Severe Learning Discrepancy

Version 4.5™

User Guide

Contents

Welcome

Welcome to the Severe Learning Discrepancy (SLD) Version 4.5 software program. The SLD employs regression to the mean for making intelligence-achievement scores comparisons. This version of the program has been updated and designed to be extremely user-friendly and to make the computation of a severe learning discrepancy as easy as possible. In addition to determining a severe discrepancy, this new version of the SLD program also graphs expected vs. predicted achievement scores.

The SLD is designed to be a cross-platform program. It is available to run on IBM or Macintosh compatible computers and requires a track pad, track ball or mouse in the operation of the program. The input of test scores is accomplished using a keyboard (tab and return keys) and cursor.

Computer System Requirements

The Severe Learning Discrepancy (SLD) Program requires either a Macintosh or Mac compatible computer and an IBM or PC compatible computer with a CD drive, a hard drive and a printer for making hard copies of discrepancy reports.

On a Macintosh computer, the SLD program requires System 8.5 or higher and a Power PC processor. It also requires a minimum of 32 and 64 MB of RAM for Systems 8 and 9 respectively and 256 MB of RAM for OS X.

The SLD program runs on an IBM or PC compatible computer with a 368 processor or higher, Windows NT, 95, 98, 2000 or XP installed. The SLD program requires a minimum of 16 MB of RAM for Windows 95, 32 MB of RAM for Windows 98, 64 MB of RAM for Windows 2000 and 128 MB of RAM for Windows XP.

The SLD must be installed on a hard drive. The SLD program also requires a minimum of 800 x 600 screen resolution to run on both Macintosh and Windows.

Installation of Software

Macintosh
Check the CD label to be sure you have the Macintosh version of the SLD program.

1. Turn on your computer. Insert the SLD CD into a CD drive. Double click on the SLD CD icon on your desktop.

2. Double click on the SLD OS X Installer folder for the System 10 version of the SLD program. Then double click on the Install icon and follow the screen prompts. For Version 8 and 9 system users, double click on the SLD Classic Installer. Then double click on the Install icon and follow the screen prompts.

3. A SLD alias will appear on the desktop. Double click on the SLD alias to run the SLD program. Note: If you are upgrading from SLD Version 3.2 to 4.5, the SLD3 alias should be deleted. A PDF version of the SLD manual will be installed in the SLD folder with the SLD program on the hard drive and can be read and printed using Preview® or Adobe Reader® 5.0 or higher for Macintosh. You can download a free version of Adobe Reader for Macintosh at: http://www.adobe.com

4. Also included on the SLD CD is a QuickTime movie that shows how to operate the SLD program. The SLD Tutorial movie can be selected from the Help menu and viewed using QuickTime Player. QuickTime Player® 6 is required to view the movie. You can download a free version of the QuickTime Player for Macintosh at: http://www.apple.com/quicktime

Windows NT, 95, 98, 2000 and XP

Check the CD label to be sure you have the Windows version of the SLD program.

1. Insert the SLD CD for Windows NT, 95, 98, 2000 and XP into a CD drive.

2. The SLD program can be installed by double clicking on the My Computer icon. Then double click on the SLD CD icon follow by double clicking on the Install icon. For Windows XP, click on the Start menu followed by double clicking on the My Computer icon. Then double click on the SLD CD icon follow by double clicking on the Install icon.

3. Follow the screen prompts to install the program. After installation of the program, a SLD shortcut will be created on the desktop. The SLD program can then be easily launched by double clicking on the SLD shortcut icon. If you are upgrading from SLD Version 3.2 to 4.5, the SLD3 shortcut should be deleted.

A PDF version of the SLD manual will also be installed along with the SLD program the main directory: c/Programs/SLD directory. The SLD PDF Manual can be slected from the Help menu and read and printed using Adobe Reader$^{®}$ 5.0 or higher for Windows. You can download a free version of Adobe Reader for Windows at: http://www.adobe.com

4. Also included on the SLD CD is a SLD Tutorial movie that shows how to operate the SLD program. The SLD Tutorial movie can be selected from the Help menu and viewed using QuickTime Player. You can download a free version of QuickTime Player for Windows at: http://www.apple.com/quicktime/download

Program Features

This new version of the SLD is a major program update. The SLD program includes almost all of the latest versions of intelligence and achievement tests that have intelligence-achievement correlations: Kaufman Assessment Battery for Children - Second Edition with the Kaufman Test of Educational Achievement - Second Edition and other achievement tests, Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) including the new General Ability Index (GAI) with the Wechsler Individual Achievement Test - Second Edition (WIAT-II). The Stanford-Binet Intelligence Scale Fifth Edition and Woodcock-Johnson III (W-J III) and WIAT-II correlations published by Riverside Publishing are not included in the SLD program due to Riverside's restriction of including these correlations in commercial programs. However, W-J III correlations with the Cognitive Assessment System (CAS) Basic Battery, Differential Ability Scales (DAS), Reynolds Intellectual Assement Scales (RIAS) and the WISC-IV (including the GAI) derived from independent studies are included in the SLD program.

The SLD program calculates a Predicted Score based on the regression to the mean method, which uses correlations between intelligence and achievement tests. A new feature is the inclusion of Actual-Predicted Achievement Frequency calculation, which computes the base rate of the difference between actual and predicted achievement scores. In addition, the program computes a Discrepancy Score as a z score for achievement score for a severe discrepancy based on West Virginia's definition of a severe discrepancy for a learning disability. The SLD program also computes a standard error of measurement (Lower Limit) for the z score that permits the Discrepancy Score to be interpreted as a confidence interval. The Lower Limit helps avoid making false negative errors which may exclude learning disabled children because a discrepancy does not meet a prespecified criterion. A Bonferroni adjustment of the Lower Limit of the z score is reported to take into consideration the probability of a severe discrepancy occurring when multiple intelligence-achievement comparisons are made. The screen shots show the SLD program using a Bonferroni adjustment of the Lower Limit.

The SLD program's capability to compare simultaneously 10 achievement areas has been increased to 14 achievement areas, including subtest and composite scores, with intelligence scores. The option of using achievement subtest scores are presented for different tests when correlations exists for both tests. The SLD program also permits comparing a verbal or nonverbal as well as composite IQ scores with achievement scores when correlations exists for these scores.

An unique feature of the SLD program is the capability for the user to manually enter and save correlations for an IQ score of an intelligence test with achievement test scores that are not included in the program. Up to thirty combinations of IQ scores and achievement scores may be saved. The user also has the option of replacing old correlations that were entered by the user with new correlations. The SLD program uses a formula devised by Reynolds & Stanton (1988) to estimate a correlation for intelligence and achievement test scores when no correlations exists. This permits the calculation of a Discrepancy Score using regression to the mean.

Operation of the Program

Following the introductory screen at the startup of the program, the main screen will appear. The following screen image shows the main screen where intelligence and achievement tests are selected that have correlations:

1. Intelligence and achievement tests are selected by first clicking on an intelligence test from the Select An Intelligence Test pop-up menu using a track pad, roller ball or mouse.

2. Select an achievement test from the Select an Achievement Test pop-up menu. Depending on the intelligence test selected, specific achievement tests will be available to make comparisons with the intelligence test.

3. If the intelligence test has more than one score, click on the radio button to select the IQ score that will be used to compare with the achievement scores. Use the Tab key to move to each field and the keyboard for data entry. The software has been programmed to allow only numerals and decimals to be entered for test scores and correlations.

4. After entering the scores, use the Return key or click Calculate button using the mouse. The SLD program will display the Predicted Scores and Discrepancy Scores. The program will also determine if there is a severe discrepancy for each achievement score based on your state's or school district's discrepancy criteria.

The following screen image shows a completed SLD Discrepancy report and a discrepancy graph using the Macintosh version of the program. Use the cursor to click on the Printer button to print a discrepancy report. Then press Return in the print dialog box or properties window to print the report.

	Predicted Score	Actual – Predicted Achievement Frequency	Discrepancy Score	Lower Limit
Word Reading 77	97	3%	−1.91	−2.12
Psuedo Decoding 70	98	2%	−2.28	−2.48
Reading Comprehension 71	97	Less 1%	−2.54	−2.8
Math Reasoning 104	97	Greater 25%	+0.69	+0.38
Numerical Operations 105	97	Greater 25%	+0.68	+0.36
Listening Comprehension				
Oral Expression				
Written Expression				
Reading Composite 72	97	2%	−2.23	−2.41
Math Composite 104	97	Greater 25%	+0.69	+0.43
Written Language Composite				
Oral Language Composite				

Name of Student: Jon Smith

WISC–IV

WIAT–II

○ Verbal Comprehension ● General Ability
○ Perceptual Reasoning
○ Full Scale

General Ability
WISC–IV 96

The Lower Limit is adjusted to −2.5 for 7 comparisons.

Graph   Test Templates   Quit   Clear   Calculate

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■ = Predicted Achievement   ■ = Actual Achievement

Quit   Test Templates   Main Window

4
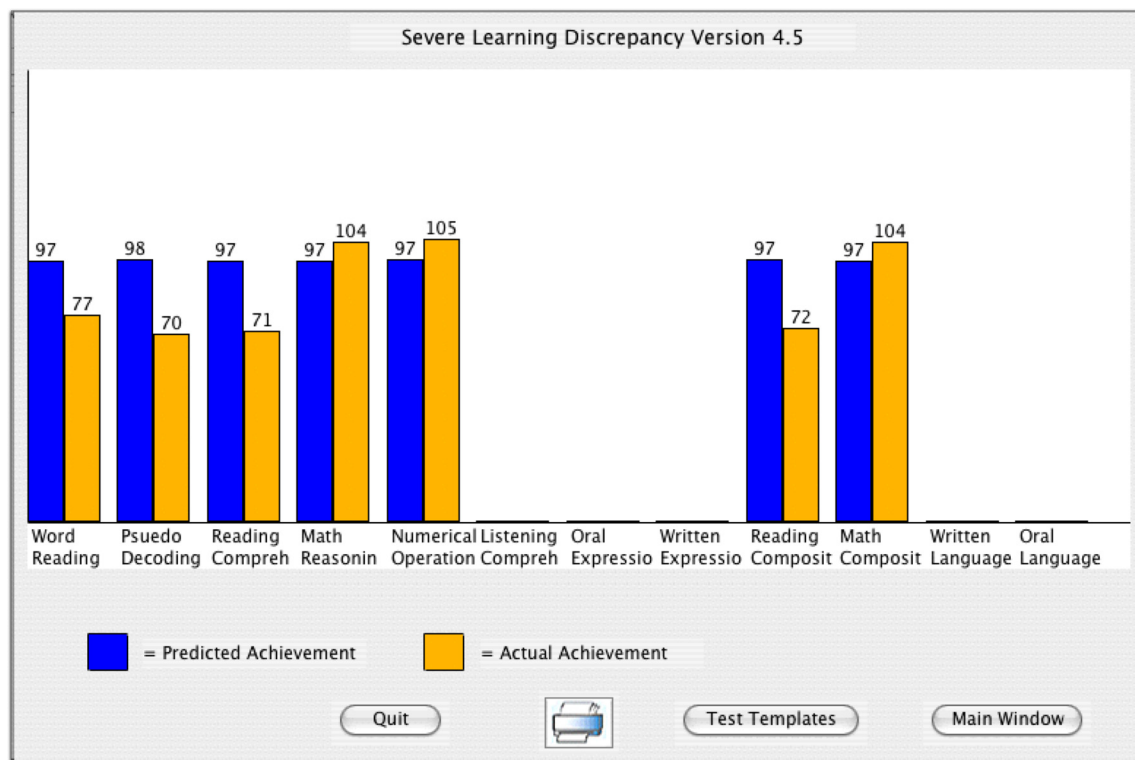
Test Templates

For tests that are not included in the program, there is a test template where the user can input the test scores, standard deviation of the IQ test, and IQ-achievement correlations and save them into the program. Click on the Test Templates button to go to the template window of the SLD program.

Test Templates With Correlations

In the Template window, use the Tab key to enter the name of the intelligence and achievement tests, standard deviation of the intelligence test, names of the achievement areas and correlations. Click on the Save as New Template button to save in the SLD program. This will include the saved tests in the pop-up template menu. Up to 30 combinations of IQ scores and achievement scores may be saved. The following screen image illustrates entering and saving correlations in a test template for the nonverbal score of an intelligence test (Test A) and an achievement test (Test B):

Name of Student:	Mary Jones			Intelligence test	IQ Score	IQ Standard Deviation	IQ Split–half Reliability
				Test A Nonverbal IQ	110	15	.95

IQ and achievement tests with correlations

No template

Achievement test

Test B Achievement

Achievement Areas:	Achievement Score	Correlation with IQ	Split–half Reliability	Predicted Score	Actual – Predicted Achievement Frequency	Discrepancy Score	Lower Limit
Reading Decoding	106	.67	.97				
Reading Comprehension	103	.6	.95				
Math Reasoning	80	.7	.95				
Calculation	84	.67	.95				
Written Expression	99	.5	.8				
Oral Expression 109	69	.69	.9				

☑ Templates locked   Graph   Clear   Calculate

Quit   Main Window   Save as new template   Save current template   Remove current template

The user can manually enter and save correlations for an IQ score of an intelligence test with achievement test scores that are not included in the program. Up to thirty combinations of IQ scores and achievement scores may be saved. Once the correlations have been entered, they do not have to be entered again. The correlations can be "locked" and saved so that they will not be accidentally deleted. The user also has the option of replacing outdated correlations with new correlations.

Test Templates Without Correlations

A test template is also included for computing a discrepancy when there are no intelligence-achievement correlations available. This template can be selected by clicking on the pop-up menu as shown below.

The IQ and Achievement Without Correlations template estimates correlations for intelligence and achievement tests using the split-half correlations of the tests. The split-half correlations for intelligence and achievement tests can be found in the technical manual of the tests. Intelligence and achievement tests without correlations can also be saved into the program.

Appendix A lists all of the acronyms for intelligence and achievement tests used in the SLD program. Appendix B provides a listing of all the tests and test templates in the intelligence-achievement test menu. Go to the Troubleshooting section of this manual for common problems that the user may encounter.

SLD Utility Program

The SLD Utility program allows schools districts to distribute manually entered and saved correlations for intelligence and achievement test scores that are not included in the SLD program. Intelligence and achievement tests that do not have correlations can also be saved using the intelligence and achievement without correlations template. After they are entered and saved, the SLD Utility program can then be used to copy and install the correlations on other computers that have the SLD program installed. Click on the Copy template from computer to disk to copy button to save templates to disk. To install the templates on other computers, click on Copying template from disk to computer button.

Standard Score Method

The following screen image shows the standard score version of the SLD program. A Predicted Score as well as an Actual-Predicted Achievement Frequency is computed for each achievement score. A Discrepancy Score as a standard score is calculated based on a state or school district's definition of a severe discrepancy for a learning disability.   In addition, the SLD program reports if there is a severe discrepancy for each achievement score. The SLD program also incorporates a standard error of measurement for each Discrepancy Score to determine if a severe discrepancy exists.

Name of Student:	Bobby Jones						

KABC–II

KTEA–II

		Predicted Score	Actual – Predicted Achievement Frequency	Discrepancy Score	Discrepancy?	SEM	Discrepancy?
Letter and Word Recognition	92	98	Greater 25%	80	No	83	No
Reading Comprehension	71	97	2%	80	Yes	85	Yes
Reading Composite	79	97	5%	81	Yes	84	Yes
Math Concepts Applications	89	97	25%	81	No	86	No
Math Computation	92	98	Greater 25%	79	No	83	No
Math Composite	90	97	25%	81	No	85	No
Written Expression	101	98	Greater 25%	79	No	85	No
Written Language Composite							
Listening Comprehension							
Oral Expression							
Oral Language Composite							
Sound-symbol Composite							
Decoding Composite							
Oral Fluency Composite							

Radio buttons: Sequential, Simultaneous, Learning, Planning, Knowledge, MPI (selected), FCI, NVI, **KABC–II**, **MPI** 96

The Lower Limit is adjusted to –2.5 for 7 comparisons.   Graph   Test Templates   Quit   Clear   Calculate

The Troubleshooting section of this manual addresses common problems that the user may encounter using the SLD program. Appendix A lists all of the acronyms for intelligence and achievement tests used in the SLD program. Appendix B provides a listing of all the tests and test templates in the intelligence-achievement test menu.

Troubleshooting

When I start the SLD program I get a message that the screen resolution must be set to 800 x 600.

Macintosh

1. Go to the Apple Menu and select Control Panels.

2. Next, select Monitor and click on the Monitor icon to change the resolution to a minimum of 800 x 600. Close the Monitor control panel.

Windows

1. Select Settings using the Start Menu. Then select Control Panel.

2. In the Control Panel, double-click on Display.

3. Then click on Settings and change the Desktop area to 800 by 600 pixels. Then click on Apply and then on OK.

4. Click OK to keep the setting and then click Yes in the Display Properties dialog box to keep the setting. Then click OK. Close the Control Panel by selecting Close under the File Menu or click on the close box.

When I select View SLD PDF Manual in the SLD PDF Manual under the Help menu, the SLD Manual does not appear.

This means that you need to install the Acrobat Reader on your computer to view the movie. Click on the Download Acrobat Reader button to download the Acrobat Reader when you have an active internet connection.

When I select View SLD Tutorial Movie in the SLD Tutorial Movie under the Help menu, the SLD Tutorial Movie does not appear.

This means that you need to install the QuickTime Player on your computer to view the movie. Click on the Download Quicktime Player button to download the Player when you have an active internet connection.

When I select an intelligence test from the pop-up menu, I can only find one or two achievement tests in the pop-up achievement menu to make comparisons with that intelligence test.

Only achievement tests that have correlations with the selected intelligence tests are included in the pop-up menu.

When I select intelligence and achievement tests from the pop-up menus, I cannot enter achievement scores for some achievement areas that are dimmed out.

Achievement areas that are dimmed out do <u>not</u> have correlations with the selected intelligence test and thus cannot be selected.

When I click on the Print button, nothing happens.

Check to see if the printer is turned on or is online. Check the printer cable to see if it is connected to your printer. Also, check the printer properties after you press OK to print the current card to see if the correct printer you are using has been configured for your computer.

If you have any troubleshooting questions that are not listed here, please contact Charles Szasz for technical support by e-mail, cszasz@newwave.net or if you are using Netscape or Internet Explorer click on the internet address in the introduction screen at startup. You may also choose "About" from the Edit menu in Windows or "About" under the Apple menu in Macintosh to click on the e-mail address in the introduction screen as well. Please note that these features are not available with America Online (AOL).

Appendix A

Intelligence and Achievement Tests Acronyms

CAS - Cognitive Assessment System

DAB-2 - Diagnostic Achievement Battery-Second Edition

DAB-3 - Diagnostic Achievement Battery-Third Edition

DATA-2 - Diagnostic Achievement Test for Adolescents-Second Edition

DTLA-4 - Detroit Tests of Learning Aptitude

DAS - Differential Ability Scales: School-Age Level

GORT-4 - Gray Oral Reading Tests-Fourth Edition

HAMAT - Hammill Multiability Achievement Test

KABC-II - Kaufman Assessment Battery for Children-Second Edition

KAIT - Kaufman Adolescent and Adult Intelligence Test

KTEA/NU - Kaufman Test of Educational Achievement Comprehensive Form Normative Update and Kaufman Test of Educational Achievement Comprehensive Form

KTEA-II - Kaufman Test of Educational Achievement, Second Edition, Comprehensive Form

KeyMath-R N/U - KeyMath-Revised Diagnostic Inventory of Essential Mathematics Normative Update and KeyMath-Revised Diagnostic Inventory of Essential Mathematics

Leiter-R - Leiter International Performance Scale-Revised

OWLS - Oral and Written Language Scales

PIAT-R/NU - Peabody Individual Achievement Test-Revised Normative Update and Peabody Individual Achievement Test-Revised

RIAS - Reynolds Intellectual Assessment Scales

TONI-3 - Test of Nonverbal Intelligence-Third Edition

UNIT - Universal Nonverbal Intelligence Test

WAIS-III - Wechsler Adult Intelligence Scale-Third Edition

WIAT - Wechsler Individual Achievement Test

WIAT-II - Wechsler Individual Achievement Test-Second Edition

WISC-III - Wechsler Intelligence Scale for Children-Third Edition

WISC-IV - Wechsler Intelligence Scale for Children-Fourth Edition

WDRB - Woodcock Diagnostic Reading Battery

W-J R - Woodcock-Johnson Psycho-Educational Battery Revised

W-J III - Woodcock-Johnson Psycho-Educational Battery Third Edition

WPPSI-III - Wechsler Preschool and Primary Scale of Intelligence-Third Edition

WRMT-R/NU - Woodcock Reading Mastery Test-Revised Normative Update and Woodcock Reading Mastery Test-Revised

Appendix B
Intelligence and Achievement Tests Menu

CAS (Standard Battery) and Woodcock-Johnson Revised
CAS (Basic Battery) and Woodcock-Johnson III Broad and Subtest Scores
CAS (Standard Battery) and Woodcock-Johnson Revised
DAS: School-Age Level and KTEA/NU
DAS: School-Age Level and Woodcock-Johnson III Broad, Cluster and Subtest Scores
DTLA-4 and DAB-2
DTLA-4 and DATA-2
DTLA-4 and HAMAT Forms A and B
HAMIT Forms A and B and HAMAT Forms A and B
KABC-II and KTEA-II Comprehension Form
KABC-II and PIAT-R/NU
KABC-II and WIAT-II
KABC-II and Woodcock-Johnson III Broad, Cluster and Subtest Scores
KAIT and K-TEA/NU (13 to 18 years)
Leiter-R Full IQ and WIAT Reading and Math Composite Scores
Leiter-R Full IQ and Woodcock-Johnson Revised
RIAS and WIAT Composite Scores
RIAS and Woodcock-Johnson III Broad, Cluster and Subtest Scores
TONI-3 Forms A and B and Woodcock-Johnson Revised
UNIT Standard Battery and PIAT-R/NU
UNIT Extended Battery and PIAT-R/NU
UNIT Standard Battery and WIAT
UNIT Extended Battery and WIAT
UNIT Standard Battery and Woodcock-Johnson Revised
UNIT Extended Battery and Woodcock-Johnson Revised
WAIS-III and WIAT Composite Scores (16 to 19 years)
WAIS-III and WIAT-II Composite Scores (17 to 19 years)
WISC-III and DAB-3
WISC-III and GORT-4
WISC-III and KTEA-II Comprhensive Form
WISC-III and OWLS
WISC-III and WIAT Composite and Subtest Scores
WISC-III and WIAT-II Composite and Subtest Scores
WISC-III and Woodcock-Johnson Revised
WISC-IV and WIAT-II Composite and Subtest Scores
WISC-IV and Woodcock-Johnson III Broad, Cluster and Subtest Scores
WPPSI-III and WIAT Reading and Language Composite Scores (5 years)
WPPSI-III and WIAT-II (4 to 5 years)

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