



THE WRIGHT INSTITUTE  
EDUCATING CLINICIANS TO SOCIETY

THE COLLABORATIVE ASSESSMENT ASSOCIATION OF THE BAY AREA  
& THE WRIGHT INSTITUTE PRESENT:

## Utilizing the Pattern of Strengths and Weaknesses (PSW) Model to Determine Specific Learning Disabilities

with Dennise Moon, Psy.D., PPSC

Wednesday, February 10, 2021 6:30PM - 8:00PM

Live via Zoom

RSVP by: February 9, 2021

This is a **no cost** event. Please contact Hadas Pade, Psy.D. at: [hpade2@alliant.edu](mailto:hpade2@alliant.edu)



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The Collaborative Assessment Association of the Bay Area (CAABA) is a group of professionals teaching, supervising, and conducting psychological assessment in the SF bay Area. CAABA's mission is to enhance the sub-field of psychological assessment locally with respect to training, clinical practice, and overall awareness.

### Workshop Description:

For many years, school districts have been using the ability-achievement discrepancy model to identify students with a specific learning disability (SLD). However, extensive research has found problems with the model (which is often called the "wait-to fail" approach), such as the over-identification of students and the lack of a research-based link between academic and psychological processing weaknesses. Changes to federal and state laws have allowed alternative approaches in identifying SLD, such as the pattern of strengths and weaknesses (PSW model). The PSW model allows us to better understand *why* a student is struggling, identify students with SLD earlier in their education, help special education teams to provide more targeted interventions, and provides a strong, research-based relationship between psychological processing and academic weaknesses.

Furthermore, it important to consider how culture and language affects a student's learning profile. English language learners are often referred for psychoeducational assessments and mistakenly identified with a specific learning disability. The Culture-Language Interpretive Matrix (C-LIM) created by Flanagan, Ortiz, and Alfonso (2013), an essential companion tool to the PSW, assists in

determining whether a student needs more time in developing their academic English language skills or truly does have a learning disability.

Using the test data from the PSW and C-LIM, school team and families can collaborate on developing appropriate goals together that support a student's learning.

### **Instructor Bio: Dennise Moon, Psy.D., PPSC**

Dr. Moon is the Practicum Training Director and school psychologist at Lighthouse Community Charter School (LCCS) in Oakland, CA. She has extensive experience providing mental health treatment to youth, adults, and families and a private practice specializing in psychological assessments of youth and adults. Prior to working at LCCS, Dr. Moon completed her pre- and post-doctoral training and worked as a staff member at the Ann Martin Center, providing mental health treatment and psychological assessments and supervising psychological trainees and interns. Furthermore, Dr. Moon was adjunct faculty at the Wright Institute from 2014 to 2017, providing clinical and assessment supervision. She also worked as a collaborative/therapeutic assessment supervisor for the American School of Professional Psychology at Argosy University (ASPP).

### **After completing this workshop, participants will be able to:**

1. Describe at least three ways to use the PSW model in their assessments for learning disabilities.
2. Explain two ways the Culture-Language Interpretive Matrix (C-LIM) is helpful in assessing emerging bilingual students.
3. Describe at least two ways to collaborate in creating goals together with families and school teams.

### **Course Level: Introductory**

This course is useful for psychologists new to the field.

### **Commercial Support:**

The Wright Institute Continuing Education Program does not receive any commercial support for any of our programs.

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