

# WISCONSIN'S SLD RULE: FEEDBACK FORUM OVERVIEW

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## Agenda

- Brief History of SLD Rule
- SLD Rule Overview
- Insufficient Progress
- Introduction to online tool - GLW

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## How Did We Get Here?



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## Overview of the SLD Rule

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## Eight Areas

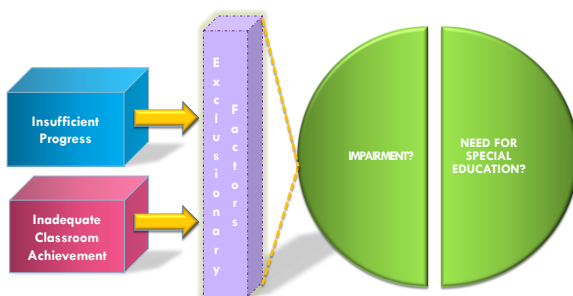
- oral expression
- listening comprehension
- written expression
- basic reading skill
- reading fluency
- reading comprehension
- mathematics calculation
- mathematics problem solving

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## Revised WI SLD Rule

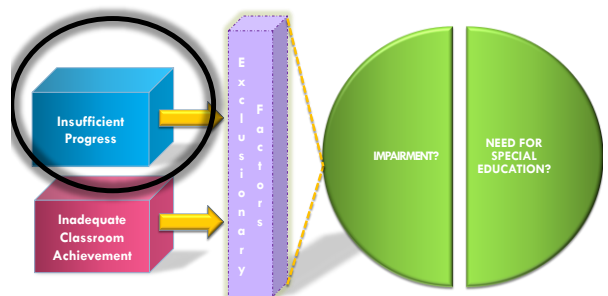
- Three Criteria:
  - Inadequate classroom achievement (after intervention)
  - Insufficient progress
  - Consideration of exclusionary factors

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## Insufficient Progress

- Insufficient response to intensive, scientific research-based or evidence-based interventions.
- Progress monitoring data from at least 2 intensive interventions in EACH area of potential SLD required.
- Baseline data and at least weekly progress monitoring is required.
- Rate of progress is compared to same-age peers.

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## 2 “Types” of Intensive Interventions

### Type 1:

- 1 required prior to academic testing for inadequate classroom achievement.
- Required of all SLD evaluations.

### Type 2:

- 2 required for EACH area of potential SLD concern.
- More rigorous than those required in #1.
- If implemented PRIOR to academic testing, may count for #1 also.
- Required for enrolled public school students after school begins using new criteria.

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## Standards for **ALL** (Type 1 & 2) Intensive Interventions

- Used with individual or small groups.
- Focused on single or small number of discrete skills.
- Include substantial number of instructional minutes beyond what is provided to all students.
- Applied in a manner highly consistent with its design, closely aligned to student need.
- Culturally responsive.

PI 11.02(6m)

PI 11.36(6)(f)4

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## Additional Standards for Interventions with Progress Monitoring

- Must meet standards for all intensive interventions
- “Type 2” ADDITIONAL features:
  - Scientific research-based or evidence-based.
  - Closely aligned to individual learning needs (area of concern)
  - Implemented with adequate fidelity
    - Consistent with design
    - At least 80% of the recommended number of weeks, sessions, minutes
  - At least TWO interventions required for EACH area of concern

PI 11.02(1), PI 11.36(6)(c)2.a.

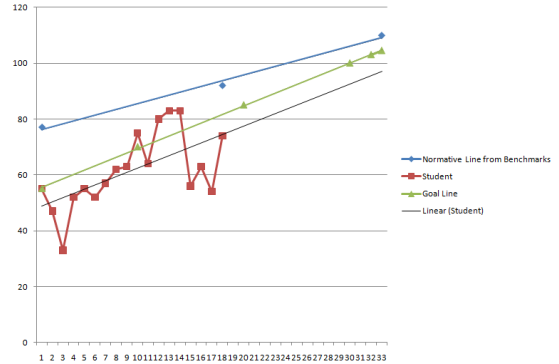
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## When is Progress Insufficient?

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1. Progress is the same or less than same-age peers **OR**
2. Progress is greater than same-age peers but will not result in reaching the average range of achievement in a reasonable period of time **OR**
3. Progress is greater than same-age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education

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## Determining Insufficient Progress

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Establish baseline: For each intervention, baseline is set using the median score of 3 probes.

Begin Intervention.

Collect weekly or more frequent progress monitoring (PM) data.

Use baseline and subsequent PM data to analyze progress using least squares regression.

Intensive interventions may be implemented before referral or as part of an evaluation for SLD.

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## Full Day Workshop Schedule

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- |  |  |
|--|--|
| <input type="checkbox"/> CESA 1: December 7  | <input type="checkbox"/> CESA 7: October 31  |
| <input type="checkbox"/> CESA 2: December 13 | <input type="checkbox"/> CESA 8: October 30  |
| <input type="checkbox"/> CESA 3: November 6  | <input type="checkbox"/> CESA 9: October 11  |
| <input type="checkbox"/> CESA 4: November 7  | <input type="checkbox"/> CESA 10: October 16 |
| <input type="checkbox"/> CESA 5: November 29 | <input type="checkbox"/> CESA 11: October 9  |
| <input type="checkbox"/> CESA 6: November 27 | <input type="checkbox"/> CESA 12: October 17 |

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## Contact Information

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