SAMPLE Pattern of Strengths and Weaknesses Approach for Students Suspected of SLD: Reading Disability

This sample approach strives to assist PPT teams seeking to rule in/out the presence of one of three Reading Disability subtypes (Specific Word Recognition Disability/SWRD*, Specific Reading Comprehension Disability/SRCD, and Mixed Reading Disability/ MRD). This approach considers patterns of student performance and/or achievement on a variety of relevant assessments.

*Often these students will be identified with SLD/Dyslexia.

The following patterns are characteristic of each of the three Reading Disability subtypes:

		SWRD		SRCD		MRD	
		Strength	**Weakness**	**Strength**	**Weakness**	**Strength**	**Weakness**
Basic Reading	**Real Word Reading**		X	X			X
	Pseudo Word Reading		X	X			X
Reading Fluency	**Word Reading Automaticity**		X	X			X
	Reading Fluency		X	X			X
Reading Comprehension	**Listening Comprehension**	X		X	X	X	X
	Receptive Vocabulary	X			X		X
	Reading Comprehension	X^1			X		X^2

Step 1: Identify Referring Concerns.

Referring concerns are related to (check all that apply and specify the concern(s)):

☐ Basic Reading_____

☐ Reading Fluency _____

☐ Reading Comprehension _____

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[1] For texts the student *can* decode with adequate accuracy and/or fluency.

[2] Exceed what can be explained by poor decoding (e.g., difficulty with oral language comprehension; difficulty comprehending texts they can decode, etc.)

Step 2: Review and Rate Sources of Assessment Data
Assessment Source 1: Historical Records, Observations, Interviews.

Specify if the following sources of information indicate that the designated competency is a Strength (S) (average or above) or a Weakness (W) (below average), or there is conflicting data (S/W) by checking the appropriate box below. If the competency was not referenced, leave blank.

There is a space for notes to assist with justifying your ratings, if helpful.

	BASIC READING						READING FLUENCY						READING COMPREHENSION								
	Real Word Reading			Pseudo Word Reading			Word Reading Automaticity			Reading Fluency			Listening Comprehension			Receptive Vocabulary			Reading Comprehension		
	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W
Developmental History																					
Record Review																					
Observations																					
Teacher Report																					
Parent Interview																					
Student Interview																					

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Assessment Source 2: Academic and Performance Assessments

Specify if the following sources of information indicate that the designated competency is a Strength (S) (average or above) or a Weakness (W) (below average), or there is conflicting data (S/W) by checking the appropriate box below. If the competency was not referenced, leave blank.

There is a space for notes to assist with justifying your ratings, if helpful.

	BASIC READING INDICATORS						READING FLUENCY INDICATORS						READING COMPREHENSION INDICATORS								
	Real Word Reading			Pseudo Word Reading			Word Reading Automaticity			Reading Fluency			Listening Comprehension			Receptive Vocabulary			Reading Comprehension		
	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W
Approved Screener Benchmark																					
Approved Screener Progress Monitoring																					
Classroom Curriculum-Based Assessments																					
SBAC																					
Other: _____																					

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Assessment Source 3: Formal Assessments

Specify if the following sources of information indicate that the designated competency is a Strength (S) (average or above) or a Weakness (W) (below average), or there is conflicting data (S/W) by checking the appropriate box below. If the competency was not referenced, leave blank.

There is a space for notes to assist with justifying your ratings, if helpful.

BASIC READING								
Real Word Reading			**Pseudo Word Reading**			**Passage Reading Accuracy**		
S	W	S/W	S	W	S/W	S	W	S/W
Assessment:			*Assessment:*			*Assessment:*		

READING FLUENCY											
Word Reading Automaticity											
Real Words			**Pseudo Words**			**Passage Reading Rate**			**Passage Reading Fluency**		
S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W
Assessment:			*Assessment:*			*Assessment:*			*Assessment:*		

READING COMPREHENSION											
Cloze/Maze Untimed			**MC Untimed Able to Reference Passage**			**Open Verbal Response Untimed Not Able to Reference Passage**			**Other Task Demand Specify: _____**		
S	W	S/W	S	W	S/W	S	W	S/W	S	W	S/W
Assessment:			*Assessment:*			*Assessment:*			*Assessment:*		

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PHONOLOGICAL PROCESSING

Phonological Awareness	Phonological Memory	Rapid Naming
Weaknesses here have the potential to negatively impact students' acquisition of taught phonics skills and to negatively impact vocabulary growth.	*Weaknesses here have the potential to negatively impact students' decoding accuracy when attempting to sound longer words and blend sounds into a target word.*	*Weaknesses here have the potential to negatively impact students' word reading automaticity and fluency profiles.*

S	W	S/W		S	W	W		S	W	S/W

Assessment:

Assessment:

Assessment:

LANGUAGE

Oral Language Comprehension	Receptive Vocabulary	Other Domain: Specify

S	W	S/W		S	W	S/W		S	W	S/W

Assessment:

Assessment:

Assessment:

OTHER MEASURES

Domain:	Domain:	Domain:

S	W	S/W		S	W	S/W		S	W	S/W

Assessment:

Assessment:

Assessment:

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Step 3: Evaluate Ratings of Sources of Assessment Data

You will see the characteristic profile of strengths and weaknesses associated with specific Reading Disability subtypes indicated faintly on the chart below. This is so you can readily reference the typical presentation of each profile.

First, revisit your completed ratings and specify if these ratings indicate that the designated competency domains areas of Strength or Weakness by placing your own X in the appropriate box, below. You may have to use professional judgment (e.g., consider task demands, etc.) to reconcile conflicting data.

Then, evaluate the pattern you've recorded against the pattern commonly associated with each Reading Disability subtype to determine which Reading Disability subtype, if any, is suggested.

Remember, there are additional steps necessary before determining that the student is eligible for services under the category of Specific Learning Disability and there may be other factors that account for his/her profile presentation.

		SWRD		SRCD		MRD	
		Strength	**Weakness**	**Strength**	**Weakness**	**Strength**	**Weakness**
Basic Reading	**Real Word Reading**		X	X			X
	Pseudo Word Reading		X	X			X
Reading Fluency	**Word Reading Automaticity**		X	X			X
	Reading Fluency		X	X			X
Reading Comprehension	**Listening Comprehension**	X		X	X	X	X
	Receptive Vocabulary	X			X		X
	Reading Comprehension	X[3]			X		X[4]

Questions for Teams:

☐ Which Reading Disability profile, if any, is suggested?
☐ What additional information would the team like to have access to before making an eligibility determination for this student?
☐ How might your team suggest strengthening this sample approach to evaluating PSW for Reading Disability subtype identification?
☐ What guidance, supports and/or resources could be helpful to teams opting to utilize a PSW approach with confidence?

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[3] For texts the student *can* decode with adequate accuracy and/or fluency.
[4] Exceed what can be explained by poor decoding (e.g., difficulty with oral language comprehension; difficulty comprehending texts they can decode, etc.)

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