Introductions
– Danielle Edwards, Oxnard School District
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Agenda
– Brief overview of PSW Model for SLD Identification
– Training Do's and Don’t’s
– Common Questions Answered
– Questions from Audience Members
– 3x5 cards
Takeaways

– SLD is the largest category of eligibility for SPED.
– SLD definition is vague as well as the reference to PSW.
– It is unclear what the best practice is in regard to the number of SLD models a district adopts.
– Have a discussion about what SLD is and is not.
IDEA 2004: Federal Criteria for SLD

Specific learning disability means 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. 34 CFR 300.8

CA Education Code: State Criteria for SLD

- The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression. (2014 update)
- "Phonological processing" added to the list of psychological processes in 2016 update
SLD Identification

CA education code regulations allows for three different models when examining the eligibility for special education under the classification of SLD:

1. Discrepancy
2. Response to Instruction/Intervention (RtI²)
3. Pattern of Strengths and Weaknesses

IDEA 2004: Federal Criteria

(1) Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in § 300.8(c)(10)...

(3) May permit the use of other alternative research-based procedures for determining whether a child has a learning disability, as defined in § 300.8(c)(10).

CA Education Code 2014: PSW

A pupil may be determined to have a specific learning disability if...a pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305.
Ventura County SELPA PSW Model

1. The student exhibits a pattern of cognitive or processing strengths, indicated by a pattern of abilities in the average or above ranges.
2. The student exhibits significant cognitive/processing and academic weaknesses.
3. A research-based link exists between the cognitive and academic weaknesses.
4. The student requires special education to access the core curriculum.

Training Do's and Don’t’s

Takeaways

- Training on PSW is more than “one and done” and this requires administrative support.
- Determine current levels of knowledge and needs.
- Provide initial trainings (you need multiple) to everyone.
- Differentiate training and provide fidelity checks.
Year #1: “Soft Rollout” of PSW Model: 2014-2015 School Year

- Overview Trainings
  - Site Teams
  - Assessment Team
  - TOT for SAI – October
  - TOT for Psychologists – 5 meetings
  - SLP Meeting – February

- Trainings on 2 Assessment Approaches
- VCASP
- Pre-referral – January
- Debrief – May

Year #2: Trainings by Topics 2015-16: All are invited!

- Overview
- Academic Assessment
- Both Assessment Approaches
- COMPARES
- Walkthrough of Model
- Report Writing
- EL Students
- Interventions

Year #2: District Consultation

- Report Consultation
- Answering Questions
- Specific Training Needs
Year #3: More Trainings and More Consultation! 2016-17

- Overview of Approaches for Novice Psychologists
- Academic Assessments
- Advanced Trainings
- EL Students – Culture-Language Interpretative Matrix (C-LIM)
- PSW for Admin
- SLP and Psych Collaboration

Year #4: 2017-2018

- Overview of Approaches for Novice Psychologists (separate)
- Advanced Trainings (separate for both approaches)
- EL Students and African-American Students
- PSW Discussion Panel
- Using PSW Results to Guide Accommodations and Interventions

2018-2019 and 2019-2020

- The SELPA provided 1.5 days of training (separate trainings by approach) for novice psychologists and new hires
  - A full day in September
  - ½ day approximately 60 days later for intermediate-level questions
Other Training Topics

- Hypothesis Testing
- Task Analysis
  - Coding (SS=4) vs Symbol Search (SS=10)
  - Rover (SS=4) and Triangles (SS=10)
  - TAPS-4 Number Memory Forward (SS=10) and Reversed (SS=4)
  - SLP/Psych Collaboration Document
- WI-COG and CASL-2 (Antonyms and Synonyms)

Other Discussion Topics

- PSW and Triennial Assessments
- What is the previous practice when a student has an overall lower cognitive profile? Does this practice change with adoption of PSW?
- Application for EL students and students who fall under Larry P decision

Common Questions
• Have there been any legal decisions surrounding PSW?
  • Yes, see VC SELPA website for Key Learnings

• What are some of the key learnings from trainings?
  • Need ongoing trainings and plan for new hires

• How much training for the psychs is required before adopting PSW?
  • Definitely more than one.
  • Space out trainings.
  • Have a space for ongoing conversations and case studies.
  • Psychs will not typically feel 100% ready.

• Who else needs to be trained?
  • Other assessment and IEP team members need some knowledge about PSW.

Thank you!

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