

Specific Learning Disability Guidance Documents



Idaho

SESTA

Special Education Support &
Technical Assistance

June 2016

Objectives

- To increase knowledge of resources available from the Idaho State Department of Education and Idaho SESTA
- To review the purpose of the Guidance Documents from the Idaho State Department of Education and Idaho SESTA

Guidance Documents

Idaho Special Education Manual Resources - Chapter 4

- Idaho Specific Learning Disability Eligibility
- Use of Preponderance of Evidence in Determining SLD Eligibility
- Cognitive Functioning and Psychological Processing
- Considerations of Exclusionary Factors
- Three-Prong Eligibility Determination
- Sufficiency Review: Transfers from Out of District and Out of State

Upcoming Training

Idaho SESTA

- Specific Learning Disability Training
- 6 Virtual Classes
- Training Documents

Idaho Specific Learning Disability Eligibility

Guidance Document

Idaho Specific Learning Disability (SLD) Eligibility

Guidance Document

- Points of consideration within each component of Initial and Reevaluation SLD Eligibility Reports
- Regulatory Language (Federal and State) within each component of the Eligibility Report

Document Components

SLD Eligibility Report Section 1: Insufficient Progress	Initial Evaluation	Reassessment	Regulatory Language (Federal & State)
<p>A. Academic Area(s) of Concern</p>	<ul style="list-style-type: none"> • Be sure to check only identified areas of academic concern. • Documentation of interventions and norm-referenced progress monitoring data must be provided in each area of concern. 	<ul style="list-style-type: none"> • Check all areas of identified concern addressed on current IEP. • If there is a new area of concern, documentation of interventions and norm-referenced progress monitoring data must be provided. 	<p>Federal: 34 CFR 300.309 (a) (1) The student does not achieve adequately for the student’s age or to meet State-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 State-approved grade-level standards:</p> <ul style="list-style-type: none"> (i) Oral Expression. (ii) Listening Comprehension. (iii) Written Expression. (iv) Basic Reading Skill. (v) Reading Fluency Skills. (vi) Reading Comprehension. (vii) Mathematics Calculation. (viii) Mathematics Problem Solving.

Use of Preponderance of Evidence in Determining SLD Eligibility

Guidance Document

Use of Preponderance of Evidence in Determining Specific Learning Disability (SLD) Eligibility

Guidance Document

- Purpose and definition of the preponderance of evidence
- Guidance on use of the preponderance of evidence
- Guiding Questions to consider as a team when using a preponderance of evidence

Document Components



Purpose of Determining Eligibility by Using Preponderance of Evidence:



Definition of Preponderance of Evidence:



Use of Preponderance of Evidence:



Guiding questions for preponderance of evidence:



Contraindications of the Use of Preponderance of Evidence in Determining Eligibility:

Cognitive Functioning and Psychological Processing

Guidance Document

Cognitive Functioning and Psychological Processing

Definitions, Areas of Impact, and Recommended Strategies/Accommodations

- Definitions
- Areas of impact
- Recommended strategies and accommodations

Document Components

- Executive Functioning
 - Planning and Prioritizing
 - Working Memory
 - Organization
 - Time Management
 - Attention Persistence
 - Self-Monitoring (Meta-cognition)
 - Initiation/Motivation
 - Inhibition
 - Shifting/Flexibility
 - Emotional Control



Document Components

- Fluid Reasoning
- Crystallized Intelligence
- Memory
 - Short-term Memory
 - Long-term Memory and Retrieval
 - Working Memory
- Visual Processing
- Auditory Processing
- Processing Speed



Document Components

- Motor
- Expressive Language
- Receptive Language



Considerations of Exclusionary Factors

Guidance Document

Consideration of Exclusionary Factors When Considering Specific Learning Disability

Guidance Document

- Description with guiding questions for each factor:
 - Vision
 - Cultural Factors
 - Motor
 - Intellectual Disability
 - Emotional-Behavioral Disability
 - Limited English Proficiency
 - Environmental Economic Disadvantage
 - Adequate Instruction in Reading and Math

Document Components

Vision		
<p>Health records should be consulted to determine if the screening results indicate a possible visual problem. If there are lingering concerns about vision, the student can be re-screened. If the screening indicates a possible visual problem, a referral to an optometrist or ophthalmologist may be in order.</p> <p>If the student is found to have a visual impairment that is the <i>primary</i> cause of the student's academic difficulties, the student is excluded from consideration for special education eligibility in the area of Specific Learning Disability.</p> <p><i>Possible data sources - Vision checklist, screening by school nurse, medical evaluation</i></p>		
Questions to Consider	Y/N	Describe the Degree of Impact
<ul style="list-style-type: none"> Have vision difficulties been observed (e.g., difficulty with copying, misaligned numbers in math work, squinting or rubbing eyes during visual tasks)? 	Y/N	
<ul style="list-style-type: none"> Has the student had a history of difficulties with vision? 	Y/N	
<ul style="list-style-type: none"> Does the student wear glasses? If yes, does the student routinely wear glasses during instruction? 	Y/N Y/N	

Document Components

Sample Report Statements



Factors Not Primary or Contributory

Example #1 (Economic Disadvantage): STUDENT'S mother reports that the family is experiencing significant economic challenges since her husband lost his job over 12 months ago, and she is unable to work due to a disability. In spite of the family's dire circumstances, STUDENT's parents have worked closely with the school to provide maximum support for his learning. In addition to the intervention he has received during

- Sample Reports Statements for:
 - Factors that are not primary or contributing
 - Factors that are contributing but not primary
 - Factors are the primary factor

Three-Prong Eligibility Determination

Guidance Document

Three-Prong Eligibility Determination

Guidance Document

- Guiding Questions for the Evaluation Team to consider while completing a Three-Prong Eligibility Determination
- Points to remember while completing a Three-Prong Eligibility Determination
- Examples of the Adverse Impact and Need for Specially Designed Instruction statements

Document Components

Prong 1

Evaluation Team Assessment Summary/ Background Summary (for reevaluations)

This section is where the information gathered from multiple sources will be summarized and synthesized to demonstrate that there is evidence to support the team's decision.



Question to be addressed:

Initial Evaluation: Does the student meet the state criteria for 1 of the 15 categories?



Remember:

If the student is performing well in conjunction with existing support from special education, describe how the team has established that removal of current supports and services would adversely impact the student's performance. This can include a history of adverse impact when those services were not provided. Students should not be denied services to prove adverse impact.

Sufficiency Review

Guidance Document

Sufficiency Review: Transfers from Out of District and Out of State

Guidance Document

- Guidance to teams when completing a sufficiency review on files from out-of-district and -state transfers
- Definition of sufficient and insufficient findings
- Step-by-step process for teams to use once the review is complete

Document Components

Record Request and Sufficiency Review

Receiving School

For students enrolling in a new school within the same school year the following timelines apply:

- Within 2 school days of enrollment, request eligibility documentation and current IEP and review documents. IDAPA 08.02.03.109.f.
- Within 14 calendar days, request the full educational record of the transferring student from the former school. Idaho Code 18-4511; 34 CFR 300.323(g).

- Record Request and Sufficiency Review
- Establishing Eligibility for Special Education Services through Sufficiency Review
- Review found Sufficient
- Reviews found Insufficient
- In-State/Out-of District Transfer Students
- Out-of State Transfer Student

Specific Learning Disability Training, Virtual Classes, and Tools

Idaho SESTA

Training Objectives

- Increase understanding in completing the process for a Specific Learning Disability eligibility determination;
- Increase understanding of Evaluation Team member roles and responsibilities while completing a SLD eligibility determination; and
- Availability and use of guidance documents/tools while completing a SLD eligibility determination

6 Virtual Classes

- Develop cohesive Specific Learning Disability Eligibility documents that address all required components.
- Identify and communicate connections between a student's eligibility information, the IEP and implications within the classroom

Training Documents

All documents and recordings of the Idaho SESTA SLD Training will be available:

Idaho Training Clearinghouse – Idaho SESTA Training – Specific Learning Disability folder



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