

	Foreword	xiii
	Series Preface	xvii
	Acknowledgments	xix
One	Overview of Specific Learning Disabilities <i>Marlene Sotelo-Dynega, Dawn P. Flanagan, and Vincent C. Alfonso</i>	1
Two	How SLD Manifests in Reading <i>Steven Feifer</i>	21
Three	How SLD Manifests in Mathematics <i>David C. Geary, Mary K. Hoard, and Drew H. Bailey</i>	43
Four	How SLD Manifests in Writing <i>Nancy Mather and Barbara J. Wendling</i>	65
Five	How SLD Manifests in Oral Expression and Listening Comprehension <i>Elisabeth H. Wiig</i>	89

- Six A Response to Intervention (RTI) Approach to SLD Identification 115
Jack M. Fletcher, Amy E. Barth, and Karla K. Stuebing
- Seven The Discrepancy/Consistency Approach to SLD Identification Using the PASS Theory 145
Jack A. Naglieri
- Eight RTI and Cognitive Hypothesis Testing for Identification and Intervention of Specific Learning Disabilities: The Best of Both Worlds 173
James B. Hale, Kirby L. Wycoff, and Catherine A. Fiorello
- Nine Evidence-Based Differential Diagnosis and Treatment of Reading Disabilities With and Without Comorbidities in Oral Language, Writing, and Math: Prevention, Problem-Solving Consultation, and Specialized Instruction 203
Virginia W. Berninger
- Ten A CHC-based Operational Definition of SLD: Integrating Multiple Data Sources and Multiple Data-Gathering Methods 233
Dawn P. Flanagan, Vincent C. Alfonso, and Jennifer T. Mascolo
- Eleven Separating Cultural and Linguistic Differences (CLD) From Specific Learning Disability (SLD) in the Evaluation of Diverse Students: Difference or Disorder? 299
Samuel O. Ortiz

References	327
Annotated Bibliography	371
About the Editors	375
About the Contributors	377
Author Index	379
Subject Index	397