

Special Programs and Procedures – Summary **Specific Learning Disabilities**

The SBER language has changed substantially to reflect the requirements of IDEA 2004 and IDEA regulations (2006). The focus in determining eligibility for the Specific Learning Disabilities program, during the past several decades, has been on a process which would address concerns regarding the academic performance of a student, providing minimal intervention support, and evaluating to see if a discrepancy existed between the measured student achievement and the IQ, using standardized testing to find the student eligible.

The emphasis has changed to focus on the student's Response to Intervention (RtI), a process that includes: ongoing progress monitoring, levels of intervention to address academic achievement concerns, and using standardized assessments along with other information to design effective interventions. This should reduce the number of students who need to be identified for special education services.

Eligibility determination for SLD now requires:

- when provided scientific, research-based, intensive individualized interventions (which are progress monitored, graphically depicted and shared with parents),
- the student does not make adequate progress to achieve age or grade level standards in one or more of the following:
 - *Oral Expression*
 - *Listening Comprehension*
 - *Written Expression*
 - *Basic Reading Skills*
 - *Reading Fluency Skills*
 - *Reading Comprehension*
 - *Mathematics Calculation or*
 - *Mathematics Problem Solving*based on multiple sources of data *and*
- the student demonstrates a need for specially designed instruction

Testing to document whether a “significant discrepancy” exists between the student's measured IQ and academic achievement is no longer a consideration in determining eligibility for SLD. The focus is on testing to guide appropriate intervention for the student. Additionally, once the RtI process has been in effect for a significant period of time and the student's rate of progress is not sufficient to close the performance gap (with peers), or the student requires a level of service for the intervention which would be comparable to what s/he would receive in the exceptional education setting, the CARE team recommends any additional assessment and the evaluation specialist completes the evaluation report for SLD eligibility.