



Pearson

# Fine-Tune Your Interventions with Our Intervention Guide for LD Subtypes

Imagine analyzing assessment data quickly and efficiently to identify the most clinically relevant learning profiles, and then recommending interventions that are customized to a student's profile. Well, you can! Our Intervention Guide is designed to help you use relevant qualitative and quantitative data from assessments such as the KTEA™-3, WISC®-V, WIAT®-III, and CELF®-5 to evaluate patterns of performance that are consistent with research-supported learning disability (LD) profiles in the area of reading. Intervention recommendations are tailored to each profile to help practitioners meet the instructional needs of each student. *It is not intended to identify or diagnose specific learning disabilities.* Students may benefit from the interventions provided in the report regardless of whether or not they have been previously identified as having a learning disability.

## Reading-related learning profiles/subtypes recognized in the Intervention Guide:

- Phonological dyslexia
- Orthographic dyslexia
- Mixed Phonological-Orthographic dyslexia
- Language (Oral and Written Language Learning Disability)
- Specific Comprehension Deficit
- Reading Fluency/Naming Speed Deficit
- Global
- Dysgraphia (identified as a common co-occurring condition)

Even if the student's performance is not consistent with one of the profiles supported by the Intervention Guide, research-supported intervention recommendations are still provided based on the student's learning profile.

If you already have a scoring subscription for the CELF-5, KTEA-3, WISC-V, or WIAT-III on Q-global®, the Intervention Guide tab is available to you now!

Unlimited-use scoring subscriptions are available for the CELF-5, WISC-V, KTEA-3, or WIAT-III and more.

## Ready to put the new Intervention Guide to use?

Follow our step-by-step instructions, and start on the path to finely tuned interventions for specific LD subtypes.

### STEP 1: Select the examinee

1. Navigate to the Intervention Guide tab.
2. Select an examinee from the table.
3. Click the search link to use advanced search criteria (optional).
4. Click "Next" to continue.

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Examines Group Administration Report **Intervention Guide**

The Intervention Guide for LD Subtypes organizes a student's assessment data and guides you in creating a skill level profile. The Guide compares the student's skill levels with specific learning disability (LD) subtypes, and provides guidance for tailoring interventions according to the student's strengths and needs and includes research-supported interventions to consider.

Visit the FAQs for essential information about how to use this Intervention Guide.

☐ Include Sub-Accounts

**Next** Search

Reset Sort Order 18 Records

	System ID	Last Name	First Name	Examiner ID	Birth Date	Gender
<input checked="" type="radio"/>	12373480	Student C	Sample	SD534567	01/03/2010	Male
<input type="radio"/>	12373399	Student A	Sample	SD512345	01/01/2010	Female
<input type="radio"/>	12374385	Student K	Sample	SD521234	11/11/2010	Female
<input type="radio"/>	12373909	Student G	Sample	SD578901	07/07/2010	Female
<input type="radio"/>	12374021	Student H	Sample	SD589012	08/08/2010	Male
<input type="radio"/>	12373866	Student F	Sample	SD567890	06/06/2010	Female
<input type="radio"/>	12373814	Student E	Sample	SD556789	05/05/2010	Male
<input type="radio"/>	12373656	Student D	Sample	SD545678	04/04/2010	Female
<input type="radio"/>	12373455	Student B	Sample	SD534566	03/03/2010	Female
<input type="radio"/>	12374280	Student I	Sample	SD590123	09/09/2010	Female

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# How to Use the Intervention Guide for LD Subtypes

## STEP 2: Select an assessment

1. Select one or more assessments to be included in the Intervention Guide. You can even use the Intervention Guide without selecting any assessments by entering other sources of information (qualitative, curriculum based measures, etc) at Step 3.
2. Click the “Launch Intervention Guide” button.

	Assessment ID	Assessment Name	Admin Date	Delivery	Status	Group Assessments
1	13208717	WJAT-III	01/18/2018	Manual Entry	Report Generated	
2	13208554	KTEA-3 Form A	01/18/2018	Manual Entry	Report Generated	
3	11034389	Shaywitz DyslexiaScreen	08/31/2016	On-Screen Administrator	Report Generated	

## STEP 3: Choose areas of intervention

1. Select the areas of intervention.
2. Click “Next” to continue.

**What are the areas of intervention?**

Select the areas for which you want to evaluate Sample's assessment data for a specific learning disability subtype. This Intervention Guide will provide a report that describes a subtype that is a likely fit and provides guidance for tailoring interventions, as well as research-supported programs to consider.

**Area(s) of Intervention**

☒ Reading  
☐ Spelling

**Next**

## STEP 4: Evaluate skills and abilities

1. Complete the Skill/Ability evaluation by rating each skill area as a weakness or not based on all the information you have gathered.
2. Use the navigation buttons:
  - a. Generate Report—Creates a report (enabled once all questions are answered)
  - b. Save—Archives all of the information entered, and allows the user to return to the guide to complete the information
  - c. Back—Returns the user to the previous page
  - d. Exit—Saves all the information and returns the user to the Intervention Guide examinee assessment page

**Evaluate each skill/ability.**

Consider two or more sources of information when determining areas of weakness. Enter additional scores or observations in the open fields as needed.

**Is decoding/nonsense word reading a weakness?**

☒ Yes  
☐ No  
☐ Unclear

**Is word recognition a weakness?**

☒ Yes  
☐ No  
☐ Unclear

**Save**

# How to Use the Intervention Guide for LD Subtypes

## STEP 5: Generate the report

1. Click the "Generate Report" button.
2. Select a grade level and click "OK".
3. Open and/or download the the LD Subtype Report PDF.

The screenshot shows the Pearson Intervention Guide interface. A modal dialog box is open, prompting the user to "Please select a grade level" with "Grade 3" selected. The background interface includes a progress bar at 100%, a "Generate Report" button, and a table of scores for various skills.

Skill / Ability	Analysis	Supporting Measure(s)	Score	Fit With Subtypes
Is reading fluency a weakness?	<input checked="" type="radio"/> Yes	KTEA-3 Spelling	74	PH, GL, FL, GR, CO, LA
Is spelling a weakness?	<input checked="" type="radio"/> Yes	Observations: Difficulty spelling grade-appropriate words?		PH, GL, FL, GR, CO, LA

## Intervention Example: Teach Syntactic Awareness

Generate sentences using patterns.<sup>31</sup> Provide one or more examples that illustrate a particular sentence structure, and then encourage Max to say a similar sentence. For example, to illustrate a contrasting compound sentence, read sentences together such as "I like to eat apples, but I don't like to eat bananas" and "I can ride a bike, but I can't ride a motorcycle." If more support is needed, provide a written scaffold that is read aloud, such as "I can \_\_\_\_, but I can't \_\_\_\_."

Ask Max to identify the correctly assembled sentence from a multiple-choice list such as the following:

- a) The branch perched on the bird.
- b) The perched bird on the branch.
- c) The branch on the bird perched.
- d) The bird perched on the branch.

Ask Max to assemble sentences using word cards. For example, the following six words could be printed on six separate cards: *bird, the, A, perched, branch, on*

Read a cloze sentence or pair of sentences aloud while Max follows along, and then ask him to say or write a word to fill in each blank. The sentences should be very simple and neutral with minimal semantic information, such as "My dog has a \_\_\_\_\_. She is \_\_\_\_\_ it." Read the completed sentences aloud, and help Max correct any errors. Because of the limited semantic information, Max must rely on syntactic information to select appropriate words to fill in.<sup>97</sup>