

# Specific Learning Disabilities Eligibility

Documenting & Interpreting  
the Evidence



# Objectives

- Review IDEA requirements for SLD eligibility for all methods
- Examine compliance data from UPIPS
- Decide what constitutes adequate evidence
- Practice analyzing student data to determine if: all requirements documented, evaluation data complete, eligibility criteria met
- Determine if student might be eligible under another category
- Award prizes to winning teams

# Data from UPIPS

# Review IDEA requirements for SLD eligibility for all methods

- Let's study Dak's data.
- Dak was referred for evaluation for eligibility for special education or special education and related service by his teacher.
- She was concerned about his reading – fluency and comprehension – and about his speech.



# Regular Education Interventions

- Cheery Elementary is in an LEA that requires regular education interventions to be documented for students who are referred for evaluation for special education eligibility,
- So his teacher provided evidence of what strategies had been tried for Dak's learning problems and had failed.

# Problem Solving Team

- Teacher had consulted with the school's PST to identify some strategies and interventions to help Dak.
- These strategies were not effective, so a referral was completed and the documented interventions attached.

Cheery Elementary School  
Perfect School District

SpEd 1

## Regular Education Interventions & Referral

Student     Dak     DOB     10/18/2002    

Date     5/1/10    



Cheery Elementary is in an LEA has selected

Method B – Severe Discrepancy

to determine whether a student is eligible with a Specific Learning Disability under the IDEA and USBE SER.

# Method B – Requires documentation of:

- appropriate instruction in regular education settings (in reading & math).
- English language status not cause of learning problems
- repeated assessments of achievement reflecting formal assessment of progress reported to parents.
- classroom observation after referral/consent for evaluation
- test of intellectual ability, score above ID range
- test of achievement in area(s) of concern
- confidence that severe discrepancy exists
- parent input
- existing data

# Mrs. Jones' referral identified these

Areas(s) of Concern (check all that apply):

## Academic

- Language Arts
- Math
- Reading
- Pre-academics
- Study Skills
- Other \_\_\_\_\_

## Social / Emotional

- Attention
- Task Completion
- Following Directions
- Withdrawn
- Acting Out
- Peer Relationships
- Other \_\_\_\_\_

## Communication

- Articulation
- Language
- Fluency / Stuttering
- Voice
- Listening Skills
- Other \_\_\_\_\_

## Sensory / Motor

- Hearing
- Vision
- Fine Motor
- Gross Motor
- Self Help / Adaptive
- Other \_\_\_\_\_

The Evaluation Team, including the parent

- gathered existing data from school, classroom, & parent input,
- made an assessment plan for Dak to address areas of concern,
- obtained parental Consent for Evaluation,
- administered appropriate tests, and
- conducted classroom observation during subject area of referral concern.

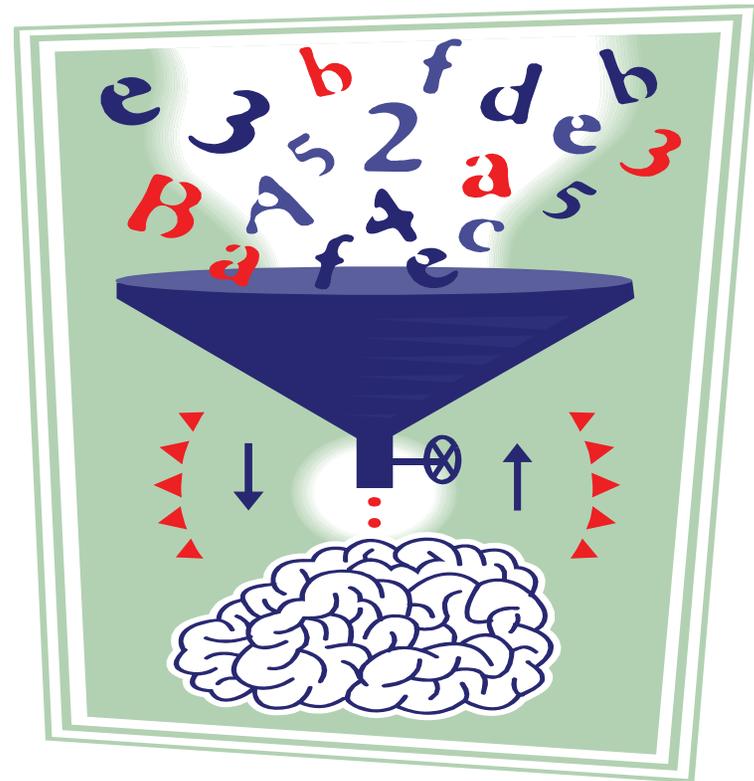


# Gathering Parental Input

- Questionnaire
- Interview
- Reports from physicians, psychologists, therapists
- Phone calls
- Anecdotal notes of teacher

# Evaluation Summary Report

- When all formal and informal data was collected, the case manager summarized it in a report.
- Let's look at the data the team will have to determine eligibility.



Now to complete the documentation..



Ask yourself,  
do we have  
the data to  
support a  
decision?

## Classification Information

The student does not achieve adequately for the student's age or to 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:       Yes (check areas below)       No

- Oral Expression     Listening Comprehension     Written Expression
- Basic Reading       Reading Fluency     Reading Comprehension
- Mathematics Calculation       Mathematics Problem Solving

1. Document that the student does not achieve adequately for the students age or meet State approved grade-level standards:

(e.g., CRT results, \_\_N/A\_\_)

<u>Subject/Assessment</u>	<u>Date</u>	<u>Results/Data</u>
__Reading/DIBELS__	__9/08-5/10__	__At Risk in reading__

2. Are the student's learning problems primarily the result of:

- A visual, hearing, or motor disability?  Yes  No
- An intellectual disability?  Yes  No
- An emotional disturbance?  Yes  No
- Cultural Factors?  Yes  No
- An environmental or economic disadvantage?  Yes  No
- Limited English proficiency?  Yes  No

3. Is a lack of appropriate instruction in reading or math the primary factor in determining eligibility?  Yes  No
- Were data considered that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel? (Only required for initial evaluation; use N/A for reevaluation)  Yes  No  N/A
  - Was data-based documentation of repeated assessments of achievement, at reasonable intervals reflecting formal assessment, of student progress provided to the student's parents? (Only required for initial evaluation; use N/A for reevaluation)  Yes  No  N/A



**COMPLETE THIS SECTION FOR DISCREPANCY AND COMBINATION METHODS  
(and, as appropriate, RTI).**

**Assessment Information for Classification:** Indicate evaluation (formal and informal), date, and results for each area assessment.

<b>Ability Data</b>	<b>Date</b>	<b>Results/Data</b>
• <input type="checkbox"/> Woodcock Johnson Cognitive	_____	_____
• <input type="checkbox"/> Wechsler Intelligence Scales	_____	_____
• <input type="checkbox"/> Other: _____	_____	_____

<b>Achievement Data</b>	<b>Date</b>	<b>Results/Data</b>
• <input type="checkbox"/> Woodcock Johnson Achievement	_____	_____
• <input type="checkbox"/> Curriculum-Based Assessment	_____	_____
• <input type="checkbox"/> Other: _____	_____	_____
• <input type="checkbox"/> Other: _____	_____	_____

- LD Estimator Discrepancy Report;** or other report that shows a severe discrepancy, based on a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and achievement tests as well as the tests' reliability is **attached**.

The student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual disability.  Yes  No

The student obtains scores that demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas of Specific Learning Disability.  Yes  No

And call the team together to make a determination of eligibility--



## Written Prior Notice for Eligibility Determination

- The Procedural Safeguards you have received upon the student's referral and/or annual IEP afford you protection. You may request another copy from the special education teacher at any time. If you have any questions regarding this notice or Procedural Safeguards, contact the principal or the special education teacher at the student's school.
- Based on the evaluation data, the eligibility team proposes the following action:
  - This student has a Specific Learning Disability, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires special education and related services.
  - This student does **not** have a Specific Learning Disability, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires special education and related services.

- \_\_\_\_\_  
Special Education Teacher Signature Date
- \_\_\_\_\_  
Parent/Adult Student Signature (signature acknowledges receipt of copy) Date
- \_\_\_\_\_  
Regular Education Teacher Signature (Required) Date
- \_\_\_\_\_  
LEA Representative Signature\* Date
- \_\_\_\_\_  
Signature/Title Date
- \_\_\_\_\_  
Signature/Title Date

- *\*Signature of LEA representative certifies that team is collectively qualified to conduct individual diagnostic assessments, interpret assessment and intervention data, develop educational and transitional recommendations based on the assessment data, and deliver and monitor specially designed instruction and services for child with specific learning disabilities.*
- Signatures above certify team member’s agreement with this conclusion. Dissenting team members must present a separate statement presenting the member’s conclusions.
- \*Note: If parent/adult student signature is missing, then parent/adult student:  Did not attend (document efforts to involve parent/adult student) **OR**  Participated via telephone, video conference or other means **AND**  Copy of this document was mailed to parent/adult student on (date)\_\_\_\_\_

# Remember

- A monitoring reviewer would rarely second guess a team decision about eligibility.
- What the reviewer will do is provide feedback on whether evaluation procedures were followed, including whether the requirements for eligibility were documented.

# What else?

- Roads to other categories.
- Common myths about SLD eligibility.
- Questions.