

SPECIFIC LEARNING DISABILITY GUIDELINES QUICK GUIDE

AUGUST 2015



Ingham Intermediate
School District

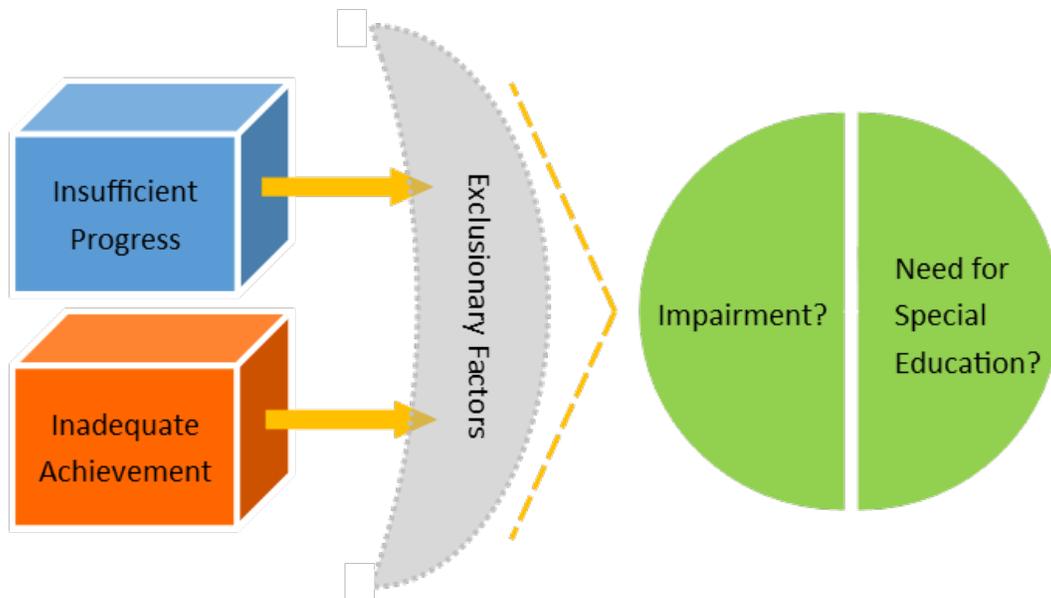
Student Support Services

The SLD Guidelines Quick Guide provides a brief overview of the main contents in the Ingham Intermediate School District (ISD) guidelines for determining specific learning disability (SLD) eligibility. Beginning on September 1, 2015, all evaluations of students to determine SLD eligibility must be completed using an MTSS/RTI model. Patterns of Strengths and Weaknesses and IQ-achievement discrepancy models are no longer acceptable means for determining SLD eligibility. The response to intervention (RTI) model is discussed in explicit detail within the guidelines, and provides the process for documenting insufficient progress, inadequate achievement, and need for specially designed instruction. This quick guide is not intended to replace the full Ingham ISD SLD Guidelines, rather the following pages include a brief set of guiding questions that may be used as a reference.

PROBLEM SOLVING AND THE REVIEW OF EXISTING EVALUATION DATA (REED) (PG. 8)

The team should answer the following questions when determining if a special education evaluation may be appropriate:

1. Has the student received appropriate instruction in the general education setting?
2. Has the student received evidence-based interventions that are targeted to his or her area(s) of need, in addition to being provided with core instruction?
3. Does the student demonstrate insufficient progress (response to instruction/interventions) and inadequate achievement (achievement scores below the level of the appropriate peer group)?
4. Have appropriate data been collected to assess the student's response to the instruction/interventions, and have those data been shared systematically with the student's parents and/or caretakers?
5. Have data been used to rule out exclusionary factors?



The graphic emphasizes:

- Exclusionary factors are the lens through which the other criteria (inadequate achievement and insufficient progress) are considered.
- Each of the components is weighted equally.
- The “need for special education” is central to making an eligibility determination.

The purpose of the REED process is to compile the available information to determine whether the student meets eligibility criteria and requires specially designed instruction in order to make academic progress. The table below provides a set of example data sources that the team may choose to use as supportive evidence when analyzing: (1) Inadequate Achievement, (2) Insufficient Progress, and (3) Exclusionary Factors.

Data Supporting Inadequate Achievement (Academic Gap)	Data Supporting Insufficient Progress	Data Verifying Lack of Exclusionary Factors
Grade-based data	Documentation of tier 2 and tier 3 interventions currently received (name, frequency, duration, progress monitoring, fidelity)	Attendance
State-based assessment data	Current progress-monitoring data	Medical information (if necessary/available)
Teacher observations/input	History of tier 2 and tier 3 interventions previously received (name, frequency, duration, fidelity)	Retention history (if applicable)
SAT/ACT (secondary)	Previous progress-monitoring data	Previous programs/schools attended
CBM benchmark scores	Rate of improvement (ROI) with interventions implemented	Primary language with consideration of BICS/CALP
Classroom-based assessments compared to class averages/expectations	Typical rate of peer group improvement	Vision and hearing assessment results
Accommodations consistently provided in the general education setting and their effectiveness	Gap analysis data	Relevant environmental, economic, or cultural factors
Standardized academic assessment scores/results		

DOES THE STUDENT MEET THE SLD IMPAIRMENT CRITERIA? (PG. 5)

During an SLD evaluation, the MET/IEP team is required to consider and document the following questions in order to determine if the student meets the SLD eligibility criteria:

1. Has the student been provided with learning experiences and instruction appropriate for his or her age or state-approved grade/subject area standards in the general education setting?
2. Does a significant gap exist between the student's current level of performance and state-approved grade/subject area standards?
3. Has the student made sufficient or insufficient progress (rate of improvement) based on his or her response to intensive evidence-based intervention?
4. Has the student demonstrated inadequate achievement (gap between student and peer group) after intensive intervention?
5. What relevant behavior was observed during the required observations, and what is the relationship of the observed behavior to academic functioning?
6. Have all exclusionary factors been considered, and is any exclusionary factor the primary reason for the inadequate achievement or insufficient progress?
7. Are there educationally relevant medical findings?
8. Does the student require specially designed instruction?

DOES THE STUDENT REQUIRE SPECIAL EDUCATION SERVICES (SPECIALIZED INSTRUCTION)? (PG. 42)

The "need for special education" question is sometimes overlooked. A student does not "automatically" need special education on the basis that he or she demonstrates inadequate achievement and insufficient progress after exclusionary factors have been ruled out.

As part of an evaluation or reevaluation to determine whether a student is or continues to be a child with a disability, the team will address three critical questions to determine the student's need for services:

1. What are the student's needs that cannot be met through general education at the time of evaluation?
2. What accommodations, if any, can be made in the general education program to meet the student's identified needs and to allow the student to access the grade-level curriculum and meet the educational standards that apply to the student's current grade?
3. What additional instruction does the student need that is not currently provided through the general education curriculum?

APPENDICES IN THE FULL DOCUMENT PROVIDE ADDITIONAL HELPFUL INFORMATION (PGS. 49 – 69)

- A. IDEA and MARSE Regulations
- B. Initial SLD Eligibility Recommendation Protocol
- C. Re-evaluation SLD Eligibility Recommendation Protocol
- D. Explanation of RIOT and ICEL
- E. Elementary School Vignette: Tier 1, Tier 2, and Tier 3
- F. Secondary Level Considerations