In determining Special Education eligibility with a Specific Learning Disability, the Team must ensure that the identified area of concern is not primarily the result of one of the following. As you work through the flow-chart, keep the student’s area of concern in mind and consider individual characteristics of the student as you answer Yes or No to each of the questions.

Is the student’s lack of sufficient progress in the area of concern due primarily to cultural factors?

- YES
- NO

Is the student’s lack of sufficient progress in the area of concern due primarily to an environmental or economic disadvantage?

- YES
- NO

Is the student’s lack of sufficient progress in the area of concern due primarily to limited English proficiency?

- YES
- NO

Is the student’s lack of sufficient progress in the area of concern due primarily to a visual, hearing, or motor disability?

- YES
- NO

Is the student’s lack of sufficient progress in the area of concern due primarily to mental retardation?

- YES
- NO

Is the student’s lack of sufficient progress in the area of concern due primarily to an emotional disturbance?

- YES
- NO

If any answers are “Yes” the student cannot be found eligible for Special Education as a student with a Specific Learning Disability.

If all answers are “No” the Team may consider eligibility for Special Education as a student with a Specific Learning Disability.

Completed by _______________________________ Date ________________