



**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**CT-SEDS  
IEP Preview Sessions**

**June 2022**

**Session pre-recorded**



**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

# **3-Part Mini-Series on Specific Learning Disability (SLD)**

## **Overview**

**Welcome and  
Introductions**

**Bryan Klimkiewicz, Special  
Education Division Director**

**[New IEP/CT-SEDS](#) (posted  
sessions)**

**Alycia Trakas, Bureau of  
Special Education, Education  
Consultant**



## Learning Targets

- Understand the federal and state requirements for identifying students with a SLD.
- Understand the revised criteria for determining the existence of SLD and the revisions to the Subject-Specific Worksheets and the MER.
- Preview of how CT-SEDS supports PPTs in making eligibility determinations for students suspected of an SLD.



## WHY

1. To support and assist educators in the transition from their current IEP system/process.
2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.
3. To provide an opportunity for you to share your questions related to identifying students with a SLD and using the revised Subject-Specific Worksheets and the MER.





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## **3-Part Mini-Series on SLD**

**Part 1: Subject-Specific Worksheets  
(Mathematics, Reading, and Written Expression)**

**Part 2: Multidisciplinary Evaluation Report (MER)**

**Part 3: Understanding Common Profiles of Reading Disabilities**

# IDEA Definition of a Specific Learning Disability (SLD)

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.

SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

[\[34 CFR § 300.8\(c\)\(10\)\]](#)



# Eight Academic Domains of SLD

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving





# CSDE Working Definition of SLD/Dyslexia (Revised 2022)

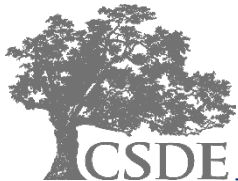
Dyslexia is included in the IDEA as a specific learning disability (SLD). Dyslexia impacts reading, specifically decoding and accurate and/or fluent word recognition and spelling. Dyslexia is neurobiological in origin and is unexpected and/or inconsistent with a student's other abilities often despite the provision of appropriate instruction. Dyslexia *usually* results from a significant deficit in phonological processing (i.e., a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language).

Typically, students with dyslexia have strengths in areas such as reasoning, critical thinking, concept formation, problem solving, vocabulary, listening comprehension, and social communication (e.g., conversation). Early identification and appropriate instruction targeting the underlying phonological, word reading, and spelling deficits that characterize dyslexia may minimize its educational impact.



# CSDE Working Definition of SLD/Dyslexia – Essential Clarifications

- Dyslexia is not *primarily* the result of visual, hearing, or motor disability; an intellectual disability; emotional disability; a lack of appropriate instruction; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- Early identification of the characteristics of dyslexia is critical, leading to focused, evidence-based interventions, accommodations, self-awareness, self-empowerment, and school and life success.
- Without targeted, systematic and explicit instruction/interventions along with accommodations (e.g., accessible educational materials in content area subjects), students with dyslexia may have:
  - reduced reading experiences that may impact the growth of vocabulary and background knowledge,
  - difficulty with written expression, and/or
  - difficulty learning a second language.
- Students with dyslexia may demonstrate additional behavioral and/or emotional reactions to their difficulty with learning to read.
- Effective, research-based interventions for phonemic awareness and/or phonics may bring some students with dyslexia to grade expectations in those areas, but the students may still have lingering difficulties in reading fluency, spelling, and/or written expression, which may require intervention.





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**Bryan Klimkiewicz**  
Special Education Div. Dir.  
[Bryan.Klimkiewicz@ct.gov](mailto:Bryan.Klimkiewicz@ct.gov)

**Robb Geier**  
Senior Consultant PCG  
[CT-SEDS@pcgus.com](mailto:CT-SEDS@pcgus.com)

**Michael Tavernier**  
Education Consultant  
Bureau of Special Education  
[Michael.Tavernier@ct.gov](mailto:Michael.Tavernier@ct.gov)

**Alycia Trakas**  
Education Consultant  
Bureau of Special Education  
[Alycia.Trakas@ct.gov](mailto:Alycia.Trakas@ct.gov)