



SLD Resources and Materials to Support Implementation

Effective July 1, 2020 implementation of an instructional model of SLD evaluation and identification will be required of all public schools in North Carolina. The North Carolina Department of Public Instruction has dedicated many human and fiscal resources to [support local systems in developing their infrastructure to implement this model](#). With SLDs accounting for **nearly 40%** of all students identified for special education services in NC, it is critical that all relevant staff members and those responsible for evaluating SLDs fully understand and apply this model in support of students suspected of having a learning disability.

The table below organizes relevant national and state resources for use by local systems in their communication and training efforts in building capacity. *The information below is not intended to be exhaustive, but serves as a companion to the abundance of information found in the [NC MTSS Implementation Guide](#)*

SLD Focus Area:	Relevant Resources:
Background Knowledge	(NATIONAL): <u>Listen</u> to this PODCAST: (review time ~18 minutes) Identification of Learning Disabilities (with Dr. Jack Fletcher) with Listener Notes SOURCE: <i>Pennsylvania Training and Technical Assistance Network (PaTTAN)</i> <u>Read</u> this RESEARCH SUMMARY: (review time ~1 hour) The Identification of Specific Learning Disabilities: A Summary of Research on Best Practices SOURCE: <i>Texas Center for Learning Disabilities</i> <u>Read</u> this PRACTICE PAPER: (review time ~30 minutes) The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities SOURCE: <i>Texas Center for Learning Disabilities</i> <u>Share</u> this JOINT PRINCIPLES BRIEF: (review time ~5 minutes) Eligibility for Special Education under a Specific Learning Disability Classification SOURCE: <i>National Center for Learning Disabilities</i> (STATE): <u>Watch</u> this VIDEO: SLD Policy Change Summary <u>Read</u> NC's SLD FACT SHEET #1 - Summary of Changes



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Criterion 1: Instruction/ Intervention & LEP factors	(NATIONAL): Ensure that underachievement is not due to lack of appropriate instruction in reading or math SOURCE: <i>RTI-based SLD Identification Toolkit</i> (STATE): <u>Watch</u> this VIDEO: Criterion 1 - What's Changed? <u>Read</u> NC's SLD Fact Sheet #2 - Rule Out Lack of Appropriate Instruction <u>Use</u> these TOOLS: Fidelity of Instruction and Intervention in an MTSS Adequate Instruction Decision Guidelines
Criterion 2: Exclusionary Factors	(NATIONAL): Exclusionary Factors SOURCE: <i>RTI-based SLD Identification Toolkit</i> What a Specific Learning Disability is Not: Examining Exclusionary Factors SOURCE: <i>National Center for Learning Disabilities</i> Selective Use of Data on Cognitive Assessments within a Special Education Evaluation for a Child Suspected of Having a Specific Learning Disability SOURCE: <i>National Center for Learning Disabilities</i> (STATE): <u>Watch</u> this VIDEO: Criterion 2 - What's Changed? <u>Read</u> NC's SLD Fact Sheet #4 - Exclusionary Factors



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Criterion 3: Inadequate Achievement	(NATIONAL): Achievement Below Standard SOURCE: <i>RTI-based SLD Identification Toolkit</i> Example Diagnostic Tools SOURCE: <i>National Center on Intensive Intervention</i> (STATE): Watch this VIDEO: Criterion 3 - What's Changed? Review NC's SLD Fact Sheet #5 - Inadequate Achievement and SLD Fact Sheet #3 - Educational Assessment Use this GUIDANCE TOOL: MTSS Comprehensive Assessment Guidelines
Criterion 4: Insufficient Progress	(NATIONAL): Insufficient Progress to Adequate Instruction SOURCE: <i>RTI-based SLD Identification Toolkit</i> Modules on Progress Monitoring SOURCE: <i>IRIS Center</i> National Center on Intensive Intervention - The 'Identifying Assessments' page provides resources to support the selection and evaluation of screening, progress monitoring and diagnostic assessments. - The 'Academic Progress Monitoring Tools Chart' presents information about academic progress monitoring tools. There are three tabs include ratings on the technical rigor of the tools: • Performance Level Standards • Growth Standards • Usability (STATE): Watch this VIDEO: Criterion 4 - What's Changed? Read this Communication Brief: Progress Monitoring Interventions within an MTSS



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Review NC's [SLD Fact Sheet #8 - Insufficient Progress](#) and **View** it's [companion recording](#)

Use these GUIDANCE TOOLS:

[Setting Goals with Example](#) and [Goal Setting/Rate of Improvement Screencast](#)

[MTSS Comprehensive Assessment Guidelines](#)

[Data Decision Rules](#)