

## EXCLUSIONARY FACTORS WORKSHEET

### Specific Learning Disability

Mark each exclusionary factor. Each factor must be ruled out as the <b>PRIMARY FACTOR</b> for the student's academic skill deficit or inability to progress in the general education curriculum.	<b>Yes</b>	<b>No</b>
<b>1. Lack of instruction in essential components of reading and/or math</b>		
Does information obtained during evaluation indicate lack of appropriate instruction in the essential components of reading and math as the determinant factor in this student's skill deficit or inability to progress in the general education curriculum?		
<b>2. Limited English Proficiency</b>		
A. Is there a language other than English spoken by this student?		
B. Is there a language other than English spoken in the student's home?		
C. Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
If questions A—C are NO, limited English proficiency is not a determinant factor. If any of the questions A—C are YES, please document the reason(s) that English proficiency is not the determinant factor for the suspected learning disability.		
<b>3. Cognitive Impairment</b>		
<i>Document all information gathered in evaluation that would exclude cognitive impairment as the determinant factor for this student's academic deficits.</i>		
A. Is there evidence, through interviews, observations, and/or testing that the student has a possible cognitive impairment?		
B. Does the data present a pattern of low achievement across all content areas?		
C. Is there evidence that the student may have deficits in adaptive skills?		
<b>4. Emotional Impairment</b>		
<i>Document all information gathered in evaluation that would exclude emotional impairment as the determinant factor for this student's academic deficits.</i>		
A. Does the student exhibit emotional difficulties that interfere with learning?		
B. Does the student have a medical history and/or school history of emotional difficulties?		
C. If A or B are YES, has an ecologically valid Functional Behavior Assessment (FBA) been conducted? <b>Results of FBA</b>		
D. The results of the FBA provide information that EI is not the determinant factor for this student's learning problem(s).		
<b>5. Vision, Hearing, or Motor Impairments</b>		
<i>Document all information gathered in evaluation that would exclude vision, hearing, or motor impairments as the determinant factor for this student's academic deficits.</i>		
A. Do vision screening results indicate concern?		
B. Do hearing screening results indicate concern?		
C. Does the student have a history of significantly delayed motor development?		
D. Is there a medical diagnosis for a motor impairment that would affect this student's ability to learn or access general classroom instruction?		
E. Have any physical or motor impairments been observed or assessed?		
<b>6. Environmental, Cultural, or Economic Disadvantage (Use Worksheet)</b>		
<i>Document all information gathered in evaluation that would exclude environmental, cultural, or economic disadvantage as the determinant factor for this student's academic deficits.</i>		
A. "Environmental, Cultural, or Economic Disadvantaged" Worksheet has been completed if suspected as the <b>primary</b> reason for the student's academic skill deficit.		
B. Information provided by these worksheets indicates environmental, cultural, or economic disadvantages are the determinant factors in this student's inability to access general education curriculum.		
<b>7. Motivational Factors</b>		
A. Does the student neglect to complete classroom assignments and/or homework?		
B. If YES, is the student's performance on grade level during classroom activities?		
C. Does the student purposefully neglect to attempt questions on achievement tests – self paced and/or individually administered?		
D. Does information gathered indicate lack of motivation is the determinant factor?		
<b>8. Situational Trauma</b>		
A. Has the student's academic performance fallen dramatically within the last 6-12 months?		
B. Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance (e.g., death of a close family member or pet, divorce of parents, parent remarrying, etc.)?		
C. Does information gathered indicate situational trauma is the determinant factor?		
<b>9. Attendance</b>		
A. Does the student have a high number of absences (more than 15% of instructional days per grading period) either due to illness, disciplinary issues, or other factors?		
B. Does information gathered indicate that absences are the determinant factor?		

## ENVIRONMENTAL, CULTURAL, OR ECONOMIC FACTORS WORKSHEET

Environmental, cultural, and/or economic factors must be ruled out as the primary reason for a student's academic skill deficit. Experiences in school could cause students who might otherwise be disadvantaged to no longer have a disadvantage. This checklist should be completed while considering school experiences which could give the evaluator(s) sufficient information to indicate that a student's "lack of exposure" is *not* the cause for the disability.

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Check all factors that apply to the student. Use available records, interviews with parents and teachers, and other resources to obtain data.

### ENVIRONMENTAL DISADVANTAGE

- \_\_\_\_\_ Limited experiential background
- \_\_\_\_\_ Irregular attendance (absent at least 15% of the time in a grading period for reasons other than verified personal illness)
- \_\_\_\_\_ Transiency in elementary school years (at least two moves in a single school year)
- \_\_\_\_\_ Home responsibilities interfering with learning activities (caring for siblings while parents work or other major home responsibilities)

### CULTURAL DISADVANTAGE

- \_\_\_\_\_ Child has had limited exposure to community resources and activities (i.e. child does not participate in scouts, clubs, or other organizations, or in activities with members of dominant culture or of any culture)
- \_\_\_\_\_ Secondary standards in conflict with majority-based culture standards
- \_\_\_\_\_ Geographic isolation

### ECONOMIC DISADVANTAGE (compared to community at large)

- \_\_\_\_\_ Residence in a depressed economic area
- \_\_\_\_\_ Low family income at subsistence level
- \_\_\_\_\_ Family cannot provide enrichment materials and/or experiences

Are the above checked items compelling enough to indicate that this student's classroom performance and/or academic skill deficits are primarily due to environmental, cultural, or economic disadvantages? A child whose underachievement is *primarily* the result of the types of disadvantage indicated above should not be identified as having a Specific Learning Disability. **A "score" of greater than half of the areas being observed indicates a strong possibility of this exclusionary factor and should be addressed and justified by the IEP team if an "override" of those factors is to be considered.**

Signature of Team Members Completing Form

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