Decision Tree for Determining a Pattern of Strengths and Weaknesses for Specific Learning Disability

Analyze psychological processing results that have been determined to be relevant to the identification of a Specific Learning Disability (*Language, Visual Spatial Thinking, Processing Speed, Phonological Awareness, Long Term Storage and Retrieval, Fluid Reasoning, Working Memory, etc.*) and determine if the student's Cognitive Abilities Facilitating Learning (CAFL) is consistent with a pattern of strengths and weakness relevant to the identification of a Specific Learning Disability.

Is the student's CAFL (see CAFL Decision Tree) consistent with a pattern of strengths and weakness that is relevant to the identification of a Specific Learning Disability?

YES   **NO**

Is at least one psychological processing area a weakness (see Psychological Processes Results Decision Tree)?
YES   **NO**

Analyze academic information:

Standardized achievement scores, progress monitoring data, state test scores, classroom assessments, report cards, hypothesis statements

Is there at least one academic weakness that is substantiated by standardized achievement testing (≤ SS 85) and academic performance measures?
YES   **NO**

Is the academic weakness related to the cognitive processing weakness?
YES   **NO**

Consider whether or not the student's academic weakness is due to exclusionary factors or another disability category.
NO   **YES**

The eligibility team determines whether or not the student exhibits a pattern of strengths and weakness that is relevant to the identification of a Specific Learning Disability.

The student does not exhibit a pattern of strengths and weaknesses that is determined to be relevant to the identification of a specific learning disability. If indicated, determine if the student is eligible under other special education categories. If the student does not meet eligibility criteria under any special education categories, implement general education accommodations and Tier II and Tier III general education instructional supports based on evaluation findings.

September, 2016

YES	NO

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