**Pattern of Strengths and Weaknesses**

Based on TEAM 2017 (rev. December 2017)

EDTs should complete the PSW worksheet(s) that most closely align to the child’s primary areas of suspected deficits, rather than all worksheets in a particular curriculum area. See New Mexico Technical Evaluation and Assessment Manual (NM TEAM 2017). For guidance on identifying strengths and weaknesses see step 3 of 4 under the dual discrepancy factor 2b section in the SLD chapter of NM TEAM 2017.

The main cause of the child’s  difficulties may be related to**:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Lack of Appropriate Instruction in Basic Reading |  | Emotional Disturbance |
|  | Limited Proficiency in English |  | Visual, hearing, or motor disability |
|  | Cultural Factors |  | Intellectual Disability |
|  | Environmental or Economic Factors |  |  |

To answer each of the following questions, EDTs should answer the question: "Does \_\_\_\_\_\_\_\_ indicate that basic reading is a strength, a weakness, or neither?" For example, "Does the child's developmental history indicate that his basic reading skills are a strength, weakness, or neither?"

**Area 1**

Interviews, Observations, and Extant Information

|  |  |  |  |
| --- | --- | --- | --- |
|  | School Health Records/Medical History |  | Parent Interview Information |
|  | Previous Test Scores |  | Teacher Report (compared to other children in classroom |
|  | Grades |  | Academic Observations |
|  | Developmental History |  | Functional Observations/Interviews |
|  | Observations Conducted by Other Specialists |  | Cumulative Records Review (history of strengths/needs in specific academic area) |
|  | In-Class Observations |  | Home Language Proficiency |
|  |  |  |  |

**Area 1**

Neurological Processing Associated with Area 1

Not all areas need to be identified as a strength or weakness in each category. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. To respond to this in Area 1, teams should look at the child's functional behavior based on observation and the other information listed above.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Language Processing |  | Attention |
|  | Working Memory |  | Rapid Automatic Naming |
|  | Long-Term Storage-Retrieval |  | Orthographic Processing |
|  | Processing Speed |  | Executive Functions |
|  | Phonological Awareness |  | Other: |

**Area 2**

**Informal Assessments**

EDTs must document information in this area as well in order to have the information necessary to triangulate the data.

|  |  |  |
| --- | --- | --- |
|  | Benchmark Testing |  |
|  | Progress Monitoring |  |
|  | Curriculum-Based Measures |  |
|  | Running Records |  |
|  | Work Samples |  |
|  | Criterion Referenced Tests |  |

**Area 2**

Neurological Processing Associated with Area 2

Not all areas need to be identified as a strength or weakness in each category. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. 3. To respond to this in Area 2, teams should look at informal assessment data, such as those listed above.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Language Processing |  | Attention |
|  | Working Memory |  | Rapid Automatic Naming |
|  | Long-Term Storage-Retrieval |  | Orthographic Processing |
|  | Processing Speed |  | Executive Functions |
|  | Phonological Awareness |  | Other: |

**Area 3**:

**Formal Assessments**

|  |  |
| --- | --- |
|  | Individual Academic Achievement Testing in the area(s) of |

**Area 3:**

Neurological Processing Associated with Area 3

Not all areas need to be identified as a strength or weakness in each category. Processing areas not listed may be used to support an eligibility determination under the category of SLD. EDTs must clearly document the link between the processing deficit and academic needs across all three assessment areas on this worksheet. To respond to this in Area 3, teams should look at formal assessment data from standardized assessments.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Language Processing |  | Attention |
|  | Working Memory |  | Rapid Automatic Naming |
|  | Long-Term Storage-Retrieval |  | Orthographic Processing |
|  | Processing Speed |  | Executive Functions |
|  | Phonological Awareness |  | Other: |