



CONNECTICUT STATE DEPARTMENT OF EDUCATION

3-Part Mini-Series on SLD

Part 3: Understanding Common Profiles of Reading Disabilities

**Welcome and
Introductions**

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Learning Targets

- Understand the three common profiles of reading disabilities.
- Understand how the three profiles differ from each other.
- Understand some implications of the profiles for assessment and intervention.



Why

- To choose appropriate assessments for identifying the profile.
- To begin to select or design appropriate interventions for different profiles.
- To correctly identify the profile on the MER form for students with SLDs involving reading.



Academic Domains of SLD in Reading

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving



Profiles in LD Identification

“Research on different learning disabilities in reading... suggests three types of reading disabilities, roughly aligning with the three patterns of reading difficulties discussed in the ‘Increasing Capacity’ section... [specific word recognition difficulties, specific reading comprehension difficulties, mixed reading difficulties].”

(2010 Guidelines for Identification of Children with Learning Disabilities, p. 50)



Profiles on the New MER

If a student is identified with a SLD involving reading, the profile must now be specified on the MER form.

F. The PPT has reviewed **Section I. Required Evaluation Components** and **Section II. Eligibility Criteria** and has determined, in accordance with IDEA § 300.306(c)(1), that the student has a **Specific Learning Disability (SLD) in the area identified below, and requires special education and/or related services.**

Yes No

Academic skill area(s) the student is not achieving adequately **basic reading skills, reading fluency skills, reading comprehension**



Specification of Type of Reading Disability

To be completed if the PPT has determined that the student has a SLD in an **area of reading.**

The PPT has determined that the student has the following type of reading disability:

- mixed reading difficulties (MRD)
- specific reading comprehension difficulties (SRCD)
- specific word-recognition difficulties (SWRD)*

***The PPT has determined that the student has Specific Learning Disability/Dyslexia.**

Yes No

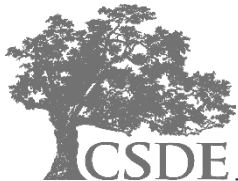


The 3 Profiles Grow out of the Simple View of Reading (SVR)

Good reading comprehension requires competence in two broad areas:

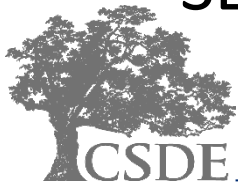
- Word identification/decoding
- Oral language comprehension

	WORD RECOGNITION Below Average	WORD RECOGNITION Average or Higher
ORAL LANGUAGE COMPREHENSION Average or Higher	Specific word recognition difficulties (SWRD)	Good reader
ORAL LANGUAGE COMPREHENSION Below Average	Mixed reading difficulties (MRD)	Specific reading comprehension difficulties (SRCD)



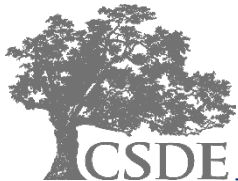
Profile 1: Specific Word Recognition Disabilities (SWRD)

- Student has difficulties with word recognition (e.g., real word reading, nonsense word reading, and/or automaticity of word reading)
- Broad oral language comprehension, including vocabulary knowledge, is average or higher
- When reading text student can decode well, student's reading comprehension is good
- Areas of difficulty on the MER form include basic reading skills
- Areas of difficulty do NOT include listening comprehension
- Often these students will be identified with SLD/Dyslexia



Profile 2: Specific Reading Comprehension Disabilities (SRCD)

- Student has difficulties with reading comprehension that are NOT due to poor (inaccurate or nonautomatic) decoding
- Usually these problems are based in oral language comprehension
- Areas of difficulty on the MER form include reading comprehension, and sometimes, listening comprehension
- Areas of difficulty do NOT include basic reading skills



Profile 3: Mixed Reading Disabilities (MRD)

- Student has difficulties with reading comprehension that are based in BOTH word reading AND vocabulary/language comprehension.
- Reading comprehension problems exceed what can be explained by poor decoding.
- Example: a poor decoder has difficulties with reading comprehension even in decodable text, because of vocabulary limitations that affect comprehension.



Profile 3: Mixed Reading Disabilities (MRD) (continued)

- Another example: a poor decoder has comprehension difficulties that are evident not only in reading, but also during teacher read-alouds and oral discussions.
- Areas of difficulty on the MER form include reading comprehension, basic reading skills, and sometimes, listening comprehension.



Assessments Needed to Identify the Profile

- A measure of out-of-context word identification (real words) and nonsense word reading
- Desirable to assess automaticity as well as accuracy of word reading
- A measure of broad oral language comprehension (e.g., WJ Oral Comprehension, WIAT Oral Discourse Comprehension)
- A measure of oral vocabulary knowledge (e.g., WJ Picture Vocabulary, WIAT Receptive Vocabulary)
- A measure of reading comprehension

All tests cited here are just examples, please see the [CSDE Assessment Resource Guide](#) for many other appropriate measures of component reading and language skills.



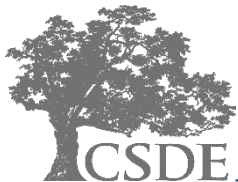
Assessments Needed to Identify the Profile continued

- The previous assessments should be given in the context of a broader evaluation that also includes other important areas (e.g., reading fluency, spelling).
- In-depth speech/language assessment by SLP should be considered for students whose difficulties include language (listening) comprehension.
- If a speech/language evaluation is already available, it should be carefully considered in comprehensive evaluations for SLDs in reading.



Implications for Intervention

- **Specific *Word Recognition* Difficulties (SWRD):**
 - Interventions in basic phonics, decoding of multisyllabic words, automaticity of word reading, reading fluency, and spelling.
- **Specific *Reading Comprehension* Difficulties (SRCD):**
 - Interventions focused on the specific area(s) of comprehension in which individual students are weak (e.g., vocabulary, background knowledge, syntax, inferencing).
- **Mixed Reading Difficulties (MRD):**
 - Combination of the above interventions.



Example of a Student with SWRD: Tyrell, Grade 3

- History of problems with phonological awareness (PA), decoding, and spelling since Kindergarten
- Comprehension during teacher read-alouds and class discussions has been a consistent strength
- Comprehension is good in texts that he can decode
- Grade 3 WJ Test Scores:
 - Word Identification, Word Attack, Sentence Reading Fluency, and Spelling all below average
 - Picture Vocabulary and Oral Comprehension solidly in average range



Example of a Student with SWRD continued

- Tyrell has a profile of SWRD because his reading difficulties center upon phonological skills and decoding, and his language comprehension is good.
- Additional data support Tyrell's identification with SLD/Dyslexia.



Example of a Student with SRCD: Jesse, Grade 5

- No history of difficulties with phonological skills or decoding
- Jesse consistently met accuracy/rate benchmarks for oral reading fluency (ORF) in the primary grades
- Concerns about reading comprehension emerged in Grade 4
- Grade 5 WIAT Test Scores:
 - Word Reading, Pseudoword Decoding, and ORF all well within average range
 - Oral Discourse Comprehension and Reading Comprehension both below average



Example of a Student with SRCD continued

- Jesse has a profile of SRCD because his reading difficulties center upon comprehension, and his decoding skills are good.
- Further assessment of both language comprehension and reading comprehension to inform intervention would be important.
- Seek to pinpoint strengths/weaknesses in specific areas of comprehension such as background knowledge, syntax, inferencing, etc.



Example of a Student with MRD: Maria, Grade 7

- History of problems with PA and decoding in the early grades
- Early on, basic phonics intervention appeared to be successful
- Concerns about reading comprehension surfaced in Grade 5
- Maria also noted to be a very slow reader
- Grade 7 WJ Test Scores:
 - Word Identification, Spelling, Sentence Reading Fluency, and Picture Vocabulary all below average
 - Passage Comprehension very low, reflecting problems with both word identification and comprehension



Example of a Student with MRD continued

- Informal assessments of Maria's decoding show weaknesses mainly in the area of multisyllabic words and automaticity of word reading.
- Maria has a profile of MRD because her reading difficulties involve a combination of problems involving word reading and problems based in language comprehension (i.e., vocabulary).
- Further assessment of both language comprehension and reading comprehension to inform intervention would be helpful.



Summary

- For students with SLD in reading, MER form now requires specification of the profile of reading disability.
- The three reading profiles include:
 - specific word recognition disabilities (SWRD),
 - specific reading comprehension disabilities (SRCDD), and
 - mixed reading disabilities (MRD).
- To identify the profile, assessments of out-of-context word identification and decoding, oral vocabulary, broad oral language comprehension, and reading comprehension are needed.
- Information about a student's profile is very useful for planning intervention.





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