

STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY- DISCREPANCY ←

Student Name _____ Date of Birth ___/___/____ IEP Date ___/___/____

School _____

- Initial Evaluation
 3-Year Re-evaluation

A 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 have manifested itself in the 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. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

Section I. Instructions: Select Option A, B, or C below.

The decision as to whether or not a severe discrepancy exists takes into account all relevant material, which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education.

- A. The IEP team finds a severe discrepancy between intellectual ability and achievement based on valid standardized tests.
- B. The IEP team finds a severe discrepancy based on alternative measures as specified on the assessment plan.
- C. The IEP team finds a severe discrepancy between intellectual ability and achievement as a result of a disorder in one or more of the basic psychological processes. (Complete and attach the Special Learning Disability Discrepancy Documentation Form)

Area/s in which the pupil meets criteria under Option A, B, or C:

- | | | |
|---|--|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation |
| <input type="checkbox"/> Mathematical Reasoning | | |

Section II. The discrepancy identified above is directly related to a processing disorder: Yes No

- Check appropriate area(s):
- | | |
|--|--|
| <input type="checkbox"/> Cognitive Abilities (including association, conceptualization and expression) | |
| <input type="checkbox"/> Sensory Motor Skills | <input type="checkbox"/> Visual Processing |
| <input type="checkbox"/> Auditory Processing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Phonological Processing | |

Section III. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked "Yes", the student may not be identified as having a learning disability.

- | | | |
|--|------------------------------|-----------------------------|
| A. Visual, hearing, or motor disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| B. Intellectual disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| C. Emotional disturbance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| D. Cultural factors | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| E. Environmental or economic disadvantage | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| F. Limited English proficiency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| G. Limited school experience or poor school attendance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| H. Lack of appropriate instruction in reading or math | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

Section IV. Additional Relevant Information:

Basis for determination of eligibility:

- Psychoeducational Evaluation utilizing multiple measures (see attached psychoeducational report).

**STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY- DISCREPANCY**



Other (specify) _____

Section V. Relevant behavior related to academic functioning, noted during observation:

Section VI. Educationally relevant medical findings, if any:

Section VII. Conclusion:

The pupil has a specific learning disability.

Yes No

The degree of the pupil's impairment requires special education.

Yes No

I agree with the conclusions stated above:

_____ Parent/Guardian/Surrogate/Adult	_____ Date
_____ LEA Representative/Admin. Designee	_____ Date
_____ Special Education Specialist	_____ Date
_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date

_____ Parent/Guardian/Surrogate/Adult	_____ Date
_____ General Education Teacher	_____ Date
_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title/Date

STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY DISCREPANCY DOCUMENTATION REPORT
(INDIVIDUALIZED EDUCATION PROGRAM TEAM CERTIFICATION)

Student Name _____ **Date of Birth** __/__/____ **IEP Date** __/__/____

This form is to be completed and attached to the IEP Team Certification identification of Specific Learning Disability Form in order to document the presence of a Specific Learning Disability in instances when the student does not exhibit a severe discrepancy between ability and achievement as measured by standardized test.

Statement of the area, the degree, and the basis and method used in determining the discrepancy:

1. Data from assessment instruments (ability and achievement): _____

2. Information provided by the parent: _____

3. Information provided by the pupil's present teacher: _____

4. Summary of the pupil's classroom performance:

a. Observations: _____

b. Work Samples: _____

c. Group Test Scores: _____

5. Consideration of the pupil's age: _____

6. Additional Relevant Information: _____

**STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY**

Response to Intervention (RTI)

Student Name _____

Date of Birth ___/___/_____

IEP Date ___/___/_____

School _____

Initial Evaluation

3-Year Re-evaluation

A 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 have manifested itself in the 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. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

Section I. Instructions: Select Option A and B below.

- A. The pupil does not achieve adequately for the pupil's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the pupil's age or state-approved grade level standards.
- B. The pupil does not make sufficient progress to meet age or state-approved grade-level standards based on the pupil's response to scientific, research-based intervention.

Area/s in which the pupil meets criteria under Section A or B:

- | | | |
|--|--|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension | <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"/> Mathematics Calculation | <input type="checkbox"/> Mathematics Problem Solving | |

Section II. The discrepancy identified above is directly related to a processing disorder.

Yes No

- Check appropriate area(s):
- | | |
|---|--|
| <input type="checkbox"/> Cognitive Abilities, (including association, conceptualization and expression) | |
| <input type="checkbox"/> Sensory Motor Skills | <input type="checkbox"/> Visual Processing |
| <input type="checkbox"/> Auditory Processing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Phonological Processing | |

Section III. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked "Yes", the student may not be identified as having a learning disability.

- | | | |
|--|------------------------------|-----------------------------|
| A. Visual, hearing, or motor disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| B. Intellectual disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| C. Emotional disturbance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| D. Cultural factors | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| E. Environmental or economic disadvantage | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| F. Limited English proficiency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| G. Limited school experience or poor school attendance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| H. Lack of appropriate instruction in reading or math | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

Section IV. Additional Relevant Information:

Basis for determination of eligibility:

- Psychoeducational Evaluation utilizing multiple measures (see attached psychoeducational report).
- Other (specify) _____

Section V. Relevant behavior related to academic functioning, noted during observation:

**STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY**

Response to Intervention (RTI)

Section VI. Educationally relevant medical findings, if any:

Section VII. Conclusion:

The pupil has a specific learning disability.

Yes No

The degree of the pupil's impairment requires special education.

Yes No

I agree with the conclusions stated above:

Parent/Guardian/Surrogate/Adult Date

Parent/Guardian/Surrogate/Adult Date

LEA Representative/Admin. Designee Date

General Education Teacher Date

Special Education Specialist Date

Additional Participant/Title Date

Additional Participant/Title Date

Additional Participant/Title Date

Additional Participant/Title Date

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Signature and Title/Date

STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY- PATTERNS OF STRENGTHS AND WEAKNESSES ←

Student Name _____

Date of Birth ___/___/_____

IEP Date ___/___/_____

School _____

Initial Evaluation

3-Year Re-evaluation

A 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 have manifested itself in the 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. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

Section I.

The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development.

Area/s in which the pupil meets criteria:

Oral Expression

Listening Comprehension

Written Expression

Basic Reading Skills

Reading Fluency Skills

Reading Comprehension

Mathematics Calculation

Mathematics Problem Solving

Section II. The specific learning disability identified above is directly related to a processing disorder. Yes No

Check appropriate area(s): Cognitive Abilities (including association, conceptualization and expression)

Sensory Motor Skills

Visual Processing

Auditory Processing

Attention

Phonological Processing

Section III. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked "Yes", the student may not be identified as having a learning disability.

A. Visual, hearing, or motor disability

Yes No

B. Intellectual disability

Yes No

C. Emotional disturbance

Yes No

D. Cultural factors

Yes No

E. Environmental or economic disadvantage

Yes No

F. Limited English proficiency

Yes No

G. Limited school experience or poor school attendance

Yes No

H. Lack of appropriate instruction in reading or math

Yes No

a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

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TEAM DETERMINATION OF ELIGIBILITY- PATTERNS OF STRENGTHS AND WEAKNESSES**



Section VI. Educationally relevant medical findings, if any:

Section VII. Conclusion:

The pupil has a specific learning disability.

Yes No

The degree of the pupil's impairment requires special education.

Yes No

I agree with the conclusions stated above:

_____ Parent/Guardian/Surrogate/Adult	_____ Date
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