Specific Learning Disability (SLD) and SLD/Dyslexia Determination Process
Three Reading Profiles

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

Good reading comprehension requires competence in two broad areas:

- Word recognition/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)**

Assessments Needed to Identify the Profile

- Measures 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

- 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 evaluation by a Speech/Language Pathologist should be considered for students whose difficulties include oral language (listening) comprehension.
- If a speech/language evaluation is already available, it should be carefully considered in comprehensive evaluations for SLDs in reading.

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 include basic reading skills.
- Areas of difficulty on the MER do NOT include listening comprehension.
- Often these students will be identified with SLD/Dyslexia.

Implications for Intervention for a Student with SWRD

Interventions in basic phonics, decoding of multisyllabic words, automaticity of word reading, reading fluency, and spelling.

Specific Reading Comprehension Disabilities (SRCD)

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

Implications for Intervention for a Student with 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 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.
- 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 include reading comprehension, basic reading skills, and sometimes, listening comprehension.

Implications for Intervention for a Student with MRD

Combination of SWRD and SRCD interventions.