

Dive Deeper into SLD!!

PSW / Rtl - based Methods to Identify SLD for School Psychologists & School Psychometrists

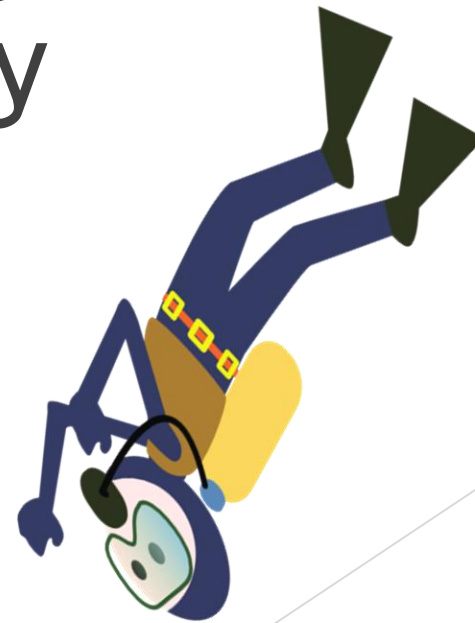
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Dive Deeper into SLD!

- ▶ 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 determine 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.



Why Dive Deeper?, cont.

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 processes **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.



Patterns of Strengths & Weaknesses (PSW) -

- 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!**

FOR IEP TEAM USE ONLY (NEW ON SIGNATURE PAGE)



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



RTI Action Network Web Site
Online Guide to RTI-Based Identification
<http://rtinetwork.org/getstarted/sld-identification-toolkit>



Groups met October 2013 to organize a central way for states to use Rtl 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: _____



RtI-Based SLD Determination Worksheet

CRITERION 1

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):

- | | | |
|--|---|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Mathematics Calculation |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Mathematics Problem Solving |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> 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*)

<i>Measure(s)</i>	<i>Date(s) Given</i>	<i>Student's Score(s)</i>	<i>Proficient Grade-Level/Standard Score(s)^a</i>
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C. Has student's failure to meet state standards been discussed with parent(s)? Yes No

Explain: _____

RtI-Based SLD Determination Worksheet

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

Interventionist: _____ Title/Position: _____

Measure: _____ Baseline: _____ Goal score^a: _____ Goal rate of progress^{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^a: _____/week Will student meet goal by the end of the current school year? Yes No

Outcome: _____

^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).

RtI-Based SLD Determination Worksheet

CRITERION 2 (continued)

2. Intervention: _____ Dates: _____ – _____ Frequency: _____/week Duration: _____/session

Interventionist: _____ Title/Position: _____

Measure: _____ Baseline: _____ Goal score^a: _____ Goal rate of progress^{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^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^a: _____ Goal rate of progress^{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^a: _____/week Will student meet goal by the end of the current school year? Yes No

Outcome: _____

RtI-Based SLD Determination Worksheet

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: _____

RtI-Based SLD Determination Worksheet

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:

RtI-Based SLD Determination Worksheet

CRITERION 4

Underachievement is not due to lack of appropriate instruction in reading^c 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^a in the same grade as the referred student meeting the proficiency benchmark in the most recent universal screening assessment:

<i>Grade Level</i>	<i>Measure</i>	<i>Proficient Grade-Level/Standard Score(s)</i>	<i>% of Grade Proficient</i>	<i>Date</i>
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D. Provide the name(s) of teacher(s) who implemented the core instruction:

E. Was the instruction adequate:

In **reading**^c? Yes No

In **math**? Yes No

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).

^c 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).

CRITERION 5

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.

Date(s)

Content Area(s)

Teacher(s)

Observation Method(s) & Results

B. Attach detailed descriptions or reports of the observation(s).

RtI-Based SLD Determination Worksheet

CRITERION 6

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.^d
- 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):

^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.

RtI-Based SLD Determination Worksheet

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?



1% of corporate managers are dyslexic

35% of entrepreneurs are dyslexic



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

This is not True

Dyslexia is about abilities being out of balance

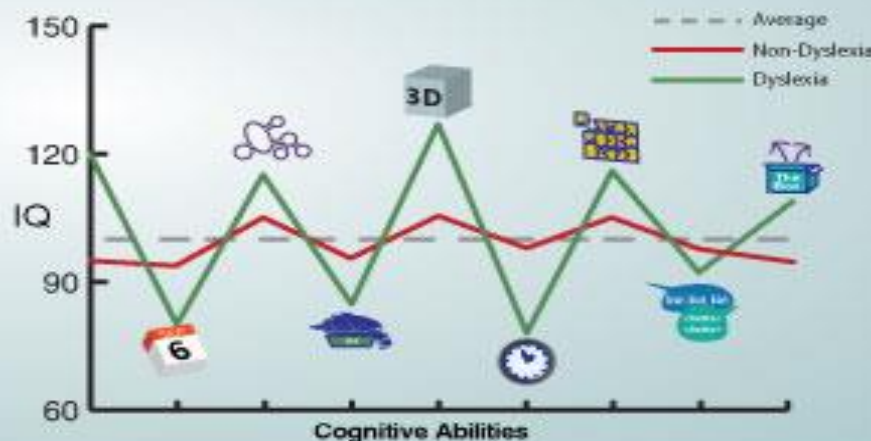
While dyslexics may struggle with:

They may be brilliant at:

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



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



Dyslexia is NOT tied to IQ

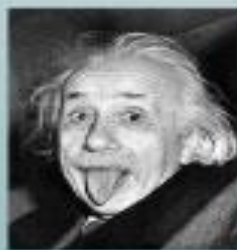
Your overall IQ can be anywhere in the range. The key difference is the spikes in the profile

It is estimated that

1 IN 10

people have dyslexia

Einstein was dyslexic
IQ = 160*
*estimated



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



Genius WITHIN

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

S = Strength

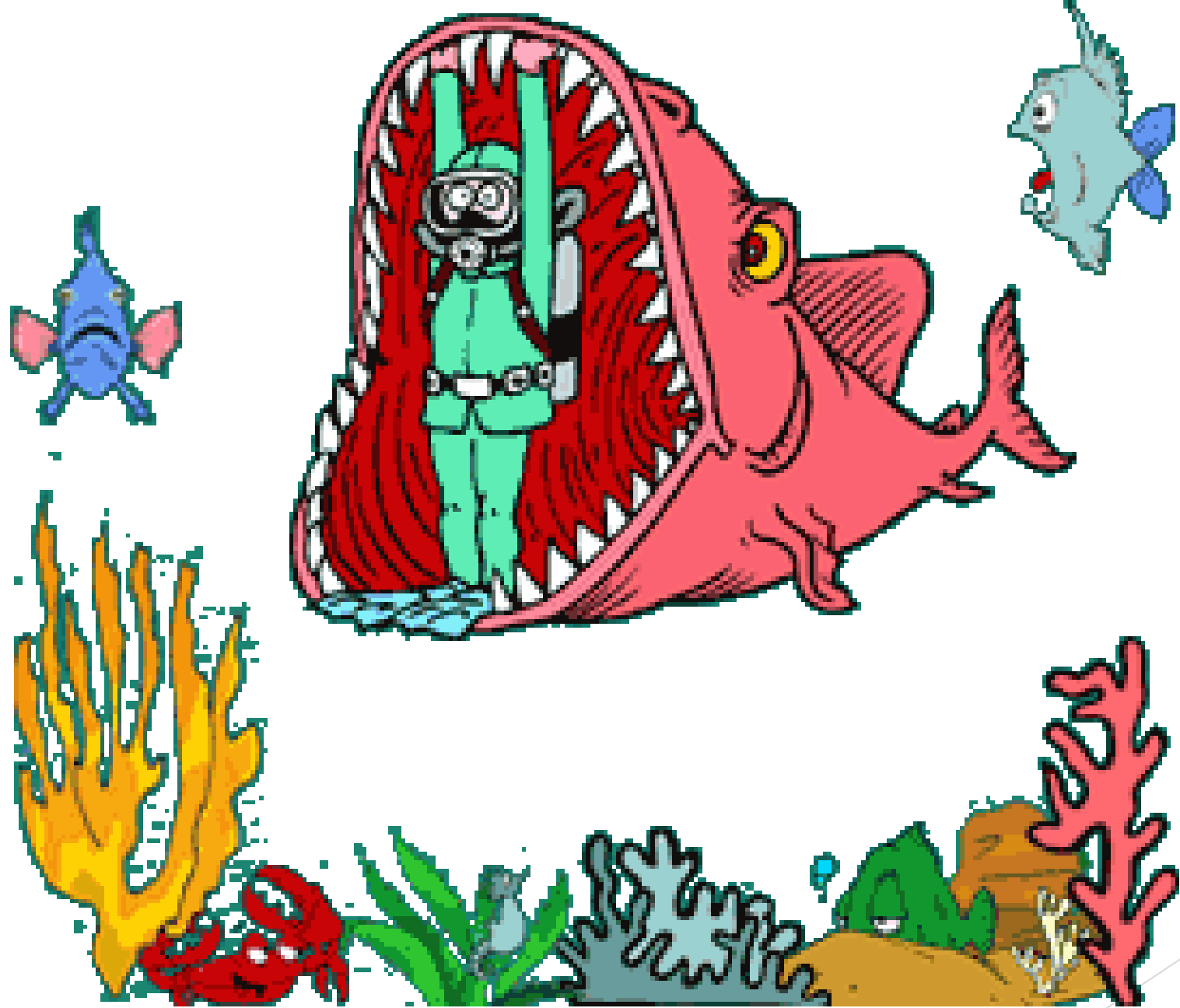
N = Neither Strength/Weakness

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:

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



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**



Basic-Documentation: Gather and Present Your Findings

- 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 Rtl

- *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 for:
Rtl-Based SLD Identification TOOLKIT

