

Specific Learning Disability

Federal Definition

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 an imperfect ability to listen, think, speak, read, write, spell, or do mathematic calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or other environmental, cultural, or economic disadvantage.)

State Definition

The Illinois definition is the same as the federal definition stated above.

Diagnostic Criteria

Determinant Factors If the student is not succeeding due to (a) lack of scientifically based practices and programs that contain the essential components of reading, (b) lack of instruction in math, or (c) Limited English Proficiency, the student is not eligible for services under IDEA.

Exclusionary Criteria Discrepancy cannot be due to a visual, hearing, or motor disability, cognitive disability, emotional disability, or environmental, cultural, or economic disadvantages. If any of these apply the student cannot have primary eligibility of SLD.

Inclusionary Criteria

- **Educational Progress (Over Time):** The student's performance demonstrates a significantly slower rate than expected in one or more of these areas: Basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, mathematical problem solving, written expression, oral expression, or listening comprehension, **Or** the student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.
- **Discrepancy (At One Point in Time):** The student's performance is significantly below performance of peers or expected standards in one or more of the following areas: Basic reading skills, reading fluency skills, reading comprehension, mathematical calculation, mathematical problem solving, written expression, oral expression, or listening comprehension, **Or** the student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.
- **Instructional Need:** Student demonstrates need for specially designed instruction that is significantly different and more intensive than what is provided in general education.
- **Optional Criteria:** After determining that the criteria above are met, the district may choose to use and IQ-achievement discrepancy model. If using this model a severe discrepancy must exist between achievement and ability that is not correctable without special education and related services.

Adverse Effect Student's IEP requires individual statement of adverse effect.

History of academic difficulty and current performance level has an adverse impact on educational progress.