

Position Statement on the Identification of Students with Specific Learning Disability

Adopted by the Inter-University Council of Ohio School Psychology Trainers
November 6, 2002

Whereas....

1. the *Operating Standards for Ohio's Schools Serving Children with Disabilities* do not require the use of a discrepancy formula;
2. there are conceptual, psychometric, and statistical limitations to the use of ability-achievement discrepancy approaches to the identification of specific learning disability;
3. the *Operating Standards for Ohio's Schools Serving Children with Disabilities* require that interventions be implemented prior to referral for multifactored evaluation;
4. research supports the value of a systematic data-driven problem-solving process for designing and implementing interventions;
5. the *Operating Standards for Ohio's Schools Serving Children with Disabilities* require that data from interventions be used to determine eligibility for special education services, appropriate instructional practices, and access to the general curriculum;
6. IDEA 97 requires that a variety of assessment tools and strategies be used to gather relevant functional and developmental information that may assist in determining the content of the child's IEP, including information related to enabling the child to be involved in and program in the general curriculum...

The Inter-University Council of Ohio School Psychology Trainers supports the use of the following approach for determining SLD eligibility:

1. that the student's *level* and *rate* of learning are discrepant from those of peers;
2. that there is *insufficient response to intervention* when presented with high quality, reliably implemented interventions in the general education setting;
3. that there is evidence of *response to intervention* when presented with high quality, reliably implemented specially designed instruction.