

# Welcome to Your 2024 School Resource Guide



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# Resources for Reading Specialists

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A reading specialist wears a lot of hats. As a leader in your district, you're charged with analyzing the reading needs of an entire school (sometimes even an entire district) and with creating a plan to meet various needs. Your colleagues view you as a reading expert and literacy coach who keeps your peers up to date on research and best practices. You may even act as a bridge between school and home, or between faculty and administration. And then there is the student with reading difficulties. To that student, you're an advocate and, often, a teacher.

## ***The role of a reading specialist is both multifaceted and expanding.***

Budgetary constraints and staff limitations mean every member of the faculty and administration is doing more work. Reading specialists are no exception. And with more states seeking to close the gap between the science of reading and accepted teaching practices, you are spending more of your time training colleagues who are moving from balanced literacy to structured literacy in the classroom.

## ***Reading specialists are vital to student success.***

With the nation facing historic reading deficits because of the COVID-19 pandemic, your work as a reading specialist is more important than ever.

When you change one child's reading life, you open up a world of possibilities for that child. That's because reading skills affect almost every area of a student's whole life: physical and mental

health, long-term educational outcomes, employability, and even lifetime earning capacity (John et al., 2022).

Engaging and empowering young readers is your why. It's part of your professional identity. It's what you do for *many* children every day. WPS gets your *why*—because we share that passion. We can help you

- choose the reading and dyslexia screeners and assessments that best match your school's needs
- train your colleagues in the use of evidence-based assessments and interventions
- deepen your understanding of each student's unique reading profile
- support your colleagues as they implement interventions and monitor progress

We invite you to reach out to our Business Development Manager, Stephanie E. Roberts, MA, CAS, who works with general educators, special educators, educational diagnosticians, and counselors, via [email](#) or her direct line at [424.488.4902](tel:424.488.4902) to learn more about these reading and dyslexia resources.

## Reading Assessment Resources

### Early Literacy & Reading Readiness

- [Comprehensive Test of Phonological Processing, Second Edition \(CTOPP-2\)](#). Widely used assessment to measure the phonological processes that underlie reading skills. Ages 4 years, 0 months–24 years, 11 months.
- [Phonological and Print Awareness Scale \(PPA Scale™\)](#). Quick screener that measures the phonological skills students need to learn to read. Easy to use in the classroom and great for progress monitoring. Ages 3 years, 6 months–8 years, 11 months.
- [Building Early Literacy Skills: Phonological and Print Awareness Activities](#). Accompanies the PPA Scale.

### Reading & Language Comprehension

- [Oral Passage Understanding Scale \(OPUS™\)](#). Assesses listening (auditory) comprehension and memory, essential skills for classroom learning. Ages 5–21 years.
- [Oral and Written Language Scales, Second Edition \(OWLS™-II\)](#). Measures reading and listening comprehension plus verbal and written expression. Ages 3–21 years.

- [Comprehensive Assessment of Spoken Language, Second Edition \(CASL®-2\)](#). Tests oral language processing of lexical/semantic, syntactic, supralinguistic, and pragmatic language skills. Ages 3–21 years.

## Comprehensive Reading

- [Tests of Dyslexia \(TOD™\)—Now available](#). The first comprehensive general screener, assessment, and intervention tool designed to streamline and simplify dyslexia assessment and to ensure that all students get the help they need. Ages 5–89 years, 11 months.
- [Gray Oral Reading Test, Fifth Edition \(GORT-5\)](#). Identifies students with oral reading difficulties by measuring accuracy, reading rate, fluency, and comprehension. Ages 6 years, 0 months–23 years, 11 months.
- [Nelson-Denny Reading Test, Forms I & J \(NDRT\)](#). Tests reading ability, reading comprehension, and reading rate. High school and college students.
- [Feifer Assessment of Reading \(FAR\)](#). Comprehensive assessment of reading and its underlying skills. Helps educators understand impairment subtypes. Ages 4–21 years.

## Fluency

- [Test of Word Reading Efficiency, Second Edition \(TOWRE-2\)](#). Measures two critical reading skills: phonetic decoding and sight word efficiency. Ages 6 years, 0 months–24 years, 11 months.

### Shareable Infographics

[Dyslexia Symptoms to Look For When Testing at Different Stages](#)

[Strategies to Improve Word Reading Skill in Struggling Readers](#)

[Types of Phonological Processes](#)

[Pragmatics: 6 Constructs of Formal Assessment](#)

### Shareable Reading Blogs

[How to Assess the Five Components of Reading this School Year](#)

[What to Know About Dyslexia's Comorbidities](#)

[Are Your Dyslexia Assessments Falling Short?](#)

[Challenges in Testing for Dyslexia](#)

### Free Webinars

[Dyslexia 101: Understanding Dyslexia and Its Impact on Reading, Spelling, and Self-Esteem](#)

[Best Practices in Dyslexia Assessment](#)

[Challenges in Dyslexia Assessment](#)

Looking for practical guidance on elementary school reading instruction? Explore [\*Providing Reading Interventions for Students in Grades 4-9\*](#), a practice guide prepared by the National Center for Education Evaluation.

# Resources for Principals & School Leadership



Strong school leadership is as essential for student success as it is for teacher retention. Wallace Foundation researchers analyzed two decades of education research, finding that principals have nearly as great an impact on student achievement as teachers do. That impact is most positive when principals

- shape the instructional practices of teachers through effective coaching and evaluation
- build trust, teamwork, and a culture of continual learning
- facilitate genuine collaboration
- manage staff and school resources to achieve important aims (Grissom et al., 2021)

Yet principals and other school leaders are facing some pretty significant challenges today. A [2022 study by the Learning Sciences International \(LSI\)'s Applied Research Center](#) found that principals and school leaders were struggling with:

- teacher burnout and overwhelm;
- low student engagement;
- Covid-19 learning loss; and
- ineffective programs that don't meet school needs or district demands.

Other principals say tight budgets, resource shortages, and staffing problems are causing record levels of concern. School leaders are working harder than ever—and some worry they're still not meeting students' needs. A 2021 survey conducted by the National Association of Secondary School Principals (NASSP) showed that 57% of school leaders did not feel their school was meeting the needs of students with learning disabilities, for example.

### ***Good principals need good partners.***

WPS is here to help. We are experts at partnering with school leaders, school psychologists, and educators to identify and meet student needs. As a leading developer of the world's most trusted academic, developmental, social-emotional, and behavioral assessments, we create affordable, effective, and easy-to-use products. Therefore, you can gather the data your teachers need to make strong instructional decisions and collaborate to improve student outcomes.

WPS also provides evidence-based interventions to support and inform instruction. We're on hand as your partner throughout the school year with world-class customer support and training to ensure that your staff can seamlessly adopt these tools to support learning, growth, and well-being.

Although WPS can't solve every problem a principal faces during the day, we can help you address parents' concerns, clear the path to student achievement and well-being, and make your teachers' jobs a little easier.

### **Products to Address Learning Loss**

- School Motivation and Learning Strategies Inventory (SMALSI™). Quick, cost-effective means of measuring strategies that lead to learning. Child and Teen: Ages 8–18 years; College: Freshman to graduate level.
- Tests of Dyslexia (TOD™)—Now available. The first comprehensive general screener, assessment, and intervention tool designed to streamline and simplify dyslexia assessment and to ensure that all students get the help they need. Ages 5–89 years, 11 months.
- Phonological and Print Awareness Scale (PPA Scale™). Quick screener that measures the phonological skills students need to learn to read. Easy to use in the classroom and great for progress monitoring. Ages 3 years, 6 months–8 years, 11 months.
- Building Early Literacy Skills: Phonological and Print Awareness Activities. Accompanies the PPA Scale.

## Behavioral and Mental Health Products

- [Behavior Intervention Monitoring Assessment System 2 \(BIMAS-2\)](#). A brief measure of social and emotional functioning. Ages 5–18 years.
- [Piers-Harris Self-Concept Scale, Third Edition \(Piers-Harris™ 3\)](#). An easy-to-administer assessment of self-concept, including items that measure six domains of mental health and identity. Ages 6–22 years.
- [Revised Children’s Manifest Anxiety Scale, Second Edition \(RCMAS™-2\)](#) Measures anxiety levels and symptoms in children ages 6–19 years.
- [Children’s Depression Inventory 2™ \(CDI 2®\)](#). Identifies symptoms of depression in children ages 7–17 years.

### Resources for Principals & School Leadership

[Online Assessments & Progress Monitoring](#)

[Recommended Reading for Women in School Leadership](#)

[National Conference of State Legislatures Education Bill Tracking](#)

[CDC Recommended Professional Development Practices for Educators](#)

### Shareable Blogs

[How to Assess the Five Components of Reading This School Year](#)

[Task Force Recommends Anxiety Screening for Kids 8–18](#)

[Five Practical Reasons We Need Universal SEL Screening](#)

[How to Communicate with Families to Build Trust, Connection, and Engagement](#)

[How WPS Protects Protected Health Information and Your Data](#)

### Free Webinars

[How Schools Develop Comprehensive Behavior Supports for Students Using the BIMAS-2 Assessment](#)

[How Cyberbullying Impacts Students on and off the Autism Spectrum](#)

[Sustaining Your Resilience in Stressful Times series](#)

Looking for even more inspiration? Check out *Leading Forward: The Listening and Learning Tour*, an exploration of innovative ideas from schools across the U.S., by Gregg Wieczorek, president of the National Association of Secondary School Principals.

# Resources for Directors of Curriculum & Instruction

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In the RAND Corporation’s [Fifth American School District Panel Survey](#), school leaders across the country identified unfinished instruction as a top concern facing schools in the aftermath of the COVID-19 pandemic. To address this concern, researchers recommended that districts identify which specific learning gaps exist for different groups of students—and then target those areas with effective academic interventions.

That’s excellent guidance. Following it can be a challenge, especially for directors of curriculum and instruction tasked with correcting learning loss in many different content areas.

## ***Where statewide assessments fall short***

State-mandated standardized tests don’t always provide a detailed look at the skills that need improvement. Take reading skills, for example. State assessments may yield information about a student’s reading comprehension, but they don’t explore why a student doesn’t understand the text. Without that information, teachers can’t differentiate instruction to close each student’s gaps.

And statewide academic assessments do not generally capture information about aspects of the curriculum such as social–emotional learning and mental health, two other areas of vital concern for educators.



## ***Where WPS can make a difference***

To create the fullest picture of each student's skills, abilities, and needs, you need a year-round partnership with an assessment provider that can deliver insights into a wide range of academic, behavioral, and mental health data.

WPS knows those assessments need to be affordable. They need to be easy for teachers to use. And most important: The information they provide must be reliable. This might be a good moment to mention that we provide some of the world's most trusted assessments. We are experts at partnering with school districts to deliver training, top-notch customer service, and guidance about which assessments each district needs to meet their unique curriculum and instructional needs.

See how we can help you complete unfinished instruction with validated assessments and evidence-based interventions.

# Reading Assessments

## **Early Literacy & Reading Readiness**

- Phonological and Print Awareness Scale (PPA Scale™). Quickscreener that measures the phonological skills students need to learn to read. Easy to use in the classroom and great for progress monitoring. Ages 3 years, 6 months–8 years, 11 months.
- Building Early Literacy Skills: Phonological and Print Awareness Activities. Accompanies ... PPA Scale.
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2). Widely used assessment to measure the phonological processes that underlie reading skills. Ages 4 years, 0 months–24 years, 11 months.

## **Reading & Language Comprehension**

- Oral and Written Language Scales, Second Edition (OWLS™-II). Measures reading and listening comprehension plus verbal and written expression. Ages 3–21 years. .
- Comprehensive Assessment of Spoken Language, Second Edition (CASL®-2). Tests oral language processing of lexical/semantic, syntactic, supralinguistic, and pragmatic language skills. Ages 3–21 years.

## **Comprehensive**

- Tests of Dyslexia (TOD™)—Now available. The first comprehensive general screener, assessment, and intervention tool designed to streamline and simplify dyslexia assessment and to ensure that all students get the help they need. Ages 5–89 years, 11 months.

- [Gray Oral Reading Test, Fifth Edition \(GORT-5\)](#). Identifies students with oral reading difficulties by measuring accuracy, reading rate, fluency, and comprehension. Ages 6 years, 0 months–23 years, 11 months.
- [Nelson-Denny Reading Test, Forms I & J \(NDRT\)](#). Tests reading ability, reading comprehension, and reading rate. High school and college students.
- [Feifer Assessment of Reading \(FAR\)](#). Comprehensive assessment of reading and its underlying skills. Helps educators understand impairment subtypes. Ages 4–21 years.
- [Feifer Assessment of Mathematics \(FAM\)](#). Measures the mental processes that support math skills development. Ages 4–21 years.

### Shareable infographics

[Strategies to Improve Word Reading Skill in Struggling Readers](#)

[Making Sense of Multiple Assessments With a Treatment-Informed Evaluation Framework](#)

[Online Assessments & Progress Monitoring](#)

### Shareable Blogs

[How to Assess the Five Components of Reading This School Year](#)

[How to Interpret Sensitivity and Specificity](#)

[The Benefits of Online Assessments, Scoring, and Intervention Monitoring](#)

### ***Instructional Methods Can Build Math Self-Efficacy***

*Research shows that students can develop a “can-do” attitude in math when instruction includes these four elements: anxiety coping skills, expert modeling, mental practice, and social feedback on the student’s effort (Huang et al., 2020). Bonus: Using the strategies together lowered math test anxiety in study participants.*

# Resources for Elementary School Teachers

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Few jobs require the creativity, skill, flexibility, and sheer endurance of an elementary school teacher. In a single week, you might be called upon to

- plan engaging lessons that meet your state standards and the needs of many different students
- instruct students in a range of subject areas, including academic, elective, and social-emotional curricula
- use varied assessments to see what's working, what's not, and who's having trouble
- pay close attention to the social interactions and emotional development of your students
- organize and supervise field learning experiences
- communicate with administrators, families, students, and colleagues
- carry out a host of extra duties to benefit your school community
- mentor or guide less experienced teachers
- develop your own professional skills

Add to this impressive list the crucial need to address the learning loss of the past few years. No teacher on earth, no matter how outstanding, should tackle this to-do list alone.

## ***How WPS can help you with student learning***

You already know that statewide assessments can shed light on what a student has learned throughout the year. But what about right now? Your skillfully created classroom assessments, both formative and summative, can help you track progress. But if a student isn't making progress, you may need to understand more about why.

WPS provides some of the most trusted assessments in the world. Many are designed to give you quick and valuable insights right in your classroom. Others allow you to share your observations with school psychologists, special education teachers, and others on your team to develop comprehensive interventions.

## ***How WPS can help you after an assessment, too***

Speaking of interventions, we've got you covered there, too. Many of our assessments pair evidence-based interventions with assessment results so there's no guesswork about how to move forward. We provide the tools, and we teach you how to use them—saving you time and frustration.

Whether you're looking for a screener or something more, WPS offers resources to help you understand your students, plan and deliver the right interventions, and guide your students to new capabilities.

We invite you to reach out to our Business Development Manager, Stephanie E. Roberts, M/ CAS, who works with general educators, special educators, educational diagnosticians, and counselors, via [email](#) or her direct line at [424.488.4902](tel:424.488.4902) to learn more about WPS resources.

## **Reading Resources**

- [Tests of Dyslexia \(TOD™\)—Now available](#). The first comprehensive general screener, assessment, and intervention tool designed to streamline and simplify dyslexia assessment and to ensure that all students get the help they need. Ages 5–89 years, 11 months.
- [Phonological and Print Awareness Scale \(PPA Scale™\)](#). Quick screener that measures the phonological skills students need to learn to read. Easy to use in the classroom and great for progress monitoring. Ages 3 years, 6 months–8 years, 11 months.
- [Building Early Literacy Skills: Phonological and Print Awareness Activities](#). Accompanies the PPA Scale.
- [Comprehensive Test of Phonological Processing, Second Edition \(CTOPP-2\)](#). Widely used assessment to measure the phonological processes that underlie reading skills. Ages 4 years, 0 months–24 years, 11 months.

## Social–Emotional Learning Resources

- [Social–Emotional Learning Skills Inventory Screener \(SELSI™\)](#). Pilot phase. Ages 2–21 years.
- [School Motivation and Learning Strategies Inventory \(SMALSI™\)](#). Quick, cost-effective means of measuring strategies that lead to learning. Child and Teen: Ages 8–18 years; College: Freshman to graduate level.
- [Risk Inventory and Strengths Evaluation \(RISE™\)](#). Identifies risk and resilience factors using parent, teacher, and self-report rating forms. Ages 9–25 years.

### Shareable infographics

[Dyslexia Symptoms to Look For When Testing at Different Stages](#)

[Strategies to Improve Word Reading Skill in Struggling Readers](#)

[Types of Phonological Processes](#)

[How to Create a Sensory-Friendly Classroom](#)

[Early Childhood Development Stages & Beyond](#)

### Shareable Blogs

[How to Assess the Five Components of Reading This School Year](#)

[What Do We Know About ADHD Symptoms Across the Lifespan?](#)

[Five Practical Reasons We Need Universal SEL Screening](#)

[How to Communicate with Families to Build Trust, Connection, and Engagement](#)

For a deeper look at math interventions that work, read [\*Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades\*](#), a practice guide prepared by the National Center for Education Evaluation and Regional Assistance.

# Resources for School Counselors & School Psychologists

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The scope of work for school counselors and psychologists is truly breathtaking. Is there anyone on campus who doesn't need you? Districts enlist you to offer counseling services in crises and during natural disasters. Administrators count on you to nurture a healthy school climate. Faculty depend on your expertise to plan and teach social–emotional and mental health curricula. Students need you to help them understand their academic, social, and behavioral challenges. Families rely on you to guide them through assessments, evaluations, IEP meetings, mediations, and other processes. And health professionals and social workers in the community trust you to liaise with them in arranging the services students need to succeed.

WPS can put trusted tools in your hands to help you achieve much more in each area of your life-changing work.

## ***How WPS can help with social–emotional learning (SEL)***

When districts are focused on academic learning gains, it can be hard to get buy-in for SEL curricula from administrators and colleagues. One key strategy is to bring the data. WPS has validated inventories and assessments to show where students really are with

- Social–emotional skills
- School motivation and learning strategies

- Behavior intervention monitoring
- Self-concept
- Resilience factors

Equipped with data, visuals, and insights about your students, you can make the case for evidence-based SEL interventions—and you can track the effectiveness of your SEL interventions.

### ***How WPS can help you evaluate, identify, and address learning disorders***

When a teacher or parent refers a student for evaluation, you need to be able to clarify the reasons that the student is struggling. Is there a gap in the multitiered system of supports? Are interventions falling short? Is there a social or emotional explanation? Is a deficit the result of a learning disorder—or a combination of factors?

Clear diagnoses are possible when you have the condition-specific tools you need to measure diagnostic criteria. Validated assessments are one important component in a comprehensive evaluation. In fact, many states and districts use them to help determine eligibility for services.

### ***How WPS can help you identify neurodevelopmental and mental health conditions***

Researchers agree that early intervention improves outcomes for students living with complex neurodevelopmental conditions such as autism and attention-deficit/hyperactivity disorder (ADHD). WPS provides validated assessments to help you identify these conditions and others that may overlap or occur at the same time.

In addition, the U.S. Preventive Services Task Force now recommends that students in K–12 schools be screened for anxiety and depression—a task you can accomplish quickly and reliably using trusted WPS screeners and assessments.

### **Neurodevelopmental Assessments**

- Autism Diagnostic Observation Schedule, Second Edition (ADOS®-2). The gold standard for identifying autism. Ages 12 months through adulthood.
- Monteiro Interview Guidelines for Diagnosing the Autism Spectrum, Second Edition (MIGDAS™-2). Sensory-based interactive interviews to identify autism. Toddlers through adult years.
- Autism Diagnostic Interview–Revised (ADI®-R). Trusted by researchers for decades to distinguish autism from other developmental differences. Children and adults with a mental age above 2 years.

- Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2) and Behavior Rating Inventory of Executive Function–Preschool (BRIEF-P). These measures gather information from parents, teachers, and students to measure a student’s behavioral, cognitive, and emotional regulation skills. BRIEF2: Ages 5–18 years; BRIEF-P: Ages 2 years, 0 months–5 years, 11 months.
- Conners, Fourth Edition™ (Conners 4®). Measures cognitive, behavioral, and emotional characteristics often associated with ADHD. Ages 6–18 years.
- Childhood Autism Rating Scale, Second Edition (CARS™2-ST and CARS™2-HF). Widely used observational autism assessment. Ages 2 years and up.
- Social Responsiveness Scale, Second Edition (SRS™-2). Collects information from parents, teachers, and other stakeholders to identify the degree of difference in social awareness, communication, and responsiveness. Ages 2 years, 6 months through adulthood.
- Autism Spectrum Rating Scales™ (ASRS®). Norm-referenced autism assessment that incorporates parent and teacher rating scales. Ages 2–18 years.
- School Motivation and Learning Strategies Inventory (SMALSI™). Quick, cost-effective means of measuring strategies that lead to learning. Child and Teen: Ages 8–18 years; College: Freshman to graduate level.
- Sensory Processing Measure, Second Edition and SPM-2 Quick Tips™ (SPM™-2). Create a full picture of a child’s sensory processing abilities using rating scales from parents, teachers, and other school staff. Ages 4 months–87 years.

## **Mental Health and Behavioral Assessments**

- Behavior Intervention Monitoring Assessment System 2 (BIMAS-2). A brief measure of social and emotional functioning. Ages 5–18 years.
- Piers-Harris Self-Concept Scale, Third Edition (Piers-Harris™ 3). An easy-to-administer assessment of self-concept, including items that measure six domains of mental health and identity. Ages 6–22 years.
- Revised Children’s Manifest Anxiety Scale, Second Edition (RCMAS™ 2). Measures anxiety levels and symptoms in children ages 6–19 years.
- Children’s Depression Inventory 2™ (CDI 2®). Identifies symptoms of depression in children ages 7–17 years.
- Adaptive Behavior Assessment System, Third Edition (ABAS®-3). Assesses daily functioning (adaptive behaviors) using information from parents, caregivers, teachers, and daycare teachers. Birth–89 years.



- Developmental Profile 4 (DP™-4). World's leading measure of child development in five areas: physical, adaptive behavior, social-emotional, cognitive, and communication. Birth to 21.
  - Risk Inventory and Strengths Evaluation (RISE™). Identifies risk and resilience factors using parent, teacher, and self-report rating forms. Ages 9–25 years.
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## Shareable infographics

[Key Challenges Faced by School Psychologists Today](#)

[Early Childhood](#)

[Development Stages & Beyond](#)

[Making Sense of Multiple Assessments With a Treatment-Informed Evaluation Framework](#)

[Autism Assessments: Which One Is Right for You?](#)

[Enhance Your Adaptive-Behavior Evaluations](#)

[CDC: School and Family Connections in Adolescence Linked to Positive Health Outcomes in Adulthood](#)

## Shareable Blogs

[New Study Highlights the Need to Assess Mental Health in Autistic Youth](#)

[Many School Mental Health Professionals Feel Invisible. Here's Why](#)

[What Do We Know About ADHD Symptoms Across the Lifespan?](#)

[Six Key Messages from NASP's 2022 Position Statement on Identifying Specific Learning Disabilities](#)

[Are Your Evaluations Equitable for People with Disabilities?](#)

[Task Force Recommends Anxiety Screening Kids 8-18](#)

[Best Practices in Autism Assessment](#)

[Seven Reasons an Accurate Diagnosis Is Vital with ASD and ADHD](#)

[Setting Yourself Up for Success: Preventative Self-Care for Practitioners](#)

## Free Webinars

[What Am I Treating? Case Conceptualization and Treatment-Informed Evaluation in Childhood Developmental, Behavioral, and Emotional Disorders](#)

[Assessing Sensory Integration and Processing in Individuals with Developmental Disabilities](#)

[The Autistic Experience Across the Lifespan: Considerations for Improved Clinical Practice](#)

[How Schools Develop Comprehensive Behavior Supports for Students Using the BIMAS-2 Assessment](#)

[Reveal Their Story: How the MIGDAS-2 Process Individualizes Autism Assessments](#)

[Anxiety: Recognizing and Assessing for Intervention](#)

[Sustaining Your Resilience in Stressful Times series](#)

[SEL as a Foundation to Safe, Supportive, and Equitable Schools](#)

[Using Social and Emotional Competence Assessment to Support Teaching, Learning, and Student Success](#)

### ***Know the Barriers to SEL Implementation***

*In a 2022 survey by the [EdWeek Research Center](#), educators said they face these barriers in implementing SEL programs:*

- *Schools are focused on academic catching up*
- *Teachers need professional development to understand SEL*
- *Mental health and social–emotional needs among students are overwhelming.*

*Explore WPS online SEL resources for schools [here](#).*

# Resources for Special Education Teachers

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Special education is an immense field staffed by remarkably dedicated specialists. It aims to meet the educational needs of students with

- learning disabilities
- neurodevelopmental conditions
- physical disabilities
- sensory differences
- intellectual disabilities
- chronic health conditions
- emotional or behavioral disorders
- any other condition that affects their ability to learn

As a special education teacher, you're part of the team that decides which students receive special education services. Toward that end, you gather data on student performance throughout the year—and yet you know that no student can ever be reduced to a number.

Even so, scores can be used to make important decisions about whether a student is eligible for services and accommodations that can be life changing. The question for many special education teachers is this: How can you use data to discover—rather than to define—a student? That question takes on added importance when you're working to reduce inequities and open up possibilities for all your students.

### ***How WPS can help you ensure your assessments are inclusive***

One strategy is to include validated assessments as a **single** component in a comprehensive evaluation. You can vary the types of assessments you use: Observations, interviews, rating scales, and standardized tests each yield different kinds of information. When you combine assessment data with information you gather from teachers, coaches, families, caregivers, and other health professionals, you can create a fuller, clearer picture of the student at the heart of your evaluation.

WPS assessments are normed using U.S. census data, so they're representative of the overall population. Many WPS tests are available in multiple languages and can be administered online or in person to help you meet the needs of students with disabilities. Our Business Development Manager, Stephanie E. Roberts, MA, CAS, who works with general educators, special educators, educational diagnosticians, and counselors, is available to discuss appropriate accommodations for the tests you plan to administer via [email](#) or her direct line at [424.488.4902](tel:424.488.4902).

### ***How WPS can help you improve evaluation accuracy***

With growing caseloads and expanding responsibilities, it's more important than ever to use validated assessments that measure diagnostic criteria accurately. Inaccurate results waste time and delay effective interventions.

Here's an example. If a student's response to reading interventions has raised concerns about a learning disorder, you need an assessment—such as the Tests of Dyslexia (TOD™)—that can help you identify dyslexia. If you're also concerned about the higher risk of ADHD among students with dyslexia, you may feel it's also important to assess ADHD symptoms using a measure such as the Conners 4®. If a student's self-esteem has been affected by reading and attention difficulties, you may decide to screen for anxiety and depression as well. WPS offers a wide range of diagnostic assessments to help you accurately describe the capabilities and meet the needs of each student in your care.

It's also important to expand access to diagnostic testing for every student in need. Many digital assessments can be administered and scored online, which gives you greater flexibility in how, when, and where to carry out evaluations.

## ***What Stops People From Collecting Data for IEP Goals?***

*In a 2018 study involving special educators, researchers found that just 21% consistently collected data for IEP goals. The biggest roadblock to good data collection? The educator's perceived behavioral control. Did the educator believe it was possible to collect the data they needed? Time, caseloads, schedules, and unclear measurement systems all factored into teachers' beliefs about their ability to gather the necessary data (Ruble et al., 2018).*

## **Top 10 Assessments for Special Educators**

- Tests of Dyslexia (TOD™)—Now Available. The first comprehensive general screener, assessment, and intervention tool designed to streamline and simplify dyslexia assessment and to ensure that all students get the help they need. Ages 5–89 years, 11 months.
- Phonological and Print Awareness Scale (PPA Scale™). Quick screener that measures the phonological skills students need to learn to read. Easy to use in the classroom and great for progress monitoring. Ages 3 years, 6 months–8 years, 11 months.
- Building Early Literacy Skills: Phonological and Print Awareness Activities. Accompanies the PPA Scale.
- Oral and Written Language Scales, Second Edition RC/WE (OWLS™-II RC/WE). Measures reading and listening comprehension plus verbal and written expression. Ages 3–21 years.
- School Motivation and Learning Strategies Inventory (SMALSI™) Quick, cost-effective means of measuring strategies that lead to learning. Child and Teen: Ages 8–18 years; College: Freshman to graduate level.
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2). Widely used assessment to measure the phonological processes that underlie reading skills. Ages 4 years, 0 months–24 years, 11 months.
- Gray Oral Reading Test, Fifth Edition (GORT-5). Identifies students with oral reading difficulties by measuring accuracy, reading rate, fluency, and comprehension. Ages 6 years, 0 months–23 years, 11 months.
- Gray Diagnostic Reading Tests, Second Edition (GDRT-2). Provides a norm-referenced assessment of oral reading ability that helps you monitor reading progress over time. Ages 6 years, 0 months–13 years, 11 months.
- Test of Word Reading Efficiency, Second Edition (TOWRE-2). Measures two critical reading skills: phonetic decoding and sight word efficiency. Ages 6 years, 0 months–24 years, 11 months.

- Test of Written Language 4 (TOWL-4). Assesses the conventional, linguistic, and conceptual aspects of writing. It includes seven subtests---five using contrived formats and two requiring spontaneous writing samples. Ages 9 years, 0 months–17 years, 11 months.

### **Other Assessments for Learning Disabilities and Differences**

- Nelson-Denny Reading Test, Forms I & J (NDRT). Tests reading ability, reading comprehension, and reading rate. High school and college students.
- Feifer Assessment of Reading (FAR). Comprehensive assessment of reading and its underlying skills. Helps educators understand impairment subtypes. Ages 4–21 years.
- Feifer Assessment of Mathematics (FAM). Measures the mental processes that support math skills development. Ages 4–21 years.

### **Neurodevelopmental Assessments**

- Autism Diagnostic Observation Schedule, Second Edition (ADOS®-2). The gold standard for identifying autism. Ages 12 months–adult.
- Monteiro Interview Guidelines for Diagnosing the Autism Spectrum, Second Edition (MIGDAS™-2). Sensory-based interactive interviews to identify autism. Toddlers through adult years.
- Autism Diagnostic Interview–Revised (ADI®-R). Trusted by researchers for decades to distinguish autism from other developmental differences. Children and adults with a mental age above 2.0 years.
- Conners, Fourth Edition™ (Conners 4®). Measures cognitive, behavioral, and emotional characteristics often associated with ADHD. Ages 6–18 years.
- Autism Spectrum Rating Scales™ (ASRS®). Norm-referenced autism assessment that incorporates parent and teacher rating scales. Ages 2–18 years.

## Shareable infographics

[Dyslexia Symptoms to Look For When Testing at Different Stages](#)

[Strategies to Improve Word Reading Skill in Struggling Readers](#)

[Types of Phonological Processes](#)

[Pragmatics: 6 Constructs of Formal Assessment](#)

[National Institute of Child Health and Human Development: Does Your Child Struggle with Math?](#)

[National Institute of Child Health and Human Development: Building Language Skills from Birth](#)

## Shareable Blogs

[Understanding the Complicated Interplay of Autism and ADHD](#)

[How to Assess the Five Components of Reading This School Year](#)

[What to Know About Dyslexia's Comorbidities](#)

[Are Your Dyslexia Assessments Falling Short?](#)

[How Do You Choose the Right Dyslexia Assessment for Your Student?](#)

[What Do We Know About ADHD Symptoms Across the Lifespan?](#)

[Making Sense of Multiple Assessments With a Treatment-Informed Evaluation Framework](#)

[Are Your Evaluations Equitable for People with Disabilities?](#)

## Free Webinars

[Dyslexia 101: Understanding Dyslexia and Its Impact on Reading, Spelling, and Self-Esteem](#)

[Best Practices in Dyslexia Assessment](#)

[Challenges in Dyslexia Assessment](#)

[Reveal Their Story: How the MIGDAS-2 Process Individualizes Autism Assessments](#)

[The Autistic Experience Across the Lifespan: Considerations for Improved Clinical Practice](#)

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### **Numbers to Know**

*In studies, children with learning disabilities are 2–8 times more likely to have clinical-level behavioral–emotional difficulties (Aro et al., 2022).*

*30%–50% of students with a reading disability also experience math disability, and 25%–50% of those with a reading disability also experience ADHD (Grigorenko et al., 2020).*

*According to the Centers for Disease Control and Prevention (CDC), about 14% of children with ADHD also have autism (CDC, 2022).*

*Interventions for reading disabilities are twice as effective if they're begun in Grades 1 or 2 as they are if interventions start in Grade 3 (Grigorenko et al., 2020).*

# Self-Care, Well-Being ... and Assessment?

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For many educators, the culture of high-stakes testing has turned “assessments” into a negative word—one associated with skepticism, stress, and a fear of failure. Students, teachers, and administrators alike share the uncomfortable worry that they might not measure up. Researchers have found that this kind of shared test anxiety can change an entire school climate ... and ultimately result in lower test scores (Wood et al., 2016).

*These are simply not the kinds of assessments WPS provides.*

We develop assessments that help us understand each other. These assessments help you describe what students can do, where they excel, and where they need more support. As one of our authors, Dr. Marilyn Monteiro, has said, a good assessment helps you “tell the strengths-based story” of the student.

Let’s reconsider the purpose of a good assessment and reclaim its power.

Here's what research says about how you can take care of yourself and your students while giving and taking assessments:

- **Drink up.** Getting enough water probably won’t make test scores soar. But staying hydrated has been shown to improve attention, mood, short-term memory, and reaction time, so make sure you and your students are well-watered before any test (Zhang et al., 2019).
- **Breathe deeply.** Small studies have found that daily mindful breathing can lower test anxiety. When a group of English language learners practiced breathing exercises in class, they told researchers the learning environment was “tranquil.” They felt more peace, more empathy, and less test anxiety (Tasan et al., 2021).
- **Exercise regularly.** An analysis of 15 studies found that while a one-time short exercise intervention didn’t reduce test anxiety, 20 minutes of aerobic exercise twice a week over 4 weeks did lower stress levels in students (Zhang et al., 2022). Download this [CDC infographic](#), which illustrates the link between exercise and academic achievement.
- **Stay in the present moment.** It’s easy to worry about outcomes when it’s test-taking time. But there is some evidence that mindfulness—a practice that often includes strategies like meditation, reflection, body scans, and acceptance—lowers test anxiety for some people (Shahidi et al., 2017).



# Our Invitation

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For 75 years, WPS has been helping clinicians and educators understand and unlock potential within those they serve. What began with a single assessment to measure the effects of trauma on U.S. veterans has grown into a wide-ranging catalog of the most trusted, effective assessments in the world today.

WPS works with renowned researchers, educators, and clinicians to develop validated tests and evidence-based interventions. Our test authors trust us because we hold them in high regard. They understand that WPS is made up of professionals who know—many from personal experience—that the right diagnosis and early intervention can change lives. For the better. Forever.

We invite you to explore the resources WPS can offer you and your school this year. As educators, you have our utmost respect, along with our commitment to be year-round partners in achieving great outcomes for your staff and students.

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