1

00:00:03,150 --> 00:00:08,170

welcome to assessing preventing and

2

00:00:06,100 --> 00:00:10,420

overcoming reading difficulties a

3

00:00:08,170 --> 00:00:13,150

professional learning series presented

4

00:00:10,420 --> 00:00:15,359

by David Kilpatrick sponsored by the

5

00:00:13,150 --> 00:00:18,400

exceptional student services unit and

6

00:00:15,359 --> 00:00:20,650

created in collaboration with specific

7

00:00:18,400 --> 00:00:24,429

learning disability specialists Jill

8

00:00:20,650 --> 00:00:26,289

Marshall and Veronica Fiedler the

9

00:00:24,429 --> 00:00:28,419

Colorado Department of Education’s

10

00:00:26,289 --> 00:00:30,220

vision is that all students in Colorado

11

00:00:28,419 --> 00:00:32,739

will become educated and productive

12

00:00:30,220 --> 00:00:36,340

citizens capable of succeeding in

13

00:00:32,739 --> 00:00:38,770

society the workforce and life the

14

00:00:36,340 --> 00:00:41,289

mission of the CDE is to ensure all

15

00:00:38,770 --> 00:00:44,260

students are prepared for success in

16

00:00:41,289 --> 00:00:47,109

society work and life by providing

17

00:00:44,260 --> 00:00:49,269

excellent leadership service and support

18

00:00:47,109 --> 00:00:53,079

to schools districts and communities

19

00:00:49,269 --> 00:00:56,079

across the state this series is designed

20

00:00:53,079 --> 00:00:58,809

for use in multiple ways you can

21

00:00:56,079 --> 00:01:00,579

complete all 13 modules participants who

22

00:00:58,809 --> 00:01:02,079

engage in all 13 modules will be

23

00:01:00,579 --> 00:01:05,199

provided a comprehensive learning

24

00:01:02,079 --> 00:01:07,540

experience encompassing research impact

25

00:01:05,199 --> 00:01:09,549

and critical elements of assessing

26

00:01:07,540 --> 00:01:12,939

preventing and overcoming reading

27

00:01:09,549 --> 00:01:16,150

difficulties you can complete individual

28

00:01:12,939 --> 00:01:18,640

modules participants may view a session

29

00:01:16,150 --> 00:01:21,549

or sessions for specific information and

30

00:01:18,640 --> 00:01:23,380

guidance on topics related to assessing

31

00:01:21,549 --> 00:01:26,320

preventing and overcoming reading

32

00:01:23,380 --> 00:01:27,939

difficulties this format is ideal for

33

00:01:26,320 --> 00:01:30,759

short professional development

34

00:01:27,939 --> 00:01:32,619

opportunities for example during an

35

00:01:30,759 --> 00:01:35,140

impact team meeting or professional

36

00:01:32,619 --> 00:01:37,229

learning community you can also complete

37

00:01:35,140 --> 00:01:39,969

this as a book or chapter study

38

00:01:37,229 --> 00:01:42,369

participants may view all or part of the

39

00:01:39,969 --> 00:01:44,920

series as a tandem companion or

40

00:01:42,369 --> 00:01:46,990

supplemental resource for supporting a

41

00:01:44,920 --> 00:01:48,789

study of the book the essentials of

42

00:01:46,990 --> 00:01:50,820

assessing preventing and overcoming

43

00:01:48,789 --> 00:01:52,880

reading difficulties

44

00:01:50,820 --> 00:01:52,880

45

00:01:59,159 --> 00:02:01,219

46

00:02:04,520 --> 00:02:12,150

module 13 specific learning disability

47

00:02:08,460 --> 00:02:16,320

identification session 1 factors that

48

00:02:12,150 --> 00:02:18,030

may affect SLD identification hello this

49

00:02:16,320 --> 00:02:21,090

is David Kilpatrick the presenter for

50

00:02:18,030 --> 00:02:22,770

the thirteen on-demand webinars as a

51

00:02:21,090 --> 00:02:23,880

result of these webinars participants

52

00:02:22,770 --> 00:02:25,500

are going to learn a lot about reading

53

00:02:23,880 --> 00:02:27,480

research particularly as it pertains to

54

00:02:25,500 --> 00:02:30,510

assessment prevention and overcoming

55

00:02:27,480 --> 00:02:33,570

reading difficulties here's an overview

56

00:02:30,510 --> 00:02:36,930

of the 13 modules we are now going to be

57

00:02:33,570 --> 00:02:38,820

participating in module 13 module 13 has

58

00:02:36,930 --> 00:02:40,710

one session and it has to do with the

59

00:02:38,820 --> 00:02:42,270

factors that affect making an

60

00:02:40,710 --> 00:02:44,580

identification for a specific learning

61

00:02:42,270 --> 00:02:46,320

disability and as a result of this

62

00:02:44,580 --> 00:02:47,820

session participants should be able to

63

00:02:46,320 --> 00:02:49,860

identify the key factors that may

64

00:02:47,820 --> 00:02:51,840

distinguish between a student with a

65

00:02:49,860 --> 00:02:54,180

specific learning disability in reading

66

00:02:51,840 --> 00:02:57,810

versus a child with a milder reading

67

00:02:54,180 --> 00:02:59,730

difficulty researchers have a very good

68

00:02:57,810 --> 00:03:01,560

understanding about the nature and the

69

00:02:59,730 --> 00:03:04,560

cause of reading difficulties however

70

00:03:01,560 --> 00:03:07,020

that understanding does not necessarily

71

00:03:04,560 --> 00:03:09,360

easily translate into ease of

72

00:03:07,020 --> 00:03:12,330

identification of a learning disability

73

00:03:09,360 --> 00:03:15,030

in reading this is because reading

74

00:03:12,330 --> 00:03:17,310

skills and the sub skills that go into

75

00:03:15,030 --> 00:03:20,010

reading all fall along a continuum of

76

00:03:17,310 --> 00:03:21,390

severity there's no natural cutoff when

77

00:03:20,010 --> 00:03:23,130

I used to explain this to parents I

78

00:03:21,390 --> 00:03:25,560

would say what if we took every child in

79

00:03:23,130 --> 00:03:27,239

this elementary school from kindergarten

80

00:03:25,560 --> 00:03:28,709

to sixth grade line them up on the

81

00:03:27,239 --> 00:03:30,600

playground from the tallest to the

82

00:03:28,709 --> 00:03:32,820

shortest there would be no point between

83

00:03:30,600 --> 00:03:34,230

two children we'd say here the tall kids

84

00:03:32,820 --> 00:03:36,360

here the short kids it's a very

85

00:03:34,230 --> 00:03:38,940

fine-grained continuum and that's the

86

00:03:36,360 --> 00:03:41,010

very same problem we have with reading

87

00:03:38,940 --> 00:03:43,230

disabilities where do you draw the line

88

00:03:41,010 --> 00:03:45,000

so therefore different educational

89

00:03:43,230 --> 00:03:46,590

professionals and policymakers whether

90

00:03:45,000 --> 00:03:48,510

at the state level or within a given

91

00:03:46,590 --> 00:03:50,220

school district have to decide on where

92

00:03:48,510 --> 00:03:54,239

the cut-offs are going to be researchers

93

00:03:50,220 --> 00:03:55,890

can't make that decision for people so

94

00:03:54,239 --> 00:03:57,450

there are no definitive answers but

95

00:03:55,890 --> 00:04:00,330

there are some relative factors to

96

00:03:57,450 --> 00:04:03,239

consider and the goal here is to make

97

00:04:00,330 --> 00:04:04,920

sensible informed decisions about what

98

00:04:03,239 --> 00:04:08,900

students we would consider to have a

99

00:04:04,920 --> 00:04:12,329

specific learning disability in reading

100

00:04:08,900 --> 00:04:13,890

first of all the percentage of students

101

00:04:12,329 --> 00:04:15,959

that have a specific learning disability

102

00:04:13,890 --> 00:04:17,340

in reading should be much less common

103

00:04:15,959 --> 00:04:19,079

than it is

104

00:04:17,340 --> 00:04:22,139

the reason it's much more common is

105

00:04:19,079 --> 00:04:25,020

because we have not been implementing

106

00:04:22,139 --> 00:04:26,870

the instructional techniques or the

107

00:04:25,020 --> 00:04:30,270

intervention techniques that were

108

00:04:26,870 --> 00:04:32,280

demonstrated to have such an impact on

109

00:04:30,270 --> 00:04:36,410

reading development for at-risk readers

110

00:04:32,280 --> 00:04:39,750

that prompted the MTSS and the RTI

111

00:04:36,410 --> 00:04:41,910

initiatives those were stimulated by

112

00:04:39,750 --> 00:04:43,590

some amazing research studies and we

113

00:04:41,910 --> 00:04:46,280

went about implementing those in

114

00:04:43,590 --> 00:04:48,450

multiple levels except we never actually

115

00:04:46,280 --> 00:04:50,760

paid close attention or had an

116

00:04:48,450 --> 00:04:52,500

understanding of what those researchers

117

00:04:50,760 --> 00:04:54,720

actually did to get such great results

118

00:04:52,500 --> 00:04:57,210

and so we're not really doing that as a

119

00:04:54,720 --> 00:04:59,210

result we have more kids designated as

120

00:04:57,210 --> 00:05:01,950

having a specific learning disability

121

00:04:59,210 --> 00:05:04,320

because we have not had in place the

122

00:05:01,950 --> 00:05:06,930

proper Tier one instructional supports

123

00:05:04,320 --> 00:05:12,210

or the intervention supports at any of

124

00:05:06,930 --> 00:05:15,330

the other tiers if your evaluation team

125

00:05:12,210 --> 00:05:18,270

is considering identifying a student as

126

00:05:15,330 --> 00:05:20,910

having SLD in reading here's some

127

00:05:18,270 --> 00:05:22,229

thoughts first we have to ask what is

128

00:05:20,910 --> 00:05:25,380

going to be different for the students

129

00:05:22,229 --> 00:05:26,880

once they are identified with a specific

130

00:05:25,380 --> 00:05:28,890

learning disability are they going to

131

00:05:26,880 --> 00:05:30,390

get more instructional time is the type

132

00:05:28,890 --> 00:05:32,280

of instruction going to be different it

133

00:05:30,390 --> 00:05:35,160

must be kept in mind that research on

134

00:05:32,280 --> 00:05:38,160

special education reading outcomes have

135

00:05:35,160 --> 00:05:40,410

not been very encouraging so just

136

00:05:38,160 --> 00:05:42,510

because the student now is going to have

137

00:05:40,410 --> 00:05:43,530

an IEP and get extra help and reading

138

00:05:42,510 --> 00:05:45,060

doesn't necessarily mean they're going

139

00:05:43,530 --> 00:05:47,460

to become a better reader maybe it will

140

00:05:45,060 --> 00:05:51,120

but generally statistics show that

141

00:05:47,460 --> 00:05:53,190

that's not the most common scenario the

142

00:05:51,120 --> 00:05:54,870

next question is has the student who

143

00:05:53,190 --> 00:05:56,550

you're considering to have a learning

144

00:05:54,870 --> 00:05:58,380

disability and reading have they had

145

00:05:56,550 --> 00:06:00,810

best practice in terms of tier 1

146

00:05:58,380 --> 00:06:03,840

instruction like was discussed in module

147

00:06:00,810 --> 00:06:05,760

10 or best practice in tier 2 or tier 3

148

00:06:03,840 --> 00:06:09,030

intervention like was discussed in

149

00:06:05,760 --> 00:06:10,620

module 11 or have they been getting

150

00:06:09,030 --> 00:06:12,570

instructional approaches in the

151

00:06:10,620 --> 00:06:16,050

classroom followed up by intervention

152

00:06:12,570 --> 00:06:17,490

approaches that tend to be based on

153

00:06:16,050 --> 00:06:20,639

those more ineffective approaches

154

00:06:17,490 --> 00:06:24,419

discussed also in module 11 another

155

00:06:20,639 --> 00:06:26,460

question related to this is are best

156

00:06:24,419 --> 00:06:30,810

practices available so that one could

157

00:06:26,460 --> 00:06:32,940

validly use the RTI or MTSS

158

00:06:30,810 --> 00:06:34,320

approach in helping to identify a

159

00:06:32,940 --> 00:06:36,360

student with a learning disability the

160

00:06:34,320 --> 00:06:38,100

whole idea behind that would be a child

161

00:06:36,360 --> 00:06:41,340

has a learning disability if they fail

162

00:06:38,100 --> 00:06:42,810

to make progress with best practice

163

00:06:41,340 --> 00:06:45,389

instruction in the classroom combined

164

00:06:42,810 --> 00:06:47,240

with best practice intervention and if

165

00:06:45,389 --> 00:06:49,950

you don't have either those available

166

00:06:47,240 --> 00:06:52,260

that makes it much more complicated to

167

00:06:49,950 --> 00:06:54,290

make a assumption that the child has a

168

00:06:52,260 --> 00:06:56,669

learning disability

169

00:06:54,290 --> 00:06:58,910

another question is can the student

170

00:06:56,669 --> 00:07:01,860

perform okay without additional support

171

00:06:58,910 --> 00:07:05,100

I've worked in schools for 28 years I

172

00:07:01,860 --> 00:07:07,590

realized that the IEP isn't just about

173

00:07:05,100 --> 00:07:10,080

instruction particularly as I worked in

174

00:07:07,590 --> 00:07:12,120

the middle school and high school an IEP

175

00:07:10,080 --> 00:07:14,180

affords students things like tests

176

00:07:12,120 --> 00:07:16,800

modifications classroom accommodations

177

00:07:14,180 --> 00:07:19,320

and various other things that can help

178

00:07:16,800 --> 00:07:20,940

children and even if we are not directly

179

00:07:19,320 --> 00:07:23,880

addressing reading problems in a

180

00:07:20,940 --> 00:07:25,950

resource context resource often gets

181

00:07:23,880 --> 00:07:27,240

used in a way to help students get

182

00:07:25,950 --> 00:07:29,760

through some of their other classes

183

00:07:27,240 --> 00:07:32,850

their content courses and that is

184

00:07:29,760 --> 00:07:35,100

another consideration to have in mind if

185

00:07:32,850 --> 00:07:37,740

you're seeking an SLD identification

186

00:07:35,100 --> 00:07:40,740

it's not just about the instruction in

187

00:07:37,740 --> 00:07:42,030

reading you may or may not be familiar

188

00:07:40,740 --> 00:07:44,430

with some of the problems with the

189

00:07:42,030 --> 00:07:46,410

traditional diagnostic approaches the

190

00:07:44,430 --> 00:07:47,850

classic IQ achievement discrepancy

191

00:07:46,410 --> 00:07:50,070

approach which I was trained on in the

192

00:07:47,850 --> 00:07:52,860

1980s as was everybody else who was

193

00:07:50,070 --> 00:07:54,570

trained in the 80s and 90s there are

194

00:07:52,860 --> 00:07:56,310

many technical issues and this is not

195

00:07:54,570 --> 00:07:58,560

the place to go through all those but I

196

00:07:56,310 --> 00:08:00,300

do want to point out that one of the

197

00:07:58,560 --> 00:08:01,950

things that approach did not recognize

198

00:08:00,300 --> 00:08:04,200

understandably because there was not

199

00:08:01,950 --> 00:08:06,780

awareness of the research is that the

200

00:08:04,200 --> 00:08:09,139

reason why a student with 115 IQ

201

00:08:06,780 --> 00:08:11,669

struggles and reading at the word level

202

00:08:09,139 --> 00:08:13,229

are going to be pretty much identical to

203

00:08:11,669 --> 00:08:15,180

the reasons why a student with a 90

204

00:08:13,229 --> 00:08:17,370

struggles but we would say that that

205

00:08:15,180 --> 00:08:19,530

student with 115 might have a

206

00:08:17,370 --> 00:08:21,270

discrepancy between their IQ and

207

00:08:19,530 --> 00:08:24,570

achievement but the person with a 90 IQ

208

00:08:21,270 --> 00:08:27,810

doesn't so it was unfairly slighting

209

00:08:24,570 --> 00:08:29,669

students with the lower IQs the patterns

210

00:08:27,810 --> 00:08:31,979

of strengths and weaknesses approach has

211

00:08:29,669 --> 00:08:34,440

not really interacted much as far as I

212

00:08:31,979 --> 00:08:36,360

can tell with the vast bulk of the

213

00:08:34,440 --> 00:08:39,419

reading research that may be relevant

214

00:08:36,360 --> 00:08:41,339

and so it's mostly focused on scatter

215

00:08:39,419 --> 00:08:43,990

within a students cognitive testing

216

00:08:41,339 --> 00:08:46,779

profile or variations within

217

00:08:43,990 --> 00:08:48,490

cognitive testing profile however based

218

00:08:46,779 --> 00:08:50,950

upon the reading research it's very

219

00:08:48,490 --> 00:08:53,980

unclear as to how that could be used to

220

00:08:50,950 --> 00:08:57,160

validly diagnose a specific learning

221

00:08:53,980 --> 00:08:59,470

disability and reading and then

222

00:08:57,160 --> 00:09:01,060

identifying through RTI or MTSS

223

00:08:59,470 --> 00:09:02,740

presumes that the student gets the best

224

00:09:01,060 --> 00:09:05,320

practice as we talked about that on the

225

00:09:02,740 --> 00:09:08,440

last couple screens I'm of the belief

226

00:09:05,320 --> 00:09:11,410

that if the best practices are genuinely

227

00:09:08,440 --> 00:09:13,390

present the concept of responding to

228

00:09:11,410 --> 00:09:15,339

intervention is really a good guide to

229

00:09:13,390 --> 00:09:17,560

diagnosing whether or not a child has a

230

00:09:15,339 --> 00:09:21,060

learning disability and reading but as

231

00:09:17,560 --> 00:09:24,310

we said that isn't typically available

232

00:09:21,060 --> 00:09:26,290

another question to consider is the

233

00:09:24,310 --> 00:09:28,750

phonological core deficit how severe is

234

00:09:26,290 --> 00:09:30,010

it in two domains number one how many

235

00:09:28,750 --> 00:09:32,020

different elements of the phonological

236

00:09:30,010 --> 00:09:34,779

core deficit does the student have and

237

00:09:32,020 --> 00:09:38,440

number two how severe is each one of

238

00:09:34,779 --> 00:09:40,959

those elements also looking at things

239

00:09:38,440 --> 00:09:42,670

like timed word reading tests and timed

240

00:09:40,959 --> 00:09:44,740

nonsense word reading tests because they

241

00:09:42,670 --> 00:09:46,930

look at proficiency typically we look at

242

00:09:44,740 --> 00:09:48,850

the untimed word reading and untimed

243

00:09:46,930 --> 00:09:51,190

nonsense word reading and that can often

244

00:09:48,850 --> 00:09:53,470

mask a problem that children have

245

00:09:51,190 --> 00:09:55,329

through compensation and as mentioned

246

00:09:53,470 --> 00:09:57,760

how low are those phonological core

247

00:09:55,329 --> 00:09:59,589

skills are they at the ten percentile

248

00:09:57,760 --> 00:10:00,760

fifteenth or way down at the first or

249

00:09:59,589 --> 00:10:02,500

fifth I think that makes a big

250

00:10:00,760 --> 00:10:04,839

difference I think if you have a child

251

00:10:02,500 --> 00:10:06,579

who's in the first to fifth percentile

252

00:10:04,839 --> 00:10:08,589

on a number of those factors that is

253

00:10:06,579 --> 00:10:11,170

good evidence for a specific learning

254

00:10:08,589 --> 00:10:14,829

disability and reading because what we

255

00:10:11,170 --> 00:10:16,720

learn from module 11 is that with the

256

00:10:14,829 --> 00:10:19,420

best available practices we get about a

257

00:10:16,720 --> 00:10:21,250

standard deviation gain and a standard

258

00:10:19,420 --> 00:10:23,200

deviation when you're way down in the

259

00:10:21,250 --> 00:10:24,459

1st through 5th percentile you're still

260

00:10:23,200 --> 00:10:26,920

going to be below average if you get

261

00:10:24,459 --> 00:10:29,500

that kind of gain so that suggests to me

262

00:10:26,920 --> 00:10:31,240

that a specific learning disability is

263

00:10:29,500 --> 00:10:33,220

present based upon that level of

264

00:10:31,240 --> 00:10:35,920

severity then when you get up to more

265

00:10:33,220 --> 00:10:38,290

the 10th or 15 percentile or higher that

266

00:10:35,920 --> 00:10:42,640

gets a little trickier that's much more

267

00:10:38,290 --> 00:10:44,410

of a judgement call so once again we

268

00:10:42,640 --> 00:10:46,149

look at the number of phonological core

269

00:10:44,410 --> 00:10:48,640

issues going on in the severity of each

270

00:10:46,149 --> 00:10:51,490

of those issues when it comes to

271

00:10:48,640 --> 00:10:53,380

identifying SLD and reading fluency a

272

00:10:51,490 --> 00:10:57,190

lot of those same considerations I've

273

00:10:53,380 --> 00:10:57,960

already talked about applies here recall

274

00:10:57,190 --> 00:10:59,430

that fluency up

275

00:10:57,960 --> 00:11:00,780

by product of the size of a student's

276

00:10:59,430 --> 00:11:02,520

orthographic lexicon their site

277

00:11:00,780 --> 00:11:04,560

vocabulary it's not a separate

278

00:11:02,520 --> 00:11:08,760

independent reading skill unrelated to

279

00:11:04,560 --> 00:11:10,650

the size of the lexicon so therefore it

280

00:11:08,760 --> 00:11:12,780

is much more closely related to the word

281

00:11:10,650 --> 00:11:15,390

reading issue than most people may be

282

00:11:12,780 --> 00:11:17,580

aware another important consideration is

283

00:11:15,390 --> 00:11:19,800

the percentile ranking on the actual

284

00:11:17,580 --> 00:11:22,440

fluency test once again are at the first

285

00:11:19,800 --> 00:11:25,830

or fifth percentile six percentile are

286

00:11:22,440 --> 00:11:27,900

they up at the twentieth percentile when

287

00:11:25,830 --> 00:11:29,640

it comes to reading comprehension the

288

00:11:27,900 --> 00:11:31,560

issues of response to intervention and

289

00:11:29,640 --> 00:11:32,880

the severity of skills apply here as

290

00:11:31,560 --> 00:11:36,900

well there just may be different sub

291

00:11:32,880 --> 00:11:38,040

skills on the language dimension and we

292

00:11:36,900 --> 00:11:39,780

have to look at how are the word reading

293

00:11:38,040 --> 00:11:41,400

skills is this a child that displays the

294

00:11:39,780 --> 00:11:43,920

hyperlexia pattern is this the child

295

00:11:41,400 --> 00:11:45,660

with the mixed pattern and do these

296

00:11:43,920 --> 00:11:46,380

various skills interfere with reading

297

00:11:45,660 --> 00:11:48,060

comprehension

298

00:11:46,380 --> 00:11:50,130

what's the students oral language

299

00:11:48,060 --> 00:11:53,220

comprehension like if we have a child

300

00:11:50,130 --> 00:11:55,650

that has a difficulty with reading

301

00:11:53,220 --> 00:11:58,890

comprehension independently or in

302

00:11:55,650 --> 00:12:01,260

addition to word reading I strongly

303

00:11:58,890 --> 00:12:03,660

recommend an evaluation by a

304

00:12:01,260 --> 00:12:06,690

speech-language pathologist in fact in

305

00:12:03,660 --> 00:12:08,580

some cases a designation of speech or

306

00:12:06,690 --> 00:12:11,910

language impaired may even be better

307

00:12:08,580 --> 00:12:14,670

than SLD even if we go with an

308

00:12:11,910 --> 00:12:16,490

identification of s SLD the support of a

309

00:12:14,670 --> 00:12:18,900

speech pathologist can be crucial

310

00:12:16,490 --> 00:12:20,340

another key factor related to reading

311

00:12:18,900 --> 00:12:22,560

comprehension of course is working

312

00:12:20,340 --> 00:12:24,450

memory and attention are those factors

313

00:12:22,560 --> 00:12:26,460

that are contributing so this whole

314

00:12:24,450 --> 00:12:28,410

enterprise is not an exact science

315

00:12:26,460 --> 00:12:30,420

there's going to involve clinical

316

00:12:28,410 --> 00:12:32,040

judgment but we can have a more informed

317

00:12:30,420 --> 00:12:34,140

clinical judgment or less informed

318

00:12:32,040 --> 00:12:36,030

clinical judgment obviously we want the

319

00:12:34,140 --> 00:12:38,280

former not the latter so evaluation

320

00:12:36,030 --> 00:12:40,470

teams should encourage the schools they

321

00:12:38,280 --> 00:12:41,850

work in to use best practices to limit

322

00:12:40,470 --> 00:12:43,830

the number of struggling readers in the

323

00:12:41,850 --> 00:12:45,510

first place through their general

324

00:12:43,830 --> 00:12:46,950

education instruction but also through

325

00:12:45,510 --> 00:12:49,290

their general education or mediation

326

00:12:46,950 --> 00:12:52,110

their tier two and depending on how you

327

00:12:49,290 --> 00:12:54,240

divide up your MTSS your tier three

328

00:12:52,110 --> 00:12:55,920

reading skills fall on a continuum and

329

00:12:54,240 --> 00:12:59,280

there is no natural cutoff for

330

00:12:55,920 --> 00:13:02,010

disability the best practice is to

331

00:12:59,280 --> 00:13:04,470

prevent an intervene for reading are not

332

00:13:02,010 --> 00:13:07,140

common so as a result it makes it harder

333

00:13:04,470 --> 00:13:09,210

to validly diagnose an SLD how much of

334

00:13:07,140 --> 00:13:11,360

it is an inherent problem with the child

335

00:13:09,210 --> 00:13:13,640

how much of it is the fact that

336

00:13:11,360 --> 00:13:14,990

have not had optimal instruction the

337

00:13:13,640 --> 00:13:17,360

number of underlying skills that are

338

00:13:14,990 --> 00:13:19,339

efficient and the severity of those

339

00:13:17,360 --> 00:13:22,160

skill deficits can help inform the

340

00:13:19,339 --> 00:13:23,779

identification process the more

341

00:13:22,160 --> 00:13:26,510

underlying skills that are affected and

342

00:13:23,779 --> 00:13:28,610

the more severe it provides a stronger

343

00:13:26,510 --> 00:13:30,829

case for the fact that your child may

344

00:13:28,610 --> 00:13:33,230

have a specific learning disability in

345

00:13:30,829 --> 00:13:35,300

reading in clinical judgment is going to

346

00:13:33,230 --> 00:13:37,010

be needed but we hope that we're going

347

00:13:35,300 --> 00:13:42,380

to have a much more informed judgment to

348

00:13:37,010 --> 00:13:43,579

make a more valid identification what

349

00:13:42,380 --> 00:13:46,130

are the key factors that may suggest

350

00:13:43,579 --> 00:13:49,149

that a student has a specific learning

351

00:13:46,130 --> 00:13:49,149

disability in reading