SLD Exclusion Factors Guidance

Many students with and without disabilities can be affected by one or more of these factors to different degrees. The role of the evaluation team, however, is to determine whether any of these factors is most likely to be the *primary* cause of the student's underachievement.

The purpose of this worksheet is to guide school-based teams in discussing these potential barriers to learning.

Vision problems

Records should be reviewed to determine the presence of a possible visual problem. If screening results indicate a possible problem, a referral to an optometrist or ophthalmologist may be appropriate.

Does the student wear glasses or other corrective lenses? Y / N

If yes, does the student regularly wear them during instruction? Y / N

Vision difficulties suspected or observed: _____

(e.g., difficulties with copying, squinting/rubbing eyes during visual tasks)

Vision screening within past 12 months Y / N **Date:** _____ **Results:** _____

Vision evaluation by optometrist/ophthalmologist Y / N **Date:** _____ **Results:** _____

Student complaints of difficulty with vision: _____

Documented history of vision difficulties (Describe): _____

Other: _____

_____

Is a **vision problem** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Hearing problems

Records should be reviewed to determine the presence of a possible hearing problem. If screening results indicate a possible problem, a referral to an audiologist may be appropriate.

Does the student wear hearing aids? Y / N

If yes, does the student regularly wear them during instruction? Y / N

Hearing difficulties suspected or observed: _____

(e.g., frequent requests for repetition, moves closer to sound sources, obvious speech reading)

Hearing screening within past 12 months **Date:** _____ **Results:** _____

Formal hearing evaluation by audiologist **Date:** _____ **Results:** _____

Student complaints of difficulty with hearing: _____

Documented history of hearing difficulties (including chronic ear infections)

(Describe): _____

Other: _____

_____

Is **reduced hearing/hearing loss** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Motor problems

Records should be reviewed to determine the presence of possible motor or orthopedic problems. If records or observations indicate a possible problem, a referral to a physical or occupational therapist, or other medical professional may be appropriate.

Does the student use assistive devices (e.g., weighted pens, pencil grips, slant board)**?** Y / N

If yes, does the student regularly use them during instruction? Y / N

Motor difficulties suspected or observed: _____

_____

(e.g., graphomotor problems; difficulty with fine-motor tasks such as using scissors, folding paper)

History of significant fine-motor delays / problems: _____

_____

History of significant gross-motor delays / problems: _____

_____

Documented history of motor difficulties impacting general education access (e.g., medical Dx)

(Describe): _____

Other (e.g., developmental/medical history, parent report, observations): _____

_____

Is a **motor problem** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Intellectual disability

Records should be reviewed to determine the presence of possible intellectual disability. For example, if deficits in reading are present, but math performance is grade-appropriate, or if general academic skills are below average, but communication, social skills, and other adaptive behaviors are at least average, the evaluation team may choose to rule out intellectual disability without administering intelligence tests or adaptive behavior measures. However, if there are concerns about significant cognitive and adaptive behavior difficulties, it is recommended the student's cognitive functioning and/or adaptive functioning be evaluated, or screened at minimum.

Is there reason to suspect that the student's intellectual ability is significantly below average? Y / N

If yes, describe: _____

Is there reason to suspect that the student's adaptive skills are significantly below average? Y / N

If yes, describe: _____

Previous psychological or psychoeducational evaluation(s) **Date(s):** _____

Results: Intellectual Functioning: _____

Adaptive Functioning: _____

Other: _____

_____

Other: _____

Is an **intellectual disability** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Emotional disturbance

Students with academic problems sometimes display inappropriate and disruptive classroom behavior, while other students may have emotional problems that manifest as internalizing behaviors. School-based teams should determine if a student's academic difficulties are *primarily* caused by an emotional disturbance. Emotional or behavioral performance can be screened using checklists, teacher reports, or norm-referenced behavior rating scales. For students who display emotional or behavior problems, the team must determine whether the student's learning problems give rise to the behavior problems, or if underlying emotional problems are affecting the student's ability to learn.

Does the student have a documented history of emotional or behavioral difficulties? Y / N

If yes, describe: _____

Are the student's learning problems significantly impacted by the student's behavior? Y / N

If yes, has a functional behavior assessment (FBA) been completed to determine probable factors maintaining the challenging behavior? Y / N

Results: _____

Has a Behavior Intervention Plan(s) been implemented, monitored, and adjusted as needed? Y / N

Outcome(s): _____

Relevant psychological / psychiatric diagnosis: _____ **Date:** _____

Trauma concerns (if known): _____

_____

Other (behavior rating scales, discipline history, emotional/behavioral screenings): _____

_____

Is an **emotional disturbance** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Cultural factors

Academic delays due to cultural differences does not indicate a learning disability. Students may also display academic delays related to the level of acculturation in the United States. School-based teams need to assess the relative impact of these issues while they consider possible special education eligibility. Teams will also need to consider individual student factors.

Is the student's cultural background different from the culture of the school, community, or society? Y / N

If yes, describe: _____

Is the student new to the United States? Y / N **If yes, number of years in the U.S.?** _____

Are there conflicting educational/behavioral expectations for the student between school & family? Y / N

If yes, describe: _____

Has there been miscommunication between parents and school due to cultural and/or ethnic differences? Y / N **If yes, describe:** _____

Has the student had limited involvement inorganizations and activities of any culture? Y / N

If yes, describe: _____

Other (e.g., student performance compared to others in respective cultural group): _____

_____

Are **cultural factors** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Environmental or economic disadvantage

Environmental disadvantage impacting school performance may include poverty, abuse, and neglect, homelessness, home responsibilities affecting school performance, family disruptions, bereavement, lack of access to medical care, poor nutrition, trauma, crisis situations, medical conditions affecting sleep or school attendance, lack of instructional support at home, and frequent school changes. Although many students may be impacted by economic and environmental disadvantage, school-based teams must determine if it is the primary cause of academic difficulties.

Is there evidence of educational neglect (i.e., the failure of a parent/guardian to provide for their child's basic educational needs)? Y / N **(If yes, describe): _____**

_____

Does available data indicate the student has changed schools so often, or has attended school so irregularly, that normal achievement gains were not possible? Y / N

(If yes, describe): _____

Is there a history of trauma? Y / N **(If yes, describe): _____**

_____

Do economic considerations prevent addressing barriers to learning (e.g., filling a prescription, replacing broken glasses, tutoring)? Y / N **(If yes, describe): _____**

Are there environmental space issues (e.g., no space for studying, sleep disruptions due to shared sleeping space)? Y / N **(If yes, describe): _____**

Is there a temporary crisis situation? Y / N **(If yes, describe): _____**

_____

Is **environmental or economic disadvantage** likely the ***primary*** cause of the student's academic deficits?

Yes / No

Limited English proficiency

Students should not be identified as eligible for special education when academic problems are caused by limited English proficiency. Federal and state policy indicate that all students must be screened to determine if their primary home language is one other than English. If so, the student's proficiency in English (listening, speaking, reading, and writing) must be assessed. Students who are English Learners (ELs) take approximately two years to acquire basic interpersonal communication skills (BICS) and between five and seven years to acquire cognitive academic language proficiency (CALP) required to function effectively in content subjects. (*See WVBE Policy 2417 and Appendix K of this document for more information*).

Primary language spoken in the home: _____

Has a language proficiency assessment been administered? Y / N **If yes: Date: _____**

Results: Listening**: _____** Speaking**: _____**

Reading**: _____** Writing**: _____**

Is the student being provided a Language Instruction Education Program (LIEP)? Y / N

If yes: Frequency**: _____** **Duration: _____**

Number of years exposed to English instruction: _____ years, **_____** months

Current English Language Proficiency Levels: Listening: **____** Speaking: **____** Reading: **____** Writing: **____**

Is **limited English proficiency** the ***primary*** cause of the student's academic deficits? **Yes / No**

Lack of appropriate instruction in English language arts or mathematics

This exclusion factor may include the absence of adequate instruction, or instruction lacking in quality. Lack of adequate instruction may occur due to one or more of the following:

- one or more medical conditions preventing sufficient exposure to instruction
- one or more moves after which a student is not promptly re-enrolled in school
- high mobility between schools, districts, or states
- home schooling that does not provide sufficient learning opportunities
- excessive tardiness preventing the student from receiving appropriate instruction and intervention in targeted areas
- excessive absences preventing the student from receiving appropriate general instruction and intervention
- lack of appropriate multi-tiered instruction targeting academic difficulties
- any other barrier to learning preventing adequate educational access (*See* ***Specific Learning Disabilities: Evaluation and Eligibility Guidance for West Virginia Schools*** *for more information*)

Instruction lacking in quality may occur when essential concepts and skills are not adequately addressed in relation to a student's learning progress.

Does data indicate that the student attended school regularly to receive instruction? Y / N

Cumulative # of absences: _____ Current SY # of absences: _____

Cumulative attendance rate: _____ % Current SY attendance rate: _____ %

Do universal screening data suggest a class-, grade-, or schoolwide problem in universal instruction?

Y / N **If yes, describe: _____**

Have essential intervention components been delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention? Y / N

Were interventions implemented with sufficient frequency and duration (i.e., according to current WVTSS guidelines for academic support)**?** Y / N

If applicable, was there a difference in progress monitoring data during a time with frequent absences compared to when the student attended regularly (i.e., significant growth during regular attendance)**?**

Y / N / NA

Other: _____

Is **lack of appropriate instruction in English language arts or mathematics** likely the ***primary*** cause of the student's academic deficits? **Yes / No**

Conclusion

☐ **Based on the available data, it is reasonable to conclude that one or more factors is likely the *primary* cause(s) of the student's observed learning difficulties.**

Specify: _____

☐ **Based on the available data, it is reasonable to conclude that one or more factors *contributes* to the student's observed learning difficulties.**

Specify: _____

☐ ***None of the factors*** **listed here is likely to be the primary cause of the student's academic deficits or learning difficulties.**

Notes: _____

_____

_____