

03.04.10 Specific Learning Disability (SLD)

Before you begin...

The information included in the check boxes below is taken from state rule. Consult [MN Rule 3525.1341](#) for complete details on the requirements of this disability category. This list contains additional information from Federal Regulation C.F.R §300.

Definition

"Specific learning disability" (SLD) 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 conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, and is:

- A. manifested by interference with the acquisition, organization, storage, retrieval, manipulation, or expression of information so that the child does not learn at an adequate rate for the child's age or to meet state-approved grade-level standards when provided with the usual developmental opportunities and instruction from a regular school environment;
- B. demonstrated primarily in academic functioning, but may also affect other developmental, functional, and life adjustment skills areas; and may occur with, but cannot be primarily the result of: visual, hearing, or motor impairment; cognitive impairment; emotional disorders; or environmental, cultural, economic influences, limited English proficiency, or a lack of appropriate instruction in reading or math.

Disability Category Criteria

When considering procedures for identifying children with specific learning disabilities, the criteria adopted by the State:

1. Will not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in C.F.R §300.8(c)(10)
2. May permit the use of a process based on the child's response to scientific, research-based interventions
3. May permit the use of alternative research-based procedures for determining whether a child has a specific disability, as defined in C.F.R §300.8(c)(10)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the pupil's disability occur in a variety of settings. Based on information in the Evaluation Report and the student file, a pupil has a specific learning disability and is in need of special education and related services when the student meets the criteria in **boxes 1 through 4 below**. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Documentation of Inadequate Achievement

The pupil demonstrates severe underachievement in response to appropriate classroom instruction. Documentation to support this finding must be both representative of the pupil's curriculum and useful for developing instructional goals and objectives.

- The child does not achieve adequately in one or more of the following areas:
 - Oral Expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading Skills
 - Reading Comprehension
 - Reading Fluency
 - Mathematics calculation
 - Mathematical problem solving
- The student's underachievement is not primarily the result of: vision, hearing, motor impairment; developmental cognitive disabilities; emotional or behavioral disorder; environment, cultural or economic influences; limited English proficiency; a history of an inconsistent educational program; or lack of appropriate instruction in reading or math.
 - Child received two pre-referral interventions by qualified personnel
 - Documentation of repeated assessments of child's progress during instruction
- The child does not make adequate progress to meet age or state-approved grade-level-standards when using a process based on the child's response to scientific, research-based intervention **or**

- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standard, or intellectual development, that is determined by the group to be relevant to the identification of an SLD

AND

- Evidence of low achievement documented in **at least one** of the following:

- Cumulative record reviews
- Class work samples
- Anecdotal teacher records
- Formal and informal tests
- Results from instructional support programs such as Chapter I and Assurance of Mastery
- Curriculum based evaluation results
- Other

AND

- At least one team member shall observe the pupil's academic performance in the regular classroom setting prior to referral
- or**
- At least one team member shall observe the pupil's academic performance in the regular classroom setting after referral and with parental consent.
- Observation documentation notes relevant behavior and its relationship to the child's academic functioning.

- In the case of a child served through an Early Childhood Special Education program, or who is out of school, a team member shall observe the child in an environment appropriate for a child of that age.

2. Information Processing

The pupil has an information processing condition that is manifested by behaviors such as difficulty with at least one of the following:

- Acquisition of information
- Organizational skills (Following written or oral directions)
- Spatial arrangements
- Correct use of developmental order in relating events
- Transfer of information on to paper
- Visual memory
- Auditory memory
- Verbal expression
- Nonverbal expression
- Motor control for written tasks (Pencil and paper assignments, drawing, and copying)

AND

- The disabling effects of information processing condition occurs in a variety of settings

AND

Evidence of disorder in psychological processes documented in **at least one** of the following:

- Aptitude and achievement tests
- Documentation of parental input
- Teacher recommendations
- Records indicating child's physical condition
- Records indicating child's social or cultural background
- Records indicating child's adaptive behavior

3. Severe Discrepancy

The pupil demonstrates a severe discrepancy between general intellectual ability and achievement in **at least one of the identified areas of achievement. A severe discrepancy is defined by a score of at least 1.75 Standard Deviation below the mean on a distribution of regression scores for the general population at the student's chronological age. [Minnesota Regression Table](#)**

General Intellectual Ability Assessment Tool:

Full Scale Score

Verbal Scale Score

Performance Scale Score

Other

Achievement Test Name

Regression Score

- | | | | |
|--------------------------|------------------------------|----------------|----------------------|
| <input type="checkbox"/> | Oral Expression | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Listening Comprehension | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Written Expression | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Basic Reading Skills | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Reading Fluency Skills | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Reading Comprehension | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Mathematical Calculation | Standard Score | <input type="text"/> |
| <input type="checkbox"/> | Mathematical Problem Solving | Standard Score | <input type="text"/> |

OR

If the child has participated in a process that assesses the child's response to scientific research-based intervention (SRBI):

- Rate of progress is measured over seven school weeks (12 data points)
- Rate of progress is inadequate
- The instructional strategies used are identified
- The student-centered data are presented and summarized. The data indicate the child does not make sufficient progress to meet age or to meet State-approved grade-level standards in one or more of the above Achievement Areas

- There is documentation that the child's parents were notified about:
 - The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided
 - Strategies for increasing the child's rate of learning
 - The parent's right to request an evaluation

4. Documentation and Verification of Determination

- Statement of whether child has a specific learning disability
- Educationally relevant medical findings

Save

Eligibility Determination

To determine eligibility, **one** of the following **MUST** be checked.

- The documentation supports the team decision that the student is eligible.
- The documentation supports the team decision that the student is ineligible.



The documentation does not support the team decision that the student is eligible.