What is the Connection Between a Diagnosis of Dyslexia and Specific Learning Disability?

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November 14, 2011
Definition: Specific Learning Disability

“a disorder in one or more of 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 do mathematical calculations, including conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”

Federal Regulation 34 C.F.R § 300.8 (c)(10)
Specific Learning Disabilities Eligibility Criteria Options

Inadequate Achievement in response to appropriate instruction.
- In one or more of eight areas, not due to exclusionary factors.
- Reported as a pattern of strengths and weaknesses.

Severe Discrepancy between intellectual ability and achievement.

Basic Psychological Processing documented across multiple settings using a variety of sources.

Inadequate Rate of Progress over 12 data points over seven weeks using repeated measures.
- Minimal rate of improvement
- Progress not maintained
- Performance below expectation
- Achievement below fifth percentile

Inadequate Achievement in response to appropriate instruction.
- In one or more of eight areas, not due to exclusionary factors.
- Including, lack of adequate progress when using a system of SRBI.

Basic Psychological Processing documented across multiple settings using a variety of sources.
Child Does not Achieve Adequately.

What is the Gap in Achievement or Performance Between Grade Level Content Standards and Student’s Performance?
Multiple Sources of Data Indicate Inadequate Achievement of Achievement

Keys to Inadequate Achievement:
• Below grade-level expectations…
• Not due to lack of appropriate instruction…

Levels of Analysis

School-wide

Grade or classroom

Group

Individual

Data feeds forward

SRBI 1 | SRBI 2 | Evaluation for Special Education | IEP
Quality Parent Communication

- Why is there a need
- What is being done
- Who is providing the instruction and what is his/her experience
- Is the method proven
- How will we know it is working
  - Data collected, etc.
- What happens if it isn’t working
- How can I help
- Do I feel confident in this plan
Evidence that Parents Can Use to Clarify Achievement

- Homework—approach, persistence, time for completion, need for re-teaching,
- Additional supports required to maintain progress-tutoring
- Teacher comments and standardized performance data
- Comparison to same age peers or siblings with respect to milestones,
- Family history of learning disabilities and difficulties
Problem Identification Statements Integrate Data

- Quantify Grade level standards
- Define problem in observable and measurable terms
- Target specific parts of performance
- Focus on alterable variables
Effective Problem Statement: Jim

Jim is currently reading at 60 (WCPM) on 3rd grade passages. To reach grade level expectations he needs to acquire and reach maintenance with strategies for decoding multi-syllabic and approaching irregular words he encounters in 3rd grad texts. He needs to consistently apply self-monitoring and fix-up strategies to improve comprehension to grade-level text (fiction and non-fiction).
Child has a disorder in ...basic psychological processes...

What is the disorder in Basic Psychological Processing that manifests as interference in learning and constrains grade-level performance?
Basic Psychological Processes

Required in Rule
- Multiple sources of data across multiple environments
- Data sources include:
  - Tests of aptitude & achievement
  - Parent input
  - Teacher recommendations
  - Data used to document exclusionary factors

Quality Practices
- Normative deficit linked with referral concern
- Understand how cognitive demands increase with complexity and dept of grade level standards
- Build instructional supports for skills that processing weaknesses make difficult to acquire
... one or more of the basic psychological processes which includes. . . .such as inadequate:

- Acquisition of information;
- Organization;
- Planning and sequencing (new);
- Working memory, including verbal, visual, spatial (new);
- Visual and auditory processing (new);
- Speed of processing (new);
- Verbal and non-verbal expression;
- Transfer of information;
- Motor control for written tasks

List in MN Rule is not exhaustive

MN. Rule 3525.1341 Subp. 2B
Quality Practices for Interpreting Basic Psychological Processing

Basic Psychological Processes That Can be Addressed Although Not Explicitly Stated in Rule

- Executive functions
- Attention
- Short-term memory
- Long-term retrieval
- Associative memory
- Phonological Processing
- Morphographic and orthographic processing
- Successive and simultaneous processing
<table>
<thead>
<tr>
<th>SOAREM</th>
<th>MN. Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Acquisition</td>
</tr>
<tr>
<td></td>
<td>Speed of Processing</td>
</tr>
<tr>
<td>Organization</td>
<td>Organizing and Planning</td>
</tr>
<tr>
<td>Manipulation</td>
<td>Working memory, Auditory and Visual Processing</td>
</tr>
<tr>
<td>Storage and Retrieval</td>
<td></td>
</tr>
<tr>
<td>Expression</td>
<td>Verbal/nonverbal, Transfer of information, and Motor control</td>
</tr>
</tbody>
</table>

Translation from SOAREM and Rule into Practice
Motor Output

Long-Term Memory
[Minutes to days]

Active Working Memory
[Seconds to Minutes]

Initial Registration
[1-10 seconds]

Sensory Memory
[Milliseconds]

Mental Representation

LEXICONS

Processing

Attention

Sensory Input

visual

kinesthetic

auditory
### Transition from Rule into Practice

<table>
<thead>
<tr>
<th>MN. Rule</th>
<th>Terminology Used in Research to Link with Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td></td>
</tr>
<tr>
<td>Acquisition</td>
<td>• Attention</td>
</tr>
<tr>
<td></td>
<td>▪ Orienting</td>
</tr>
<tr>
<td></td>
<td>▪ Selective &amp; Sustained Attention</td>
</tr>
<tr>
<td></td>
<td>▪ Attention Span</td>
</tr>
<tr>
<td></td>
<td>▪ Inhibitory Control</td>
</tr>
<tr>
<td></td>
<td>• Short-term Memory</td>
</tr>
<tr>
<td></td>
<td>• Phonological Processing</td>
</tr>
<tr>
<td></td>
<td>▪ Phonological Awareness</td>
</tr>
<tr>
<td></td>
<td>▪ Phonological Memory</td>
</tr>
<tr>
<td>Speed of Processing</td>
<td>Processing Speed or Speed of Processing</td>
</tr>
<tr>
<td><strong>Integrated</strong></td>
<td></td>
</tr>
<tr>
<td>Organizing and Planning</td>
<td>Executive Functions: e.g., organizing, planning, self-monitoring, meta-cognition</td>
</tr>
<tr>
<td>Working memory, Auditory and Visual Processing</td>
<td>Working Memory: e.g., Successive and Simultaneous processing; Visual Working Memory <em>(Orthographic processing)</em>, Auditory Working Memory Fluid Reasoning</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td></td>
</tr>
<tr>
<td>Verbal/nonverbal, Transfer of information, and Motor control . . .</td>
<td>Oral-motor Production Motor-control</td>
</tr>
</tbody>
</table>
**Illustrative Example: Evaluation Report**

<table>
<thead>
<tr>
<th>SOAREM</th>
<th>MN. Rule</th>
<th>Terminology Used in Research to Link with Achievement</th>
</tr>
</thead>
</table>
| Acquire | Attention | • Orienting  
• Selective & Sustained Attention  
• Attention Span  
• Inhibitory Control |
|        | Short-term Memory |  |
|        | Phonological Processing | • Phonological Awareness  
• Phonological Memory |

Example for Evaluation Report: Jim has difficulty with acquisition, more specifically phonological and orthographic processing which impacts his ability to make sound letter correspondences and coding of letters into words. . . . Weaknesses in phonological and orthographic processing typically impacts achievement in the following areas . . . . which we see in . . . . Data and the gap between performance and X, Y, Z, standards he has difficulty mastering.
Is Dyslexia a Specific Learning Disability or Not?

YES and.....
School Evaluation Teams will Cross-reference Data with Terms in Minnesota Rule
Data Comes from Multiple Sources

Governed by IDEA

SRBI 1

SRBI 2

Evaluation for Special Education

Standards-based IEP

 Governed by ESEA

Governed by. . .

DSM IV-TR, Social Security, etc.

Governed by.

School-wide

Grade or classroom

Group

Individual

Independent Evaluation

Governed by ESEA

Governed by IDEA
Seeing The Patterns in Achievement, Basic Psychological Processes and Clinical Diagnoses
Look for Patterns

- Columns represent areas of SLD criteria
- White boxes indicate areas of achievement
- Green boxes indicate basic psychological processes
Implications of Poor Language Skills

Non-Verbal Language
- Ability to take perspective
- Interpretation and use of non-verbal language
- Social rules of conversation

Listening Comprehension
- Phonetic coding
- Resistance to auditory distraction
- Following directions or maintaining topic of conversation
- Making inferences and monitoring comprehension

Vocabulary
- Vocabulary and language for acquiring academic skills
- Context to select appropriate word
- Multiple meanings of words and their relationship to context
- Connector words (cohesive devices)
- Idioms and figurative language

Articulation (inhibits phonological awareness)

Oral Expression
- Conversational vs. academic thought
- Sub-vocalization to direct attention and thought

Creates a flat profile of achievement

Transcends disability category

Impair development of Academic Language
"Profiles" of Language Difficulties

Language Comprehension and Expression

Articulation
Semantics and Morphology
Syntax
Pragmatics

Working memory--auditory
Phonological Processing
Short-term memory
Processing Speed
Long-term/Associative memory
Semantic memory

Slide represents working draft of transdisciplinary knowledge

More Research to be Done
Application of Psychological Processes in PLAAFP

• **Pre-Evaluation Problem Statement**
  Tara must acquire a larger body of prior knowledge, figurative language, and conceptual knowledge to make inferences, find the main idea when implied, and understand author’s intent when reading 8th grade text.

• **PLAAFP excerpt**
  The information gained through comprehensive evaluation suggests that Tara has significant weaknesses in retrieval from long-term memory and fluid reasoning skills. Weaknesses in associative memory interfere with Tara’s ability to quickly and accurately retrieve information from memory. This is likely to present as difficulty with language processing such as marrying known to new information, interpreting figurative language, as well as making inferences which are required in 8th grade standards across multiple content standards.
“Profiles” of Reading Difficulties

Earliest Detection
- Phonological
- Orthographic

Later Detection
- Fluency
- Comprehension

Mixed Dyslexia
- Dysphonetic Dyslexia
- Surface Dyslexia

Co-Morbid with ADHD, Language Comprehension Disorders, NVLD, ASD

“Profiles” of Reading Difficulties

Earliest Detection

Phonological
- Long-term Retrieval—Associative or Semantic memory
- Processing Speed
- Rapid Naming
- Working memory (auditory)
- Phonological memory

Orthographic
- Rapid Naming
- Working memory (visual)

Later Detection

Fluency
- Rapid Naming
- Working memory (simultaneous/successive)
- Executive Functions
- Morphographic Processing

Comprehension
- Fluid Reasoning

Reading “Profiles” with Diagnosed Disorders

Reading Profiles with Processing Abilities

Poor decoding; good comprehension

- Phonological processing
- Orthographic processing

Poor decoding; poor comprehension

Decoding

- Fluid reasoning
- Processing speed
- Long-term retrieval (Associative or semantic memory)
- Short-term memory

Good decoding; good comprehension

Linguistic Comprehension

- Fluid reasoning
- Attention
- Executive Functions
- Long-term retrieval (Associative or semantic memory)
- Working memory (auditory, successive, simultaneous)
- Morphological processing

Good decoding; poor comprehension

- Phonological processing
- Orthographic processing

Reading “Profiles” and Likely Age of Identification

Late Identification 4 grade +

Intermediate 2-3 grade+

Early Identification pre K+

Comprehension:
Story grammar
Inferencing
Main Idea

Advanced
Decoding and
Morphology

Decoding/
Encoding

Fluency

Phonology

Language Comprehension

Language Comprehension (academic language)

"Profiles" of Math Difficulties

Earliest Detection
- Basic computation
  - Semantic Dyscalculia/Dyslexia

Later Detection
- Recall of facts
  - Procedural Dyscalculia
- Multi-step Procedures and Problem Solving
  - Co-exists with ADHD
- Visual Spatial
  - NVLD

Developmental Dyscalculia
- Number Sense
- Language Comprehension

More Research to be Done

"Profiles" of Math Difficulties

Earliest Detection
- Basic computation
- Recall of facts

Later Detection
- Multi-step procedures and problem solving
- Visual spatial

Number Sense and Language Comprehension
- Processing Speed
- Rapid Naming/Long-term Retrieval
- Phonological Processing
- Working memory
- Executive Functions
- Fluid reasoning

Application of Psychological Processes in PLAAFP

• *Problem Statement excerpt.*
  Jane has difficulty with solving algebraic equations, word problems, converting fractions to decimals.

• *PLAAFP excerpt*
  The information gained through comprehensive evaluation suggests that Jane has significant weaknesses in working memory. This is likely to manifest when she is asked to follow multi-step directions, engage in problem solving, follow a sequence, and translate word problems into mathematical computations. . . The working memory deficits indicated that Jane will likely continue of have difficulty with solving algebraic equations, word problems, converting fractions to decimals as well as comprehend large sections of text or hold multiple pieces of information in mind simultaneously, all of which are demands of 5 grade content standards.
“Profiles” of Writing Difficulties

Non-Language Based
- Dysgraphia

Language Based
- Preceded by difficulties in oral expression and reading
- Co-morbid Dyslexia

Composition
- Co-Morbid with ADHD, Language Comprehension Disorders, NVLD, ASD

Profiles of Writing Difficulties

Non-Language Based
Visual Spatial Processing

Language Based
Preceded by difficulties in oral expression and reading
Phonological Processing
Orthographic Processing

Composition
Executive Functions
Working Memory
Associative Memory

Co-exists with ADHD NVLD, etc.

Moving From PLAAFP’s to Designing Standards-Based Goals

• Defining the Learning Problem
• Analyzing the Standards
• Picking the Targets
Creating Standards-Based Goals is a Learning Curve for Most of Us

Understand the Standards

Think of Requisite Skills

Apply Learning Progressions
Problem Statement: Tara 8th Grade

• She needs to support decoding skills in connected text at grade level.
• As a 8th grader Tara misses 90% of inferential and vocabulary questions in 6th grade level passages.
• She must develop strategies for acquiring vocabulary with application to selecting the appropriate meaning from multiple meanings.
• She must acquire a larger body of prior knowledge, figurative language, and conceptual knowledge to make inferences, find the main idea when implied, and understand author’s intent when reading 8th grade text.
Problem Statement cont:

• She needs to develop strategies to independently activate prior knowledge when using vocabulary, solving math problems, applying to new situations.

• She needs strategies to organize her ideas, sequence and connect ideas to support a point.

• She shows difficulty in writing paragraphs that draw comparisons and contrasts, persuasion, and supporting opinions with facts.
Problem Statement cont:

• She needs to develop better problem solving, conceptual understanding of fractions, decimals, solving equations, etc.

• She needs to be able to translate word problems into mathematical sentences.

• Tara is most successful when she works with a partner or in small groups on tasks.

• She responds to information presented visually.
Application of Psychological Processes in PLAAFP

• **Pre-Evaluation Problem Statement**
  Tara must acquire a larger body of prior knowledge, figurative language, and conceptual knowledge to make inferences, find the main idea when implied, and understand author’s intent when reading 8th grade text.

• **PLAAFP excerpt**
  The information gained through comprehensive evaluation suggests that Tara has significant weaknesses in retrieval from long-term memory and fluid reasoning skills. Weaknesses in associative memory interfere with Tara’s ability to quickly and accurately retrieve information from memory. This is likely to present as difficulty with language processing such as marrying known to new information, interpreting figurative language, as well as making inferences which are required in 8th grade standards across multiple content standards.
Analyzing Grade-Level Standards

• What is expected?
  – What will student have to know and be able to do as requisite?
    ▪ Understandings are missing? Partially present? Present but breaking down?
    ▪ Are there pre-requisite skills and/or knowledge to teach?

  – What will student’s brain have to do?
    ▪ Is explicit instruction, extra practice, or cueing required?

  – How is student expected to show what is known?
    ▪ Physical, sensory, or other limitations that must be considered?
Break Down the Standards into Requisite Skills and Understandings

GRADE-LEVEL STANDARD/BENCHMARK

ENABLING KNOWLEDGE
Facts, concepts, or understandings that students must know or understand to master the standard

SUBSKILLS
Physical or cognitive skills students must know how to do to master the standard

Adapted from Dr. Ronald Thomas Center for Leadership in Education
Requisite Skills and Understandings: Reading Informational Text

Grade 8 Key Ideas and Details: Cite the **textual evidence** that most Strongly **supports** an analysis of what the text says **explicitly** as well as **inferences** drawn from the text.

**KNOWLEDGE**

*(Facts, concepts and understandings)*

*Enabling knowledge is usually suggested by the NOUNS in the grade-level standards.*

**Source:** Dr. Ronald Thomas
Center for Leadership in Education
Requisite Skills and Understandings: Reading Informational Text

**Grade 8 Key Ideas and Details:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>Cite—</th>
<th><strong>SUBSKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly—prioritize</td>
<td>VERBS in the grade-level standards often suggest the skills that students must know how to do.</td>
</tr>
<tr>
<td>Analyze—</td>
<td></td>
</tr>
<tr>
<td>Draw—</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Dr. Ronald Thomas  
Center for Leadership in Education
Analyze the Standards within a Domain by Backwards Mapping

<table>
<thead>
<tr>
<th>Literature: Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade-Specific Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
</tbody>
</table>
Next Steps in Identifying Requisite Reading Informational Text

Grade 8 Key Ideas and Details: Cite the textual evidence that most Strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

Source: Dr. Ronald Thomas
Center for Leadership in Education
The working memory deficits indicated that Jane will likely continue to have difficulty with solving algebraic equations, word problems, converting fractions to decimals as well as comprehend large sections of text or hold multiple pieces of information in mind simultaneously, all of which are demands of 5th grade content standards.
Your Turn to Practice: Math

Grade 5 Number and Operation: Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry, and data.

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

Source: Dr. Ronald Thomas
Center for Leadership in Education
Next Steps in Identifying Requisite Reading Informational Text

**Grade 5 Key Ideas and Details:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

In order to be proficient at this, students need to know/know how to:

**Source:** Dr. Ronald Thomas  
Center for Leadership in Education
## Alternatively: Analyze Standards Across Domains

<table>
<thead>
<tr>
<th>Benchmark Categories</th>
<th>Language Development</th>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Produce and expand complete sentences in shared language activities.</td>
<td>• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood. • Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>• Ask and answer questions about unknown words in a text. • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.</td>
<td>• With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)</td>
</tr>
</tbody>
</table>
Design Instruction to Leverage Abilities, Mitigate the Disability, and Implement it as Intended
The PLAAFP Described Needs and What It will Take to Close the Gap

**Compensation:** strategies student uses to reduce difficulties

**Instructional/Curricular / Environmental Accommodations:** supports that mitigate disability

**Intervention:** *directly* addresses the identified area of weakness with specially designed instruction from special educator
Balance Demands of The Regular Classroom with Special Education Programming

- Analyze grade-level content standards
- Map routes of understanding
- Differentiate instruction
  - Content
  - Process
  - Product
- Provide accommodations
- Match learning context with needs
- Provide extra doses of instruction
**Students Don’t Benefit from Interventions they Don’t Receive**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>NOT Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td><em>Student Benefits</em></td>
<td></td>
</tr>
<tr>
<td>NOT Effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Effective PRACTICES**

**Effective**

**NOT Effective**
Intensifying Instruction

- Increase opportunities to respond
- Vary schedule of easy/hard tasks
- Increase instructional time
- Check group placement
- Change instructor
- Pre-teach terms or concepts
- Increase collaboration across instructors
Intensifying Instruction

• Alterable Program Components
  – Time and response opportunities
  – Program efficiency
  – Program Implementation
  – Group Size
  – Coordination of Program and Instruction

• Alterable Task Components
  – Range of task examples,
  – Task complexity
  – Task schedule
  – Task response variation
  – Task modality

Intensifying Instruction

- Increase instructional time
- Increase opportunities to engage with content at targeted level (pre-teach, etc)
- Vary schedule of easy/hard tasks
- Is balanced and provides additional components to address areas of growth
Where will Special Education teacher get the opportunity to provide direct instruction?
### Intense Instructional Models

<table>
<thead>
<tr>
<th>Most Intense</th>
<th>Less Intense</th>
<th>Least Intense</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pretest</td>
<td>• I do it</td>
<td>• Cue</td>
</tr>
<tr>
<td>• Describe</td>
<td>• We do it</td>
<td>• Do</td>
</tr>
<tr>
<td>• Model</td>
<td>• All of you do it</td>
<td>• Review</td>
</tr>
<tr>
<td>• Controlled practice</td>
<td>• You do it</td>
<td></td>
</tr>
<tr>
<td>• Advanced practice</td>
<td></td>
<td>When transferring skills</td>
</tr>
<tr>
<td>• Post-test/reflect</td>
<td>When skills are acquired</td>
<td></td>
</tr>
<tr>
<td>• Generalize, transfer, apply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Opportunities for Students to Engage with Content

Where will Special Education teacher get the opportunity to provide direct instruction?

Most Intense Model
• Pretest
• Describe
• Model
• Controlled practice
• Advanced practice
• Post-test/reflect
• Generalize, transfer, apply
Opportunities for Students to Engage with Content

Where will Special Education teacher get the opportunity to provide direct instruction?

- I do it/ You watch
- We do it
- You do it/I watch

Less Intense