

DRAFT Specific Learning Disability Worksheet

Name: _____ School: _____ Meeting Date: _____
Student ID: _____ D.O.B. _____ Age: _____ Grade: _____

In application of the Virginia Department of Education’s Regulations Governing Special Education Programs for Children with Disabilities in Virginia, this worksheet may assist the eligibility group in applying criteria for students who are being considered for eligibility under the category of Specific Learning Disability. Review the definition, consider the items below, and note any additional information. Attach this worksheet to the Eligibility Summary Form and include any necessary documentation.

STEP 1. **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.

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

AND

STEP 3. A processing disorder impacts the student in the area or areas of (check all that apply):

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

List and/or describe:

AND

STEP 4. Evaluation outcomes (check all that apply):

- The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, Virginia-approved grade-level standards, or intellectual development, or
- Using response to research based intervention (RtI), the student does not make sufficient progress to meet age or Virginia approved grade level standards, or
- Using the discrepancy model, the student obtains scores that demonstrate that a severe discrepancy exists between the student’s achievement and intellectual ability in one or more of the area(s) of Specific Learning Disability.

AND

STEP 5. There is documentation of an adverse effect on educational performance due to one or more documented characteristics of a specific learning disability.

List and/or describe:

STEP 6. The student needs specially designed instruction.

AND

STEP 7. The student’s learning problems are not 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.

AND

STEP 8. The eligibility group shall consider, as part of the evaluation, data that demonstrates that prior to, or as part of the referral

process, the child was provided appropriate high-quality, researched-based instruction in general education settings, consistent with § 1111(b)(8)(D) and (E) of the Elementary and Secondary Education Act, including that the instruction was delivered by qualified personnel. There shall be 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. 34CFR §300.309 (b) (1-2)

