**Specific Learning Disabilities (SLD): Test your IQ**

**True or False?**

1. IDEA ’04 prohibits the use of I.Q. tests in the identification of specific learning disabilities (SLD).

Notes:

1. Response to Intervention (RtI) is required by IDEA ’04 in order to identify SLD.

Notes:

1. To adequately identify SLD a test of cognitive processes is essential to determine goals for the individual educational program (IEP).

Notes:

1. When conducting an intervention as part of RtI, it is essential to measure the fidelity of implementation.

Notes:

1. Determining a child eligible for special education services as having SLD usually results in a better educational outcome (i.e. earning a high school diploma, etc.).

Notes:

1. The ability-achievement discrepancy model meets APA standards for reliability.

Notes:

1. The ability-achievement discrepancy model meets APA criteria for validity.

Notes:

1. The current six component definition of specific learning disabilities (IDEA ’97) is supported by more than 30 years of research on SLD.

Notes:

1. Students who receive ineffective instruction in reading in early grades develop persistent reading problems that are resistant to intervention, including special education, in middle and high school.

Notes:

1. Screening and evaluation of academic skills for all students in early grades is too costly and inefficient for use by schools.

Notes:

1. Identification of SLD at grades 4 to 7 results in the most beneficial outcomes for those students (increased high school diplomas, etc.).

Notes:

1. Identification of SLD using the ability-achievement discrepancy approach is cost efficient (standardized & reliable routine professional practices).

Notes: