Part 3 MUST BE completed and attached to the ETR

Specific Learning Disability

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**Determining Existence of a Specific Learning Disability**

A specific learning disability affects the child’s ability to:

- Listen
- Think
- Speak
- Read
- Write
- Spell
- Math Calculations

It could also include:

- Perceptual Disabilities
- Brain Injury
- Minimal Brain Dysfunction
- Dyslexia
- Developmental Aphasia

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**SLD Additional Team Members**

- Parents
- General education teacher
- At least one person qualified to conduct individual diagnostic examinations of children

This person MUST be qualified to conduct Assessments, not simply interpret the results
SLD: Required Notification

- Policies related to collection of data and support provided
- Strategies to increase learning
- Right to request an evaluation

Criteria for SLD

- No single measure can be used
- Multiple forms of assessment are required
- Current classroom observation in suspected area(s) of disability must be included

Processes for Determining SLD

- Interventions that are used must be:
  - Evidence-based;
  - Provided at appropriate levels of intensity, frequency, duration and integrity; and
  - Relative to the child's identified needs.
Patterns of Strengths and Weaknesses

Must establish the child exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age;

- State-approved grade-level standards;
- Intellectual development;
- Developmental delays.

Must include data from appropriate assessments.

Exclusionary Factors

- Appropriate assessment must be conducted to rule out these factors as primary effects causing the apparent disability.
- Behavior and social-emotional assessments must be conducted.
- All possible factors related to the suspected disability must be assessed and considered.

Underachievement due to Lack of Appropriate Instruction

- The Child was provided appropriate instruction.
- Repeated assessments of achievement were completed at reasonable intervals showing progress.
Underachievement due to Lack of Appropriate Instruction

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

Progress MUST be reported to the child’s parents.

Reevaluation for SLD

- Conduct all assessments required for Specific Learning Disability initial evaluation
- Use data CURRENTLY available
- Include CURRENT classroom observations
- Include CURRENT classroom achievement data even when conducting a record-review reevaluation

You CANNOT SKIP ANY of the evaluation processes for Specific Learning Disability

For More Information

For more information, please visit: https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements

For further support, contact your State Support Team (SST). To find your SST, please visit: https://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams

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