Guidance for the Determination of Specific Learning Disabilities

Washtenaw County Specific Learning Disabilities Work Group

Washtenaw Intermediate School District
1819 S. Wagner Road
Ann Arbor, MI 48106

2010

SLD Work Group Committee Membership
2009-2010

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Introduction

At the request of the Washtenaw County Special Education Administrators, the Washtenaw County Specific Learning Disabilities (SLD) Work Group was formed to develop guidance and provide recommendations that would support our districts in implementing these new regulations for Washtenaw County. Prior to the development of the guidance document, the SLD Work Group reviewed Michigan and federal rules and regulations relating to Specific Learning Disability, procedures developed in other states and districts, and published articles on models for determining patterns of strengths and weaknesses. The intent of the guidance document is to assist teams with quality SLD processes for evaluation planning, evaluations, eligibility decisions, and intervention planning. In doing so, the SLD Work Group developed/ adapted key forms that would prompt and structure best practices and/or legally mandated components. Where necessary and/ or appropriate, the forms are keyed to further explanation or technical assistance and to links to web-based references.

The Washtenaw County SLD Work Group focused on the following task: When developing a multidisciplinary evaluation plan, what pertinent data needs to be collected, dependent upon the evaluation process (either response to scientific, research-based intervention process or pattern of strengths and weaknesses process, or both) by the multidisciplinary team (MET) to determine the existence of SLD? We emphasize and recommend the full and individual evaluation as a process of data collection that includes multiple methods of assessing student performance with input from parents, teachers, instructional specialists, and school psychologists. The purpose of the evaluation is to surround the student of concern with the best and most comprehensive information possible to make valid and appropriate recommendations as to the student's eligibility for special education and, more importantly, educationally relevant recommendations for instructional strategies, supports and services.

SECTION 1: The Federal and State Laws

Federal and State Law Definitions

The *Individuals with Disabilities Improvement Education Act* of 2004 created new options for the identification of students with specific learning disabilities. The following section provides the most current federal and state definitions of specific learning disabilities (SLD).

Federal Definition of Specific Learning Disabilities

§ 300.309 Determining the existence of a specific learning disability.

(a) The group described in § 300.306 may determine that a child has a specific learning disability as defined in § 300.8 (c)(10), if –

(1) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

(i) Oral expression.
(ii) Listening comprehension.
(iii) Written expression.
(iv) Basic reading skills.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem-solving

(2) (i) The child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas identified in paragraph (a) (1) of this section when using a process based on the child's response to scientific, research-based intervention; or,
(ii) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §§ 300.304 and §§ 300.305; and

(3) The group determines that its findings under paragraph (a)(1) and (2) not a result of

(i) A visual, hearing, or motor disability;
(ii) Mental retardation;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§ 300.304 through §§ 300.306 –

(1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and

(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in §§ 300.301 and § 300.303, unless extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in § 300.306(a)(1) –

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and

(2) Whenever a child is referred for an evaluation.

[Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6)]

Michigan Administrative Rules and Clarification Memo

The State of Michigan revised the administrative rules regarding the definition of Specific Learning Disabilities in August, 2008. The rules were followed by a clarification memo.

Michigan Definition of Specific Learning Disabilities

R 340.1713 Specific learning disability defined; determination.
Rule 13.

(1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

(2) In determining whether a student has a learning disability, the state shall:
    (a) Not require the use of a severe discrepancy between intellectual ability and achievement.
    (b) Permit the use of a process based on a student's response to scientific, research based intervention.
    (c) Permit the use of other alternative research-based procedures.

(3) A determination of learning disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:
    (a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a student of less than school age, an individual qualified by the state educational agency to teach a student of his or her age.
    (b) At least 1 person qualified to conduct individualized diagnostic examination of students, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

Clarification Memo

MEMORANDUM

January 22, 2009

TO: Intermediate School District Directors of Special Education

FROM: Jacquelyn J. Thompson, Ph.D. Director
Office of Special Education and Early Intervention Services

SUBJECT: Specific Learning Disabilities – Clarification

DISSEMINATE TO LEAs and PSAs

Michigan's Administrative Rule 340.1713, Specific Learning Disability Defined, Determination, was amended on September 11, 2008. A few components of the rule warrant clarification.

The Role of Severe Discrepancy
Rule 340.1713 of the Michigan Administrative Rules for Special Education (Rules) allows the use of three options for determining specific learning disability (SLD) eligibility. The rule allows a district to use severe discrepancy, but only as one part of a full and individual evaluation. Severe discrepancy may never be used alone to determine a student eligible as a student with a SLD.

Response to Scientific, Research-based Intervention Process
In determining eligibility under SLD, one of the options a school district may use is a process that is based on a student's response to scientific, research-based intervention. Depending on the local district's practice, this process may have a variety of names; e.g., Instructional Consultation Team, Response to Intervention, Michigan's Integrated Behavior and Learning Support Initiative. The Michigan Department of Education (MDE) does not mandate any specific scientific, research-based intervention process.

A pattern of strengths and weaknesses is not the same as severe discrepancy.
At § 300.309(a)(2)(ii), the Individuals with Disabilities Education Act regulations identify a pattern of strengths and weaknesses as an option in determining SLD eligibility. The Rules permit local districts to use this option. The MDE does not mandate any specific process to determine a pattern of strengths and weaknesses. Any determination of SLD requires a comprehensive evaluation according to the evaluation procedures in the federal regulations at §300.301 - § 300.311, including those particular to a student suspected of having a SLD in § 300.307 - § 300.311.

Requirement for Processes Memo

MEMORANDUM

May 17, 2010

TO: Intermediate School District Directors of Special Education, Local Educational Agency Special Education Contacts, Public School Academy Administrators

FROM: Eleanor White, Ph.D. Assistant Director
Office of Special Education and Early Intervention Services

SUBJECT: Requirement to Make Public School District Processes for Determining the Existence of a Specific Learning Disability

Consistent with the Individuals with Disabilities Act of 2004 (IDEA) regulation § 300.307(a), the Office of Special Education and Early Intervention Services has established the criteria that must be followed to determine the existence of a Specific Learning Disability (SLD) (next section).

On or before September 1, 2010, each local educational agency (LEA) and public school academy (PSA) must publicly post on their web site, or make public through other means, the process or combination of processes which will be used by the LEA or PSA to determine the existence of a SLD. (§ 300.307(b) and § 300.600(d)(2)).

Michigan Criteria for Determining the Existence of a Specific Learning Disability

May 2010

Purpose

This document established the criteria that must be followed in Michigan to determine the existence of a specific learning disability (SLD) for a student suspected to have SLD. These criteria are used by the Multidisciplinary Evaluation Team (MET) to develop and produce an evaluation report and make a recommendation regarding eligibility to the Individualized Education Program (IEP) team. The MET evaluates a student suspected to have a SLD when a student has been referred for an initial evaluation or a change in eligibility as part of a reevaluation and the school district is in receipt of parental consent to evaluate.

A school district must not delay or deny an otherwise appropriate referral or request for an evaluation based on a district's use of response to scientific, research-based intervention process. School districts that use this process must recognize a parent's right to refer and request an evaluation at any time. If school district personnel suspect that a student has a disability while the student is participating in this process, the school district must recognize the district personnel's right to refer and request an evaluation at any time.

Response to scientific, research-based intervention processes do not constitute a full and individual evaluation in the Michigan Administrative Rules for Special Education (MARSE) and the Individuals with Disabilities Education Act (IDEA) requirements for conducting evaluations and determining eligibility for special education programs and services. Response to scientific, research-based intervention processes provides record information that may be a component of an evaluation under the MARSE and the IDEA. Students and children have specific protections and due process rights under both the MARSE and the IDEA.

Introduction

The Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE-EIS), is committed to the provision of a quality education for all of Michigan's students and to the continuous improvement of Michigan's educational systems. The OSE-EIS believes that effective core instructional programs, services, evidence-based interventions, data-driven decision making, and positive behavioral approaches should be available to all students, and intervention resources should be accessible based on each individual student's intensity of need. To ensure the provision of quality education for all of Michigan's students, schools need the guidance and the tools necessary to identify individual student needs.

Background

The Elementary and Secondary Education Act (ESEA) of 2001 changed the landscape of education in the United States. The ESEA of 2001 established a heightened emphasis on the immediate and continuous improvement of our educational systems and focused improvement efforts on state and local accountability, student outcomes, parent involvement, data-driven planning and systems, and the use of scientific, research-based methods and interventions. The reauthorization of the IDEA in 2004 introduced a new and deliberate effort to connect federal special education legislation with federal general education legislation, the ESEA. This deliberate effort has resulted in an IDEA that embraces the use of data-driven decision-making and new educational methods based on scientific research. The use of data-driven decision-making processes includes the IDEA requirements for determining a student's eligibility for special education programs and services.

In Michigan, prior to the 2004 reauthorization of the IDEA, the identification of a student suspected to have a SLD was based on a single, specific method as defined in MARSE. That method was the severe discrepancy model. The 2004 reauthorization of the IDEA expressly prohibits all states from requiring the use of the severe discrepancy model. As a result, the MARSE were revised in 2006. The MARSE for determining SLD eligibility provides schools with choices. Those choices include the use of methods for determining SLD based on the use of scientific, research-based interventions and patterns of strengths and weaknesses. The need to develop updated methods for determining SLD eligibility is the driving force behind the development of the criteria.

CRITERIA FOR DETERMING SLD ELIGIBILTY

I. Consistent with the IDEA federal regulations at 34 CFR § 300.309 and the MARSE at R 340.1713, schools must use the following processes for determining the existence of a SLD:

- **a student's response to scientific, research-based intervention**
- **a pattern of strengths and weaknesses**

A school district must not delay or deny any otherwise appropriate referral or request for an evaluation based on a district's use of a response to a scientific, research-based intervention process.

The continued use of severe discrepancy is discouraged. Severe discrepancy must never be used exclusively to determine the existence of a SLD. Severe discrepancy must not be used within a response to scientific, research-based intervention process.

II. CRITICAL SCHOOL DISTRICT DECISIONS

School districts should be thoughtful and intentional when selecting processes and procedures for determining the existence of a SLD.

Each school district must determine which process, or combination of processes, it will use to determine SLD eligibility and ensure that the education community and parents are informed of the district's processes. Each school district must develop a systematic plan to operationalize the State criteria for the district's use.

In making the decision regarding the process to be used for determining the existence of a SLD, each school district must consider the extent to which it has implemented a process based on a student's response to scientific, research-based interventions.

- If a school district does not have a process based on a student's response to scientific, research-based intervention established in any of its schools, then the school district must utilize a pattern of strengths and weaknesses in determining the existence of a SLD.

- If a school in a district has fully implemented response to scientific, research-based intervention process in select grades, the school must use data from its response to scientific, research-based intervention process to document interventions and student progress for the purpose of determining the existence of a SLD. The other grades in that school, and the other schools in the district, who have not fully implemented a response to scientific, research-based intervention process must use a pattern of strengths and weaknesses process until each grade in phased in to full implementation.

- If a school district is implementing a response to scientific, research-based intervention process on a school-by-school basis, the district must use data from its response to scientific, research-based intervention process to document interventions and student process for the purpose of determining the existence of a SLD in schools where the process is fully implemented. In schools that have not fully implemented a response to scientific, research-based intervention process, a pattern of strengths and weaknesses process must be used.

All federal and State regulatory requirements for evaluations for the purpose of determining a student's eligibility for special education programs and services as a student with a SLD still apply. These same requirements and all additional requirements for reevaluations for the purpose of determining continuing eligibility still apply.

III. WHAT IS SLD?

A specific learning disability is a "disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student's educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardations; emotional disturbance; or of environmental, cultural, or economic disadvantage." (34 CFR § 300.8(c)(10).

IV. WHO EVALUATES FOR DETERMINATION OF SLD ELIGIBILITY?

In compliance with the MARSE, a MET conducts a full and individual evaluation of a student suspected to have a SLD. The MET, based upon its evaluation of the student, then makes its recommendation of eligibility to the IEP team. The student's IEP team then determines SLD eligibility (R 340.1713).

V. WHAT PROCESS OF EVALUATION IS USED TO DETERMINE SLD ELIGIBILITY?

Each Michigan school district will make a decision about the evaluation process the district will use to determine SLD eligibility. The MARSE and IDEA give school districts choices and flexibility in determining the process to use for determining SLD eligibility (*see Section I of these criteria).*

Regardless of the process used to determine SLD eligibility, schools must follow all of the regulatory requirements in the IDEA, the MARSE, and Michigan laws, policies, and procedures for special education.

The following criteria apply to all methods used to determine SLD eligibility:

- A student must not be determined to be a student with a disability if the determinant factor is:
  - Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act) [including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and oral reading skills, and reading comprehension strategies];
  - Lack of appropriate instruction in math; or
  - Limited English proficiency

- A full and individual evaluation is a process conducted by the MET. Evaluation means procedures used in accordance with 34 CFR §§ 300.301 through 300.311 to determine whether a student has a SLD and the nature and extent of the special education and related services that the student needs. Evaluation includes the review of information from parents, existing data, and the results of assessment procedures used.

In interpreting evaluation data for the purpose of determining if a student is a student with a disability as defined in 34 CFR § 300.8, and the educational needs of the student, each public agency must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and
- Ensure that information obtained from all of these sources is documented and carefully considered.

The process of evaluation requires a synthesis of all available assessment information. A student's parents are an integral part of the evaluation process, including providing information about the student. Parents are members of the IEP team meeting held for the purpose of determining eligibility, determining the educational needs of the student, and developing the

student's IEP. Parents provide valuable insight and information to teams who conduct assessments in order to complete full and individual evaluations.

VI. THE EVALUATION PLAN

The "Review of Existing Evaluation Data (REED) and Development of an Evaluation Plan" document (published by the OSE-EIS) provides guidance and a general framework for the development of both initial evaluations and reevaluations. This document can be used with both the response to scientific, researched-based interventions and the pattern of strengths and weaknesses processes to develop and implement the evaluation plan for a student suspected to have a SLD.

Within a systematic plan it is essential to include a data-driven, decision-making process based on each individual student's needs.

Begin the development of an evaluation plan for determining SLD eligibility by collecting all pertinent data. The data used will be dependent upon the process (or processes) currently used in the district (and specific schools) for determining the existence of a SLD:

Response to Scientific, Reseach-based Intervention Process:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and
2. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when using a process based on the student's response to scientific, research-based intervention.

Pattern of Strength and Weaknesses Process:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and
2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the MET to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

VII. DOCUMENTATION

The school must document a student's achievement in one or more of the following areas:

- Oral expression;
- Listening expression;
- Written expression;
- Basic reading skills;

- Reading fluency skills;
- Reading comprehension;
- Mathematics calculation;
- Mathematics problem solving.

To determine SLD eligibility, student data must demonstrate inadequate achievement to meet age or State-approved grade-level standards in areas above and insufficient progress or a pattern of strengths and weaknesses. Schools and evaluation teams must follow these criteria:

- The finding of an academic skill deficit (*see the box "Suggested Parameters for Establishing an Academic Skill Deficit" in these criteria)* and insufficient progress must not be based on any one measure.
- The finding of an academic skill deficit and insufficient progress must be based on the school district's established objective criteria as applied to data on a student's level of performance (these are commonly referred to as 'decision rules').
- The IDEA clearly states that one benchmark for considering a student's extent of adequate achievement must be age or Michigan-approved grade level standards.
- No single benchmark or measure is sufficient under Michigan criteria; the student should evidence inadequacy on multiple measures to be determined SLD eligible.
- The student's level of intellect must not be used to exclude the student from SLD eligibility if the student otherwise qualifies for and requires special education programs and services.

Suggested Parameters for Establishing an Academic Skill Deficit

These are not intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the evaluation team. The decision as to what constitutes an academic skill deficit is a complex decision and will require a degree of professional judgment. The decision must be based on valid and reliable data.

- At least one measure needs to reflect a comparison to Michigan (or national) benchmarks or norms in order to provide some consistency across schools and districts in the interpretation of an academic skill deficit.

- Curriculum-Based Measurement (CBM) results that include at least 6 data points that are at or below the 9th percentile may be considered significant.

- Criterion Reference Measures (CRMs) compare a student's performance to the goals of the curriculum. These may be provided within program materials or set by teachers. An academic skill deficit could be indicated by results that are at or below 50% of the grade level expectancy. Thus, grade level criteria must be determined for CRMs. (For example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy, and a student's accuracy through repeated trials is at 40% or less, then a deficit might be indicated.)

- When a measure is utilized that provides a percentile rank, such as an individually administered norm referenced test, a score at or below the 9th percentile may represent an academic deficit.

VIII. SPECIAL CONSIDERATIONS

When considering student results that rely on a student's response to scientific, research-based intervention, the MET needs to be able to ensure that:

- There was a research/evidence base for the interventions implemented; and
- The interventions were implemented with fidelity, i.e., implemented as intended or prescribed with attention to the what, how and intensity of instruction.

When considering student results that rely on a student's pattern of strengths and weaknesses, the MET needs to be able to ensure that:

- They follow the district guidelines and decision rules for the analysis of strengths and weaknesses.

IX. OBSERVATION

An observation conducted during an early intervening period may be used, and must be properly documented, by the evaluation team. If, however, an observation has not been conducted prior to the referral and request for evaluation or additional observation data is needed, at least one member of the evaluation team must conduct an observation and must properly document the observation.

An observation:

- Must address academic performance and behavior in the specific area(s) of difficulty
- Must be conducted in the child's learning environment as determined by the evaluation team
- Must be conducted in the general education setting unless the child is less than school age or does not participate in general education

These observations must be scheduled at a time when the child is engaged in the specific area of need identified in the evaluation plan. Existing observations must have been conducted while the child was engaged in the specific area of need identified in the evaluation plan.

The federal regulations and the MARSE do not prescribe the type of observation to be conducted; the following methods may be appropriate:

- Behavioral observation procedures that result in quantifiable results (e.g., event recording, time sampling, interval recording)
- Methods that relate to student's classroom behavior to instructional conditions
- Informal or anecdotal recordings that address referral questions, instructional practice, and instructional fidelity

These observations may also help to document that appropriate instruction was provided, and will assist in recommending instructional changes. Observations across instructional settings (e.g., different classes) are especially valuable, as are observations by different team members.

X. EXCLUSIONARY FACTORS

The MET is required to consider what are commonly referred to as "exclusionary" factors. It must be clearly understood that a student to whom one of these factors applies might still be appropriately determined SLD eligible. The issue is one of "primary cause" for the SLD. With the changes in SLD eligibility criteria, serious consideration of these factors has become even more important.

The IDEA requires that the determination of SLD eligibility must not be determined based on findings that are primarily the result of:

- Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act);
- Lack of appropriate instruction in math;
- Limited English proficiency.

The determination of SLD eligibility must not be based on findings of inadequate achievement and insufficient progress or patterns of strengths and weaknesses that are primarily a result of:

- A visual, hearing, or motor disability;
- A cognitive impairment;
- An emotional impairment;
- Cultural factors;
- Environmental or economic disadvantage; or
- Limited English proficiency.

XI. LACK OF APPROPRIATE INSTRUCTION

The team needs to consider:

- The instruction that the student has been receiving;
- The qualifications and training of the person delivering the instruction; and
- The student's access to that instruction.

Since the determination of SLD eligibility requires documentation that a student demonstrates a skill deficit and insufficient progress, there should be evidence that appropriate instruction in the area(s) of concern has been provided, including fidelity of instruction and intervention implementation.

The team will also want to determine whether a student's access to core instruction, as well as to scientific, research-based interventions is:

- **Amount and nature of student performance data that will be collected and general education services that will be provided.**
- **Strategies for increasing the student's rate of learning.**
- **Parent's right to request an evaluation.**

XIII. USE OF ALTERNATIVE RESEARCH-BASED PROCEDURES

The IDEA allows for the use of "Other Alternative Research-Based Procedures" in determining SLD eligibility. At this time, Michigan has not identified other alternative research-based procedures for determining whether a student has a SLD as defined in 34 CFR § 300.8(c)(10). In the future, Michigan may consider local school system proposed alternative research-based procedures for determining whether a student has a SLD.

MAASE Specific Learning Disability Checklist

This checklist was created to assist district evaluation (MET) teams in completing a comprehensive evaluation, depending on the process used (Response to Intervention or Pattern of Strengths and Weaknesses, or both). The checklist contains the required components of the eligibility criteria.

REGULATION	**SLD CRITERIA CHECKLIST**
300.309(a)(1)	1. Inadequate achievement relative to grade-state approved standards
300.309(a)(2)(i) OR	2i. Insufficient progress when using a process based on response to scientific, research-based intervention, OR
300.309(a)(2)(ii)	2ii. Pattern of strengths and weaknesses in performance, achievement or both relative to age/state approved grade-level standards or intellectual development
300.309(a)(3)	3. Inadequate achievement not primarily the result of vision, hearing, motor, cognitive, social/emotional impairments, cultural factors, environment/economic disadvantage, English as a second language
300.309(b)	4. Data documenting that underachievement is not due to lack appropriate instruction (reading and math) Note: best practice for written expression, oral expression and listening comprehension
300.309(3)(b)(2)	5. Data documenting repeated assessment at a reasonable intervals
300.310	6. Observation in learning environment including general education setting to document academic performance in the area(s) of difficulty
300.311(a)(7)(i)	7. If the student has participated in a process that assess the child's response to scientific, research-based intervention * documentation of instructional strategies used and the student-centered data collected
300.311(a)(7)(ii)	8. If the student has participated in a process that assess the child's response to scientific, research-based intervention documentation that the parents were notified about, * the state's policies regarding the amount and nature of the student's performance data that would be collected and the general education services that would be provided; * strategies for increasing the child's rate of learning * the parent's right to request an evaluation
300.311(a)(4)	9. Educationally relevant medical findings
300.8	10. Adverse impact of SLD to the point the child needs special education and related services

MAASE Specific Learning Disabilities Checklist

Note: Use for each sub area of SLD under consideration

RULE IN

1. Achievement data indicating that the child does not adequately achieve for the child's age or meets State-approved grade-level standards [300.309(a)(1)]

2i. Student intervention data indicating insufficient progress when using scientific research-based interventions [300.309(a)(2)(i)]

OR

2ii. Student exhibiting a pattern of strengths and weaknesses in performance, achievement, or both relative to age or State-approved grade-level standards or intellectual development [300.309(a)(2)(ii)]

RULE OUT

1. Inadequate achievement and insufficient progress when using scientific research-based interventions OR patterns of strengths and weaknesses are not primarily the result of [300.309(a)(3)]:

Other Disabilities or Impairments:

- Vision disability
- Hearing disability
- Motor disability
- Cognitive disability
- Emotional Impairment
- Autism Spectrum Disorder

Other Factors:

- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency

2. Underachievement is not due to the lack of appropriate achievement instruction in reading and math [300.309(b)]:

- (2a) Data that demonstrates that prior to or as a part of the referral process the student was provided with appropriate instruction in regular education settings delivered by qualified personnel [300.309(b)]

AND

- (2b) Data-based documentation of repeated assessments or achievement at reasonable intervals reflecting formal assessment of student progress during instruction [300.309(3)(b)(2)]

OBSERVATION

1. The student's academic performance and behavior in the area of difficulty [300.310]
2. In the student's learning environment (including regular classroom setting) [300.310]

NOTE: Observation may be completed prior to referral (without parent consent) if it is an observation in routine classroom instruction and monitoring of the child's performance

REPORT – REQUIRED ELIGIBILITY DOCUMENTATION STATEMENTS

1. Statement of eligibility

2. Basis for statement of eligibility

3. Relevant behavior noted in observations and relationship to academic performance [300.310]

4. Relevant medical findings [300.311(a)(4)]

5. Inadequate achievement and insufficient progress and/or pattern of strengths and weaknesses [300.309(a)(1) & 300.309(a)(2)(i) & 300.309(a)(2)(ii)]

6. Exclusionary factors: Other disabilities and cultural, economic, environmental or LEP [300.309(a)(3)]

7. Data that can be used to determine whether the underachievement is primarily due to:
    a. Lack of appropriate instruction [300.309(b)]
    b. Other impairments/factors [300.309(a)(3)]

8. If the student participated in a process that assesses the student's response to scientific, research-based intervention:
    a. Instructional strategies used and student centered data collected [300.311(a)(7(ii)]
    b. The documentation that the student's parents were notified about: [300.311(a)(7)(ii)]
    * state/district policies regarding amount/nature of student performance data and general education services provided
    * strategies to improve rate of learning
    * right to request an evaluation

SECTION 2: Response to Scientific, Research-based Intervention Guidance

Response to Scientific, Research-based Intervention Guidance

The Washtenaw County SLD Work Group focused on the following task: When developing a multidisciplinary evaluation plan, what pertinent data needs to be collected by the MET team to determine the existence of SLD? In making the decision regarding the process to be used for determining the existence of a SLD, districts must consider the extent to which it has implemented a process based on a student's response to scientific, research-based interventions.

As a part of this process, the Washtenaw County SLD Work Group reviewed the Washtenaw County Position Paper on Response to Intervention (RtI) created during the 2006-07 school year. This steering committee met to educate the county about the concept of RtI and to consider the implications of RtI locally. The work of this steering committee aligned the ideas and practices of RtI with the WISD 2010 Plan, and can be found in the following section of this document. The SLD Work group determined that this Position Paper provides districts guidance on a strength-based model of response to scientific, research-based interventions for all students, prior to a special education evaluation referral.

While districts are at a variety of stages in the implementation process of RtI models, the section regarding fidelity of implementation provide MET team guidance for consideration in ensuring that the underachievement is not due to a lack of appropriate instruction in reading or math. To meet this assurance, teams must consider:

1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent(s).

The Washtenaw County SLD Work Group reviewed and compiled essential questions around instruction and assessment for MET teams to consider when determining the existence of a SLD when utilizing either RtI or PSW, or both.

Washtenaw County Position Paper (2006-07)
Response to Intervention (RtI)

Overview and Purpose

Special education intervention traditionally follows a process of referral and evaluation based on a discrepancy between a student's ability and achievement. This process often involves observations, meetings, and professional discussions related to a child's educational performance. Interventions often include short trials of targeted teacher support, behavior systems, and/or separation from the classroom for testing or performance assessments.

Response to Intervention (RtI) is an approach and strategy that shifts this process to ensure that consideration of eligibility for special education services is consistently connected to a child's response to effective instruction in the general education classroom. In an RtI model, primary responsibility for intervention prior to special education referral rests with the classroom teacher in collaboration with other school staff. The RtI framework requires use of research-based effective teaching practices, matching classroom instruction to personal needs, monitoring of progress over time, analysis of data, and involvement of families. This model, which can be implemented in a variety of ways, promises to reduce special education referrals arising from concerns that could be, but are not currently, addressed through general education classroom instruction.

The value of the use of RtI to a local school district may include:

- More efficient use of staff resources in special education evaluation
- Increased collaboration between and among general education and special education staff
- Increased documentation of quality intervention and its effectiveness prior to referral
- More focused planning for the success of individual students
- Increased accountability for use of best teaching practices

Along with basic information about RtI, this paper outlines for the county a context, rationale, underlying principles, and ideas for implementation. As an approach or strategy, RtI is not required by law, but an optional approach for local districts. However, upon review, it is clear that practices related to RtI are, indeed, best practices. The focus on appropriate instruction and intervention is a far better use of resources than the old model of failure and labor intensive remediation. We are recommending RtI as a county-wide structure to make instructional practices more consistent across districts and to document the assurance that no child is referred for special education eligibility without receiving high quality daily classroom instruction matched to personal needs.

County Context

Since the late 1990s, Washtenaw County has had a clear and ongoing visioning process called the Conference on Teaching and Learning, co-created by all 10 districts and Washtenaw ISD, which focuses our common work in several key areas. The overarching goal for our work is to

support all students in meeting common high expectations for learning. This process has maintained focus on:

- personalized learning
- effective instructional practices
- multiple assessment tools and processes and
- teams of people to provide coordinated and effective support for all students.

These ideas align with and support the practices of RtI. This vision has led us, as a county, to several innovative instructional and student support initiatives, such as adolescent literacy, high school transformation, instructional consultation, math steering committee, and integrated technology workgroups. During the 2006-07 school year, a countywide steering committee met to educate ourselves about the concept of RtI and to consider the implications of RtI locally.

What is Response to Intervention (RtI)?

In general, RtI is the practice of:

- providing high-quality, scientifically-based instruction and interventions *matched* to student needs
- monitoring progress frequently to make decisions about changes in instruction or goals, and
- applying child response data to important educational decisions (NASDE, 2006).

The purpose of this work is to ensure that classroom teachers are supported to help meet their students' needs within the general education setting prior to initiating the special education process. RtI demands documentation of these efforts. At its foundation, our educational system has the responsibility to work with classroom teachers to attempt to meet student needs prior to initiating special education services.

RtI is a process used to create a well-integrated system of instruction based on child outcome data. Data may be used to maintain, alter, intensify or fade instruction and intervention. Factors to consider when making decisions based on this data include:

- the gap between actual and expected performance
- growth over time compared to prior levels and peer growth rate.

RtI requires an integrated approach to service delivery that includes leadership, collaborative planning, and implementation across the education system. At a policy level, the RtI language in the federal IDEA legislation validates and supports the work that we have prioritized in our county.

Underlying Principles

As a steering committee, we want to articulate our underlying principles related to RtI, as well as the commitments we make locally that impact our professional practices.

Educational Principles	**What We Will Do Locally…**
* All children can learn.	* We will effectively teach all children.

* Student achievement and classroom performance improve when appropriate instructional practices are used.	* We are accountable for the use of research-based best teaching practices with all students.
* Children learn at increased rates when instruction matches personal needs.	* We will match instruction to personal student needs.
* Students respond best to early interventions for learning and behavior problems.	* We will intervene at an early age with students who demonstrate learning and behavior problems in the classroom.
* Collaboration among professional staff increases the likelihood of accurate and effective instructional intervention in the classroom.	* General educational and special education teachers will work together to identify and implement effective instructional practices for individual students.
* Families have deep and unique knowledge about their children.	* We will actively involve families to gather and review data to make decisions.
* Frequent assessment is necessary to best know and understand student performance.	* We will monitor student progress to determine effectiveness of intervention and make adjustments based on the assessment.
* Data collection review and analysis critical to the provision of high quality instruction.	* We will analyze data and use the results to increase effectiveness of classroom instruction.

Implementation (What is it going to take to make this happen?)

It is important to recognize that local districts are already implementing aspects of RtI. However, additional steps need to be taken to fully implement the process.

- Development of a well though out, strategic systems plan for implementing RtI.
- All staff need to be fully informed about the purpose, implementation and implications of RtI. There must be an understanding of why we are choosing RtI and the benefits for teachers and children.
- A strategic professional development plan must be developed in order to ensure that staff possess the knowledge and skills necessary to provide instruction matched to student need, to gather and analyze data, and to make educational decisions based on that data.
- Collaboration at an administrative level regarding the conversion/allocation of resources, including both general and special education funding and staff roles. This will require a paradigm shift from the traditional roles of staff within the system to expanded and more integrated roles.
- Implementation of RtI must be done both county wide and at the district level.

Challenges/Issues
While the theory of RtI is philosophically aligned with our county work, at the operational and implementation level inconsistencies may arise. It is important to thoughtfully and strategically plan for this.

We believe that the goal of assessment should be to match instruction to student needs using multiple data sources. The practice of universal screening to design and deliver instruction, without regard to instructional match conditions, is a tension. Many of our districts currently utilize some type of universal screening system. A systematic plan for the way this data will be matched to and alter instruction should be considered.

Another tension is the interpretation of a three-tier model of service delivery to mean that different instruction is happening for different groups of students at different locations. We support focusing on developing teacher capacity within the general education classroom to help teachers create an instructional match for an individual student, a group of students, or the entire class. This should be done on a proactive basis through embedded professional development. In addition, a problem-solving process should be available to any teacher within the school building as another method of assisting a teacher in indentifying the students' and teacher needs and designing an instructionally-matched intervention.

Conclusion
We strongly support a strength-based model of RtI, as opposed to a student deficit model, which focuses solely on what the student does not know and remediates those skills.

We support a model which:

- identifies what skills a student knows and can demonstrate consistently
- creates a dialogue for the teacher to reflect on what he/she can do instructionally within the classroom to meet student needs.

We want to move from a model that focuses on diagnosing a problem within the child to a model that views student needs within the classroom setting. By recognizing the impact of instructional and environmental factors on student achievement, we recognize their role in intervention. This shift serves as a major systems and organizational change in a school and district's culture.

Summary
RtI provides districts in Washtenaw County with an opportunity to engage in a student specific, strength-based instructional model. This model complements the work in which many districts are currently engaged. RtI creates opportunity to change our current system that is, too frequently, deficit-based to one that fosters teacher collaboration and facilitation. Student learning is accelerated based on high quality instruction and interventions matched to individual needs. This work will look different in each of our ten districts. During the next year, we will work with local staff leaders to develop a detailed plan.

Additional Resources:
http://www.nasponline.org/resources/listingr u.aspx

http://www.casecec.org/rti.htm

http://www.nasdse.org/documents/RtI bibliography2.pdf

Fidelity of Implementation

The purpose of fidelity of implementation is to reflect on the integrity of the delivery of instruction in a way in which it was designed to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). The following sections can be considered by the MET team to determine assurances that underachievement is not due to lack of appropriate instruction in reading and math.

How can schools ensure fidelity of implementation? (NRCLD 2006)

- Link interventions to improved outcomes (credibility)
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific persons
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance

Implementation fidelity can be impacted by a wide range of factors that schools should be cognizant of (Allen & Blackston, 2003; Yeaton & Sechrest, 1981):

- Intervention complexity
- Time and material resources required for the intervention
- The number of intervention agents
- Efficacy (actual and as perceived by the intervention agents and stakeholders)
- The motivation of the intervention agents and stakeholders (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993).

There are several approaches that can be used to assess fidelity (Roach & Elliott, 2008):

Self report

- The person who is delivering (teaching) the intervention keeps a log or completes a checklist which records the critical components of the intervention.

Permanent Products

- Data and artifacts/documentation of the implementation of the intervention are analyzed to determine if critical components were followed.

Observations

- Observations are conducted of the delivery of the intervention, checking for the presence or absence and accuracy of implementation and critical intervention components.

Essential Questions

What is fidelity (Parisi et. al., 2007)?

- Whether an intervention was implemented as planned
- Surface fidelity
  - Were key components implemented?
  - Was adequate time allowed?
  - Was the specified amount of material covered?

- Quality of delivery
  - Teacher behaviors
    - How is the teacher differentiating?
    - Can you identify the standards based teaching practices?
    - Is the teacher using formative assessment to guide instruction?
    - Is there a range of teaching methods?
  - Student behaviors
    - Are the students engaged in learning?
    - What are the students doing?
    - Are the students working together?
    - Is there evidence of active or passive learning?

How are we going to measure fidelity?

- Forms?
  - What does it look like
  - Areas covered
    - Curriculum covered
    - Intervention used
    - Time of interventions

- Observations?
    - Staff
    - Students

Worksheet to Determine Appropriate Instruction

	Elements of Instruction	Evidence of Effectiveness	Other Evidence of Effectiveness
What	Documented curriculum	School district has a written curriculum that is aligned with State content expectations.	At least 80% of all of the school district's students within a grade are meeting district or state standards after being instructed with the district's core instructional program. At least 80% of students using an intervention within the school have showed improved progress. Observations of interventions during the evaluation period indicate that they are being implemented with fidelity.
	Core/intervention curriculum materials	Materials systematically teach and review skills and have scientific-research evidence of effectiveness. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)	
	Reading	Instruction emphasizes the following big ideas: phonemic awareness, phonics, fluency, vocabulary and comprehension.	
	Math	Instruction emphasizes the following big ideas: conceptual understanding, computational and procedural fluency, fact fluency and problem solving skills.	
	Writing	Instruction emphasizes the following areas: basic mechanics and conventions, the content aspects of writing that convey meaning, and higher-level cognitive processes involved in planning and revising.	
	Oral Expression	Instruction emphasizes the use of syntax, semantics and morphology.	
	Listening Comprehension	Instruction emphasizes the understanding of syntax, semantics and morphology.	
Who	Teacher Qualifications	Teacher meets NCLB highly qualified standards and has been trained to use the curriculum materials.	
How	Instructional techniques/strategies	When teaching new skills, teacher uses explicit instructional techniques. (See Worksheet for Evaluating Explicit Instruction and Systematic Curriculum)	
	Differentiated/tiered instruction	Students are provided with the appropriate intensity of instruction to meet their individual needs. All students receive core instruction, some students receive targeted, strategic instruction, a few students receive targeted intensive instruction.	
	Fidelity of instructional implementation	There is documentation that the core and intervention programs are implemented with fidelity. (See Program/Instruction Fidelity Checklist)	
	Assessments / Use of data	School screens all students three times a year to assess their progress. Students receiving strategic interventions are assessed weekly/monthly with formative assessments (e.g., progress monitoring tests) and students receiving intensive interventions (through general or special education) are assessed weekly. Schools regularly use assessment data to evaluate their instructional programs and modify accordingly.	

Worksheet for Evaluating Explicit Instruction & Systematic Curriculum

Instructional Characteristic	Essential Question
Clear Instructional Targets	Are the purposes and outcomes of instruction clearly evident in the lesson plans?
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?
Adequate Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?
Guided Practice and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?
Instructionally Embedded Assessments	Are instructionally embedded assessments used to monitor student's mastery of skills and strategies and to pace student's learning?
Summative Assessments	Are summative assessments used to monitor student's retention and reinforcement of skills and strategies following instruction?

Curriculum Characteristic	Essential Question
Instructional Scope	Does the curriculum include all key instructional content necessary to achieve the goals of instruction?
Instructional Sequence	Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?
Addresses Multimodality Instruction	Are a variety of instructional methods used to provide the student with auditory, visual and hands-on learning activities?

Classroom Assessments and Progress Monitoring Data

Student data is crucial in order to:

- Make accurate decisions about the effectiveness of general education instruction and interventions
- Undertake early identification/intervention with academic and behavioral problems
- Prevent unnecessary and excessive identification of students with disabilities
- Determine individual education programs and deliver and evaluate special education services.

Progress monitoring is a scientifically based practice that is used to assess student's academic and/or behavior performance and evaluate the effectiveness of instruction. To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly, depending on the intervention). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs.

Essential Questions for Assessment

1. Do the test items align to the pacing of the content in the grade level curriculum?
2. Is the difficulty of the test items aligned to classroom performance targets?
3. When using measures based on teacher judgment (e.g., rubrics, leveled readers, ratings) is the teacher scoring consistent with the scoring of another independent rater?

The student's rate of learning should be plotted over time to determine whether or not it improves in the direction of targets or benchmarks when provided with high-quality interventions implemented over a significant period of time (e.g., CBM, progress monitoring).

The frequency of data collection is a critical consideration when using a rate of learning difference data. Important considerations are:

- Did the team make the necessary checks on performance over time?
- Are the items of comparable difficulty over time?

Examples of Assessments

*The following provides a list of assessments that may be utilized in districts; however the list is **NOT** complete.*

Assessment Type	**Examples:**
Progress monitoring, Benchmark screening	DIBELS, AIMSWEB, Yearly Progress Pro, EdCheckup, STAR, MLPP, SRI, AR, DRA
Criterion-referenced assessments	Brigance
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WJ-3, WIAT-3, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TSW-4, CASL, CELF-4, CTOPP, WRAML-2
Norm-referenced cognitive tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI, DAS -2, WJ-Cognitive, D-KEFS, TAPS-3
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2 Connors Behavior Rating Scale, BASC, Adaptive Behavior Assessment System, 2nd edition (ABAS-II)
Achievement assessments - Reading	MEAP, NWEA, Bader, QRI, DIBELS, Running Records, Select Subtests of the MLPP, DRP, Maze
Achievement assessments – Math	MEAP, NWEA
Achievement assessments - Writing	MEAP, NWEA, Writing CBM

SECTION 3: Patterns of Strengths and Weaknesses Guidance

Patterns of Strengths and Weaknesses Guidance

In making the decision regarding the process to be used for determining the existence of a SLD, districts must consider the extent to which it has implemented a process based on a student's response to interventions. If a school district does not have a process based on RtI established in any of its schools, then the district must utilize a pattern of strengths and weaknesses in determining the existence of a SLD.

Models of PSW

The three major research-based models of Patterns of Strengths and Weaknesses are the Aptitude-Achievement Consistency model, Consistency-Discrepancy model, and the Concordance-Discordance model. Each of the models follow four basic principles. The first principle is that the Full Scale IQ score is no longer critical unless when considering an eligibility as Cognitively Impaired. The second principle is that children who are classified as SLD have isolated areas of weaknesses in academic and cognitive skills even though most of their academic and cognitive skills fall within the average range. The third principle requires that, without administering numerous measures, we match deficits in specific academic areas with specific cognitive deficits. Finally, the fourth principle states that most cognitive abilities that are not in the area of concern(s) are within the average range or above.

All three of the models are rooted in theory that is research-based and validated. However, the Aptitude-Achievement Consistency model is the most immediately useable to practitioners, and appears to offer the most well-founded and reasonable approach to an accepted theory of the structure of cognitive abilities. The Aptitude-Achievement Consistency model was proposed by Flanagan, Ortiz, and Alfonso (2007). This model is based on the Cattell-Horn-Carroll (CHC) intelligence theory which is an empirically based, validated, and measurable construct for the analysis of learning disabilities. It is able to identify specific and narrow abilities across many of the CHC areas, which can be combined to yield specific aptitudes for learning in different areas. These aptitudes are expected to be consistent with their respective academic areas. For example, finding a consistency between an individual's math aptitude and math achievement would be an indicator for a learning disability if both math aptitude and math achievement were below average, while other areas of aptitude and achievement were average or above.

CHC Theory classifies cognitive skills into seven clusters of abilities that demonstrate moderate to highly significant correlations to academic achievement skills. The seven clusters of abilities are as follows:

- Comprehension-Knowledge: The breadth and depth of knowledge including verbal communication and information.

- Fluid Reasoning: The ability to reason and solve problems that often involve unfamiliar information or procedures. Fluid reasoning abilities are manifested in the reorganization, transformation, and extrapolation of information.

- Auditory Processing: The ability to discriminate, analyze, and synthesize auditory stimuli. Auditory processing skills are related to phonological awareness.

- Long-Term Retrieval: The ability to store information efficiently and retrieve it later through association.

- Short-Term Memory: The ability to hold information in immediate awareness and then use it within a few seconds, also related to working memory.

- Processing Speed: The speed and efficiency in performing automatic or very simple cognitive tasks.

- Visual-Spatial Thinking: Spatial orientation, the ability to analyze and synthesize visual stimuli, and the ability to hold and manipulate mental images.

The Aptitude-Achievement Consistency model holds the following components that relate to identifying student with PSW:

- This model documents low achievement in a specific area(s), identifies a deficit in a cognitive ability that is linked by research to the academic weakness(s), and provides a method to determine that most cognitive abilities are average or above.

- This model is based on Cattell-Horn-Carroll (CHC) intelligence theory. CHC theory has a vast research base. Data sets from over half a million administrations of different cognitive and neuropsychological tests were used to determine what the actual specific human cognitive abilities are. Instead of relying on opinion or observation, CHC has developed a factor structure based on fifty years of research on a wide variety of intelligence tests. When using this model, practitioners are not limited to any one test or group of tests.

- CHC has particular utility for discriminating between cases of borderline intellectual functioning (and mild mental retardation) and SLD. CHC discriminates between normally developing English Language Learners (ELL) students and ELL students with SLD.

The operational definition of SLD that was proposed by Flanagan, et al. (2007) incorporates what is termed CHC Cross-Battery assessment, a guide to the selection and interpretation of both intelligence and achievement tests. The operational definition of SLD includes the following components: document specific academic skill or knowledge deficits; identify alternative explanation for learning difficulties; document specific cognitive deficits; identify alternative explanation for cognitive difficulties; document that identified academic deficits are empirically or logically related to cognitive deficits; establish the degree to which identified deficits interfere with functioning; identify other limitations in areas of social skills, motor abilities, vision and hearing abilities; and, determine eligibility for SLD classification.

As noted above, Cross Battery Assessment (XBA) is a guide to the selection and interpretation of intelligence and achievement tests using the CHC theory. XBA was first introduced by

Flanagan, McGrew, Ortiz and colleagues in late 1990s. It provides a way to make systematic, valid, up-to date interpretations of intelligence and achievement batteries. XBA systematically looks at a wide range of broad and narrow cognitive processes including language-based processes (Gc). Interpretation of strengths and weaknesses is at the cluster (not subtest) level, yielding better reliability. An example chart of XBA using the KABC-II, supplemented with the KTEA-II and WJ-III COG is provided in the appendix. Also, provided in the appendix, is a table of CHC abilities measured by seven different intelligence tests, as well as the definitions of the broad and narrow abilities that are measured by the tests. Further information and the process of XBA can be found in *Essentials of Cross Battery Assessment* (Flanagan, Ortiz, & Alfonso, 2007).

Critical Cognitive Factors Related to Academic Achievement

CHC theory has determined that there are several critical **cognitive factors** (broad abilities) **related to reading achievement.** These include:

- Auditory Processing (Ga), including Phonetic Coding (PC)
- Comprehension-Knowledge (Gc), including Lexical Knowledge (VL) and General Information (K0)
- Long-Term Storage and Retrieval (Glr), including Associative Memory (MA) and Naming Facility (NA) or Rapid Automatic Naming (RAN)
- Processing Speed (Gs)
- Short-Term Memory (Gsm), including Working Memory (MW).

The Working Memory Clinical Cluster and Phonemic Awareness Cluster have proven more powerful in predicting reading achievement than their respective broad abilities.

CHC theory has also determined that there are several critical **cognitive abilities for math calculation and reasoning**. These include:

- Fluid Reasoning (Gf), including Induction (I) and General Sequential Reasoning (RG)
- Comprehension-Knowledge (Gc)
- Long-Term Storage and Retrieval (Glr), including Naming Facility (NA) and Association Memory (MA)
- Processing Speed (Gs)
- Short-Term Memory (Gsm) and Working Memory (WM)

Written expression is a complex academic process that involves many cognitive and neuropsychological factors. Limited information regarding cognitive processes and assessment are identified below. More information can be found through the research of Regina G.

Richards, Margaret J. Kay, EdD, Virginia Berninger, and the Encyclopedia of Language and Literacy Development.

Written Expression disorders are often times referred to as dysgraphia, which is divided into three subtypes:

- Dyslexic Dysgraphia – spontaneously written text is poorly legible and spelling is severely abnormal. Copying of written text is relatively preserved, however, and fine-motor speed is generally normal

- Motor Dysgraphia – associated with poorly legible spontaneously written text, preserved spelling, and poorly legible copying of written text. Fine motor speed in such cases is also generally abnormal

- Spatial Dysgraphia – associated with poorly legible spontaneously written text, preserved spelling, poorly legible copying of written text, and normal fine-motor speed

Critical **cognitive abilities for written expression** include:

- Fine motor skills
- Visual motor integration (which involves being able to coordinate the hand and eyes)
- Perceptual discrimination and/or recognition of shapes, letters and/or numbers
- General auditory or language processing
- Sequencing and organizing of detailed information

Assessment instruments, which may be useful in diagnosing written language disorders include:

- Processing Speed Index scores from the WISC-III
- Developmental Test of Visual-Motor Integration
- Bender-Gestalt
- Jordan Left-Right Reversal Test
- Trails tests from the Halstead-Reitan Neuropsychological battery

In addition, a variety of written language achievement measures include:

- Test of Written Language
- Woodcock-Johnson Psycho-Educational Battery (Revised) standard and supplemental achievement tests
- Diagnostic Achievement Battery-Second Edition.

Determining a Strength and Weakness

When determining strengths and weaknesses other than age/performance related to intellectual development, the cut-off points are determined differently.

- When determining **performance relative to age**, most districts use report cards and/or classroom observations. Grades of As and Bs or 'meets or exceeds grade level expectations' are determined to be strengths, while Ds and Fs (Es) or 'below grade level expectations' to be weaknesses. Many school psychologists also use structured observations to determine students' rates of on-task behavior compared to same-sex peers.

- For **achievement relative to state standards**, the use state grade-level achievement test (MEAP) scores are acceptable. Levels 1 and 2 are strengths and Levels 3 and 4 are weaknesses.

- For **performance relative to state grade level standards**, the use of standards-based report cards or portfolio assessments of specific standards-based skills taught in general education classes are acceptable. Teams may also use a variety of sources, including progress monitoring, teacher tests, standardized academic/cognitive/language tests, portfolios, and work samples to determine students' current skill levels.

- For determining **achievement relative to age**, teams must use more technically adequate measures than report cards, observations, and group achievement test scores. Teams usually use individually administered standardized tests with adequate technical properties. These tests require a greater degree of knowledge to administer and interpret. In addition to meeting the requirements set for in the test publishers' guidelines, qualified assessors must also be familiar with measurement issues listed below.

Teams also need to able to distinguish between normative and relative strengths and weaknesses with regard to standard scores. A normative weakness is a standard score below the 9^{th} percentile, or below the recommended education descriptors. A relative weakness is a weakness in achievement or cognitive ability compared to, either the average of the same students other achievement or cognitive scores, or compared to another specific achievement or cognitive score.

Other suggested guidelines for determining strengths and weaknesses are found in the chart below.

SUGGESTED GUIDELINES FOR DETERMINING STRENGTHS & WEAKNESSES

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting/exceeding aimline	Falling below aimline 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 if using local norms
Criterion-Referenced	Percentile rank ≥ 25 (SS=90)	Percentile rank ≤ 9 (SS=80)
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm Referenced Tests (Achievement or IQ)	Percentile rank ≥ 25 (SS=90)	Percentile rank ≤ 9 (SS=80)
Curriculum Assessments	Scores $\geq 80\%$	Scores $\leq 70\%$
Grades	A/B or 'meets / exceeds' expectations	D/E or 'does not meet' expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to other students in the classroom	Based upon professional judgment of teacher in comparing student to other students in the classroom
Observations – Academic	Student demonstrated average understanding of academic content in comparison to other students in the classroom	Student demonstrates that s/he 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 ≥ 30.	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 ≤ 9.

SECTION 4: Team Guidance on Data Collection/ Review (SIDR) Form

Team Guidance: Data Collection on Student Intervention and Data Review (SIDR) Form

The Student Intervention and Data Review Form was created by the Michigan Association of Administrators of Special Education (MAASE) SLD Work Group to assist district intervention teams in developing appropriate intervention strategies for students at-risk. The Washtenaw County SLD Work Group determined that the SIDR Form documents the relevant factors affecting a student's educational performance over time and contains required criteria for SLD eligibility determination. It is recommended that the SIDR form be used by MET teams. It could also be used by district intervention teams prior to a special education referral.

The SIDR form can be utilized in conjunction with the Review for Existing Data (REED) and development of the evaluation. The IEP team members collectively review the SIDR in the REED process, adding parent/ guardian input and information that may be provided during the REED process. The IEP team members record/ attach existing data on/ to the REED.

Purpose

The Student Intervention and Data Review Form (SIDR) was created to assist district intervention teams in developing appropriate intervention strategies for at-risk students.

When a student is first identified as being at-risk either behaviorally or academically, it is not unusual for an intervention team (e.g. child study team, student assistance team, ICT team, student achievement team) to conduct a record review as part of its problem solving /intervention process. With increased use of response to intervention models, it is becoming ever more apparent that this single snapshot is an inadequate tool for ongoing planning. Students may require a series of increasingly intense interventions before they are successful. Other students may respond to interventions at one point in their career but reemerge as at-risk at a subsequent time. A smaller number of students may not respond adequately to general education interventions and ultimately present with a suspected disability. In the case of a suspected disability, a district must have data either prior to, or as part of the referral/evaluation process that any underachievement in reading or math that might be used as a basis for eligibility is not primarily the result of lack of appropriate instruction. Ongoing documentation of appropriate instruction is extremely useful in this context because it eliminates the need to reconstruct a student's educational history.

The Student Data and Review Form (SIDR) is a Microsoft Office based electronic file (Word, Excel) that documents relevant factors affecting the at-risk student's educational performance over time. Because it is an ongoing data review it eliminates episodic record reviews that soon become artifacts in the student's CA60. The Student Data and Review Form is also a helpful tool when a student is referred for a special education evaluation because of a suspected disability and the district must conduct a review of existing evaluation data (REED) as a prelude to evaluation planning for the student.

The Student Data and Review Form uses links to:

- Assist in general navigation through the document
- Display a ScreenTip box when the cursor hovers over a link
- Connect to information contained in this manual
- Connect to information on the web, e.g. MAASE LD wiki and other external sites.

Meeting Log [back to Meeting Log form]

The first section of the form is a log of intervention team meetings. Each meeting will occupy a row in this section. At the beginning of the meeting date, grade, school, district, area(s) of concern and participants are filled in columns one and two. The participants review student performance data that has been prepared and entered onto the form either prior to and during this meeting. At the conclusion of the meeting the participants are to identify "Next Steps". Next Steps could include (and may be copied and pasted from below to the form as appropriate):
*Continue with current intervention plan
*Modify current intervention plan (describe)
*Implement new intervention plan (describe)
*Intervention plan no longer needed
*More information needed (describe)
*Disability suspected, referral for Section 504 or special education evaluation (describe)

The cells in the log are expandable and new cells can be added over time.

Area(s) of Concern - [back to Area(s) of Concern Form]

Once an area of concern has been identified and dated, describe details for that area of concern and describe the student's current performance relative to grade-level peers.

Example:
Writing- 4th graders are able to use the writing process to develop clear and focused narrative and informational text of ten or more sentences. Jack uses prewriting activities but when writing rarely uses grade appropriate purpose, organization, details, voice/tone, grammar, usage, or mechanics.

Attendance, Discipline by Year [back to form]

Total number of…
When behavior is checked as an area of concern (e.g., "social/emotional", "behavior/sensory") the team will review the student's attendance and disciplinary record year by year from entry into school through the date of the intervention team meeting in the current school year.

"Office referral" is anytime a student was sent to the office for behavioral concerns within a given school year. There may be more than one entry for a single behavior if the office referral is followed by an ISS or OSS.

- ISS- In School Suspension
- OSS- Out of School Suspension

Describe the behaviors-
Describe the behavior(s) leading to OR, ISS and OSS, including the type and frequency of given violations of the discipline code.

Describe instructional supports provided during period of behavioral concern-
*Positive behavior supports – attach FBA/BIP as applicable
*Instruction provided during ISS and OSS

Achievement [back to achievement section of form]

Examples include (and are not limited to):

Benchmark/CBM Screening

- DIBELS
- AIMSWEB
- DRA
- STAR
- Jerry Johns

Progress Monitoring–

- DIBELS

- AIMSWEB
- Yearly Progress Pro
- EdCheckup

Criterion Referenced tests

- Brigance

Norm referenced tests – such as (and not limited to):

Reading

- Gray Oral Reading Test – 4th edition
- Test of Early Reading Ability – 3rd edition
- Woodcock Johnson Reading – 3rd edition/Normative Update
- Woodcock Reading Mastery Test – Revised/Normative Update

Language

- Clinical Evaluation of Language Fundamentals – 4th edition
- Comprehensive Assessment of Spoken Language
- Oral and Written Language Scales
- Test of Written Language – 4th edition
- Test of Written Spelling – 4th edition

Math

- Key Math 3rd edition
- Test of Early Mathematics Ability – 3rd edition

Achievement

- Diagnostic Assessment Battery – 3rd edition
- Kaufman Test of Educational Achievement 2nd edition
- Peabody Individual Achievement Test – Revised/Normative Update
- Test of Learning Development – Intermediate, 4th edition
- Test of Learning Development – Primary, 4th edition
- Wechsler Individual Achievement Test – 3rd edition

Curriculum Assessments aligned with GLCEs and classroom instruction

- Classroom assessments

State/District Assessments, e.g.,

- MEAP
- MEAP-Access
- MME
- NEAP

Additional Data [back to Additional Data form]

Cognitive Assessments

- WISC-4
- WAIS-4
- KABC-2
- KAIT
- CTONI-2

- KBIT-2
- WASI

Adaptive/Functional Behavior Scales

- Adaptive Behavior Evaluation Scale-2
- Adaptive Behavior Inventory
- AAMR Adaptive Behavior Scale - School
- Vineland Adaptive Behavior Scales - 2

Grades

- Letter grades
- Descriptive, e.g., Meets/Exceeds Expectations, Does Not Meet Expectations

Teacher Report

- Narrative based on professional judgment of the teacher comparing student to others in the classroom

Observation in area of concern-

- Documented observation of the area of concern done by someone from the team.
- See, e.g., Classroom Observation Checklist [back to Observation form]

Other factors that may affect performance [back to Other Factors form]

In this section the intervention team participants are looking at possible non-instructional barriers to performance. Here the team should check any box where they have sufficient data to rule the factor in or out as a "contributor" to the academic or behavioral area of concern. The relevant data should be entered in the text box along with the information source and the date the information was obtained.

Examples of information to consider:
Vision- vision screening, nurse/records
Hearing- hearing screening, nurse/records
Motor- teacher, PE observation, physicals
Cognitive- child's rate of learning in other skills, listening comprehension, adaptive skills
Emotional- office referral rates, teacher/parent input whether child presents with dysfunctional behavior(s) in the educational setting with respect to being fearful, isolated, anxious, depressed, or angry
Cultural- individual performance in comparison to disaggregated performance data for the child's cultural/ethnic group
Environmental, Economic Disadvantage- individual performance data in comparison to disaggregated performance data for students qualifying for free and reduced lunch
LEP- English language proficiency test, received ELA services, targeted interventions in additional to ELA services, ELA and other services provided for a sufficient length of time so growth can be measured.

Observation [back to Observation form]

The child is observed in the child's learning environment documenting the child's academic performance and behavior in the areas of difficulty by a member of the team. Log the

intervention team's observation results in the SIDR log or use the following observation checklists:

- Pre-K / Kindergarten
- Grades 1 - 4
- Grades 5 - 8
- Grades 9 - 12

The checklists provide useful data by examining academic and behavioral areas in which a student is experiencing difficulties, including consideration of factors such as setting, accommodations (skills related to information input and output) and methodology of instruction. To obtain a more complete and accurate picture of the student's performance, it is recommended that the student be observed more than once, and if possible in different setting sand different times of the day. Because no checklist can be all-inclusive, the forms provide a space for the observer to make notes regarding other behaviors, including strengths and weaknesses that may impact student learning and achievement.

Appropriate Instruction - [back to Appropriate Instruction form]

In this section, the intervention team will examine two key factors to the student's progress in school- the student's availability for instruction and the quality of instruction provided. With regard to availability for instruction, the team will examine whether there has been excessive instructional time lost due to absenteeism, disciplinary sanctions, tardiness and/or frequent school transfers. With regard to quality of instruction, there are number of research-based factors associated with student proficiency. This section identifies these factors. Although there is no single formula for determining appropriate instruction, the intervention team is asked to document existing data supporting these factors and to make an informed, professional judgment as to whether any of the factors deserve further consideration when developing intervention plans for the student.

For the purpose of identifying supporting data, the intervention team should refer to the following definitions:

- **Explicit-** modeling, guided practice, practice to automaticity, integration
- **Systematic**- sequential, hierarchical, cumulative review. For reading, a "systematic" including daily instruction in all reading components.
- **Active**- student engagement/high levels of academic learning time.

Rate of Progress [back to Rate of Progress form]

Use the graph and the intervention text box(es) to record the following information:

- Baseline and progress data
- What differentiated, supplemental and/or targeted instruction or intervention was provided
- Interventionist(s)
- Size of the intervention group (i.e., group size or individual)
- Frequency / duration of the intervention (i.e. # of days/week, mins/day)

Worksheet for Charting Strengths and Weaknesses [back to Worksheet]

This worksheet serves two intervention planning functions. In a tiered intervention process intervention teams may be initially interested in identifying areas of strength and weaknesses particularly for students who have not responded adequately to differentiated instruction in the general education classroom. The utility of identifying strengths and weaknesses at this stage is two-fold. First, strengths can sometimes be used to leverage intervention strategies in areas of weakness. Second, supplemental instruction by its very nature comes at the expense of core instructional time in another skill area. Generally, intervention teams will "borrow" this supplemental time from areas of stronger academic performance.

A second function for charting patterns of strengths and weaknesses becomes evident when the student continues inadequate progress to benchmarks despite increasingly intense general education interventions, and the intervention team suspects a learning disability. (Note: inadequate response to intervention does not always equate to a suspected disability)

There are a number of different models that districts can use to "operationalize" the charting of Patterns of Strengths and Weaknesses. The SIDR PSW grid is based on the research model of Fletcher, Lyon, Fuchs and Barnes (2007), as adapted by Eugene, Oregon, Kalamazoo RESA and Washtenaw ISD. It is a PSW model that compares strengths and weaknesses among different academic skill areas. The model presented below reflects certain decision rules as to what constitutes a pattern, and what is a strength or weakness on various types of assessment measures. Your district may choose to adopt these decision rules or its own.

Suggested Guidelines for Determining Strengths and Weaknesses

[back to Strengths and Weaknesses Worksheet]

Assessment Type	Strength	Weaknesses
Benchmark Screening/CBM	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10%ile if using local norms.
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks on most recent tests.
Criterion-referenced assessment	Percentile Rank ≥ 30	Percentile Rank ≤ 9
MEAP	Level 1 or 2	Level 3 or 4
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 30	Percentile rank ≤ 9
Curriculum assessments	Scores ≥ 80%	Scores ≤ 70%
Grades	A / B or 'meets/exceeds' expectations	D / E 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 s/he does not understand the academic content.
Observations/Interview/Scales-Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 30.	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 ≤ 9.

Student Intervention And Data Review **Student_____ Date_____**
DOB: _____

Click for new form or update to 11-20-09

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: *(Enter date a concern is first discussed))* [help]					
	Basic Reading		Math Calculation		Behavior
	Reading Fluency		Math Problem Solving		Sensory
	Reading Comprehension		Hearing		Adaptive Functioning
	Writing		Vision		Health / Medical
	Communication/Language		Social / Emotional		Motor Functioning

Student strengths and interests:

Attendance, Discipline by Year [help]

	Total number of:					Briefly describe or attach documentation: [help]	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement [help]

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data	Identify date and additional data needs
Benchmark (CBM) screening [help]		
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]		
Criterion referenced assessments [help]		
Norm-referenced achievement tests [help]		
Curriculum assessments aligned with GLCEs and classroom instruction [help]		

State/District Tests (name)	Year	Reading	Writing	Math	Science	Social St.

Student Intervention And Data Review **Student_____ Date_____**
DOB: _____

Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. *Or enter data into chart provided here.*

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	***List existing data and date***	***Identify additional data needs and date***
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (*check each area with sufficient data)* [help]					
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.					
	Vision		Cognitive		Environmental, Economic Disadvantage
	Hearing		Social/Emotional		English As Second Language
	Health		Cultural		Autism Spectrum Disorder
	Motor Functioning				
List date & existing information for any checked area(s)			***List date & data needed for any unchecked area(s)***		

Observation for Academic Performance and Behavior in the Area(s) of Difficulty [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
Check skill area(s) of difficulty. Any checked skill area(s) should be observed.			
	Oral Expression		Reading Fluency Skills
	Listening Comprehension		Reading Comprehension
	Written Expression		Math Calculation
	Basic Reading Skills		Math Problem Solving

For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.

Date	**Observer (Name/title)**	**Academic Area**	**Academic/Behavioral Results**

Student Intervention And Data Review **Student_____ Date_____**
DOB: _____

Appropriate Instruction [help]			
Criteria: Data demonstrating appropriate instruction. **Note:** *Consider the following only with respect to appropriate instruction in the area(s) of concern.*			
	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	***List existing data supporting explicit, systematic and active instruction in each area of concern checked below***	**If data is not available, what will be done to document appropriate instruction?** Describe appropriate instruction during intervention period or other.
What	**Essential Components of Reading Instruction**		
	Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word		**Describe:**
	Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language		**Describe:**
	Vocabulary- the words we must know to communicate effectively		**Describe:**
	Fluency- the ability to read text accurately and quickly with proper expression		**Describe:**
	Comprehension- understanding the meaning of what is read.		**Describe:**
	Concepts and Reasoning		**Describe:**
	Automatic Recall-# facts		
	Computation Algorithms		
	Functional Math		
	Verbal Problem Solving		
	Oral Expression		**Describe:**
	Written Expression		
	Listening Comprehension		
	Curriculum Alignment	**List existing alignment data**	
	Evidence that district curriculum is aligned to the CEs		**Describe:**
	Evidence that curriculum materials are research-based and aligned to the CEs		**Describe:**
		List existing data supporting the appropriate instruction factor	

Who	**Highly Qualified Teachers** Are teachers highly qualified?		
How	Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades		**Describe:**
	Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices		**Describe:**
	Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline		**Describe:**
	Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.		**Describe:**

[cover page]

Parent Notice [help] [back to Rate of Progress section of form]		
Criteria: Parent Notice When Student Participates in Scientific Research-based Intervention Process		
Required Documentation [help]	***List Existing Data***	***Identify Additional Data Needs***
1) State or district policies given to parents	*Date written policies provided: 9/08 Parent given letter on RtI*	
2) Notice that parent can request evaluation	*Date written notice provided:*	
3) Indicate instructional strategies used and data on results collected	*Describe intervention:*	
4) Attach data or edit graph(s) below. [help] *To edit a graph: right click / Chart Object*		

(See next pages for examples of progress data charts that can be created or copied and included in this report)

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level Expectations		**Academic achievement with respect to age-level expectations**	**Classroom performance with respect to grade-level expectations**				**Age appropriate functional/ Intellectual skills**	**Basic Psych. Processes**
	Progress monitoring, CBM screening, or criterion referenced assessments	MEAP	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher report	Classroom observations	Observations, interviews, IQ assessment	See Manual for description of PSW models/ cognitive processes
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S (write in process(es) here
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W		N
Oral Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W		W (write in process(es) here
Written Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Math Prob. Solving	S N W	S N W	S N W	S N W	S N W	S N W	S N W		

S = Strength
N = Neither Strength or Weakness
W = Weakness

Area(s) of Strength (at least 3 'S' checks for each area):_____
Area(s) of Weakness (at least 4 'W' checks for each area, including at least 1 individually administered academic achievement test):_____

SUGGESTED GUIDELINES FOR DETERMINING STRENGTHS & WEAKNESSES

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting/exceeding aimline	Falling below aimline 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 if using local norms
Criterion-Referenced	Percentile rank ≥ 25 (SS = 90)	Percentile rank ≤ 9 (SS = 80)
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm Referenced Tests (Achievement or IQ)	Percentile rank ≥ 25 (SS=90)	Percentile rank ≤ 9 (SS = 80)
Curriculum Assessments	Scores $\geq 80\%$	Scores $\leq 70\%$
Grades	A/B or 'meets / exceeds' expectations	D/E or 'does not meet' expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to other students in the classroom	Based upon professional judgment of teacher in comparing student to other students in the classroom
Observations – Academic	Student demonstrated average understanding of academic content in comparison to other students in the classroom	Student demonstrates that s/he 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 ≥ 30.	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 ≤ 9.

SECTION 5: Appendices

Appendix A Information on and Example of Cross Battery Assessment

Broad	WPPSI – III	WISC – IV	WAIS – III	SB – 5	KABC – II	WJ III COG	WJ III COG DS
G*f*	Matrix Reasoning (I, RG) Picture Concepts (I, G*c*-A3)	Picture Concepts (I, G*c*-K0) Matrix Reasoning (I, RG) Arithmetic (RG, G*q*-A3)	Matrix Reasoning (I, RG)	Nonverbal Fluid Reasoning (I, G*v*-Vz) Nonverbal Quantitative Reasoning (RQ, G*q*-A3) Verbal Fluid Reasoning (RG) Verbal Quantitative Reasoning (RQ, G*q*-A3)	Pattern Reasoning (I, G*v*-Vz) Story Completion (I, RG, G*c*-K0, G*v*-Vz)	Concept Formation (I) Analysis Synthesis (RG)	Number Series (RQ) Number Matrices (RQ)
G*c*	Information (K0) Vocabulary (VL) Word Reasoning (VL, G*f*-I) Comprehension (K0, LD) Similarities (LD, VI, G*f*-I) Receptive Vocabulary (VL, K0) Picture Naming (VL, K0)	Similarities (LD, VI, G*f*-I) Vocabulary (VL) Comprehension (K0, LD) Information (K0) Word Reasoning (VL, G*f*-I)	Vocabulary (VL) Similarities (LD, VI, G*f*-I) Information (K0) Comprehension (K0, LD)	Nonverbal Knowledge (K0) Verbal Knowledge (VL, G*f*-I)	Riddles (VL, LD, G*f*-RG) Expressive Vocabulary (VL) Verbal Knowledge (VL, K0)	Verbal Comprehension (VL, LD) General Information (K0)	Bilingual Verbal Comprehension (VL, LD)
G*a*	—	—	—	—	—	Incomplete Words (PC:A) Sound Blending (PC:S) Auditory Attention (US/U3)	Sound Patterns-Voice (US) Sound Patterns-Music (US)

Broad	WPPSI – III	WISC – IV	WAIS – III	SB – 5	KABC – II	WJ III COG	WJ III COG DS
G*v*	Block Design (SR, Vz) Picture Completion (CF, G*c*-K0) Object Assembly (CS, SR)	Block Design (SR, Vz) Picture Completion (CF, G*c*-K0)	Picture Completion (CF, G*c*-K0) Block Design (SR, Vz) Picture Arrangement (Vz, G*c*-K0) Object Assembly (CS, SR)	Nonverbal Visual-Spatial Processing (Vz, SR) Verbal Visual-Spatial Processing (Vz, G*c*-LS, LD)	Block Counting (Vz, G*q*-A3) Conceptual Thinking (Vz, G*f*-I) Face Recognition (MV) Triangles (SR, Vz) Rover (SS, G*f*-RG, G*q*-A3) Gestalt Closure (CS)	Spatial Relations (Vz, SR) Picture Recognition (MV)	Visual Closure (CF) Block Rotation (SR, Vz)
G*sm*	—	Digit Span (MS, WM) Letter-Number Sequencing (WM)	Digit Span (MS, WM) Letter-Number Sequencing (WM)	Nonverbal Working Memory (WM, G*v*-Vz) Visual Working Memory (WM, MS)	Word Order (MS, WM) Number Recall (MS) Hand Movements (MS, G*v*-MV)	Memory for Words (MS) Numbers Reversed (WM) Auditory Working Memory (WM)	Memory for Sentences (MS)
G*lr*	—	—	—	—	Atlantis (MA, L1) Rebus (MA) Atlantis Delayed (MA, L1) Rebus Delayed (MA, L1)	Visual Auditory Learning (MA) Visual Auditory Learning Delayed (MA) Retrieval Fluency (FI) Rapid Picture Naming (NA)	Memory for Names (MA) Memory for Names Delayed (MA)
G*s*	Symbol Search (P, R9) Coding (R9)	Symbol Search (P, R9) Coding (R9) Cancellation (P, R9)	Symbol Search (P, R9) Digit Symbol/Coding (R9)	—	—	Visual Matching (P, R9) Decision Speed (R4) Attention and Concentration (AC)	Cross Out (R9)

Broad	WPPSI – III	WISC – III	WAIS – III	SB – 5	KABC – II	WJ III COG	WJ III COG DS
G*q*	—	—	Arithmetic (A3, G*f*-RQ)	—	—	—	—

Source: Narrow ability classifications are based on expert consensus (see Caltabiano & Flanagan, 2004) and information presented in each cognitive battery. Narrow ability definitions were adapted from McGrew (1997) and two-factor letter codes (e.g., WM) are from Carroll (1993).

Flanagan, D.P. & Kaufman A.S. (2004). *Essential of WISC-IV Assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Broad Category Classifications and Definitions from Expert Consensus

G*a* = Auditory Processing – Ability to perceive, analyze, and synthesize patterns among auditory stimuli, and discriminate subtle nuances in patterns of sound

G*c* = Crystallized Intelligence – Breadth and depth of one's acquired knowledge of a culture or effective application of this knowledge

G*f* = Fluid Intelligence – Mental operations used when faced with a relatively novel task that cannot be performed automatically (e.g., drawing inferences, perceiving relationships among patterns, problem solving)

G*lr* = Long-Term Storage and Retrieval – Ability to store information in and fluently retrieve new or previously acquired information from long-term memory

G*q* = Quantitative Knowledge – Represents one's store of acquired quantitative declarative and procedural knowledge

G*s* = Ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration

G*sm* = Short-Term Memory – Ability to apprehend and hold information in immediate awareness and then use it within a few seconds

G*v* = Visual Processing – Ability to generate, perceive, analyze, synthesize, store, retrieve, manipulate, transform, and think with visual patterns and stimuli

Narrow Ability Codes and Definitions

A3 = Math Achievement – Measured mathematics ability

AC = Identified as a possible ability in some studies, may be related to personality characteristics such as carefulness or impulsivity, and/or cognitive abilities in the domain of processing speed

CF = Flexibility of Closure – Ability to find, apprehend, and identify a visual figure or pattern embedded in a complex visual array, when knowing in advance what the pattern is

CS = Closure Speed – Ability to quickly combine disconnected, vague, or partially obscured visual stimuli or patterns into a meaningful whole, without knowing in advance what the pattern is

FA = Associational Fluency – Ability to rapidly produce words or phrases associated in meaning (semantically associated) with a given word or concept

FE = Expressional Fluency – Ability to think rapidly of and organize words or phrases into meaningful, complex ideas unders highly general or more specific cueing conditions

FF = Figural Fluency – Ability to rapidly draw or sketch several examples or elaborations when given a starting visual or descriptive stimulus

FI = Ideational Fluency – Ability to rapidly produce a series of ideas, words, or phrases related to a specific condition or object. Quantity, not quality is emphasized

FW = Word Fluency – Ability to rapidly produce words that have specific phonemic, structural, or orthographic characteristics (independent of word meaning)

I = Inductive Reasoning – Ability to discover the underlying characteristic (e.g., rule, process, trend) that governs a problem or set of materials

K0 = General (Verbal) Information – Range of general knowledge

K2 = Information about Culture – Range of cultural knowledge (e.g., music, art)

KM = Range of general knowledge about mathematics

L1 = Learning Abilities

LD = Language Development – General development, or the understanding of words, sentences, and paragraphs (not requiring reading), in spoken native language

LS = Listening Ability – Ability to listen to and comprehend oral communications

MA = Associative Memory – Ability to recall one part of a previously learned but unrelated pair of items when the other part is presented

MM = Meaningful Memory – Ability to recall a set of items where there is a meaningful relation between items or the items comprise a meaningful story or connected disclosure

MS = Memory Span – Ability to attend to and immediately recall temporally ordered elements in the correct order after a single presentation

MV = Visual Memory – Ability to form and store a mental representation or image of a visual stimulus and then recognize or recall it later

N = Number Facility – Ability to rapidly and accurately manipulate and deal with numbers, from elementary skills of counting and recognizing numbers to advanced skills of adding, subtracting, multiplying, and dividing numbers

NA = Naming Facility – Ability to rapidly produce names for concepts when presented with a pictorial or verbal cue

P = Perceptual Speed – Ability to rapidly search for and compare known visual symbols or patterns presented side by side or separated in a visual field

PC:A = Phonetic Coding: Analysis – Ability to segment larger units of speech sounds into smaller units of speech sounds

PC:S = Phonetic Coding: Synthesis – Ability to blend smaller units of speech together into larger units of speech

PI = Serial Perceptual Integration – Ability to apprehend and identify a pictorial or visual pattern when parts of the pattern are presented rapidly in serial or successive order

R4 = Semantic Processing Speed

R9 = Rate-of-Test Taking – Ability to perform tests that are relatively easy or that require very simple decisions

RG = General Sequential Reasoning – Ability to start with stated rules, premises, or conditions, and to engage in one or more steps to reach a solution to a novel problem

RQ = Quantitative Reasoning – Ability to inductively and deductively reason with concepts involving mathematical relations and properties

SR = Spatial Relations – Ability to rapidly perceive and manipulate relatively simple visual patterns or to maintain orientation with respect to objects in space

SS = Spatial Scanning – Ability to accurately and quickly survey a spatial field or pattern and identify a path through the visual field or pattern

U3 = Resistance to Auditory Stimulus Distortion – Ability to discriminate tones, tone patterns, or other musical elements with regard to pitch, intensity, durations, and rhythm

UM = Memory for Sound Patterns – Ability to retain, on a short-term basis, auditory events such as tones, tonal patterns, and voices

UR = Resistance to Auditory Stimulus Distortion – Ability to understand speech and language that has been distorted or masked in one or more ways

US = Speech Sound Discrimination – Ability to detect differences in speech sounds under conditions of little distraction or distortion

VL = Lexical Knowledge – Extent of vocabulary that can be understood in terms of correct word meanings

Vz = Visualization – Ability to mentally manipulate objects or visual patterns and to “see” how they would appear under altered conditions

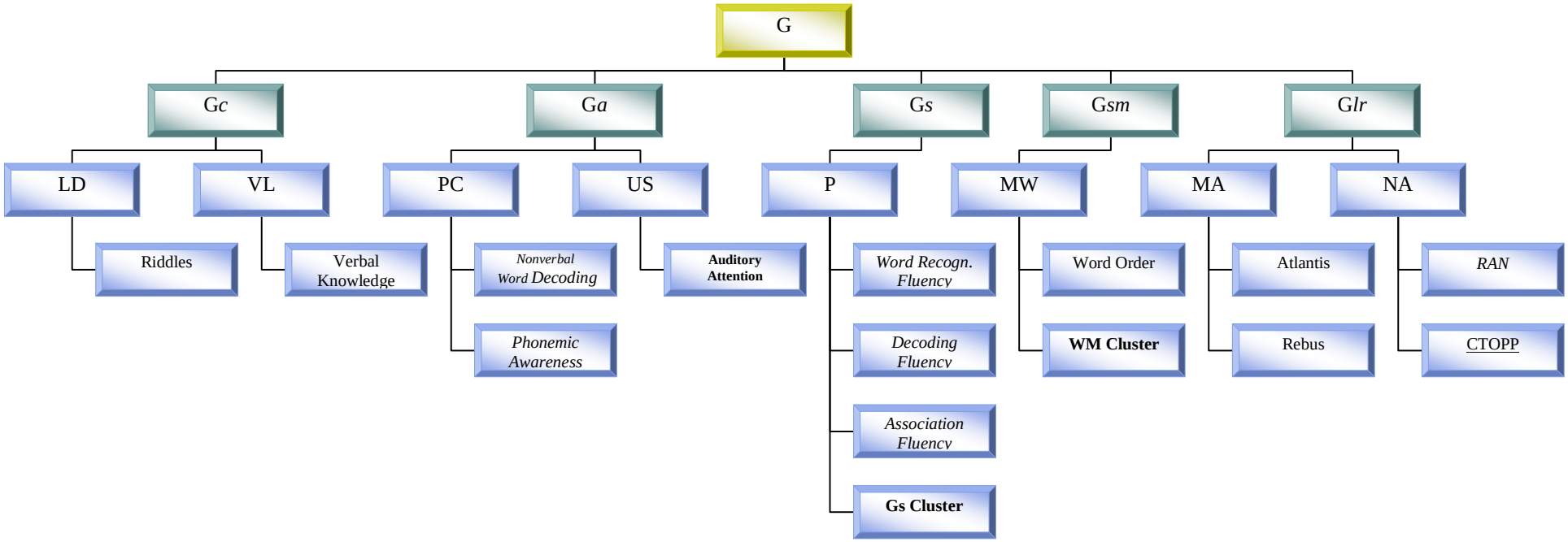
WM = Working Memory – Ability to temporarily store and perform a set of cognitive operations on information that requires divided attention and the management of the limited capacity of short-term memory

Source: Narrow ability classifications are based on expert consensus (see Caltabiano & Flanagan, 2004) and information presented in each cognitive battery. Narrow ability definitions were adapted from McGrew (1997) and two-factor letter codes (e.g., WM) are from Carroll (1993).

Flanagan, D.P. & Kaufman A.S. (2004). *Essential of WISC-IV Assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Example of Cross Battery Assessment (XBA) using the KABC-II

Broad Abilities Related to Reading: Ages 6 to 8



The boxes above in *Italics* are from the KTEA-II
The boxes above in **bold** are from the WJ-III COG
The box above underlined is the CTOPP

Source: The Chicago School of Professional Psychology, adapted from the video: *Using the KABC-II in Cross Battery Assessment*

Appendix B Example Profiles of Specific Learning Disabilities: Patterns of Strengths and Weaknesses and Educational Considerations

Example Profiles of Specific Learning Disabilities: Patterns of Strengths and Weaknesses and Educational Considerations

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Basic Reading **Definition:** A learning disability in basic reading is characterized by difficulties in basic letter and word identification skills.	Basic Reading Word Identification	Short Term Memory (G*sm*), Auditory Processing, Rapid Automatic Naming (RAN), Verbal Comprehension (K0)	Slow reading rate. Weaknesses in sound discrimination and memory. Slow rate of performance. Does not read accurately at grade benchmarks	**6-8:** Short term memory plays moderate relationship to reading difficulties. **9-20**: As students get older, verbal comprehension skills are strongly related to basic reading skills. Short term memory continues to be related to basic memory skills. **17+:** Visual spatial reasoning skills related to basic reading deficits with adults.	Direct instruction of letters and words. Decoding skills Train automatic recognition of common high frequency words. Strategies to improve immediate recall of words and images.
Reading Fluency **Definition:** Reading fluency is the ability to read accurately and quickly. In the context of specific learning disability identification, this achievement area refers to subtypes commonly referred to as Phonological Core Deficit.	Reading Fluency Reading Rate Reading Accuracy	Long Term Memory (G*lr*), Short Term Memory (G*lr)*, Auditory Processing (G*a*), Processing Speed (P) Is not related to General Intelligence or Verbal Comprehension.	Difficulty with decoding skills. Slow reading rate. *May be associated with disability in Math Calculation, fact fluency subtype.*	**6-8:** Period of rapid acquisition of reading fluency skills. Moderate relationship to skills long term memory, short term memory, and auditory processing. Most students respond to explicit direct instruction. **9-12:** Strong correlation with Verbal Comprehension. Moderate relationship to short term memory. **13+:** Increasing relationship to verbal comprehension.	Direct instruction in learning to read accurately and quickly with expression develop letter-sound fluency, irregular word fluency, oral reading fluency provide repeated oral reading practice

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Reading Comprehension **Definition:** A learning disability in reading comprehension is characterized by limitations in the ability to understand the meaning of words and passages.	Reading comprehension May be oral reading and/or silent reading activities, as appropriate to age, grade, or state standard benchmarks.	Verbal Comprehension (K0), Long Term Memory (G*lr*), Processing Speed (P), Fluid Reasoning (G*f*)	Slow reading rate. Errors in accuracy of reading complex material. Difficulty retaining information and dealing with length of text. May be associated with Basic Reading Deficits.	**6-8:** Moderate relationship to auditory skills at young age. Memory factors moderately correlated with reading deficits. **9-12:** Strong correlation with verbal comprehension. Short term memory continues to be moderately related to reading comprehension. **13+:** Relationship to verbal comprehension increases through adolescence.	With young children, multiple exposures to words, language, and print material. Across age levels: Guided reading. Activation of prior knowledge. Pre-teaching of vocabulary and concepts. Reading strategy lessons.
Math Calculation (General) **Definition:** A learning disability in math calculation generally refers to deficits in the ability to count and to perform basic mathematical operations.	Math calculation skills for basic operations of addition, subtraction, multiplication, and division	Fluid Reasoning (G*f*), Long Term Memory(G*lr*), Processing Speed (P), Auditory Short Term Memory	Counting errors. Counting strategies are those of developmentally younger child. Difficulty with basic number and operations content standards. Difficulty with visual reasoning tasks. Student does not recall math facts.	**6-8:** Moderate relationship to short term memory and long term memory skills. **9-12:** Verbal comprehension skills become more strongly related to math calculation than at younger age. Moderate relationship of processing speed, fluid reasoning, and short term memory to calculation ability. **13+:** Short term memory is less important. Verbal comprehension has moderate correlation. **17+:** Short term memory	Activities to improve memory of numbers, ordering, and procedures. Speeded recall trials. Counting strategies. Manipulative learning tools. Applications of calculations to real world situations. Even with calculators, use instructional supports for reasoning and application of rules.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Math Calculation (Math Fluency Subtype) **Definition:** Math Fluency Subtype of Math Calculation Disability is characterized by difficulties retrieving math facts and, when retrieved, there is a high error rate. This subtype is often also referred to as the "Semantic Memory Subtype".	Math Calculation Poor math fact fluency as measured by rate and accuracy of performance with math facts.	Long Term Retrieval (G*lr*), Auditory Processing (G*a*), Short Term Memory (G*sm*), Processing Speed (P)	Student is inaccurate with basic math operations. Student is slow with completion of math calculation problems. Student does not accurately recall math facts. May be associated with Basic Reading Deficits.	This subtype of Math Calculation disability does not improve with age.	Use of calculators. Training on compensatory strategies.
Math Reasoning (General) **Definition:** Students with Learning disability in applied math skills have difficulty solving math problems that involve using math computation to solve real world problems.	Math Reasoning	Fluid Reasoning (G*f*), Long Term Retrieval (G*lr*), Verbal Comprehension (K0)	Difficulty with inferential reasoning. Difficulty retrieving math facts. Difficulties with verbal reasoning. May be associated with math calculation deficits.	**6-8:** Moderate relationship to short term memory and long term memory. **9-12:** Increasing relationship of fluid reasoning, verbal comprehension, and short term memory to math reasoning. **13+:** Strong relationship of fluid reasoning to math reasoning. Declining role of short term memory.	Direct instruction of math facts. Activities that emphasize inferential reasoning. Instruction that provides experience with concepts of properties and relationships that apply to mathematical solutions.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Math Reasoning (Procedural Math Disability Subtype) **Definition:** This math disability subtype is characterized by the student's relatively frequent use of developmentally immature procedures with frequent errors in the execution of procedures.	Math Reasoning Features: (1) The ability to follow sequential directions when applied to abstract and math concepts; (2) The ability generalize and apply understood classifications; (3) to order, organize, and sequence quantitative ideas; (4) to have a command of spatial orientation and organization; (5) to understand and employ estimation; (6) to visually cluster objects; (7) to recognize and extend patterns; (8) to visualize quantitative ideas; (9) to think deductively; and (10) to think inductively- easily seeing patterns in situations, and interrelationships between procedures and concepts.	Executive Functioning, Verbal Comprehension (K0), Fluid Reasoning (G*f*), Long Term Memory (G*sm*)	Counting errors. Student applies strategies that are developmentally immature for counting and math solution. Difficulties sequencing steps in complex procedures. Frequent errors in the execution of math procedures. Poor understanding of concepts underlying procedure use.	**6-8:** Most apparent with young children, as observed in the strategies they spontaneously employ to count and order operations. **9-12:** With most students, there is improvement with age and grade. Persistence of deficits with age with relationship to verbal comprehension and fluid reasoning. **13+:** Improvements with age and grade. Difficulties may persist with complex higher order math courses.	At young ages, direct instruction on basic computation numbers, operations, and relationships. Rehearsal of math procedures and steps. Instruction of math concepts that demonstrates essential components to patterns and relationships in math problems. Compensatory strategies adhering to sequential directions.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other indicators Validating Evidence	Age Considerations	Educational Considerations
Nonverbal Learning Disorder **Definition:** The disorder is characterized by impaired abilities to organize the visual-spatial field, adapt to new or novel situations, and/or accurately read nonverbal signals and cues. The student will have difficulty "producing" in situations where speed and adaptability are required. *Not one of the 8 IDEA LD areas. Often is identified as a math or language disability, if not as version of Autism Spectrum Disorder.*	Reading Comprehension AND Math Calculation AND Math Concepts AND Language Skills, Pragmatics, Semantics, and Prosody	**Weaknesses:** Fluid Reasoning (G*f*), Short Term Memory (G*sm*), Visual- Spatial Thinking **Strengths:** Verbal Comprehension (K0), Auditory Processing (G*a*), Basic Reading	Poor social judgment, often missing subtle non-verbal social cues in communication. Difficulty with math calculation, math reasoning, and reading comprehension. Inflexible. Often associated with Asperger's Syndrome and there are some who believe NLD is a form of ASD.	The condition worsens with age. The student becomes more impaired in social functioning, academic performance, and less adaptive.	Lesson scaffolds that provide organizational and semantic structures to support student learning. Development of instructional plans with instructional and ancillary service providers that support language/social cues and academic learning.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Written Expression **Definition:** The student's ability to communicate in writing is substantially below grade expectations. This disability affects both the physical reproduction of letters and words and the organization of thoughts and ideas in written compositions. The disability area most likely represents a constellation of disabilities that may be further sub-typed in future research.	Written expression Not to be limited to deficits in spelling. The deficit is typically characterized by deficit in the ability to express ideas in writing.	Long-Term Memory (G*lr*), Auditory Processing (G*a*), Processing Speed (P), Executive functions May also include grapho-motor features .	Student has difficulty retrieving words in spontaneous writing. Student has substantial difficulty with organizing thoughts for the production of writing. Fine motor coordination may be implicated for difficulties in letter formation. May be associated with Basic Reading Disability.	**6-8:** Observed in spelling errors and limited production of words and sentences on paper. Ortho-graphic features to writing. Memory for words and memory for sounds in words. **9-12:** As grade level writing demands increase, the written expression deficits become more apparent. Organization and long term memory skills of increasing relationship to writing. Memory of words, writing structures, and ideas. **13+:** Grapho-motor features less important. Skills for verbal comprehension, organization, reading, and language of increasing emphasis.	The most complex academic skill to teach and learn. At young ages, explicit instruction of basic skills for reading and for the production of words in print is fundamental. All ages, instruction on language structure and examples of writing. Use of graphic representations to support memory and to structure organization.

Specific Learning Disability	Deficit in Achievement Area	Weakness in CHC Cognitive Area	Other Indicators Validating Evidence	Age Considerations	Educational Considerations
Listening Comprehension **Definition:** Learning disability in listening comprehension typically refers to a developmental disorder in the understanding of spoken language that aversely impacts academic learning.	Listening Comprehension Refers to the ability to comprehend spoken language.	Auditory Processing (G*a*), Verbal Comprehension (K0), Short Term Memory (G*sm*), Long Term Memory (G*lr*), Fluid Reasoning (G*f*)	Student does not follow directions. Student is confused by auditory directions. May be associated with deficits in Basic Reading, Math Reasoning, Reading Comprehension, and Oral Expression.	In young children, listening comprehension may impact acquisition of skills for learning sounds in words and language components foundational to reading.	Typically addressed through the services of the Speech and Language Pathologist. Direct training on sound and meaning of words in isolation and in context of meaningful communication.
Oral Expression **Definition:** The student has difficulty formulating age appropriate verbal responses. The hallmark feature to a learning disability in oral expression is the adverse impact on academic performance.	Oral Expression Refers to the ability to express ideas so that they are understandable.	Verbal Comprehension (K0), Long Term Memory (G*lr*)	Oral expression interferes with acquisition of basic skills. May be associated with deficits in Reading Fluency, Reading Comprehension, and Written Expression, and Listening Skills.	Many young children get identified for speech and language services. As they reach middle years and academic skills fail to develop at expectation, their eligibility is changed to represent the impacted achievement area.	Typically addressed through the services of the Speech and Language Pathologist.

Appendix C Resources on Response to Intervention & Patterns of Strengths and Weaknesses

Best Evidence Encyclopedia
http://www.bestevidence.org/index.htm

Intervention Central
http://www.interventioncentral.org/

National Association of School Psychologist
www.nasponline.org/

National Center on Student Progress Monitoring
http://www.studentprogress.org/default.asp

National Research Center on Learning Disabilities
http://www.nrcld.org/topics/rti.html

Michigan Association of Administrators of Special Education
www.maase.org/

Michigan Department of Education
www.michigan.gov/mde

PBIS: Positive Behaviors Interventions and Supports
http://www.pbis.org/main.htm

RTI Action Network
http://www.rtinetwork.org/

US Department of Education
http://www.ed.gov/index.jhtml

Wayne RESA
www.resa.net/

What Works Clearing House
http://ies.ed.gov/ncee/wwc/

INSTRUCTIONAL INTERVENTION DOCUMENTATION SHEET

STUDENT:	TEACHER:	DATE:
STUDENT ID:	SCHOOL:	REFERRAL DATE:
GRADE:	INTERVENTION START DATE:	INTERVENTION REVIEW DATE:
What is the presenting concern? (State in specific and measurable terms)		
What data supports the existence of the problem? (Baseline data)		
What is the goal? (To be stated in specific and measurable terms)		
Describe the intervention to be attempted.		
List specific objectives of this intervention.	Describe the activities for each objective involved.	List the specific measure of progress.
CONDUCTED BY:	NAME:	POSITION:

INSTRUCTIONAL INTERVENTION PLAN		STUDENT NAME:
TIMESPAN:	BEGIN DATE:	END DATE:
SCHEDULE FOR DELIVERY OF INTERVENTION: Number of contacts: Length of contacts: Interval between sessions (e.g., Daily, Number of Days) Resources/Materials/Approach: Number of students in intervention groups: How will the implementation of the intervention be monitored?		
Progress Monitoring Checks to be Completed:		
Frequency of Progress Monitoring:		
Evaluation of success of intervention. Attach data charts from intervention. (Select from below).		
☐ Planned intervention was successful in meeting child's needs. This intervention will be continued in the current setting. Date:	☐ Planned intervention was not successful in meeting the child's needs. Another intervention will be conducted to attempt to meet child's needs. Date:	☐ Planned intervention was not successful in meeting the child's needs. Referral for evaluation for special education is considered due to: Date:

Signatures:

(Form adapted from RtI Field Guides, Wayne RESA, 2007)

Screening Tool

for Well-Described Responsiveness-to-Intervention Models and Comparison Models

by Daryl F. Mellard and Melinda A. McKnight

Winter 2007

Descriptive Information

1. Contact Information

Name of School, District, or Agency:_____

_____

Name of Contact:_____

Title/Position:_____

Mailing Address:_____

Phone: _____Fax:_____

E-mail:_____

2. When (year) was the current SLD identification model initiated?_____

3. When (year) was the current SLD identification model fully implemented?_____

4. Do all schools within the district use the same SLD identification model?
_____Yes _____No

5. Do all grade levels within the school use the same SLD identification model?
_____Yes _____No

6. Who is responsible for administering this model?

_____

7. How many students in the school are considered as having a learning disability? _____

8. What is the total number of students at this site? _____

NRCLD is a joint project of researchers at Vanderbilt University and the University of Kansas. This document was produced under U.S. Department of Education Grant No. H324U010004. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

Screening Tool

National Research Center on Learning Disabilities • www.nrcld.org • Winter 2007

Answer the statements below about each school practice or characteristic by circling the appropriate letter.

a. Does this practice or characteristic accurately reflect the school? Circle: (Y)es/(N)ot Yet/(U)nknown

b. For practices marked "(Y)es," does written documentation of the practice exist? Circle: (Y)es/(N)ot Yet/(U)nknown

	Accuracy	Documentation
General education practices Accuracy Documentation1. Students receive high-quality instruction in their general education setting.	Y N U	Y N U
2. General education instruction is research-based.	Y N U	Y N U
3. General education instructors and staff assume an active role in students' assessment in that curriculum.	Y N U	Y N U
4. The school routinely evaluates the fidelity of instruction in general education settings.	Y N U	Y N U
Student assessment practices	Accuracy	Documentation
5. The school has universal screening of academic skills.	Y N U	Y N U
6. The school has universal screening of behavior.	Y N U	Y N U
7. The school uses continuous progress monitoring of student performance.	Y N U	Y N U
8. The school has information about its reading score distributions.	Y N U	Y N U

Intervention model practices	Accuracy	Documentation
9. School staff implement **research-based** interventions to address students' academic or behavioral difficulties.	Y N U	Y N U
10. Classroom interventions are clearly described.	Y N U	Y N U
11. School staff use progress monitoring data to determine interventions' effectiveness and to make any modifications.	Y N U	Y N U
12. The school incorporates the concept of multiple tiers of increasingly intense student-focused interventions.	Y N U	Y N U
13. Students' interventions are individualized in a problem-solving approach.	Y N U	Y N U
14. Students' interventions are standardized (e.g., standard treatment protocol approach).	Y N U	Y N U
15. Interventions include a differentiated curriculum.	Y N U	Y N U
16. Staff other than the classroom teacher deliver interventions.	Y N U	Y N U
17. Interventions vary in group size, qualifications of instructor, duration, frequency, and time.	Y N U	Y N U
18. The school routinely evaluates the fidelity of intervention implementation in general education settings.	Y N U	Y N U

SLD determination practices	Accuracy	Documentation
19. Disability determination includes RTI outcome information.	Y N U	Y N U
20. SLD determination is based on a multifaceted assessment of multiple SLD characteristics.	Y N U	Y N U
21. Placement decisions vary by students' severity level.	Y N U	Y N U
22. School staff keeps track of the number of students who go beyond Tier 1, complete the SLD determination process, and are (a) judged as having a learning disability or (b) judged not to have a learning disability.	Y N U	Y N U

Student outcome data	Accuracy	Documentation
23. Achievement outcomes of students identified in an SLD determination model are available.	Y N U	Y N U
24. SLD identification decisions meet the state's identification model requirements.	Y N U	Y N U

Differentiated Instruction (DI) Documentation Subject: _______________

Students in group: ______________________ ______________________
______________________ ______________________
______________________ ______________________

Monday	Tuesday	Wednesday	Thursday	Friday
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
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Tier 1 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Most recent benchmark data test:	Benchmark score:	Date of test:
Current core instructional program:		Time taught:
Proposed in-class intervention:		
Interventionist:		Start date:
Schedule for intervention (circle): 3 times/ week	4 times / week	Every day

Progress monitoring

Assessment Tool: _____
Schedule (circle): Twice a week Once a week Once every two weeks
Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 – 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new in-class intervention
(Explain _____)

Data Check 2 (After 6 – 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new in-class intervention
(Explain _____)
___ Refer for Tier 2 Intervention

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new in-class intervention
(Explain _____)
___ Refer for Tier 2 Intervention

Verification of Tier 1 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Tier 2 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Baseline data test:	Baseline score:	Current score:
Proposed Tier 2 intervention:		Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:	
Interventionist:	Where:	When:
Continued Tier 1 intervention:		

Progress monitoring

Assessment Tool: _____
Schedule (circle): Twice a week Once a week Once every two weeks
Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 3 (After 9 - 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new intervention
(Explain _____)
___ Refer for Tier 3 Intervention

Verification of Tier 2 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Tier 3 Intervention Plan and Monitoring Sheet

Progress monitoring

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Baseline data test:	Baseline score:	Current score:
Proposed Tier 2/3 intervention(s):		Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:	
Interventionist:	Where:	When:
Continued Tier 1 intervention:		

Assessment Tool: _____
Schedule (circle): Twice a week Once a week Once every two weeks
Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new intervention
(Explain _____)
___ Refer for Special Education Evaluation

Verification of Tier 3 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

RTI IMPLEMENTATION
PLANNING TOOL

Activity to involve parents in implementing RTI:				
Tasks/Action Steps *"What will be done to _____ parents?"*		**Responsibilities** "Who will do it?"	**Resources** Funding, Time, People, Materials	**Timeline** By when-day/month
INVITE				
INFORM				
INVOLVE				
Evidence of Success: Are we implementing the plan?				
Evidence of Success: Has parent involvement improved as a result of this activity? In what way(s)?				

Created by Debra Jennings, Statewide Parent Advocacy Network, 9/22/08

Appendix D References

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