

STRENGTHS/WEAKNESSES CHARTING

S= Strength W=Weakness N=Neither

Consideration of academic skills:	Basic Reading	Reading Fluency	Reading Comprehension	Math Calculation	Math Problem-Solving	Written Expression	Oral Expression	Listening Comprehension
Criterion-referenced academic assessments <b>EQTS</b>	S N W	S N W	S <b>N</b> W	S N <b>W</b>	S N <b>W</b>	S N W	S N W	S N W
Norm-referenced academic assessments	<b>S</b> N W	S N W	S <b>N</b> W	S <b>N</b> W	S N <b>W</b>	S N W	S N W	S N W
Curriculum-based assessments and progress monitoring <b>STAR</b>	S N W	S N W	S N <b>W</b>	S <b>N</b> W	S <b>N</b> W	S N W	S N W	S N W
Anecdotal Information, interviews, grades & record review of existing data <b>ACT Aspire</b>	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Observations including approach to tasks & patterns of learning <b>Conners 3 Learning Problems</b>	<b>S</b> N W	S N W	<b>S</b> N W	S N W	S N <b>W</b>	S N W	S N W	S N W



Consideration of basic psychological processes:	Strengths	Weaknesses
1) Long term retrieval and/or rapid naming	Standardized Assessments: 7- VCI 95 Reading Composite 94	Standardized Assessments: 3- FRI 67 Applied Problems 78
2) Working and/or Short Term Memory		
3) Fluid Reasoning	Rating Scales: Conners-3 Learning Problems Index Score as completed by LA teacher High Average range T score 60	Rating Scales: Conners- 3 Learning Problems Index Score as completed by math teacher Very Elevated range T score 71
4) Executive Functioning		
5) Phonological awareness and/or auditory process	Observations:	Observations:
6) Processing Speed		
7) Oral language and/or comprehension knowledge	Interview/Record Review: 1st quarter LA EQT 90; 2nd quarter LA EQT 81	Interview/Record Review: 1st quarter math EQT 53; 2nd quarter math EQT 40

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Consideration of Exclusionary Factors:	Unlikely	Inconclusive	Likely
Appropriate instruction	X		
English language proficiency	X		
Cultural or family factors	X		
Environment or economic disadvantage	X		
Other Disabilities (i.e. vision, hearing, motor, intellectual, emotional)	X		

**Summary of Charting Using the Flanagan Model**

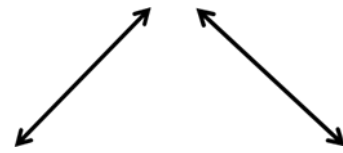
Student shows a pattern of strengths and weaknesses that supports the hypothesis that a specific cognitive processing deficit may be causing difficulty in an academic skill area.  
Exclusionary factors have been ruled out

Average or Higher Cognitive Processing in some specific area  
VCI 95

Student appears to meet the criteria for a learning disability, and shows a need for extra support in an academic skill area of math (specifically Problem Solving)

**Academic skill deficit(s) is significantly lower**

Academic Skill Deficit(s)  
Applied Problem 78



**Academic skill deficit(s) & cognitive processing deficit(s) are similar**

**Cognitive processing deficit(s) is significantly lower**

Specific Cognitive Processing Deficit(s)  
FRI 67

### Consideration of Academic Skills (Patterns of Strengths and Weaknesses)

Assessment Type	Strength	Weakness
Norm Referenced Tests	Percentile rank $\geq 25$ (SS=90)	Percentile rank $\leq 9$ (SS=80)
Progress Monitoring (i.e. DIBELS, Daze, AIMSWEB, CWS, SIT data)	Meeting/Exceeding goal	Falling below goal for 4 or more consecutive weeks
Benchmark Tests/ CBM	In the "Benchmark" or "Meets Standard" categories	In the "At-Risk" or "Needs Intervention" categories
Criterion-Referenced Tests	Percentile rank $\geq 25$ (SS=90)	Percentile rank $\leq 9$ (SS=80)
Interviews and Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom
Grades/State Assessments	A/B (Meets /Exceeds Standards)	D/F (Approaches Standard/Academic Warning)
Observations-Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he or she does not understand the academic content in comparison to other students in classroom
Observations/Rating Scales-Functional (i.e. CPPS, BRIEF, Learning Problems on Conners or BASC)	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on rating scales $\geq 25$ (SS=90)	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on rating scale $\leq 9$ (SS=80)

## Consideration of Basic Psychological Processes (Pattern of Strengths and Weaknesses)

Summary chart from various sources of cognitive processes linked to academic skill deficits.

Academic Skill Area	Strong support (all 4 sources)	Strong to Moderate support (3/4 sources)	Moderate support (2 sources)	Some support (1 source)
<b>Basic Reading Skills and Reading Fluency</b>  VCI 95	1) Working Memory 2) Rapid Naming & Long Term Retrieval 3) <b>Oral Language</b> 4) Processing Speed 5) Phonological Awareness	1) Auditory Processing (Dehn, CHC theory & CPPS but not state)	1) Verbal Short Term Memory (Dehn & CHC theory)	1) Successive Processing (Dehn, PASS & Luria's Theory)
<b>Reading Comprehension</b>  VCI 95	1) Working Memory 2) Rapid Naming & Long Term Retrieval 3) Oral Language- <b>Vocab</b> and listening comp	1) Fluid Reasoning (Dehn, CPPS, & CHC theory)  2) Auditory Processing (CHC theory, CPPS, & state)	1) Processing (or Reading) speed (CHC theory & state)  2) Short Term Memory (CHC theory & state)	1) Executive Processing (Dehn)  2) Simultaneous Processing (PASS & Luria's theory)

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<p><b>Math Calculation &amp; Fluency</b></p>	<ol style="list-style-type: none"> <li>1) Working Memory</li> <li>2) Processing Speed</li> <li>3) Fluid Reasoning</li> </ol>	<ol style="list-style-type: none"> <li>1) Rapid Naming &amp; Long Term Retrieval (Dehn, CPPS &amp; CHC theory)</li> </ol>	<ol style="list-style-type: none"> <li>1) Visual Spatial Processing (Dehn &amp; CPPS but no state or CHC theory)</li> </ol>	<ol style="list-style-type: none"> <li>1) Simultaneous Processing (PASS &amp; Luria theory)</li> <li>2) Phonological processing (codes for # words; state)</li> <li>3) Attention (CPPS)</li> <li>4) Auditory Short Term Memory &amp; Auditory Processing (CHC theory)</li> </ol>
<p><b>Math Reasoning</b></p> <p>Weakness FRI 67</p>	<ol style="list-style-type: none"> <li>1) Working Memory</li> <li>2) Processing Speed</li> <li>3) Fluid Reasoning</li> </ol>	<ol style="list-style-type: none"> <li>1) Rapid Naming &amp; Long Term Retrieval (Dehn, CPPS, &amp; CHC theory)</li> <li>2) Oral Language concepts (CHC theory, CPPS, state)</li> </ol>	<ol style="list-style-type: none"> <li>1) Executive Functioning (CPPS &amp; CHC Theory)</li> </ol>	<ol style="list-style-type: none"> <li>1) Simultaneous Processing (PASS &amp; Luria theory)</li> <li>2) Phonological processing (codes for # words; state)</li> </ol>

<b>Written Language</b>	1) Working Memory 2) Rapid Naming & Long Term Retrieval 3) Oral Language (comp. knowledge) 4) Processing Speed	1) Phonological Awareness and auditory processing (Dehn, CPPS, & CHC theory but not state) 2) Executive Processing (Dehn, CPPS, & CHC theory)		1) Fine Motor (CPPS) 2) Fluid Reasoning (CPPS) 3) Short Term Memory (state)
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- **Based on 4 primary sources:**

- Research from USD501 using Essentials of Cross-Battery (Flanagan), Essentials of Processing Assessment (Dehn), PASS & Luria Theory
- TASN Training (January, 2012) on LD identification and cognitive correlates
- Table 1.2 in Childhood Psychological Processing Scale manual (Flanagan, Dehn, McGrew and Wendling)
- CHC theory research summarized by McGrew & Wendling (2010)

\*\*The research is inconclusive in regards to whether visual processing is correlated with academic deficits.