

Missouri Division of Special Education Compliance Standards & Indicators

1400-ELIGIBILITY CRITERIA: Specific Learning Disabilities

Legal Requirement	Indicator	Documentation
<p>NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i>, Section III. Additional requirements related to the evaluation report for specific learning disability found in 200.270-200.320. Fed. Regulations 300.307-300.311</p>		
<p>1400.10 Areas of inadequate achievement 300.309(a)(1)</p>	<p>A comprehensive evaluation report is present and documents:</p> <p>The child does not achieve adequately for the child’s age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or State-approved grade-level standards:</p> <ul style="list-style-type: none"> 1400.10.a. Basic Reading Skill 1400.10.b. Reading Comprehension 1400.10.c. Reading Fluency Skills 1400.10.d. Written Expression 1400.10.e. Mathematics Calculation 1400.10.f. Mathematics Problem Solving 1400.10.g. Listening comprehension 1400.10.h. Oral Expression 	<p>Evaluation report</p>
<p>1400.20 Methods of eligibility determination 300.309 (a)(2)(i)(ii)</p>	<p><u>RESPONSE TO SCIENTIFIC RESEARCH-BASED INTERVENTION</u></p> <p>The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based interventions.</p> <p>Documentation must include:</p> <ul style="list-style-type: none"> 1400.20.a. Documentation is present that agency procedures for identification of a child with Specific Learning Disabilities were followed. 1400.20.b. Instructional strategies used and the student-centered data collected. 1400.20.c. Documentation that the child’s parents were notified about: <ul style="list-style-type: none"> 1400.20.c.(1) the State’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; 1400.20.c.(2) Strategies for increasing the child’s rate of learning, and; 1400.20.c.(3) The parents’ right to request an evaluation. 	<p>Evaluation report</p>

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	<p style="text-align: center;">OR</p> <p><u>DISCREPANCY</u></p> <p>1.) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade-level standards, or intellectual development.</p> <p>Documentation must include:</p> <p>1400.20.d. Evidence of pattern of strengths and weaknesses</p> <p style="text-align: center;">AND</p> <p>1400.20.e. Discrepancy of at least 1.5 standard deviations between achievement and intellectual ability.</p> <p style="text-align: center;">OR</p> <p>1400.20.f. A child who does not display a discrepancy of at least 1.5 standard deviations as defined above, may be deemed to have a specific learning disability through the use of professional judgment.</p> <p>NOTE: Documentation must include evidence that the child is not achieving adequately or making sufficient progress based on a review of formal and informal assessments.</p>	
<p>1400.30 Observation 300.310</p>	<p>The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. Documentation should include:</p> <p>1400.30.a. Information from an observation in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation; or</p> <p>1400.30.b. Observation by a qualified professional in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.</p> <p>1400.30.c. Relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning.</p> <p>NOTE: In the case of a child of less than school age or out of school, an observation must be done in an environment appropriate for a child of that age.</p>	Evaluation report
<p>1400.40 Additional group members 300.308</p>	<p>The determination of the existence of a specific learning disability must be made by the child's parents and a team of qualified professionals, which must include:</p> <p>1400.40.a. The child's regular teacher, or, if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;</p> <p>1400.40.b. For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age;</p> <p>1400.40.c. At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.</p>	Evaluation report

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<p>1400.50 Evaluation Report 300.306 (c)(1); 300.311</p>	<p>In interpreting evaluation data for the purpose of determining if a child is a child with a specific learning disability:</p> <p>1400.50.a. The public agency must document relevant medical findings.</p> <p style="text-align: center;">OR</p> <p>If no relevant medical findings, this must be noted in the evaluation report.</p> <p>1400.50.b. Each team member must certify in writing whether the report reflects her/his conclusion(s). If it does not, the group member must submit a separate statement presenting the member’s conclusions.</p> <p>NOTE: This requirement is not applicable to parent(s) of a child.</p> <p>The report includes a statement that the group considered as part of the evaluation:</p> <p>1400.50.c. Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and</p> <p>1400.50.d. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.</p>	<p>Evaluation report</p>
<p>1400.60 Learning disability is not primarily the result of specific factors 300.309 (a)(3)(i-vi); 300.311</p>	<p>The team determines that its findings of a Specific Learning Disability are not primarily the result of:</p> <p>1400.60.a. A visual, hearing, or motor disability;</p> <p>1400.60.b. Mental retardation;</p> <p>1400.60.c. Emotional disturbance;</p> <p>1400.60.d. Cultural factors;</p> <p>1400.60.e. Environmental or economic disadvantage;</p> <p>1400.60.f. Limited English Proficiency;</p> <p>1400.60.g. Lack of appropriate instruction in reading, including the essential components of reading instruction:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Vocabulary Development • Reading Fluency • Reading Comprehension Strategies; and <p>1400.60.h. Lack of appropriate instruction in math.</p>	<p>Evaluation report</p>