Specific Learning Disability Eligibility Form
Maine Unified Special Education Regulations (MUSER VII.2.L)

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian 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 disability or environmental, cultural or economic disadvantage.

Compliance: Entire Form
☐ **Decision is based on a variety of sources**

☐ **Information from sources is documented for Yes or No**

Best Practice: Entire Form
☐ **Check the correct box for each question**

☐ **Include summaries and explanations according to form directions**

☐ **Best Practice: Document conversation/completion of the form in Written Notice**

☐ **Best Practice: Utilize the Clinical Guidance on Implementation- For the Identification of Students Suspected of Having a Specific Learning Disability-2017 (masponline.net)**

Child's Name: Date:

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
	☐	☐

☐ **Best Practice: Check the correct box (Y/N)**

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.

Oral expression	☐	**Reading fluency skills**	☐
Listening comprehension	☐	**Reading comprehension**	☐
Written expression	☐	**Mathematic calculation**	☐
Basic reading skill	☐	**Mathematics problem-solving**	☐

Verification:

☐ **Compliance: Information from sources is documented**

☐ **Best Practice: include data source (evaluation/assessment) and data (scores)**

Examples of data sources: age normed, standardized assessments of academic achievement, state-wide or district-wide assessments, curriculum-based assessments, and classroom assessments based on state standards.

Child's Name: _____   Date: _____

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**
☐ **Best Practice: Check the correct box (Y/N)**	☐	☐

Verification:

☐ **Compliance: Information from sources is documented**

☐ **Best Practice: Can include but not limited to:**

- **Identify the methodologies, not the results of general education interventions**
- **Consider attendance**
- **Consider teacher appropriate certification**
- **Culturally and linguistically, include instruction consistent with assessments used to measure academic achievement**

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."

☐ **Best Practice: Check the correct box (Y/N)**

	YES	NO
a. Visual, hearing or motor disability (MUSER VII.2.L(2)(a)(iii)(aa))	☐	☐

Verification:

☐ **Compliance: Information from sources is documented**

Best Practice: include data source(s)

Examples of data sources: screening, medical records, observation

	YES	NO
b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))	☐	☐

Verification:

☐ **Compliance: Information from sources is documented**

Best Practice: include data source (evaluation/assessment) and data (scores)

Examples of data sources: cognitive scores and/or adaptive behavior scales

	YES	NO
c. Emotional disability (MUSER VII.2.L(2)(a)(iii)(cc))	☐	☐

Verification:

☐ **Compliance: Information from sources is documented**

Best Practice: include data source(s)

Examples of data sources: rating scales, disciplinary records, teacher/parent reports, medical records, observations

	YES	NO
d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))	☐	☐

Verification:

☐ **Compliance: Information from sources is documented**

☐ **Compliance: Lack of instruction or limited English proficiency is prohibitive**

☐ **Best Practice: include data source (evaluation/assessment) and data (scores)**

Examples of data sources: WIDA scores, ACCESS scores, parent/guardian report; documentation of chronic life disruptions

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))	YES	NO
	☐	☐

☐ **Best Practice: Check the correct box (Y/N)**

		Verification of Strengths	Verification of Weaknesses
a.	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.	Classroom performance data. (MUSER VII.2.L(2)(a)(ii)(bb))		
c.	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))		
d.	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))		

☐ **Compliance: Information from multiple sources is documented**

☐ **Best Practice: include data source (evaluation/assessment) and data (scores)**

Examples of data sources: RTI information; CBA; progress monitoring; formative assessment; observation; work samples; grades; CBA-PBE performance indicators; evaluations

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:

☐ **Best Practice: Summarize relevant findings from the classroom observation; withdrawal, inattention, disengagement, lack of productivity.**

Child's Name: Date:

6. **Educationally relevant medical findings (MUSER VII.2.L(2)(g)(i)(IV))**

NOTES:

☐ **Best Practice: Summarize relevant medical findings; ADHD, seizure disorder, tic disorder, mental health diagnoses (depression, anxiety, etc.), diabetes, or traumatic brain disorder**

7. **Are the evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(c)&(d))**

☐ **Best Practice: Check the correct box (Y/N)**

YES	NO
☐	☐

If NO, provide verification:

☐ **Compliance: Information from sources is documented**
- **If "NO" for any assessment, provide information about that assessment and why it is not considered valid and/or reliable or was not performed by a qualified person.**

PART B: Conclusions

8. **Does a specific learning disability exist? (MUSER VII.2.L(2)(g)(i)(I))**

YES	NO
☐	☐

☐ **Best Practice: Check the correct box (Y/N)**

If the answer to Question 8 is **NO**, the child does not qualify as a child with a specific learning disability under MUSER. If the answer is **YES**, proceed to question 9.

9. **If there is a learning disability, the disability is of such nature and degree that [check one and summarize the basis for that selection in the area marked "Summary"]:**

☐	a. the child requires special education and related services. (MUSER V.2.F(2))
☐	b. it can be adequately addressed through general education interventions and/or accommodations.

Summary:

☐ **Compliance: Must include a summary**

☐ **Best Practice: Check a box (a/b)**

If the box in question 9(a) is checked, the child qualifies as a child with a specific learning disability under MUSER. If the box in question 9(b) is checked, the child does not qualify as a child with a specific learning disability under MUSER.

Child's Name: Date:

Team members must certify their agreement or disagreement with this result by signing below:

I certify my agreement with the result of this report (MUSER VII.2.L(2)(g)(ii))

Signature	Printed Name	Title
☐ **Compliance: All team members MUST sign**		

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)).