
Basic Psych Processes (BPP)

Background:

As WCED pursues a simpler and more parent friendly evaluation report, the full BPP chart will no longer be copied directly into the ER. Instead a summary of BPP strengths and weaknesses will be provided.

WCED Procedure:

- The BPP chart should not be included in the ER. Simply write summary statements to identify 1-3 strengths and 1-3 weaknesses.
- The BPP Chart may still be used personally by the teacher to synthesize information, as you may have done in the past, to make determinations on strengths and weaknesses for the student. The chart should be filed with protocols in the current ER portion of the SpEd folder.
- If you receive conflicting information from different sources, inquire further. Conflicting information may suggest the processing strength/weakness may not be pervasive nor *significant* to how the child processes information.
- Checklists and charts are available in the BPP folder under *Quick Links* on the WCED Website.

BPP information can be derived from a variety of sources, such as:

- BPP Parent and Teacher Checklists
- Parent and Teacher interviews
- Intelligence tests
- Achievement tests
- Speech assessments
- Executive functioning assessments (i.e. BRIEF, CEFI, NEPSY, etc.)
- Observations (classroom and testing behaviors)
- Behavioral checklists (i.e. Conners, BASC, etc.)

(See document labeled BPP - Data Source Guide for additional information)

Sample BPP Section #1

To identify if STUDENT has any significant strengths or weaknesses in processing information while learning, information is gathered from multiple sources including parent input, teacher input, student input, cognitive or academic or speech testing and observation data.

Data from the BRIEF, the CELF-4, and the WISC-V indicate STUDENT has significant strengths in the areas of: processing speed, auditory processing, and visual processing. Data from parent checklists, the WISC-V, and the BRIEF indicate STUDENT has a difficult time with the following areas: planning and sequencing, motor control for written tasks, and working memory. Evidence

found in this initial evaluation suggests that STUDENT does have disorders in basic psychological processes and her learning is negatively impacted by these disorders.

Sample BPP Section #2

To identify if STUDENT has any significant strengths or weaknesses in processing information while learning, information is gathered from multiple sources including parent input, teacher input, student input, cognitive or academic or speech testing and observation data.

Data collected throughout the evaluation data from the WJ-Ach, WISC-V, BRIEF, and parent interviews indicate STUDENT has significant strengths in the areas of: working memory, processing speed, and planning and sequencing. Information from the parent checklist indicate that the STUDENT has a difficult time with working memory, however, this is not supported by other data. Evidence found in this initial evaluation suggests that STUDENT does *not* have a disorder in basic psychological processes that negatively impacts her learning.