

**STATE SELPA IEP TEMPLATE
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY- DISCREPANCY**

Student Name _____

Date of Birth ___/___/_____

IEP Date ___/___/_____

School _____

Initial Evaluation

3-Year Re-evaluation

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

Section I. Instructions: Select Option A, B, or C below.

The decision as to whether or not a severe discrepancy exists takes into account all relevant material, which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education.

- A. The IEP team finds a severe discrepancy between intellectual ability and achievement based on valid standardized tests.
- B. The IEP team finds a severe discrepancy based on alternative measures as specified on the assessment plan.
- C. The IEP team finds a severe discrepancy between intellectual ability and achievement as a result of a disorder in one or more of the basic psychological processes. (Complete and attach the Specific Learning Disability Discrepancy Documentation Form)

Area/s in which the pupil meets criteria under Option A, B, or C:

- | | | |
|---|--|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation |
| <input type="checkbox"/> Mathematical Reasoning | | |

Section II. The discrepancy identified above is directly related to a processing disorder:

Yes No

- Check appropriate area(s):
- | | |
|--|--|
| <input type="checkbox"/> Cognitive Abilities (including association, conceptualization and expression) | <input type="checkbox"/> Visual Processing |
| <input type="checkbox"/> Sensory Motor Skills | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Auditory Processing | |
| <input type="checkbox"/> Phonological Processing | |

Section III. Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disadvantage, or of environmental, cultural, or economic disability. If any of the items below (A-H) are checked "Yes", the student may not be identified as having a learning disability.

- | | | |
|--|------------------------------|-----------------------------|
| A. Visual, hearing, or motor disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| B. Intellectual disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| C. Emotional disturbance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| D. Cultural factors | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| E. Environmental or economic disadvantage | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| F. Limited English proficiency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| G. Limited school experience or poor school attendance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| H. Lack of appropriate instruction in reading or math | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

Section IV. Additional Relevant Information:

Basis for determination of eligibility:

- Psychoeducational Evaluation utilizing multiple measures (see attached psychoeducational report).

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Other (specify) _____

Section V. Relevant behavior related to academic functioning, noted during observation:

Section VI. Educationally relevant medical findings, if any:

Section VII. Conclusion:

The pupil has a specific learning disability.

Yes No

The degree of the pupil's impairment requires special education.

Yes No

I agree with the conclusions stated above:

_____ Parent/Guardian/Surrogate/Adult	_____ Date	_____ Parent/Guardian/Surrogate/Adult	_____ Date
_____ LEA Representative/Admin. Designee	_____ Date	_____ General Education Teacher	_____ Date
_____ Special Education Specialist	_____ Date	_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date	_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date	_____ Additional Participant/Title	_____ Date
_____ Additional Participant/Title	_____ Date	_____ Additional Participant/Title	_____ Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title/Date