

EXCLUSIONARY FACTORS WORKSHEET

Specific Learning Disability

Mark each exclusionary factor. Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum.	Yes	No
1. Lack of instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum? Report Page _____		
2. Limited English Proficiency		
Answer the following questions		
• Is there a language other than English spoken by this student?		
• Is there a language other than English spoken by the student's home?		
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
Is limited English proficiency the primary reason for the student's deficit scores? Rpt. Page _____		
3. Cognitive Impairment		
<i>Document all information gathered in assessment that would exclude cognitive impairment as the determinant factor for this student's academic deficits.</i>		
• Do you have evidence, through interviews, observations and/or testing that the student has a cognitive impairment? Report Page _____		
4. Emotional Impairment		
<i>Document all information gathered in assessment that would exclude emotional impairment as the determinant factor for this student's academic deficits.</i>		
• Does the student exhibit emotional difficulties that interfere with learning?		
• Does the student have a medical history and/or school history of emotional difficulties?		
Is emotional disturbance the primary reason for the student's deficit scores? Rpt. Page _____		
5. Vision, Hearing, or Motor Impairments		
<i>Document all information gathered in assessment that would exclude vision, hearing, or motor impairments as the determinant factor for this student's academic deficits.</i>		
• Do vision screening results indicate concern?		
• Do hearing screening results indicate concern?		
• Does the student have a history of significantly delayed motor development?		
Is visual, hearing or motor disability the primary reason for the student's deficit scores? Rpt. Pg. _____		
6. Environmental, Cultural, or Economic Disadvantage		
<i>Document all information gathered in assessment that would exclude environmental, cultural, or economic disadvantage as the determinant factor for this student's academic deficits.</i>		
a. Lack of Opportunity		
• Does the assessment data indicate that lack of opportunity to learn due to environmental, cultural, or economic disadvantage is not the cause of the student's academic deficits.		
b. Motivational Factors		
• Does the student attempt classroom assignments and/or homework?		
• If no, is the student's performance on grade level during classroom activities?		
• Are group achievement scores consistent with the student's grades?		
• Does information gathered indicate lack of motivation is the determinant factor?		
c. Situational Trauma		
• Has the student's academic performance fallen dramatically within the last 6-12 months?		
• Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance?		
• Does information gathered indicate situational trauma is the determinant factor?		
d. Attendance		
• Does the student have a high absentee rate either due to illness, disciplinary issues or other factors?		
• Does information gathered indicate that absences are the determinant factor?		
Are environmental, cultural or economic disadvantage the primary reason for the student's academic deficits? Report page _____		