Dive Deeper into SLD!!
PSW / RtI - based Methods to Identify SLD for School Psychologists & School Psychometrists

Alabama Association of School Psychologists Workshop
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Dive Deeper into SLD!

- SLD - Why and How? Methods
- Psychological/Neurological Processing - Pass Theory
- Dyslexia
- Disproportionality
- Q and A
Why Dive Deeper? The model used to determine eligibility may determines whether or not a child qualifies for special education services ------ a life altering decision.

1. Patterns of Strengths & Weaknesses -
Focuses on performance and cognitive evaluation which breaks down performance into key areas and what child already knows. Directly connected to classroom and specially designed instruction.

*****PSW helps explain to parents what is happening with their child and provides specific ways they can help at home.
2. Response to Intervention - Focuses on student performance. Is limited in scope. Can’t use just work in class. When done properly becomes PSW.

3. Severe Discrepancy - Full Scale IQ doesn’t necessarily reflect a student’s cognitive ability. Severe Discrepancy may not mean there is a genuine disability.

Wait to Fail!!!!!!!
WHY do we use PSW?

Looking for the WHY

► Step 1 - Build a clear base understanding and thinking about what SLD IS and IS NOT.

► Step 2 - Pre-referral - collect all available information. Differentiate the reported learning difficulty that is due to Lack of Appropriate Instruction (even though there is a severe discrepancy) and SLD.

► Understand psychological (neurological) processes in order to identify cause of suspected SLD.

HOW do we do it?

Looking for the HOW

► Step 1 - Organize pre-referral student performance information to begin sorting into strengths and weaknesses. Reminder: RtI-based includes PSW. ###RtI-Based TOOLKIT###

► Step 2 - Bring all of the pre-referral data-based documentation to the IEP Team meeting to consider if referral should be accepted.

Think Intervention Response...
Patterns of Strengths & Weaknesses (PSW) -

Looking for the WHY

- **SLD** exists when a child has average to above cognitive ability - 71 SS or above).

- **SLD** exists when a child possesses:
  - unexpected underachievement, in one or more of the eight achievement areas, explained by one or more **domain-specific processing weaknesses** as outlined in the definition of the **Alabama Administrative Code**.
Patterns of Strengths & Weaknesses (PSW) - Looking for the WHY?

### Specific Processing Deficit
- a specific academic weakness
- require individual services, not simply more intensive services

### Global Learning Deficit
- a weakness across all/most processing and academic areas
- low or below average cognitive skills with minimal or no cognitive areas in the average range
Patterns of Strengths & Weaknesses (PSW)

**PSW Model** - Information about “within learner” traits in relation to the child’s environment.

Model provides information about individual cognitive process **WHEN** only considering a student’s lack of response to appropriate or targeted interventions.

Model answers the essential question of **WHY** the child is not responding in general education.

Model rules out additional causes for underachievement, including exclusionary factors.

Model assists teams in explaining what areas can be remediated and what areas require accommodations.
1. **Organize** pre-referral student performance information (RtI-Based includes PSW)
   - Sort into **STRENGTHS**
   - Sort into **WEAKNESSES**

2. **Bring** all pre-referral data based documentation to the IEP Team meeting.

3. **Think** - What kind of special instruction does the student need that he/she is not getting in the general education classroom?

4. **Prong 1 and Prong 2** - You already have the information then!
1. Does data-based documentation support that the child was provided appropriate instruction in regular education settings and the reason for referral has a direct impact on the child’s educational performance (severity of the reason for referral), or for a preschool child, participation in age-appropriate activities? The child does not make sufficient progress to meet age or State-approved grade-level standards in areas of suspected disability. (Prong 1 - include details of documentation on Eligibility Report) [ ] Yes [ ] No

2. Does data-based documentation support that the child was delivered appropriate instruction in the regular setting that was delivered by qualified personnel? (Prong 1 - include details of the documentation on Eligibility Report) [ ] Yes [ ] No
3. Does data-based documentation that supports valid implementation of interventions of repeated assessments of achievement at reasonable intervals from multiple sources reflecting formal assessment of student progress during instruction (progress monitoring) for the referral concern(s)?
(Prong 2 - include details of the documentation on Eligibility Report) [ ]
Yes [ ] No [ ] NA

4. Does data-based documentation support that progress monitoring reflect(s) ineffectiveness of the intervention(s) for the referral concern(s) that was provided to the child’s parents? Include dates.
(Prong 2 - include details of the documentation on Eligibility Report) [ ]
Yes [ ] No [ ] NA

5. Does the documented data overall support referral concerns? [ ] Yes [ ] No
Groups met October 2013 to organize a central way for states to use RtI and PSW. The TOOLKIT was published in December 2014. See introduction webinar on the online.
RTI Action Network Founding Partners:

- National Association of State Directors of Special Education (NASDSE)
- National Association of School Psychologists (NASP)
- American Federation of Teachers (AFT)
- International Reading Association (IRA)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- Additional participation by CASE
RtI-Based SLD Determination Worksheet

**Student Information**

Name __________________________ Date of Birth __________________ Grade ____ Teacher __________________

**Educational History:**

Attendance: _______ Grade(s) retained: _______ ELL/reading or other support services: __________________________

Information from parent(s) concerning student’s school history and progress: __________________________

________________________________________________________________________

________________________________________________________________________
Failure to meet age- or grade-level state standards in one of eight areas when provided appropriate instruction.

A. Check the area(s) in which the student did not meet the standard(s):
   □ Oral Expression       □ Basic Reading Skills       □ Mathematics Calculation
   □ Listening Comprehension □ Reading Fluency Skills       □ Mathematics Problem Solving
   □ Written Expression     □ Reading Comprehension

B. List the source(s) of documentation of student performance (examples: score report for state or district assessment, scores from universal screening measures, WIDA ACCESS or other English proficiency scores, norm-referenced assessment scores):

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Date(s) Given</th>
<th>Student’s Score(s)</th>
<th>Proficient Grade-Level/Standard Score(s)</th>
</tr>
</thead>
<tbody>
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</table>

C. Has student’s failure to meet state standards been discussed with parent(s)? □ Yes □ No

Explain:
**Criterion 2**

Lack of sufficient progress in response to scientific, research-based intervention in the area(s) identified in Criterion 1

A. List the scientific, research-based specific intervention(s) used with the student (e.g., direct instruction: word identification and error monitoring; strategy instruction in writing: editing and revision; multisensory instruction in math), the dates implemented, how many times per week, and the length of each session. Note the intervention(s) should have been recognized as scientific and research-based by the school district and/or a national resource.

1. Intervention: __________________________ Dates: _____ – _____ Frequency: _____/week Duration: _____/session

<table>
<thead>
<tr>
<th>Interventionist:</th>
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<tbody>
<tr>
<td>__________________________</td>
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<tr>
<td>Title/Position:</td>
</tr>
<tr>
<td>__________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Baseline:</th>
<th>Goal score(^a):</th>
<th>Goal rate of progress(^{a,b}):</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>________</td>
<td>__________</td>
<td>_____/week</td>
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</table>

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<thead>
<tr>
<th>Weekly Scores: 1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
<th>5)</th>
<th>6)</th>
<th>7)</th>
<th>8)</th>
<th>9)</th>
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</tbody>
</table>

Student’s rate of progress\(^a\): _____/week Will student meet goal by the end of the current school year? [ ] Yes [ ] No

Outcome: __________________________

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\(^a\) For students from cultural and/or linguistic minority populations, consider whether to compare this student’s performance with that of “true” peers who are from the same language and/or cultural background.

\(^b\) If applicable for assessment type (i.e., curriculum-based measures).
2. Intervention: ___________________________ Dates: _____ – _____ Frequency: _____/week Duration: _____/session
Interventionist: ___________________________ Title/Position: ___________________________
Measure: ___________________________ Baseline: ___________ Goal score\textsuperscript{a}: ___________ Goal rate of progress\textsuperscript{a,b}: _____/week
Weekly Scores: 1)____  2)____  3)____  4)____  5)____  6)____  7)____  8)____  9)____  10)____  11)____  12)____  13)____  14)____  15)____
Student’s rate of progress\textsuperscript{a}: ________/week Will student meet goal by the end of the current school year? [ ] Yes [ ] No
Outcome: __________________________________________________________

3. Intervention: ___________________________ Dates: _____ – _____ Frequency: _____/week Duration: _____/session
Interventionist: ___________________________ Title/Position: ___________________________
Measure: ___________________________ Baseline: ___________ Goal score\textsuperscript{a}: ___________ Goal rate of progress\textsuperscript{a,b}: _____/week
Weekly Scores: 1)____  2)____  3)____  4)____  5)____  6)____  7)____  8)____  9)____  10)____  11)____  12)____  13)____  14)____  15)____
Student’s rate of progress\textsuperscript{a}: ________/week Will student meet goal by the end of the current school year? [ ] Yes [ ] No
Outcome: __________________________________________________________
CRITERION 3

Findings are not primarily the result of a visual, hearing, or motor disability, an intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

A. Information from parent(s) concerning visual, hearing, or motor disability, an intellectual disability, emotional disturbance, medical conditions, cultural factors, environmental or economic disadvantage, or limited English proficiency:

_____________________________________________________________________

_____________________________________________________________________

B. Does the student have any educationally relevant medical conditions that affect school progress: □ Yes □ No

If yes, explain the medical conditions and their effects on school outcomes here:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
RtI-Based SLD Determination Worksheet

C. Does the student have an Intellectual Disability? [ ] Yes [ ]. No
If yes, do not complete this form and instead refer to the requirements for eligibility on the basis of Intellectual Disability.

D. State the evidence showing whether the student displays any of the following and check the box if it is the PRIMARY factor responsible for the poor performance

☐ Visual impairment: ____________________________

________________________________________________________________________

☐ Hearing impairment: _________________________

________________________________________________________________________

☐ Motor disability: ___________________________

________________________________________________________________________

☐ Emotional disturbance: _______________________

________________________________________________________________________
CRITERION 3 (continued)

☐ Environmental or economic disadvantage:

☐ Limited English proficiency:

Does the team agree that one or more of the above factors affect the student’s school success, but there is evidence that none of these factors are the PRIMARY factor responsible for the poor performance? ☐ Yes ☐ No

If yes, explain here how evidence of a Specific Learning Disability is above and beyond the factors identified:

E. Are there cultural factors that could explain the student’s lack of school progress? ☐ Yes ☐ No

If yes, does the team agree that cultural factors affect the student’s school success, but there is evidence of a Specific Learning Disability (SLD) above and beyond the presence of the cultural factors? ☐ Yes ☐ No

If yes, explain the cultural factors here:
**CRITERION 4**

Underachievement is not due to lack of appropriate instruction in reading or math.

A. Information from parents about the student’s school history and access to reading and math instruction:

B. What core academic instructional program(s) (e.g., materials and methods) were provided to the student with fidelity in the area(s) of concern?

C. Provide the percentage(s) of students in the same grade as the referred student meeting the proficiency benchmark in the most recent universal screening assessment:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Measure</th>
<th>Proficient Grade-Level/Standard Score(s)</th>
<th>% of Grade Proficient</th>
<th>Date</th>
</tr>
</thead>
</table>

D. Provide the name(s) of teacher(s) who implemented the core instruction:

E. Was the instruction adequate:
   - In reading?
   - In math?

If the determinant factor for this student is lack of instruction in reading or math, then the child must not be determined to be a child with a disability (see 300.306).

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^ Effective reading instruction should include elements that teach five critical areas of literacy: phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies (ESEA §1208 (3) and the National Reading Panel, 2000).
Observation(s) of student in the learning environment documents academic performance and behavior in areas of difficulty.

A. Provide details of the observation(s) conducted in the student’s learning environment. This might include one or more classroom settings.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Content Area(s)</th>
<th>Teacher(s)</th>
<th>Observation Method(s) &amp; Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

B. Attach detailed descriptions or reports of the observation(s).
Specific documentation for eligibility determination includes required components.

A. This criterion is met by filling out this form accurately and completely and attaching relevant related documents. The team must decide both whether (a) the student has a specific learning disability and (b) whether the student is eligible for special education services. Regarding identification of a specific learning disability, the team can make one of three decisions:

☐ 1. Based on the data provided with this worksheet, the team determines that the student has a specific learning disability.

☐ 2. As specified in IDEA [34 C.F.R. Section 300.309(c)], the parent(s) and school district can agree to extend the timeline for initial evaluation beyond 60 days.

☐ 3. Based on the data provided with this worksheet, the team determines that the student does not have a specific learning disability.

B. Based on the data provided with this worksheet, the team determines that the student:

☐ 1. is eligible for special education services.

☐ 2. is not eligible for special education services.

C. If this student does not have an SLD and/or is not eligible for special education, what are the planned steps for meeting this student’s current learning needs (e.g. differentiation in Tier 1 core instruction, additional Tier 2 or 3 intervention):

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d The extension must be documented in writing by the school district and include the reason(s) for the extension and the specific date by which the evaluation must be completed, and must be signed by both the parent(s) and a school district representative.
D. Signatures

1. The following team participants agree with the above-stated findings and results:

   Printed Name   Signature   Date

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

2. The following team participants DO NOT agree with the above-stated findings and results (these individuals are encouraged to submit a statement and documentation of other findings):

   Printed Name   Signature   Date

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

A special thank you to Rachel Brown, Laura Hauerwas, and Amy Scott, who developed this worksheet as a sample form for eligibility determination.

Use of the worksheet must be approved by the school district and state department to ensure compliance with federal, state, and district requirements.
**WHAT IS Dyslexia?**

Over half of the UK population has a very limited understanding of dyslexia and think it's just about getting letters back to front.

20% believe dyslexics would do better if they just worked HARDER

**Dyslexia is about abilities being out of balance**

While dyslexics may struggle with:

- Organisational skills
- Planning and prioritising
- Time keeping
- Background noise

They may be brilliant at:

- Connecting ideas
- Thinking outside the box
- 3D visualisation thinking
- Seeing the big picture

**Dyslexia is NOT tied to IQ**

Your overall IQ can be anywhere in the range. The key difference is the spikes in the profile.

It is estimated that **1 in 10** people have dyslexia

**Einstein was dyslexic**

*IQ = 160*

Unlock your hidden genius by compensating for your weak points and learning to play to your strengths

Visit geniuswithin.co.uk to find out more about unlocking your inner genius
PASS Theory
Basic Psychological Processes
Category IV - PSW

Integrates neuropsychological and cognitive psychological research and posits four distinct yet interrelated neurocognitive abilities:

PLANNING
ATTENTION
SIMULTANEOUS
SUCCESSIVE

Based on Luria’s (1966, 1973) conceptualization of brain function.
## Worksheet for Charting Patterns of Strengths and Weaknesses

<table>
<thead>
<tr>
<th>SLD Areas</th>
<th>Category I: Academic achievement with respect to grade-level expectations.</th>
<th>Category II: Academic achievement with respect to age-level expectations.</th>
<th>Category III: Classroom performance with respect to grade-level expectations.</th>
<th>Category IV: Age-appropriate functional/intellectual skills</th>
<th>Other PSW models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Reading</td>
<td>Progress monitoring, CBM screening or criterion-referenced assessments</td>
<td>State Assessment(s)</td>
<td>Norm-referenced achievement tests</td>
<td>Curriculum assessments (including End of Course State Assess.)</td>
<td>Grades</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
<tr>
<td>Reading Comp.</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
<tr>
<td>Listening Comp.</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
<td>S N W</td>
</tr>
</tbody>
</table>
Worksheet for Charting Patterns of Strengths and Weaknesses

S = Strength  
N = Neither Strength/Weakness  
W = Weakness  

Area(s) of Strength - At least 3 ‘S’ **checked** across Categories I - IV in at least one SLD Area:

____________________________________________________________

Area(s) of Weakness - At least 3 ‘W’ **checked** across Categories I - IV in at least one SLD Area, including at least 1 from an individually administered complete and comprehensive academic achievement assessment:

____________________________________________________________
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Monitoring</td>
<td>Meeting / exceeding aim line</td>
<td>Falling below aim line for at least 4 consecutive weeks on most recent tests.</td>
</tr>
<tr>
<td>CBM (Benchmark) screening</td>
<td>At ‘benchmark’ level or above grade-level median score if using local norms.</td>
<td>At ‘at-risk’ level or below 10%ile (80 SS) if using local norms.</td>
</tr>
<tr>
<td>Criterion-referenced Assessment</td>
<td>Percentile rank ≥ 25 (90 SS)</td>
<td>Percentile rank ≤ 10 (80 SS)</td>
</tr>
<tr>
<td>State Assessment(s)</td>
<td>Level 3 or Level 4</td>
<td>Level 1 or Level 2</td>
</tr>
<tr>
<td>Norm-referenced tests (Achievement, IQ)</td>
<td>Percentile rank ≥ 25 (90 SS)</td>
<td>Percentile rank ≤ 10 (80 SS)</td>
</tr>
<tr>
<td>Curriculum Assessments</td>
<td>Scores ≥ 80% (80/100)</td>
<td>Scores ≤ 70% (70/100)</td>
</tr>
<tr>
<td>Grades</td>
<td>A / B or ‘meets / exceeds’ expectations</td>
<td>D / F or ‘does not meet’ expectations</td>
</tr>
<tr>
<td>Teacher Report</td>
<td>Based upon professional judgment of teacher in comparing student to others in classroom.</td>
<td>Based upon professional judgment of teacher in comparing student to others in classroom.</td>
</tr>
<tr>
<td>Observations - Academic</td>
<td>Student demonstrates average understanding of academic content in comparison to other students in classroom.</td>
<td>Student demonstrates that he or she does not understand the academic content.</td>
</tr>
<tr>
<td>Observations/Interviews/Scales - Functional</td>
<td>Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 25 (90 SS).</td>
<td>Most of the student’s functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 10 (80 SS).</td>
</tr>
</tbody>
</table>
Evaluation Section of the AAC – Reminder to Study

Note important statements related to how to conduct an evaluation

**** cannot use one score or single method to determine eligibility
Referral Form - Documentation for Prongs 1 & 2

ECEC - Lack of Appropriate Instruction

Box above signatures - contains the most important information

For convenience, the documentation of data is divided into Prongs 1 & 2 on the back page in Mastering the Maze

Decide to accept referral to return to PST for additional tier instruction

Referral Accepted - IEP Team identifies hypothesized deficits & strengths

The IEP Team decides what additional data are needed with the intention of providing direction for effective academic interventions as well as making an eligibility decision

Use charts and worksheets to help organize documentation

Ask question: what services will the child get in special education that he is not already getting in general education. Specially Designed Instruction????

Determine Eligibility
Completing the Eligibility Form
Exclusionary Factors

The following factors have been ruled out as the primary cause of the impairment (all must be considered and checked to qualify for SLD). Document on Eligibility Report - information becomes part of information gathered for PSW.

[ ] Environmental/Cultural/Economic Concerns (Located as part of the referral.)

Use this checklist:
To determine factors impacting a student’s learning and therefore excluding him/her from being identified as a student with a disability.
To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
To consider if there has been a lack of appropriate instruction in reading and/or math.
Lack of Instruction (Prong 1) on ECEC Checklist

Use this checklist:

1. To determine factors impacting a student’s learning and therefore excluding him/her from being identified as a student with a disability.
2. To determine whether or not a student needs to be administered a non-traditional intelligence test if there is environmental, language, cultural, and/or economic concerns checked.
3. To consider if there has been a lack of appropriate instruction in reading and/or math

- [ ] **Nonstandard English** constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences)
- [ ] Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
- [ ] Limited cultural experiences (student does not participate in community activities).
- [ ] The student receives other services such as Title I, Migrant, 504, ESL, etc.
- [ ] Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs
Exclusionary Factors, conti.

[ ] Visual/Hearing Disabilities (Screeners)

[ ] Intellectual Disability (Adaptive Rating Scale)

[ ] Emotional Disability (Behavior Rating Scales)

[ ] Motor Disabilities (Observation/testing if needed)
Adaptive Behavior Scales

- Rule out Intellectual Disability - ID

Use an adaptive behavior scale that is specifically designed for evaluating adaptive behavior, i.e., ABAS-3, Vineland-2

SES allowed the use of the Adaptive Composite to satisfy this requirement during the transition. Begin to move away from this practice.

Many recommend completing an adaptive behavior scale first since it can help you determine the focus of the evaluation - ID? or SLD?.

Usually, adaptive scales results are reported in common metric standard scores. 70 SS and below is significant.
Behavior Rating Scales

- Rule out Emotional Disability - ED

Use a rating scale that is specifically designed for evaluating an emotional behavior, e.g., BASC-3

Sometimes a child will have significant scores in an area but does not fit into the ED category.

These behaviors can be addressed in the IEP or behavior intervention plan.

T-scores should be converted to common metric standard scores with a mean of 100 and a standard deviation of 15. 130 and above = significant.
Eligibility Report
(Looks like it always has with some sections expanded!)

- Expanded: Components of RtI
  - *Select on SLD page
  - Follow CVF Headings for Area of Assessment:
    - Instructional Strategies used and student-centered data collected
    - Documentation that the child’s parents were notified:
      - Amount and nature of student performance data that would be collected and the general education services that were provided,
      - Strategies for increasing the child’s rate of learning,
      - Parent’s right to request an evaluation.

- Expanded: Components of PSW
  - *Select on SLD page
  - Documentation of a pattern of strengths & weaknesses in:
    - Performance,
    - Achievement, (or both) relative to age, State-approved grade level standards, or
    - Intellectual development (IQ test),
  - Determined by the IEP Team to be relevant to the identification of a specific learning disability using appropriate assessments.

*Can check one or all of options. Use worksheet to organize documentation.
Remember...
The decision process has always required expertise!!!

It requires you to think critically about numerous variables that may not always be perfectly captured by criteria.

Always keep the end in mind: providing direction for effective academic interventions.

Keep it Simple! Success Breeds Success!

Resource: [www.rtinetwork.org](http://www.rtinetwork.org) for:

RtI-Based SLD Identification TOOLKIT