



SLD Identification

A Reading List from *School Psychology* (the Official D16 Journal)

In an effort to share resources with members of the Division, we have created a themed article list focused on preventing SLD Identification. Themed article lists were developed through a process of identifying topics of interest to the Division through a survey conducted in the fall of 2022. Next, articles from the journal in the past 10 years were reviewed for alignment with each identified focus area. This list of articles is meant to be a resource for school psychologists in research and practice.

The article marked “Free to Read” will be available for free from 2/1/2024 through 4/30/2024 by clicking the DOI link. After 4/30/24, to access articles go to <https://my.apa.org> and log in with your current username and password. Once you’re logged on, scroll down to the area designated as “Subscriptions”.

Benson, N. F., Maki, K. E., Floyd, R. G., Eckert, T. L., Kranzler, J. H., & Fefer, S. A. (2020). A National Survey of School Psychologists’ Practices in Identifying Specific Learning Disabilities. *School Psychology*, 35(2), 146–157.
<https://doi.org/10.1037/spq0000344>

Maki, K. E., Burns, M. K., & Sullivan, A. (2017). Learning disability identification consistency: The impact of methodology and student evaluation data. *School Psychology Quarterly*, 32(2), 254. <https://doi.org/10.1037/spq0000165>

Maki, K. E., Floyd, R. G., & Roberson, T. (2015). State learning disability eligibility criteria: A comprehensive review. *School Psychology Quarterly*, 30(4), 457.
<https://doi.org/10.1037/spq0000109> **FREE TO READ**

Miciak, J., Fletcher, J. M., Stuebing, K. K., Vaughn, S., & Tolar, T. D. (2014). Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification. *School Psychology Quarterly*, 29(1), 21. <https://doi.org/10.1037/spq0000037>

Miciak, J., Taylor, W. P., Denton, C. A., & Fletcher, J. M. (2015). The effect of achievement test selection on identification of learning disabilities within a patterns of strengths and weaknesses framework. *School Psychology Quarterly*, 30(3), 321. <https://doi.org/10.1037/spq0000091>

Sullivan, A. L., Kohli, N., Farnsworth, E. M., Sadeh, S., & Jones, L. (2017). Longitudinal models of reading achievement of students with learning disabilities and without disabilities. *School Psychology Quarterly*, 32(3), 336. <https://doi.org/10.1037/spq0000170>