


#EachChildOurFuture

### The Essential ETR Part 3

Part 3 MUST BE completed and attached to the ETR



Specific Learning Disability

Ohio Department of Education

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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

*Operating Standards, 3301-51-01 (B)(10)(d)*

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### SLD Additional Team Members

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

School Psychologist, Speech-Language Pathologist, or Remedial Reading Teacher

This person MUST be qualified to **Conduct** Assessments, not simply interpret the results

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## SLD: Required Notification

**3 SPECIFIC LEARNING DISABILITY DOCUMENTATION FOR DETERMINATION**

**REQUIRED NOTIFICATION**  
 If the child has participated in a process that assesses the child's response to scientific, research-based intervention, indicate if the parents were notified about the following prior to the evaluation:

The state's policies regarding the amount and nature of student performance data that would be collected and the general services that would be provided  YES  NO

Strategies for increasing the child's rate of learning  YES  NO

The parents' right to request an evaluation  YES  NO

Section A must be completed  
 Either Section B OR Section C must be completed

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

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## Criteria for SLD

**ETR Evaluation Team Report** District: \_\_\_\_\_

**3 SPECIFIC LEARNING DISABILITY DOCUMENTATION FOR DETERMINATION**

**REQUIRED NOTIFICATION**  
 If the child has participated in a process that assesses the child's response to scientific, research-based intervention, indicate if the parents were notified about the following prior to the evaluation:

The state's policies regarding the amount and nature of student performance data that would be collected and the general services that would be provided  YES  NO

Strategies for increasing the child's rate of learning  YES  NO

The parents' right to request an evaluation  YES  NO

Section A must be completed  
 Either Section B OR Section C must be completed

**A. IDENTIFIED AREAS**  
 Identify one or more of the following areas in which the team has determined that the child is not achieving adequately for the child's age or state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.

Oral Expression  Reading Fluency Skills  Written Expression  Mathematics Calculation

Listening Comprehension  Reading Comprehension  Basic Reading Skill  Mathematics Problem solving

**B. EXCLUSION FACTORS**  
 The evaluation team has determined that the child is not achieving adequately for the child's age or state-approved grade-level standards as a result of:

Limited English Proficiency  Intellectual Disability

Multiple Disabilities  Emotional or Behavioral Disturbance

Sensory Impairment  Cultural Factors

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## Processes for Determining SLD

**A. IDENTIFIED AREAS**  
 Identify one or more of the following areas in which the team has determined that the child is not achieving adequately for the child's age or state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.

Oral Expression  Reading Fluency Skills  Written Expression  Mathematics Calculation

Listening Comprehension  Reading Comprehension  Basic Reading Skill  Mathematics Problem solving

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

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.

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### Patterns of Strengths and Weaknesses

Requires prior approval granted by the Ohio Department of Education. The district MUST have a board-adopted procedure for determining Specific Learning Disability.

**C. PATTERNS OF STRENGTHS AND WEAKNESSES**  
 Assessment information should be summarized in this section, if the evaluation team used alternative research-based procedures, to determine if the child exhibited a pattern of strengths and weaknesses in performance, achievement or both, relative to age, state-approved grade-level standards or intellectual development that the team determined to be relevant to the identification of a specific learning disability in one or more of the areas identified in Section A.

**Assessment information should be summarized in this section**

- Must establish the child exhibits a pattern of strengths and weaknesses in performance and /or achievement relative to age;
- State-approved grade-level standards; or
- Intellectual development; or
- Developmental delays.
- Must include data from appropriate assessments

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### Exclusionary Factors

**D. EXCLUSIONARY FACTORS**  
 The evaluation team has determined that its findings are NOT primarily the result of:

- A Visual, Hearing, or Motor Disability
- Intellectual Disability
- Emotional Disturbance
- Limited English Proficiency
- Environmental or Economic Disadvantage
- Cultural Factors

**NOT the result of**

- 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

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### Underachievement due to Lack of Appropriate Instruction

**E. DOCUMENTATION - UNDERACHIEVEMENT NOT DUE TO A LACK OF APPROPRIATE INSTRUCTION**  
 Regardless of the process used to identify a child as having a specific learning disability, the team must ensure that the child's underachievement is not due to a lack of appropriate instruction in reading or math by considering the following information:

1. Data that demonstrate that prior to, or as part of the referral process, a qualified personnel delivered appropriate instruction to the child in general education settings. Summarize the data the team used to document this requirement:
  - ✓ The Child was provided appropriate instruction.
2. Data-based documentation that the child's parent received about repeated formal assessments of student progress during instruction, done at reasonable intervals. Summarize the data-based information the team used to document this requirement:
  - ✓ Repeated assessments of achievement were completed at reasonable intervals showing progress.

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### Underachievement due to Lack of Appropriate Instruction

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 Regardless of the process used to identify a child as having a specific learning disability, the team must ensure that the child's underachievement is not due to a lack of appropriate instruction in reading or math by considering the following information:

1. Data that demonstrate that prior to, or as part of the referral process, a qualified personnel delivered appropriate instruction to the child in general education settings. Summarize the data the team used to document this achievement:
2. Data-based documentation that the child's parent progress during instruction, done at reasonable intervals, and repeated formal assessments of student progress. Summarize the data-based information the team used to document this achievement:

**Ongoing Progress Monitoring MUST**

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

**Progress MUST be reported to the child's parents.**

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### Reevaluation for SLD

ETR Evaluation Team Report      District:

CHILD'S NAME:     ID NUMBER:     DATE OF BIRTH:

**3 SPECIFIC LEARNING DISABILITY DOCUMENTATION FOR DETERMINATION**

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**

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### 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>

Additional information on requirement to adopt written policies and procedures:  
<http://education.ohio.gov/getattachment/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/Model-Policies-and-Procedures-Letter-to-Sups-FINAL.pdf.aspx>

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