

Eligibility Criteria for Specific Learning Disability (SLD)

Multidisciplinary Team Summary

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |       | School: |       |
| Birth date:  |       | Grade:  |       |
| Parent(s):  |       | ID #: |       |
| Address:  |       | Date of meeting: |       |
| Phone/cell#:  |       | Psychologist: |       |

Specific learning disability (SLD) means a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that adversely affect the student's educational performance. It manifests itself when the student does not achieve adequately for the student’s age or to meet state approved grade level standards when that student has been provided with learning experiences and instruction appropriate for the student’s age or state approved grade level standards. This pattern of difficulty may appear in one (1) or more areas, which are neurological in origin and have a continuum of severity.

Eligibility for special education as a student with a specific learning disability (SLD) shall be determined by the student’s case conference committee (CCC). This determination shall be based on the multidisciplinary team’s *educational evaluation report*, which includes the following:

1. An assessment of current academic achievement.
2. An observation of the student in the student’s learning environment, including the general classroom setting, to document the student’s academic performance and behavior in the areas of difficulty.
3. Available medical information that is educationally relevant.
4. A *social and developmental history* (doc 6.6)
5. An assessment of progress in the general education curriculum.
6. Any other assessments and information necessary to address the exclusionary factors.

Eligibility Procedures Documentation

1. Student has not achieved adequately for his/her age or to meet state approved grade level standards in one or more of the following areas:

 [ ]  Reading (basic reading, fluency, and/or comprehension)

 [ ]  Written expression (integration of oral language, written language, cognition, motor skills)

 [ ]  Math (calculation and/or problem solving)

 [ ]  Oral expression (expressive language processes)

 [ ]  Listening comprehension (receptive language processes)

2. Are there supportive data or information for the identified academic deficit?

 [ ]  Yes [ ]  No

Data sources:

3. The deficit can be evidenced through either of the following:

 [ ]  Insufficient progress to meet age or state approved grade level standards when using a process based on the student’s response to scientific research based interventions.

 [ ]  A pattern of strengths and weaknesses in performance or achievement or both relative to age state approved grade level standards or intellectual development.

4. Check any of the following exclusionary factors, which may impact the student’s learning problems:

 [ ]  Visual, hearing or motor disability

 [ ]  Emotional disability

 [ ]  Limited English proficiency

 [ ]  Cultural factors

 [ ]  Cognitive disability

 [ ]  Environmental or economic disadvantage

 [ ]  Lack of appropriate instruction in reading or math

 [ ]  Student does meet the criteria for specific learning disability (SLD).

 [ ]  Student does not meet the criteria specific learning disability (SLD) (attach action plan).

Multidisciplinary team members:

|  |  |  |  |
| --- | --- | --- | --- |
| School psychologist: |       | Special education teacher: |       |
| General education teacher: |       | Behavior consultant: |       |
| Speech therapist: |       | Occupational therapist: |       |
| Other: |       | Other: |       |