Overview of Today’s Webcast

• Provide an overview of the new resource document, *Considerations in Specific Learning Disability Evaluation and Eligibility Determination*.

• Share available resources and professional development opportunities to learn more about SLD evaluation requirements and eligibility criteria.
The Dimensions of Effective Evaluation Processes

It is essential that evaluations address more than regulatory requirements and the mere presence of a disability to fully understand a student’s needs so that an effective Individualized Education Program (IEP) can be developed and student learning outcomes achieved (Rebhorn & Kupper, 2007).
Working to Ensure Comprehensive, Appropriate, & Meaningful

- Collaborative multidisciplinary team practices,
- Reviewing and considering existing information,
- Identifying suspected disabilities and hypotheses for difficulties,
- Determining which evaluation requirements are already fulfilled and which are still needed,
- Creating an individualized plan for evaluation that is communicated in the written notice,
- Conducting and communicating evaluation results and conclusions effectively.
CONSIDERATIONS DOCUMENT

A brief introduction into the document and the accompanying resource materials.
Considerations Document

Available at www.indianaeerc.org

Includes:
• SLD evaluation requirements
• Elements of Eligibility
• FAQ (based on state survey)
• Exclusionary Factors
• Example SLD Checklist

CONSIDERATIONS IN SPECIFIC LEARNING DISABILITY EVALUATION AND ELIGIBILITY DETERMINATION

JUNE 2011
EFFECTIVE EVALUATION RESOURCE CENTER
BLUMBERG CENTER FOR INTERDISCIPLINARY STUDIES IN SPECIAL EDUCATION
INDIANA STATE UNIVERSITY
“Considerations”

• “the act or an instance of considering; giving careful thought; deliberation; contemplation,

• Offered for use at the local level to help inform discussions and practices related to specific learning disabilities,

• Not definitive, because of continual debate and conversation in the professional literature. Founded in Article 7 and existing federal/state guidance.
Elements of SLD Eligibility Determination

• 511 IAC 7-41-12(a)

• Five Elements of Determination
  – Two Inclusionary Criteria – specific to SLD
  – Two Exclusionary Criteria – specific to SLD
  – One General Criteria – applies to all eligibility categories
  – All 5 necessary for eligibility determination
Academic Underachievement

SLD Indicator

Disability, English Proficiency, Cultural Exclusionary Factors

Lack of Appropriate Instruction Exclusionary Factor

Adverse Effects on Academic and/or Functional Performance
Using Evaluation Information to Inform Eligibility

...Data from various and multiple sources collected during the evaluation are....... 

.....interpreted using locally determined guidelines or criterion and used to provide......

.....Evidence of meeting the eligibility criteria.....
1. Evidence of ........*Eligibility Criteria*  

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<th>Evidence</th>
<th>Criteria/Explanation</th>
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Locally identified indicators that operationalize the eligibility criteria.

The criteria that will be applied to the evaluation data, which is summarized in the educational evaluation report, to determine whether the indicators of evidence are present.

The sources from which data was collected or obtained.
Accompanying Resource:

A “For Illustration and Demonstration Only” document provides an example of a district SLD eligibility worksheet. It provides examples of necessary evidence, data sources, and corresponding criteria.
Specific Learning Disability (SLD) Certification

The Multidisciplinary Team members are required by Indiana’s Article 7 (511 IAC 7-40-5(g)(2)(C)) to sign this document to certify their individual opinions for the Case Conference Committee, as to whether or not they believe this student has a Specific Learning Disability, and the basis for having that opinion. A team member who does not agree with the findings of the Educational Evaluation must attach a separate opinion statement.

1. Evidence of Underachievement Relative to Age or Grade

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2. Evidence of Insufficient Progress OR Pattern of Strengths/Weakness

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Patterns of Strength/Weakness

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3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are NOT Primary Factor for Underachievement.

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4. Evidence that Exclusionary Factor: Lack of Appropriate Instruction is NOT Primary Factor for Underachievement.

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Online Training Components

**Written Resources**
- SLD Worksheet with Examples
- SLD Written Certification Templates
- Presentation materials from conferences and meetings
- Report examples

**Discussion Board**
- Discuss SLD Evaluation and Identification with EERC Staff
- Discuss local SLD practices and procedures with colleagues across the state

**Webcasts**
- Pre-recorded sessions developed to learn more about SLD evaluation requirements and eligibility criteria.

**Webinars**
- Interactive web presentations about local policies, procedures, and case conference considerations for SLD.
Thank you for viewing our webcast!

Check out the EERC website.
http://www.indianaeerc.org

Join us on the Discussion Board.
http://www.indianaeerc.org/phpbb/

Questions? Email leah.nellis@indstate.edu