

Objectives O How change began O What's working and what's not O How we make it work O Where we would like to go from here..

Role of CDA School Psychologi	st
 We work collaborative with our Resource Teachers, Specialists (SLP, OT, PT) on all evaluations. 	
 Each team member is responsible for the information in the eligibility report. 	eir
O The School Psychologist must make sure the student meets eligibility criteria.	

Past ...

 Our change began September 29, 2009 with information shared in Southern Idaho (ISPA conference).

Presentations focus on the multiple aspects of psychological and accommodations and the foundational contributions of RTI.

Presenters included: Dawn Flanagan and Steven Feifer.

What is a Specific Learning Disability (SLD)?

As Defined by Idaho State Department: A specific learning disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

What is a Specific Learning Disability (SLD)? (cont)

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (34 CFR Sec. 300.8 (c)(10))

Would this student meet Idaho SLD Criteria?

6th grade student enters your school with a history of academic struggles and multiple schools (in and out of state). Mom speaks only Spanish at home, dad is bilingual. According to dad, the student was delayed in several areas including not speaking in sentences until he was 3 years old. In addition, his teachers have noted concerns for his inability to complete tasks and rarely is homework completed.



Panic sets in.. O There was followed up one day training in North Idaho the following March O Presenters • Milton Dehn • ID State Dept of Education • Northern Regional SpEd Directors • School Psychologists

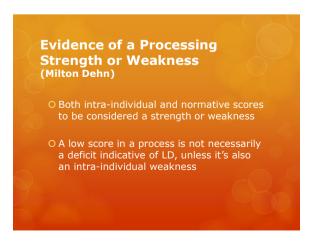
Challenges Cack of training Lack of time Limited resources Sense of vagueness of key elements such as which model and how to define a weakness



Models – Approaches to SLD Identification O Discrepancy-Consistency Approach Using PASS Theory (Naglieri, Das, & Kirby)* ORTI & Cognitive Hypothesis Testing (Concordance-Discordance Model) (Hall, Wycoff, & Fiorello)* O Ability-Achievement Consistency Model (CHC Theory) (Flanagan, Alfonso, & Mascolo)* O Milton Dehen Model (Dehn)

*Essential of Specific Learning Disability Identification, 2011





Other Concerns a	nd Limitations
O Lack of training for D	istrict Staff
O No time for training	
○ North vs. South	
O Dehn Model - PSW	
O CHC Model	

Consensus: The model used wasn't as important as the fidelity of the model in place. Agreed that Idaho teams would accept the eligibility decisions of different regions of the state as long as criteria was met.

Out of district IEP students... Sufficiency Review: Review of IEP - Services Review of Eligibility Report Notation of Relevant Information (s/a outside eval) As a team (including parents) discuss eligibility Plan: If meets eligibility ~ W/N and continue services If doesn't meet ~ Continue FAPE, gather documentation and document plan in a W/N

Challenges: District Staff Training

- School Psych Professional Development
- RTI Elementary and Secondary Levels
 - O Elementary level started in 2000 with 3 pilot schools has grown from there
 - O As a district, data decisions become more important (Title One, Level system at Elementary and Secondary level ~ Accountability
 - ○Tools = Aims Web, Benchmarking, ISATs

Skill Level Demands



- O Understanding CHC Model or PSW Model
- O Understanding what our tests are measuring and how
- O Understanding achievement deficits
- O Understanding how the process is interconnected to each other
- O Understanding how to connect deficits to intervention that work

Is Digit Span of the WISC IV an example of Working Memory?





What are the differences between long-term, short-term, and working memory?

- O According to Cowan: Short-term memory "reflects faculties of the human mind that can hold a limited amount of information in a very accessible state temporarily."
- Working Memory: According to Miller (Miller et al. (1960), is memory used to plan and carry out behavior.
- According to Cowan, Working Memory includes short-term memory and other processing mechanisms.

Nelson Cowan http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2657600/

Why.....

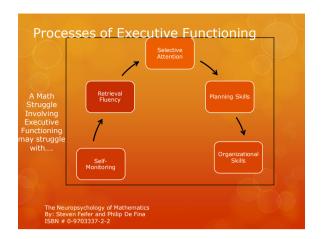


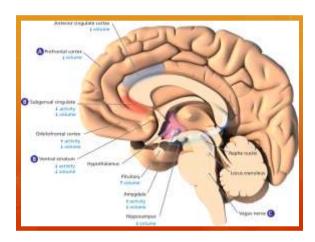
- Learning disabilities involve brain processes, not artificial delineations between aptitude and achievement
- Aptitude-Achievement discrepancy models generate little information for IEP development
- Curriculum based measurement are fluency assessment which tell where a student lies with respect to curriculum..
 Not why.

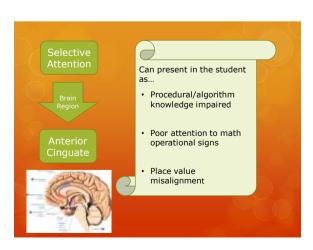
Example:

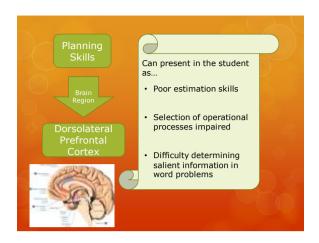
What is a Math Disability?

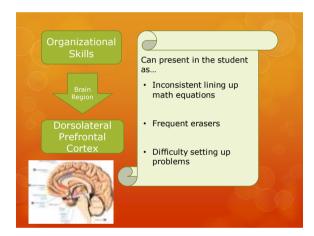
- Refers to children with markedly poor skills at deploying basic computational processes used to solve equations (Haskell, 2000). These may include deficits with:
 - ✓ Poor language & verbal retrieval skills
 - ✓ Weakness in: Working memory skills
 - √ Faulty visual spatial skills
 - ✓ Weakness in: Executive functioning skills

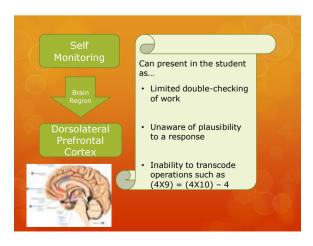


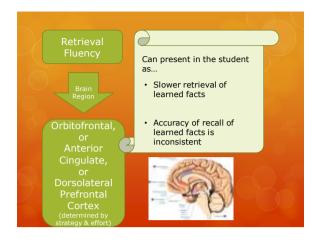












How our state addressed challenges? Submission of one report from each district for review School Psychologists serve on peer review committee School Psy Symposium – Recorded Webinar and Handouts Academic Assessment by SLD Eligibility Areas of Concern SLD Eligibility report examples http://dahotc.com/specific-learning-disability

Professional Development O We have a professional responsibility to seek out and engage in professional development O School Psychologist roles should also involve providing professional development to staff

Staff Development

 Helping staff (teachers, principals, support staff) realize why the change (SLD) and the importance of process monitoring and implementation of researched or evidence based interventions (vs. accommodations)

Staff Misconceptions

Accommodations or modification?

- O Sit near teacher
- O Verbally give answers
- O Use calculator
- O Open book for quizzes and tests
- O Use multiplication/hundreds chart, number line
- O Reduce work
- O Repeat directions
- O More time



- Shorten assignment
- O Re-do assignments, quizzes
- O Extra practice time with a volunteer
- O Allow the student to retake the test or re-do the paper
- O Use graphic organizers
- O Take tests in an isolated setting to reduce test anxieties
- O Allow the student to type

Atlas Elementary Presentation

- O General Overview of Special Education
- General Overview of RTI Tier Model
- O Tier Curriculum defined for Atlas Elementary
- O RTI Flow Chart defined for Atlas
- O Example goal writing, realistic growth
- O Example graph with aim line, trend line, etc.
- O Questions & Discussion



Special Education Manual 2007

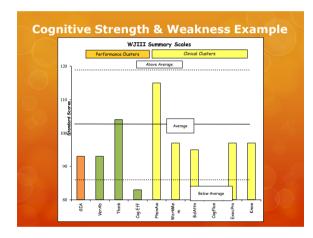
- O State Eligibilities continues to include 15 "categories" such as Autism, Hearing Impaired
- Biggest change in eligibility requirements has been with the identification of a learning disability
- O Almost everything we do in Special Education is defined by Federal laws



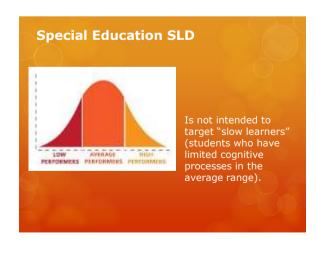
Specific Learning Disability (SLD)

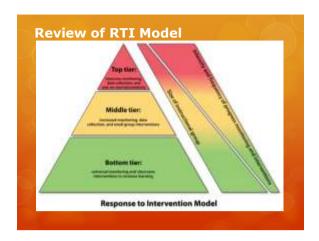
- Must involve a basic psychological process involved in understanding or in using spoken or written language
- O A student is eligible for SpEd services (SLD)
 - O They fail to respond to researched based interventions
 - O There is data to demonstrate the problem is ongoing and severe (documented through intervention plans & progress monitoring graphs which includes a aimline, trendline, phaseline, and decision rules).
 - O The student requires resources beyond those available in the general education
 - O Specialized instruction (Special Education) is needed

Additional criteria for SLD O Must exhibit a pattern of cognitive strengths and weaknesses in performance. Can not be a "slow learner" O Lack of learning should not be due to: OLack of opportunity to learn (such as poor attendance, moving around a lot, ineffective "home schooling") ONot due to vision, hearing or motor difficulties ONot due to a Cognitive Impairment ONot due to an Emotional Disturbance ONo environmental, cultural, or economic



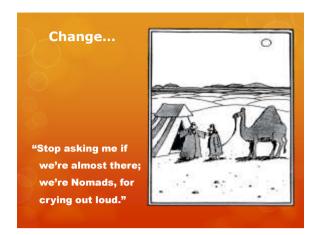
ODoes not have Limited English Proficiency





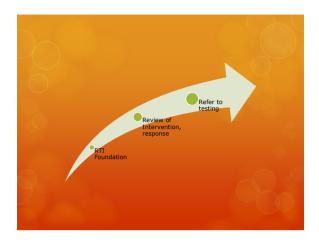
Core Concept of RTI.. Students receive high quality instruction in their general education setting General education instructors and staff assume an active role in students' assessment School staff conduct universal screening Continuous progress monitoring Decisions are based on data













RTI Process Review for Atlas Elementary Step 1: Complete a "Request for problem solving" referral on the N drive. Step 2: Meet with your grade level and discuss your referral. Step 3: At your grade level, write the initial I-Plan. Step 4: The classroom teacher will be the case manager. Teacher will contact parents and share I-Plan goals and interventions that have been put into place. Teacher will contact the RTI calendar person. The calendar person will place the student on the calendar for the Follow-up meeting. Teacher will graph weekly progress unless the student is already being progressed monitored by a different teacher.

RTI Process (contd)
O Step 5: The calendar person will notify the classroom teacher of the Follow-up RTI date with the RTI team.
 Step 6: Attend the Follow-up RTI meeting. Classroom teacher will call and invite the parent(s) to this meeting.
Step 7: RTI team will either:
ODiscontinue the I-Plan
OWrite a new goal
ORefer to MDT (evaluate for special education)
OOther:
O Schedule another Follow-up meeting, if needed.

		EMENTARY II AN		
	-	LAA		
I-Plan	STUDENT NAME:	DOB:	GRADE:	
	TEACHER NAME:	SCHOOL: Atlas		
Example		DATE OF I-PLAN:		
LAdilipic	GRADE LEVEL PARTICIPANTS:			
	I. Identify the Concern:			
	II. Define the Problem and Present Level of Perform	ance (PLOP)		
	a. Student b. Benchmark:			
	c. Definition of Problem:			
	III. Write the GOAL:			
	IV. Act on the Plan: What will be done - List interventions		When	By Whom
O-	What will be done - that their verticits			Dy Miloni
Control of the Contro	V. Look at Results—Progress Monitoring			
A CONTRACTOR OF THE PARTY OF TH	Case Manager:			
	Evaluation Procedures		Schedules	By whom
	VI Notify the RTI calendar person that an I-Plan has			
	vi Notiny the Kill calendar person that an I-Plan has	Deen writen.		
	The Follow-up meeting, in 9 weeks, with the	RTI Team will be o	n:	

Reasonable Gro	wth Measures:		
Oral Reading FI	Readi	ng	Goal Rate of
	Realistic	Ambitious	Improvement
Grade 1	2.0 words/week	3.0 words/week	
Grade 2	1.5 words/week	2.0 words/week	Example
Grade 3	1.0 words/week	1.5 words/week	Reading
Grade 4	.85 words/week	1.1 words/week	Reading
Grade 5	.5 words/week	.8 words/week	
Maze			
	Realistic	Ambitious	
Grade 2	.39 words/week	.84 words/week	
Grade 3	.39 words/week	.84 words/week	
Grade 4	.39 words/week	.84 words/week	
Grade 5	.39 words/week	.84 words/week	
Nonsense Word	Fluency		
	Realistic	Ambitious	
Grade 1	1 sound/week	1.5 sounds/week	

Math			
M-COMP (comput	ation)		Goal Rate of
	Realistic	Ambitious	Improvement
Grade 1	.5 points/week	0.7 points/week	- ()
Grade 2	.4 points/week	0.6 points/week	Example
Grade 3	.5 points/week	0.7 points/week	Math
Grade 4	.5 points/week	0.7 points/week	T IGIGIT
Grade 5	.3 points/week	0.5 points/week	
M-CAP (concepts	and applications) Realistic	Ambitious	
Grade 2	.3 points/week	0.5 points/week	
Grade 3	.2 points/week	0.4 points/week	
Grade 4	.1 points/week	0.3 points/week	
Grade 5	.08 points/week	0.2 points/week	
			1753 N. 1753

Reasonable Growth Meas	ures:		Goal Rate of
Total Words Written	Realistic	Ambitious	Improvement Example
Grade 1	0.34 words/week	0.5 words/week	Writing
Grade 2	0.38 words/week	0.5 words/week	willing
Grade 3	0.34 words/week	0.4 words/week	
Grade 4	0.32 words/week	0.4 words/week	
Grade 5	0.28 words/week	0.3 words/week	
Spelling			
	Realistic	Ambitious	
Grade 1	0.5 letters/week	0.7 letters/week	
Grade 2	0.3 letters/week	0.5 letters/week	
Grade 3	0.5 letters/week	0.6 letters/week	
Grade 4	0.4 letters/week	0.6 letters/week	
Grade 5	0.1 letters/week	0.5 letters/week	

Legal Cautionary Stuff...

- ORTI is not a Prerequisite for Receiving Special Ed Services
- O Art Cernosia, Esq., presented on Evaluation and Eligibility which highlighted relevant case law in the area. Of particular note was the *El Paso Indep. Sch. Distr. v. Richard R., 2008* decision. The court found that the district failed in its child find efforts under IDEA. The student had multiple indicators of failure on state assessments, poor marks in multiple subjects, and continued difficulty even with 504 accommodations. The court found that the school should have suspected the student had a disability. The court also found that that when the parent requested a special education evaluation, and the school claimed that local policy was not to do an evaluation at that time and instead consider other interventions prior to the evaluation, the IDEA over-rode district procedures.

United States Supreme Court held that the Individuals with Disabilities Education Act (IDEA) authorizes reimbursement for private special education services when a public school fails to provide a "free appropriate public education" (FAPE) and the private school placement is appropriate, regardless of whether the child previously received special education services through the public school.
p://en.wikipedia.org/wiki/Forest_Grove_School_District_vTA

Is Comprehensive Evaluation Really Necessary?

- O Supreme Court of the United States involving Forest Grove School District in Oregon (No. 08-305. Argued April 28, 2009 Decided June 22, 2009)
- Respondent was evaluated by a school psychologist. After interviewing him, examining his school records, and administering cognitive ability tests, the psychologist concluded that respondent did not need further testing for any learning disabilities or other health impairment, including health impairment, including attention deficit hyperactivity disorder (ADHD)."
- O "The hearing examiner later found that the school district's evaluation was legally inadequate because it failed to address all areas of suspected disability, including ADHD."

http://en.wikipedia.org/wiki/Forest_Grove_School_District_v._T._A.

School Psy Professional Development

At District Level:

- CDA Collaboration every Monday
- Book Study (Cross-Battery book, etc.)
- O Case examples

At the State Level:

- O ISPA Conference
- O Northern ISPA
- O Peer Review SLD (3)
- O School Psych Symposium (3)

Where we would like to go from here

- Tackle continuing challenges
 - State SpEd % = 10% vs. CDA District SpEd % = 8%
 - Misunderstanding of the intent of RTI (SLD, not CI, OHI)
 - ORTI is being used when LD not considered
 - \bigcirc RTI model needs to be more standardized across the district
 - O New Principal = New approach to how RTI is implemented
 - O Fidelity of RIT ~ Interventions ~ Progress Monitoring
 - O Report needs to be more parent friendly



Linking CHC to Intervention				
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Cognitive States	Supplications:	Baland Auto-	Procedu Septembridas	Proble householder
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Academic Assessments by SLD Eligibility Areas of Concern Blue shading indicates a "Guster" scare

Academic Area of Concern	Test Name	Subtests	Descriptors
Basic Reading	Woodcock Johnson-III Tests of Achievement (WJ-III) Ages 2 to 90	Letter-Word Identification Word Attack	naming letters and reading words aloud from a list reading nonsense words (e.g., plurp, fronkett) aloud to test phonetic word attack skills
	Wechsler Individual Achievement Test-3 rd Ed. (WIAT-III) Ages 4-0 to 19-11	Word Reading Pseudoword Decoding	student reads aloud a list of increasingly difficult words student reads aloud a list of increasingly difficult nonsense words
Reading Fluency	Woodcock Johnson-III Tests of Achievement (WJ-III) Ages 2 to 90	Reading Fluency	speed of reading sentences and answering "yes" or "no" to each
	Wechsler Individual Achievement Test-3 rd Ed. (WIAT-III) Ages 4-0 to 19-11	Oral Reading Fluency (rate and accuracy combined) (depends on grade level)	student reads passages aloud, and then orally responds to comprehension questions
	Gray Oral Reading Tests-4th Ed. (GORT-4) Ages 6 to 18-11	Fluency (rate and accuracy scores combined)	Rate-amount of time taken by a student to read a story Accuracy-student's ability to pronounce each word in story correctly
Reading	Woodcock Johnson-III Tests of Achievement (WJ-III)	Passage Comprehension	orally supplying the missing word removed from each sentence or very brief paragraph. (e.g., "Woof," said the, biting the hand that fed it."
Comprehension	Ages 2 to 90	Reading Vocabulary	orally stating synonyms and antonyms for printed words and orally completing written analogies (e.g., elephant : big :: mouse :)
	Wechsler Individual Achievement Test-3 rd Ed. (WIAT-III) Ages 4-0 to 19-11	Reading Comprehension	student reads passages aloud or silently under un-timed conditions, and then answers open-ended questions about each one
	Gray Oral Reading Tests-4 th Ed. (GORT-4) Ages 6 to 18-11	Oral Reading Comprehension	appropriateness of the student's responses to questions about the content or each story read

Academic Area of Concern	Test Name	Subtests	Descriptors
Math Calculation	Woodcock Johnson-III Tests of Achievement (WJ-III) Ages 2 to 90	Calculation Math Fluency	Involves arithmetic computation with paper and pencil speed of performing simple calculations for 3 minutes
	Wechsler Individual (WIAT-III) Achievement Test-3 rd Ed. Ages 4-0 to 19-11	Numerical Operations	depending upon the grade and ability level of the student, the student solve un-timed written math problems in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus
	KeyMath-3 rd Ed. Ages 4-6 to 21-11 (Grades K-12)	Numeration-not reported for calculation but needed to determine start point on all subtects	measures an individual's understanding of whole and rational numbers. It covers topics such as identifying, representing, comparing, and rounding one, two, and three-digit numbers as well as fractions, decimal values, and percentages. It also covers advanced numeration concepts such as
		Mental Computation and Estimation	exponents, scientific notation, and square roots measures an individual's ability to mentally compute answers to given math problems using addition, subtraction, multiplication, and division operations
		Addition and Subtraction	measures an individual's ability to add and subtract whole and rational numbers, including two- and three-digit numbers, fractions, mixed numbers decimal values, and integers. It also measures an individual's ability to solve and/or simplify algebraic expressions involving addition and subtraction
		Multiplication and Division	Focuses on written algorithmic procedures and concepts. It measures an individual's ability to multiply and divide (using one- and two-digit multipliers and divisors) whole and rational numbers, including fractions, decimal values, and integers. It also measures an individual's ability to solve and/or simplify alsebratic excessions involvine multiplication and division.
	Test of Early Math Ability = 3 rd ed Ages 3-0 through 8-11	Numbering Skills	measures precounting numbering skills such as counting by 2s, 4s or 10s, both forward and backward
	Administration: Individual 30-40 minutes	Understanding of Concepts	key aspects of understanding that underlie number and calculation skills at the counting phase (example: ? + 3 = 5)
	These are the areas assessed by the complete test given	Number-Comparison Facility	focuses on comparing two or more collections of numbers. It measures an individual's ability to judge, without counting, which is more.
	but scores aren't broken down into subtest areas, an overall Math Ability score is	Numeral Literacy Mastery of Number Facts	measures the ability to read, write and understand numerals Measures knowledge of basic number combinations (2 + 0 = 2 or if 3 + 3 = 6 then 3 + 4 = 7 or 3 + 5 = 8 and 5 + 3 = 8)
	given.	Calculation Skills	Includes calculation mentally and nonverbally to paper-pencil calculation— accuracy with addition and subtraction.

Academic Area	Test Name	Subtests	Descriptors
Math Problem	Woodrock Johnson-III Tests	Applied Problems	are oral, math "word problems," solved with paper and pencil
Math Problem Solving	of Achievement (WJ-III) Ages 2 to 90	Quantitative Concepts	oral questions about mathematical factual information, operations signs, etc.
	Wechsler Individual Achievement Test-3 rd Ed. (WIAT-III) Ages 4-0 to 19-11	Math Problem Solving	depending upon the grade and ability level of the student, the student solves un-timed math problems related to basic skills (counting, identifying shapes, etc.), everyday applications (time, money, word problems, etc.), geometry, and aleebra.
	KeyMath-3 rd Ed. Ages 4-6 to 21-11 (Grades K-12)	Numeration-not reported for calculation but needed to determine start point on all subtests	measures an individual's understanding of whole and rational numbers. It covers topics such as identifying, representing, companie, and rounding ones, two-, and three-digit numbers as well as fractions, decimal values, and percentages. It also covers advanced numeration concepts such as exponents, scientific notation, and sourse roots.
		Foundations of Problem Solving	measures an individual's ability to identify the necessary elements, operations, and strategies required to solve math problems. It places emphasis on the individual's ability to explore the procedural elements that facilitate solutions
		Applied Problem Solving	measures an individual's ability to interpret problems set in a context and to apply computational skills and conceptual knowledge to produce a solution. Problems address topics included in each of the five KeyMath–3 Basic Concepts subtests

Academic Area of Concern	Test Name	Subtests	Descriptors
Written	Woodcock Johnson-III Tests of Achievement (WJ-III)	Writing Fluency	writing simple sentences, using three given words for each item and describing a picture, as quickly as possible for seven minutes
Expression	Ages 2 to 90	Writing Samples	writing sentences according to directions; many items include pictures; spelling does not count on most items
	Wechsler Individual Achievement Test, 3 rd Ed. (WIAT-III) Ages 4-0 to 19-11	Spelling	student writes single words that are dictated within the context of a sentence
		Alphabet Writing Fluency (depends on grade level)	measures ability to write letters of the alphabet within a 30-second time limit
		Sentence Composition (depends on grade level)	student combines information from two or three sentences into single sentences that mean the same thing, and then student writes meaningful sentences that use specific words
		Essay Composition (depends on grade level)	student writes an essay within a 10 or 15-minute time limit (depending on grade).
	Test of Written Language - 4 (TOWL-4) Age 9-0 to 17-11	Vocabulary	student writes a sentence that incorporates a stimulus word. E.g.: For ran, a studen writes, "I ran up the hill."
	years Administration:	Spelling	student writes sentences from dictation, making proper use of spelling rules.
	Individual or group These 7 areas make up an Overall Writing score: Vocabulary, Spelling, Parktuotine, Logical Settences, Sentence Combining, Contestual Conventions, Story Composition These 5 areas make up a Contrived Writing score: Vocabulary, Spelling, Parktuotine, Logical Settences, Sentence Combining These 2 areas make up a	Punctuation	student writes sentences from dictation, making proper use of punctuation and capitalization rules.
		Logical Sentences	student edits an illogical sentence so that it makes better sense. E.g.: "John blinked his nose" is changed to "John blinked his eye."
		Sentence Combining	student integrates the meaning of several short sentences into one grammatically correct written sentence. E.g.: "John drives fast" is combined with "John has a red car," making "John drives his red car fast."
		Contextual Conventions	student writes a story in response to a stimulus picture. Points are earned for satisfying specific arbitrary requirements relative to orthographic (E.g.: punctuotion spelling) and grammatical conventions (E.g.: sentence construction, noun-verb openment).
		Story Composition	student's story is evaluated relative to the quality of its composition (E.g.: vocobulary, plot, prose, development of characters, and interest to the reader).
	Spontaneous Writing score: Contextual Conventions, Story Composition		

A Brief Review	
How our process began	
O Challenges O Professional Development	
 Tools http://idahotc.com/specific-learning-disability 	
O Questions?	