

SPECIFIC LEARNING DISABILITY (SLD) RESOURCES


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The purpose of this Canvas course is to provide IEP Teams with the resources and tools they need to determine student eligibility for special education services under the educational disability category of Specific Learning Disability (SLD). This course will also provide IEP teams with guidance documents for identifying Dyslexia, Dyscalculia and Dysgraphia. It may be accessed by any school-based IEP team member. As additional resources become available, they will be posted to this course.

SPECIFIC LEARNING DISABILITY OVERVIEW 
([HTTPS://DRIVE.GOOGLE.COM/FILE/D/1UIYU65DW4CYS790JK900MOUPOIC-XYMH/VIEW](https://drive.google.com/file/d/1UIYU65DW4CYS790JK900MOUPOIC-XYMH/view)).

What is a Specific Learning Disability (SLD)?

By definition, a specific learning disability (SLD) is 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 do mathematical calculations, consistent with Maryland State Department of Education (MSDE) criteria. A full explanation of the criteria to be used for a SLD determination is contained in [A Tiered Instructional Approach to Support Achievement for All Students: Maryland's Response to Intervention Framework \(June 2008\)](https://drive.google.com/file/d/1R6nQAob0voEe_o6ghSVa5pO2YjfZq1bl/view?usp=sharing) 
(https://drive.google.com/file/d/1R6nQAob0voEe_o6ghSVa5pO2YjfZq1bl/view?usp=sharing).

SLD includes, but is not limited to, conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Given that this is not an exhaustive list, other conditions may also form the basis for a SLD determination if all other criteria under the IDEA are met and the student requires the provision of specially designed instruction. With regard to brain injury, please note that “traumatic brain injury” is a distinct disability category under the IDEA. Lastly, the definition of SLD does not include learning problems which are primarily the result of visual, hearing, or motor impairments, intellectual disability, emotional disability, or environmental, cultural, or economic disadvantage.

Authority: 34 CFR § 300.8; COMAR 13A.05.01.03B(73)

The IEP Team must not use any one single measure or assessment as the sole criteria for determining a student is a student with a disability. Additionally, no single measure or assessment can be used as the sole criterion for determining an appropriate educational program for a student. Instead multiple sources of information and data should be gathered and used, including general education curriculum data, informal measure(s) data, information from teachers, parents and the students.

Authority: 34 CFR § 300.304

Processing Disorders (Resources Utilized by Office of Psychological Services)

- [Processing Disorders, Updated 11/23](#) 

[Redacted]

- [Processing Grid](#) 

[Redacted]


- [Orthographic Processing Presentation](#) 

[Redacted]

Patterns of Strengths and Weaknesses

At a minimum, patterns of a student’s strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development should be evaluated in terms of the level of performance, the degree of variation among strengths and weaknesses, the frequency of such variation across individuals, and the relevance to identification of a specific learning disability. Criteria need to account for the fact that some profile variation is typical of non-disabled peers. That is, significant intra-individual differences in score profiles are normal and can be expected to occur among all students. Furthermore, when two assessment scores are compared, the difference between the two scores (i.e., difference score) is nearly always less reliable than the separate scores on which the difference is based.

MSDE: A Tiered Instructional Approach to Support Achievement for All Students: Maryland's Response to Intervention Framework, June 2008

- Reminder: Utilize multiple data points, including formal and informal assessments
- [Tools for Oral Expression and Listening Comprehension](#) 

[Redacted]

SLD Supplement

Revised SLD Supplement 2.0 (February 2021 UPDATE):

[Revised SLD Supplement 2.0 Update Presentation - with audio and closed captioning](#)

[Redacted]

[Revised SLD Supplement 2.0 Update Presentation - slides version with speaker notes](#)

[Redacted]

[Revised SLD Supplement FAQ document](#)

[Redacted]

Revised SLD Supplement (Fall 2020):

[Revised SLD Supplement Presentation](#)

[Redacted]

[SLD References Handout](#)

[Redacted]

Revised SLD Supplement:

- [Part 1](#) [Redacted]
- [Part 2](#) [Redacted]
- [Part 3](#) [Redacted]
- [Part 4](#) [Redacted]

FAQs

[3 Ds FAQs Document 2023](#) 

[Redacted]

Revised SLD Supplement Questions



DYSLEXIA, DYSCALCULIA, AND DYSGRAPHIA

In the MSDE Division of Special Education/Early Intervention Services [Technical Assistance Bulletin Specific Learning Disability & Supplement \(Focus On Dyslexia, Dyscalculia, and Dysgraphia\)](#) <https://drive.google.com/file/d/1UiYU65DW4CYs790jK900moUpOiC-xYMh/view>, definitions for dyslexia, dyscalculia and dysgraphia are provided. In addition, MSDE shares the following guidance (pg. 5):

"There is nothing in Maryland law, policy, procedures, or practices that prohibits use of these terms – dyslexia, dyscalculia, and dysgraphia – by Individualized Education Program (IEP) teams as it relates to evaluations, eligibility, and IEP documents. Indeed, the IEP team may find it helpful to include information about the specific condition underlying the student's disability for the purpose of instructional planning and appropriate IEP implementation."

[Dyslexia](#)

According to the International Dyslexia Association, dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties 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. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

[Dyscalculia](#)

A neurologically based specific learning disability, dyscalculia is characterized by unusual difficulty solving arithmetic problems and grasping math concepts. The most common problem is with "number sense." This is an intuitive understanding of how numbers work and how to compare and estimate quantities. Students may know what to do in math class, but not understand why they are doing it because the logic behind the calculation is missing.


[Dysgraphia](#)

[REDACTED]. A neurologically based specific learning disability, dysgraphia can present as difficulties with spelling, poor handwriting, and trouble putting thoughts on paper. It can be a language based and/or non language based disorder. When it is language based, a student may have difficulty converting the sounds of language into written form, or knowing which alternate spelling to use for each sound. When it is non-language based, a student may have difficulty performing the controlled fine motor skills required to write. Students with dysgraphia may speak more easily and fluently than they write.

FOR MORE INFORMATION

- Dyslexia, Dyscalculia, and Dysgraphia Presentation, Spring/Fall 2023

- [First Hour Presentation](#) 

[REDACTED]
[REDACTED] Spring 2023 [REDACTED] 
[REDACTED]
[REDACTED]

- [Part II Presentation](#) 

[REDACTED]
[REDACTED] Fall 2023 [REDACTED] 
[REDACTED]
[REDACTED]

- [Full Presentation](#) 

[REDACTED]
[REDACTED] [REDACTED] 
[REDACTED]
[REDACTED] Spring 2023;

- [RECC Presentation](#) 

[REDACTED]
[REDACTED] [REDACTED] 
[REDACTED]
[REDACTED] Spring 2023;



- [Vision and Hearing Presentation](#) 

[REDACTED]
[REDACTED] [REDACTED] 
[REDACTED]
[REDACTED] Spring 2023

- SLD Dyslexia Presentations ([ITLs Feb 2020](#))

[REDACTED]
[REDACTED]

Psychs Jan 2020

- MSDE [Students with Reading Difficulties-Screenings and Interventions](http://marylandpublicschools.org/programs/Pages/ELA/ReadingDifficulties.aspx)
(<http://marylandpublicschools.org/programs/Pages/ELA/ReadingDifficulties.aspx>)
- COMAR [13A.03.08 Students at Risk for Reading Difficulties](https://www.marylandpublicschools.org/programs/Documents/ELA/ReadingDifficulties/COMAR13A.03.08.pdf) 
(<https://www.marylandpublicschools.org/programs/Documents/ELA/ReadingDifficulties/COMAR13A.03.08.pdf>)
- OSEP [Dear Colleague Letter on IDEA/IEP Terms](https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf) 
(<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>) (October 23, 2015)