SLD Planning Worksheet for Multidisciplinary Assessment Teams

Using Dehn’s Processing Strengths & Weaknesses Model

|  |  |
| --- | --- |
| Student Name |  |
| IEP Due Date |  |
| Proposed Assessment Integration Conference Date |  |
| Proposed IEP Date |  |
| Is the student an English Learner? |  |

|  |
| --- |
| Reason for Referral: |

Taking into consideration the information from record reviews, observations, etc., as well as utilizing the COMPARES\* document, indicate which of the areas you believe may be strengths (S) or weaknesses (W) for this student. Include other areas of concern, if needed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S | W | Attention | S | W | Oral Language |
| S | W | Auditory Processing | S | W | Orthographic Processing |
| S | W | Executive Functions | S | W | Phonological Processing |
| S | W | Fine Motor | S | W | Processing Speed |
| S | W | Fluid Reasoning | S | W | Visual-Spatial Processing |
| S | W | Verbal Long-Term Recall | S | W | Verbal Working Memory |
| S | W | Visual-Spatial Long-Term Recall | S | W | Visual-Spatial Working Memory |

\*Comprehensive Organizational Matrix of Processing-Achievement Relations, Evaluating Significance

Dehn’s PSW Model Assessment Tips

* Remember that you are NOT required to assess in all fourteen (14) areas.
* Crystallized intelligence is not emphasized as a processing area.
* You are encouraged to examine Dehn’s processing clusters that are discussed on pages 46 and 246 within his Essentials book.
* Working memory is a core cognitive process in Dr. Dehn’s approach.
* If speech and language skills are also being evaluated, consider collaborating with the SLP to determine if any of the assessment tools being administered will assess the 14 areas.

Planning Checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Category | Assessment Area | Assess  Area?  √ | Who Completes? | Tools/ Subtests to Use |
| Observations | Observation 1 |  |  |  |
| Observation 2 (optional) |  |  |  |
| Cognitive Processing Areas | Attention |  |  |  |
| Auditory Processing |  |  |  |
| Executive Functions |  |  |  |
| Fine Motor |  |  |  |
| Fluid Reasoning |  |  |  |
| Verbal Long-Term Recall |  |  |  |
| Visual-Spatial Long-Term Recall |  |  |  |
| Oral Language |  |  |  |
| Orthographic Processing |  |  |  |
| Phonological Processing |  |  |  |
| Processing Speed |  |  |  |
| Visual-Spatial Process |  |  |  |
| Verbal Working Memory |  |  |  |
| Visual-Spatial Working Memory |  |  |  |
| Academic Areas | Basic Reading Skills |  |  |  |
| Reading Fluency |  |  |  |
| Reading Comprehension |  |  |  |
| Math Calculation |  |  |  |
| Math Problem Solving |  |  |  |
| Written Expression |  |  |  |
| Oral Expression |  |  |  |
| Listening Comprehension |  |  |  |
| Other Areas to Assess |  |  |  |  |
|  |  |  |  |