Equitable Assessment, Eligibility Determination and Intervention: Application of the PASS Theory using the CAS2

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How Are You Feeling Today ?

Let's Get Ready to Learn

Mindful Breathing

Disclosures

Executive Function

Social Emotional

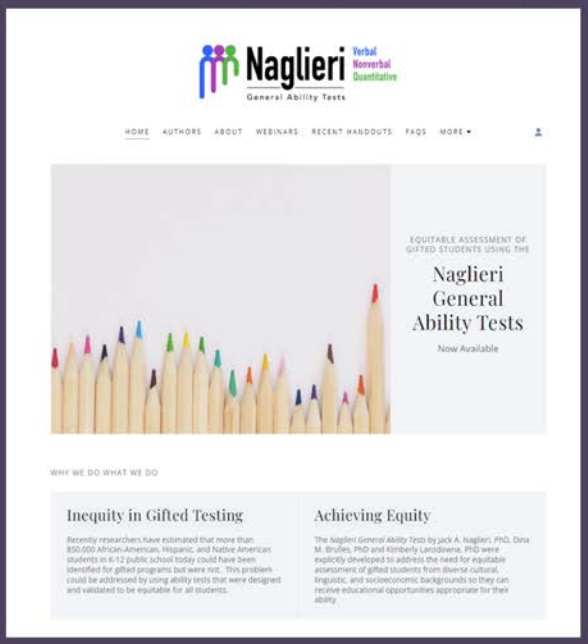
Autism

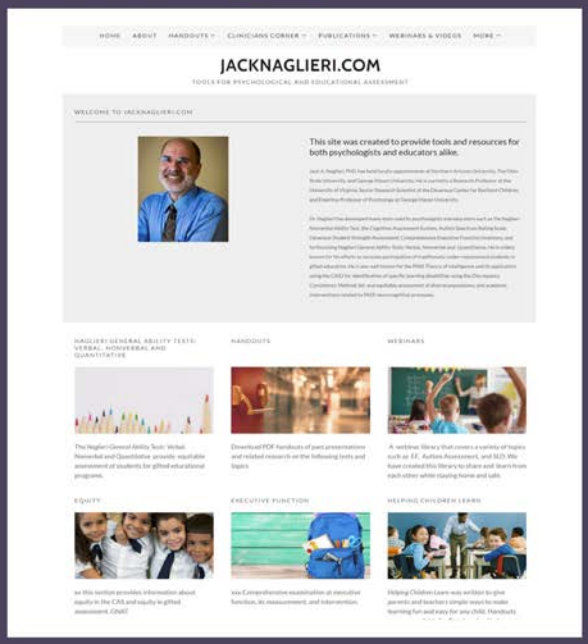
Gifted Identification

PASS Neurocognitive Theory: Assessment & Intervention Handouts

Coming 2022
CAS2 Online Admin & Scoring

FOR MORE INFORMATION PLEASE GO TO MY WEB PAGES





Core Group Discussion → Deeper Learning

- **C**oach – Help the group decide what to do
- **O**rganizer – Guide the discussion
- **R**ecorder – Keep notes and speak for the group
- **E**nergizer – Focus the group !

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The BIG picture

- The comprehensive assessments we provide can alter the course of a student's life; making this one of the most important tasks we have.
- We want Intellectual assessment that
  - Is consistent with IDEA and state regulations regarding SLD determination
  - Helps us understand WHY a student fails
  - Informs us about academic strengths & weaknesses and interventions
  - Is fair for students from diverse populations
- These goals can be achieved if we use second-generation tests that measure the way students THINK to LEARN
  - The definition of THINKING should be based on BRAIN function
  - PASS theory is a way of defining THINKING and the Cognitive Assessment System-2nd Edition a way to measure a student's ABILITY to think

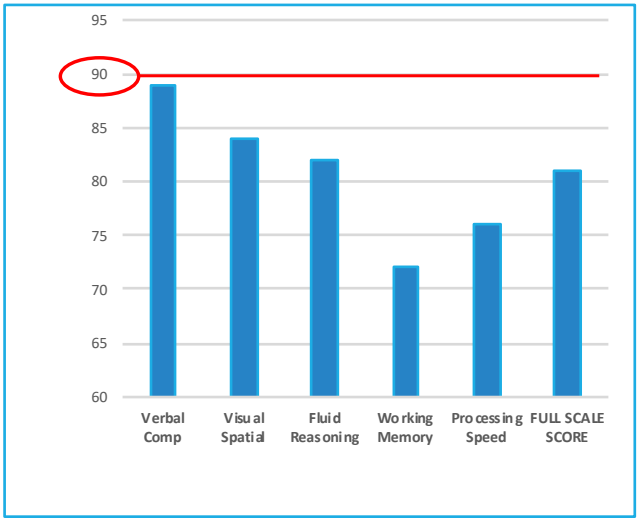
Case of Paul: gr. 4 Dyslexia (Steve Feifer)

- **Case of Paul** -A 9-year-old in 4th grade
  - Problems in reading and math
  - Can't remember the sequence of steps when doing math and math facts
  - Good memory for details
  - Can't sound out words
  - Poor spelling
  - Poor reading comprehension

Paul – age 9 years

Presenting Concerns: Reading, Math Word Problems, Anxiety

WISC-V	STANDARD SCORE	PERCENTILE RANK
Verbal Comprehension	89	23%
Visual Spatial	84	14%
Fluid Reasoning	82	12%
Working Memory	72	3%
Processing Speed	76	6%
FULL SCALE SCORE	81	10%
WIAT III Reading	81	9%
WIAT III Math	90	25%
WIAT III Writing	94	34%



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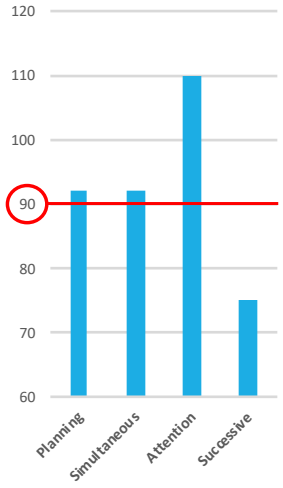
Paul – age 9 years

CAS-2	STANDARD SCORE	Classification
Planning	**92**	**Average**
Simultaneous	**92**	**Average**
Attention	**110**	**Average**
Successive	**75**	**Very Low**

Differences Between PASS Scale Standard Scores and the Student's Average PASS Score Required for Significance for the CAS2 12-Subtest EXTENDED battery AGES 8-18 Years.

Ages 8-18 YEARS

Cognitive Assessment System - 2		Difference from PASS Mean of:	Significantly Different (at $p < .05$) from	Strength or Weakness	
PASS Scales	Standard Score	92.3			
Planning	92	-0.3	no		
Simultaneous	92	-0.3	no		
Attention	110	17.8	yes	Strength	
Successive	75	-17.3	yes		Weakness



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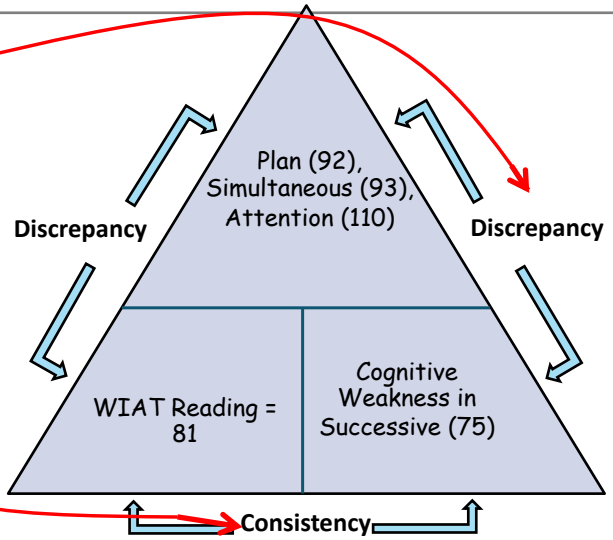
Paul's Discrepancy Consistency Results

- **Discrepancy** between high and low processing scores
- **Discrepancy** between high processing and low achievement
- **Consistency** between low processing and low achievement



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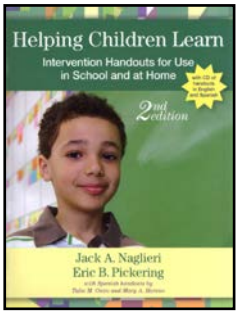
Intervention Protocol (Naglieri & Kryza, 2019)

1. Help child understand their PASS strengths and challenges (be intentional & transparent)
2. Encourage Motivation & Persistence (student's mindset)
3. Encourage strategy use (build skill sets)
4. Encourage independence and self efficacy (metacognition, self assessment & self correction)

Be Intentional and Transparent

- The test results showed that your brain is strong at
  - Noticing details (Attention),
  - seeing how things go together (Simultaneous)
  - And figuring out how to do things (Planning)
- The results also showed that
  - It is very hard for you to follow a sequence (Successive)
- But we can help you with that…
  - Handouts for students to manage sequences



Ideas to Consider

A Theory Based on Brain Function	• Thinking vs Knowing
From PASS to CAS2	• A Different View of People
Research Update	• PASS and Equity – Measure Thinking not Knowing • To *g* or not to *g*
Administration and Interpretation Issues	• Test order, subtest interpretation, etc.
Reasons To Change	• Validity of PASS Theory

Shift from Traditional To Second Generation Intelligence Tests

- Wechsler, et al
- **C**ognitive **A**ssessment **S**ystem 2nd Edition

Intelligence as Neurocognitive Functions

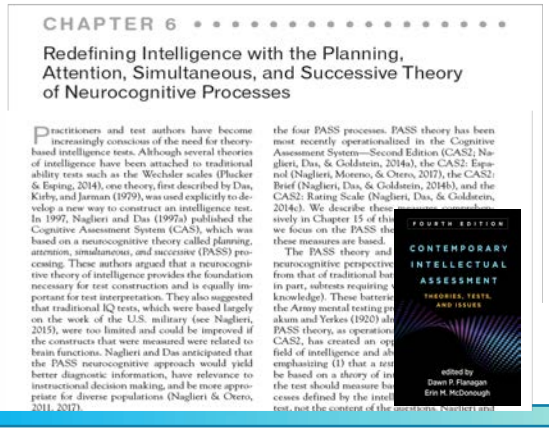
- In my first working meeting with JP Das (February 11, 1984) we proposed that intelligence was better REinvented as neurocognitive processes andwe began development of the **C**ognitive **A**ssessment **S**ystem (Naglieri & Das, 1997).
- We conceptualized intelligence as Planning, Attention, Simultaneous, and Successive (PASS) neurocognitive processes based on Luria's concepts of brain function.

Key Attributes of a Second-Generation Intelligence Test

1. We started with a THEORY of intelligence based on the BRAIN as described by A. R. Luria
2. We selected and created test questions to measure THINKING defined as PASS
3. We did not include test questions that demand KNOWING such as Vocabulary, etc.
4. There is now considerable research to demonstrate that PASS scores from the CAS are equitable, interpretable beyond the total score, yields profiles for strengths and weaknesses, and leads to intervention

Neuropsychological Correlates of PASS

Naglieri, J. A., & Otero, T. M. Redefining Intelligence as the PASS Theory of Neurocognitive Processes.



CHAPTER 6

Redefining Intelligence with the Planning, Attention, Simultaneous, and Successive Theory of Neurocognitive Processes

Practitioners and test authors have become increasingly conscious of the need for theory-based intelligence tests. Although several theories of intelligence have been attached to traditional ability tests such as the Wechsler scales (Plucker & Esping, 2014), one theory, first described by Das, Kirby, and Jarman (1979), was used explicitly to develop a new way to construct an intelligence test. In 1997, Naglieri and Das (1997a) published the Cognitive Assessment System (CAS), which was based on a neurocognitive theory called *planning, attention, simultaneous,* and *successive* (PASS) processing. These authors argued that a neurocognitive theory of intelligence provides the foundation necessary for test construction and is equally important for test interpretation. They also suggested that traditional IQ tests, which were based largely on the work of the U.S. military (see Naglieri, 2015), were too limited and could be improved if the constructs that were measured were related to brain functions. Naglieri and Das anticipated that the PASS neurocognitive approach would yield better diagnostic information, have relevance to instructional decision making, and be more appropriate for diverse populations (Naglieri & Otero, 2011, 2017).

the four PASS processes. PASS theory has been most recently operationalized in the Cognitive Assessment System—Second Edition (CAS2; Naglieri, Das, & Goldstein, 2014a), the CAS2: Espanol (Naglieri, Moreno, & Otero, 2017), the CAS2: Brief (Naglieri, Das, & Goldstein, 2014b), and the CAS2: Rating Scale (Naglieri, Das, & Goldstein, 2014c). We describe these [illegible] sively in Chapter 15 of this [illegible] we focus on the PASS the[illegible] these measures are based.

The PASS theory and [illegible] neurocognitive perspective [illegible] from that of traditional [illegible] in part, subtests requiring [illegible] knowledge). These batteries [illegible] the Army mental testing pr[illegible] akum and Yerkes (1920) al[illegible] PASS theory, as operationa[illegible] CAS2, has created an op[illegible] field of intelligence and ab[illegible] emphasizing (1) that a test [illegible] be based on a theory of int[illegible] the test should measure ba[illegible] cesses defined by the intell[illegible] test, not the content of the questions. Naglieri and

28 Cognitive Assessment System: Redefining Intelligence From a Neuropsychological Perspective

Jack A. Naglieri and Tulio M. Otero

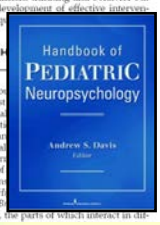
INTRODUCTION

Pediatric neuropsychology has become an important field for understanding and treating developmental, psychiatric, psychosocial, and learning disorders. By addressing both brain functions and environmental factors intrinsic in complex behaviors, such as thinking, reasoning, planning, and the variety of executive capacities, clinicians are able to offer needed services to children with a variety of learning, psychiatric, and developmental disorders. Brain–behavior relationships are investigated by neuropsychologists by interpreting several aspects of an individual's cognitive, language, emotional, social, and motor behavior. Standardized instruments are used by neuropsychologists to collect information and derive inferences about brain–behavior relationships. Technology, such as magnetic resonance imaging (MRI), functional MRI (FMRI), positron emission tomography, computerized tomography, and diffusion tensor imaging, has reduced the need for neuropsychological tests to localize and access brain damage. Neuropsychological tests, however,

Such tools should not only evaluate the underlying processes necessary for efficient thinking and behavior but also provide for the development of effective interventions and address the g[illegible]

FROM NEUROPSYCH[illegible]
TO ASSESSMENT

Luria's theoretical acco[illegible] perhaps one of the most[illegible] 2008). Luria conceptua[illegible] of brain–behavior relati[illegible] orders that the clinician[illegible] the brain, the functional[illegible] syndromes and impairm[illegible] and clinical methods of[illegible] theoretical formulation[illegible] lated in works such as *H*[illegible] 1980) and *The Working B*[illegible] as a functional mosaic, the parts of which interact in dif-



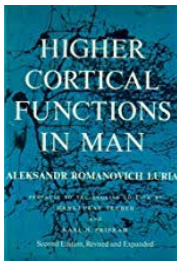
CAS2 Measures Thinking (PASS) not Knowing

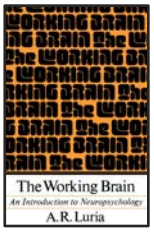
- What does the student have to ***know*** to complete a task?
  - ***This is dependent on educational opportunity (e.g., Vocabulary, Arithmetic, phonological skills, etc.)***

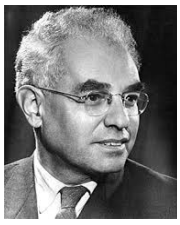
How does the student have to ***think*** to complete a task?

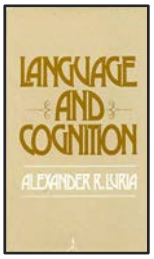
This is dependent on the brain's neurocognitive processes

PASS Neurocognitive Theory









- **P**lanning = THINKING ABOUT HOW YOU DO WHAT YOU DECIDE TO DO
- **A**ttention = BEING ALERT AND RESISTING DISTRACTIONS
- **S**imultaneous = GETTING THE BIG PICTURE
- **S**uccessive = FOLLOWING A SEQUENCE

PASS = 'basic psychological processes'

NOTE: Easy to understand concepts!

PASS Provides a Common Language

- Psychologists, teachers, parents, and students can all use a common language to describe abilities without the esoteric terms we have used for years – NO psychobabble

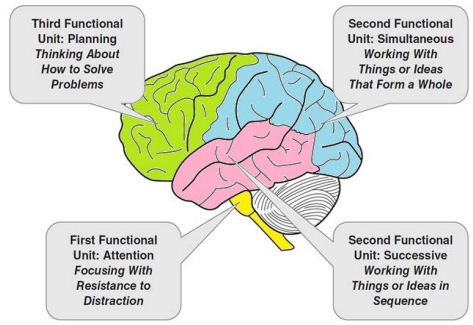


Figure 1.2 Three Functional Units and Associated Brain Structures

From: *Essentials of CAS2 Assessment*. Naglieri & Otero, 2017

Frankie was struggling in school at age 11

None of the images of students are real pictures of the person

- Referred by parents after a history of reading and self esteem problems
- High level of anxiety
  - he was too anxious to look closely at the words, and he would rather get the task completed and move on.
  - Frankie could not attend to the details of the sequence of letters for correct spelling, and the order of sound–symbol associations

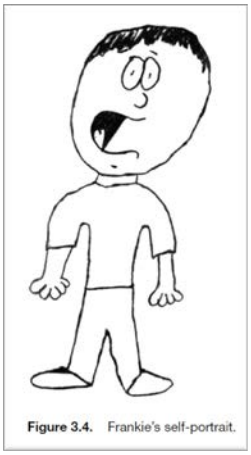


Figure 3.4. Frankie's self-portrait.

Frankie's Discrepancy Consistency Results

- **Discrepancy** between high and low processing scores
- **Discrepancy** between high processing and low achievement
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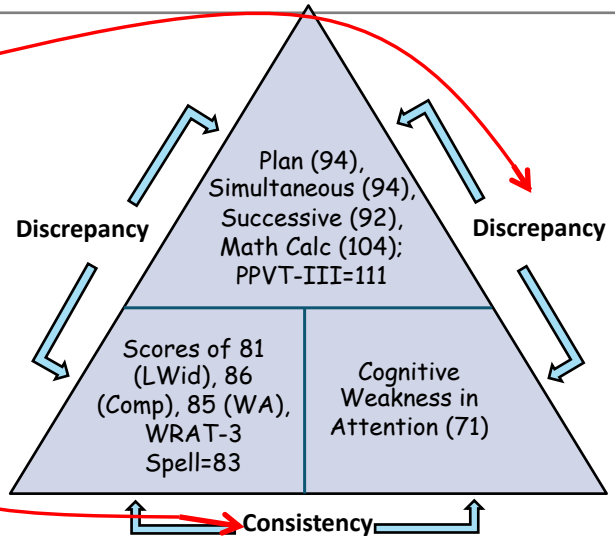

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Frankie: Then and Now

- I informed Frankie of his PASS scores, and everything changed
- He learned to manage his attention problem by using good Planning which helped him
  - recognize when he is off task
  - Think of possible ways to manage his attention
  - recognize when he needed a change in the environment to reduce distractions
- Perhaps most importantly: He was given hope – that he could succeed

- Is married and has a Frankie graduated High School and went to college
- few children
- He is a graphic designer
- He uses his knowledge and good Planning, Simultaneous and Successive processing to manage any obstacles he may still have with attention

Public Education and the Rest of my Story

PASS Theory Based on Brain Function – Planning

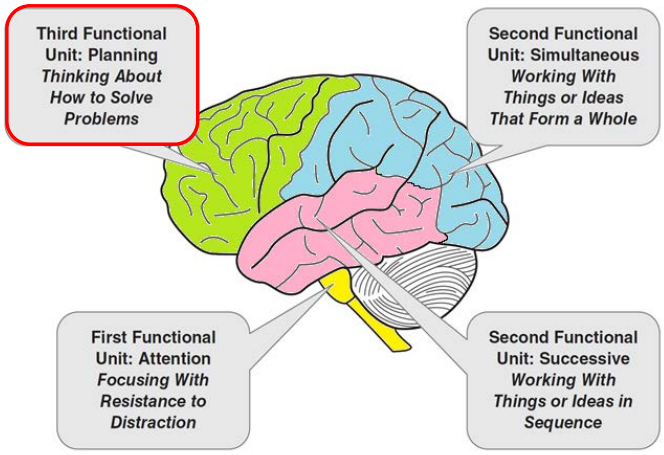


Figure 1.2 Three Functional Units and Associated Brain Structures

From: *Essentials of CAS2 Assessment*. Naglieri & Otero, 2017

PASS Theory: Planning

- Planning is a term used to describe a neurocognitive function similar to metacognition and executive function
- Planning is needed for setting goals, making decisions, predicting the outcome of one's own and others actions, impulse control, strategy use and retrieval of knowledge
- Planning helps us make decisions about how to solve any kind of a problem from academics to social situations and life in general
- Math calculation, written expression, etc

CAS2: Rating Scale Planning

Directions for Items 1–10. These questions ask how well the child or adolescent decides how to do things to achieve a goal. They also ask how well a child or adolescent thinks before acting and avoids impulsivity. Please rate how well the child or adolescent creates plans and strategies to solve problems.

During the past month, how often did the child or adolescent . . .	Never	Rarely	Sometimes	Frequently	Always
1. produce a well-written sentence or a story?	0	1	2	3	4
2. evaluate his or her own actions?	0	1	2	3	4
3. produce several ways to solve a problem?	0	1	2	3	4
4. have many ideas about how to do things?	0	1	2	3	4
5. have a good idea about how to complete a task?	0	1	2	3	4
6. solve a problem with a new solution when the old one did not work?	0	1	2	3	4
7. use information from many sources when doing work?	0	1	2	3	4
8. effectively solve new problems?	0	1	2	3	4
9. have well-described goals?	0	1	2	3	4
10. consider new ways to finish a task?	0	1	2	3	4

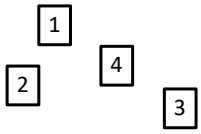
___ + ___ + ___ + ___ + ___ = ___

Planning Raw Score

Planning Subtests

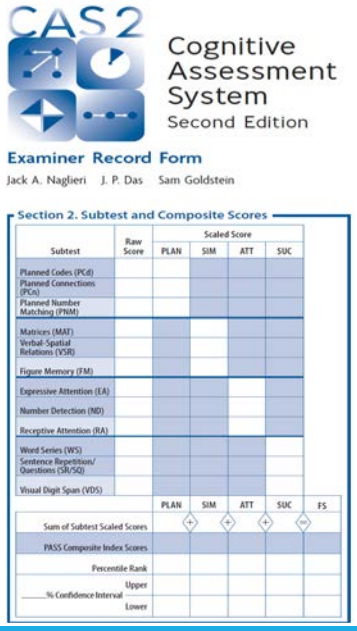
Planned Codes

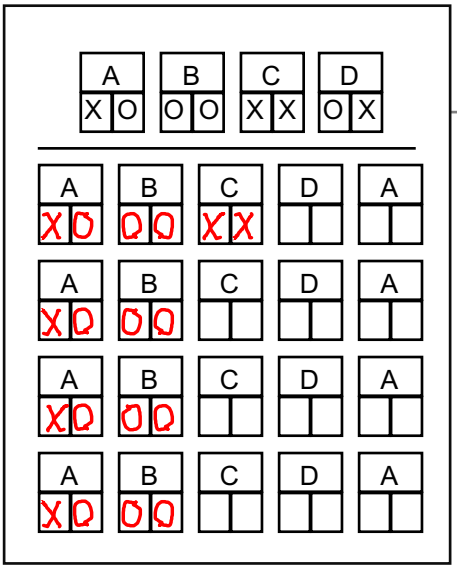
Planned Connections



Planned Number Matching

5176	5761	5167	1576	5176	1567



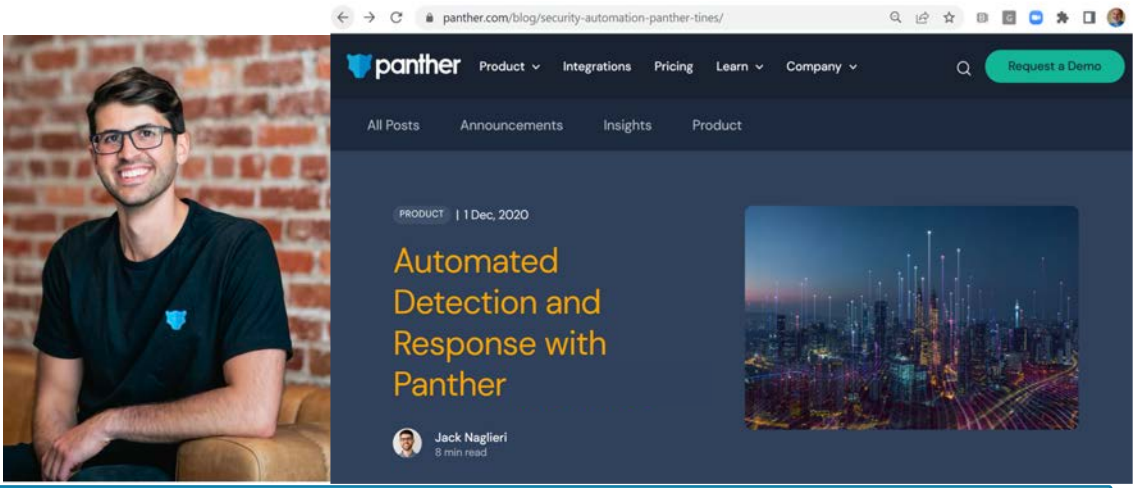


Planned Codes Page 1

- Jack Jr. at age 5
- Child fills in the codes in the empty boxes
- After being told the test requirement, examinees are told: "You can do it any way you want"

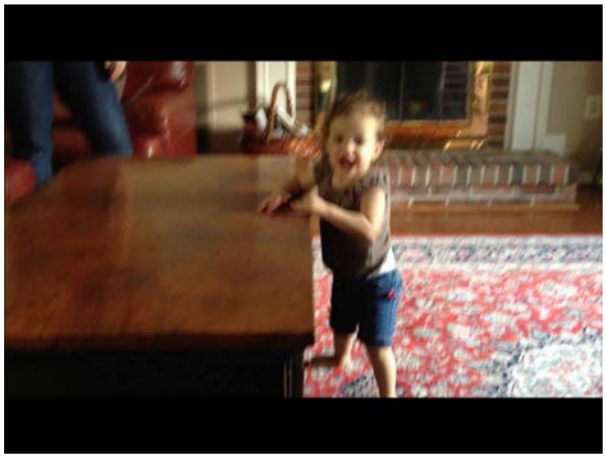
Planned Codes Page 2 Jack Jr age 10

20 Years Later Planning is the Key to Success



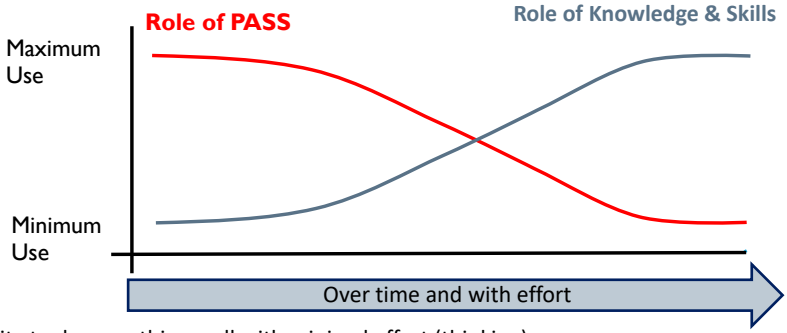
A 13 month old's Plan

At 19 months Planning & Knowledge



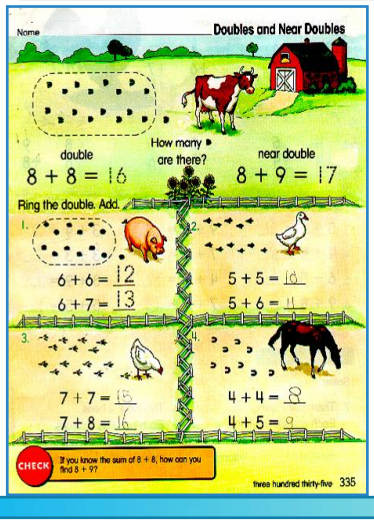
Planning Learning Curves

- Learning depends upon many factors especially PASS
- When a task is practiced and learned it requires less thinking (PASS) and becomes a skill
- At first, PASS plays a major role in learning



Note: A **skill** is the ability to do something well with minimal effort (thinking)

Math strategies stimulate thinking



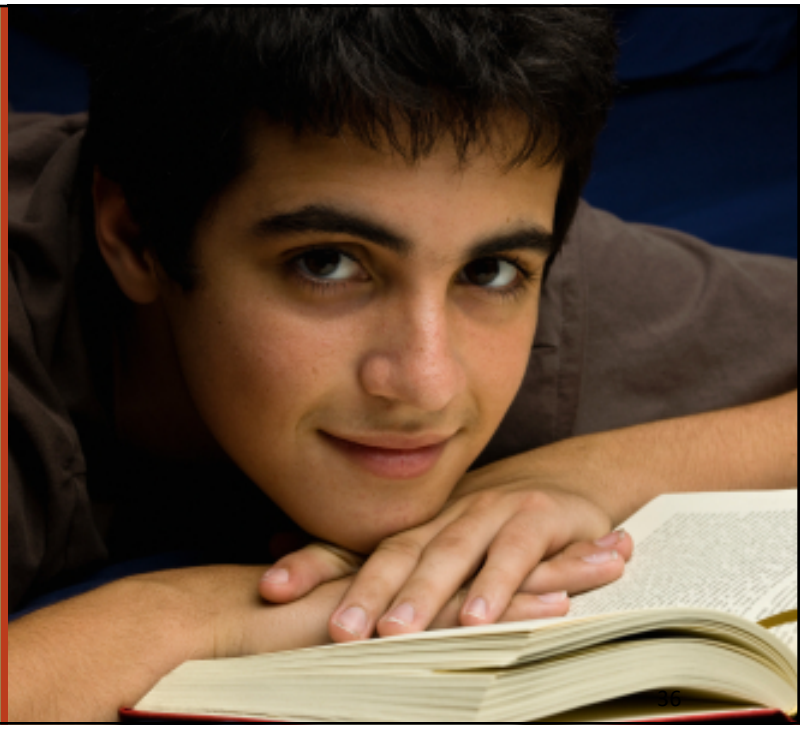
This work sheet encourages the child to use strategies (plans) in math such as: "If 8 + 8 = 16, then 8 + 9 is 17"

Note to the Teacher: When we teach children skills by helping them use strategies and plans for learning, we are teaching both knowledge and processing. Both are important.

The Case of Rocky

Strengths with Specific Learning Disability and

ADHD

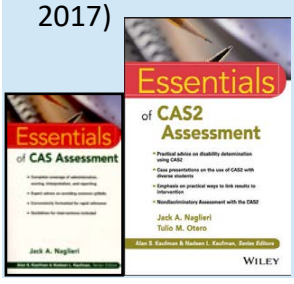


The case of Rocky

- Rocky[1] went to school in a large middle-class district
- In first grade Rocky was significantly below grade benchmarks in reading, math, and writing.
  - He received group reading instruction weekly and six months of individual reading instruction but minimal progress →retained
- By the middle of his second year in first grade he still struggling
  - decoding, phonics, and sight word vocabulary; math problems, addition, problem solving activities and focusing and paying attention."
- After two years of special team meetings and special reading instruction he is now working two grade levels below his peers in reading, writing, and math

Note: This child's name and other potentially revealing data have been changed to protect his identity.

- The Discrepancy Consistency Method (DCM) was first introduced in 1999 (most recently in 2017)



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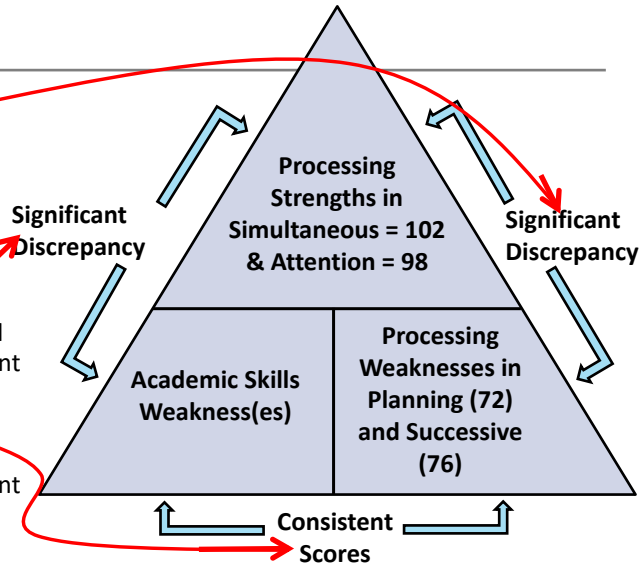
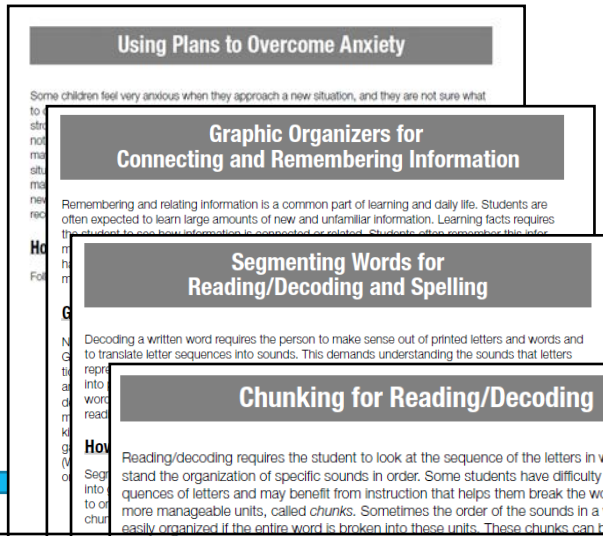
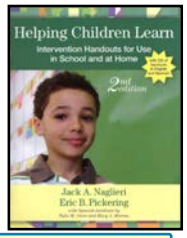


Interventions for Rocky



- Helping Children Learn Intervention Handouts for Use in School and at Home, *Second Edition*
  By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D.,
- Spanish handouts by
- Tulio Otero, Ph.D., &
- Mary Moreno, Ph.D.



PASS Theory & CAS2

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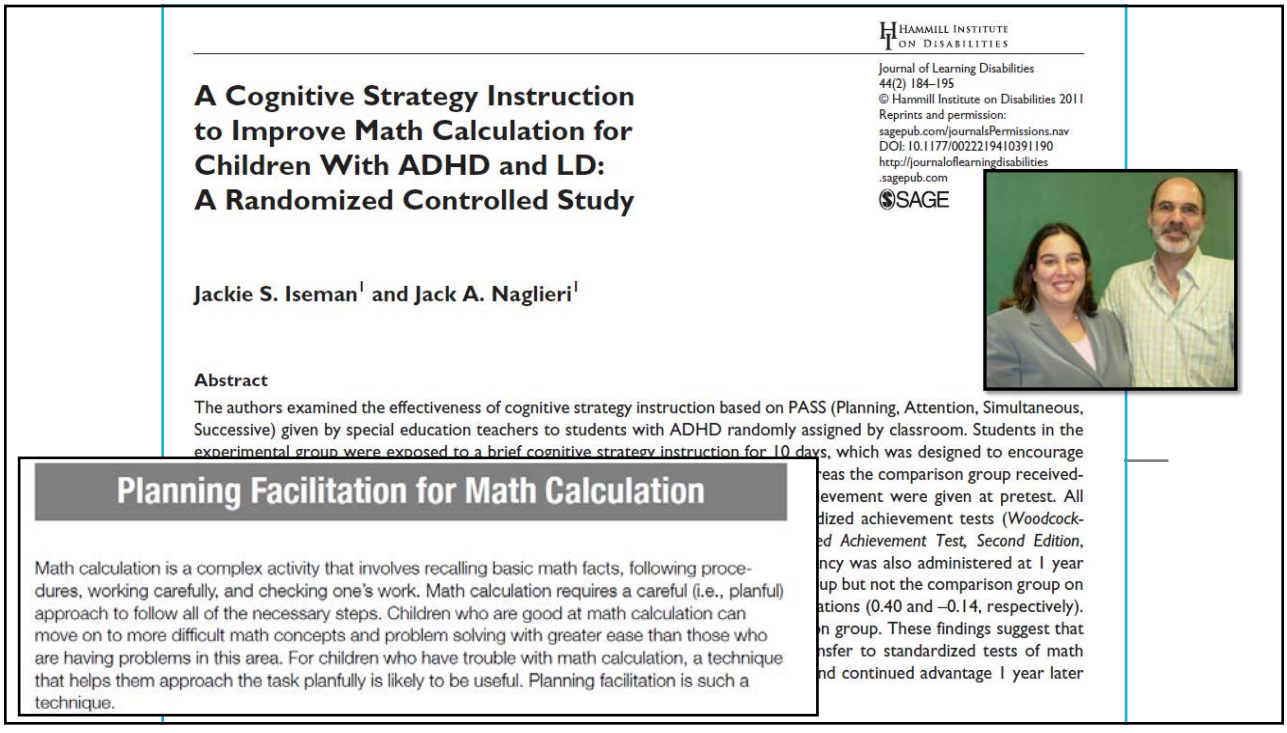


Instructional Sessions

- Math lessons were organized into "instructional sessions" delivered over 13 consecutive days
- Each instructional session was 30-40 minutes
- Each instructional session was comprised of three segments as shown below

10 minutes	10-20 minutes	10 minutes
10 minute math worksheet	Planning Facilitation or Normal Instruction	10 minute math worksheet

Experimental Group
19 worksheets with Planning Facilitation

Vs.

Control Group
19 worksheets with Normal Instruction

Planning (Metacognitive) Strategy Instruction

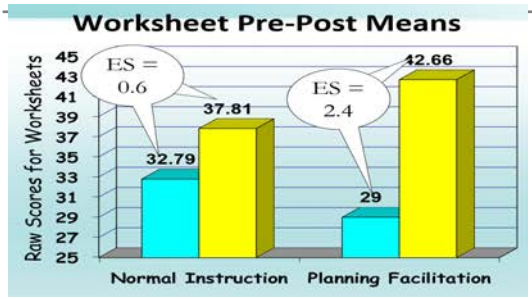
Teachers Asked

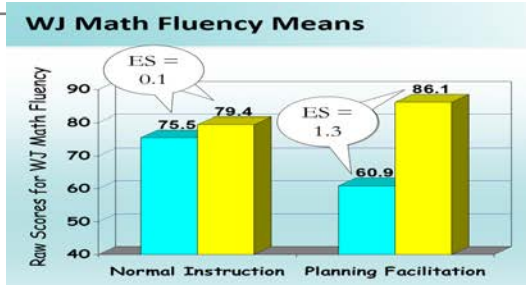
- Teachers *facilitated* discussions to help students become more self-reflective about use of strategies
- Teachers asked questions like:
  - What was your goal?
  - Where did you start the worksheet?
  - What strategies did you use?
  - How did the strategy help you reach your goal?
  - What will you do again next time?

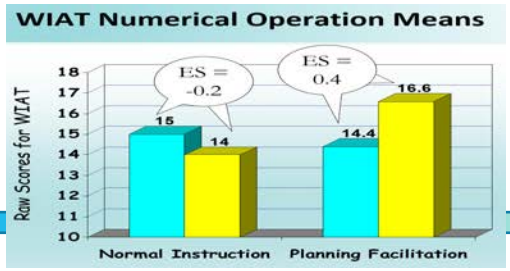
Students Responded

- "My goal was to do all of the easy problems on every page first, then do the others."
- "I do the problems I know, then I check my work."
- "I draw lines to keep the columns straight"
- "I did the ones that took the least time"

Pre-Post Means and Effect Sizes for the Students with LD and ADHD



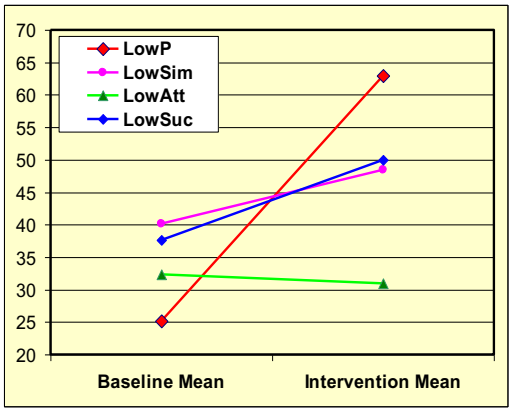




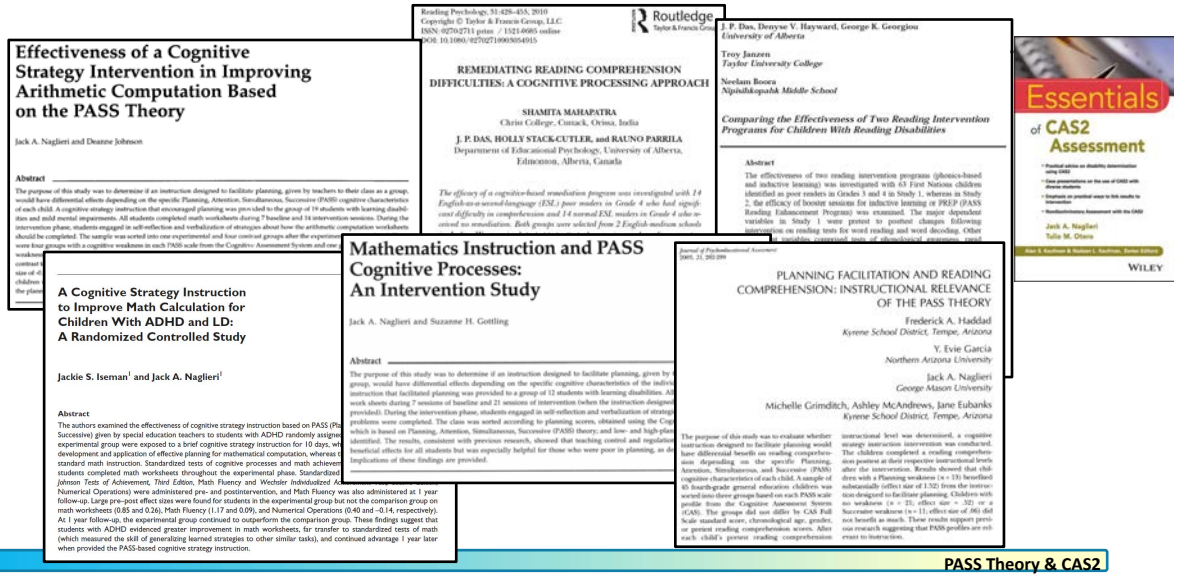
At 1-year follow-up, 27 of the students were retested on the WJ-III ACH Math Fluency subtest as part of the school's typical yearly evaluation of students. This group included 14 students from the comparison group and 13 students from the experimental group. The results indicated that the improvement of students in the experimental group ($M = 16.08$, $SD = 19$, $d = 0.85$) was significantly greater than the improvement of students in the comparison group ($M = 3.21$, $SD = 18.21$, $d = 0.09$).

Pre-Post Changes for the Students with LD and ADHD

- The students with a weakness in Planning, Simultaneous or Successive processing scales benefited from the Planning Facilitation method
- Importantly, the students with a weakness in Planning improved the most
- This has been the case in all the studies of Planning Facilitation
- COGNITION PREDICTS RESPONSE TO INTERVENTION



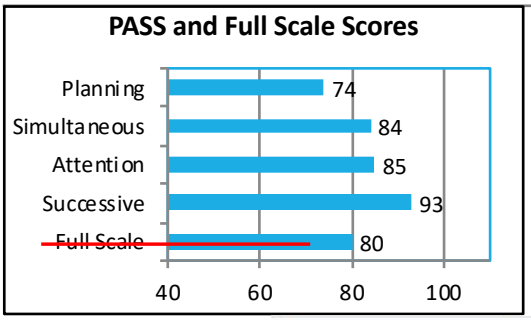
Summary of PASS Intervention Research in Essentials of CAS2

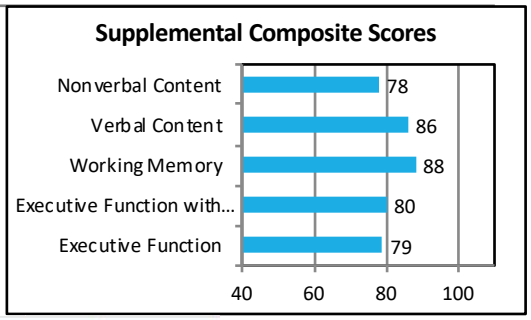


Jessica

- Previous diagnoses of ADHD, ODD, Anxiety and Depression.
- Received OT since 1st grade.
- Since 3rd grade the OT focus was helping the teacher to teach strategies for self monitoring, attention, visual sequencing, and organization
- Problems following verbal directions, inefficient work, struggles to work in a noisy setting, is distractable, fiddles with objects, inflexible, and frustrates easily.
- She receives speech and language services for language processing issues.
- Currently takes medications to manage her diagnoses, she takes Clonidine 0.2 mg to help with sleep and anger issues. She also takes Ritalin 40 mg ER in the am and 10 mg booster at lunch time.

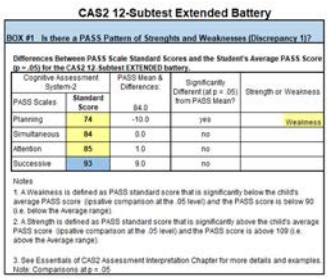
Jessica 4th grade





Composite/Subtest	Standard Scores	Percentile Rank	Descriptive Category
Reading Composite	74	4	Below average
Letter & Word Recognition	73	4	Below average
Reading Comprehension	76	5	Below average
Math Composite	68	2	Low
Math Concepts & Applications	65	1	Low
Math Computation	74	4	Below average
Written Language Composite	-	-	-
Spelling	66	1	Low

FREE PASS and KTEA-III Score Analyzer



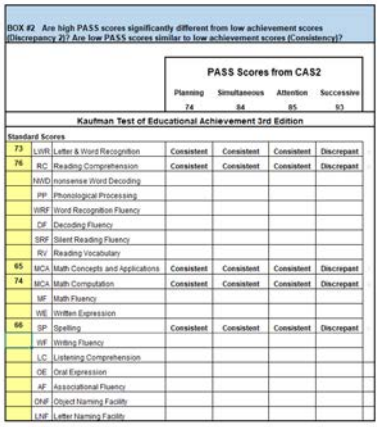
CAS2 12-Subtest Extended Battery

BOX #1 Is there a PASS Pattern of Strengths and Weaknesses (Discrepancy 1)?

Differences Between PASS Scale Standard Scores and the Student's Average PASS Score (p = .05) for the CAS2 12-Subtest EXTENDED battery.

Cognitive Assessment System-2 PASS Scales	Standard Score	PASS Mean & Differences: 84.0	Significantly Different (at p = .05) from PASS Mean?	Strength or Weakness
Planning	74	-10.0	yes	Weakness
Simultaneous	84	0.0	no	
Attention	85	1.0	no	
Successive	93	9.0	no	

Notes
1. A Weakness is defined as PASS standard score that is significantly below the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is below 90 (i.e. below the Average range).
2. A Strength is defined as PASS standard score that is significantly above the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is above 109 (i.e. above the Average range).
3. See Essentials of CAS2 Assessment Interpretation Chapter for more details and examples.
Note: Comparisons at p = .05

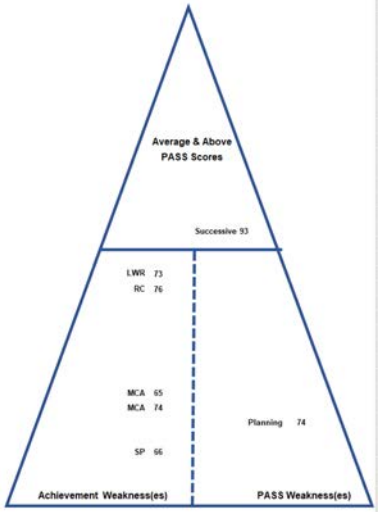


BOX #2 Are high PASS scores significantly different from low achievement scores (Discrepancy 2)? Are low PASS scores similar to low achievement scores (Consistency)?

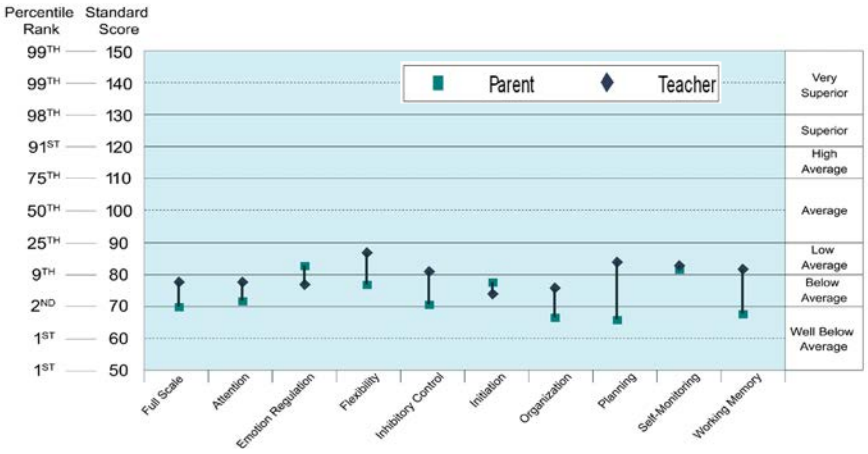
PASS Scores from CAS2: Planning 74, Simultaneous 84, Attention 85, Successive 93

Kaufman Test of Educational Achievement 3rd Edition

Standard Scores						
73	LWR	Letter & Word Recognition	Consistent	Consistent	Consistent	Discrepant
76	RC	Reading Comprehension	Consistent	Consistent	Consistent	Discrepant
	NWD	Nonsense Word Decoding				
	PP	Phonological Processing				
	WRF	Word Recognition Fluency				
	DF	Decoding Fluency				
	SRF	Silent Reading Fluency				
	RV	Reading Vocabulary				
65	MCA	Math Concepts and Applications	Consistent	Consistent	Consistent	Discrepant
74	MCA	Math Computation	Consistent	Consistent	Consistent	Discrepant
	MF	Math Fluency				
	WE	Written Expression				
66	SP	Spelling	Consistent	Consistent	Consistent	Discrepant
	WF	Writing Fluency				
	LC	Listening Comprehension				
	OE	Oral Expression				
	AF	Associational Fluency				
	ONF	Object Naming Facility				
	LNF	Letter Naming Facility				



Comprehensive Executive Function Inventory- CEFI



Impressions

- This case is an example of the behaviors (CEFI) that predict a low planning score on CAS2.
- Based on the data and teacher reports/observations, I see her low performance is driven by Low planning, EF, and Attention. She can't get to the point where she can fully recruit Simultaneous and Successive processes.

PASS Theory Based on Brain Function -– Attention

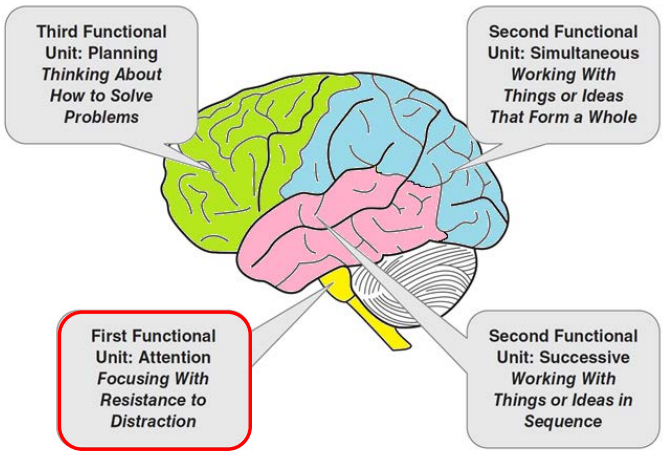


Figure 1.2 Three Functional Units and Associated Brain Structures

From: *Essentials of CAS2 Assessment*. Naglieri & Otero, 2017

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Attention Subtests

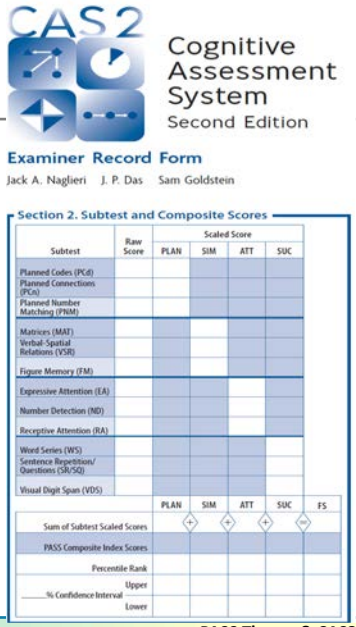
Expressive Attention

Number Detection

Find the numbers that look like this: 1 2						
1	5	1	4	2	2	5

Receptive Attention

N n	T r	b t
TR	n b	A a



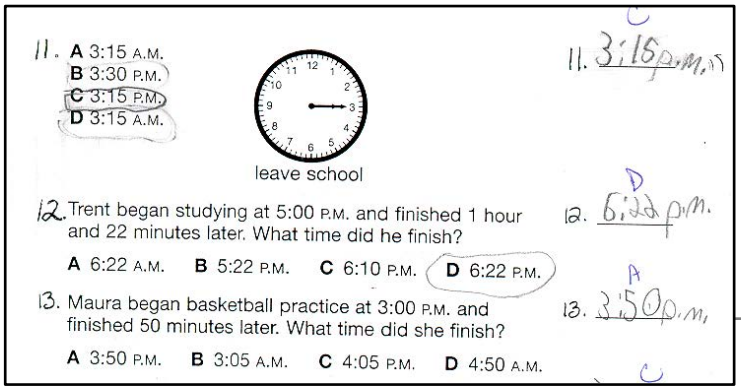
PASS Theory: Attention

- Attention is a basic psychological process we use to
  - selectively attend to some stimuli and ignores others
  - Focus our cognitive activity
  - Selective attention
  - Resistance to distraction
  - Listening, as opposed to hearing

RED	RED	BLUE
YELLOW	YELLOW	RED
BLUE	RED	YELLOW
BLUE	BLUE	BLUE
YELLOW	BLUE	YELLOW

BLU VERDE GIALLO

빨강 파랑 초록 노랑



11. A 3:15 A.M.
B 3:30 P.M.
C 3:15 P.M.
D 3:15 A.M.

leave school

11. 3:15 p.m.

12. Trent began studying at 5:00 P.M. and finished 1 hour and 22 minutes later. What time did he finish?

A 6:22 A.M. B 5:22 P.M. C 6:10 P.M. D 6:22 P.M.

12. 6:22 p.m.

13. Maura began basketball practice at 3:00 P.M. and finished 50 minutes later. What time did she finish?

A 3:50 P.M. B 3:05 A.M. C 4:05 P.M. D 4:50 A.M.

13. 3:50 p.m.

Attention

READING COMPREHENSION IS DIFFICULT BECAUSE OF THE SIMILARITY OF THE OPTIONS

Jose: Age 10, 5th Grade, Bilingual Student
by Tulio M. Otero, Ph.D.

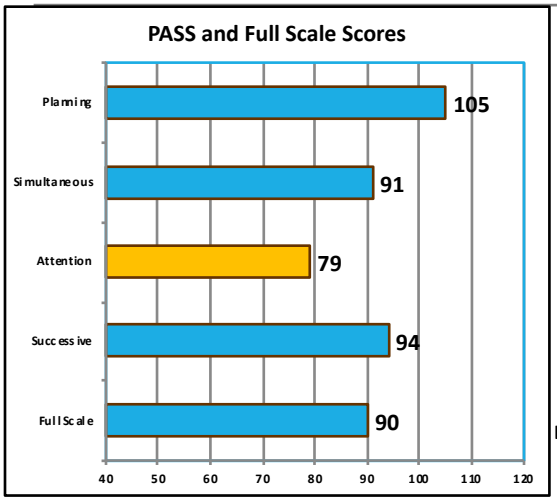
Jose reading problems and the teacher these concerns:

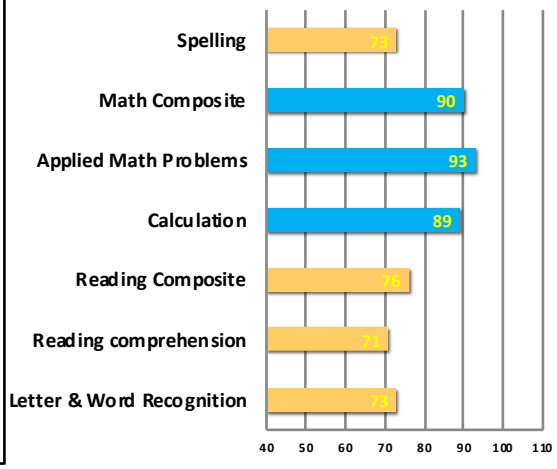
phonemic awareness, reading fluency, reading comprehension math problem-solving, spelling, written expression

Jose also receives ELL services and his current ACCESS scores are as follows: Listening 5.8, Speaking 1.9, Reading 2.8, Writing 3.5.

2018 WISC4 Spanish : VCI 55, PRI 92, WM 86, PS 91

CAS2 and KTEA-III Scores (January 2020)





Intervention Protocol (Naglieri & Kryza, 2019)

1. Help child understand their PASS strengths and challenges (be intentional & transparent)
2. Encourage Motivation & Persistence (student's mindset)
3. Encourage strategy use (build skill sets)
4. Encourage independence and self efficacy (metacognition, self assessment & self correction)

Jose was given this simple intervention

Remember to check how well you are attending. If you are having a problem, use a plan and look at this (taped to his desk).

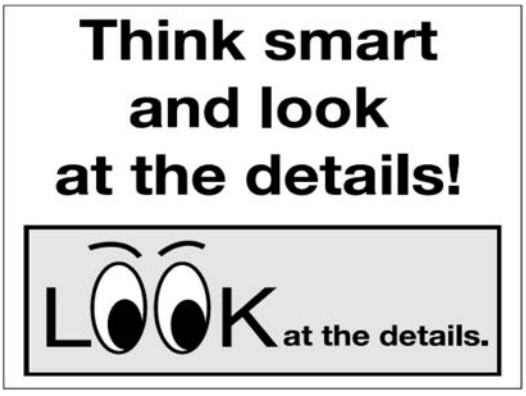
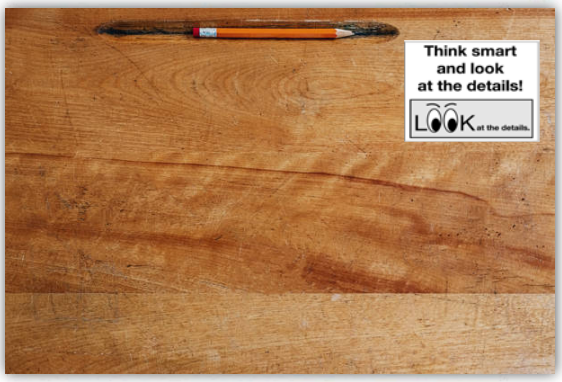


Figure 1. A graphic that reminds students to focus on information being discussed.

From: Naglieri, J. A., & Pickering, E. B. (2010). *Helping Children Learn: Intervention Handouts for Use at School and Home (Second Edition).* Baltimore, MD: Brookes Publishing.

Two weeks later!

- Teacher reported that José has increased his reading accuracy by at least 80%.
- He read 16 words correctly out of a list of 20.
- He has done this over the last 3. sessions.



PASS Theory Based on Brain Function - Simultaneous Processing

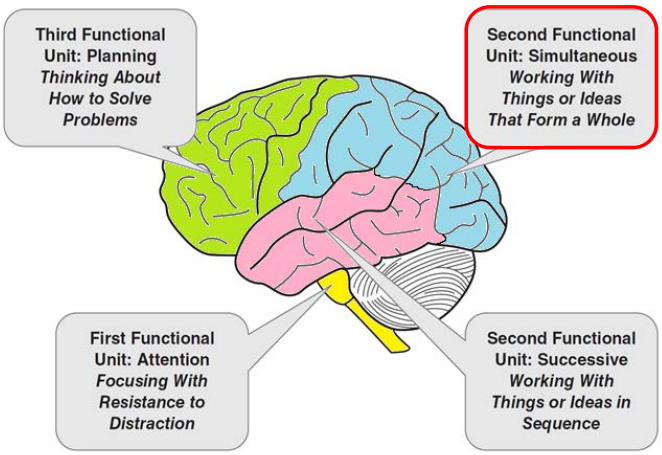


Figure 1.2 Three Functional Units and Associated Brain Structures

From: *Essentials of CAS2 Assessment*. Naglieri & Otero, 2017

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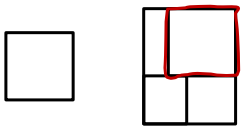
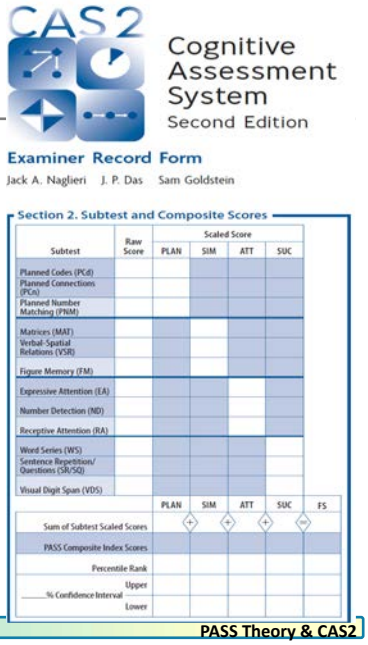
Simultaneous Subtests

Matrices

Verbal Spatial Relations

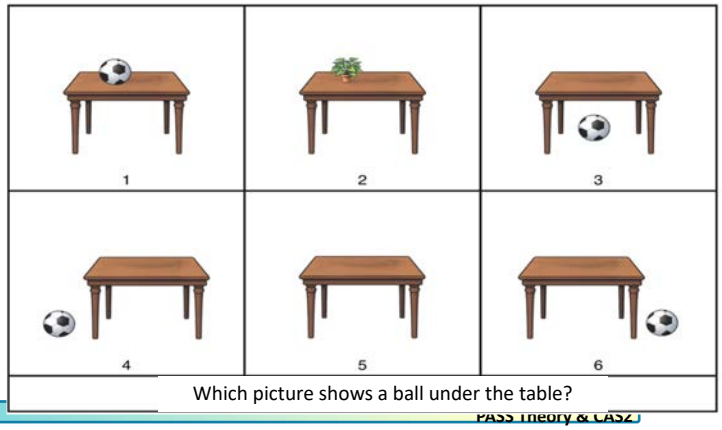
Figure Memory





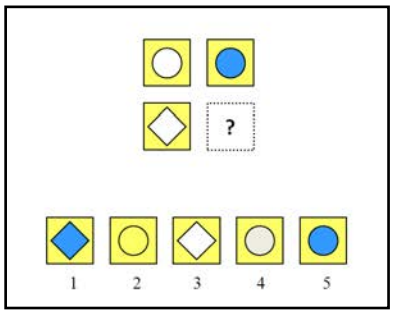
PASS Theory: Simultaneous

- **Simultaneous** processing is used to integrate stimuli into groups
  - Each piece must be related to the other
  - Stimuli are seen as a whole
- Academics:
  - Reading comprehension
  - geometry
  - math word problems
  - whole language
  - verbal concepts



Thinking vs Knowing

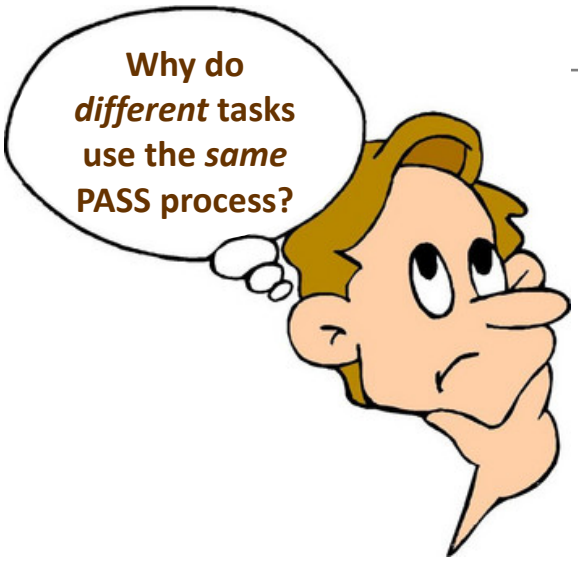
Solving these analogies demands the same kind of thinking



Girl is woman as boy is to ____?

3 is to 6 as 4 is to _____?

C^7 is to F as E^7 is to _____?

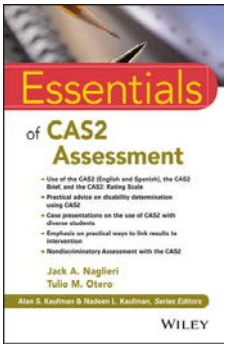


And Consider this…

- Even though the tasks were different in content (shapes, words, numbers & musical notations) and modality (auditory and visual), they required **Simultaneous** processing!

Case: Neil (Naglieri & Feifer, 2017, Intervention Chapter 5)

- Neil (9 year-old 4th grader)
  - Difficulty with spelling and written language math facts, and inconsistent with reading comprehending skills.
    - Difficulty keeping pace with his peers and often failed to complete his work in a timely manner.
    - The Child Development Team (CDT) recommended a comprehensive psychological evaluation.



PASS Theory & CAS2

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Case: Neil 4th grade –CAS2

CAS-2	STANDARD SCORE	RANGE
Planning:	**94**	**Average**
Attention:	**98**	**Average**
Simultaneous the ability to reason and problem solve by integrating separate elements into a conceptual whole, and often requires strong visual-spatial problem solving skills.	**74**	**Very Low**
Successive	**90**	**Average**
~~**CAS-2 Full SCale**~~	~~**89**~~	~~**Below Average**~~

FAR index	Standard score
Phonological Index	90
Fluency Index	73
Mixed Index	81
Comprehension Index	97
FAR Total Index	**84**

Case: Neil- FAR Subtest Interpretation

Simultaneous

KEY INTERPRETATION	Score	Percentile	Descriptor
Isolated Word Reading Fluency – the student reads a list of phonologically regular words arranged in order of increasing difficulty in 60 seconds.	86	18%	Below Average
Irregular Word Reading Fluency – the student reads a list of phonologically irregular words arranged in order of increasing difficulty in 60 seconds.	71	3%	Moderately Below Average

➢He can apply decoding skills to familiar words but lacks an effective strategy when reading phonologically irregular words.

Simultaneous

Simultaneous

KEY INTERPRETATION	Score	Percentile	Descriptor
Visual Perception – requires the student to identify letters printed backwards that are embedded within an array of words. A timed measure of text perception.	75	5%	Moderately Below Average
Orthographic Processing – the student must recall a group of letters in the correct order that are embedded within a target word presented for 1 second. A measure of orthographic working memory skills.	72	4%	Moderately Below Average

➢He struggles with both text perception, as well as orthographic processing, both of which are hindering his reading pace and fluency

Case: FAM Scores for Neil

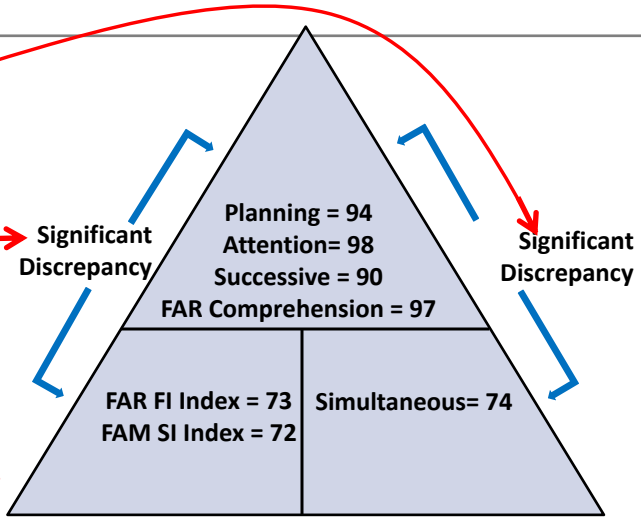
Like Verbal Spatial Relations subtest

Simultaneous

FAM Index	Standard Score	Percentile	Range
Procedural Index – measures the ability to count, order, and/or sequence numbers.	94	34%	Average
Verbal Index – measures the ability to automatically identify numbers, retrieve facts, and understand math terminology.	86	18%	Below Average
Semantic Index – measures the ability to determine magnitude representations, estimation, pattern recognition, and quantitative reasoning.	72	3%	Moderately Below Average
FAM TOTAL INDEX	79	8%	Moderately Below Average

Case: Discrepancy Consistency for Neil

- Discrepancy between high and low processing scores
- Discrepancy between high processing and low achievement
- Consistency between low processing and low achievement



Case: FAM Report Writer
Websites and Apps

1. Khan Academy *https://www.khanacademy.org/*
The Khan Academy is full of helpful videos explaining a variety of math topics, as well as other academic topics. There is an initial pre-test upon first logging in that determines appropriate starting levels.

2. Hooda Math *http://www.hoodamath.com/*
Hooda Math is geared toward helping kids practice and learn through games and computer activities. Specific math topics include addition, subtraction, multiplication, addition, geometry, basic physics, fractions, integers, and algebra.

3. Estimation 180 *http://www.estimation180.com*
Estimation 180 is a website that presents a new estimation challenge every day of the school year.

4. Patrick JMT *http://patrickjmt.com/*
The "JMT" in Patrick JMT stands for "Just Math Tutorials." This website has clear math videos on a variety of math related topics.

5. Cool Math 4 Kids *https://www.coolmath4kids.com*
A highly entertaining and interactive website offering games, activities, puzzles, and challenges for a variety of math topics for children.

PASS Theory Based on Brain Function – Successive Processing

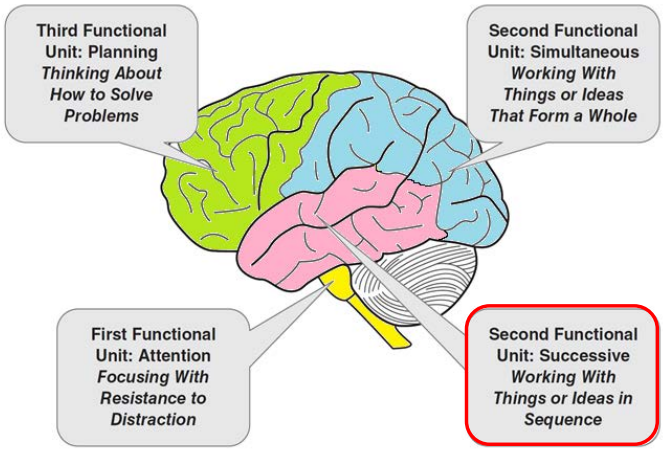


Figure 1.2 Three Functional Units and Associated Brain Structures

From: *Essentials of CAS2 Assessment*. Naglieri & Otero, 2017

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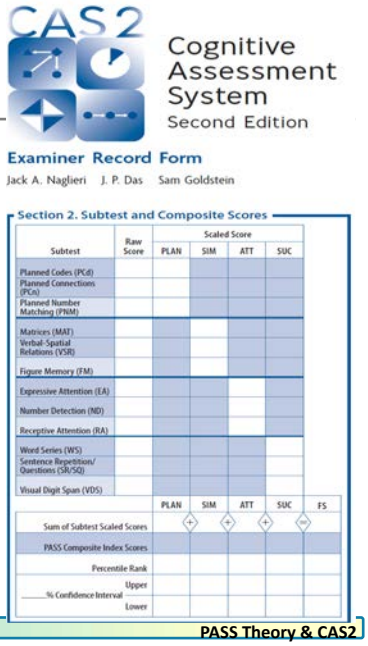
Successive Subtests

Word Series

Sentence Repetition or Sentence Questions

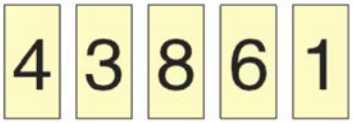
Visual Digit Span



PASS Theory: Successive

- **Successive** processing is a basic psychological process we use to manage stimuli in a specific serial order
  - Stimuli form a chain-like progression
  - Recall a series of words
  - Decoding words
  - Letter-sound correspondence
  - Phonological tasks
  - Understanding the syntax of sentences
  - Comprehension of written instructions

Recall of Numbers in Order
Successive Processing



Successive and Syntax

- Sentence Repetition
  - Child repeats sentences exactly as stated by the examiner such as:
  - ***The red greened the blue with a yellow.***
- Sentence Questions
  - Child answers a question about a statement made by the examiner such as the following:
  - ***The red greened the blue with a yellow. Who got greened?***

CAS2: Rating Scale Successive

Directions for Items 31–40. These questions ask how well the child or adolescent remembers things in order. The questions ask about working with numbers, words, or ideas in a series. The questions also ask about doing things in a certain order. Please rate how well the child or adolescent works with things in a specific order.

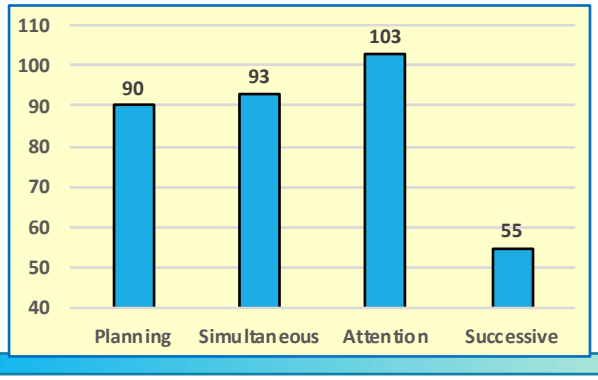
During the past month, how often did the child or adolescent . . .	Never	Rarely	Sometimes	Frequently	Always
31. recall a phone number after hearing it?	0	1	2	3	4
32. remember a list of words?	0	1	2	3	4
33. sound out hard words?	0	1	2	3	4
34. correctly repeat long, new words?	0	1	2	3	4
35. remember how to spell long words after seeing them once?	0	1	2	3	4
36. imitate a long sequence of sounds?	0	1	2	3	4
37. recall a summary of ideas word for word?	0	1	2	3	4
38. repeat long words easily?	0	1	2	3	4
39. repeat sentences easily, even if unsure of their meaning?	0	1	2	3	4
40. follow three to four directions given in order?	0	1	2	3	4

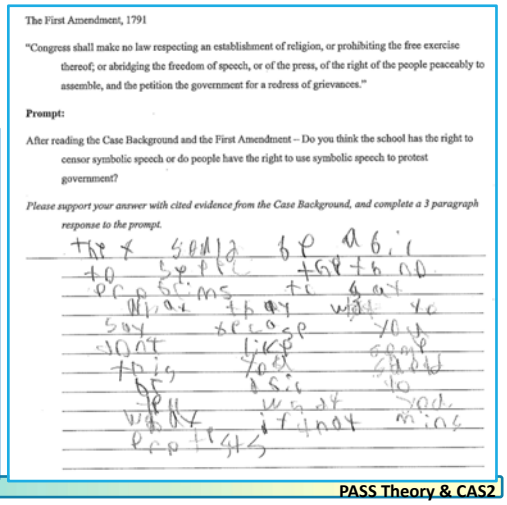
___ + ___ + ___ + ___ + ___ = ☐

Successive Raw Score

PASS and Handwriting

- Acquisition of handwriting demands Successive processing




The First Amendment, 1791

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, of the right of the people peaceably to assemble, and the petition the government for a redress of grievances."

Prompt:

After reading the Case Background and the First Amendment -- Do you think the school has the right to censor symbolic speech or do people have the right to use symbolic speech to protest government?

Please support your answer with cited evidence from the Case Background, and complete a 3 paragraph response to the prompt.

CASE by Tulio Otero: Alex (C.A. 6-7 GRADE 1)

REASON FOR REFERRAL

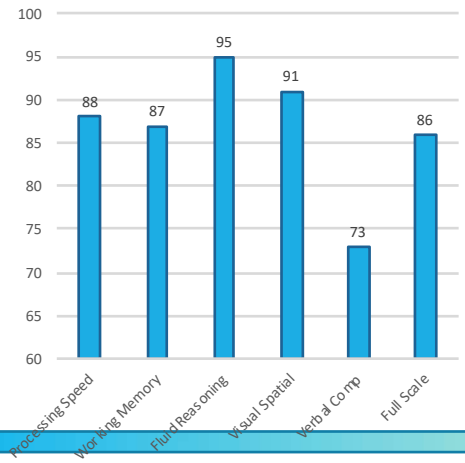
Is classified as Intellectual Disability. Team is interested in changing eligibility

- Academic:
  Limited skill to identify letters sounds
  Possible ASD
- Conversationally Bilingual
- Behavior:
  - Difficulty following directions
  - Attention concerns

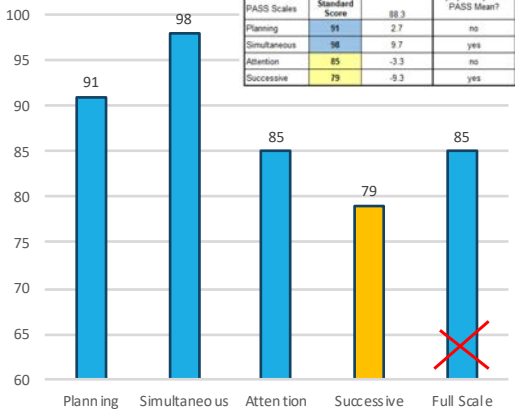
Note: this is not a picture of Alex

WISC-V and CAS2 Scores Alex (C.A. 6-7 Grade 1)

WISC-V



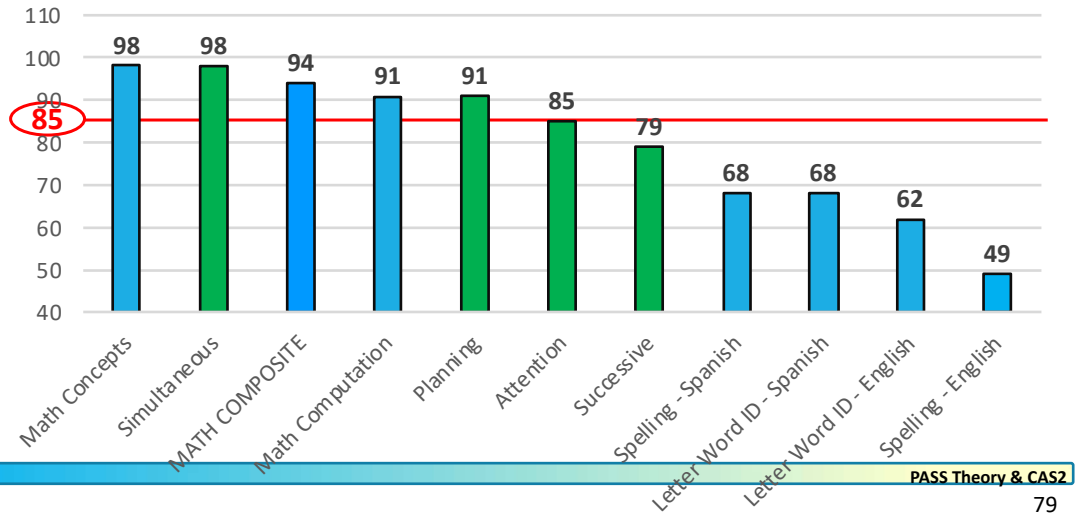
CAS2



Differences Between PASS Scale Standard Scores and the Student's Average PASS Score (p = .05) for the CAS2 12 Subtest EXTENDED battery.

Cognitive Assessment System: 2		PASS Mean & Differences:		
PASS Scales	Standard Score	88.3	Significantly Different (at p = .05) from PASS Mean?	Strength or Weakness
Planning	91	2.7	no	
Simultaneous	98	9.7	yes	
Attention	85	-3.3	no	
Successive	79	-9.3	yes	Weakness

KTEA 3 and CAS2 Scores for Alex



PASS Theory & CAS2

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PASS Strengths & Weakness with KTEA

CAS2 12-Subtest Extended Battery

BOX #1 Is there a PASS Pattern of Strengths and Weaknesses (Discrepancy 1)?

Differences Between PASS Scale Standard Scores and the Student's Average PASS Score (p = .05) for the CAS2 12-Subtest EXTENDED battery.

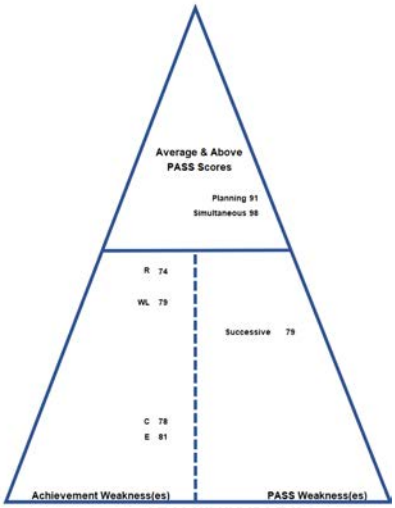
Cognitive Assessment System 2		PASS Mean & Differences:		
PASS Scales	Standard Score	88.3	Significantly Different (at p = .05) from PASS Mean?	Strength or Weakness
Planning	91	2.7	no	
Simultaneous	98	9.7	yes	
Attention	85	-3.3	no	
Successive	79	-9.3	yes	Weakness

Notes

1. A Weakness is defined as PASS standard score that is significantly below the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is below 90 (i.e. below the Average range).
2. A Strength is defined as PASS standard score that is significantly above the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is above 109 (i.e. above the Average range).
3. See Essentials of CAS2 Assessment Interpretation Chapter for more details and examples. Note Comparisons at p = .05

BOX #2 Are high PASS scores significantly different from low achievement scores (Discrepancy 2)? Are low PASS scores similar to low achievement scores (Consistency)?

			PASS Scores from CAS2			
			Planning	Simultaneous	Attention	Successive
			91	98	85	79
Kaufman Test of Educational Achievement 3rd Edition						
Standard Scores						
74	R	Reading	Discrepant	Discrepant	Consistent	Consistent
98	M	Math				
79	WL	Written Language	Discrepant	Discrepant	Consistent	Consistent
	ASB	Academic Skills Battery				
	SS	Sound-Symbol				
	DF	Decoding Fluency				
	RF	Reading Fluency				
	RU	Reading Understanding				
	OL	Oral Language				
	OR	Oral Fluency				
78	C	Comprehension	Discrepant	Discrepant	Consistent	Consistent
81	E	Expression		Discrepant	Consistent	Consistent
	OP	Orthographic Processing				
	AF	Academic Fluency				



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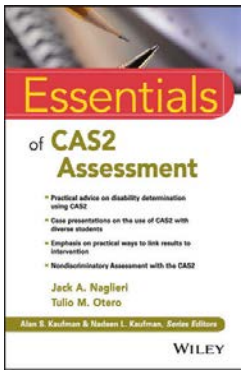
Alex and PASS (by Dr. Otero)

- Alex's profile is revealing
- He has good processing scores:
  - Simultaneous = 91 and Planning = 98
- He has a "disorder in one or more of the basic psychological processes
  - Attention = 85 and Successive = 79
- Using the Discrepancy Consistency Method (1999, 2017) he meets criteria for SLD (see Naglieri & Otero, 2017).

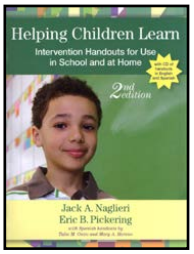


Intervention Protocol (Naglieri & Kryza, 2019)

1. Help child understand their PASS strengths and challenges (be intentional & transparent)
2. Encourage Motivation & Persistence (student's mindset)
3. Encourage strategy use (build skill sets)
4. Encourage independence and self-efficacy (metacognition, self-assessment & self-correction)

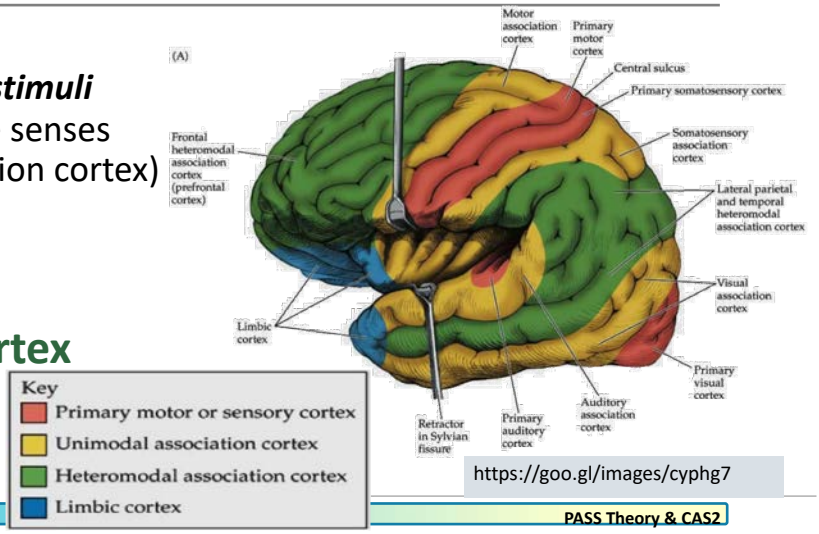
Be Intentional and Transparent

- Give Alex the PASS handouts
  - *"The test showed that your brain is strong in seeing the BIG PICTURE (Simultaneous Processing) and*
  - *Recognizing strategies to use. (Planning Processing) Does that make sense to you?*
- Explain to him the PASS areas that are challenges for him
  - The part of your brain that makes learning challenging for you is the part that helps pay close attention, not get distracted by things around you, and keep all kinds of information in sequence (in order).
  - We're going to work on using your strengths and helping you develop more skills.



Heteromodal Association Cortex (Goldberg, 2006)

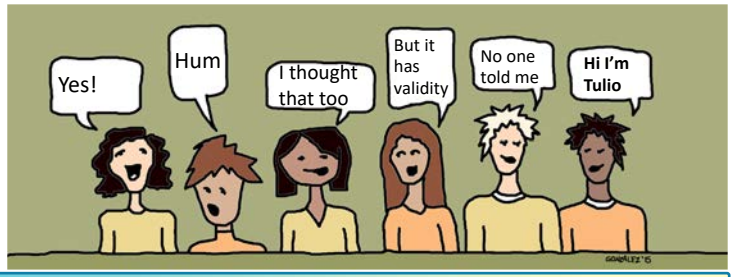
- Our brains ***merge stimuli*** coming in from the senses (unimodal association cortex) into one stream of information in the **Heteromodal association cortex**
- (green areas)



https://goo.gl/images/cyphg7

Core Group Activity

- **QUESTIONS:**
- **What are the advantages of using PASS theory as measured by the CAS2**
- **What are the obstacles?**

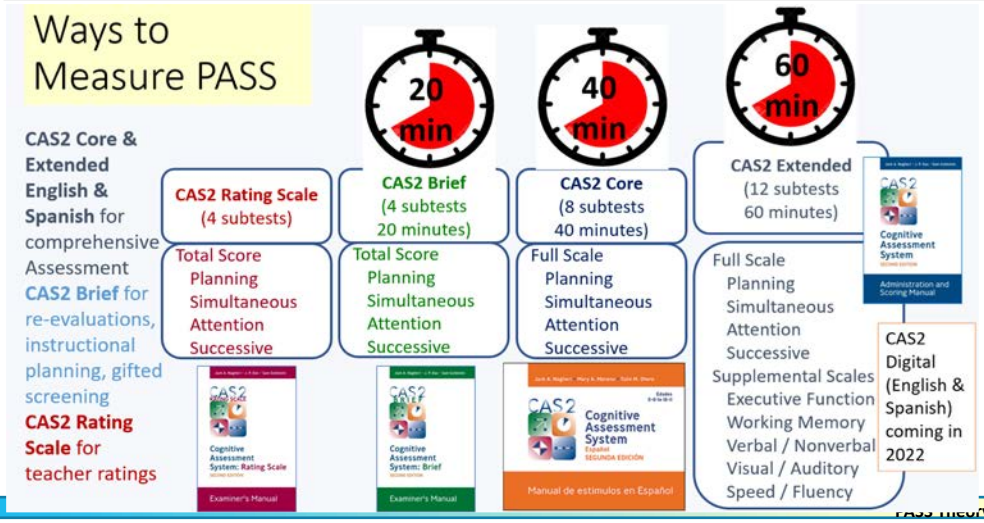


PASS → CAS2

A Theory Based on Brain Function	• Thinking vs Knowing and Social Justice
From PASS to CAS2	• A Different View of People
Research Update	• PASS and Equity – Measure Thinking not Knowing • To *g* or not to *g*
Administration and Interpretation Issues	• Test order, subtest interpretation, etc.
Reasons To Change	• Validity of PASS Theory

PASS Comprehensive System

(Naglieri, Das, & Goldstein, 2014)



CAS2 for (Ages 5-18 yrs.)

NEW! CAS2 Digital (English and Spanish) coming in 2021 with integrated scoring and narrative report

CAS2 Online Score & Report

http://www.proedinc.com/customer/ProductView.aspx?ID=7277

- Enter data at the subtest level or enter subtest raw scores
- Online program converts raw scores to standard scores, percentiles, etc. for all scales.
- A narrative report with graphs and scores is provided

CAS2: Brief

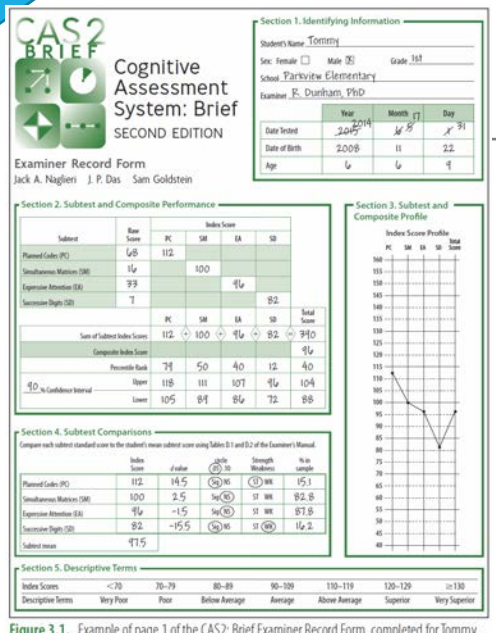
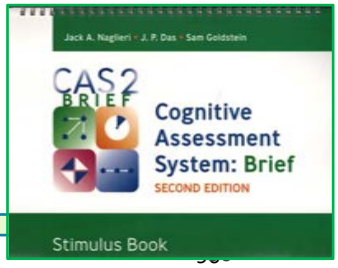


Figure 3.1. Example of page 1 of the CAS2: Brief Examiner Record Form, completed for Tommy.

- Yields PASS and Total standard scores (Mn 100, SD 15)
- Directions for administration are in the Record Form
- For Re-evaluations and Screening
- All items are different from CAS2
  - Planned Codes
  - Simultaneous Matrices
  - Expressive Attention
  - Successive Digits



CAS2: Brief

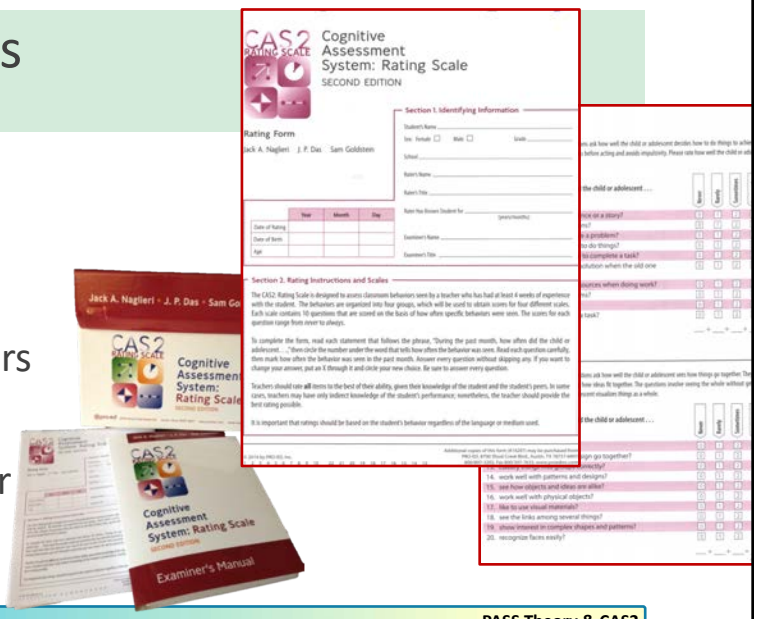
- CAS2: Brief takes 20 minutes to administer
- It is intended to be used for instructional planning during Tier 2
- It is also used as a screening tool for a fast evaluation of PASS neurocognitive ability scores
- Also helpful for re-evaluations

CAS2: Brief Standard Scores

Planning	Attention	Simultaneous	Successive
133	91	103	125
94	82	94	78
61	91	90	100
91	92	97	100
70	83	100	70
65	75	66	50
40	89	68	80
87	87	87	85
89	85	90	70
96	103	101	85
59	61	62	55
99	98	105	125
56	82	92	85
103	83	92	80
97	99	100	115
94	89	99	90
95	76	97	122
81	98	70	75
96	105	100	95
75	89	98	55
81	79	104	110
77	85	100	80
52	81	80	65
94	82	82	100
56	145	106	115
86	95	75	80
80	74	82	75
134	89	107	85
96	83	85	100
88	79	73	80
64	129	98	121
98	118	85	75
85	97	75	80
98	107	102	83
64	91	90	65
83	91	93	60
MN	83.8	91.2	90.2	86.5
SD	20.1	15.6	12.4	20.4

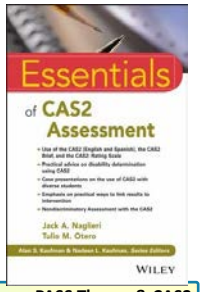
CAS2 Rating Scales
(Ages 4-18 yrs.)

- The CAS2: Rating measures behaviors associated with PASS constructs
- Completed by teachers and can be used by psychologists, special educators and regular educators



CAS2, CAS2 Online Score and Report Write, CAS2-Espanol, CAS2: Brief, CAS2 Rating Scale

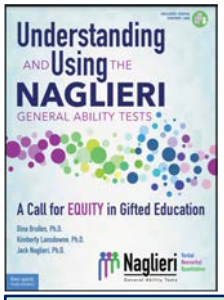
- This book is the most complete discussion of PASS theory and its measurement
- Chapters cover all versions of the CAS2 as well as the online scoring and report writer
- Administration, scoring, interpretation
- Reliability, validity (PASS profiles, evidence of test fairness,
- Discrepancy Consistency Method for SLD
- Intervention planning and clinical case studies



CAS2 is Different

My Professional Journey	• An Awakening About Traditional Intelligence Tests
A Theory Based on Brain Function	• Thinking vs Knowing and Social Justice
From PASS to CAS2	• A Different View of People
Research Update	• PASS and Equity – Measure Thinking not Knowing • To *g* or not to *g*
Administration and Interpretation Issues	• Test order, subtest interpretation, etc.
Reasons To Change	• Validity of PASS Theory

Race and Ethnic Differences by Ability Test



***Traditional* and *2nd-Generation* Ability Tests**

See Brulles, D., Lansdowne, K. & Naglieri, J. A. (2022). Understanding and Using the Naglieri General Ability Tests: A Call to Equity in Gifted Education. Minneapolis, MN: Free Spirit Publishing for more details.

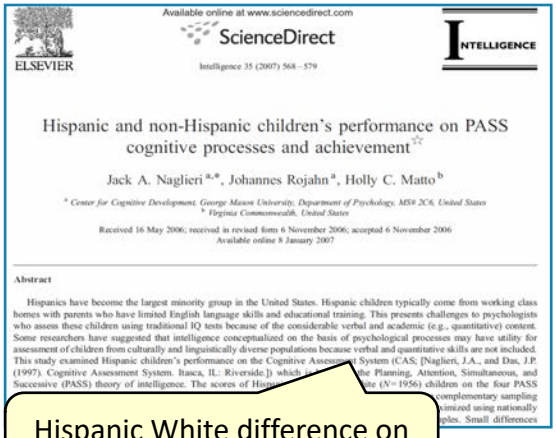
Note: Even though a test may not show psychometric bias those tests with academic content that show large mean score differences are not equitable and are unfair.

	By Race	By Ethnicity
Tests that require knowledge	**Mn = 9.5**	**Mn = 5.2**
Otis-Lennon School Ability Test (distric wide)	13.6	
Stanford-Binet IV (normative sample)	12.6	
WISC-V (normative sample)	11.6	
WJ- III (normative sample)	10.9	10.7
CogAT7 (Nonverbal scale)	11.8	7.6
CogAT7 - Verbal	6.6	5.3
CogAT7-Quantitative	5.6	3.6
CogAT- Nonverbal	6.4	2.9
CogAT-Total (V, Q & NV)	7.0	4.5
WISC-V (statistical controls normative sample)	8.7	
Tests that require minimal knowledge	**Mn = 4.3**	**Mn = 2.9**
K-ABC (normative sample)	7.0	
K-ABC (matched samples)	6.1	
KABC-II (adjusted for gender & SES)	6.7	5.4
CAS-2 (normative sample)	6.3	4.5
CAS (statistical controls normative sample)	4.8	4.8
CAS-2 (statistical controls normative sample)	4.3	1.8
CAS-2 Brief (normative samples)	2.0	2.8
NNAT (matched samples)	4.2	2.8
Naglieri General Ability Test-Verbal	2.2	1.6
Naglieri General Ability Test-Nonverbal	1.0	1.1
Naglieri General Ability Test-Quantitative	3.2	1.3

Note: The results summarized here were reported for the Otis-Lennon School Ability Test by Avant and O'Neal (1986); Stanford-Binet IV by Wasserman (2000); Woodcock-Johnson III race differences by Edwards and Oakland (2006) and ethnic differences by Sotelo-Dynega, Ortiz, Flanagan, and Chaplin (2013); CogAT7 by Carman, Walther and Bartsch (2018) and Lohman (2016), WISC-V by Kaufman, Raiford, and Coalson (2016); Kaufman Assessment Battery for Children-II by Lichtenberger, Volker, Kaufman & Kaufman, (2006); CAS by Naglieri, Rojahn, Matto, and Aquilino (2005); CAS-2 and CAS2:Brief by Naglieri, Das, and Goldstein, 2014a and 2014b; Naglieri Nonverbal Ability Test by Naglieri and Ronning (2000), and Naglieri General Ability Tests by Naglieri, Brulles, and Lansdowne (2022).

PASS Scores for Hispanics

Naglieri, Rojahn, Matto (2007)



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INTELLIGENCE
Intelligence 35 (2007) 568–579

Hispanic and non-Hispanic children's performance on PASS cognitive processes and achievement☆

Jack A. Naglieri[a,*], Johannes Rojahn[a], Holly C. Matto[b]

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[b] Virginia Commonwealth, United States

Received 16 May 2006; received in revised form 6 November 2006; accepted 6 November 2006
Available online 8 January 2007

Abstract

Hispanics have become the largest minority group in the United States. Hispanic children typically come from working class homes with parents who have limited English language skills and educational training. This presents challenges to psychologists who assess these children using traditional IQ tests because of the considerable verbal and academic (e.g., quantitative) content. Some researchers have suggested that intelligence conceptualized on the basis of psychological processes may have utility for assessment of children from culturally and linguistically diverse populations because verbal and quantitative skills are not included. This study examined Hispanic children's performance on the Cognitive Assessment System (CAS; [Naglieri, J.A., and Das, J.P. (1997). Cognitive Assessment System. Itasca, IL: Riverside.]) which is based on the Planning, Attention, Simultaneous, and Successive (PASS) theory of intelligence. The scores of Hispanic (N=1956) children on the four PASS complementary sampling ...imized using nationally ...ples. Small differences

Hispanic White difference on CAS Full Scale of **4.8**

WJ-III and ELL Hispanic Students

(Sotelo-Dynega, Ortiz, Flanagan & Chaplin, 2013)

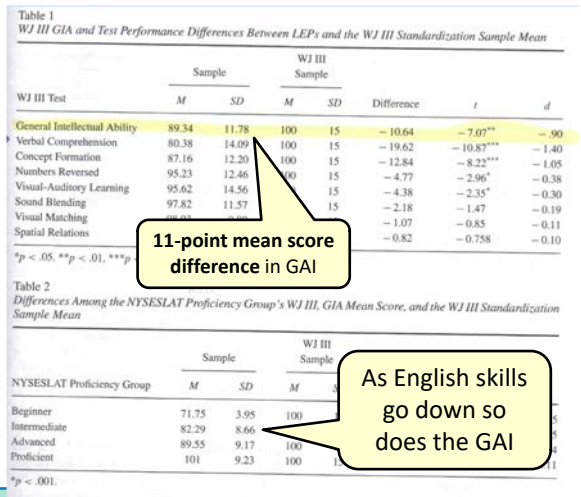

Table 1
WJ III GIA and Test Performance Differences Between LEPs and the WJ III Standardization Sample Mean

WJ III Test	Sample M	Sample SD	WJ III Sample M	WJ III Sample SD	Difference	t	d
General Intellectual Ability	89.34	11.78	100	15	−10.64	−7.07**	−.90
Verbal Comprehension	80.38	14.09	100	15	−19.62	−10.87***	−1.40
Concept Formation	87.16	12.20	100	15	−12.84	−8.22***	−1.05
Numbers Reversed	95.23	12.46	100	15	−4.77	−2.96*	−0.38
Visual-Auditory Learning	95.62	14.56	100	15	−4.38	−2.35*	−0.30
Sound Blending	97.82	11.57	100	15	−2.18	−1.47	−0.19
Visual Matching	[illegible]	[illegible]	[illegible]	[illegible]	−1.07	−0.85	−0.11
Spatial Relations	[illegible]	[illegible]	[illegible]	[illegible]	−0.82	−0.758	−0.10

*p < .05. **p < .01. ***p

11-point mean score difference in GAI

Table 2
Differences Among the NYSESLAT Proficiency Group's WJ III, GIA Mean Score, and the WJ III Standardization Sample Mean

NYSESLAT Proficiency Group	Sample M	Sample SD	WJ III Sample M	WJ III Sample SD
Beginner	71.75	3.95	100	
Intermediate	82.29	8.66	100	
Advanced	89.55	9.17	100	
Proficient	101	9.23	100	

*p < .001.

As English skills go down so does the GAI

PASS scores – English and Spanish

Bilingual Hispanic Children's Performance on the English and Spanish Versions of the Cognitive Assessment System

School Psychology Quarterly
2007, Vol. 22, No. 3, 432–448

Jack A. Naglieri
George Mason University
Tulio Otero
Columbia College, Elgin Campus
Brianna DeLauder
George Mason University
Holly Matto
Virginia Commonwealth University

This study compared the performance of referred bilingual Hispanic children on the Planning, Attention, Simultaneous, Successive (PASS) theory as measured by English and Spanish versions of the Cognitive Assessment System (CAS; Naglieri & Das, 1997a). The results suggest that students scored similarly on both English and Spanish versions of the CAS. Within each version of the CAS, the bilingual children earned their lowest scores in Successive processing regardless of the language us… ences were noted between the … Simultaneous and Successive … were similar. Specific subtest… were found to contribute to … versions of the CAS. Compar… ness on both versions of the … sistently despite the language …

Keywords: bilingual assessment, … tem, non-biased assessment

APPLIED NEUROPSYCHOLOGY: CHILD, 0: 1–9, 2012

ISSN: 2162-2965 print/2162-2973 online
DOI: 10.1080/21622965.2012.670547
Psychology Press

The Neurocognitive Assessment of Hispanic English-Language Learners With Reading Failure

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Departments of Clinical Psychology and School Psychology, Chicago School of Professional Psychology, Chicago, Illinois
Lauren Gonzales
George Mason University, Fairfax, Virginia
Jack A. Naglieri
University of Virginia, Fairfax, Virginia

This study examined the performance of referred Hispanic English-language learners ($N = 40$) on the English and Spanish versions of the *Cognitive Assessment System* (CAS; Naglieri & Das, 1997). The CAS measures basic neuropsychological processes based on the Planning, Attention, Simultaneous, and Successive (PASS) theory (Naglieri & Das, … S) scores as well as PASS processing scale … rences were found in FS scores or in any of … English ($M = 86.4$, $SD = 8.73$) and Spanish … (uncorrected) and .99 (corrected for range … s in Successive processing regardless of the … PASS cognitive profiles were similar on … cales. These findings suggest that students … and that the CAS may be a useful measure … n with underdeveloped English-language

- Very similar scores in English and Spanish versions of CAS
- >**90% agreement** between PASS weakness & strengths using English and Spanish CAS in **BOTH** studies

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CAS in Italy

Using US norms, Italian sample (N = 809) CAS Full Scale was 100.9 and matched US sample (N = 1,174) was 100.5 and factorial invariance was found

Psychological Assessment

1040-3590/12/$12.00 DOI: 10.1037/a0029828

Multigroup Confirmatory Factor Analysis of U.S. and Italian Children's Performance on the PASS Theory of Intelligence as Measured by the Cognitive Assessment System

Jack A. Naglieri
University of Virginia and Devereux Center for Resilient Children
Stefano Taddei
University of Florence
Kevin Williams
Multi-Health Services, Toronto, Ontario, Canada

This study examined Italian and U.S. children's performance on the English and Italian versions, respectively, of the Cognitive Assessment System (CAS; Naglieri & Conway, 2009; Naglieri & Das, 1997), a test based on a neurocognitive theory of intelligence entitled PASS (Planning, Attention, Simultaneous, and Successive; Naglieri & Das, 1997; Naglieri & Otero, 2011). CAS subtest, PASS scales, and Full Scale scores for Italian ($N = 809$) and U.S. ($N = 1,174$) samples, matched by age and gender, were examined. Multigroup confirmatory factor analysis results supported the configural invariance of the CAS factor structure between Italians and Americans for the 5- to 7-year-old (root-mean-square error of approximation [RMSEA] = .038; 90% confidence interval [CI] = .033, .043; comparative fit index [CFI] = .96) and 8- to 18-year-old (RMSEA = .036; 90% CI = .028, .043; CFI = .97) age groups. The Full Scale standard scores (using the U.S. norms) for the Italian (100.9) and U.S. (100.5) samples were nearly identical. The scores between the samples for the PASS scales were very similar, except for the Attention Scale ($d = 0.26$), where the Italian sample's mean score was slightly higher. Negligible mean differences were found for 9 of the 13 subtest scores, 3 showed small d-ratios (2 in favor of the Italian sample), and 1 was large (in favor of the U.S. sample), but some differences in subtest variances were found. These findings suggest that the PASS theory, as measured by CAS, yields similar mean scores and showed factorial invariance for these samples of Italian and American children, who differ on cultural and linguistic characteristics.

PASS Theory & CAS2

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Measuring Thinking using CAS

- ***White*** children earned similar scores on the Verbal and Performance scales
- ***Black*** children earned lower VIQ than PIQ scores due to language / achievement tasks → low Full Scale
- ***Black*** children earned ***higher*** Full Scale scores on CAS than whites
- ***Fewer*** Black children would be identified as having intellectual disability based on Full Scale scores using CAS than WISC-III
- *THIS IS A SOCIAL JUSTICE ISSUE*.

American Journal on Mental Retardation, 2001, Vol. 106, No. 4, 359-367

Intellectual Classification of Black and White Children in Special Education Programs Using the WISC-III and the Cognitive Assessment System

Jack A. Naglieri
George Mason University

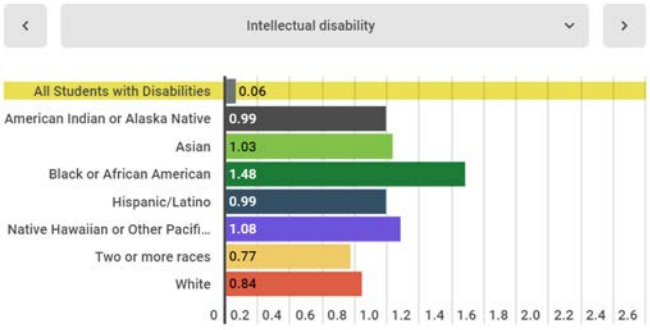
Johannes Rojahn
The Ohio State University

OSEP Office of Special Education Programs
Office of Special Education and Rehabilitative Services

OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B

For the purposes of this fact sheet, racial ethnic groups are defined in the IDEA Part B Child Count and Educational Environments for School Year 2019-2020, OSEP Data Documentation. https://www2.ed.gov/programs/osepidea/618-data/collection-documentation/data-documentation-files/part-b/child-count-and-educational-environment/idea-partb-childcountandedenvironment-2019-20.pdf

Risk Ratio of Students with Disabilities by Disability Category and by Specific Race and Ethnicity, Ages 5 (in kindergarten) through 21: SY 2019-20



The relative risk (or risk ratio) of students with disabilities served under IDEA by disability category and race and Ethnicity is the probability of a student with a disability being identified for intellectual disability. The higher the number, the larger the probability. For example, nationally, Black Students with Disabilities were 1.48 times more likely to be identified with intellectual disability compared to all students with disabilities.

https://sites.ed.gov/idea/osep-fast-facts-race-and-ethnicity-of-children-with-disabilities-served-under-idea-part-b/

https://idaamerica.org/ida_today/disproportionate-identification-of-students-of-color-in-special-education/

Research on Interpretation of Test Scores and PSW

Journal Information
Journal TOC

PsycARTICLES: Journal Article

Structural validity of the Wechsler Intelligence Scale for Children–Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests.

© Request Permissions

Canivez, Gary L.,Watkins, Marley W.,Dombrowski, Stefan C.

Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2017). Structural validity of the Wechsler Intelligence Scale for Children–Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment, 29*(4), 458–472. https://doi.org/10.1037/pas0000358

Support for 'g'

- …The small portions of variance uniquely captured by [subtests]… render the group factors [scales]of questionable interpretive value independent of g (FSIQ general intelligence)
- Present CFA results confirm the EFA results (Canivez, Watkins, & Dombrowski, 2015); Dombrowski, Canivez, Watkins, & Beaujean (2015); and Canivez, Dombrowski, & Watkins (2015).

Revisiting Carroll's Survey of Factor-Analytic Studies: Implications for the Clinical Assessment of Intelligence

Nicholas F. Benson and A. Alexander Beaujean
Baylor University

Ryan J. McGill
College of William & Mary

Stefan C. Dombrowski
Rider University

- **The results of this study indicate that most cognitive abilities specified in** John Carroll's **three-stratum theory have little-to-no interpretive relevance above and beyond that of general intelligence.**

Research Supports 'g' but little More

Benson, N. F., Beaujean, A. A., McGill, R. J, & Dombrowski, S. C. (2018). Revisiting **Carroll's Survey of Factor-Analytic Studies**: Implications for the Clinical Assessment of Intelligence. *Psychological Assessment,* 30, 8, 1028–1038.

Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2017). Structural validity of the **Wechsler Intelligence Scale for Children–Fifth Edition:** Confirmatory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment, 29,* 458-472.

Canivez, G. L., & McGill, R. J. (2016). Factor structure of the **Differential Ability Scales–Second Edition**: Exploratory and hierarchical factor analyses with the core subtests. *Psychological Assessment, 28,* 1475-1488. http://dx.doi.org/10.1037/pas0000279

Canivez, G. L., & McGill, R. J. (2016). Factor structure of the **Differential Ability Scales-Second Edition**: Exploratory and hierarchical factor analyses with the core subtests. Psychological Assessment, 28, 1475–1488. https://doi.org/10.1037/pas0000279

Canivez, G. L. (2008). Orthogonal higher order factor structure of the **Stanford-Binet Intelligence Scales-Fifth Edition** for children and adolescents. School Psychology Quarterly, 23, 533–541.

Dombrowski, S. C., **Canivez, G. L.,** & Watkins, M. W. (2017, May). Factor structure of the 10 **WISC–V** primary subtests across four standardization age groups. *Contemporary School Psychology.* Advance online publication.

Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2017). Exploratory and hierarchical factor analysis of the **WJ IV Cognitive** at school age. *Psychological Assessment, 29,* 394-407.

McGill, R. J., & **Canivez, G. L.** (2017, October). Confirmatory factor analyses of the **WISC–IV Spanish** core and supplemental Subtests: Validation evidence of the Wechsler and CHC models. *International Journal of School and Educational Psychology*. Advance online publication.

Watkins, M. W., Dombrowski, S. C., & **Canivez, G. L.** (2017, October). Reliability and factorial validity of the **Canadian Wechsler Intelligence Scale for Children–Fifth Edition**. *International Journal of School and Educational Psychology*.

School Psychology Quarterly
2011, Vol. 26, No. 4, 305–317

1045-3830/11/$12.00 DOI: 10.1037/a0025973

Hierarchical Factor Structure of the Cognitive Assessment System: Variance Partitions From the Schmid–Leiman (1957) Procedure

Gary L. Canivez
Eastern Illinois University

Orthogonal higher-order factor structure of the Cognitive Assessment System (CAS; Naglieri & Das, 1997a) for the 5–7 and 8–17 age groups in the CAS standardization sample is reported. Following the same procedure as recent studies of other prominent intelligence tests (Dombrowski, Watkins, & Brogan, 2009; Canivez, 2008; Canivez & Watkins, 2010a, 2010b; Nelson & Canivez, 2011; Nelson, Canivez, Lindstrom, & Hatt, 2007; Watkins, 2006; Watkins, Wilson, Kotz, Carbone, & Babula, 2006), three- and four-factor CAS exploratory factor extractions were analyzed with the Schmid and Leiman (1957) procedure using MacOrtho (Watkins, 2004) to assess the hierarchical factor structure by sequentially partitioning variance to the second- and first- order dimensions as recommended by Carroll (1993, 1995). Results showed that greater portions of total and common variance were accounted for by the second-order, global factor, but compared to other tests of intelligence CAS subtests measured less second-order variance and greater first-order Planning, Attention, Simultaneous, and Successive (PASS) factor variance.

Keywords: CAS, construct validity, hierarchical exploratory factor analysis, Schmid–Leiman higher-order analysis, structural validity

Support for PASS Scales

- "…compared to the WISC–IV, WAIS–IV, SB–5, RIAS, WASI, and WRIT, the CAS subtests had less variance apportioned to the higher-order general factor (g) and *greater proportions of variance apportioned to first-order (PASS…) factors*.
- This is consistent with the subtest selection and construction in an attempt to measure PASS dimensions linked to PASS theory … and neuropsychological theory (Luria)." (p. 311)

PASS

- Given that PASS scales CAN be interpreted it is important to know
  - if these scales yield PROFILES that can be used in a Pattern of Strengths and Weaknesses approach to eligibility determination AND
  - do PASS scores relate to achievement more than traditional intelligence tests?

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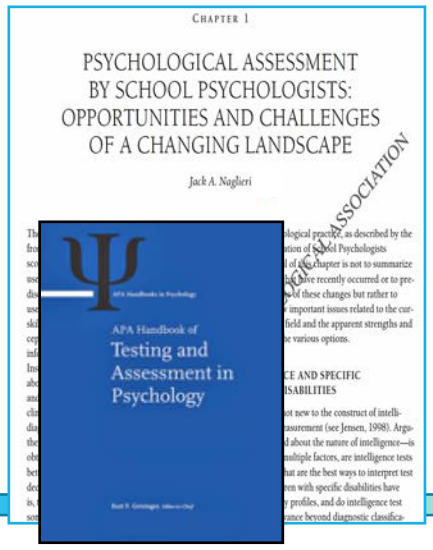
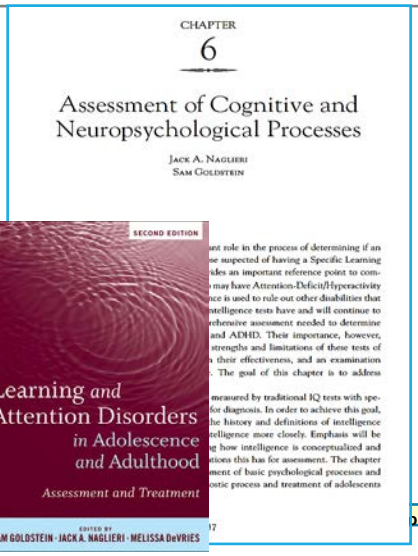
PASS Scales can be Interpreted and SHOULD be: Profiles





ory & CAS2

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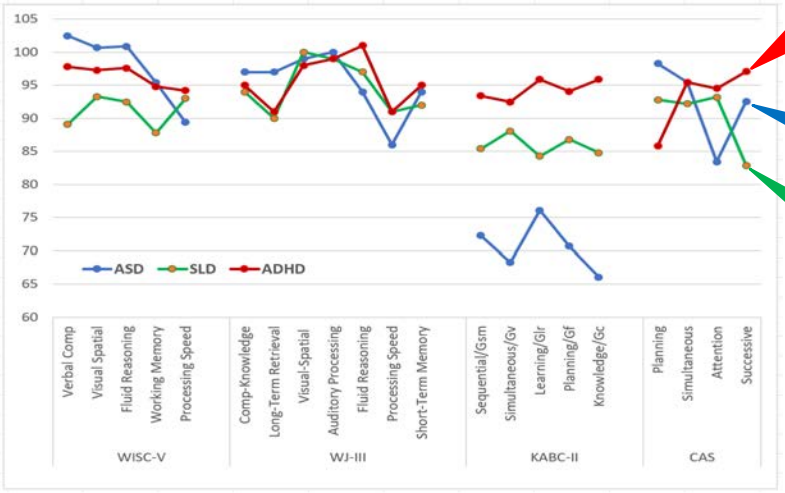
These profiles across tests is very revealing - PASS works

Patterns of Strengths & Weaknesses



ADHD (Low Planning)

ASD – Low Attention

Dyslexia – Low Successive

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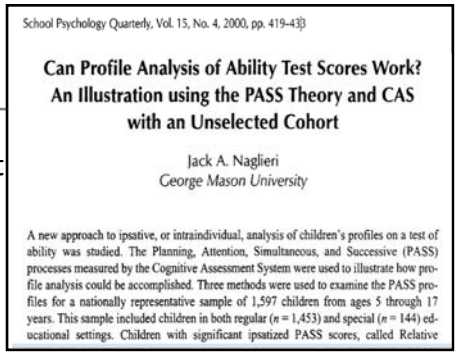
Research on PASS Profiles

Students receiving special education were more than four times as likely to have at least one PASS weakness and a comparable academic weakness than those in regular education

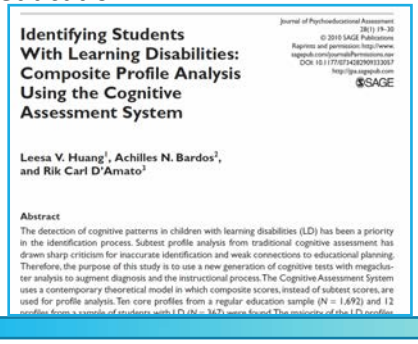


School Psychology Quarterly, Vol. 15, No. 4, 2000, pp. 419-433

Can Profile Analysis of Ability Test Scores Work? An Illustration using the PASS Theory and CAS with an Unselected Cohort

Jack A. Naglieri
George Mason University

A new approach to ipsative, or intraindividual, analysis of children's profiles on a test of ability was studied. The Planning, Attention, Simultaneous, and Successive (PASS) processes measured by the Cognitive Assessment System were used to illustrate how profile analysis could be accomplished. Three methods were used to examine the PASS profiles for a nationally representative sample of 1,597 children from ages 5 through 17 years. This sample included children in both regular (n = 1,453) and special (n = 144) educational settings. Children with significant ipsatized PASS scores, called Relative



Identifying Students With Learning Disabilities: Composite Profile Analysis Using the Cognitive Assessment System

Leesa V. Huang[1], Achilles N. Bardos[2], and Rik Carl D'Amato[3]

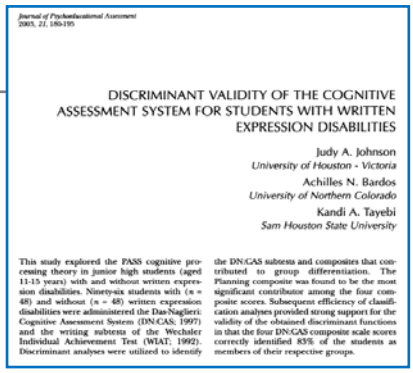
Abstract

The detection of cognitive patterns in children with learning disabilities (LD) has been a priority in the identification process. Subtest profile analysis from traditional cognitive assessment has drawn sharp criticism for inaccurate identification and weak connections to educational planning. Therefore, the purpose of this study is to use a new generation of cognitive tests with megacluster analysis to augment diagnosis and the instructional process. The Cognitive Assessment System uses a contemporary theoretical model in which composite scores, instead of subtest scores, are used for profile analysis. Ten core profiles from a regular education sample (N = 1,692) and 12

"Ten core profiles from a regular education sample (N = 1,692) and 12 profiles from a sample of students with LD (N = 367) were found.

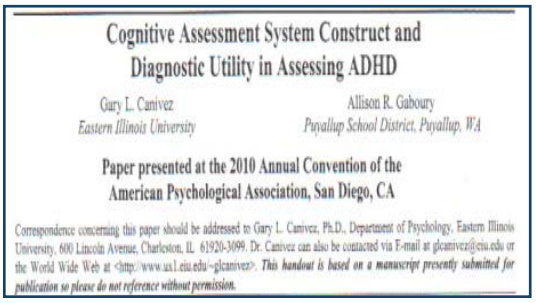
Research on PASS Profiles

- "the CAS…yields information that contributes to the differential diagnosis of students suspected of having a **learning disability in writing**"



DISCRIMINANT VALIDITY OF THE COGNITIVE ASSESSMENT SYSTEM FOR STUDENTS WITH WRITTEN EXPRESSION DISABILITIES

Judy A. Johnson
University of Houston - Victoria
Achilles N. Bardos
University of Northern Colorado
Kandi A. Tayebi
Sam Houston State University



Cognitive Assessment System Construct and Diagnostic Utility in Assessing ADHD

Gary L. Canivez, *Eastern Illinois University*
Allison R. Gaboury, *Puyallup School District, Puyallup, WA*

Paper presented at the 2010 Annual Convention of the American Psychological Association, San Diego, CA

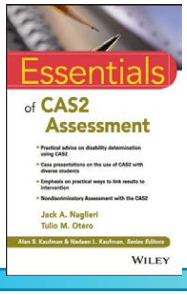
- "the present study demonstrated the potential of the CAS to correctly identify students who **demonstrated behaviors consistent with ADHD** diagnosis."

Intelligence Tests and Prediction

- Intelligence tests are one of the primary tools for identifying children with Intellectual disability, specific learning disabilities, and giftedness
  - The goal is to determine if there is a cognitive explanation for academic successes or failure
- The correlations between intelligence and achievement tests and the profiles of scores these tests measure tell us the value these test scores have for both predication and explanation of specific academic success and failure

Correlations: We can do better!

Average correlations between IQ Scales with total achievement scores from *Essentials of CAS2 Assessment* Naglieri & Otero (2017)

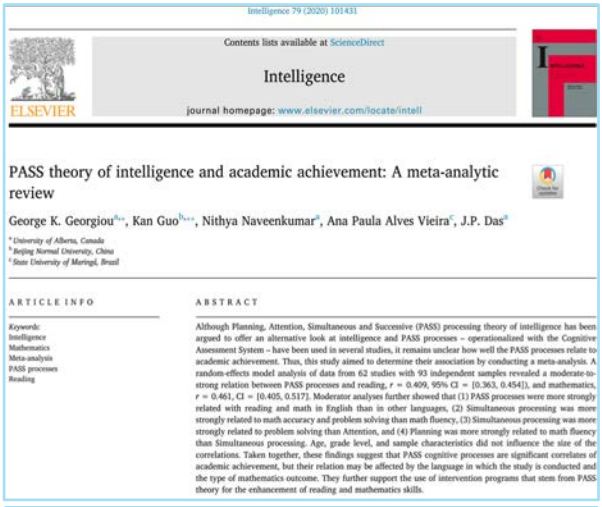


Correlations Between Ability and Achievement Test Scores			Average Correlation: All Scales	Average Correlation: Scales without achievement
WISC-V	Verbal Comprehension	.74		
WIAT-III	Visual Spatial	.46		
N = 201	Fluid Reasoning	.40		
	Working Memory	.63		
	Processing Speed	.34	.53	.47
WJ-IV COG	Comprehension Knowledge	.50		
WJ-IV ACH	Fluid Reasoning	.71		
N = 825	Auditory Processing	.52		
	Short Term Working Memory	.55		
	Cognitive Processing Speed	.55		
	Long-Term Retrieval	.43		
	Visual Processing	.45	.54	.50
KABC	Sequential/Gsm	.43		
WJ-III ACH	Simultaneous/Gv	.41		
N = 167	Learning/Glr	.50		.48
	Planning/Gf	.59		
	Knowledge/GC	.70	.53	
CAS	Planning	.57		
WJ-III ACH	Simultaneous	.67		
N=1,600	Attention	.50		
	Successive	.60		.59

Note: WJ-IV Scales Comp-Know= Vocabulary and General Information; Fluid Reasoning = Number Series and Concept Formation; Auditory Processing = Phonological processing.

Note: All correlations are reported in the ability tests' manuals. Values were averaged within each ability test using Fisher z transformations.

PASS Theory & CAS2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PASS theory of intelligence and academic achievement: A meta-analytic review

George K. Georgiou[a,*], Kan Guo[b,**], Nithya Naveenkumar[a], Ana Paula Alves Vieira[c], J.P. Das[a]

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[b] Beijing Normal University, China
[c] State University of Maringá, Brazil

ARTICLE INFO

Keywords:
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Meta-analysis
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Reading

ABSTRACT

Although Planning, Attention, Simultaneous and Successive (PASS) processing theory of intelligence has been argued to offer an alternative look at intelligence and PASS processes – operationalized with the Cognitive Assessment System – have been used in several studies, it remains unclear how well the PASS processes relate to academic achievement. Thus, this study aimed to determine their association by conducting a meta-analysis. A random-effects model analysis of data from 62 studies with 93 independent samples revealed a moderate-to-strong relation between PASS processes and reading, $r = 0.409$, 95% CI = [0.363, 0.454], and mathematics, $r = 0.461$, CI = [0.405, 0.517]. Moderator analyses further showed that (1) PASS processes were more strongly related with reading and math in English than in other languages, (2) Simultaneous processing was more strongly related to math accuracy and problem solving than math fluency, (3) Simultaneous processing was more strongly related to problem solving than Attention, and (4) Planning was more strongly related to math fluency than Simultaneous processing. Age, grade level, and sample characteristics did not influence the size of the correlations. Taken together, these findings suggest that PASS cognitive processes are significant correlates of academic achievement, but their relation may be affected by the language in which the study is conducted and the type of mathematics outcome. They further support the use of intervention programs that stem from PASS theory for the enhancement of reading and mathematics skills.

Georgiou, G., Guo, K., Naveenkumar, N., Vieira, A. P. A., & Das, J. P. (2019) PASS theory of intelligence and academic achievement: A meta-analytic review. *In press Intelligence.*

PASS Research

- "The results clearly show that when CAS Full Scale is used it correlates **.60 with reading** and **.61 with mathematics**."
- "**These correlations are significantly stronger … than the correlations reported in previous meta-analysis for other measures of intelligence** (e.g., Peng et al., 2019; Roth et al., 2015)…(e.g., WISC) that include tasks (e.g., Arithmetic, Vocabulary)..."
- "if we **conceptualize intelligence as … cognitive processes that are linked to the functional organization of the brain**" it leads to significantly higher relations with academic achievement."
  - "and these processes have direct implications for instruction and intervention…"

Twice Exceptional

- Tests of general ability are **not** sufficient for assessment of students who may be gifted and have a specific learning disability (SLD), autism, ADHD, etc.
- Most defensible way to assess for a SLD, for example, is to use the *Cognitive Assessment System-Second Edition (CAS2)* for the following reasons
  - CAS2 measures 'basic psychological processes' – the key to uniting the definition of SLD with the method of detecting it, it yields the smallest race difference, yields profiles for special populations, predicts achievement better than any other tests and has implications for instruction

A Study of Gifted Students

- N = 142
  - Similar numbers of girls and boys in Grade 4, 5 and 6.
  - all native speakers of English
  - came from families of middle to upper-middle socioeconomic background
- Identified according to this definition:
  - "Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more of the following areas: general intellectual, specific academic, creative thinking, social, musical, artistic and kinesthetic" (Alberta Education, 2012, p. 6).

A Study of Gifted Students

- Tests given
  - WASI –II (Vocabulary and Matrix Reasoning)
  - Woodcock-Johnson III (WJ-III; Woodcock, McGrew, & Mathers, 2001) Broad Reading score from: Letter-Word Identification, Reading Fluency, and Passage Comprehension
  - Cognitive Assessment System (CAS; Naglieri & Das, 1997) to measure PASS neurocognitive processes

A Study of Gifted Students

WASI-II FSIQ slightly higher than CAS FS - but CAS shows more variability

- Average WASI-III Full Scale and CAS Full scale were similar but CAS standard deviation and range was higher

Table 1
Descriptive Statistics for WASI-II, WJ-III Achievement, and Cognitive Assessment System (CAS) Scores (N = 142)

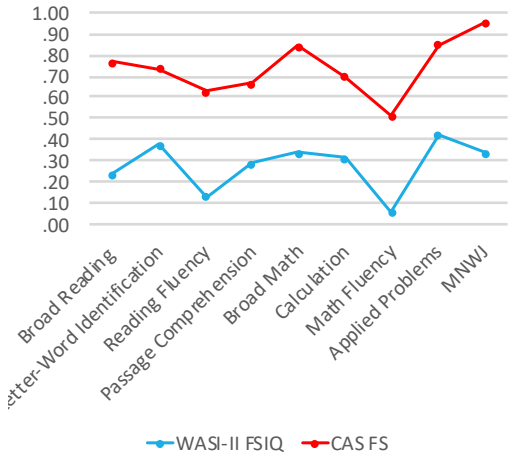
Variable	*Mean*	*SD*	*Min*	*Max*
WJ-III Achievement				
Broad Reading	**125**	14	97	166
Broad Math	**116**	13	91	162
Mean WJ	**117**	10	94	152
WASI-II FSIQ	**123**	8	105	145
CAS Full Scale	**118**	12	91	148
Planning	**110**	12	77	146
Simultaneous	**121**	16	88	152
Attention	**113**	13	79	141
Successive	**111**	11	81	137

A Study of Gifted Students

CAS Full Scale scores correlated significantly higher with WJ-III achievement scores than the WASI-II

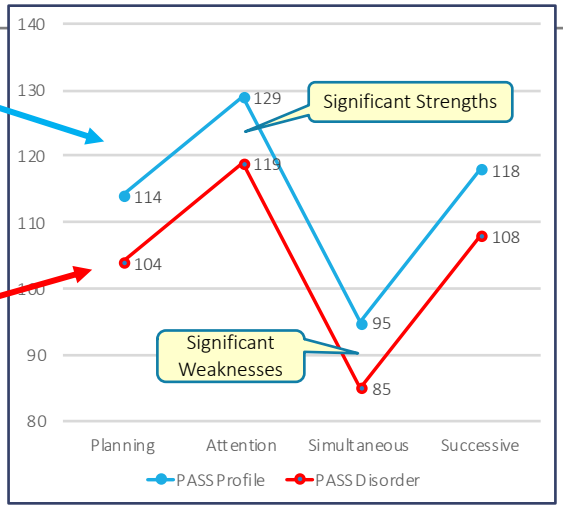
Table 2
Pearson Correlations of WASI-II FSIQ, Cognitive As

	WASI-II FSIQ	CAS FS
Broad Reading	.24	.53
Broad Math	.34	.50
Mean WJ-III	.34	.62



Two Types of PASS Profiles

- Two sets of PASS scores were studied
  - Significant variation in relation to student's average has instructional relevance
  - Significant variation in relation to student's average AND a standard score less than 90 (< 25th %tile) supports designation as SLD



A Study of Gifted Students

- 54% of gifted students had a PASS score that was significantly different from that student's average PASS score
  - That means the students has a specific neurocognitive processing strength or weakness (i.e., learning profile)

Table 3.

Percentages of Gifted Students with Significant Variability in PASS Standard Scores (N = 142).

		Planning	Simultaneous	Attention	Successive	PASS
PASS Weakness	n	25	6	18	28	77
	%	18%	4%	13%	20%	54%
PASS Strength	n	7	58	13	12	90
	%	5%	41%	9%	8%	63%

A Study of Gifted Students

- The number of gifted students who have a PASS score that is significantly different from that student's average PASS score AND the score is < 90; and with low achievement score.

These students have a specific PASS processing weakness less than 90; suggesting instructional modifications

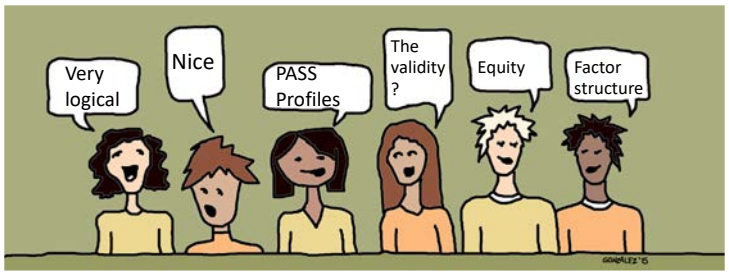
Percentages of Gifted Students with Significant Variability in PASS and Achievement Test Scores (N = 142).

		Planning	Simultaneous	Attention	Successive	PASS
PASS <90	n	4	0	4	4	12
	%	3%	0%	3%	3%	8%
PASS & Skills <90	n	3	0	2	1	6
	%	2%	0%	1%	1%	4%

These students with low PASS scores AND low WJ-III achievement indicates a Specific Learning Disability

Core Group Activity

- **QUESTION:**
  - **Which research findings was most impactful?**
  - **What research questions do you still have?**



CAS2 is Different

A Theory Based on Brain Function	• Thinking vs Knowing and Social Justice
From PASS to CAS2	• A Different View of People
Research Update	• PASS and Equity – Measure Thinking not Knowing • To *g* or not to *g*
Administration and Interpretation Issues	• Test order, subtest interpretation, etc.
Reasons To Change	• Validity of PASS Theory

PASS Theory & CAS2

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Answering the Question: "Why the student struggles?"

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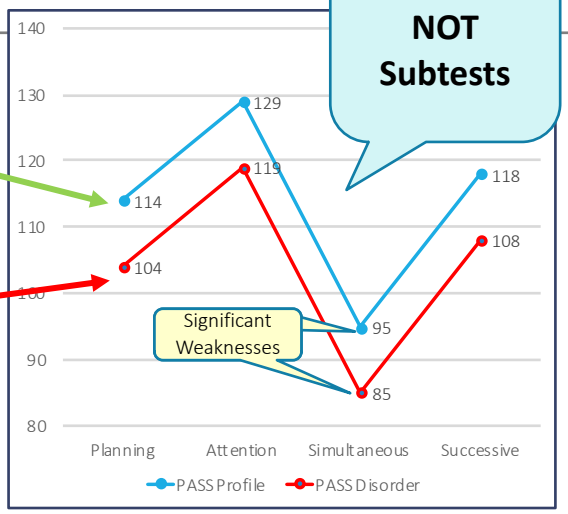
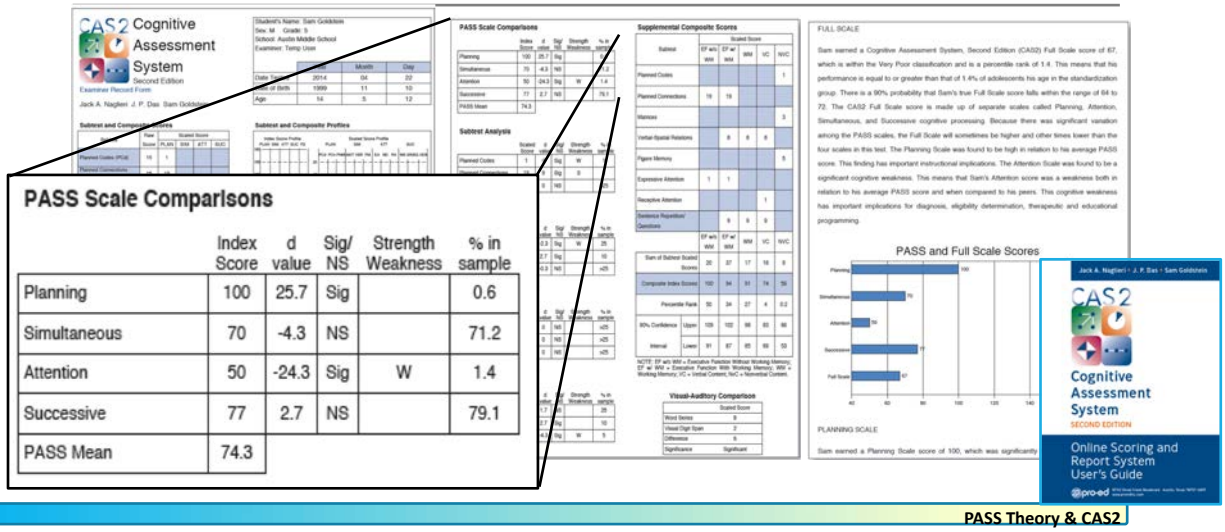
How to Determine a Disorder

- Two criteria for a disorder
  - Significant variation in relation to student's average has *instructional relevance*
  - Significant variation in relation to student's average **AND** a standard score less than 90 (< 25th %tile) *supports designation as SLD*



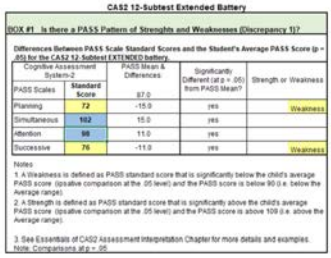
Online Scoring and Report Writer



PASS Scale Comparisons

	Index Score	d value	Sig/ NS	Strength Weakness	% in sample
Planning	100	25.7	Sig		0.6
Simultaneous	70	-4.3	NS		71.2
Attention	50	-24.3	Sig	W	1.4
Successive	77	2.7	NS		79.1
PASS Mean	74.3				

CAS2 Achievement Analyzer for PSW

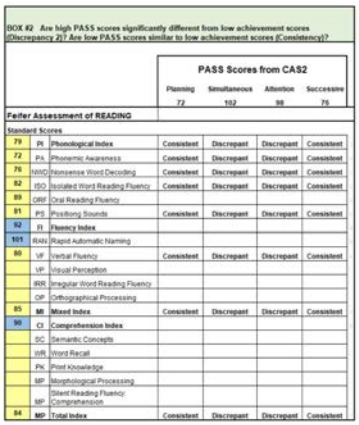

CAS2 12-Subtest Extended Battery

BOX #1 Is there a PASS Pattern of Strengths and Weaknesses (Discrepancy 1)?

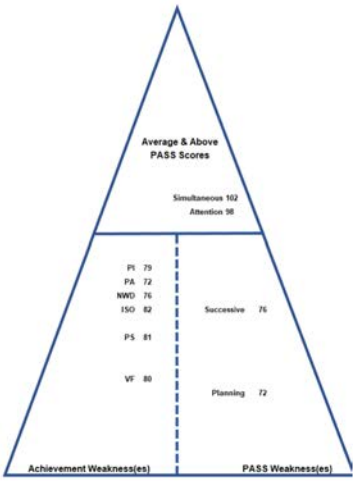
Differences Between PASS Scale Standard Scores and the Student's Average PASS Score (p = .05) for the CAS2 12-Subtest EXTENDED battery.

Cognitive Assessment System-2 PASS Scales	Standard Score	PASS Mean & Differences 97.0	Significantly Different (at p = .05) from PASS Mean?	Strength or Weakness
Planning	72	-15.0	yes	Weakness
Simultaneous	102	15.0	yes	
Attention	98	11.0	yes	
Successive	76	-11.0	yes	Weakness

Notes
1. A Weakness is defined as PASS standard score that is significantly below the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is below 90 (i.e. below the Average range).
2. A Strength is defined as PASS standard score that is significantly above the child's average PASS score (ipsative comparison at the .05 level) and the PASS score is above 109 (i.e. above the Average range).
3. See Essentials of CAS2 Assessment Interpretation Chapter for more details and examples.
Note: Comparisons at p = .05


BOX #2 Are high PASS scores significantly different from low achievement scores (Discrepancy 2)? Are low PASS scores similar to low achievement scores (Consistency)?

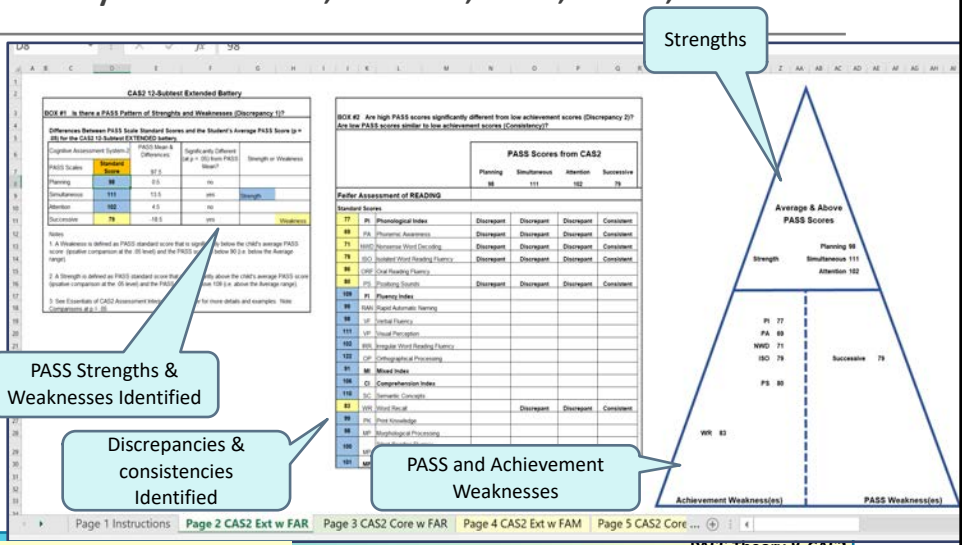
			PASS Scores from CAS2 Planning 72	Simultaneous 102	Attention 98	Successive 76
Feifer Assessment of READING						
Standard Scores						
79	PI	Phonological Index	Consistent	Discrepant	Discrepant	Consistent
72	PA	Phonemic Awareness	Consistent	Discrepant	Discrepant	Consistent
76	NWD	Nonsense Word Decoding	Consistent	Discrepant	Discrepant	Consistent
82	ISO	Isolated Word Reading Fluency	Consistent	Discrepant	Discrepant	Consistent
89	ORF	Oral Reading Fluency				
81	PS	Positional Sounds	Consistent	Discrepant	Discrepant	Consistent
92	FI	Fluency Index				
101	RAN	Rapid Automatic Naming				
80	VF	Verbal Fluency	Consistent	Discrepant	Discrepant	Consistent
	VP	Visual Perception				
	IRR	Irregular Word Reading Fluency				
	OP	Orthographical Processing				
85	MI	Mixed Index	Consistent	Discrepant	Discrepant	Consistent
90	CI	Comprehension Index				
	SC	Semantic Concepts				
	WR	Word Recall				
	PK	Print Knowledge				
	MP	Morphological Processing				
	SRF	Silent Reading Fluency: Comprehension				
84	MP	Total Index	Consistent	Discrepant	Discrepant	Consistent



Note: These **FREE** analyzers can be downloaded from www.jacknaglieri.com

CAS2 PSW Analyzer for WJ4, KTEA3, FAR, FAM, Bateria

- Enter PASS and Achievement test standard scores and all comparisons are evaluated



FREE – on www.jacknaglieri.com

Administration Details

- Core Battery is the first 2 subtests in each of the PASS scales
- Order of administration is IMPORTANT
  - Why is Planning first and Successive last?
- Should you use parts of the CAS2?
- Demonstration, Example, and Provide Help option

Table 1.2 Structure of the CAS Scales and Subtests in Order of Administration

Scale	Subtests
Planning	
	Matching Numbers (MN)
	Planned Codes (PCd)
	Planned Connections (PCn)
Simultaneous	
	Nonverbal Matrices (NvM)
	Verbal-Spatial Relations (VSR)
	Figure Memory (FM)
Attention	
	Expressive Attention (EA)
	Number Detection (ND)
	Receptive Attention (RA)
Successive	
	Word Series (WS) and or Sentence Repetition (SR)
	Speech Rate (SpR, ages 5–7 years) or Sentence Questions (SQ, ages 8–17 years)

Expose Example A and say,

Look at this page (point to the page). **Draw a line from the number 1 to the number 2, 2 to 3, 3 to 4, and 4 to 5.** Provide help if necessary.

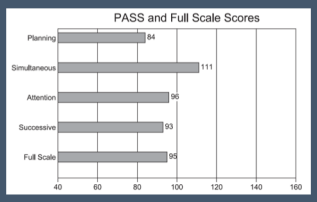
With Example A still exposed, say,

I'm going to give you some more of these to do. You should always start from the number 1 (point to the number 1 in the bold box in Example A) **and draw a line from one number to the next until you get to the last number** (point to the number 5). **Work as quickly as you can without making a mistake, and tell me when you're finished.**

Ready? (Provide a brief explanation if necessary.)

Interpretation Details

- Full Scale – Is misleading if there is PASS scale variability
- You may want to exclude the Full Scale completely



FULL SCALE

Tony earned a Cognitive Assessment System, Second Edition (CAS2) Full Scale score of 95, which is within the Average classification and is a percentile rank of 37. This means that his performance is equal to or greater than that of 37% of children his age in the standardization group. There is a 90% probability that Tony's true Full Scale score falls within the range of 91 to 99. The CAS2 Full Scale score is made up of separate scales called Planning, Attention, Simultaneous, and Successive cognitive processing. Because there was significant variation among the PASS scales, the Full Scale will sometimes be higher and other times lower than the four scales in this test. The Planning Scale was found to be a significant cognitive weakness. This means that Tony's Planning score was a weakness both in relation to his average PASS score and when compared to his peers. This cognitive weakness has important implications for diagnosis, eligibility determination, therapeutic and educational programming. The Simultaneous Scale was found to be a significant cognitive strength. This means that Tony's Simultaneous score was a strength both in relation to his average PASS score and when compared to his peers. This cognitive strength has important implications for instructional and educational programming.

INTERPRETATION 123

FULL SCALE

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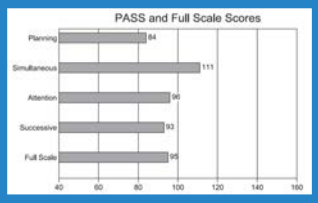

Interpretation Details

PASS SCALE – IPSATIVE AND NORMATIVE COMPARISONS

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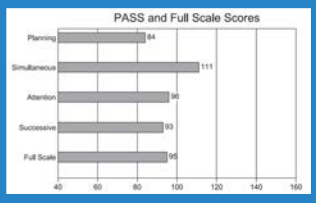
PLANNING SCALE

Tony's Planning score was significantly lower than his average PASS score and below the average range. This means that Tony performed particularly poorly on tests that required strategies for solving the problems on the Planning tests. He had trouble with development and use of good strategies, control of behavior, self-monitoring, and self-correction when completing these tests. Tony earned a CAS2 Planning Scale score of 84 which is within the Below Average classification and is a percentile rank of 14. The percentile rank indicates that Tony did as well as or better than 14% of others his age in the standardization group. There is a 90% probability that Tony's true Planning score is within the range of 79 to 92. This cognitive weakness has important implications for diagnosis, eligibility determination, and educational and therapeutic programming because children who are weak on the Planning Scale often have problems with tasks requiring strategies, completing schoolwork and other tasks on time, impulse control, self-monitoring, and social situations. There was no significant variation among his three subtest scores in the Planning Scale.

Interpretation Details

INTERPRET EACH SCALE FROM PASS THEORY



A Theory Based on Brain Function	• Thinking vs Knowing and Social Justice
From PASS to CAS2	• A Different View of People
Research Update	• PASS and Equity – Measure Thinking not Knowing • To *g* or not to *g*
Administration and Interpretation Issues	• Test order, subtest interpretation, etc.
Reasons To Change	• Validity of PASS Theory

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NASP Professional Standards 2020

NASP 2020 Professional Standards

GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE

In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Standard I.3.2 Correcting Discriminatory Practices

School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.

School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.

Summary: PASS theory and CAS2 (see Naglieri & Otero, 2017)

1. The PASS scales on the CAS2 measure *thinking* (i.e. basic psychological processing) rather than *knowing* (e.g., vocabulary, arithmetic etc.), making the test good for assessment of diverse populations and those with limited educational opportunity.
2. PASS scores can be easily obtained in 20 minutes (using the 4-subtest **CAS2 Brief**), 40 minutes (using the **8-subtest Core Battery**) or 60 minutes (using the **12-subtest Extended Battery**), scored and a narrative reports provided using the **online program**. (Digital CAS2 is in final stages of development.)
3. PASS results are easy for teachers, parents and the students themselves to understand because the concepts can be explained in non-technical language.
4. The PASS theory and the CAS2 provide a way to both define and assess 'basic psychological processes' so that practitioners can obtain scores that are consistent with state and federal IDEA guidelines.
5. The PASS scores are strongly correlated to achievement, show distinct patterns of strengths and weaknesses, are very useful for intervention planning.
6. The CAS2 in combination with achievement (especially the FAR, FAM and/or FAW) provides examiners with a reliable and defensible Discrepancy Consistency Method to identify students with SLD.
7. Research has shown that PASS scores have relevance to instruction and intervention.

Questions and Thoughts Please

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