

Eligibility Criteria: Specific Learning Disability

Student: _____

Date: ____/____/____

School: _____

Grade: _____

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes 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 intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage.

A child may be determined eligible for special education and related services as a student with a specific learning disability if:

Academic Functioning

Yes No When provided with learning experiences and instruction (including remedial intervention) appropriate for the child's age or VDOE-approved grade level standards, the child does not achieve adequately (measured academic performance is at or below a standard score of 84) in one or more of the following areas:

- | | |
|--|--|
| <input type="checkbox"/> Oral expression | <input type="checkbox"/> Reading fluency skills |
| <input type="checkbox"/> Listening comprehension | <input type="checkbox"/> Reading comprehension |
| <input type="checkbox"/> Written expression | <input type="checkbox"/> Mathematical calculation |
| <input type="checkbox"/> Basic reading skills | <input type="checkbox"/> Mathematics problem solving |

If there is no evidence of a normative deficit in academic functioning, further consideration of a specific learning disability would not be warranted.

Observation

A child suspected of having a specific learning disability must be observed in the child's learning environment to document the child's academic performance and behavior in the areas of difficulty. For this observation, the eligibility group either:

- uses information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation as a function of the student study process; or
- at least one member of the eligibility group has conducted an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

Both educational and observational data are required for eligibility consideration as a student with a specific learning disability.

Exclusionary Factors

Are the findings attributable to:

- Yes No specified health factors (relevant medical findings which would affect academic performance) or to problems which are determined to be the primary result of marked visual, hearing, or motor disabilities?
- Yes No environmental, cultural, or economic disadvantage?
- Yes No emotional disability?
- Yes No intellectual disability?
- Yes No a lack of learning experiences appropriate for the child's age and ability level?
- Yes No the child's status as "limited English proficiency?"
- Yes No a lack of "appropriate high quality, research-based instruction in the general education setting, consistent with §1111(6) (8) (D) and (E) of the Elementary and Secondary Education Act, including that the instruction was delivered by qualified personnel?"

If there is evidence that exclusionary factors are the primary cause of the academic deficits, further consideration of a specific learning disability would not be warranted.

Processing Disorder

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Virginia-approved grade level standards, or intellectual development that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessment techniques.

Yes No The child has a deficit in one or more cognitive abilities/processes below what is expected for the child’s age and the cognitive deficit(s) exists within a pattern of significantly higher abilities (requires a CHC interpretative analysis);

and

Yes No The cognitive deficit results in substantial academic failure (documented 21-point discrepancy between ability and academic performance);

and

Yes No The identified cognitive deficit is related to the underachievement noted above (academic functioning).

Processing Disorder: _____

If there is no evidence of a normative deficit in a cognitive ability/process, further consideration of a specific learning disability would not be warranted.

Criteria Review

For identification as a student with a specific learning disability, all answers must be “yes.”

		Yes	No
1.	Does the student have a qualifying disability as defined by the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (July 2009) and as defined by this criteria checklist?	<input type="checkbox"/>	<input type="checkbox"/>
2.	If the student is defined as disabled by application of this criteria, is it also the conclusion of the eligibility group that the disability has an adverse effect on the student’s educational performance? (Please note, this is not just performance on standardized assessments).	<input type="checkbox"/>	<input type="checkbox"/>
3.	In addition, is it the conclusion of the eligibility group that, given evidence of a qualifying disability and of an adverse effect on educational performance, the student’s condition requires specially designed instruction (special education) to address identified concerns?	<input type="checkbox"/>	<input type="checkbox"/>