



## Specific Learning Disability Eligibility Form

Maine Unified Special Education Regulations (MUSER VII.2.L)

Date of Meeting:	<b>09/12/2020</b>	SAU:	
Child's Name:	<b>Sue</b>	School:	
Date of Birth:	<b>12/07/2010</b>	Grade:	<b>4</b>
Parent/Guardian Name:		School Phone:	
Parent/Guardian Address:		School Address:	
Parent/Guardian City, State Zip:		City, State Zip:	
		School Contact:	

**Specific Learning Disability definition (MUSER VII.2.L):**

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 may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or intellectual disability, or emotional disturbance or environmental, cultural or economic disadvantage.

### Part A: Qualifying Considerations

**1. Does evidence from multiple valid and reliable sources demonstrate that the child is achieving adequately for the child's age and is meeting State-approved grade level standards in all of the areas below? (MUSER VII.2.L(2)(a)(i))**

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

For children from diverse cultural and/or linguistic backgrounds that place them outside the group on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such children, determinations in this section should be made using a multi-tiered problem-solving approach such as analysis of work samples and other performance data. (MUSER VII.2.L(2)(a)(c)).

If the answer to Question 1 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide data supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 1 is **NO**, indicate below the areas in which the child is not achieving adequately. Provide data supporting that determination in the area marked "Verification" and proceed to Question 2.

<b>Oral expression</b>	<input type="checkbox"/>	<b>Reading fluency skills</b>	<input checked="" type="checkbox"/>
<b>Listening comprehension</b>	<input type="checkbox"/>	<b>Reading comprehension</b>	<input checked="" type="checkbox"/>
<b>Written expression</b>	<input type="checkbox"/>	<b>Mathematic calculation</b>	<input type="checkbox"/>
<b>Basic reading skill</b>	<input checked="" type="checkbox"/>	<b>Mathematics problem-solving</b>	<input type="checkbox"/>

Child's Name:

Date:

Verification:  
 WJ-IV (March 2020)  
 WJ-IV  
 Basic Reading Skills: 78 7%ile  
 Reading: 71 2%ile  
 Mathematics: 80 9%ile  
 Written Language: 81 10%ile

NWEA (winter)  
 Reading: 5%ile  
 Math: 10%ile

DRA-2 level 18/20 with good comprehension, poor fluency

**2. If the child is not achieving adequately in all areas, is the underachievement due to the lack of learning experiences and instruction appropriate for the child's age or state approved grade level standards? (MUSER VII.2.L(2)(a)(1))**

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:  
 Prior to the recent pause in academic instruction, LC has had both reading and math interventions over the years. She makes progress, is dismissed and then performance declines. Intervention in math is based on district determined standards. Her attendance is good.

**In making this determination, the Team must:**

- a. Consider whether the child, prior to or as a part of the referral process, was provided appropriate instruction in regular education settings, delivered by qualified personnel (MUSER VII.2.L(2)(b)(i)(I)); **and**
- b. For culturally and linguistically diverse children and children from diverse educational backgrounds, consider the extent to which the child has been exposed to culturally and linguistically appropriate instruction.

If the answer to Question 2 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide information supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 2 is **NO**, provide information supporting that determination in the area marked "Verification" and proceed to Question 3.

**3. If the child is not achieving adequately in all areas, is the child's lack of achievement primarily the result of any of the following factors? Provide evidence supporting each determination in the areas below marked "Verification."**

**a. Visual, hearing or motor disability (MUSER VII.2.L(2)(a)(iii)(aa))**

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:  
 No evidence of visual, hearing or motor disability evidenced in record or by history. Not area of concern.

**b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))**

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:  
 WISC-V FSIQ: 85

**c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))**

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:  
 Not area of concern

Child's Name:

Date:

<b>d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))</b>	<b>YES</b>	<b>NO</b>
	Verification: Not area of concern	<input type="checkbox"/>

If the answer to any sub-part of Question 3 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 8.

If the answer to all sub-parts of Question 3 is **NO**, proceed to question 4.

**4. Does the child 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? (MUSER VII.2.L(2)(a)(ii))**

<b>YES</b>	<b>NO</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

		Verification of Strengths	Verification of Weaknesses
a.	<b>Data collected when using a process that is based on the child's response to scientific research-based intervention, including general education interventions under MUSER Section III. (MUSER VII.2.L(2)(a)(ii)(aa))</b>	Slow progress in math but making improvements using learned strategies.	Reading intervention has same focus as classroom. When prompted, she is able to make corrections. Currently DRA-2 is instructional at 28. Fluency is weaker but improving.
b.	<b>Classroom performance data. (MUSER VII.2.L(2)(a)(ii)(bb))</b>	DRA-2 level 18 is passed. She uses good strategies, but is somewhat dysfluent. Comprehension is good on the surface but deeper comprehension is weaker. Teacher feels she will get math concepts but needs more practice. Likes to write but not attentive to capitals and punctuation.	Checks out during most of verbal presentations. She needs reminders to analyze the whole word. Trouble with vowel patterns. Math is becoming more difficult as work moves into multiplication and division. This leads to more holes in performance.
c.	<b>Achievement data based on summative assessments in the district's core curricula, State assessments and/or published nationally norm-referenced assessments. (MUSER VII.2.L(2)(a)(ii)(cc))</b>	WJ-IV (March 2020) Mathematics: 80 9%ile Written Language: 81 10%ile	WJ-IV Basic Reading Skills: 78 7%ile Reading: 71 2%ile  NWEA (winter) Reading: 5%ile Math: 3%ile
d.	<b>Psychological processing data from standardized measures to identify contributing factors, including standardized composite scores from nationally norm-referenced measures of skills such as, but not limited to, phonological processing, information retrieval and processing speed, language, working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning. (MUSER VII.2.L(2)(a)(ii)(dd))</b>	Cross Battery Assessment (March 2020) Comprehension/Knowledge (Gc): 89 Fluid Reasoning (Gf): 83 Visual-Spatial Thinking (Gv): 94 Processing Speed (Gs): 94 Short-Term Memory (Gsm): 95	No evidence of auditory processing, orthographic processing, or rapid naming abilities

For culturally and/or linguistically diverse children, consider the patterns of strengths and weaknesses that are consistent with that population, e.g., many English learners struggle with literacy skills but perform better in less language-based skills such as math calculation.

If the answer to Question 4 is **NO**, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 8.

If the answer to Question 4 is **YES**, proceed to question 5.

**5. Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.L(2)(f)). The child must be observed in the learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. (MUSER VII.2.L(2)(f)(i))**

NOTES: Student needed extra prompting to get started on a task but remained on-task throughout the observation. She was reading texts below grade level (but that were at her developmental level) and her fluency was choppy compared to other students reading aloud.



Child's Name:

Date:


I **do not** agree with the result of this report

Signature	Printed Name	Title

**Dissenting team members shall submit a separate statement (MUSER VII.2.L(2)(g)(ii)).**