

Disability Worksheet: Specific Learning Disability

Student Information	
Student:	Date of Birth:
Local ID:	Grade:
State USI:	
Last Eligibility Meeting Date:	Last IEP Annual Review Meeting Date:
LEA/ School Information	
LEA of Enrollment:	Case Manager:
School/ Site:	School Phone:
School Address:	

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for specific learning disability (SLD). Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Specific Learning Disability
<p>State definition: Specific learning disability shall mean a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may affect the ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability shall not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disability, of environmental, cultural, economic disadvantage, or limited English proficiency.</p> <p>Federal and state regulations references: 34 CFR §300.8(c)(10); 5-A DCMR § 3011.11</p>

Directions: Check the box if the team has evidence to show that the student meets the following criteria. The team must complete Parts I, II, and III to document its determination. The student must meet all criteria to be eligible for specific learning disability.

The team, which must include the student's general education teacher (or if the student does not have a general education teacher, a general education classroom teacher qualified to teach a student of his or her age; or for a child of less than school age, an individual qualified by the state education agency (SEA) to teach a child of his or her age) and at least one person qualified to conduct individual diagnostic examinations of students, must determine and certify that the student meets each numbered criterion for either option A-Discrepancy Model OR Option B-Scientific Research- Based Intervention Model.

Note: If the student is found eligible for SLD, additional information must be entered into the Special Education Data System (SEDS) to meet the specific requirements for SLD determination in accordance with 34 CFR §300.311.

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Eligibility Criteria

Part I: SLD Identification Model

(The team must discuss and record decisions related to ALL of the requirements for EITHER the Scientific Research-Based Interventions Model OR the Discrepancy Model)

Option A: Scientific Research-Based Interventions Model
To be eligible for SLD, the student must meet requirements for Criteria 1 and 3, and either Criteria 2a or 2b.

___ Yes ___ No	<p>Criterion 1 [required]: The student does not achieve adequately for the student’s age and/or does not meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards:</p> <p>(At least one of the following must be marked to meet the requirement):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Oral expression</td> <td><input type="checkbox"/> Reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> Listening comprehension</td> <td><input type="checkbox"/> Reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> Written expression</td> <td><input type="checkbox"/> Mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> Basic reading skill</td> <td><input type="checkbox"/> Mathematics problem solving</td> </tr> </table> <p>Basis for determination:</p>	<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills	<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Written expression	<input type="checkbox"/> Mathematics calculation	<input type="checkbox"/> Basic reading skill	<input type="checkbox"/> Mathematics problem solving
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___ Yes ___ No	<p>Criterion 2a: The student does not make sufficient progress to meet age or grade-level standards in one (1) or more of the following areas when using a process based on the student’s response to scientific, research-based intervention or a Response-to-Intervention model:</p> <p>(At least one of the following must be marked to meet the requirement):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Oral expression</td> <td><input type="checkbox"/> Reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> Listening comprehension</td> <td><input type="checkbox"/> Reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> Written expression</td> <td><input type="checkbox"/> Mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> Basic reading skill</td> <td><input type="checkbox"/> Mathematics problem solving</td> </tr> </table> <p>Describe the interventions or instructional strategies used and the student-level data that was collected.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Intervention/ Strategy</th> <th style="width: 33%;">Progress Monitoring Tool</th> <th style="width: 33%;">Outcome</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills	<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Written expression	<input type="checkbox"/> Mathematics calculation	<input type="checkbox"/> Basic reading skill	<input type="checkbox"/> Mathematics problem solving	Intervention/ Strategy	Progress Monitoring Tool	Outcome									
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___ Yes ___ No	<p>Criterion 2b: The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability and as demonstrated by student performance on appropriate assessments.</p>
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Criterion 3: Exclusionary Factors [required]

To ensure underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the team shall consider: (1) data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general education settings, delivered by qualified personnel; and (2) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of child progress during instruction, which was provided to the student's parents.

Is the impact on the student's achievement level the result of the following factors:

(All of the following must be "No" for the student to be eligible for SLD)

___Yes___No	Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)
___Yes___No	Lack of appropriate instruction in math
___Yes___No	Lack of appropriate instruction in writing
___Yes___No	A visual, hearing, or motor disability
___Yes___No	Intellectual disability
___Yes___No	Emotional disability
___Yes___No	Cultural factors
___Yes___No	Environmental or economic disadvantage
___Yes___No	Limited English Proficiency
___Yes___No	Criterion 5: The specific learning disability adversely impacts student's educational performance.
	Identify the source of current data used to make a determination regarding this criterion: _____.

Additional Required Documentation: Confirm that the LEA notified the student's parents of the following:

___Yes___No	The amount and nature of student performance data that would be collected and the general education services that would be provided.
___Yes___No	Strategies for increasing the child's rate of learning.
___Yes___No	The parents' right to request an evaluation at any point during the intervention process.

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Option B: Discrepancy Model <i>To be eligible for SLD, the student must meet all criteria.</i>																			
___ Yes ___ No	<p>Criterion 1: The student does not achieve adequately for the student’s age and/or does not meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards: (At least one of the following must be marked to meet the requirement):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Oral expression</td> <td style="width: 50%;"><input type="checkbox"/> Reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> Listening comprehension</td> <td><input type="checkbox"/> Reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> Written expression</td> <td><input type="checkbox"/> Mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> Basic reading skill</td> <td><input type="checkbox"/> Mathematics problem solving</td> </tr> </table> <p>Basis for determination:</p> <hr/> <hr/> <hr/>	<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills	<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Written expression	<input type="checkbox"/> Mathematics calculation	<input type="checkbox"/> Basic reading skill	<input type="checkbox"/> Mathematics problem solving										
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___ Yes ___ No	<p>Criterion 2: The student demonstrates a discrepancy between achievement (as measured by the educational evaluation) and intellectual functioning (as measured by the intellectual evaluation) of at least one and one half (1.5) standard deviations as measured by appropriate standardized diagnostic instruments and procedures. (Must be yes to meet the requirement)</p> <p>Describe the standardized diagnostic instrument or procedure used as the basis for the determination:</p> <hr/> <hr/> <hr/>																		
<p>Criterion 3: Exclusionary Factors To ensure underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the team shall consider: (1) data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in general education settings, delivered by qualified personnel; and (2) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of child progress during instruction, which was provided to the student’s parents.</p> <p>Is the impact on the student’s achievement level the result of the following factors: (All of the following must be “No” for the student to be eligible for SLD)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%; padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Lack of appropriate instruction in math</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Lack of appropriate instruction in writing</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">A visual, hearing, or motor disability</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Intellectual disability</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Emotional disability</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Cultural factors</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Environmental or economic disadvantage</td> </tr> <tr> <td style="padding: 2px;">___ Yes ___ No</td> <td style="padding: 2px;">Limited English Proficiency</td> </tr> </table>		___ Yes ___ No	Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)	___ Yes ___ No	Lack of appropriate instruction in math	___ Yes ___ No	Lack of appropriate instruction in writing	___ Yes ___ No	A visual, hearing, or motor disability	___ Yes ___ No	Intellectual disability	___ Yes ___ No	Emotional disability	___ Yes ___ No	Cultural factors	___ Yes ___ No	Environmental or economic disadvantage	___ Yes ___ No	Limited English Proficiency
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___ Yes ___ No	<p>Criterion 4: The specific learning disability adversely impacts student’s educational performance.</p> <p>Identify the source of current data used to make a determination regarding this criterion: _____.</p>																		

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Part II: Documentation of Other Factors

Documentation of Other Factors
Describe the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning.
Describe the educationally relevant medical findings, if any.

Part III: SLD Decision

Decision	
The team reviewed all relevant evaluation and other existing data and determined that:	
_____ The student meets all of the required criteria for specific learning disability.	
_____ The student does not meet all of the required criteria for specific learning disability.	
___ Yes ___ No	All team members documented their agreement or disagreement with the report conclusions on the eligibility determination form. (Team members in disagreement with the determination must submit a written statement documenting their decision).
Date of Decision: _____	