

## **Specific Learning Disability (SLD) Pages for IEP Teams using Ventura County PSW Model**

### **Specific Learning Disability Eligibility Summary:**

This page is required when a student is suspected of being eligible under Specific Learning Disability using the Pattern of Strengths and Weaknesses (PSW) Model at an Initial Evaluation or Triennial Review IEP meeting. It may also be used to rule out SLD eligibility when it was a suspected area, depending upon district procedure.

- A. Mark yes/no if responses to items 1-3 all substantiate the academic achievement deficit(s). Choose the academic achievement area(s) in which deficits were found after documentation of differentiated instruction, targeting interventions, and data through the assessment process.
1. Fill in appropriate information. You need not list all tests, only those which are useful in determining the academic achievement deficit(s). Fully explain the evidence if the standardized scores do not substantiate the deficit(s). If no academic deficits were found, select N/A from the pull-down menu.
  2. Mark all data sources that substantiate the academic achievement deficit(s). A minimum of three must be marked. If no academic deficits were found, select N/A.
  3. Mark yes/no based on observational data. If no academic deficits were found, select N/A.
- B. Mark yes/no if responses to items 1 and 2 substantiate that processing strengths and weaknesses are evident.
1. For the processing area, the left column is a drop-down menu that includes the processing areas outlined by CA Ed Code. The right column is for the assessment team to further delineate the specific processing strengths. Fill in the appropriate test information. You need not list all tests, only those which are useful in indicating an otherwise normal cognitive ability profile. If no cognitive or processing strengths were found select N/A from the pull-down menu.
  2. For the processing area, the left column is a drop-down menu that includes the processing areas outlined by CA Ed Code. The right column is for the assessment team to further delineate the specific processing weaknesses. Fill in the appropriate test information. You need not list all tests, only those which are useful in indicating processing weakness(es). If no cognitive or processing strengths were found select N/A.

C. Mark yes/no if the research supports the link between the identified academic achievement weaknesses and processing weakness(es). Should the information contained within the Comprehensive Organizational Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES) not support the link, assessment teams may include the team's rationale for linking this information. Select N/A if a pattern of weaknesses was not found.

D. All components of section D must be addressed.

**SLD Eligibility:** Record team decision regarding eligibility as a student with a specific learning disability who requires special education services.