

## Evaluation Team Report (ETR): Part 3 – Determining SLD Eligibility

**Opening slide:** This is part 3 of the School Age Essential ETR module. This presentation covers the additional steps and requirements of establishing the presence of a Specific Learning Disability. If Specific Learning Disability is one of the suspected disabilities and later decided it is not the eligibility determination, Part 3 still **must be** completed and attached to the ETR.

### Slide 2: Requirements for Determining a Specific Learning Disability

Part three of the Evaluation Team Report documents the requirements for determining the existence of a specific learning disability.

The portion of the Operating Standards addressing specific learning disability must be used and referenced when a specific learning disability is suspected or is being reviewed for a reevaluation.

A specific learning disability affects the child's ability to listen, think, speak, read, write, spell or do math calculations. It could also include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia or developmental aphasia.

### Slide 3: Additional Team Members

Additional team members for determining or confirming a specific learning disability must include:

- The child's parents,
- The child's general education teacher; and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

This last requirement differs from the team requirement for initial or reevaluations in other disability categories in that, for Specific Learning Disability evaluations, this person must be qualified to **conduct** assessments, not simply interpret the results of the assessments.

### Slide 4: Required Notification

When a teacher or team proposes to provide interventions prior to making a referral for an initial evaluation, written notification is required to be sent to the parent.

If the child is to participate in the process that assesses the child's response to scientific, research-based interventions, parents must be notified of:

- State policies regarding the amount and nature of student performance data that would be collected and the general education services provided;
- Strategies to increase the rate of learning; and
- The parents' right to request an evaluation.

### **Slide 5: Part 3(A)**

Part 3(A) of the Evaluation Team Report - Identifies Areas for Specific Learning Disability

Identification in the category of Specific Learning Disability requires that: *The child does not achieve adequately for the child's age or to meet state-approved, grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.*

These areas include:

- *Oral expression;*
- *Reading fluency skills;*
- *Written expression;*
- *Mathematics calculation;*
- *Listening comprehension;*
- *Reading comprehension;*
- *Basic reading skill;*
- *Mathematics problem-solving.*

### **Slide 6: Processes for Determination**

No single measure can be used as the sole criterion for determining eligibility. Multiple forms of assessment that are technically sound must be used. An observation must be included as part of the process for determining if the child has a specific learning disability.

Interventions that are used must be:

- Research/evidence-based;
- Provided at appropriate levels of intensity, frequency, duration and integrity; and
- Relative to the child's identified needs.

### **Slide 7: Part 3(C)**

The use of Part 3(C) patterns of strengths and weaknesses requires prior approval granted by the Ohio Department of Education. The district must have a board-adopted procedure for determining Specific Learning Disability.

Assessment information should be summarized in this section, if the evaluation team used alternate research-based procedures to determine if the child exhibited a pattern of strengths and weaknesses in performance, achievement or both, relative to age, state-approved grade-level standards or intellectual development that the team determined to be relevant to the identification of a specific learning disability in one or more of the areas identified in Section A.

- This method must establish that the child exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age;
- State-approved grade-level standards; or
- Intellectual development; or
- Developmental delays (*preschool children*).

The procedures used must be relevant to the identification of a specific learning disability and must include data from appropriate assessments.

## **Slide 8: Factors Considered**

The team must determine that its findings are NOT primarily the result of:

- A visual, hearing, or motor disability
- Intellectual Disability
- Emotional Disturbance
- Limited English Proficiency
- Environmental or Economic Disadvantage
- Cultural Factors

Appropriate assessments must be conducted to rule out these factors as primary effects causing the apparent disability.

For example, behavior and social-emotional assessments must be conducted to establish that the deficit is not primarily a result of a behavior or emotional disturbance.

Especially in the initial evaluation process, ***all possible factors related to the suspected disability must be assessed and considered.***

## **Slide 9: Underachievement Due to Lack of Appropriate Instruction**

For underachievement due to lack of appropriate instruction, the team must demonstrate with valid and reliable data that:

- The child was provided appropriate instruction; and
- Repeated assessments of achievement were completed at reasonable intervals showing student progress (or lack thereof).

## **Slide 10: Progress Monitoring**

Ongoing progress monitoring must:

- Include technically adequate assessment procedures; and
- Be conducted while the child is receiving instruction.

And please remember, progress must be reported to the child's parents.

## **Slide 11: Reevaluations for Specific Learning Disability**

For reevaluations for Specific Learning Disability, the district must:

- Conduct all the assessments required for a Specific Learning Disability initial evaluation (apart from repeating the intervention process);
- Use data that are currently available;
- Include current classroom observations; and
- Include current classroom achievement data even when conducting a record-review reevaluation.

Remember. you **cannot** skip **any** of the evaluation processes for Specific Learning Disability.

All the information used in Specific Learning Disability reevaluations need to be updated to reflect current levels of achievement.

**Slide 12:** Closing Slides

For more information, visit:

<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

<https://education.ohio.gov/Topics/Special-Education>

For further support, contact your State Support Team (SST). To find your SST, please visit:

<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>