile.
- Tests that do not fit into a cluster still provide valuable information and should be interpreted as narrow abilities.

Don't Take Clusters and Test Names at Face Value

To understand what a test actually assesses, don't depend on its name; analyze the task demands and the foundational skills or knowledge assumed by the test. For example, Cognitive Processing Speed comprises two visual tests that assess perceptual speed rather than the considerably broader ability of cognitive processing.

Qualitative Analysis (QA)

In a comprehensive psychoeducational evaluation, equally important to an individual's score on a test is how he or she got the score. This module explains qualitative analysis and uses multiple examples from real case studies to teach the participants how to go beyond the scores in their evaluations. The module covers the following concepts:

1. QA extends the usefulness of a test by allowing us to discover qualities of a student's skills/abilities other than that which the test was designed to measure.
2. QA helps us ascertain not only the level at which a student is performing in cognitive, linguistic, and academic areas but *why*. This information allows us to develop effective interventions.
3. QA can help us to account for significant discrepancies between test scores within a factor/cluster
4. QA generates insights not obtainable from test scores alone. These can prompt a shift in perspective regarding the student's abilities and difficulties. The new hypothesis may be a better fit.

The elements of QA are task analysis and response, or error pattern, analysis. In task analysis, the evaluator:

- Analyzes the cognitive, linguistic, and academic demands of a test to answer the question, "What skills must the student have to perform well?"
- Compares task demands across tests with the individual's score or proficiency level to ascertain which specific skills/abilities are particularly weak.

In response analysis, the evaluator asks:

- What types of items did the student get wrong or right?
- What method (other than the correct one) did the student use to come up with his answers?
- Is there a pattern of errors that points to the reason for the errors?

Limitations and Cautions to be Aware of in the WJ IV Cognitive Battery

Key composites and clusters in the WJ IV are somewhat problematic in that they contain tests that require abilities that are not purely developmental. Other tests might allow a person to obtain an adequate score without actually having the ability that the test is intended to measure. An evaluator who is aware of these factors will be able to interpret an individual's performance with more accuracy and consequently, recommend effective accommodations and interventions.

Using the Variation and Discrepancy Procedures

This module provides an explanation regarding how to interpret the information provided by the Variation and Discrepancy procedures, as well as cautions regarding use of the clusters in which the component test scores are significantly discrepant.

Using the WJ IV to diagnose dyslexia

This module will cover what dyslexia is and what it is not, the most common cognitive correlates of dyslexia, how to distinguish between phonetic and orthographic dyslexia, and principles of effective intervention for each. Participants will learn to use a profile that supports a diagnosis of dyslexia.

Turning Results into Recommendations

Effective recommendations are built on an understanding of what skill an individual is having difficulty with, the reasons for the difficulty (underlying cognitive, linguistic, and academic abilities), knowledge of the steps in normal development of the target skill, and knowledge of research-based interventions that provide those steps while supporting the weak foundational skills. Examples of research-based interventions are reading methods based on Orton-Gillingham principles for dyslexia with the addition of speed drills for orthographic weaknesses and TouchMath for difficulty learning basic math skills. Participants will be introduced to Woodcock-Johnson IV: Reports, Recommendations, and Strategies, a book that lists research-based accommodations, interventions, and strategies for 24 different types of cognitive, linguistic, and academic areas of weakness, including those for six special populations (e.g., Autism Spectrum Disorder, Visual Impairment). (Full disclosure: I am one of the authors.)