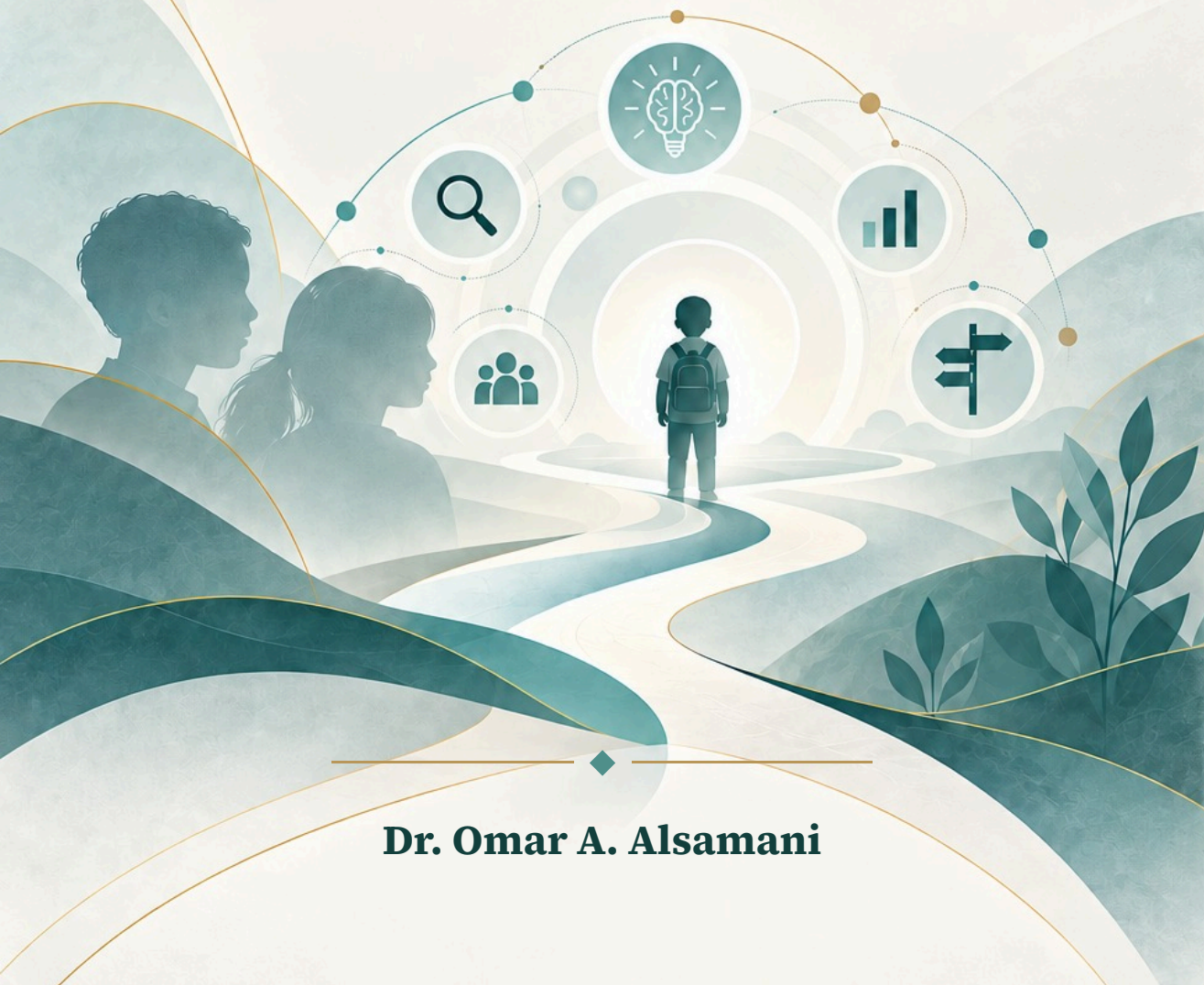


Diagnosis and Identification of Exceptional Learners

Learners with disabilities, the gifted
and the twice-exceptional



Dr. Omar A. Alsamani

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List of abbreviations

Abbreviation	Full name	Note
2e	Twice-exceptional	—
AAC	Augmentative and alternative communication	—
AAIDD	American Association on Intellectual and Developmental Disabilities	—
AAMD	American Association on Mental Deficiency	—
ABAS-3	Adaptive Behavior Assessment System, Third Edition	—
ABC	Antecedent-behavior-consequence	—
ABR	Auditory brainstem response	—
ADHD	Attention-Deficit/Hyperactivity Disorder	—
ADI-R	Autism Diagnostic Interview—Revised	—
ADOS-2	Autism Diagnostic Observation Schedule, Second Edition	—
AERA	American Educational Research Association	—
ALP	Advanced Learning Plan	—
APA	American Psychiatric Association; American Psychological Association	Psychiatric association: publisher of DSM-5-TR ; psychological association: author of the ethical principles
ASEBA	Achenbach System of Empirically Based Assessment	—
ASHA	American Speech-Language-Hearing Association	—
ASQ-3	Ages & Stages Questionnaires, Third Edition	—
BASC-3	Behavior Assessment System for Children, Third Edition	—
BESS	Behavioral and Emotional Screening System	—
BICS	Basic Interpersonal Communicative Skills	—
CALP	Cognitive Academic Language Proficiency	—
CARS-2	Childhood Autism Rating Scale, Second Edition	—
CARS-2-HF	Childhood Autism Rating Scale, Second Edition – High-Functioning Version	High-functioning form of CARS-2
CARS-2-ST	Childhood Autism Rating Scale, Second Edition – Standard Version	Standard form of CARS-2
CAS2	Cognitive Assessment System, Second Edition	—
CAT	Computerized adaptive testing	—

Abbreviation	Full name	Note
CATALISE	Criteria and Terminology Applied to Language Impairments: Synthesising the Evidence	International consensus study on the terminology of developmental language disorder
CBCL	Child Behavior Checklist	—
CBM	Curriculum-Based Measurement	—
CDI-2	Children's Depression Inventory, Second Edition	—
C-DM	Concordance-Discordance Model	—
CELF-5	Clinical Evaluation of Language Fundamentals, Fifth Edition	—
C.F.R.	Code of Federal Regulations	US federal implementing regulations (34 C.F.R.)
CHC	Cattell–Horn–Carroll	Theory of cognitive abilities
C-LIM	Culture–Language Interpretive Matrix	—
CogAT	Cognitive Abilities Test	—
CPI	Cognitive Proficiency Index	—
CPT	Continuous Performance Tests	—
CTOPP-2	Comprehensive Test of Phonological Processing, Second Edition	—
CVI	Cerebral/Cortical visual impairment	—
DABS	Diagnostic Adaptive Behavior Scale	—
DAS-II	Differential Ability Scales, Second Edition	—
DCD	Developmental coordination disorder	—
D/CM	Discrepancy/Consistency Model	—
DD/C	Dual Discrepancy/Consistency	—
DIF	Differential item functioning	—
DISCOVER	—	Project DISCOVER
DLD	Developmental language disorder	—
DMDD	Disruptive mood dysregulation disorder	—
DMGT	Differentiated Model of Giftedness and Talent	—
DSM-5-TR	Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision	—
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition	—
DT→PI	Diagnostic Testing → Prescriptive Instruction	—
FBA	Functional Behavioral Assessment	—
FERPA	Family Educational Rights and Privacy Act	—
FSIQ	Full Scale IQ	—
FVA	Functional Vision Assessment	—
GAI	General Ability Index	—
GARS-3	Gilliam Autism Rating Scale, Third Edition	—
GRS	Gifted Rating Scales	—
HITOP	Hierarchical Taxonomy of Psychopathology	—
HOTV	HOTV chart (the letters H, O, T, V)	—

Abbreviation	Full name	Note
ICD-11	International Classification of Diseases, 11th Revision	—
ICEL	Instruction, Curriculum, Environment, Learner	Domains of the RIOT/ICEL framework
ICF	International Classification of Functioning, Disability and Health	—
IDEA	Individuals with Disabilities Education Act	US federal law
IDEIA	Individuals with Disabilities Education Improvement Act	—
IEP	Individualized Education Program	—
IISCA	Interview-informed synthesized contingency analysis	—
IRT	Item Response Theory	—
JCIH	Joint Committee on Infant Hearing	—
KABC-II NU	Kaufman Assessment Battery for Children, Second Edition, Normative Update	—
KTEA-3	Kaufman Test of Educational Achievement, Third Edition	—
LMA	Learning Media Assessment	—
LPAD	Learning Potential Assessment Device	—
M-CHAT	Modified Checklist for Autism in Toddlers	—
M-CHAT-R/F	Modified Checklist for Autism in Toddlers, Revised with Follow-Up	—
MHS	Multi-Health Systems	Publisher
MMCAT	—	Mawhiba Multiple Cognitive Abilities Test
MTSS	Multi-tiered system of supports	—
NAGC	National Association for Gifted Children	—
NASP	National Association of School Psychologists	—
NNAT3	Naglieri Nonverbal Ability Test, Third Edition	—
OAE	Otoacoustic emissions	—
PKU	Phenylketonuria	—
PSW	Patterns of strengths and weaknesses	—
PTA	Pure-tone audiometry	—
PTSD	Posttraumatic stress disorder	—
QPC	Questionnaire for Parents or Caregivers	Parent questionnaire (part of CARS-2)
RAN	Rapid automatized naming	—
RCADS	Revised Child Anxiety and Depression Scale	—
RIOT	Review, Interview, Observe, Test	Methods of the RIOT/ICEL framework
RTI	Response to intervention	—
SB5	Stanford-Binet Intelligence Scales, Fifth Edition	—
SCARED	Screen for Child Anxiety Related Emotional Disorders	—
SCQ	Social Communication Questionnaire	—

Abbreviation	Full name	Note
SD	Standard deviation	—
SDQ	Strengths and Difficulties Questionnaire	—
SE_{diff}	Standard error of the difference	—
SEE	Standard error of estimation	—
SEM	Standard Error of Measurement	—
SIS-C	Supports Intensity Scale—Children's Version	—
SMPY	Study of Mathematically Precocious Youth	—
SRBCSS	Scales for Rating the Behavioral Characteristics of Superior Students	—
SRS-2	Social Responsiveness Scale, Second Edition	—
SRSS	Student Risk Screening Scale	—
SRSS-IE	Student Risk Screening Scale—Internalizing and Externalizing	—
SSBD	Systematic Screening for Behavior Disorders	—
SSI-4	Stuttering Severity Instrument, Fourth Edition	—
TABs	Traits, Aptitudes, and Behaviors	—
TEMA-3	Test of Early Mathematics Ability, Third Edition	—
TONI-4	Test of Nonverbal Intelligence, Fourth Edition	—
TOPS	Teacher's Observation of Potential in Students	—
TOWL-4	Test of Written Language, Fourth Edition	—
TOWRE-2	Test of Word Reading Efficiency, Second Edition	—
TRF	Teacher's Report Form	—
TTCT	Torrance Tests of Creative Thinking	—
UNIT2	Universal Nonverbal Intelligence Test, Second Edition	—
VADRS-A	Arabic Vanderbilt Children's ADHD Diagnostic Rating Scale	—
WHO	World Health Organization	—
WIAT-4	Wechsler Individual Achievement Test, Fourth Edition	—
WISC-R	Wechsler Intelligence Scale for Children—Revised	—
WISC-V	Wechsler Intelligence Scale for Children, Fifth Edition	—
WJ IV ACH	Woodcock-Johnson IV Tests of Achievement	—
WJ V	Woodcock-Johnson V	—
WPPSI-III	Wechsler Preschool and Primary Scale of Intelligence, Third Edition	—
WPS	Western Psychological Services	Publisher
YSR	Youth Self-Report	—

When is it sound to conclude that a student has a disability, a disorder, giftedness or twice-exceptionality, and on what grounds?

This book traces the stages of diagnosis and identification systematically, from referral and the gathering of evidence to the interpretation of that evidence and the decisions built on it. It goes beyond defining the categories and setting out their criteria to examine the nature of measurement instruments, the procedures for administering them, the qualifications required of those who administer them, the principles for interpreting their results, and the point at which the evidence is sufficient to support a judgment.

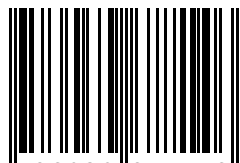
The book brings together two fields that the literature usually treats separately: disabilities and disorders, and giftedness and twice-exceptionality. It reads international standards and the American experience in light of published Saudi regulations, and describes the status of the Arabic version of each instrument it presents.

Its fifteen chapters address the foundations of measurement; formal, informal and alternative methods of gathering evidence; and identification models; then take up the categories of exceptionality one by one, supported by decision pathways, instrument profiles and applied cases. They close with fairness in diagnosis, report writing, and the development of the individualized education program.

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