

## ***Evaluation and Consideration of Exclusionary Factors for SLD Identification***

An evaluation of specific learning disability (SLD) requires an evaluation and consideration of factors, other than a disorder in one or more basic psychological processes that may be the primary cause of a student's academic skill weaknesses and learning difficulties. These factors include (but are not limited to), vision/hearing<sup>1</sup>, or motor disabilities, intellectual disability (ID), social/emotional or psychological disturbance, environmental or economic disadvantage, cultural and linguistic factors (e.g., limited English proficiency), insufficient instruction or opportunity to learn and physical/health factors. These factors may be evaluated via behavior rating scales, parent and teacher interviews, classroom observations, attendance records, social/developmental history, family history, vision/hearing exams<sup>1</sup>, medical records, prior evaluations, and interviews with current or past counselors, psychiatrists, and paraprofessionals who have worked with the student. Noteworthy is the fact that students with (and without) SLD often have one or more factors (listed below) that ***contribute*** to academic and learning difficulties. However, the practitioner must rule out any of these factors as being the ***primary*** cause of a student's academic and learning difficulties to maintain SLD as a viable classification/diagnosis.

### **Vision (Check All that Apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Vision test recent (within 1 year) | <input type="checkbox"/> History of visual disorder/disturbance  |
| <input type="checkbox"/> Vision test outdated (> 1 year)    | <input type="checkbox"/> Diagnosed visual disorder/disturbance   |
| <input type="checkbox"/> Passed                             | Name of disorder: _____  |
| <input type="checkbox"/> Failed                             | <input type="checkbox"/> Vision difficulties suspected or observed   |
| <input type="checkbox"/> Wears Glasses                      | (e.g., difficulty with far or near point copying, misaligned numbers in written math work, squinting or rubbing eyes during visual tasks such as reading, computers) |

**NOTES:** \_\_\_\_\_

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### **Hearing (Check All that Apply)<sup>2</sup>:**

- |  |  |
|--|--|
| <input type="checkbox"/> Hearing test recent (within 1 year) | <input type="checkbox"/> History of auditory disorder/disturbance  |
| <input type="checkbox"/> Hearing test outdated (> 1 year)    | <input type="checkbox"/> Diagnosed auditory disorder/disturbance   |
| <input type="checkbox"/> Passed                              | <input type="checkbox"/> Name of disorder: _____   |
| <input type="checkbox"/> Failed                              | <input type="checkbox"/> Hearing difficulties suggested in the referral  |
| <input type="checkbox"/> Uses Hearing Aids                   | (e.g., frequent requests for repetition of auditory information, misarticulated words, attempts to self-accommodate by moving closer to sound source, obvious attempts to speech read) |

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**Motor Functioning (Check All that Apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Fine Motor Delay/Difficulty  | <input type="checkbox"/> History of motor disorder  |
| <input type="checkbox"/> Gross Motor Delay/Difficulty   | <input type="checkbox"/> Diagnosed motor disorder   |
| <input type="checkbox"/> Improper pencil grip (Specify type: _____)                                     | Name of disorder: _____   |
| <input type="checkbox"/> Assistive devices/aids used<br>(e.g., weighted pens, pencil grip, slant board) | <input type="checkbox"/> Motor difficulties suggested in the referral<br>(e.g., illegible writing; issues with letter or number<br>formation, size, spacing; difficulty with fine motor<br>tasks such as using scissors, folding paper) |

**NOTES:** \_\_\_\_\_  
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**Cognitive and Adaptive Functioning (Check All that Apply):**

- Significantly “subaverage intellectual functioning” (e.g., IQ score of 75 or below)
- Pervasive cognitive deficits (e.g., weaknesses or deficits in many cognitive areas, including *Gf and Gc*)
- Deficits in adaptive functioning (e.g., social, communication, self-care)

Areas of significant adaptive skill weaknesses (check all that apply):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Motor Skill         | <input type="checkbox"/> Communication             | <input type="checkbox"/> Socialization |
| <input type="checkbox"/> Daily Living Skills | <input type="checkbox"/> Behavior/Emotional Skills | <input type="checkbox"/> Other         |

**NOTES:** \_\_\_\_\_  
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**Social-Emotional/Psychological Factors (Check All that Apply):**

- Diagnosed psychological disorder (Specify: \_\_\_\_\_)
- Date of Diagnosis
- Family history significant for psychological difficulties
- Disorder presently treated - specify treatment modality (e.g., counseling, medication): \_\_\_\_\_
- Reported difficulties with social/emotional functioning (e.g., social phobia, anxiety, depression)
- Social-Emotional/Psychological issues suspected or suggested by referral
- Home-School Adjustment Difficulties
- Lack of Motivation
- Emotional Stress

- Autism
- Present Medications (type, dosage, frequency, duration) \_\_\_\_\_
- Prior Medication Use (type, dosage, frequency, duration) \_\_\_\_\_
- Hospitalization for psychological difficulties (date(s): \_\_\_\_\_)
- Deficits in social, emotional, or behavioral [SEB] functioning (e.g., as assessed by standardized rating scales)  
Significant scores from SEB measures: \_\_\_\_\_

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**Environmental/Economic Factors (Check All that Apply):**

- Limited access to educational materials in the home
- History of educational neglect
- Caregivers unable to provide instructional support
- Frequent transitions (e.g., shared custody)
- Economic considerations precluded treatment of identified issues (e.g., filling a prescription, replacing broken glasses, tutoring)
- Environmental space issues (e.g., no space for studying, sleep disruptions due to shared sleeping space)
- Temporary Crisis Situation

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**Cultural/Linguistic Factors (Check All that Apply)<sup>3</sup>:**

- Limited Number of Years in U.S. ( \_\_\_\_ )
- Language(s) Other than English Spoken in Home
- No History of Early or Developmental Problems in Primary Language
- Lack of or Limited Instruction in Primary Language (# of years \_\_\_\_ )
- Current Primary Language Proficiency: (Dates: \_\_\_\_\_ Scores: \_\_\_\_\_ )
- Current English Language Proficiency: (Date: \_\_\_\_\_ Scores: \_\_\_\_\_ )
- Acculturative Knowledge Development (Circle one: High – Moderate – Low)
- Parental Educational and Socio-Economic Level (Circle one: High – Moderate – Low)

**NOTES:** \_\_\_\_\_  
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**Physical/Health Factors (Check All that Apply):**

- Limited access to healthcare       Minimal documentation of health history/status
- Chronic health condition (Specify: \_\_\_\_\_)       Migraines
- Temporary health condition (Date/Duration: \_\_\_\_\_)       Hospitalization (Dates: \_\_\_\_\_)
- History of Medical Condition (Date Diagnosed \_\_\_\_\_)
- Medical Treatments (Specify: \_\_\_\_\_)
- Repeated visits to the school nurse       Repeated visits to doctor
- Medication (type, dosage, frequency, duration: \_\_\_\_\_)

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**Instructional Factors (Check All that Apply):**

- Interrupted schooling (e.g., mid-year school move)      Specify why: \_\_\_\_\_
- New teacher (past 6 months)       Retained or advanced a grade(s)
- Nontraditional curriculum (e.g., homeschooled)       Accelerated curriculum (e.g., AP classes)
- Days Absent \_\_\_\_\_

**NOTES:** \_\_\_\_\_  
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**Determination of Primary and Contributory Causes of Academic Weaknesses and Learning Difficulties (Check One):**

- Based on the available data, it is reasonable to conclude that one or more factors is *primarily* responsible for 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: \_\_\_\_\_
- No* factors listed here appear to be the primary cause of the student's academic weaknesses and learning difficulties

<sup>1</sup>For vision and hearing disorders, it is important to understand the nature of the disorder, its expected impact on achievement, and the time of diagnosis. It is also important to understand what was happening instructionally at the time the disorder was suspected and/or diagnosed.

With regard to hearing, even mild loss can impact initial receptive and expressive skills as well as academic skill acquisition. When loss is suspected, the practitioner should consult professional literature to further understand the potential impact of a documented hearing issue (see American Speech-Language-Hearing Association guidelines [www.asha.org](http://www.asha.org)).

With regard to vision, refractive error (i.e., hyperopia and anisometropia), accommodative and vergence dysfunctions, and eye movement disorders are associated with learning difficulties whereas others vision problems are not (e.g., constant strabismus and amblyopia). As such, when a vision disorder is documented or suspected, the practitioner should consult professional literature to further understand the impact of the visual disorder (e.g., see American Optometric Association [www.aoa.org](http://www.aoa.org)).

<sup>2</sup>When there is a history of hearing difficulties and a learning disability diagnosis is being considered, hearing testing should be recent (i.e., conducted within the past 6 months).

<sup>3</sup>When evaluating the impact of language and cultural factors on a student's functioning, the practitioner should consider whether and to what extent other individuals with similar linguistic and cultural backgrounds as the referred student are progressing and responding to instruction in the present curriculum (e.g., if an LEP student is not demonstrating academic progress or is not performing as expected on a class- or district-wide assessment when compared to his/her peers who possess a similar level of English proficiency and acculturative knowledge, it is unlikely that cultural and linguistic differences are the sole or primary factors for the referred student's low performance). In addition, it is important to note that as the number of cultural and linguistic differences in a student's background increase, the greater the likelihood that poor academic performance is attributable primarily to such differences rather than a disability.

**Note:** All 50 US states specify eight exclusionary criteria. Namely, learning difficulties cannot be primarily attributed to, (1) visual impairment; (2) hearing impairment; (3) motor impairment; (4) intellectual disability; (5) emotional disturbance; (6) environmental disadvantage; (7) economic disadvantage; and (8) cultural difference. Noteworthy is the fact that certain states have adopted additional exclusionary criteria including *autism*, (CA, MI, VT, and WI), *emotional stress* (LA and VT), *home or school adjustment difficulties* (LA and VT), *lack of motivation* (LA and TN), and *temporary crisis situation* (LA, TN, and VT). The present authors have integrated these additional criteria under "social-emotional/psychological factors" and "environmental/economic factors" and have added two additional categories, namely, "instructional factors" and "physical/health factors" to this form.