



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!

See what the Intervention Guide for LD Subtypes has to offer! Unlimited-use scoring subscriptions for the [CELF-5](#), [WISC-V](#), [KTEA-3](#), or [WIAT-III](#) start at \$40.

## 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.

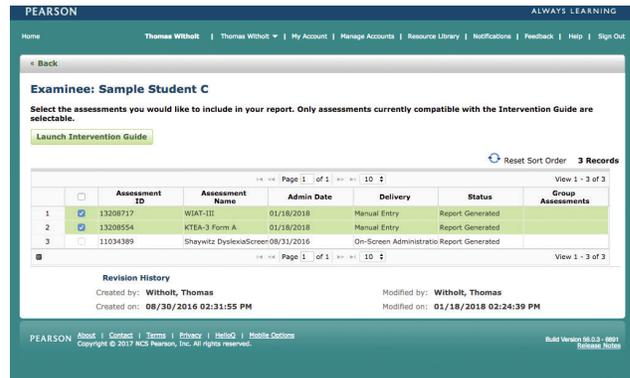
The screenshot shows the Pearson Intervention Guide interface. At the top, there's a navigation bar with 'Home', 'Thomas Witholt', 'My Account', 'Manage Accounts', 'Resource Library', 'Notifications', 'Feedback', 'Help', and 'Sign Out'. Below this is a menu with 'Examinee', 'Group Administration', 'Report', and 'Intervention Guide'. The 'Intervention Guide' tab is selected. A brief description of the guide is provided, followed by a 'Next' button and a search field. Below this is a table of examinees with columns for System ID, Last Name, First Name, Examinee ID, Birth Date, and Gender. The table shows 18 records, with the first record selected. At the bottom, there's a footer with 'PEARSON' logo, 'About', 'Contact', 'Terms', 'Privacy', 'Help', and 'Mobile Options', along with copyright information and a version number.

System ID	Last Name	First Name	Examinee ID	Birth Date	Gender
12373480	Student C	Sample	SDS34567	01/03/2010	Male
12373399	Student A	Sample	SDS12345	01/01/2010	Female
12374385	Student K	Sample	SDS21234	11/11/2010	Female
12373909	Student G	Sample	SDS78901	07/07/2010	Female
12374021	Student H	Sample	SDS89012	08/08/2010	Male
12373866	Student F	Sample	SDS67890	06/06/2010	Female
12373814	Student E	Sample	SDS56789	05/05/2010	Male
12373656	Student D	Sample	SDS45678	04/04/2010	Female
12373455	Student B	Sample	SDS3456	03/03/2010	Female
12374280	Student I	Sample	SDS90123	09/09/2010	Female

# How to Use the Intervention Guide for LD Subtypes

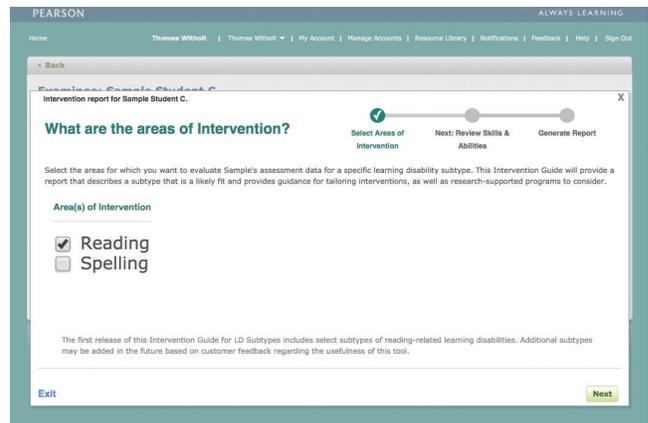
## STEP 2: Select an assessment

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.



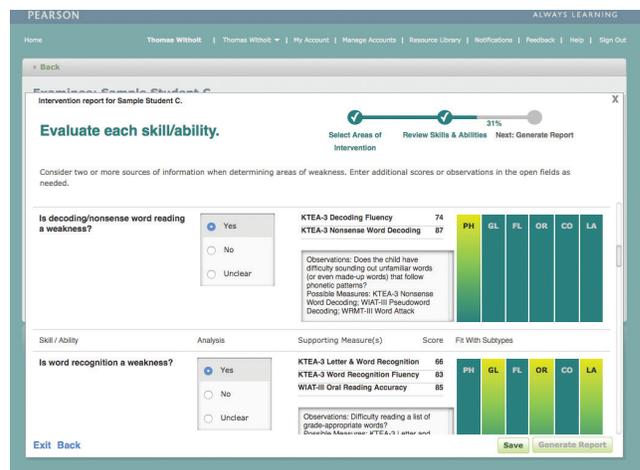
## STEP 3: Choose areas of intervention

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



## STEP 4: Evaluate skills and abilities

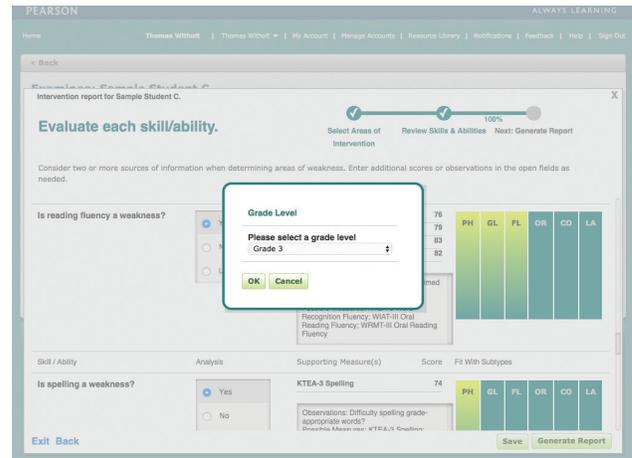
1. Complete the Skill/Ability evaluation by rating each skill area as a weakness or not based on all the information you have gathered.
2. Use the navigation buttons:
  - a. Generate Report—Creates a report (enabled once all questions are answered)
  - b. Save—Archives all of the information entered, 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



# 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.



## 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>