

Considerations in Identifying Learning Disabilities

OVERVIEW:

The five questions below summarize important team considerations when identifying learning disabilities (LD).

When more questions can be answered in the affirmative, a team can likely make a more solid case that the student does have a learning disability (and vice versa).

CONSIDERATIONS:

Student:			Date:
Team Answer			Consideration
YES	NO	Unknown	1) Is there <i>limited response to targeted instruction?</i>
YES	NO	Unknown	2) Are <i>LD risk factors</i> present?
YES	NO	Unknown	3) Are <i>LD achievement markers</i> present?
YES	NO	Unknown	4) Are deficits in <i>LD-related cognitive processes</i> present?
YES	NO*	Unknown*	5) Can <u>all</u> <i>non-LD explanations be ruled-out</i> as the <u>primary</u> cause of low achievement? <ul style="list-style-type: none"> • Child has another disability (visual, hearing, motor disability; intellectual disability; emotional disturbance) • Child has not received appropriate instruction in reading and math • Child has limited English proficiency, or there are cultural, environmental or economic factors present *If question 5 is answered "NO" or "unknown" the student CANNOT be eligible for SLD

YES NO	<p>Additional (if district is using severe discrepancy model): Are there <i>severe discrepancies</i> between achievement and general intellectual ability?</p> <p><small>*Regardless of whether "YES" or "NO", student CAN be eligible for SLD if the answers to questions 1-4 indicate a pattern of strengths and weaknesses diagnostic of a learning disability.</small></p>
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------