

## ELIGIBILITY CRITERIA SPECIFIC LEARNING DISABILITY

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

Definition: Specific Learning Disability means a disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbances; or of environmental, cultural, or economic disadvantage.

---

### Checklist for Determining

#### 1. Identification of Disability

Documentation that the following factors **are not** the primary basis for the student's learning difficulties

A visual, hearing, or motor disability

Cognitive disability

Emotional disability

Cultural factors

Environmental or economic disadvantage

Limited English proficiency

Documentation that:

- A. The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified below when using a process based on the child's response to scientific, research-based intervention.

The child demonstrates performance that is significantly below the performance of peers or expected standards;

The child exhibits significant deficiencies in his or her rate of learning based on progress monitoring data; and

The child demonstrates that his or her needs in the areas of curriculum, instruction, and/or environmental conditions are significantly different than that of his or her general education peers, and, in order to make educational progress, requires interventions of an intensity or type that exceeds general education resources.

- B. The child 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 to be relevant to the identification of a specific learning disability, using appropriate assessments, including documentation of a severe discrepancy between achievement and ability that is not correctable without special education and related services. This Criterion B is only applicable if the student also meets Criterion A.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, documentation that:

Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

2. Documentation of adverse effect on educational performance in one or more areas:

Oral Expression

Listening Comprehension

Written Expression

Basic Reading Skills

Reading Fluency Skills

Reading Comprehension

Mathematics Problem Solving

Mathematics Calculation

3. Determination of need for special education and related services

**Decision Process (All Must Be YES):**

Has the information been obtained from multiple sources?	Yes	No
Has the criteria been supported by appropriate measures of assessment?	Yes	No
Has the criteria been substantiated by the majority of data?	Yes	No
<b>The student meets criteria for Specific Learning Disability</b>	<b>Yes</b>	<b>No</b>

**Participants must sign the Eligibility Determination (SLD) page.**