

**ARLINGTON PUBLIC SCHOOLS
BASIS FOR ELIGIBILITY DETERMINATION**

Name:	School:	
ID#:	DOB:	Date of Eligibility:

SPECIFIC LEARNING DISABILITY

DEFINITION

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, including conditions such 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; and of environmental, cultural or economic disadvantage.

Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

CRITERIA

A child with a specific learning disability who requires special education and related services will meet ALL of the following criteria. In interpreting evaluation data, the committee must document and carefully consider information from a variety of sources. For each criterion indicate **Yes** or **No** and provide additional information where indicated.

Yes **No** **1. Underachievement**

The child does not achieve adequately for the child's age or to meet Virginia-approved grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or Virginia-approved grade-level standards. *Consider a pattern of underachievement across norm-referenced achievement tests (e.g., WJ III, WIAT-III, KTEA-II), criterion-referenced tests (e.g., SOLs, DRAs, PALs), classroom performance, curriculum-based measurements, and response to intervention.*

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

Comment:

Yes **No** **2. 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 assessments. *In identifying a pattern of strengths and weaknesses, the following criteria must be met:*

- Yes** **No** *1) The child has a deficit in one or more cognitive abilities/processes (broad or narrow) below what is expected for the child's age, and the cognitive deficit(s) exists within a pattern of significantly higher abilities.*

Comment:

- Yes** **No** *2) The identified cognitive deficit(s) is related (empirically or logically) to the underachievement, if identified above.*

Comment:

Yes No

3. Observation

The committee considered the relevant behavior noted during the classroom observation and the relationship of that behavior to the child's academic functioning. *Note relevant behavior, if any:*

Yes No

4. Medical Findings

The committee considered educationally relevant medical findings if any. *Note educationally relevant medical findings, if any:*

Yes No

5. Exclusionary Factors

A. The findings of underachievement and relevant pattern of strengths and weaknesses, identified above, are not **primarily** the result of any of the following exclusionary factors. *Check if the exclusionary factor is the primary source of the inadequate achievement or relevant pattern of strengths and weaknesses:*

- A visual, hearing, or motor disability
- Intellectual disability
- Emotional disability
- Environmental, cultural, or economic disadvantage
- Limited English proficiency.

Yes No

B. Lack of appropriate instruction in reading including in the essential components of reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies) has been ruled out as the determinant factor in the eligibility decision. *If not ruled out, describe why lack of instruction of reading is the determinant factor.*

Comment:

Yes No

C. Lack of appropriate instruction in math has been ruled out as the determinant factor in the eligibility decision. *If not ruled out, describe why lack of instruction of math is the determinant factor.*

Comment:

Yes No

6. Data of Instruction and Assessment

The underachievement of the child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math. The committee considered:

Data that demonstrated that prior to, or as part of, the referral process, the child was provided appropriate high quality research-based instruction in general education settings, delivered by qualified personnel; and

Data-based documentation that repeated assessments of achievement at reasonable intervals, reflecting that formal assessment of student progress during instruction was provided to the child's parents. *Check all that were considered:*

- Child Study Intervention Plan
- Unit tests/quizzes
- Phonological Awareness & Literacy Screening (PALS)
- Developmental Reading Assessment (DRA)
- Running Records
- Standards of Learning (SOL)
- Reading Inventory
- STAR Reading
- Curriculum-Based Measures
- Success Maker Enterprise (SME)
- Response to Intervention
- Other:

Yes No

7. Need for Special Education

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from their disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within APS. *Specify/Describe:*

ELIGIBILITY DETERMINATION

- The disability criteria for **specific learning disability** have been met and the child needs special education and related services.
- The disability criteria for **specific learning disability** have NOT been met.