

# Specific Learning Disabilities and Patterns of Strengths and Weaknesses (PSW)

Davis School District-SLD/PSW Committee  
Cone Meetings, 2016

# Contact and Support

- Website: <http://www.davis.k12.ut.us/Page/89174>
  - Resources, references, training documents
  - Committee information
  - FAQ and answers
- Email: [PSW@dsdmail.net](mailto:PSW@dsdmail.net)
  - Each committee member has access
  - Goal: respond within 24 hours
  - More complex, discipline-specific questions may be passed along
- Hotline: Call SPED Main Office (2-5169)
  - Scheduled block of time for verbal assistance
  - Tuesday afternoons (2:00-4:00)
  - Will determine if additional block is needed

davis.k12.ut.us/Page/89174

PSW@dsdmail.net

801.402.5169

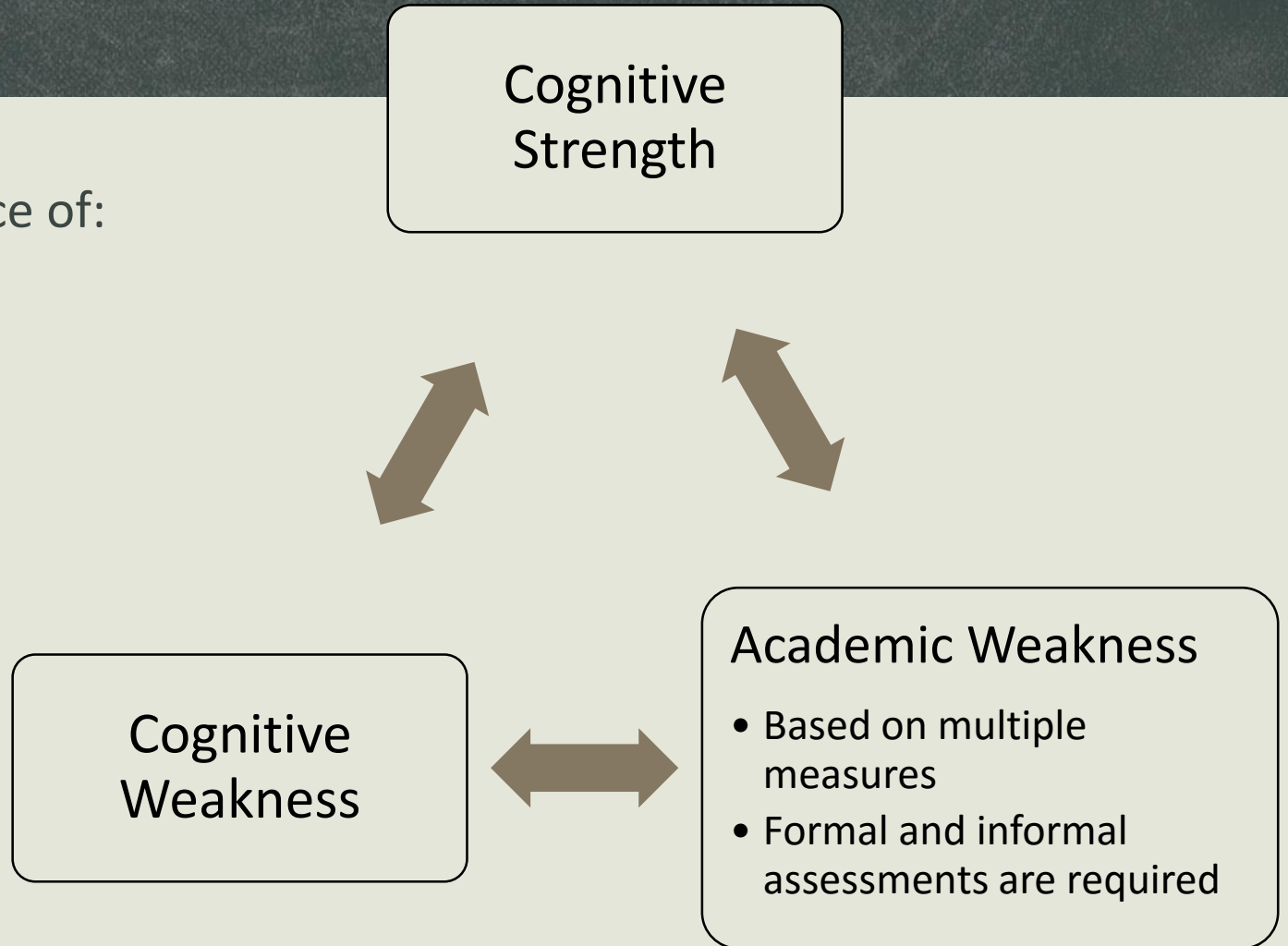
# Updates

- myIDEA
  - Finalizing issues (instructional strategies)
  - Question order and sequence
  - PSW not impacting academics
- Update schedule
  - Minor changes will occur as found/needed
  - Major changes will occur over breaks
- Support
  - Emails will communicate minor changes and rationale
  - Webcasts or video guides disseminated for major changes

# PSW Review

Team must document evidence of:

1. Cognitive Strength
2. Cognitive Weakness
3. Academic Weakness



# PSW in Simplest Terms

- Response to Instructional Strategies
  - Initial: Following LCMT referral, student does not show response to intervention
  - Re-eval: Student continues to show limited response to instructional strategies at grade level without accommodations or modifications, responds to/benefits from specially designed instruction
- Cultural, Linguistic, and Exclusions Factors
  - Formal and informal data show these are not significantly impacting student or not the only reason the student is demonstrating a disability
- Academic weakness
  - Standard score below 80 on standardized assessment
- Cognitive strength
  - Standard score 12 points higher than lowest cognitive process
- Cognitive weakness
  - Standard score 12 points lower than highest cognitive process
  - Weakness in this area is related to weakness in academic area

# PSW in More Complex Cases (we are here to help!)

- Instructional strategies
  - Which ones count and at what level or intensity
  - Definition of 'lack of response'
- Exclusionary factors
  - How to rule out attendance, motivation, culture, language, etc.
- Cognitive profile
  - Some variability, but not quite 9-12 standard score points different
  - Flat cognitive profile, but significantly higher than academics
  - Cognitive weakness does not appear related to academic weakness
  - Strengths and weaknesses pattern, but all scores are within the average range

# Take Aways

- Our goal was to make the transition as smooth as possible
  - Bugs and issues are inevitable, we appreciate your patience
- Every student and evaluation is unique
  - Determinations are best made by the professional judgement of the team
- Criteria for strengths and weaknesses
  - Based off published research, may be modified in PSW 2.0

# Case Example #1: Re-Evaluation Results

## Cognitive Processes (WAIS-IV)

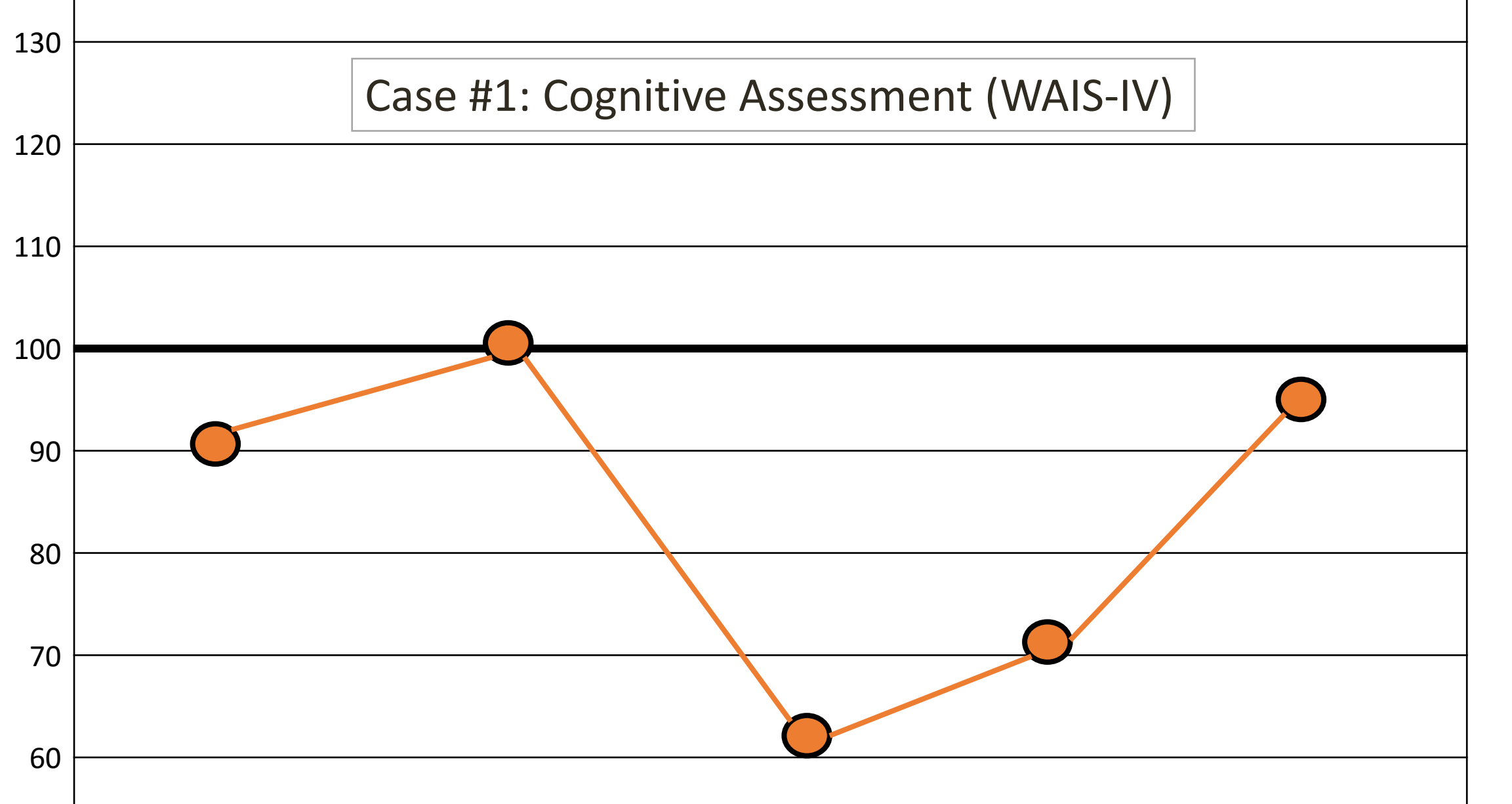
INDEX	SS	RANGE
Verbal Comprehension	91	Average
Perceptual Reasoning	100	Average
Working Memory	63	Extremely Low
Processing Speed	71	Borderline
General Ability	95	Average

## Academic Achievement (KTEA-3)

INDEX	SS	RANGE
Listening Comprehension	98	Average
Reading Vocabulary	108	Average
Reading Comprehension	65	Low
Word Recognition Fluency	51	Very Low
Written Expression	79	Below Average



# Case #1: Cognitive Assessment (WAIS-IV)



Verbal  
Comprehension  
SS=91

Perceptual  
Reasoning  
SS=100

Working  
Memory  
SS=63

Processing  
Speed  
SS=71

General  
Ability Index  
SS=95

Case #1: Academic Assessment (KTEA-3)

130  
120  
110  
100  
90  
80  
70  
60

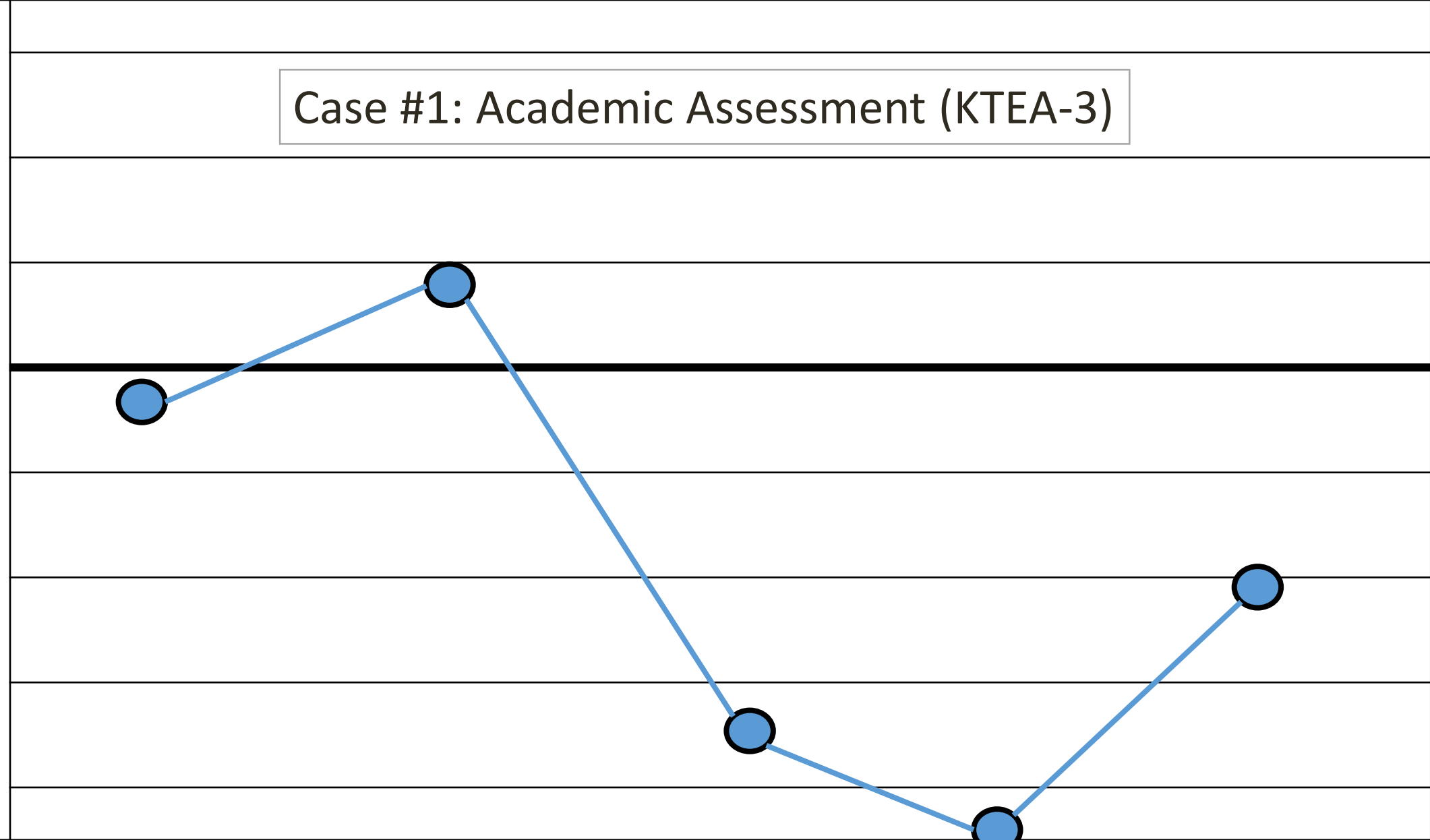
Listening  
Comprehension  
SS=98

Reading  
Vocabulary  
SS=108

Reading  
Comprehension  
SS=65

Word Recog.  
Fluency  
SS=51

Written  
Expression  
SS=79



# Case #1: PSW Determination

130  
120  
110  
100  
90  
80  
70  
60

PROCESSING STRENGTH

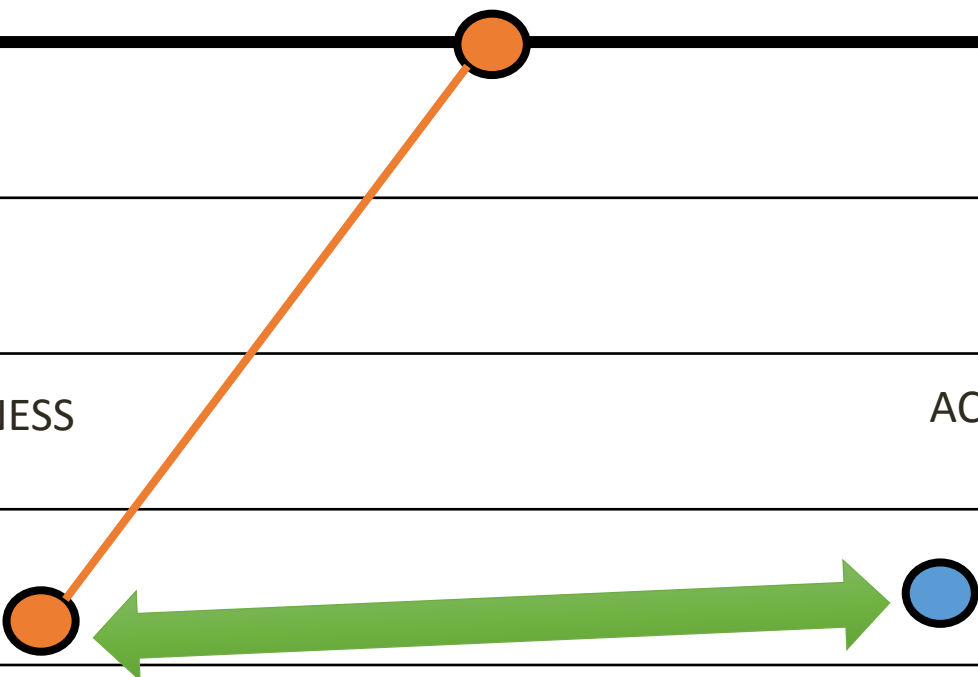
PROCESSING WEAKNESS

ACADEMIC WEAKNESS

Working  
Memory  
SS=63

Perceptual  
Reasoning  
SS=100

Reading  
Comprehension  
SS=65



# Case Example #1: myIDEA Walkthrough

## Cultural, Instructional and Linguistic Considerations

Identify the data sources that substantiate the team's decision:

*NEW AREA - August 2014 The following section of the form is to align with the 90% Plus policy.*

- Attendance Records
- District/State-Wide Assessment
- Home Language Survey
- Information from Parents
- Instructional Strategy(s)/Intervention Data
- Primary Language Evaluation
- Registration Information
- Other source(s) of information (describe)

## Case Example #1: myIDEA Walkthrough

1. Second language acquisition and cultural factors were considered and:

- \*  were found to be the primary influence on the student's educational performance.
- were NOT found to be the primary influence on the student's educational performance.

2. Is limited English proficiency the primary factor in determining eligibility?

- \*  Yes
- No

3. Is a lack of instruction in reading or math the primary factor in determining eligibility?

- \*  Yes
- No

# Case Example #1: myIDEA Walkthrough

## Primary Disability Eligibility Considerations

### Specific Learning Disabilities Eligibility Considerations and Documentation

**4. Are there educationally relevant medical findings?**

- \*  No  
 Yes

**5. Does the student achieve adequately for his/her age?**

- \*  No  
 Yes

**6. Does the student make sufficient progress for age or state-approved grade-level standards?**

- No  
 Yes

# Case Example #1: myIDEA Walkthrough

**7. Identify the information the team used to answer questions 5 and 6: (scores reported above). Use CURRENT (from the past 90 school days) and previous data.**

A. Assessments that demonstrate the student's achievement and the severity of his/her needs

- Standardized Academic Measures
- Measure(s) of Cognitive Achievement
- Standardized Language Assessments
- Other

B. Assessments that demonstrate the intensity of the impact upon the student's educational outcome(s)

- Norm-Referenced Measures (DIBELS, Maze Passages, QRI)
- State and District measures of progress (SAGE, 1ST/2ND GRADE TESTS)
- Outcome of Instructional Strategy documented above
- Other

# Case Example #1: myIDEA Walkthrough

## 8. Academic Achievement - Identification of Possible Weakness

- \* Based on evaluation and assessment the team determined the student demonstrates:
- No specific academic weakness.
  - One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
  - One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).



# Case Example #1: myIDEA Walkthrough

## 9. Psychological Processes Comparison - Strengths

\* Based on evaluation and assessment the team determined the student demonstrates:

- No significant strength in psychological processes.
- One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- One (or more) index scores which are 9 or more points higher than the lowest standard score.
- A strength in one or more psychological process identified via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

- One (or more) index scores which are 9 or more points higher than the lowest standard score.

# Case Example #1: myIDEA Walkthrough

## 10. Psychological Processes Comparison - Weaknesses

\* Based on evaluation and assessment the team determined the student demonstrates:

- No significant weakness in psychological processes.
- One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- One or more index scores that are 9-11 standard score points lower than the highest standard score on the same measure (or similar class of measure).
- One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).

One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).

## Case Example #1: myIDEA Walkthrough

### 11. Statement of Relationship Between Academic and Psychological Process Weaknesses

No significant pattern of strengths and weaknesses suggested.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

This stu  
accurat

This student's weakness in cognitive proficiency impact his ability to complete academic tasks accurately and efficiently. Reading longer passages takes him a lot longer due to his low processing speed, and his ability to remember the concepts of what he reads is decreased by his low working memory ability.

## Case Example #1: myIDEA Walkthrough

### \* 12. Identification of Area(s) of Impairment in Basic Psychological Process(es) (check all that apply):

- No impairment in basic psychological processes exists.
- Associative Memory
- Auditory Processing
- Cognitive Efficiency (including working memory and processing speed)
- Fluid Reasoning
- Language (receptive, expressive)
- Long Term Memory Storage and Retrieval (including rapid automatic naming)
- Phonological Awareness
- Quantitative Reasoning
- Verbal Reasoning
- Visual/Spatial Reasoning

## Case Example #1: myIDEA Walkthrough

13. The student obtained scores that demonstrate a pattern of strengths and weaknesses in one or more of the following areas of specific learning disability: (check all that apply)

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving
- No pattern of strengths and weaknesses exists

# Case Example #2: Re-Evaluation Results

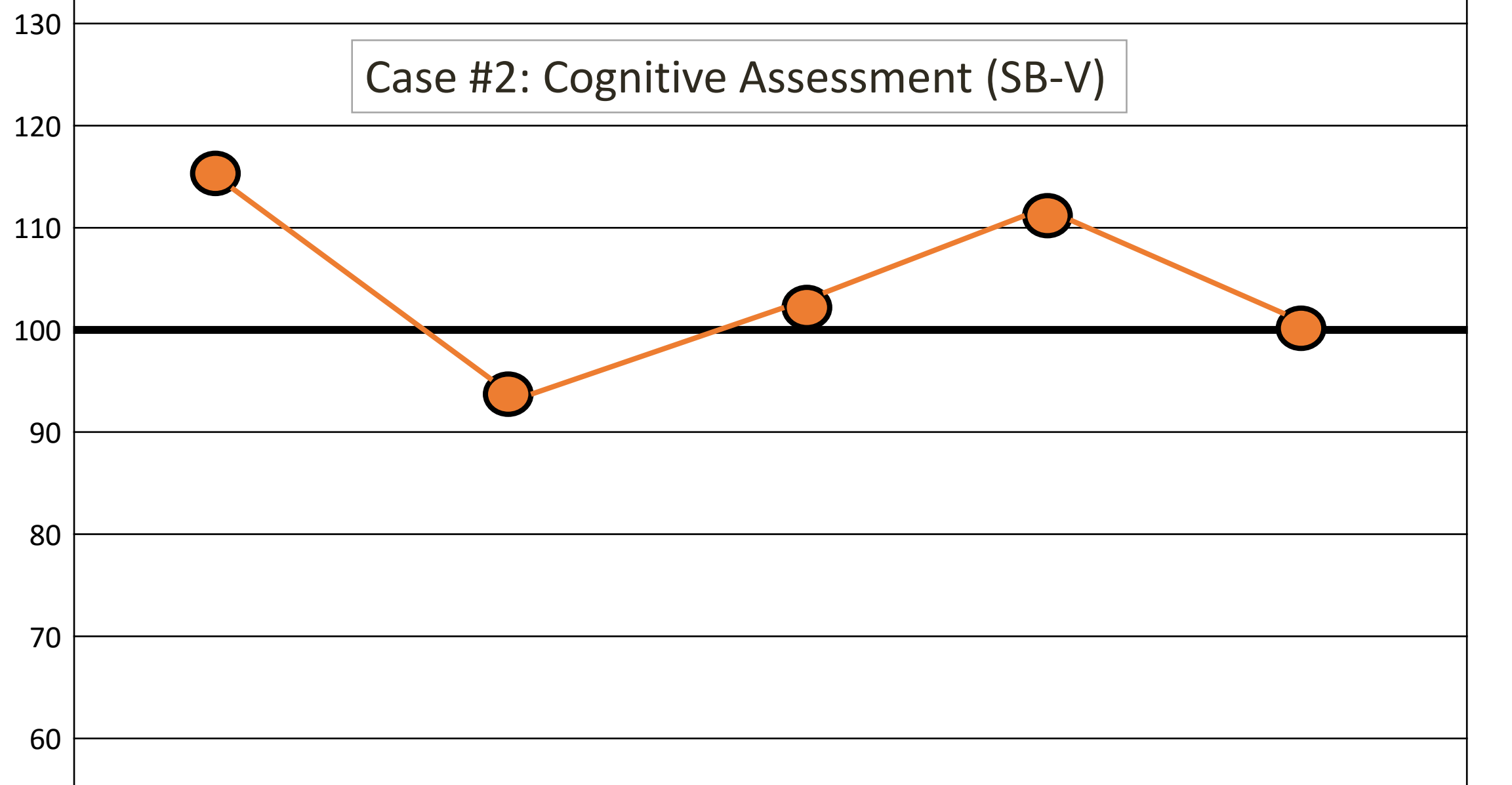
## Cognitive Processes (SB-V)

INDEX	SS	RANGE
Fluid Reasoning	115	High Average
Knowledge	94	Average
Quantitative Reasoning	103	Average
Visual Spatial Processing	111	High Average
Working Memory	100	Average

## Academic Achievement (KTEA-3)

INDEX	SS	RANGE
Math Concepts/Apps	92	Average
Math Computation	88	Average
Reading Comprehension	77	Below Average
Letter Word Recognition	84	Below Average
Written Expression	93	Average

Case #2: Cognitive Assessment (SB-V)



Fluid Reasoning  
SS=115

Knowledge  
SS=94

Quantitative Reasoning  
SS=103

Visual Spatial Processing  
SS=111

Working Memory  
SS=100

Case #2: Academic Assessment (KTEA-3)

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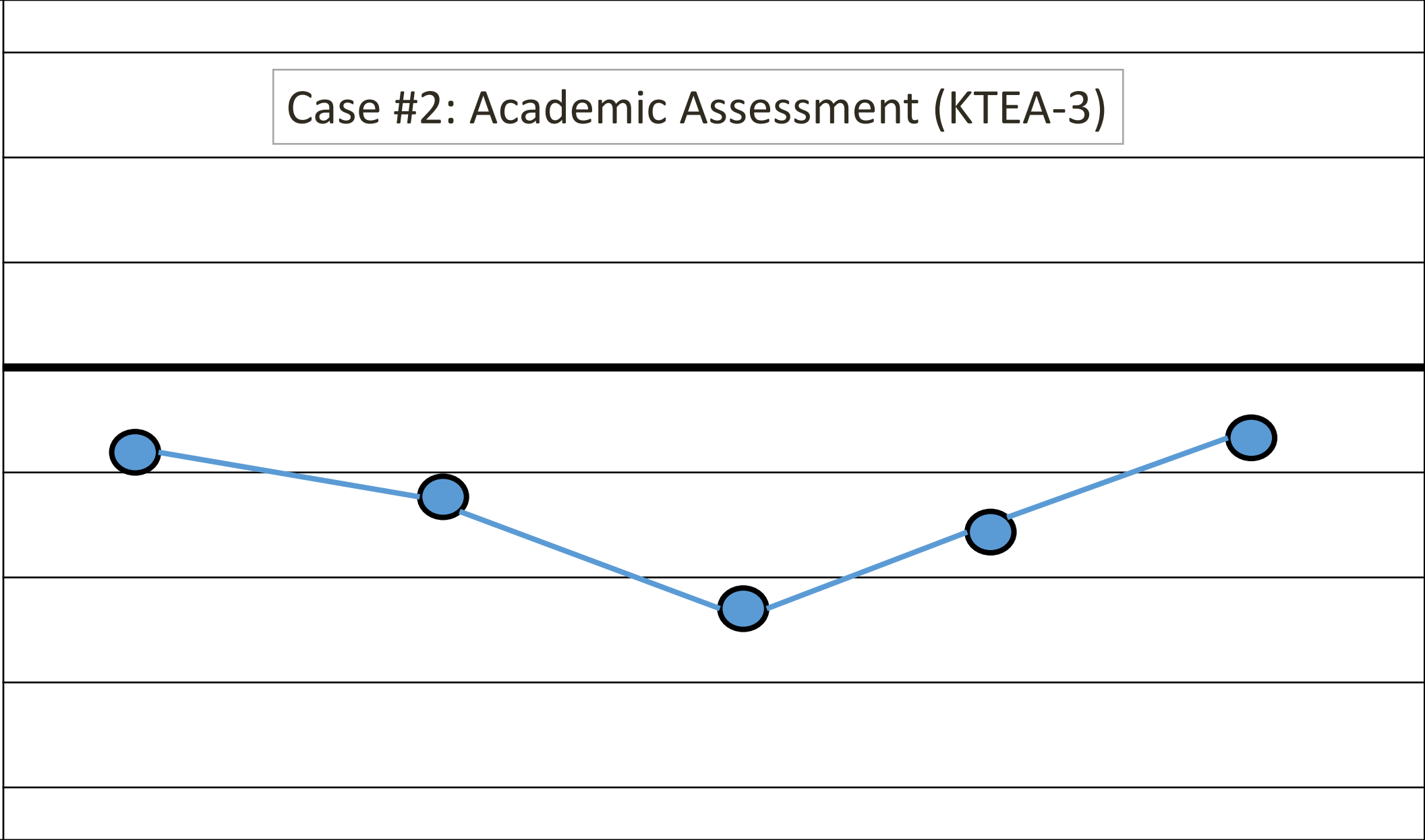
Math Concepts  
And Application  
SS=92

Math  
Computation  
SS=88

Reading  
Comprehension  
SS=77

Letter Word  
Recognition  
SS=84

Written  
Expression  
SS=93





# Case #2: PSW Determination

130  
120  
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60

PROCESSING STRENGTH

PROCESSING WEAKNESS

ACADEMIC WEAKNESS

Knowledge

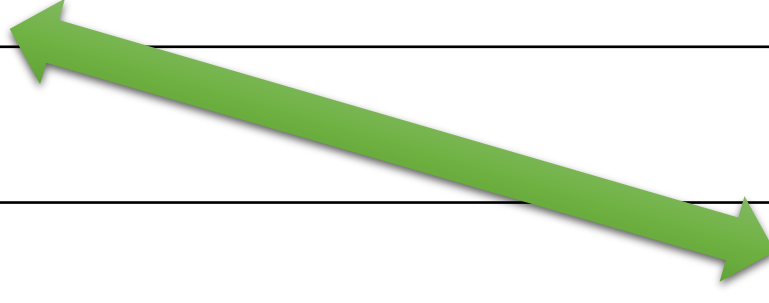
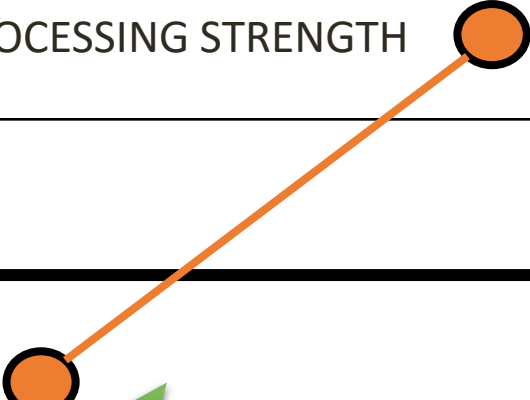
Fluid Reasoning

Reading Comprehension

SS=94

SS=115

SS=77



Category	Score (SS)
Knowledge	94
Fluid Reasoning	115
Reading Comprehension	77

## Case #2 Outcome (ongoing)

- Attendance was an issue in the past (missed 3 years of school)
- SLD was previous classification
- Upon student return, testing reveals a potential PSW
- Put interventions into place, currently waiting to observe student response

# Case Example #3: ELL Evaluation

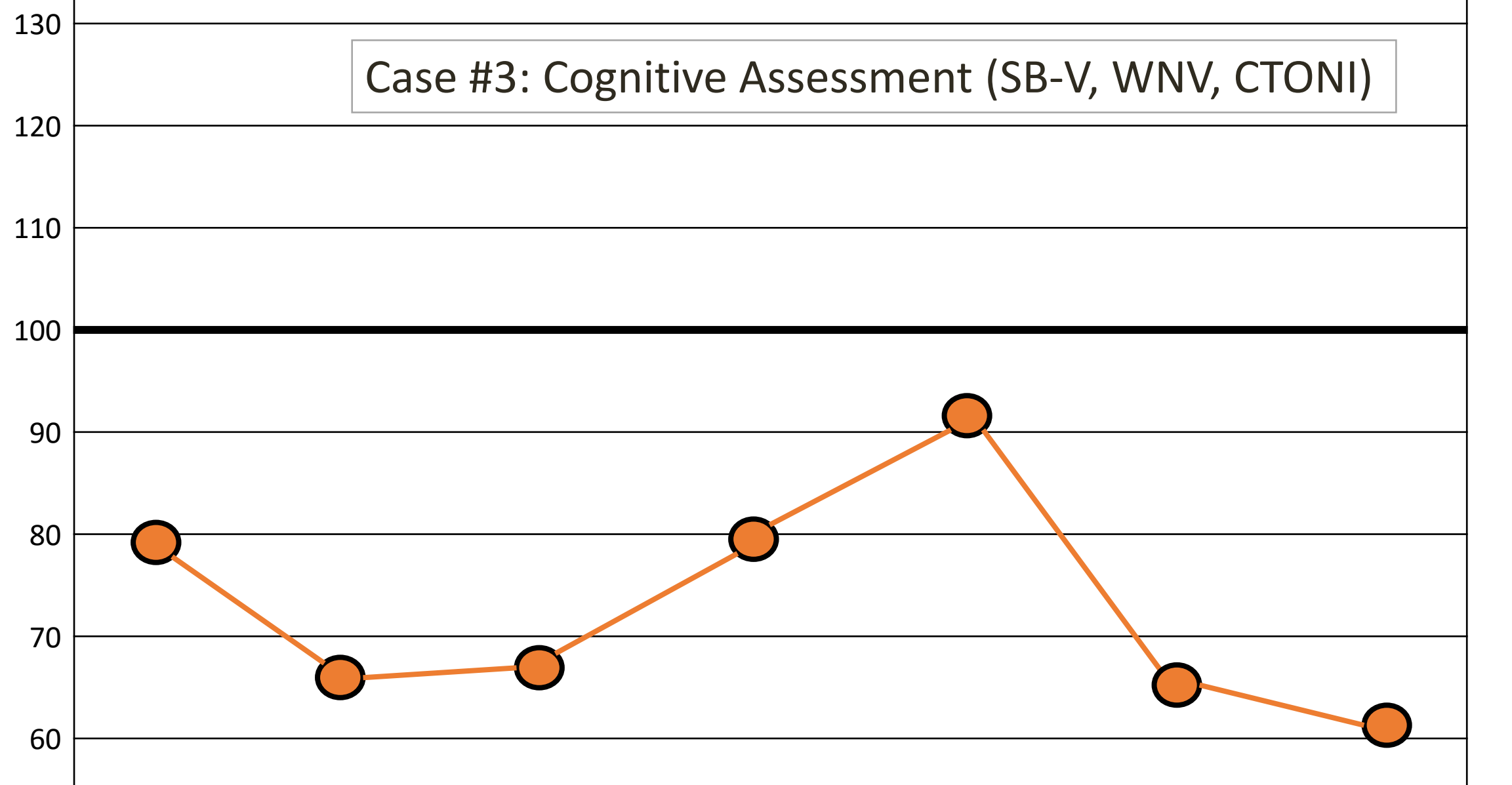
## Cognitive Processes (SB-V; WNV; C-TONI)

INDEX	SS	RANGE
Fluid Reasoning	79	Borderline
Knowledge	66	Mod. Impaired
Quantitative Reasoning	67	Mod. Impaired
Visual Spatial Processing	79	Borderline
Working Memory	91	Average
WNV	65	Ext. Low
C-TONI 2	62	Ext. Low

## Academic Achievement (KTEA-3)

INDEX	SS	RANGE
Math Concepts/Apps	55	Ext. Low
Math Computation	62	Average
Reading Comprehension	52	Ext. Low
Letter Word Recognition	46	Ext. Low
Written Expression	40	Ext. Low

Case #3: Cognitive Assessment (SB-V, WNV, CTONI)



Fluid Reasoning SS=79      Knowledge SS=66      Quantitative Reasoning SS=67      Visual Spatial Processing SS=79      Working Memory SS=91      WNV SS=65      C-TONI 2 SS=62

Case #3: Academic Assessment (KTEA-3)

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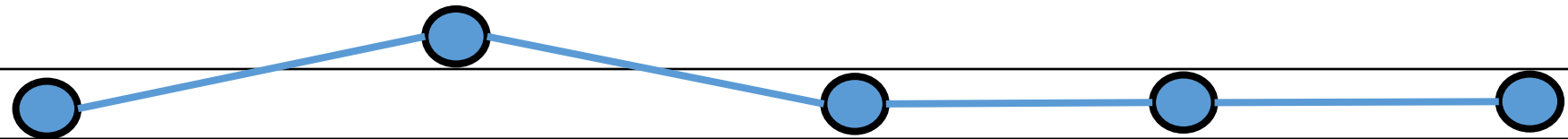
Math Concepts  
And Application  
SS=55

Math  
Computation  
SS=62

Reading  
Comprehension  
SS=52

Letter Word  
Recognition  
SS=46

Written  
Expression  
SS=40



## Case #3 Outcome (ongoing)

- ELL student has been consistently attending for 4 years, referred last Spring
- Mother speaks Spanish only, father Spanish and English
- Does show processing strength in working memory, but exploring alternative eligibilities
- Awaiting return of adaptive assessments