

LEARNING DISABLED

1. Eligibility criteria from the ASD and State Handbook

To be eligible for special education and related services as a learning disabled student, a student must:

A. Exhibit 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 and adversely affects educational performance.

The term includes such conditions as:

- perceptual disabilities
- brain injury
- minimal brain dysfunction
- dyslexia
- developmental aphasia

Learning disability does not include students who have learning problems that are primarily the result of:

- a visual disability
- motor disability
- hearing disability
- mental retardation
- emotional disturbance
- environmental, cultural or economic disadvantage
- lack of attendance and

B. A team may determine that a student has a learning disability if:

The student does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below, when provided with learning experiences appropriate for the student's age and ability levels; and

The team finds that a student has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Mathematics Calculation; or
- Mathematical Reasoning

2. Documentation required

Consent to evaluate signed by parent or surrogate parent

Completed referral form

ASD behavior checklist

Nurse screening to make sure vision and hearing are okay

Cognitive measure to determine if student's ability is within average range which we have defined as an IQ equal to 85+6. This means that the IQ MUST be at least 79.

Woodcock Johnson Revised scores for ALL students above preschool level

Determination of whether environmental, cultural or economic disadvantage are major factors in student's lack of school success

Record of attendance for current and past years (past is in cum folder)

Absences of 25% of the instructional days in one school year would be expected to impact significantly student progress through the curriculum (45 days).

A consistent pattern of absences over 20 days/year over several years could have impact depending on the student. Students of lesser ability and/or those from disadvantaged homes would be less likely to be able to catch-up and fill in the holes from missed instruction than brighter and more advantaged students. If exposed to another language, the bilingual protocol must be followed before referral.

If bilingual and evaluating anyway, nonbiased assessment procedures must be documented.

Must document attempt to use discrepancy tables

If professional judgment was used to determine eligibility, must document*

*Read memo at end of LD section.

3. Report Considerations

TEST DATA

Must include tests given, date and by whom

REASON FOR REFERRAL

This should be in the form of questions to be answered.

For example, "Is there a significant discrepancy between this student's cognitive ability and academic achievement such that special facilities, equipment or methods are required to make this student's educational program effective?"

If this is a reevaluation, that information should be provided here.

BACKGROUND INFORMATION

Record information about the student's environmental, cultural, language or social background which might affect performance on tests or interpretation of results.

Record school history such as the number of schools attended and the number of days the student missed if over 10 per year.

If the child is in a single parent home, that information might be provided in a non-judgmental manner.

Information from an outside agency that is relevant.

MEDICAL INFORMATION

Record the results of the nurse's vision and hearing screening.

Any additional notes the nurse made on the Referral form.

Any additional medical information from a developmental history or conversation that is relevant to the testing or interpretation of results.

Record any diagnosed medical condition such as ADHD.

Record any medical information received from a doctor.

CLASSROOM OBSERVATION

Include the person who observed, and the time, date and place of that observation.

It is important to note the amount of time that student was on task.

Note the manner in which the student approached or avoided classroom tasks.

TEST OBSERVATIONS AND RESULTS

Include the results of the cognitive measures that you chose, generally a Weschler Scale.

If you choose a cognitive ability measure other than a Weschler scale, document the reason.

Possible reasons for using other measures would be due to Limited English Proficiency, bilingualism, cultural factors which make timing and item content issues and disabilities that affect the student's ability to respond.

If there is a significant Verbal/Performance split (18 or more points) another measure might be used.

If you gave other cognitive or academic tests, describe the results here.