

# Guidelines for Determining Specific Learning Disability Eligibility



**MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT**

MCISD | 1101 S. Raisinville Road, Monroe, MI 48161



# Monroe County ISD Specific Learning Disability Guidelines

## Introduction

The 2004 re-authorization of the *Individuals with Disabilities in Education Act* (IDEA) and the IDEA regulations issued in 2006 made changes pertinent to the process of qualification of students as having a Specific Learning Disability (SLD). Among these changes were moving the ‘severe discrepancy model’ from mandatory to non-mandatory status. It also required consideration of intervention strategies prior to identification (such as RtI and MTSS processes) in what Congress called “a process which determines if a child responds to scientific, research-based intervention.” It also permitted the use of other alternative research-based procedures for determining whether a child has a specific learning disability. This includes a pattern of strengths and weaknesses system.

The new regulations required each state to adopt criteria determine SLD eligibility that 1) may no longer requires districts to use severe discrepancy, 2) consider research-based interventions, and 3) may permit them to use other research-based alternatives. In 2006, the State of Michigan established and released their criteria for determining the existence of a Specific Learning Disability. In that document, they define a Specific Learning Disability as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the 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.” (R 340.1713)

The Michigan Department of Education states “response to scientific, research-based intervention processes do not constitute a full and individual evaluation under the *Michigan Administrative Rules for Special Education* (MARSE) and the *Individuals with Disabilities Act* (IDEA) requirements for conducting evaluations and determining eligibility for special education programs and services.” Thus, the State of Michigan requires consideration of both a student’s response to scientific, research-based intervention AND a pattern of strengths and weaknesses to determine the existence of a Specific Learning Disability.

In 2007 the Monroe County Intermediate School District (MCISD) established guidelines for determining a Specific Learning Disability that was consistent with these State guidelines. It requires consideration of response to interventions as well as a determination of a pattern of strengths and weaknesses. The pattern of strengths and weaknesses compares a student’s cognitive processing abilities to his/her academic and learning abilities.

This update of those guidelines takes into account research published since 2007, updates in the assessment of cognitive processes and academic skills, comparison to the processes used by other districts, and knowledge gleaned from the practical use of the previous guidelines. This update will make the MCISD’s guidelines more statistically robust and more practical in determining the existence of a Specific Learning Disability.

## Prereferral and Exclusionary Considerations

Prior to referral for a special education evaluation a student's response to evidence-based interventions should be considered. A Multi-Tiered Systems of Support (MTSS) is defined by the Michigan Department of Education (MDE) as a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. A Multi-Tiered Systems of Supports framework shall include both academic and behavioral supports and intervention procedures in order to address the needs of all students. A brief description of the three tiered system is summarized below:

- **Tier I** includes the universal supports and quality core instruction for academics and behavior that is provided to all students. Instruction within the core curriculum should be aligned with state standards, evidenced-based and differentiated for all students. High-quality instruction is provided to all students with expectation of meeting grade-level standards.
- **Tier II** supports are provided to students who demonstrate the risk of more significant academic or behavioral difficulties despite Tier I instruction and interventions. Tier II interventions are provided to those students through programs designed to address the needs of these smaller groups and focused on the specific needs of each student.
- **Tier III** supports provide intensive and individualized interventions and supports to those students with a high risk for failure. Students in need of Tier III supports on average represent between 1 and 5 percent of the student population. These students may require a special education evaluation if unresponsive to this level of intervention and support.

*When considering the possibility of the presence of a Specific Learning Disability the team shall consider the following exclusionary criteria:*

Appropriate Instruction: Federal law requires schools to ensure students were provided with appropriate, evidence based instruction, including the essential components of reading, and that it is delivered by a qualified teacher. Another consideration is the opportunity to receive instruction. This is evidenced by attendance rates approximately at or above 85% (including instruction missed through partial day absences or tardies) and no difficulties associated with inconsistent curriculum or instruction from gaps in learning due to frequent changes in school.

Questions to Consider

- Student has attended school regularly (absent less than 15% of the time)
- Student has received tiered/differentiated instruction/targeted instruction and intervention in specific area of deficit

Cognitive Impairment/Intellectual Disability: A cognitive impairment is described by MARSE(R 340.1705) as intellectual development at a rate at or below approximately 2 standard deviations below the mean, reading and arithmetic scores within the lowest 6 percentiles, lack of development primarily in the cognitive domain and impairment of adaptive behavior which adversely affects a student's educational performance.

Questions to Consider

- Is there a reason to suspect that the student's intellectual ability is significantly below average?

- Is there a reason to suspect that the student's adaptive skills are significantly below average?

Emotional Impairment: Students with academic problems sometimes display inappropriate and disruptive classroom behavior, while other students may have emotional problems that do not manifest themselves in externalizing behaviors. It is the responsibility of the evaluation team to determine if a student's academic difficulties are primarily caused by an emotional disturbance. For students who display behavior problems, the evaluation team must determine whether the student's learning problems are instigating the behavior problems, or whether underlying emotional problems are impacting the student's ability to acquire academic skills.

Questions to Consider

- Does the student have a medical or school history of behavioral or emotional difficulties?
- Are the student's learning problems significantly impacted by his or her behavior?
- Have behavioral interventions been implemented with fidelity?
- If yes, Dates: \_\_\_\_ Outcome: \_\_\_\_

Hearing/Vision: Students who are "deaf or hard of hearing" are described by MARSE (R 340.1707) as those students "with any type or degree of hearing loss that interferes with development or adversely affects educational performance". "Deafness" is defined as hearing loss that is impairs the processing of linguistic information through hearing. "Hard of hearing" is defined as having either permanent or fluctuating hearing loss that is less severe "and that general permits the use of the auditory channel as the primary means of developing speech and language skills ". A visual impairment is identified when, despite correction, the vision impairment continues to interfere with development or adversely affects educational performance. When considering the presence of a specific learning disability one must consider those students who may be experiencing hearing or vision difficulties and have not yet been identified or treated and determine if these factors are significantly impacting educational performance.

Questions to Consider

- Passed screening?
- Any difficulty with vision/hearing reported?
- History of difficulties with vision/hearing?

Motor: A motor impairment is defined by the International Neuromodulation Society (2017) as partial or complete functional loss of a body part. Motor impairments may result in weakness, loss of stamina, poor muscle control or complete paralysis. If there is evidence of a possible or existing motor impairment one must consider the impact this may have had or continue to have on a student's educational importance. The evaluation team should then provide sufficient evidence to ensure that this is not the most salient factor in a student's lack of educational performance.

Questions to Consider

- History of motor delays?
- Diagnosis of motor impairment?

Cultural, Environmental, Economic Disadvantage: Factors related to different cultural or ethnic backgrounds, which may interfere with learning. Although many students may be impacted by environmental or economic disadvantage, the evaluation team must determine if it is the primary source of a student's academic deficiencies rather than a disability. Environmental/Economic Disadvantage may include: family stressors, low family income and resources, transiency, limited experiential background, trauma, chronic medical conditions and sleep disorders.

Questions to Consider

- Are cultural, environmental, or economic disadvantage the primary source of student difficulties?
- Is the student new or not born in the United States, or have limited experiential background in majority background?
- Has the student's academic performance fallen dramatically in the last 6-12 months?
- Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance (e.g. death of a family member, divorce of parent, etc.)?

Limited English Proficiency: Students should not be identified as eligible for special education when the cause for their academic inadequacies is limited English proficiency. Federal laws indicate that all students must be screened to determine if their primary home language is one other than English. If so, the student's proficiency in English language (listening, speaking, reading, and writing) must be assessed by school personnel. Research has indicated that students who are English Learners (ELs) take approximately two years to acquire basic interpersonal communication skills (BICS) and between five to seven years to acquire cognitive academic language proficiency (Cognitive Academic Language Proficiency) required to function effectively in content subjects. Students who are in the process of learning English will often display academic deficiencies, especially if their education has been disrupted during an immigration experience. The school must follow established procedures for determining between language acquisition and a disability. Students who have had early learning experiences in their primary language are more likely to become proficient (CALP) within the five to seven year mark. Conversely, younger children (i.e. preschool population) that have not had an opportunity to fully develop their native language will generally take longer to become proficient. Students have never had a learning experience in their native language may take seven to ten years to become proficient.

Questions to Consider

- Is there a primary language other than English spoken by the student?
- Is there a primary language other than English spoken in the student's home?
- What is the level of proficiency in the primary language?
- Has a language proficiency test been administered? What was the level of English proficiency?

- How many years has the student been exposed to the English language?
- Has the ELL been provided instruction to foster English language learning?

What has been the response to English/academic instruction?

## Pattern of Strengths and Weaknesses Guidelines

### **R 340.1713 “Specific learning disability”**

**defined; determination.**

Rule 13.

(1) “Specific learning disability” means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the 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. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage. (2) In determining whether a student has a learning disability, the state shall: (a) Not require the use of a severe discrepancy between intellectual ability and achievement. (b) Permit the use of a process based on the child’s response to scientific, research-based intervention. (c) Permit the use of other alternative research-based procedures. (3) A determination of learning disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include at least both of the following: (a) The student’s general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age. (b) At least 1 person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

## Patterns of Strengths and Weaknesses Methodology

### Overview

The Monroe County Intermediate School District’s comprehensive evaluation model was developed to evaluate students to determine special education eligibility and services for students with a learning disability. The comprehensive evaluation utilizes the Patterns of Strengths and Weaknesses (PSW) assessment methodology. The PSW methodology provides an integrated framework to systematically organize, evaluate, and review assessment data in order to illustrate a student’s pattern of cognitive strengths and weaknesses in relation to achievement deficits in order to identify specific areas of disability and the educational needs of the student.

### Comprehensive Evaluation: Basic Psychological Processes

The comprehensive evaluation requires that the basic psychological processes be considered. The MET team must consider and gather data on the following seven basic processes: Fluid Reasoning (Gf), Crystallized Intelligence (Gc), Short-Term Working Memory (Gwm), Visual

Processing (Gv), Auditory Processing (Ga), Long-Term Storage and Retrieval (Glr), and Processing Speed (Gs).

The full scale IQ (general intellectual ability, or broad cognitive ability) is not required, and will not be solely interpreted in the determination of a specific learning disability. Basic psychological processes refer to the seven global processes referenced in the previous section. Because the definition of specific learning disability includes a “disorder in one or more” of these processes, the MET team must consider data associated with these processes as part of the comprehensive evaluation.

### **Initial Evaluations- Pattern of Strengths and Weaknesses**

The purposes of the initial evaluation include:

1. To determine if the student meets eligibility criteria for a specific learning disability and to determine the educational needs of the student.
2. To develop a statement of the student’s present levels of academic achievement and functional performance (PLAAFP) and guide development of annual IEP goals and short term objectives.
3. To plan special education programs, services, and supplementary aids to meet the student’s needs and characteristics.

### **Data Analysis**

- Organize targeted, scientific and research-based intervention data collected through the Student Assistance Team (SAT) process including current classroom-based, local, or state assessments, and classroom-based observations to determine a pattern of strengths and weaknesses in student performance.
- Review results from standardized assessments of basic psychological processes and academic achievement to determine a pattern of strengths and weaknesses.
- Review results from criterion referenced, curriculum-based, and grade-level assessments; evaluations/data provided by the parent; and anecdotal information.
- Review any relevant exclusionary factors as listed in the Evaluation Guidance Chart to determine if a student meets eligibility for a specific learning disability.
- Utilize the Evaluation Guidelines and decision rules to help determine the pattern of strengths and weaknesses relevant to the suspected learning disability.



## Evaluation Guidelines for Evaluations - Detailed

The following guidelines summarize the areas of assessment, anecdotal information and consideration of basic psychological processes used in the determination of a specific learning disability.

In order to meet eligibility criteria, a student must demonstrate a pattern of strengths and weaknesses in the basic psychological processes that is strongly related to a corresponding weakness in academic achievement. In addition to standardized measures of academic achievement, supporting evidence from criterion-referenced assessment, curriculum-based or grade-level assessments and classroom performance must also be included.

### Basic Psychological Processes

**Fluid Reasoning (Gf)**  
**Crystallized Intelligence (Gc)**  
**Short-Term Working Memory (Gwm)**  
**Long-Term Storage and Retrieval (Glr)**  
**Visual Processing (Gv)**  
**Auditory Processing (Ga)**  
**Processing Speed (Gs)**

#### *Fluid Reasoning (Gf)*

Represents the mental operations that an individual uses when faced with a relatively novel task that cannot be performed automatically.

#### Implications:

- Reading- plays a moderate role in reading comprehension.
- Math- consistently very important at all ages.
- Writing- related to basic writing skills primarily during the elementary school years (ages 6-13) and consistently related to written expression at all ages.

#### *Crystallized Intelligence (Gc)*

Represents the breadth and depth of a person's acquired knowledge of a culture and the effective application of this knowledge. It is primarily verbal or language-based knowledge that is developed largely through the investment of other abilities during educational and general life experiences.

#### Implications:

- Reading- important at all ages, becoming increasingly more important with age.
- Math- important at all ages, becoming increasingly more important with age.
- Writing-important primarily after age 7, becoming increasingly more important with age.

#### *Short-Term Working Memory (Gwm)*

Represents the ability to apprehend and hold information in immediate awareness and then use it within a few seconds.

Implications:

- Reading- important especially when evaluated within the context of working memory.
- Math- important especially when evaluated within the context of working memory.
- Writing- important, especially spelling skills, also shown relations with advanced writing skills.

*Long-Term Storage and Retrieval (Glr)*

Represents the ability to store information in and fluently retrieve new or previously acquired information from long term memory.

Implications:

- Reading-very important during the elementary school years.
- Math- has demonstrated correlations with math reasoning and math calculation.
- Writing-has demonstrated correlations with written expression, primarily the fluency aspect of writing.

*Visual Processing (Gv)*

Represents the ability to generate, perceive, analyze, synthesize, store, retrieve, manipulate, transform, and think with visual patterns and stimuli.

Implications:

- Reading- related to orthographic processing, visual memory, visual discrimination, and form constancy.
- Math- may be important for higher level or advanced mathematics (e.g., geometry, calculus)
- Writing- *(research either did not support any significant relations or if significant findings were reported it was for a limited number of studies)*

*Auditory Processing (Ga)*

Represents the ability to perceive, analyze, and synthesize patterns among auditory stimuli, and to discriminate subtle nuances in patterns of sound and speech when presented under distorted conditions.

Implications:

- Reading- very important during the elementary school years.
- Math- *(research either did not support any significant relations or if significant findings were reported it was for a limited number of studies)*
- Writing- very important during the elementary school years for both basic writing skills and written expression (primarily before age 11).

*Processing Speed (Gs)*

Represents the ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.

Implications:

- Reading- important during all school years, particularly the elementary school years.
- Math- important during all school years, particularly the elementary school years.

- Writing- important during all school years for basic writing and related to all ages for written expression.

### Step 1.

A pattern of strengths and weaknesses for ability must include all of the following:

Using standardized measures, identify a weakness in one or more of the basic psychological processes that must be significantly related to a corresponding weakness in achievement as indicated by the Monroe County ISD Consistency Chart (Appendix C).

Using standardized measures, identify a strength in at least three of the basic psychological processes; one strength *must* be in the area of fluid reasoning, crystallized intelligence, short-term working memory, or long-term storage and retrieval. These four areas have been identified through research as the strongest contributors to learning (Riverside Publishing Company, 2002).

<p><b>Strength:</b> standard score <math>\geq 85</math>; <math>\geq 16^{\text{th}}</math> percentile</p> <p><b>Weakness:</b> standard score <math>\leq 84</math>; <math>\leq 14^{\text{th}}</math> percentile</p>
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#### A. Standardized Academic Achievement

- Investigating student's academic achievement and classroom performance with respect to intellectual development.

Investigating student's academic achievement with respect to age-level expectations. If a student has been retained, grade-level expectations can be used.

<p><b>Strength:</b> standard score <math>\geq 85</math>; <math>\geq 16^{\text{th}}</math> percentile</p> <p><b>Weakness:</b> standard score <math>\leq 78</math>; <math>\leq 7^{\text{th}}</math> percentile; <math>\leq 67/90</math> RPI</p>
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**\* Notes of Caution on “Cut Scores” Do NOT regard the suggested cut scores as absolute values.**

“Cut Scores” are offered as guidance. A student may be regarded as having a weakness when academic skills are  $<1$  standard deviation below the mean. A specific learning disability is a handicapping condition, not low achievement that could be manifested by nearly 1 in 5 people. At least 17% of the general population could be functioning at the level of  $<1.0$  standard deviation below the mean. Therefore, the recommendation was made to consider performance that is  $<1.5$  standard deviations below the mean to be indicative of a learning level that is more likely to identify a true and substantial learning handicap. Whether using the basic or advance analysis model, the committee is recommending the  $< 1.5$  standard deviation criterion for achievement data. HOWEVER, a group must also consider test error ranges and other types of test scores, such as Relative Proficiency Index scores or percentiles, to establish level of academic functioning. The guidance offers recommendations. The professionals doing the work make the best judgments for the students. When examining cognitive skills, scores that are  $<1.0$  standard deviations from the mean were considered sufficient to indicate an area of weakness. A normal ability profile is identified by at least three cognitive areas that are within normal limits ( $>-1.0$  standard deviations from the mean). It is the interpretation of the total profile that is meaningful in the identification of the specific learning disability. (Wayne RESA, 2009)

## Step 2.

Additionally, in order to meet eligibility criteria, the student must demonstrate a weakness one of the following areas which corresponds to the basic psychological process and academic achievement weaknesses as determined by the standardized assessment measures in Step 1.

### A. Criterion–referenced Assessments, Curriculum-based or Grade-level Assessments

- Investigating students' academic achievement with respect to grade-level expectations
- Examples of criterion-referenced assessments: AIMSweb, Read 180, DIBELS, Brigance, STAR assessments, MLPP
- Examples of curriculum based or grade level assessments: Michigan state assessment, district assessments, and end of course exams

#### Decision Rules:

**Weakness:**  $\leq 10^{\text{th}}$  percentile; below grade level expectations.  
*For re-evaluations: meets/does not meet IEP criteria when goals are below grade level standards.*

### B. Classroom Performance

- Investigating student's classroom performance with respect to age level expectations.
- Examples of classroom performance information: teacher interviews, observation, parent interview, student interview, discipline records, CA 60 review, and student grades

#### Decision Rules:

**Weakness:** Clinical judgment regarding weaknesses that support achievement deficits over time

## Step 3.

Exclusionary Factors are defined in the Michigan Special Education Rules (R 340.1713) as learning problems which are a result of lack of instruction, limited English proficiency, vision, hearing, and/or motor disabilities, cognitive impairment, emotional impairment, autism spectrum disorder, or environmental, cultural, or economic disadvantages.

## Special Considerations for Oral Expression (OE) and Listening Comprehension (LC)

The following represents issues that should be taken into consideration when considering Oral Expression or Listening Comprehension as areas of strength or weakness within the Patterns of Strengths and Weaknesses model. This information pertains only to Oral Expression and Listening Comprehension and should be considered when conducting initial evaluations and reevaluations.

The following points represent considerations that must be addressed when utilizing Oral Expression or Listening Comprehension as areas of strength or weakness within a PSW model:

- Oral Expression and Listening Comprehension are not easily defined. They also share features with speech and language disorders, auditory processing disorders, and attention disorders. Additionally, the classroom impacts of deficits in Listening Comprehension and/or Oral Expression are difficult to differentiate from deficits in the other six areas of eligibility and/or a speech and language impairment. Therefore, ***if the evaluating team is considering eligibility in the area of Oral Expression and/or Listening Comprehension, a Speech and Language Pathologist must be a part of the MET.***
- State standards that refer to Oral Expression and Listening Comprehension instruction across grade levels are not formal components of most academic curricula and are not measured by state assessments.
- There is a lack of quantifiable data to make meaningful within class or grade comparisons, i.e., when considering OE and/or LC as a strength, data is often based on subjective narrative or anecdotal information rather than less available quantifiable evidence such as criterion references, benchmark goals, or classroom average.
- There is a lack of assessment tools that allow for repeated assessment of achievement and progress monitoring in the areas of OE and LC.
- PLAAFP statements and subsequent goals and objectives can be difficult to connect to oral expression and/or listening comprehension deficits. For example, how does the IEP explain that a deficit in LC negatively impacts reading, but has no impact on math?

The Michigan Administrative Rules for Special Education (MARSE) Guidelines and the Individuals with Disabilities Education Act (IDEA) both allow evaluation teams to consider all eight qualifying areas when considering specific learning disability eligibility recommendations. However, the team should use caution when considering Oral Expression and/or Listening Comprehension as areas of weakness and/or qualifying areas.

## Re-evaluations

Consideration by the IEP team to conduct assessments as part of the re-evaluation process should be made on an individual basis. Eligibility is always a team decision. Consistent with the practice for an initial evaluation, the team must consider multiple points of data (current grades, state assessment results, local assessment results, curriculum based measures, etc.) when deciding whether an assessment is required.

The team might determine that it has sufficient data to determine that the student remains eligible for special education but wants to update ability levels or seek additional information to assist with educational planning. In those circumstances, the needs and concerns of the individual student should be taken into consideration. The team should be mindful of special education eligibility and/or appropriateness of current accommodations at transition points (i.e., elementary, middle school, high school).

If the team determines that an assessment is appropriate at the re-evaluation point, they would use the current guidelines for determination of a Specific Learning Disability. No changes

to the MCISD guidelines are made when determining eligibility as part of the re-evaluation process.

For additional information regarding special education state law requirements and standards, please refer to the Michigan Administrative Rules for Special Education (MARSE).

### Evaluation Guidance Chart– Quick Reference

**Step 1.** Student must demonstrate a pattern of strengths and weaknesses in cognitive processing abilities. Weakness must be strongly related to a corresponding weakness in achievement.

*\*Use Appendix C: Monroe County ISD Consistency Chart.*

A. Basic Psychological Processes: Fluid Reasoning ( <i>Gf</i> ) Crystallized Intelligence ( <i>Gc</i> ) Short-Term Working Memory ( <i>Gwm</i> ) Long-Term Storage & Retrieval ( <i>Glr</i> ) Visual Processing ( <i>Gv</i> ) Auditory Processing ( <i>Ga</i> ) Processing Speed ( <i>Gs</i> )	Decision Rules	
	Strength: $SS \geq 85$ ; 16 <sup>th</sup> percentile	Weakness: $SS \leq 84$ ; 14 <sup>th</sup> percentile
B. Standardized Academic Assessment	Decision Rules	
	Strength: $SS \geq 85$ ; 16 <sup>th</sup> percentile	Weakness: 1.5 SD below the mean $SS \leq 78$ ; 7 <sup>th</sup> percentile $RPI \leq 67/90$

**Step 2.** Student must also demonstrate weakness in the following areas which corresponds to the weaknesses determined in Step 1.

A. Criterion Referenced Assessments and/or Curriculum-based or Grade- level Expectations	Decision Rules	
	Weakness: $\leq 10$ th percentile; below grade level expectations  <i>For Re-evaluations: Meets/does not meet IEP criteria when goals are below grade level standards</i>	
B. Classroom performance	Decision Rules	
	Weakness: clinical judgment regarding weaknesses that support achievement deficits over time	

**Step 3.** Student's learning problems must not be a result of lack of adequate instruction, limited English proficiency, vision, hearing, and/or motor disabilities, cognitive impairment, emotional impairment, autism spectrum disorder, or environmental, cultural, or economic disadvantages [Exclusionary factors as defined in the Michigan Special Education Rules (R 340.1713)]

## Appendix A: Monroe County ISD Consistency Chart

### Monroe County Intermediate School District Consistency Chart

	Fluid Reasoning (Gf)	Crystallized Intelligence (Gc)	Short-Term Working Memory (Gwm)	Long-Term Storage and Retrieval (Glr)	Visual Processing (Gv)	Auditory Processing (Ga)	Processing Speed (Gs)
Basic Reading Skills		X	X	X	X	X	X
Reading Fluency Skills		X	X	X	X	X	X
Reading Comprehension	X	X	X	X	X		X
Math Calculation	X	X	X	X	X		X
Math Problem Solving	X	X	X	X	X		X
Written Expression	X	X	X	X	X	X	X
Oral Expression		X	X	X			
Listening Comprehension		X	X			X	

*\*Must have one (1) psychological process related to a corresponding weakness in achievement area.*

**Key:**

**X** = Correlation demonstrated through research

= no current research supporting correlation

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