

**SPECIFIC LEARNING DISABILITY
BASIS FOR ELIGIBILITY DETERMINATION**



Student Name: _____ Home Phone: _____ Date: _____
 Date Of Birth: _____ Home Address: _____
 Student No.: _____ State Student ID: _____

Age	Gender	Grade	Home School	Attending School
Ethnicity			Primary Language - Date Determined	Home Language - Date Determined
Parent/Guardian Name		Cell	Name	Cell
Address		Work Phone	Address	Work Phone
		Emergency Phone		Emergency Phone

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 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 intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage.

CRITERIA:

After consideration of data from multiple sources, review the definition, consider the items below, and note any additional information. Attach this worksheet to the Special Education Committee (SEC-R) Review and include any necessary documentation. Complete all steps.

A child with a specific learning disability who requires special education and related services will meet ALL of the following criteria.

Yes No **Step 1**
 Team reviewed the IDEA definition of Specific Learning Disability.

Yes No **Step 2**
 The student does not achieve adequately for the student'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 student's age or Virginia-approved grade-level standards (check all that apply):

<input type="checkbox"/> Mathematics Calculations	<input type="checkbox"/> Mathematics Problem Solving	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Written Expression
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Listening Comprehension

Yes No **Step 3**
 There is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.

Identify:

- Auditory Processing
 Executive Functions
 Auditory Memory
 Fluid Reasoning
 Long-Term Recall
 Visual Memory
 Visual-Spatial Processing
 Phonological Processing
 Other:

Comment:

The processing disorder(s) impacts the student in the area or areas of (check all that apply):

- Mathematics Calculation
 Mathematics Problem Solving
 Oral Expression
 Written Expression
 Basic Reading Skills
 Reading Fluency Skills
 Reading Comprehension
 Listening Comprehension

Comment:

Yes No Step 4

The team reviewed that Arlington Public Schools (APS) utilizes a Cognitive Pattern of Strengths and Weaknesses Method to determine eligibility.

Yes No Step 5

The student does not have learning problems that are primarily the result of: 1. a visual, hearing, or motor impairment, 2. an intellectual disability, 3. an emotional disability, 4. cultural factors, an environmental or economic disadvantage, or 5. Limited English proficiency.

Yes No Step 6

There is documentation of an adverse effect of educational performance due to one or more documented characteristics of a specific learning disability. List and/or describe:

Yes No Step 7

Prior to, or as part of the referral process, the child was provided appropriate high-quality, researched-based instruction in general education settings, delivered by qualified personnel. Formal assessment of student progress during instruction, was provided to the child's parents.

Name	Organization Name	Date of Birth	Student Number	Document Date
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Yes No Step 8

The student needs specially designed instruction.

"Specially designed instruction" is defined in Virginia regulations as "adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))

1. To address the unique needs of the child that result from the child's disability; and
2. 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 the jurisdiction of the local educational agency". List and/or describe:

ELIGIBILITY DETERMINATION

- The disability criteria for specific learning disability have been met and the child needs special education (and related services, if applicable).
- The disability criteria for specific learning disability have NOT been met.

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