

Process for Substantiating an SLD using WVTSS & PSW

To identify a student as exhibiting a pattern of strengths and weaknesses relevant to the identification of a specific learning disability, the team must answer yes to each of the following questions:

<p>Does the student demonstrate significant and persistent low academic achievement and a substantially below grade-level rate of improvement?</p> <p>Data Sources: _____ _____</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No															
<p>Does the student have a weakness in one or more cognitive processes (verified by more than one data source)?</p> <p>Cognitive Weakness(es): _____ _____</p> <p>Data Sources: _____ _____</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No															
<p>Is the identified cognitive weakness empirically and/or theoretically related to the area of academic weakness?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Cognitive Weakness(es):</td> <td style="width: 10%; border: none; text-align: center;">→</td> <td style="width: 40%; border: none;">Academic Weakness(es):</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none; text-align: center;">→</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none; text-align: center;">→</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none; text-align: center;">→</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none; text-align: center;">→</td> <td style="border: none;">_____</td> </tr> </table>	Cognitive Weakness(es):	→	Academic Weakness(es):	_____	→	_____	_____	→	_____	_____	→	_____	_____	→	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cognitive Weakness(es):	→	Academic Weakness(es):														
_____	→	_____														
_____	→	_____														
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_____	→	_____														
<p>Does the student also demonstrate strengths in some areas of cognitive processing and/or achievement?</p> <p>Cognitive Strength(s): _____ _____</p> <p>Achievement Strength(s): _____ _____</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No															
<p>The student likely demonstrates a pattern of strengths and weaknesses relevant to the identification of a specific learning disability.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No															

PSW Model Used:

- | | |
|--|---|
| <input type="checkbox"/> Dual Discrepancy/Consistency Model (DD/C) | <input type="checkbox"/> Dehn's Processing Str And Wkns Model (DPSWM) |
| <input type="checkbox"/> Discrepancy/Consistency Method (DCM) | <input type="checkbox"/> Core-Selective Evaluation Process (C-SEP) |
| <input type="checkbox"/> Concordance/Discordance Model (C-DM) | <input type="checkbox"/> Other: _____ |