

SPECIFIC LEARNING DISABILITY ELIGIBILITY CHECKLIST

Student:	School/Grade:	Date:
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Specific Learning Disability Definition:

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that manifest itself in the imperfect ability to listen, think, speak, read, write or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. 20 U.S.C. § 1401(30)(a); 34 C.F.R. § 300.8(c)(10)(i).

Eligibility Questions – Answer ALL of Them. Do NOT Stop until ALL are Answered.

1. Is there a disorder in one or more of the basic psychological processes involved in understanding or in using language?	YES	NO
Verification:		

To be eligible, the answer to Question 1 must be yes. Proceed to next question.

2. Is the student failing to achieve adequately for the student’s age or to meet State-approved grade level standards in any of the areas below, when provided with learning experiences and instruction appropriate for the student’s age or State approved grade level standards?	YES	NO		
If so, identify the area(s): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> oral expression listening comprehension written expression basic reading skill </td> <td style="width: 50%; border: none;"> reading fluency skills reading comprehension mathematics calculation mathematics problem solving </td> </tr> </table> Verification:			oral expression listening comprehension written expression basic reading skill	reading fluency skills reading comprehension mathematics calculation mathematics problem solving
oral expression listening comprehension written expression basic reading skill	reading fluency skills reading comprehension mathematics calculation mathematics problem solving			

To be eligible, the answer to Question 2 must be yes. Proceed to the next question.

<p>3-a. Does the student exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development, that is determined by the IEP team to be relevant to the identification of a specific learning disability, using appropriate assessments;</p> <p><u>Or</u></p> <p>3-b. Has the student failed to make sufficient progress to meet age or State-approved grade level standards in one or more of the areas identified in Question 2 when using a process based on the student’s response to scientific, research based intervention (RTI)?</p> <p><i>[Note: The New Hampshire Board of Education’s rules direct every school district to adopt a policy that determines the scope of Question 3. This local policy may adopt the eligibility standard(s) in 3-a, 3-b, or both. NH Ed 1107.02(b). This form assumes that your local policy adopts both 3-a and 3-b. If your local policy adopts only 3-a, revise this form by deleting 3-b. If your local policy adopts only 3-b, revise this form by deleting Question 3-a.]</i></p>	YES	NO	N/A
Verification:			

To be eligible, the answer to Question 3-a or 3-b must be yes. Proceed to next question.

4. Is the underachievement due to the lack of appropriate instruction in reading or math?	YES	NO
<p><i>In making the determination, the Team must consider:</i></p> <p><i>a) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; <u>and</u></i></p> <p><i>b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.</i></p>		

To be eligible, the answer to Question 4 must be no. Proceed to the next question.

5. Is the student’s lack of achievement primarily the result of:		
a. Visual, Hearing or Motor Disability	YES	NO
Explain:		
b. Intellectual Disability	YES	NO

Explain:		
c. Emotional Disturbance	YES	NO
Explain:		
d. Environmental, Cultural or Economic Disadvantage and/or Limited English proficiency?	YES	NO
Explain:		

To be eligible, the answers to Questions 5a through 5d must all be no. Proceed to the next question.

6. Relevant behavior noted during the observation(s) and its relationship to academic functioning:
<i>The child must be observed in learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</i>

7. Educationally relevant medical findings:	YES	NO
If yes, specify:		

8. Are evaluations utilized valid and reliable assessments and performed by qualified individuals, consistent with NH Ed 1107.04(b), Table 1100.1?	YES	NO
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Eligibility Conclusions:

A. Does a specific learning disability exist? <i>To be eligible, answers to questions 1, 2, 3, and 8 must each be "Yes", and the answers to questions 5 and 5(a) through 5(d) must each be "No".</i>	YES	NO
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To be eligible, the answer to Question A must be yes. Proceed to Question B.

B. If there is a specific learning disability, does the child require special education, or special education and related services, because of that disability?	YES	NO
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Explain:

If the answers to Questions A and B are "yes", the student qualifies for special education as a child with a specific learning disability. If the answer to either question is "no", then the student is ineligible under this disability category.

C. CONCLUSION: The child qualifies for special education based on a specific learning disability.	YES	NO
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Team members should certify their agreement or disagreement by signing below.

I certify that this report reflects my conclusions:

Name and Title	Name and Title

I certify that this report does not reflect my conclusions:

Name and Title	Name and Title

Dissenting members shall submit a separate statement.