

Joint Educational Services in Special Education
Plymouth, Indiana 46563
(574) 936-2627

ELIGIBILITY CRITERIA FOR SPECIFIC LEARNING DISABILITY

Student: _____ DOB: _____ C.A.: _____

School: _____ Grade: _____ Date: _____

A learning disability is characterized by severe specific deficits in perceptual, integrative, or expressive processes involved in understanding or in using language, spoken or written, that adversely affect the student's educational performance. A learning disability may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling or arithmetic.

1. Eligibility is based on, but not limited to the following information:

- Assessment of current academic achievement
- An observation of the student to document academic progress and behaviors in areas of difficulty
- Any educationally relevant medical information
- A social and developmental history
- Assessment of progress and interventions
- Any other assessments or information necessary to determine eligibility and inform the CCC

2. Student exhibits a *reading disability* in

- Basic reading skills
- Reading fluency skills
- Reading Comprehension

3. Student exhibits a *written expression disability* in:

- Oral Language
- Written Language
- Cognition
- Motor Skills

4. Student exhibits a *math disability* in:

- Mathematical problem solving.
- Mathematical calculation

5. Student exhibits an *oral expression disability*, which is a specific learning disability that:

- Is neurological in origin
- Has a continuum of severity and
- Is characterized by deficits in using expressive language processes to mediate learning or reading, writing, spelling or math skills

6. Student exhibits a listening comprehension disability, that:

- Is neurological in origin
- Has a continuum of severity and
- Is characterized by difficulties in using receptive language processes to mediate learning of:
 - o Reading
 - o Writing
 - o Spelling or
 - o Math

7. Can be evidenced through either of the following:

- Insufficient progress to meet age or state approved grade level standards in or more of areas identified, when using a process based on the students response to scientific researched based interventions.
- A pattern of strengths and weaknesses in performance or achievement, or both, relative to age, state approved grade level standards, and/or intellectual development

8. The student's learning problems are not primarily due to any of the following:

- Visual, hearing, or motor disability
- Cognitive Disability
- Emotional Disability
- Environmental, Cultural, or Economic Disadvantage
- Limited English proficiency
- Lack of appropriate instruction in reading or math evidenced by the following:
 - Data demonstrating that prior to, or part of , the referral process, the student was provided appropriate instruction in general education setting, delivered by qualified personnel.
 - Data based on documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Are student's learning problems primarily attributed to any of the above (#8)? Yes No

9. Other information that must be included in this report:

List the relevant behaviors noted during observation and their relationship to the student's academic functioning: _____

List any educationally relevant medical information: _____

THE MULTIDISCIPLINARY TEAM *IS PROHIBITED* FROM USING A SEVERE DISCREPANCY BETWEEN ACADEMIC ACHIEVEMENT AND COGNITIVE FUNCTIONING TO MEET THIS REQUIREMENT.

- Student *does meet* the criteria for Specific Learning Disability
In the area of _____
- Student *does not meet* the criteria for Specific Learning Disability

Basis for making this determination:

Special Education
Teacher _____

Administrator: _____

Psychologist: _____

Other Team
Members: _____
