

# DECISION-MAKING TOOL FOR SLD AND LI ELIGIBILITY

**Note:** This is a digital form. If you are working in a web browser, you can print the information that you enter in this form but it will not save. To save the information you enter, please work and save in a PDF program such as the free [Adobe Reader](#). You can also print the form to fill in manually.

<b>Meeting Date:</b>		
<b>Demographic Information:</b>		
Student Name:	ID Number:	AYP Subgroup(s):
School:	Grade:	Retention History:

**A. Evidence that student achievement is not adequate when student is provided learning experiences appropriate for chronological age or grade-level standards.**

**A.1.** Does convergence of evidence from multiple sources validate that the student achieves inadequately to meet grade-level standards or is achieving inadequately based on the student’s chronological age in one or more of the following areas?  Yes  No

If yes, check the applicable area(s):

Specific Learning Disability (SLD)		Language Impairment (LI)	
<input type="checkbox"/>	Oral expression	<input type="checkbox"/>	Oral expression
<input type="checkbox"/>	Written expression	<input type="checkbox"/>	Written expression
<input type="checkbox"/>	Reading comprehension	<input type="checkbox"/>	Reading comprehension
<input type="checkbox"/>	Listening comprehension	<input type="checkbox"/>	Listening comprehension
<input type="checkbox"/>	Mathematics calculation	<input type="checkbox"/>	Social interaction
<input type="checkbox"/>	Mathematics problem solving	<input type="checkbox"/>	Phonological processing
<input type="checkbox"/>	Basic reading skills		
<input type="checkbox"/>	Reading fluency skills		

**If YES,** convergence of evidence from multiple sources validates that the student is not achieving adequately, then go to Question A.2.

**If NO,** this means that the student is meeting chronological age or grade-level standards and the student is **not eligible** for specially designed instruction and related services. Continue to address needs through ongoing, systematic problem solving. Refer to [Imperative Questions](#) of the *Guiding Tools for Instructional Problem Solving - Revised (GTIPS-R)* for guidance and assistance for the team to determine next steps.

**A.2.** Was the student provided with learning experiences and instruction appropriate for chronological age or grade-level standards?  **Yes**  **No**

**If YES**, the student was provided instruction and learning experiences appropriate for age or grade, then go to Question **A.3**.

**If NO**, this means that the student was not provided instruction and learning experiences appropriate for age or grade, the student is **not eligible** for specially designed instruction and related services. Provide learning experiences and instruction appropriate for the student’s age or grade, and continue ongoing, systematic problem solving. **Refer to [Imperative Questions](#) of the GTIPS-R.**

**A.3.** Is there evidence that the student was provided well-delivered, scientific, research-based instruction addressing the identified area(s) of concern, and it was delivered by qualified personnel in general education settings?  **Yes**  **No**

**If YES**, provide documentation:

What data demonstrate that the student was provided well-delivered, research-based instruction by qualified personnel in general education?

What data substantiate the effectiveness of core instruction?

**Then continue to Section B.**

**If NO**, this means that the school-based team must simultaneously address the effectiveness of core instruction and the individual student’s needs. **Refer to [Imperative Questions](#) of the GTIPS-R for additional guidance.** Critical questions for the team when problem solving to increase the effectiveness of the core instruction include the following:

Is the curriculum appropriately matched to the needs of the students?

Is support provided for implementation fidelity?

How systematically has the School-Based Leadership Team engaged in Tier 1 level problem solving in order to increase the effectiveness of core instruction?



**B.3.** How unique is the student’s rate of progress of performance in the area(s) of concern compared to:

Provide available and relevant documentation of:
Age-level peers on <i>nationally norm-referenced</i> assessments:
Grade-level peers at the <i>state level</i> :
Grade-level peers at the <i>district level</i> :
Grade-level peers at the <i>school level</i> :
Grade-level peers at the <i>class level</i> :
Grade-level peers in <i>specific subgroup(s)</i> to which the referred student belongs:

**B.4.** Were the parents provided documentation of repeated measures of achievement at reasonable intervals, graphically reflecting the student’s response to instruction and intervention?  **Yes**  **No**

<b>If YES</b> , provide documentation:
What data was shared with the parent? How often?
How was the data shared?
How were the parents of the student involved and engaged in the problem-solving process?
What information from the student’s parents contributed to the available body of evidence surrounding the student?

<b>If NO</b> , engage in systematic problem-solving to increase parent engagement. Refer to <b>GTIPS-R Section, <a href="#">Team Engagement</a></b> . Specify next steps:

**B5.** Consider the information documented in Sections A and B thus far. Based on the student’s response to scientific, research-based intervention, was the student’s level of performance and rate of progress adequate to meet chronological age or grade-level standards through **general education resources** within a reasonable amount of time?  **Yes**  **No**

<b>If YES</b> , the student is <b>not eligible</b> for specially designed instruction and related services in accordance with Rule 6A-6.03018, F.A.C., <i>Exceptional Education Eligibility for Students with Specific Learning Disabilities</i> (SLD Rule), or Rule 6A-6.030121, F.A.C., <i>Exceptional Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services</i> (LI Rule). Continue to address student needs through systematic problem solving. Refer to <b><a href="#">Imperative Questions</a></b> of the <b>GTIPS-R</b> .
--

<b>If NO</b> , then go to <b>Section C</b> . Consider data from Sections <b>B.2</b> and <b>B.3</b> .
--

**C. Evidence that inadequate response to instruction and intervention is not PRIMARILY the result of any of the following factors known to impact performance:**

*Note: Questions C.1 through C.3 pertain to requirements of both the SLD and LI rules.*

**C.1.** Is the student's level of performance and rate of progress **primarily** the result of factors related to **culture or ethnicity**?  Yes  No

Provide evidence that substantiates the team's decision:

**C.2.** Is the student's level of performance and rate of progress **primarily** the result of an **irregular pattern of attendance and/or high mobility rate**?  Yes  No

Provide evidence that substantiates the team's decision:

**C.3.** Is the student's level of performance and rate of progress **primarily** the result of **limited English proficiency**?  Yes  No

Provide evidence that substantiates the team's decision:

If the answer to any of questions **C.1** through **C.3** is **YES**, the student is **not eligible** for specially designed instruction and related services in accordance with the SLD or the LI rules. Continue to address student needs through systematic problem solving. Refer to [Imperative Questions](#) of the GTIPS-R.

**Note: Questions C.4 through C.8 pertain to requirements specific only to the SLD Rule.**

**C.4. Is the student's level of performance and rate of progress primarily the result of an intellectual disability?**  Yes  No

Provide evidence that substantiates the team's decision:

**C.5. Is the student's level of performance and rate of progress primarily the result of a visual, motor, or hearing disability?**  Yes  No

Provide evidence that substantiates the team's decision:

**C.6. Is the student's level of performance and rate of progress primarily the result of an emotional/behavioral disability?**  Yes  No

Provide evidence that substantiates the team's decision:

**C.7. Is the student's level of performance and rate of progress primarily the result of classroom behavior?**  Yes  No

Provide evidence that substantiates the team's decision:

**C.8. Is the student's level of performance and rate of progress primarily the result of environmental or economic factors?**  Yes  No

Provide evidence that substantiates the team's decision:

If the answer to any of questions C.4 through C.8 is YES, the student is **not eligible** for specially designed instruction and related services in accordance with the SLD rule. Continue to address student needs through systematic problem solving. Refer to [Imperative Questions](#) of the GTIPS-R.

**Note: Question C.9. and C.10. pertains to requirements specific only to the LI Rule.**

**C.9.** Is the student's level of performance and rate of progress primarily the result of **chronological age**?

**Yes**  **No**

Provide evidence that substantiates the team's decision:

--

**C.10.** Is the student's level of performance and rate of progress primarily the result of **gender**?

**Yes**  **No**

Provide evidence that substantiates the team's decision:

--

If the answer to questions **C.9.** or **C.10.** is **YES**, the student is **not eligible** for specially designed instruction and related services in accordance with the LI rule. Continue to address student needs through systematic problem solving. Refer to [Imperative Questions](#) of the GTIPS-R.

**D. Decision questions and collection of documentation are based on convergence of data related to all the previous questions and the group’s professional judgment informed by data:**

*Note: Section D is a culmination of the team’s decision-making process in Sections A through C.*

**D.1.** Does the student achieve **inadequately** (in one or more of the eight areas) when provided learning experiences appropriate for chronological age or grade-level standards? See responses within Section A of this tool.  Yes  No

Student does not achieve adequately for age or does not meet grade-level standards in one or more of the following areas. (Check all that apply for both eligibility areas.) <b>Attach evidence and summarize the team’s analysis that reflects the convergence of data used.</b>	
SLD Requirements	LI Requirements
<input type="checkbox"/> Reading comprehension:	<input type="checkbox"/> Reading comprehension:
<input type="checkbox"/> Written expression:	<input type="checkbox"/> Written expression:
<input type="checkbox"/> Oral expression:	<input type="checkbox"/> Oral expression:
<input type="checkbox"/> Listening comprehension:	<input type="checkbox"/> Listening comprehension:
<input type="checkbox"/> Basic reading skills:	<input type="checkbox"/> Phonological processing:
<input type="checkbox"/> Reading fluency skills:	<input type="checkbox"/> Social interaction:
<input type="checkbox"/> Mathematics calculation:	
<input type="checkbox"/> Mathematics problem solving:	

Criterion or Norm-Referenced diagnostic assessment results (if relevant):

*Note: The following information is required by the LI rule and may apply but is not required by the SLD rule. Check areas that were assessed. Attach evidence and summarize the team’s analysis.*

Standardized, norm-referenced assessment results from one or more sources:	
<input type="checkbox"/>	Phonology:
<input type="checkbox"/>	Morphology:
<input type="checkbox"/>	Syntax:
<input type="checkbox"/>	Semantics:
<input type="checkbox"/>	Pragmatics:



**D.2.** Does the student meet one of the following two conditions?

- a) Intensive interventions are demonstrated to result in adequate progress but require sustained and substantial effort that may include the provision of specially designed instruction and related services.  Yes  No
  
- b) The student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions.  Yes  No

**Attach documentation and provide summary of the team’s analysis below.**

Intervention Summary										
MM/DD/YY		Instruction/Intervention		Implementer	Duration/Frequency	Evidence of Fidelity		Response to Intervention		
	Start Date	End Date					+	?	-	Cont.?
Core										
Targeted										
Intensive										

Analysis of Response to Intervention Data (attach relevant and available data, which includes graphs)					
Performance discrepancy (level of performance: pre- and post-interventions):					
State	District	School	Class	AYP Subgroup(s)	Other (e.g., Tier 2 or Tier 3 subgroup)
<b>Rate of Progress (attach documentation of intervention intensity, rate of progress, expected rate of progress):</b>					



**D.4.** Do the data confirm that the student continues to need intensive and individualized interventions that significantly differ in intensity and duration from what can be provided through general education resources? Attach documentation and provide summary of the team’s analysis below.  **Yes**  **No**

Instructional details of educational need (specify the student’s educational supports and services that are needed to sustain expected level of performance and adequate rate of progress):

--

**D.5.** If the convergence of evidence leads the group of professionals determining eligibility to conclude that the responses to questions **D.1.**, **D.2.** and **D.4** are “**YES**,” and the answer to **D.3.** is “**NO**,” then the student may be determined eligible for specially designed instruction and related services provided through IDEA resources.

**E. On-going problem solving**

**If the student is not eligible**, what resources are available to continue to meet the student’s instructional needs? What are the next steps in the problem-solving process?

Next steps in the problem-solving process:

--

**If the student is determined eligible** for specially designed instruction and related services provided through IDEA, the student’s instructional and intervention needs will continue to be met through systematic problem solving within the RtI framework.

Next steps in the problem-solving process:

--