

Specific Learning Disability – Review and Team Discussion

Data sources: What sources of data are currently routinely considered by your eligibility teams?

Thresholds/Sufficient Data: What is considered sufficient data? Does your LEA have a threshold?

Resources: What guidance is currently available to your staff to ensure consistency across staff / teams / schools?

Opportunities: What opportunities exist to: 1) establish data sources; 2) set thresholds; 3) clarify existing procedures or policy; 4) develop guidance or resources, and/or 5) seek additional professional development.

“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.

Criteria	Data Sources	Thresholds /Sufficient Data	Available Resources	Opportunities
<i>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: Mathematics Calculations; Oral Expression; Listening Comprehension; Written Expression; Mathematics Problem Solving; Reading Fluency Skills; Reading Comprehension; Basic Reading Skills</i>				
<i>There is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.</i>				
<i>The processing disorder impacts the student in the area or areas of: Mathematics Calculations; Oral Expression; Listening Comprehension; Written Expression; Mathematics Problem Solving; Reading Fluency Skills; Reading Comprehension; Basic Reading Skills</i>				

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<p><i>Evaluation outcomes:</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Using response to research based intervention (RtI), the student does not make sufficient progress to meet age or Virginia approved grade level standards, or</i> • <i>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.</i> 				
<p><i>The student does not have learning problems that are 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.</i></p>				
<p><i>There is documentation of an adverse effect on educational performance due to one or more documented characteristics of a specific learning disability.</i></p>				
<p><i>The student needs specially designed instruction.</i></p>				
<p><i>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... 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.</i></p>				