



ACADEMIC SKILLS PROBLEMS

Fourth Edition Workbook

EDWARD S. SHAPIRO

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Introduction

THE PURPOSE OF THIS WORKBOOK is to provide forms, instructions, and other materials to supplement *Academic Skills Problems: Direct Assessment and Intervention* (4th edition). The workbook offers elaboration and detail of material covered in the text and also provides additional forms to supplement those in the text. Some forms in the text are duplicated in the workbook for ease in copying; users of the manual are granted permission from the publisher to copy and modify these forms for their personal use. Although the workbook can certainly be used on its own, its purpose is to complement, rather than stand independent from, the text.

The workbook also offers opportunities for learning, practicing, and mastering many of the skills discussed in the text. For example, a complete manual related to the use of the Behavioral Observation of Students in Schools (BOSS) observation code is provided. In addition, information is included on using the BOSS software (available from Pearson Assessment; www.pearsonassessments.com/pai), which is designed to be used as an alternative to the BOSS paper-and-pencil version. Full definitions of the BOSS behavioral categories, as well as instructions for collecting information, scoring the observations, and interpreting the data, are given. Also included are forms for completing teacher and student interviews, along with a useful checklist for obtaining teacher reports for academic behavior.

With the increasing development of response to intervention (RTI) as a method for delivering needed services to all students, especially at the elementary level, resources are provided that support the processes of assessment and data-based decision making. In particular, forms useful for organizing data from universal screening and from progress monitoring and forms that document team decision making related to instructional decisions are all provided.

In the area of conducting the direct assessment of academic skills, the workbook offers additional instructions and practice exercises in the assessment process. In particular, detailed explanations of using such measures as “digits correct per minute” and “correct letter sequences” to score math and spelling, respectively, are provided. The workbook also offers a description of and exercises in how to graph

data, collect local norms, and other tasks related to a direct assessment of academic skills.

The workbook follows the model of assessment described in the *Academic Skills Problems* text and depicted in Figure 1. The first section, corresponding to the first step of the assessment process—assessing the academic environment (see Figure 2)—provides materials for interviewing teachers and students, conducting direct observations, and using informant report data (teacher rating scale). The next section, corresponding to Step 2 of the process—assessing instructional placement—provides information related to the processes involved in the direct assessment of academic skills (in particular, details about the assessment of reading, math, spelling, and written language). This section contains information on both the use of short- and long-term data-collection procedures.

The third section of the workbook offers details on the use of two powerful instructional interventions: the “folding-in” technique and “cover-copy-compare.” The fourth section, corresponding to Step 4 of the model—progress monitoring—provides important information about the graphic display of data, how to collect local norms, and the process of goal setting. The final section offers materials specifically related to the process of RTI, with particular attention to the data-based decision-making component of RTI.

Throughout, readers will find detailed “how-to” explanations offered in a step-by-step fashion. Practice exercises are also provided, and readers are encouraged to develop their own exercises modeled on those in the workbook.

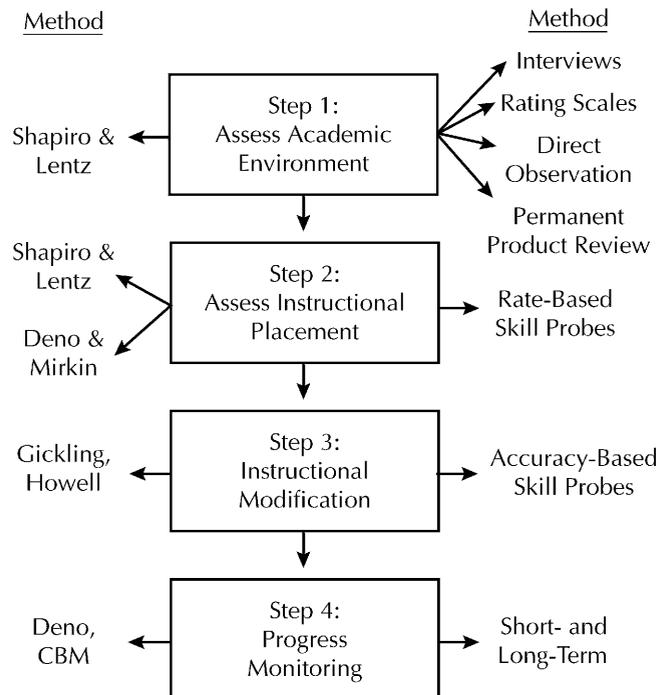


FIGURE 1. Integrated model of CBA. Adapted from Shapiro (1990, p. 334). Copyright 1990 by the National Association of School Psychologists. Adapted by permission of the author.

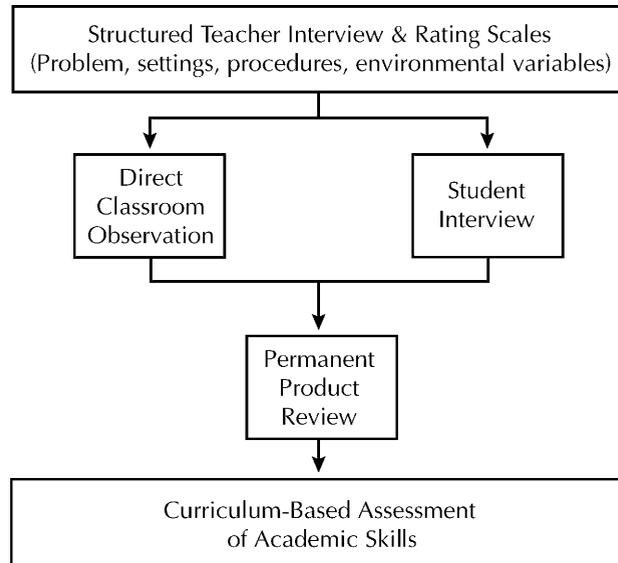


FIGURE 2. Flowchart of procedures for assessing academic skills.

S T E P 1

Assessing the Academic Environment

Teacher Interview

THE ASSESSMENT PROCESS BEGINS WITH THE TEACHER INTERVIEW. Several forms are provided to facilitate the interview. The first, which is also printed in the text, suggests the specific questions that should be addressed for each academic area when interviewing teachers. Designed primarily to be completed during a face-to-face meeting with a teacher, the form can also be given to the teacher to fill out before the interview actually occurs. When the form is used in this way, the information provided by the teacher can be used as the context for more in-depth discussion. In the interview process, it is important to learn from the teacher the nature of interventions that have already been tried or are currently in place. In addition, obtaining an understanding of the “big picture” of skill development in reading and mathematics is a critical part of fully understanding the student’s problem from the teacher’s perspective. In reading, assessing a student’s knowledge base in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension is essential. In mathematics, information on a student’s acquisition of computational skills and concepts—applications of mathematical principles is needed. These components are embedded in the interview form.

Given the significant presence of the RTI model in schools, it is important to fully understand the nature of the model, how specific components of the model are structured by the school, the nature of the assessment processes in place, and the way in which data-based decision making is conducted. The interview form (Form 1) asks for this information. Typically, teachers may not be the best source of all the information. It is suggested that users of the interview form consider asking for this information from relevant school personnel (e.g., principals, instructional specialists, school psychologists, lead teachers). The inclusion of a section of the interview form devoted to RTI is provided for both the areas of reading and mathematics, with an additional question regarding whether an RTI model for behavior is in place. A list of elementary math computational objectives are also included to support the interview process (Form 2).