**Specific Learning Disability**

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(34 CFR Sec. 300.8(c)(10))

A SLD is a disability rooted in a neurological processing deficit (e.g., auditory processing, memory, processing speed, phonological processing, visual/perceptual processing, etc.) and results in significant academic underachievement despite sustained, high-quality, scientific, research-based instruction and intervention. SLD may be manifested in the following areas:

• Basic reading skills • Reading fluency skills

• Reading comprehension skills • Written expression

• Mathematics calculation • Mathematics problem solving

• Oral expression • Listening comprehension

**Dual Discrepancy Model**

**(**Required for grades K through 3)

(Optional for grades 4-12)

**Eligibility Determination**

When considering whether a child qualifies under the eligibility category of SLD using the dual discrepancy model, there are two factors that must be met in addition to rule out factors discussed in TEAM (Dec. 2017):

**Factor 1 Level of Achievement**

* Level of Achievement is consistent with at least one specified SLD area and falling at least 1.5 standard deviations (at/or below the 6th percentile) below same age/grade peers using local or national normative data.

**Factor 2a**: **Rate of Improvement (Growth)**

* Insufficient improvement (growth) based on the progress-monitoring assessments falling 1.5 standard deviations below same grade peers and/or

**Factor 2b: Patterns of Strengths and Weaknesses**

* A consistent pattern of strengths and weaknesses identified in performance, achievement, and/or cognitive abilities related to age or State-approved grade level standards.

The New Mexico TEAM (DEC. 2017) guidelines were followed for this current assessment. Based on current assessments and data from multiple sources:

* The child  demonstrates significant academic underachievement that is documented and supported by a pattern of strengths and weaknesses in performance and/or achievement in the  of      . Underachievement persists despite sustained, high-quality, scientific, research-based instruction and intervention.
* There  evidence of basic neurological processing deficit(s).
* The child’s challenges  not caused by exclusionary factors.

The assessment and evaluation  demonstrate the child meets the requirements of the Specific Learning Disability definition.

**Consideration of Dyslexia**

According to Subsection B of 6.31.2.7 NMAC, dyslexia is defined as “a condition of neurological origin that is characterized by difficulty with accurate or fluent word recognition and by poor spelling and decoding abilities, which characteristics typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction and may result in problems in reading comprehension and reduced reading experience that may impede the growth of vocabulary and background knowledge.” Based on the New Mexico Differential Diagnosis for Dyslexia Worksheet (TEAM Dec. 2017) it appears that        demonstrate characteristics of dyslexia.