

Specific Learning Disability Basis for Committee Decision

Student Name _____ ID# _____ Date of meeting _____

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 an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disabilities, or of environmental, cultural, or economic disadvantage.

Dyslexia is a specific learning disability that is neurobiological in origin and is distinguished from other learning disabilities due to the weakness occurring at the phonological level. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and a reduced reading experience that can impede growth of vocabulary and background knowledge.

Consider the data from multiple sources, review the definition, consider the criteria below, and document any additional information. Note that a diagnosis included in a report from a medical professional is not sufficient to make an eligibility determination.

CRITERIA. A student with a specific learning disability who requires special education will meet **ALL** of the following criteria. For each criterion indicate yes or no and provide additional information as appropriate.

Yes No

A. The student has been provided with learning experiences and instruction appropriate for the student's age or Virginia-approved grade-level standards.

Yes No

B. The student does not achieve adequately for the student's age or intellectual ability or to meet Virginia-approved grade-level standards in one or more of the following areas.

Check all areas where the student demonstrates the underachievement:

Basic Reading Skills
 Reading Comprehension
 Reading Fluency
 Listening Comprehension
 Mathematical Calculation
 Mathematical Problem Solving
 Written Expression/Spelling
 Oral Expression

Yes No

C. The student demonstrates a processing disorder that impacts the student in the above areas of underachievement.

Check all the basic psychological processes involved in understanding or in using language, spoken or written:

Auditory Discrimination
 Auditory Memory
 Auditory Processing
 Long Term Recall
 Perceptual Motor/
Processing Speed
 Phonological Processing
 Rapid Naming
 Visual Discrimination
 Visual Memory
 Visual Motor Integration
 Visual Sequencing
 Visual-Spatial Processing
 Working Memory
 Other _____

Yes No

D. The committee considered the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning.

Describe:

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Yes No

E. Evaluation outcomes (check all that apply):

- 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, or
- Using response to evidence based intervention, the student does not make sufficient progress to meet age or Virginia-approved grade level standards, or
- The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Virginia-approved grade-level standards, or intellectual ability, that is determined to be relevant to the identification of a specific learning disability.

Describe the evidence that was used to determine the area(s) of underachievement:

Yes No

F. The committee considered the following exclusionary factors and ruled them out as the primary cause of the student's under-achievement:

- Visual, hearing, or motor impairment
- Intellectual disability
- Emotional disability
- Environmental, cultural, or economic disadvantage
- Limited English proficiency

Yes No

G. The specific learning disability results in an adverse effect on the student's educational performance.

Describe:

Yes No

H. The student requires specially designed instruction as a result of the specific learning disability.

Specify:

- Having reviewed all available written and oral information, the committee finds that the criteria for specific learning disability ARE met.
- Having reviewed all available written and oral information, the committee finds that the criteria for specific learning disability ARE NOT met.

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