Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Basic Reading Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| **Is the main cause of the child’s Basic Reading difficulties:** |
| Lack of Appropriate Instruction in Basic Reading | Yes | No | Emotional Disturbance | Yes | No |
| Limited Proficiency in English  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that basic reading is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his basic reading skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1**.

1. Not all areas need to be identified as a strength or weakness in each category;2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval:  | S W N NA | Orthographic Processing: | S W N NA |
|  Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Phonological Awareness:  | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring  | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval:  | S W N NA | Orthographic Processing: | S W N NA |
|  Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Phonological Awareness:  | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval:  | S W N NA | Orthographic Processing: | S W N NA |
|  Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Phonological Awareness:  | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Reading Fluency Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017).. For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Reading Fluency difficulties: |
| Lack of Appropriate Instruction in Reading Fluency | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Reading Fluency is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Reading Fluency skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above..

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-9

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Reading Comprehension Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| **Is the main cause of the child’s Reading Comprehension difficulties:** |
| Lack of Appropriate Instruction in Reading Comprehension | Yes | No | Emotional Disturbance | Yes | No |
| Limited Proficiency in English  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Reading Comprehension is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Reading Comprehension skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Written Expression Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Written Expression difficulties: |
| Lack of Appropriate Instruction in Written Expression | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Written Expression is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Written Expression skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Sensorimotor Functions | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Sensorimotor Functions | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Sensorimotor Functions | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Math Calculation Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Math Calculation difficulties: |
| Lack of Appropriate Instruction in Math Calculation | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Math Calculation is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Math Calculation skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1**.

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Working Memory: | S W N NA | Attention: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Fluid Reasoning | S W N NA | Orthographic Processing: | S W N NA |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Sensorimotor: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above..

|  |  |  |  |
| --- | --- | --- | --- |
| Working Memory: | S W N NA | Sensorimotor: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Attention: | S W N NA |
| Fluid Reasoning | S W N NA | Rapid Automatic Naming: |  |
| Processing Speed: | S W N NA | Orthographic Processing: | S W N NA |
|  | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Working Memory: | S W N NA | Attention: | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Rapid Automatic Naming: | S W N NA |
| Fluid Reasoning | S W N NA | Orthographic Processing: |  |
| Processing Speed: | S W N NA | Executive Functions: | S W N NA |
| Sensorimotor: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Math Problem Solving Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Math Problem Solving difficulties: |
| Lack of Appropriate Instruction in Math Problem Solving | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Math Problem Solving is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Math Problem Solving skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Visual Spatial Processing: | S W N NA | Fluid Reasoning: | S W N NA |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Visual Spatial Processing: | S W N NA | Fluid Reasoning: | S W N NA |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Visual Spatial Processing: | S W N NA | Fluid Reasoning: | S W N NA |
| Language Processing: | S W N NA | Attention: | S W N NA |
| Working Memory: | S W N NA | Executive Functions: | S W N NA |
|  |  | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Oral Expression Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Oral Expression difficulties: |
| Lack of Appropriate Instruction in Oral Expression | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Oral Expression is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Oral Expression skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Fluid Processing: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Executive Functions: | S W N NA |
|  | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Fluid Processing: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Executive Functions: | S W N NA |
|  | S W N NA | Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Fluid Processing: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Long-Term Storage-Retrieval: | S W N NA | Executive Functions: | S W N NA |
|  | S W N NA | Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

Legend: Strength-S, Weakness-W, Neither-N, Not Assessed-NA

Pattern of Strengths and Weaknesses Listening Comprehension Worksheet

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). . For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

|  |
| --- |
| Is the main cause of the child’s Listening Comprehension difficulties: |
| Lack of Appropriate Instruction in Listening Comprehension | Yes | No | Emotional Disturbance | Yes | No |
| Limited English Proficiency  | Yes | No | Cultural Factors | Yes | No |
| Visual, hearing, or motor disability | Yes | No | Environmental or Economic Factors | Yes | No |
| Intellectual Disability | Yes | No |  |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that Listening Comprehension is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his Listening Comprehension skills are a strength, weakness, or neither?"

**Area 1: Interviews, Observations, and Extant Information**

|  |  |
| --- | --- |
| School Health Records/Medical History | S W N |
| Previous Test Scores | S W N |
| Grades | S W N |
| Developmental History | S W N |
| Home Language Proficiency | S W N |
| In-Class Observations (multiple) | S W N |
| Observations Conducted by Other Specialists (e.g., evaluators, SLPs, OTs, etc.) | S W N |
| Parent Interview Information | S W N |
| Teacher Report (compared to other children in classroom) | S W N |
| Academic Observations | S W N |
| Functional Observations/Interviews | S W N |
| Cumulative Records Review (history of strengths/needs in specific academic area) | S W N |

**Neurological Processing Associated with Area 1.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Phonological Awareness: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Fluid Reasoning: | S W N NA | Executive Functions: | S W N NA |
| Processing Speed: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

**Area 2: Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |
| --- | --- |
| Benchmark Testing (\_\_\_\_ LEA indicates data are not available) | S W N |
| Progress Monitoring | S W N |
| Curriculum-Based Measures (\_\_\_\_ LEA indicates data are not available) | S W N |
| Running Records (\_\_\_\_ LEA indicates data are not available) | S W N |
| Work Samples | S W N |
| Criterion-Referenced Tests | S W N |

**Neurological Processing Associated with Area 2.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above..

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Phonological Awareness: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Fluid Reasoning: | S W N NA | Executive Functions: | S W N NA |
| Processing Speed: | S W N NA | Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | S W N NA |

**Area 3: Formal Assessments**

|  |  |
| --- | --- |
| Individual Academic Achievement Testing | S W N |

**Neurological Processing Associated with Area 3.**

1. Not all areas need to be identified as a strength or weakness in each category; 2. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| Language Processing: | S W N NA | Phonological Awareness: | S W N NA |
| Working Memory: | S W N NA | Attention:  | S W N NA |
| Fluid Reasoning: | S W N NA | Executive Functions: | S W N NA |
| Processing Speed: | S W N NA | Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: | S W N NA |

Adapted from: Portland [Public Schools Identification of Specific Learning Disabilities via Patterns of Strengths and Weaknesses Manua](http://www.ldanatl.org/)l &

Schultz, E. K., Simpson, C. G., and Lynch, S. (2012). Specific learning disability identification: What constitutes a pattern of strengths and weaknesses?, *Learning Disabilities, 18*(2), 87-97.

# The following guidelines are intended to provide clarification for this worksheet:

# **General Intelligence:**

Composite IQ score from a comprehensive measure of intelligence such as : WISC-V, WJ-IV Cognitive, DAS-II, KABC-II, SB-5, or another comprehensive measure of intelligence,

# **Reading and Spelling:**

# **Silent Reading Ability:**

# At least one subtest such as: TOSWRF, TOSREC, Nelson Denny-rate, etc.

# **Word Recognition:**

# **At least two of the following:** WJ-IV (Letter-Word Identification), WIAT-III (Word Reading), KTEA-3 (Letter & Word Recognition), WIST (Word Identification), or another standardized measure of word recognition.

# **Word Analysis/Pseudoword Decoding:**

# **At least one of the following:** WJ-IV (Word Attack), WIAT-III (Pseudoword Decoding), KTEA-3 (Nonsense Word Decoding), or another standardized measure of pseudoword decoding.

# **Spelling (encoding):**

# At least two of the following: WJ-IV (Spelling), WIST (Spelling), WIAT-III (Spelling) or another standardized measure of spelling.

# **Reading Comprehension:**

# At least two of the following: WJ-IV (Reading Comprehension), WIAT-III (Reading Comprehension) or KTEA-3 (Reading Comprehension), Gray Silent Reading Test, Nelson Denny Reading Test-HS or another standardized measure of reading comprehension.

# **Phonological Processing:**

# At least one or more of the following: CTOPP-2, KTEA-3, TOPA-2, TPAT, LAC-3, RAN/RAS or another standardized measure of phonological processing.

# **Basic Psychological Processing Areas**

At least one or more assessment of processing areas related to reading or writing, including Working Memory, Long Term Memory, Processing Speed, Fluid Reasoning, Orthographic Processing, Executive Functions, Auditory Processing and/or Attention.

# **NOTE:** If there is a current language evaluation, testing may be available in the area of phonological processing and should not be repeated, but summarized in the diagnostic report.