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# Local Policy and Procedure Considerations for SLD Evaluation and Eligibility Determination

ICASE

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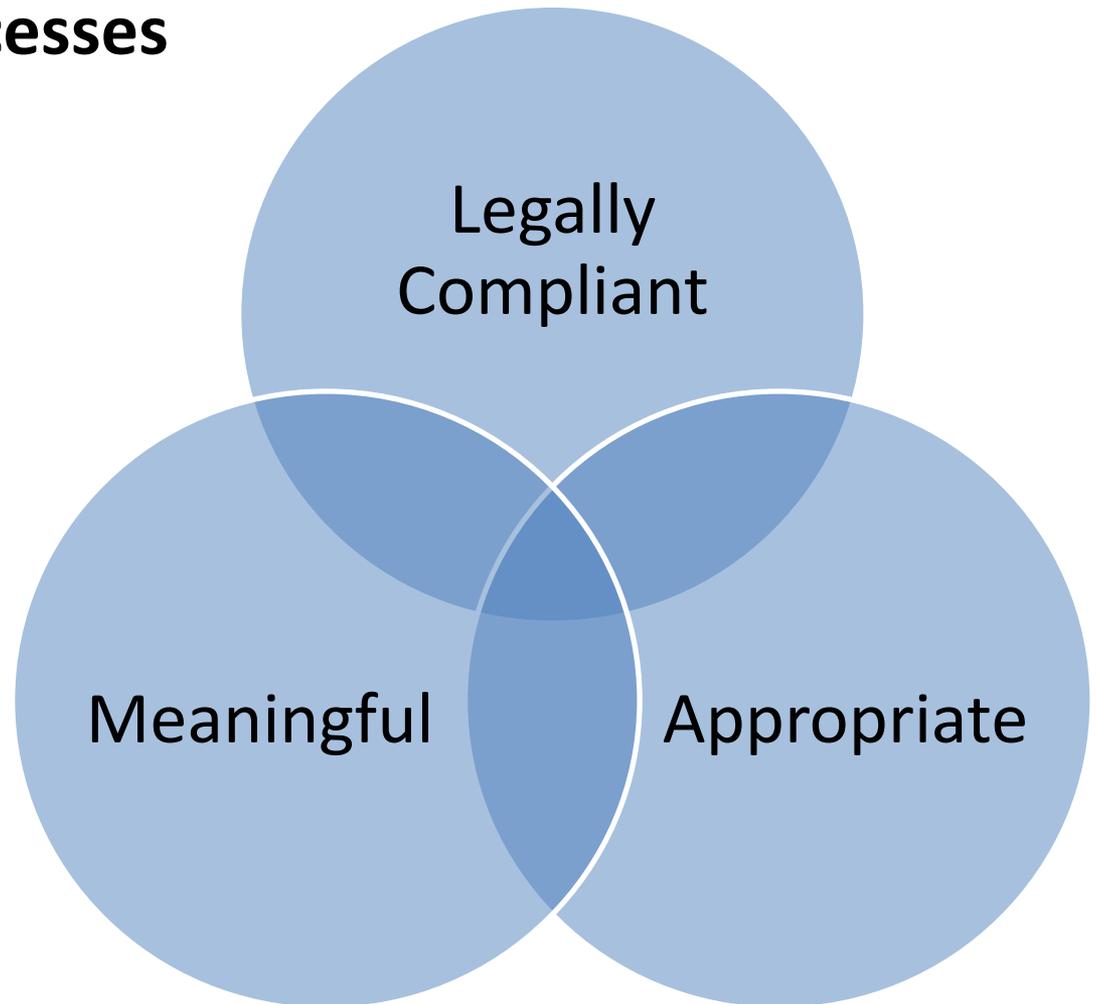
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# Overview of Today's Presentation

- Introduce new resource document, *Considerations in Specific Learning Disability Evaluation and Eligibility Determination*,
- Highlight key considerations that are important for local policies and procedures,
- Share resources and further opportunities to support development of local to practices.

# 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).



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# CONSIDERATIONS DOCUMENT

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

## Considerations Document

Available at

[www.indstate.edu/blumberg/evaluation](http://www.indstate.edu/blumberg/evaluation)

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



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# “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.

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# 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

Inclusionary Elements

SLD Indicator: PSW or Insufficient Progress

Disability, English Proficiency, Cultural  
Exclusionary Factors

Exclusionary Elements

Lack of Appropriate Instruction  
Exclusionary Factor

Adverse Effects on Academic and/or Functional Performance

## SLD Indicator

Can be demonstrated through one of two approaches –

1. Insufficient Progress

2. Patterns of Strengths/Weakness (PSW)

Decision about which approach is to be used can be made at the student-level. This decision is critical when planning the evaluation and preparing the written notice.

# SLD Indicator: *Considerations*

## **Insufficient Progress**

- Written notice of intervention, 511 IAC 7-40-2(f), complete and provided to parent,
- Interventions aligned to student's specific needs,
- Evidence of intervention implementation integrity,
- Sufficient and technically adequate progress data,
- Progress data indicates normative discrepancy.

## **Patterns of Strength/Weakness**

- Pattern regarded as “relevant to identification of SLD”,
- Pattern relevant to performance or achievement, or both, relative to age, state grade level standards, or intellectual development,
- Research basis for model used to operationalize PSW.

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# 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*

No  Yes

Evidence	Criteria/Explanation	Data Sources
<p> <input type="checkbox"/> A.  <input type="checkbox"/> B.  <input type="checkbox"/> C.  <input type="checkbox"/> D.                 </p> <p>Locally identified indicators that operationalize the eligibility criteria.</p>	<p>                     A.                      B.                      C.                      D.                 </p> <p>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.</p>	<p> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p> <p>The sources from which data was collected or obtained.</p>

# For Illustration and Demonstration Purposes Only

## 1. Evidence of Underachievement Relative to Age or Grade

Evidence	Criteria/Explanation	Data Sources
<p>A. Student's level of academic performance below expected level and significantly below that of peers.</p> <p>B. Student's rate of learning significantly different from that of peers.</p> <p>C. Evidence of convergence.</p>	<p>A: Based on most recent assessment (not more than 1 year old), performance is below the 12<sup>th</sup> percentile</p> <p>B. Student's progress in area of concern is less than that demonstrated by age or grade peers.</p> <p>C. Assessment data from at least 2 assessment sources converge, or are in agreement, and indicate underachievement in one, or more, of the areas of SLD.</p>	<p>ISTEP+</p> <p>Districtwide assessment data</p> <p>Schoolwide assessment data</p> <p>Classroom performance data</p> <p>Group intervention data</p> <p>Norm-referenced and criterion-referenced assessments</p> <p>Observation</p> <p>Other, please specify:</p>

## Accompanying Resource:

A “For Illustration Purposes” document provides an example of a district SLD eligibility worksheet.

It provides examples of necessary evidence, data sources, and corresponding criteria.

1. Evidence of Underachievement Relative to Age or Grade <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span>		
Evidence	Criteria/Explanation	Data Sources
<input type="checkbox"/> A. Student’s performance below grade level on ISTEP+. <input type="checkbox"/> B. Student’s performance below grade level on districtwide assessments (note if not applicable). <input type="checkbox"/> C. Student’s performance below expected level on other norm-referenced assessments (note if not applicable/not given). <input type="checkbox"/> D. Student’s performance below expected level on criterion-referenced assessments (note if not applicable/not given). <input type="checkbox"/> E. Data from at least 2 assessment sources converge and indicate underachievement in one of the areas of SLD. <input type="checkbox"/> F. Other, please specify	A. Most recent assessment, not more than 1 year old, below ## percentile (e.g., 12 <sup>th</sup> ). B. Below ## percentile, specified discrepancy ratio, % delay, absolute difference. C. Below ## percentile, specified standard score, absolute difference. D. Below ## percentile, specified score.	<input type="checkbox"/> ISTEP+ <input type="checkbox"/> Districtwide assessment data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Group intervention data <input type="checkbox"/> Norm-referenced and criterion-referenced assessments
2. SLD Indicator: Insufficient Progress <u>or</u> Patterns of Strength/Weakness <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span>		
Evidence	Criteria	Data Sources
<u>Insufficient Progress</u>  <input type="checkbox"/> A. Supplemental intervention provided prior to or during evaluation. <input type="checkbox"/> B. Supplemental intervention matched to student need(s). <input type="checkbox"/> C. Supplemental intervention provided as designed. <input type="checkbox"/> D. Sufficient and appropriate progress monitoring data collected. <input type="checkbox"/> E. Lack of progress demonstrated during the intervention period. <input type="checkbox"/> F. Other, please specify	A. Notification of Intervention and intervention plan. B. Evidence of alignment between student need and provided intervention. C. Evidence of intervention implementation integrity. D. Minimum number of data points. E. Criteria for determining lack of progress specified in advance that involves comparison of actual and expected rates of progress.	<input type="checkbox"/> Cumulative Record <input type="checkbox"/> Social/developmental history <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Progress monitoring data and graph <input type="checkbox"/> Teacher/Parent/Student Interview <input type="checkbox"/> Observation
<u>Patterns of Strength/Weakness</u>  <input type="checkbox"/> A. Normative weaknesses in academic areas of difficulty. <input type="checkbox"/> B. Normative weaknesses in corresponding areas of cognitive abilities. <input type="checkbox"/> C. Average, near average, abilities in remaining academic/cognitive areas. <input type="checkbox"/> D. Pattern of S and W relevant to SLD.	A. Specified standard scores or ranges. B. Specified standard scores or ranges - degree of relationship with area of concern. C. Specified standard scores or ranges.	<input type="checkbox"/> Norm-referenced achievement data <input type="checkbox"/> Norm-referenced cognitive assessment <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data

## Accompanying Resource:

Evidence and data sources can be added to this document, which could then be used as the SLD Written Certification.

This document is a Word document and can be downloaded and modified by schools.

<u>Specific Learning Disability (SLD) Certification</u>	
<p>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.</p>	
<p><b>1. Evidence of Underachievement Relative to Age or Grade</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span></p>	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
<p><b>2. Evidence of Insufficient Progress <u>OR</u> Pattern of Strengths/Weakness</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span></p>	
Evidence	Data Sources
<p><u>Insufficient Progress</u></p> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.  <hr/> <p><u>Patterns of Strength/Weakness</u></p> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<p><u>Insufficient Progress</u></p> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.  <hr/> <p><u>Patterns of Strength/Weakness</u></p> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
<p><b>3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are <u>NOT</u> Primary Factor for Underachievement.</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span></p>	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
<p><b>4. Evidence that Exclusionary Factor: Lack of Appropriate Instruction is <u>NOT</u> Primary Factor for Underachievement.</b> <span style="float: right;"><input type="checkbox"/> No <input type="checkbox"/> Yes</span></p>	
Evidence	Data Sources
<input type="checkbox"/> A.	<input type="checkbox"/> A.

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# **TOP TEN CONSIDERATIONS FOR LOCAL POLICIES AND PROCEDURES**

# Why?

- Facilitates shared understanding among staff, families, and community agencies;
- Supports consistency of practice;
- Provides local guidance for compliance purposes;
- Aligns with Article 7 requirements for written procedures related to evaluation and reevaluation - 511 IAC 7-40-3(c)

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# Implications for Multidisciplinary Teams – Roles & Activities

- Review referral and consider existing information,
- Identify suspected disabilities and hypotheses for student's difficulties,
- Determine which evaluation requirements are already fulfilled and which require assessment/collection during the evaluation,
- Create an individualized plan for evaluation that is communicated in the written notice, and
- Communicate evaluation results and conclusions effectively through the educational evaluation report.

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# Top 10 by Category

- Evaluation procedures
- Eligibility criteria defined
- Educational evaluation reports

# In my district....

10. the two inclusionary determination elements are addressed in the SLD report.
9. the two exclusionary determination elements are addressed in the SLD report,
8. the fifth determination element, that of adverse effects, is addressed in the SLD report,
7. the SLD Certification, which identifies the specific SLD area(s) and represents the agreement and/or dissent, of all team members, is included in the SLD report,
6. evidence of intervention planning, implementation, and impact included when insufficient progress option used,

# In my district.....

5. the term 'underachievement' is defined in writing for parents and staff,
4. Pattern of Strengths and Weaknesses and Insufficient Progress options are defined,
3. evidence is included in the SLD report to rule out other disabilities and limited English proficiency as primary factors when appropriate,
2. evidence is included in the SLD report of appropriate instruction, with repeated assessments at reasonable intervals,
1. our local SLD procedures are written and easily accessible for shared understanding by staff, parents and community agencies.

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# **FUTURE TRAINING OPPORTUNITIES**

Participate in online and face-to-face professional development opportunities to learn more about SLD evaluation requirements and eligibility criteria.

# Online Training Components

## Written Resources

- Considerations in SLD Evaluation and Eligibility Determination
- SLD Checklist Blank Template
- SLD Worksheet with 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

- Two live, interactive web presentations about local policies, procedures, and case conference considerations for SLD.

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# EERC Discussion Board: *Considerations Regarding Specific Learning Disabilities*

You can view past and current discussions as a guest, which does not require a login. If you would like to join the active discussion board and add your own posts, then you will need to register your login.

**Coming October 18<sup>th</sup>!**

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# Upcoming Conference Presentations

## Indiana Association of School Psychologists Fall Conference

- October 10-11, 2011; [www.iasponline.org](http://www.iasponline.org)
- Topic: Considerations in SLD Evaluation and Eligibility Determination: Resources and Case Studies
- Topic: Models to Document a Pattern of Strengths and Weaknesses for SLD

# Educational Evaluation Reports Pilot Project

- Small number of districts/cooperatives working with EERC staff to
  - develop enhanced educational evaluation reports and report writing processes (for SLD and other categories), and
  - explore use of educational evaluation report feature in IIEP.
- Interested in participating? Questions?
  - Contact Leah Nellis, [leah.nellis@indstate.edu](mailto:leah.nellis@indstate.edu)
  - by October 17<sup>th</sup>.

Thank you for attending!  
Please complete the evaluation.

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**Indiana Effective Evaluation Resource Center**