The Learning Disability Evaluation Scale - Fourth Edition (LDES-4) is a norms update of the Learning Disability Evaluation Scale - Renormed Second Edition (LDES-R2) (McCarney & Arthaud, 2007). The LDES-4 assesses the most commonly identified characteristics of learning disabled students. It is based on the federal definition of learning disabilities (IDEIA, 2004) and the subscales (Listening, Thinking, Speaking, Reading, Writing, Spelling, and Mathematical Calculations) correspond to seven areas of disability identified in the federal definition.

The LDES-4 was standardized on a total of 1,802 students, ages 8 through 16 years and grades 2-11. Demographic characteristics of the standardization population approximated the national percentages for gender, residence, race, geographic area, and occupation of parents.

Internal consistency of the LDES-4 fell at or above .82 for each subscale. Test-retest reliability yielded correlation coefficients ranging from .88 through .97, indicating substantial reliability for each of the 7 subscales. Coefficients for inter-rater reliability for the subscales ranged from .94 to 1.00 for all age levels. Content validity was established through the initial development process. The LDES-4 was compared to the Learning Disabilities Diagnostic Inventory (LDDI) (Hammill & Bryant, 1998) as a measure of concurrent validity. All subscales of the LDES-4 correlated significantly with the LDDI subscales to which they were compared. The construct validity of the scale supports strong diagnostic validity.

The LDES-4 uses frequency-referenced quantifiers. Each item on the LDES-4 is rated on a four-point scale (NOT DEVELOPMENTALLY APPROPRIATE FOR AGE, RARELY OR NEVER, INCONSISTENTLY, CONSISTENTLY). Following completion of the ratings, five types of age and grade scores may be obtained: frequency rating for each item (reflecting the degree of difficulty in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), a learning quotient, and percentile. The subscale standard scores are plotted on the graph at the bottom of the Profile Sheet to provide a visual representation of skills.

The LDES-4 takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, or other school personnel. The LDES-4 complete kit consists of Pre-Referral Learning Problem Checklists, Intervention Strategies Documentation Forms, technical manual, rating forms, the Learning Disability Intervention Manual, and the Parent’s Guide to Learning Disabilities.

The Learning Disability Intervention Manual (LDIM) includes goals, objectives, and intervention strategies for the behaviors on the scale and was designed for the convenient development of a student’s IEP, as well as classroom intervention. The Learning Disability Intervention Manual used in conjunction with the LDES-4 provides an assessment and intervention program for learning disabled children and youth. The Parent’s Guide to Learning Disabilities (PGLD) contains interventions for parents to implement in the home to help their learning disabled child be more successful.
PRE-REFERRAL
LEARNING PROBLEM CHECKLIST

Date: _________________

Name of student: _______________________________ Birthdate: ________ Age: _________ Gender: _____

School: _______________________________________________________________________ Grade: _____

City: ______________________________ State: ________ Observed by: _____________________________

Observer’s position: __________________________________

Student known to observer: _________ ________
(from) (to)

Length of time each day with student: __________ __________
(hours) (minutes)

TO OBSERVER: Check each behavior you have observed the student demonstrate during the past month.

LISTENING

☐ 1. Does not hear all of what is said (e.g., misses word endings, misses key words such as “do not,” etc.)

☐ 2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system)

☐ 3. Has difficulty differentiating speech sounds heard (e.g., does not tell the difference between /ch/ and /sh/ sounds, similar vowel sounds, similar consonant sounds, rhyming words, etc.)

☐ 4. Is unsuccessful in activities requiring listening (e.g., games, following oral directions)

☐ 5. Needs oral questions and directions frequently repeated (e.g., student says, “I don’t understand;” needs constant reminders, etc.)

☐ 6. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher)

☐ 7. Requires eye contact in order to listen successfully (e.g., one-to-one situation)

☐ 8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, does not remember rhymes, words to a poem or song, etc.)

☐ 9. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)

☐ 10. Does not demonstrate an understanding of spatial relationships (e.g., above-below, near-far, over-under, etc.)

☐ 11. Demonstrates difficulty with visual memory (i.e., does not remember information received visually)

☐ 12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)

☐ 13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)

☐ 14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)

☐ 15. Perseverates - does the same thing over and over (e.g., has difficulty changing activities, routines, etc.)

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# Intervention Strategies Documentation Form

**Date:** ___________________

**Student name:** ________________________________________________  
**Birthdate:** ________  
**Age:** ________

**School:** ________________________  
**Parents:** ________________________

**Team members:** ________________________________________________

---

## I. Student History

A. Are the parents aware of your concern? ________

B. Has the student repeated a grade? ________  
**If so, when?** ________________________________________________

C. Date and results of any previous individual testing?  
________________________________________________________________

D. Date and results of last hearing screening:  
________________________________________________________________

E. Date and results of last vision screening:  
________________________________________________________________

## II. Concerns and Interventions

**Learning or Behavior Concern:**

<table>
<thead>
<tr>
<th>Interventions Implemented:</th>
<th>Intervention Date</th>
<th>S/U</th>
<th>Decision</th>
</tr>
</thead>
</table>

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</table>
The student should be rated by school personnel who interact directly with the student in the school environment.

The rater should rely on his/her observation of the student's skills as they occur naturally in the school environment. If the rater has no knowledge of the student’s ability to perform a particular skill on the scale, it is recommended that the rater consult another person in the school environment to provide information for that item.

Do not leave any boxes blank.

At the secondary level, or in departmentalized elementary programs, educational personnel may rate only those areas (subscales) which they have had the opportunity to observe.

It is not necessary to complete the rating for a student in one day. Several days may elapse before the rater is able to complete the scale.

It is recommended that each quantifier is read with the item, before rating the item. Using item 25 as an example, the rater would first read, “Not developmentally appropriate for age to have difficulty imitating speech sounds,” then “Rarely or never has difficulty imitating speech sounds,” “Inconsistently has difficulty imitating speech sounds,” and finally “Consistently has difficulty imitating speech sounds.”

If the behavior or skill is developmentally beyond what is expected for the student’s age, the rating should be NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.

If the student does not display or rarely displays the behavior or skill indicated on the scale, the rating should be RARELY OR NEVER.

If the student often, but not always, displays the behavior or skill on the scale, the rating should be INCONSISTENTLY.

If the student consistently displays the behavior or skill on the scale, the rating should be CONSISTENTLY.

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(800) 542-1673
TO RATER: Rate every item using the quantifiers (0-3) provided. Every item must be rated. Do not leave any boxes blank.

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>THINKING</th>
</tr>
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<tbody>
<tr>
<td>1. Does not hear all of what is said (e.g., misses word endings, misses key words such as “do not,” etc.)</td>
<td>8. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, does not memorize words to a poem or song, etc.)</td>
</tr>
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<td>2. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)</td>
<td>9. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)</td>
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<td>5. Needs oral questions and directions frequently repeated (e.g., student says, “I don’t understand”; needs constant reminders, etc.)</td>
<td>12. Demonstrates difficulty with auditory memory (i.e., does not remember information received auditorily)</td>
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<td>6. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher)</td>
<td>13. Does not demonstrate an understanding of directionality (e.g., left-right, forward-backward, east-west, etc.)</td>
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<td>7. Requires eye contact in order to listen successfully (e.g., one-to-one situation)</td>
<td>14. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)</td>
</tr>
</tbody>
</table>

Raw Score: 1

LDES-4 Rating Form

Raw Score: 21
SPEAKING
25. Has difficulty imitating speech sounds
26. Omits, adds, substitutes, or rearranges sounds or words when speaking
27. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
28. Does not use appropriate subject-verb agreement when speaking (e.g., says, “It don’t matter to me;” instead of “It doesn’t matter to me.”)
29. Does not carry on conversations with peers and adults
30. Has a limited speaking vocabulary
31. Fails to use verb tenses correctly when speaking (e.g., past, present, future)
32. Speaks dysfluently (e.g., runs words and sentences together, speaks too fast or slow, pauses at incorrect places, etc.)
33. Does not complete statements or thoughts when speaking (e.g., speaks in incomplete sentences, fails to think of correct words to express ideas, etc.)

Reading
34. Fails to demonstrate word attack skills (e.g., phonics, context clues, picture clues, etc.)
35. Fails to recognize words on grade level
36. Fails to correctly answer comprehension questions from reading activities
37. Loses place when reading (e.g., leaves out words, lines, or sentences when reading)
38. Has difficulty with sound-symbol relationships (e.g., does not know that the letter “d” makes the /d/ sound)
39. Has difficulty with phonics skills when reading (i.e., fails to sound out words correctly or blend sounds into words)
40. Omits, adds, substitutes, or reverses letters, words, or sounds when reading
41. Fails to demonstrate word comprehension (i.e., does not know the meaning of words read)

Writing
42. Reads words correctly in one context but not in another (e.g., can read a word printed on a flashcard but cannot read the same word in a sentence)
43. Does not read independently (i.e., does not choose reading as an independent activity, avoids reading, etc.)
44. Does not discriminate between similar letters and words (e.g., “m” and “n,” “cat” and “cap,” etc.)
45. Does not know all the letters of the alphabet
46. Understands what is read to him/her but not what he/she reads silently
47. Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)

Raw Score

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60. Fails to use verb tenses correctly when writing (e.g., past, present, future)

61. Uses inappropriate letter size when writing (i.e., too large or too small)

18 Raw Score

SPELLING

62. Fails to use spelling rules (e.g., "i before e except after c," rules for changing words to plural form, etc.)

63. Has difficulty with phonetic approaches to spelling (i.e., does not spell words the way they sound)

64. Omits, substitutes, adds, or rearranges letters or sound units when spelling words

65. Has difficulty spelling words that do not follow the spelling rules

66. Does not use word endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, -er, etc.)

67. Spells words correctly in one context but not in another (e.g., spells the word correctly on a quiz but not in a sentence, does not spell the word correctly from dictation, etc.)

68. Requires continued drill and practice in order to learn spelling (i.e., takes much longer to learn words than other students)

7 Raw Score

MATHEMATICAL CALCULATIONS

69. Has difficulty solving math word problems

70. Fails to change from one math operation to another (e.g., starts with addition and does not change to subtraction)

71. Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems)

72. Fails to correctly solve math problems requiring regrouping (i.e., borrowing and carrying)
Andrew Thomas

Midvale Elementary

M

all subjects

Midvale

PA

9/17

11/17

6

30

2017

11

8

2008

5

17

9

5

21

M. Jackson

9/17

11/17

Mathematical Calculations 20 13 13 1.74 1.80

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Page 5
III. Goals, Objectives, and Interventions

1. Does not hear all of what is said

**Goals:**
1. The student will improve listening skills in academic settings.
2. The student will improve listening skills in nonacademic settings.

**Objectives:**
1. The student will maintain eye contact when information is being communicated _____% of the time.
2. The student will listen quietly when verbal directions are given _____% of the time.
3. The student will repeat what is said with _____% accuracy.
4. The student will respond appropriately to what is said, with reminders, _____% of the time.
5. The student will independently respond appropriately to what is said _____% of the time.

**Interventions:**

1. Play games that teach listening skills.
2. Deliver directives in a supportive rather than a threatening manner (e.g., “Please listen to the directions,” rather than, “You had better listen!”).
3. Talk to the student before going into an assembly or group activity and remind the student of the importance of listening to and following directions.
4. Have the student question any directions, explanations, and instructions he/she does not understand.
5. Deliver all directions, questions, explanations, and instructions in a clear, concise manner and at an appropriate rate for the student.
6. Demonstrate the appropriate way to listen to and follow directions.
7. Encourage parents to take advantage of dinner and other family-gathering times to converse and practice maintaining attention.
8. Remove the student from the situation (e.g., at an assembly, when a guest speaker is present, etc.) until he/she can demonstrate self-control and follow directions.
9. Instruct the student to carry a notepad with him/her and encourage him/her to write information down to help him/her maintain attention.
10. Have the student’s undivided attention when you are talking to him/her. When you are talking to him/her, face the student, maintain eye contact, and have the student repeat the information.
11. Do not reinforce the student’s inappropriate behavior by laughing when he/she has not listened to directions.
12. Determine if the student heard a direction by having the student repeat it.
13. Teach and practice information-gathering skills (e.g., listen carefully, write down important points, ask for clarification, wait until all information is presented before beginning a task, etc.).
14. Reduce the emphasis on competition in the classroom. Competition may cause the student to begin an activity before hearing all of what is said.
15. Establish rules for listening to and following directions (e.g., listen when someone is giving directions, ask questions about directions if they are not understood, etc.). These rules should be consistent and followed by everyone in the classroom. Talk about the rules often.
II. Behaviors & Solutions

1. Has to have several reminders

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Establish rules for following directions (e.g., listen carefully to the directions; ask questions if you do not understand; follow the directions without having to be reminded; etc.). These rules should be consistent and followed by everyone in the home. Talk about the rules often.</td>
</tr>
<tr>
<td>2.</td>
<td>Reward your child for not requiring reminders to do what he/she is told to do. Possible rewards include verbal praise (e.g., “Thank you for making your bed without having to be reminded.”), a kiss on the cheek, a hug, having a friend over to play, staying up late, watching a favorite TV show, or playing a game with a parent. (See Appendix for Reward Menu.)</td>
</tr>
<tr>
<td>3.</td>
<td>If there are other children or adolescents in the home, reward them for doing what they are told to do without requiring reminders.</td>
</tr>
<tr>
<td>4.</td>
<td>Carefully consider your child’s age and experience when giving your child a job to do or telling him/her to do something.</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate for your child what he/she should do (e.g., show your child how to take out the trash when told to do so).</td>
</tr>
<tr>
<td>6.</td>
<td>When your child requires a reminder(s) to do something, explain what he/she did wrong, what should have been done, and why.</td>
</tr>
<tr>
<td>7.</td>
<td>Make sure your child is paying attention to you when you tell him/her to do something. Have your child look directly at you to know he/she is listening and have your child repeat the direction to check for understanding.</td>
</tr>
<tr>
<td>8.</td>
<td>Do not give directions to your child from another room. Go to your child, get his/her undivided attention, and tell him/her what should be done.</td>
</tr>
<tr>
<td>9.</td>
<td>Write a contract with your child. For example: I, William, will make my bed without having to be reminded to do so for 5 days in a row. When I accomplish this, I can watch 30 extra minutes of TV. The contract should be written within the ability level of your child and should focus on only one behavior at a time. (See Appendix for an example of a Behavior Contract.)</td>
</tr>
<tr>
<td>10.</td>
<td>Allow natural consequences to occur as a result of your child’s failure to do what he/she is told to do (e.g., forgetting to put a bike in the garage may result in it being stolen, leaving a toy in the street may result in it being run over by a car, etc.).</td>
</tr>
<tr>
<td>11.</td>
<td>Make certain that your child sees the relationship between his/her behavior and the consequences which follow (e.g., failing to retrieve a toy from the street results in having a broken toy).</td>
</tr>
<tr>
<td>12.</td>
<td>Along with a directive, provide an incentive statement (e.g., “You may have a bowl of ice cream after you get ready for bed.”).</td>
</tr>
<tr>
<td>13.</td>
<td>Do not give your child more than two or three steps to follow in one direction. Directions that involve several steps can be confusing and cause your child to have difficulty following them. An example of a two-step direction is: “Please brush your teeth and go to bed.”</td>
</tr>
<tr>
<td>14.</td>
<td>Deliver directions in a supportive, rather than threatening, manner (e.g., “Please take out the trash.” rather than “You had better take out the trash or else!”).</td>
</tr>
</tbody>
</table>