

Appendix E
Decision-Making Tool for SLD and LI Eligibility

Meeting Date:		
Demographic Information:		
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.

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):

SLD		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 Table 1, page 9 – Imperative Questions of the Guiding Tools for Instructional Problem Solving (GTIPS) manual for guidance and assistance for the team to determine next steps.**

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 Table 1, page 9 – Imperative Questions of the GTIPS manual.**

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 Table 1 page 9 – Imperative Questions of the GTIPS manual 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. Evidence that the student does not make adequate progress when provided scientific, research-based instruction and intervention.

1. Were the school-based team’s decisions related to this student driven by a process based on the student’s response to scientific, research-based intervention?
 Yes No

If YES, provide documentation:
What specific interventions were implemented?
What support was provided to the individual(s) implementing the interventions?
Were the critical elements of the intervention design implemented with fidelity?
What was the duration and frequency of intervention implementation?
What student-centered data was collected?

If NO, explain:
Continue ongoing, systematic problem solving. Refer to Table 1, page 9 – Imperative Questions of the GTIPS manual.

2. How unique is the student’s current level of performance in the area(s) of concern when compared to:

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

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:

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

If YES, 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?

If NO, engage in systematic problem-solving to increase parent engagement. Refer to GTIPS Manual Chapter 4 – Team Engagement. Specify next steps:

5. 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

If YES, the student is not eligible 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 GTIPS Manual Table 1, page 9 – Imperative Questions.
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If NO, then go to Section C. Consider data from Sections B2 and B3.

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.

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:

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:

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 GTIPS manual Table 1, page 9 – Imperative Questions.**

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

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:

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:

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:

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:

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 Table 1, page 9 – Imperative Questions of the GTIPS manual.**

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

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:

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 Table 1, page 9 – Imperative Questions of the GTIPS manual.**

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.

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.) Attach evidence and summarize the team’s analysis that reflects the convergence of data used.

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:

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										
		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)

1. 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)

2. Rate of Progress (Attach documentation of intervention intensity, rate of progress, expected rate of progress.)

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Parent(s) contributions to the process:

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Information provided to parents:

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3. Is the student's level of performance and rate of progress primarily the result of another disability or one of the other factors (e.g., economic, cultural, attendance, English proficiency)?
 Yes No

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

SLD Factors			LI Factors		
Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Cultural factors:	<input type="checkbox"/>	<input type="checkbox"/>	Cultural factors:
<input type="checkbox"/>	<input type="checkbox"/>	Limited English proficiency:	<input type="checkbox"/>	<input type="checkbox"/>	Limited English proficiency:
<input type="checkbox"/>	<input type="checkbox"/>	Irregular pattern of attendance or high mobility rate:	<input type="checkbox"/>	<input type="checkbox"/>	Irregular pattern of attendance or high mobility rate:
<input type="checkbox"/>	<input type="checkbox"/>	Emotional/behavioral disability:	<input type="checkbox"/>	<input type="checkbox"/>	Age:
<input type="checkbox"/>	<input type="checkbox"/>	Intellectual disability:	<input type="checkbox"/>	<input type="checkbox"/>	Gender:
<input type="checkbox"/>	<input type="checkbox"/>	Environmental or economic factors:			
<input type="checkbox"/>	<input type="checkbox"/>	Classroom behavior:			
<input type="checkbox"/>	<input type="checkbox"/>	Visual, hearing, or motor disability:			

Observations: (Attach observation form/summary)			
	Purpose of Observation and Person Responsible	Targeted Behavior(s)	Relationship to academic functioning
Observation 1			
Observation 2			
Educationally relevant medical findings			

Note: Observations are required by both the SLD rule and the LI rule. The LI rule requires that at least one observation be conducted by a speech-language pathologist.

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.)

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: