

Specific Learning Disability (90)

Definition

A specific learning disability (SLD) means a disorder in one or more of the basic psychological processes which results in academic achievement that does not meet Oregon grade level standards in one or more of the following areas, when provided with appropriate instruction: basic reading skills; reading fluency skills; reading comprehension; mathematics calculation; mathematics problem-solving; written expression; oral expression and listening comprehension. (Oral expression and listening comprehension are more typically addressed under Communication Disorder.)

Criteria for Eligibility – Pattern of Strengths and Weaknesses

PPS has adopted the “pattern of strengths and weaknesses” model for determining SLD eligibility. For PSW evaluations, teams must complete standardized, norm-referenced achievement tests, tests of basic psychological processes, and other assessment of basic psychological processes.

A pattern of strengths and weaknesses relevant to the identification of a specific learning disability means that assessment and other data shows that the student has at least one area of academic weakness that is aligned with at least one area of related cognitive weakness in an otherwise normal cognitive profile.

Considerations

For traditionally overrepresented populations (Black, Native American and Hispanic students), the team must consider the impact of the student’s culture on instruction, interventions and assessment.

Evaluation Requirements

The special education team must include at least one professional qualified as a specialist knowledgeable and experienced in the evaluation and education of students with SLD. The evaluation must include the following:

General Education Teacher	<input type="checkbox"/> Progress monitoring data (see new Sec 4a Progress Monitoring for form, directions & Error! Reference source not found.)
Special Education Teacher	<input type="checkbox"/> Academic achievement testing
School psychologist	<input type="checkbox"/> Review cum file <input type="checkbox"/> Assessment of pattern of strengths and weaknesses
Special Education Team	<input type="checkbox"/> Observation and documentation of relationship of behavior to academic functioning <input type="checkbox"/> Other assessments as needed

Questions and Answers - Evaluation Reports

1. What needs to be included in the Academic assessment report?

The Academic Assessment report needs to include:

- Student's access to core instruction in reading and math;
- Student's academic performance as reflected in grades and Current State Test (unless this is covered in the Psychoeducational Assessment);
- Classroom observation and relationship of behavior to academic functioning (unless school psychologist completes classroom observation);
- Observations during testing; and
- Results of standardized academic testing.

2. What needs to be included in the Psychoeducational assessment report?

The Psychoeducational Assessment report needs to include:

- Developmental/school history;
- Observations during testing;
- Classroom observation and relationship of behavior to academic functioning;
- Results of cognitive, social/emotional and behavioral assessments;
- Input from outside providers, if any;
- Analysis of pattern of strengths and weaknesses based on assessment results.

3. May the Academic and Psychoeducational evaluation reports be combined into a single evaluation report?

Yes, it is best practice for the cognitive and academic results to be written into a single evaluation report. This allows for analysis of the pattern of strengths and weaknesses across cognitive and academic performance.

Questions and Answers - SLD Eligibility Form

1. **How does a team determine whether a student has had "appropriate instruction in regular education settings by qualified personnel in reading and math"?** As a general rule, if a student has been receiving reading and math instruction from certified teachers using a district approved curriculum, the answer will be "yes". For students who have been home schooled or in other nontraditional settings, an inquiry will need to be made into the curriculum and instruction provided.

Student Progress Monitoring

Student: _____ Grade: _____ ID#: _____ DOB: _____
School: _____ Teacher Completing Form: _____

Check the area of suspected weakness that is addressed on this form. Use a separate form for each of suspected weakness.

- Basic Reading Skills (phonemic awareness, phonics)
- Reading Fluency
- Reading Comprehension
- Math Calculation
- Math Problem Solving
- Written expression

Teachers must document at least 4 data points within a four to eight week period. The same measurement tool must be used to assess all data points (1-4).

Progress Monitoring Tool:		
Date	Result	Comparison to Classroom Peers (if known)

This form (or alternative computer printout of data) must be attached to the student's Academic Assessment Report, and a copy be provided to the parent(s) at or before the eligibility meeting.

Use of this form is required for determining eligibility under the disability category of SLD. However, this form may be used for collecting data for other purposes. The use of this form does not mean school staff have or should have referred the student for a special education SLD evaluation.

Specific Learning Disability (SLD) Eligibility Instructions for Completing the Progress Monitoring Form

1. Purpose of form: The purpose of this form is to document a student's progress in response to appropriate instruction.

2. Completion of the form:
 - a. Complete the demographic data required at the top of the form.

 - b. Check the box of the content area that will be documented on the form.

 - c. Identify the data collection tool (i.e. DIEBELS, easy CBM, math probes, work samples, writing samples). Collect data on a minimum of four different dates using the same data collection tool. Each assessment is considered a "data point." For every data point, provide the date the assessment was given and the assessment results. When documenting the assessment results for each data point, write the score or level the student earned, and describe how the student's results compare to his/her classroom peers.

Use additional forms if necessary. An assessment must be conducted at least once every two weeks. Use the same measurement tool for all data points.

When the form is completed, the data on the form will be reviewed by the eligibility team. A copy of the form must be attached to the student's academic report. A copy of the form must be given to the parents before or at the eligibility meeting.

Specific Learning Disability Evaluation and Eligibility Checklist

Student: _____ ID #: _____ Date: _____

What	Who	Completion
Notice of Procedural Safeguards to Parents		
Progress Monitoring Form		
Meeting Notice for Evaluation Planning		
Consent for Evaluation with Test Descriptors		
Evaluation Planning Meeting Notes		
Record review		
Developmental history (if needed)		
Medical statement (if needed)		
Academic assessment		
Cognitive assessment		
Classroom observation		
Other assessments:		
Meeting notice for Eligibility Meeting		
Eligibility Meeting Notes		
Eligibility statement		
Prior written notice		
Paperwork to records clerk		
All documents to parents		