



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

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

# Welcome and Introductions

**Bryan Klimkiewicz, Special Education  
Division Director**

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

**Guest Speaker:**

**Dr. Donna D. Merritt, Retired Consultant,  
State Education Resource Center**

**Sincere Appreciation Extended to:**

**Dr. Perri Murdica, Director of Pupil  
Personnel Services, Canton Public Schools**



## Part 2 Learning Targets

- Review the Federal and State requirements for determining eligibility and the existence of a specific learning disability (SLD), and how the MER is used to support the eligibility process.
- Understand the changes on the revised MER.
- Preview of how CT-SEDS supports PPTs in making eligibility determinations for students suspected of an SLD.



# Purpose of the MER

At the end of the eligibility process, the PPT must complete a MER to document whether a student is eligible for special education and related services due to a SLD.

The MER summarizes the Federal and State required components of an evaluation and criteria for eligibility.

To be identified with a SLD, a student must meet all the eligibility criteria (see Section II. of the MER).



# Federal and State Requirements for Determining Eligibility and Determining the Existence of a Specific Learning Disability

## Federal

(34 Code of Federal Regulation (CFR))

- [§ 300.300 Parental consent](#)
- [§ 300.301 Initial evaluations](#)
- [§ 300.302 Screening for instructional purposes is not evaluation](#)
- [§ 300.303 Reevaluations](#)
- [§ 300.304 Evaluation procedures](#)
- [§ 300.305 Additional requirements for evaluations and reevaluations](#)
- [§ 300.306 Determination of eligibility](#)
- [§ 300.307 Specific learning disabilities](#)
- [§ 300.308 Additional group members](#)
- [§ 300.309 Determining the existence of a specific learning disability](#)
- [§ 300.310 Observation](#)
- [§ 300.311 Specific documentation for the eligibility determination](#)
- [§ 300.321 IEP Team](#)

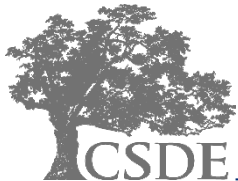
## State

(Regulations of CT State Agencies (RCSA))

- [§ 10-76d-7 Referral](#)
- [§ 10-76d-8 Notice and consent](#)
- [§ 10-76d-9 Evaluation; Independent Educational Evaluation; Determining the existence of a learning disability; Evaluation and identification for gifted and talented](#)
- [§ 10-76d-13 Timelines](#)
- [§ 10-76d-10 Planning and placement team](#)
- [§ 10-76d-14 Trial placement for diagnostic purposes](#)

(CT General Statutes (CGS))

- [§ 10-76ff Procedures for determining if a child requires special education](#)



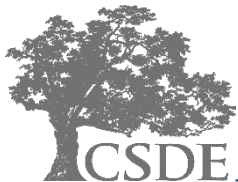
# Federal and State Evaluation Procedures

1. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parents;
2. Not use any single measure or assessment as the sole criterion for determining whether the student is a student with a disability and an appropriate educational program;
3. Use technically sound (i.e., valid and reliable) instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;



# More Federal and State Evaluation Procedures

4. Use assessments that are tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
5. Assess the student in all areas related to the suspected disability;
6. Use measures that are sufficiently comprehensive to identify all of the student's special education and related services needs; and



# Additional Federal and State Evaluation Procedures

7. Ensure assessments and other evaluation materials used to assess a student:
  - are selected and administered so as not to be discriminatory on a racial or cultural basis,
  - are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do, unless it is clearly not feasible to so provide or administer;
  - are used for the purposes for which the assessments or measures are valid and reliable;
  - are administered by trained and knowledgeable personnel; and
  - are administered in accordance with any instructions provided by the producer of the assessments.





# Federal and State Required Eligibility Criteria

## MAKES INADEQUATE ACHIEVEMENT

The student **does not achieve adequately** for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:

- oral expression.
- listening comprehension.
- written expression.
- basic reading skills.
- reading fluency skills,
- reading comprehension.
- mathematics calculation.
- mathematics problem solving.



# Federal and State Required Eligibility Criteria

## MAKES INSUFFICIENT PROGRESS or EXHIBITS A PSW

The student **does not make sufficient progress**, in the area(s) of concern, to meet age or State-approved grade-level standards, even with scientific, research-based interventions.

or

The student **exhibits a pattern of strengths and weaknesses (PSW)** in performance, achievement, or both, in the area(s) of concern, relative to age or State-approved grade-level standards that is determined by the PPT to be relevant to the identification of a specific learning disability, using appropriate assessments.



# Federal and State Required Eligibility Criteria

HAS BEEN PROVIDED APPROPRIATE INSTRUCTION

To ensure that **underachievement is not due to lack of appropriate instruction** in reading/language arts or math, the PPT must consider, as part of the evaluation:

1. Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction, delivered by qualified personnel, in regular education settings; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to parents.
3. Documentation is required that the student's parents were notified about the State policies regarding the amount and nature of student performance data collected, general education services provided to the student, strategies for increasing the student's rate of learning, and parent's right to request an evaluation.



# Federal and State Required Eligibility Criteria

## MEETS EXCLUSIONARY FACTORS

The PPT determines that its findings are not primarily the result of any of the following factors:

- visual, hearing, or motor disability;
- an intellectual disability;
- emotional disability;
- cultural factors;
- environmental or economic disadvantage;
- or limited English proficiency.



# Additional Federal and State Required Eligibility Criteria

- No longer permits the use of a severe discrepancy between educational performance and measured intellectual ability (Intelligence Quotient (IQ)-achievement discrepancy). The PPT may request the administration of individual IQ tests if the PPT believes such tests could provide information that would be helpful in an evaluation.
- No longer requires a disorder in one or more of the basic psychological processes that impacts the areas of educational weakness.



# CT-SEDS INTERFACE: Evaluation Design and Consent















## Referral and Evaluations

Select action

- Referral and Initial Evaluations     Targeted Assessments (Non-Three-Year Reevaluation)     Three-Year Reevaluation

 This process is used to complete a referral and initial evaluation for a student. This process should also be used if changes to the initial evaluations are needed or additional assessments will be added for the initial eligibility determination.



 Referral <b>Complete</b> 	 PPT1 	 Evaluation Design and Consent 	 Additional Evaluation Planning 	 Evaluations 	 Determination of Eligibility (PPT2) 
 View and Create Additional Documents 					



# CT-SEDS INTERFACE: Additional Evaluation Options

## ∨ Additional Evaluation Options



PPT is considering Specific Learning Disability (SLD)

PPT has determined that a diagnostic placement will be initiated in order to determine initial or continued eligibility or to develop or revise the student's IEP.



Continue to the next page to complete the relevant information and documentation related to the additional evaluations.

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# CT-SEDS INTERFACE: Additional Evaluation Planning

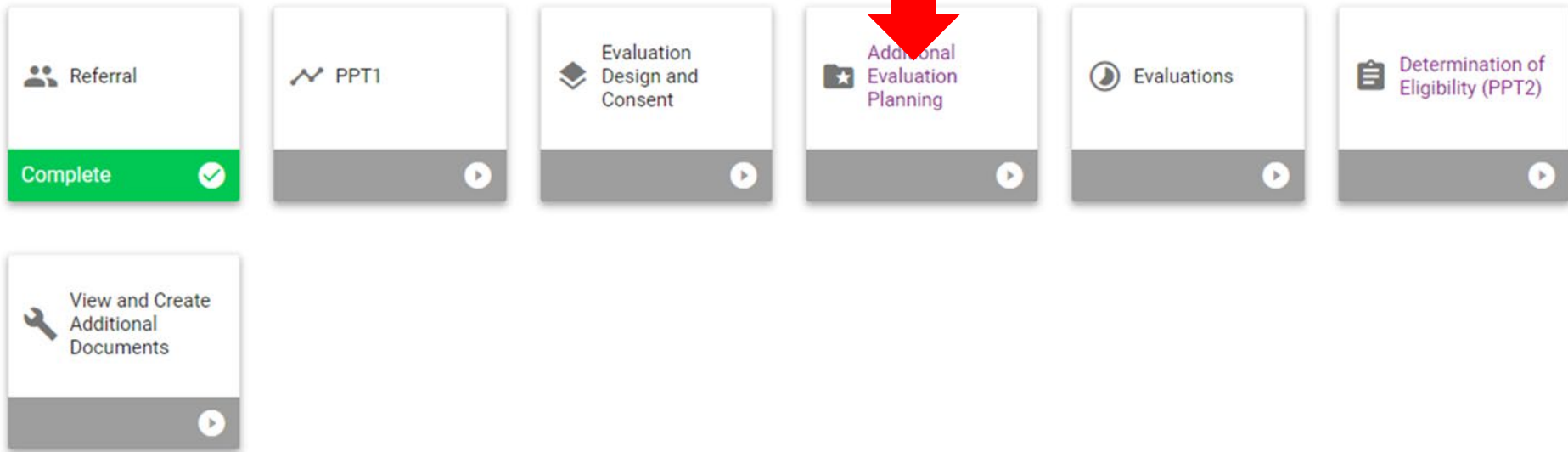
## Referral and Evaluations

Select action

- Referral and Initial Evaluations     Targeted Assessments (Non-Three-Year Reevaluation)     Three-Year Reevaluation



This process is used to complete a referral and initial evaluation for the student. This process should also be used if changes to the initial evaluations are needed or additional assessments will be added for the initial eligibility determination.





# CT-SEDS INTERFACE: Suspected SLD Details

## ▼ Suspected Specific Learning Disability Details



Complete the relevant documentation related to the determination of specific learning disability for the student using the available subject-specific worksheets. Available subject-specific worksheets are for Reading, Mathematics, and Written Expression.



An extension to the evaluation timeline is needed

### ▼ Timeline extension for SLD



Complete the Extension of Evaluation Timeline document to capture the timeline extension for Specific Learning Disability.



[CREATE EXTENSION OF EVAL TIMELINE](#)

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## ▼ Documents



[ATTACH DOCUMENTATION](#)



View documents that have been created for the student from this page, and create or attach additional relevant documents.

### ▼ Create Additional Documents

[CREATE DOCUMENT](#)

Reading Worksheet


Mathematics Worksheet

Written Expression Worksheet



# CT-SEDS INTERFACE: Create Mutual Agreement to Extend Evaluation Timeline

## Create Extension of Evaluation Timeline for a Student Suspected of a Specific Learning Disability

 This document should only be finalized once the district has received a response from the parent.

 Date  
06/06/2022 


Student  
Madeline Ballard

Select Parent/Guardian(s)

-   Ballard Dad  Ballard Mom  
 Dad Ballard  Mom Ballard

Due to the reason(s) specified below, your child's evaluation for special education and related services will not be completed within the evaluation timeline.


Reason(s):

-   Insufficient information to document that student's learning difficulties are not the result of a lack of appropriate instruction.  
 Other:

The evaluation will be completed and the PPT meeting to determine the child's eligibility for special education and related services will be held on or before:

 Date  
mm/dd/yyyy 

The evaluation timeline may be extended only if both the district and parent agree to the extension.

-   The parent and the school district agree to the extension and the proposed completion date indicated above.  
 The parent and the school district do not agree to the extension.

Reason (optional): \_\_\_\_\_

CLOSE

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CREATE DRAFT

CREATE FINAL



# Mutual Agreement to Extend Evaluation Timeline

## Mutual Agreement to Extend Evaluation Timeline for Determining Special Education Eligibility for a Student Suspected of Having a Specific Learning Disability

**PURPOSE:** Unless the parent and the district mutually agree to extend the timeline as indicated in the IDEA, (34 C.F.R. Section 300.309(c)), the initial evaluation must be conducted and an IEP implemented within 45 school days of receiving a written referral for special education services (Regulations of Connecticut State Agencies Section 10-76d-13). If the district and parent agree to extend the timeline, the extension must be documented by the school district according to the criteria below.

**Date:**

**To:**

**Re:**

Due to the reason(s) specified below, your child's evaluation for special education and related services will not be completed within the evaluation timeline.

Reason(s):

- Insufficient information to document that student's learning difficulties are not the result of a lack of appropriate instruction.
- Other:

The evaluation will be completed and the PPT meeting to determine the child's eligibility for special education and related services will be held on or before:

**Date:**

The evaluation timeline may be extended only if both the district and parent agree to the extension.

- The parent and the school district **agree** to the extension and the proposed completion date indicated above.
- The parent and the school district do not agree to the extension.



# CT-SEDS INTERFACE: Determination of Eligibility (PPT2)

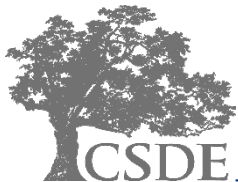
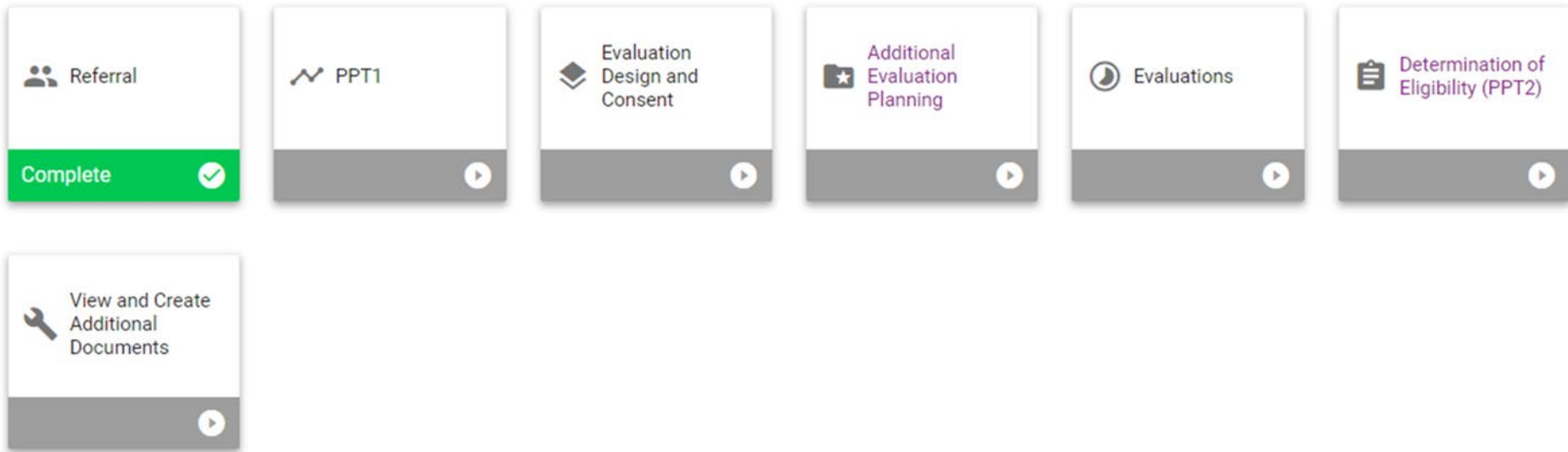
## Referral and Evaluations

Select action

- Referral and Initial Evaluations     Targeted Assessments (Non-Three-Year Reevaluation)     Three-Year Reevaluation



This process is used to complete a referral and initial evaluation for the student. This process should also be used if changes to the initial evaluations are needed or additional assessments will be added for the initial eligibility determination.



# CT-SEDS INTERFACE: SLD Details

## Primary Disability

Select the primary Disability for the student, if applicable.

Does the child have a disability?

Yes  No

Primary Disability

Specific Learning Disability

Autism

Deaf-Blindness

Developmental Delay

Hearing Impairment

Intellectual Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impaired

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment

Other Health Impairment-ADD/ADHD

Emotional Disability

Specific Learning Disability

SLD/Dyslexia

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[CREATE MULTIDISCIPLINARY EVALUATION REPORT FOR SLD](#)

## Specific Learning Disability Details

Complete the Multidisciplinary Evaluation Report for SLD for the student. The subject-specific worksheets created on the Evaluation Design and Consent page are displayed here.

### Subject-Specific Worksheets for SLD

Doc ID	Date Generated	Generated By	Document	Status
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SAVE



# Current MER

[District Name] Public Schools  
 Multidisciplinary Evaluation Report for  
 Students Suspected of Having a Specific Learning Disability

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ Date of Report: \_\_\_\_\_

The following information must be reviewed by the Planning and Placement Team and documented in the appropriate spaces.

### I. Required Evaluation Components

**A. Parental Input:**

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**B. Interventions and Instructional Strategies Used Prior to Referral:**  
 [All student-centered intervention and progress monitoring data is attached, including information from math, reading, and/or writing worksheets, as appropriate. Data should include implementers and dates of progress monitoring.]

**C. Educationally Relevant Medical Findings, if any:**  N/A

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**D. Regular Classroom Observation: Area of Difficulty:** \_\_\_\_\_  
 Academic setting: \_\_\_\_\_ Date(s): \_\_\_\_\_  
 Observer(s): \_\_\_\_\_  
 Behavior observed and the relationship to academic functioning: \_\_\_\_\_

**E. Assessment Information:**

<u>Assessment</u>	<u>Evaluator (Name and Title)</u>
(e.g., curriculum-based, standardized, criterion-referenced)	
_____	_____
_____	_____
_____	_____

II. Criteria	Criteria Met
Respond to each criteria used to determine eligibility for students suspected of having a specific learning disability.	Yes/No
<b>A.</b> Is student achieving adequately for the student's age or meeting State-approved grade-level standards in one or more of the following areas when provided with learning experiences appropriate for the student's age or State-approved grade level standards? IF NO, indicate in which area(s) student is NOT achieving adequately below:  <p style="text-align: center;">[Note: At least <u>one</u> area must be identified.]</p> <input type="checkbox"/> mathematics calculation <input type="checkbox"/> mathematics problem solving <input type="checkbox"/> oral expression <input type="checkbox"/> written expression <input type="checkbox"/> listening comprehension <input type="checkbox"/> reading comprehension <input type="checkbox"/> fluency <input type="checkbox"/> basic reading skills	
<b>B.</b> Is student making sufficient progress in the area identified above to meet age or State-approved grade-level standards, even with scientific research-based interventions?	*
<b>C.</b> The student has been provided with explicit and systematic instruction in the essential components of scientific, research-based reading instruction or math from a qualified teacher, including regular assessments of achievement to document the student's response to scientific, research-based intervention as a part of the evaluation procedures.	*
<b>D. Learning difficulty is primarily due to:</b>	YES NO
1. Lack of instruction in math, reading or writing* (Based on Math, Reading or Writing Worksheets)	
2. A visual, hearing or motor disability	
3. Intellectual Disability	
4. Emotional Disturbance	
5. Cultural factors	
6. Environmental or economic disadvantage	
7. Limited English proficiency	
<b>E.</b> Has NO been (*)'d for all items in D above (#1-7)?	
<b>F.</b> Does information gathered through the required evaluation components (including consideration of a dual discrepancy**) indicate that a specific learning disability exists in the area identified above (in A)? - If a specific learning disability exists in one of the eight areas above (in II A), attach a summary statement of all formal and informal assessment data used to document the existence of such a disability.	
<b>G.</b> Are special education and related services required to address the specific learning disability identified in II F?	

\*Criteria A-C: The student has been provided with scientific, research-based interventions in area of concern and repeated measures of progress were utilized to determine the student's response to the intervention(s).

\*\*Criteria D-1: Math, Reading and/or Writing Worksheets are attached (unless math, reading and/or writing are not an area of weakness).

\*\*Dual Discrepancy: Dual discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific, research-based interventions.

### Statements of Assurances:

- II. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (i.e., progress monitoring) has been provided to parents.  
 Date(s) information provided: \_\_\_\_\_
- I. Student's parents were notified about state policies for performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation.  
 Date(s) information provided: \_\_\_\_\_
- J. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.
- K. A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not required as part of the eligibility decision.

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education services:  
 YES [All criteria (A-G) have been met.]     NO

Each team member certifies by his/her signature that this report reflects her/his conclusion. (Bold means required.)

<u>Signature</u>	<u>Title</u>
_____	General education teacher _____
_____	Examiner/special education instruction _____
_____	Examiner/pupil personnel services _____
_____	Administrator _____
_____	Other _____
_____	Other _____

If this report does not reflect a team member's conclusion s/he must indicate below her/his reasons and conclusion.

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_

Reason(s) and conclusion:

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# Revised MER: Section I. Required Evaluation Components

## Section I. Required Evaluation Components

### A. Parent or Adult Student Input

### B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documents included)

It is best practice to include completed Mathematics, Reading, and/or Written Expression Worksheets, as appropriate, to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

Document	Date Generated
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### C. Educationally Relevant Medical Findings, if any

N/A

### D. Classroom Observation

Area of Difficulty	Academic Setting(s)
<input type="checkbox"/>	

Date of Observation	Start Time	End Time
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### Observer(s)

### Behavior observed and the relationship to academic functioning:

### E. Comprehensive Evaluation Information

Assessment	Evaluator
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## Section II. Specific Learning Disability Eligibility Criteria

Respond to each criteria used to determine eligibility for students suspected of having a specific learning disability.

Criteria	Criteria Met
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A. The student **makes inadequate achievement** for the student's age or for meeting state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.  Yes  No

- Mathematics calculation     Mathematics problem solving
- Oral expression     Written expression
- Listening comprehension     Reading comprehension
- Reading fluency skills     Basic reading skills

The student **exhibits a pattern of strengths and weaknesses** in performance, achievement, or both, **in the area(s) identified above**, relative to age or state-approved grade-level standards that is determined by the PPT to be relevant to the identification of a specific learning disability, using appropriate assessments.

B. The student **makes insufficient progress in the area(s) identified above** to meet age or state-approved grade-level standards.

C. The student **has been provided appropriate instruction** in reading, writing, and math.

### D. The student meets exclusionary factors.

- 1. Student's difficulties are primarily the result of a visual, hearing, or motor disability.  Yes  No
- 2. Student's difficulties are primarily the result of an intellectual disability.  Yes  No
- 3. Student's difficulties are primarily due to an emotional disturbance.  Yes  No
- 4. Student's difficulties are primarily due to cultural factors.  Yes  No
- 5. Student's difficulties are primarily due to environmental or economic disadvantage.  Yes  No
- 6. Student's difficulties are primarily due to Limited English Proficiency.  Yes  No

E. The **evaluation is sufficiently comprehensive** to appropriately identify all of the student's special education and related services, whether or not commonly linked to the disability category.  Yes  No

F. The PPT has reviewed **Section I. Required Evaluation Components and Section II. Eligibility Criteria** and has determined, in accordance with IDEA § 300.306(c)(1), that the student has a Specific Learning Disability (SLD) in the **area(s) identified below, and requires special education and/or related services.**  Yes  No

Specification of Type of Reading Disability: **specific word-recognition difficulties (SWRD)**

The PPT has determined that the student has **Specific Learning Disability/Dyslexia**.  Yes  No

G. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

H. A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not required as part of the eligibility decision.

## Section III. Specific Learning Disability Eligibility Determination

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education and related services:  Yes  No

Each team member must certify in writing whether this report reflects the member's conclusion. If this report does not reflect a team member's conclusions, the member's statement presenting the member's conclusions is included below.

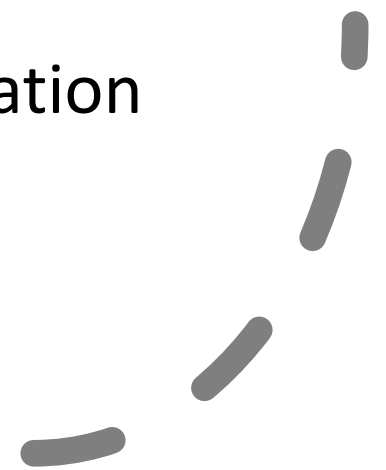
Title	Name	Agree (Yes/No)
General Education teacher		<input type="checkbox"/> Yes <input type="checkbox"/> No
Examiner/special education instruction		<input type="checkbox"/> Yes <input type="checkbox"/> No
Examiner/pupil personnel services		<input type="checkbox"/> Yes <input type="checkbox"/> No
Administrator		<input type="checkbox"/> Yes <input type="checkbox"/> No
Other		<input type="checkbox"/> Yes <input type="checkbox"/> No

If this report does not reflect a team member's conclusion s/he must indicate below her/his reasons and conclusion.



**MER Section I.  
Required  
Evaluation  
Components**

- A. Parent or Adult Student Input
- B. Instructional Strategies and Interventions Used
- C. Educationally Relevant Medical Findings
- D. Classroom Observation
- E. Comprehensive Evaluation Information





# CT-SEDS INTERFACE:

## Section I. A. Parent or Adult Student Input

▼ Create Multidisciplinary Evaluation Report for Student Suspected of Having a Specific Learning Disability

Date  
06/06/2022 

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▼ Section I: Required Evaluation Components

A. Parent or Adult Student Input

(Required)



# CT-SEDS INTERFACE:

## Section I. B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected

### Initial Evaluation

#### B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documentation must be included)



It is best practice to include completed Mathematics, Reading, and/or Written Expression Worksheets, as appropriate, to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

### Three-Year Reevaluation

#### B. Instructional Strategies and Interventions Used, and Student-Centered Data Collected (Documentation must be included)



It is best practice to include the most recent progress report to capture student-centered progress based on the student's IEP annual goals and objectives. Include additional documentation as appropriate.

Documents

ATTACH DOCUMENTATION



View documents that have been created for the student from this page, and create or attach additional relevant documents.

Create Additional Documents

CREATE DOCUMENT

Reading Worksheet

Mathematics Worksheet

Written Expression Worksheet



# CT-SEDS INTERFACE:

## Section I. C. Educationally Relevant Medical Findings

C. Educationally Relevant Medical Findings, if any

  N/A

Describe



# CT-SEDS INTERFACE:

## Section I. D. Classroom Observation

### D. Classroom Observation



A high-quality classroom observation in the student's learning environment (including the general education classroom setting) to document the student's academic performance and behavior in the area(s) of difficulty; the observation shall include any relevant behavior observed and the relationship of that behavior to the student's academic functioning, as well as the student's level and type of engagement.



Area of difficulty

Describe



Academic Setting(s)



Observer(s)



Date of Observation  
mm/dd/yyyy



Observation Start Time

am

pm

Observation End Time



am

pm

**ADD MORE**



Behavior observed and the relationship to academic functioning

(Required)



# CT-SEDS INTERFACE:

## Section I. E. Comprehensive Evaluation

### E. Comprehensive Evaluation Information

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A Comprehensive Evaluation is an individualized process (i.e., it should not rely on the same set of prescribed assessments for all students). Additionally, a Comprehensive Evaluation should be designed to include a variety of assessment tools and strategies (i.e., curriculum-based, standardized, criterion-referenced), may not use any single measure or assessment as the sole criterion for making eligibility decisions, and must use instruments that are technically sound for making these decisions.



<u>Assessment</u>	<u>Test/Evaluation Procedure(s)</u>	<u>Evaluator Title</u>
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## MER Section II. SLD Eligibility Criteria

- A. Makes Inadequate Achievement
- B. Makes Insufficient Progress or Exhibits a PSW
- C. Has Been Provided Appropriate Instruction
- D. Meets Exclusionary Factors
- E. Evaluation is Sufficiently Comprehensive
- F. Eligibility Determination
- G. & H. Statements of Assurance



# CT-SEDS INTERFACE:

## Section II. A. Makes Inadequate Achievement

A. The student **makes inadequate achievement** for the student's age or for meeting state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

Yes  No

*If YES, indicate in which academic skill area(s) the student is not achieving adequately*

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> mathematics calculation | <input type="checkbox"/> mathematics problem solving | <input type="checkbox"/> oral expression        | <input type="checkbox"/> written expression   |
| <input type="checkbox"/> listening comprehension | <input type="checkbox"/> reading comprehension       | <input type="checkbox"/> reading fluency skills | <input type="checkbox"/> basic reading skills |

(Required)



# CT-SEDS INTERFACE:

## Section II. B. Makes Insufficient Progress or Exhibits a PSW

### Initial Evaluation

B. The student **makes insufficient progress** *in the area(s) identified above* to meet age or state-approved grade-level standards, even with scientific, research-based interventions.

Yes  No

Or

The student **exhibits a pattern of strengths and weaknesses** in performance, achievement, or both, *in the area(s) identified above*, relative to age or state-approved grade-level standards that is determined by the PPT to be relevant to the identification of a specific learning disability, using appropriate assessments.

### Three-Year Reevaluation

B. The student **makes insufficient progress** *in the area(s) identified above* to meet age or state-approved grade-level standards.

Yes  No

Or

The student **exhibits a pattern of strengths and weaknesses** in performance, achievement, or both, *in the area(s) identified above*, relative to age or state-approved grade-level standards that is determined by the PPT to be relevant to the identification of a specific learning disability, using appropriate assessments.





## PATTERNS OF STRENGTHS AND WEAKNESSES (PSW)

- Connecticut does not require documentation of a PSW in SLD eligibility determination
- PSW methods can focus on a variety of abilities
- PSW methods focused on IQ subtest performance and other cognitive processing measures are less relevant to understanding a student's educational needs than PSW methods focused on strengths and weaknesses in academic/language abilities



# CT-SEDS INTERFACE:

## Section II. C. Has Been Provided Appropriate Instruction

### Initial Evaluation



PPT must first decide if it has considered both C. 1. and C. 2. as part of the comprehensive evaluation process conducted to determine the student's eligibility, and to ensure that the student's underachievement in the area(s) identified in "A," are not due to lack of appropriate instruction in reading, math, and/or writing.

C1. Data that demonstrate that prior to, or as part of the referral process, the student has been provided appropriate instruction, delivered by qualified personnel, in general education setting.

Yes  No



C2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction has been analyzed and included, and was provided to parents.

Yes  No

If yes, when/how the above data-based documentation has been provided to parents

(Required)

C3. Student's parents were notified about the state policies regarding the amount and nature of student performance data collected, general education services provided to the student, strategies for increasing the student's rate of learning, and parent's right to request an evaluation.

Yes  No

If yes, when/how the above information has been provided to parents

(Required)



C. The student **has been provided appropriate instruction** (i.e., explicit and systematic instruction in the essential components of reading, math, and writing), delivered by qualified personnel.

Yes  No

### Three-Year Reevaluation



C. The student **has been provided appropriate instruction** in reading, writing, and math.

Yes  No  
(Required)



# CT-SEDS INTERFACE:

## Section II. D. Meets Exclusionary Factors

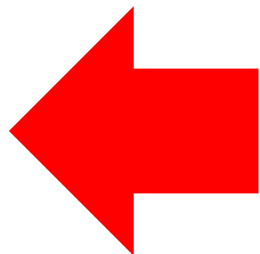


In order to decide 'D', the PPT must first decide whether the student's learning difficulties, in the area(s) identified in "A," are primarily the result of one or more of the following IDEA exclusionary factors (D. 1.).




### D. 1. IDEA Exclusionary Factors:

- 1. Student's difficulties are primarily the result of a visual, hearing, or motor disability  Yes  No
- 2. Student's difficulties are primarily the result of an intellectual disability.  Yes  No
- 3. Student's difficulties are primarily due to an emotional disturbance.  Yes  No
- 4. Student's difficulties are primarily due to cultural factors.  Yes  No
- 5. Student's difficulties are primarily due to environmental or economic disadvantage.  Yes  No
- 6. Student's difficulties are primarily due to Limited English Proficiency.  Yes  No



D. The student meets exclusionary factors.

  Yes  No

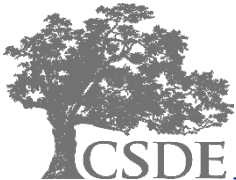


# CT-SEDS INTERFACE:

## Section II. E. Evaluation is Sufficiently Comprehensive

E. The **evaluation is sufficiently comprehensive** to appropriately identify all of the student's special education and related services, whether or not commonly linked to the disability category.

Yes  No



# CT-SEDS INTERFACE:

## Section II. F. Eligibility Determination

F. The PPT has reviewed **Section I. Required Evaluation Components** and **Section II. Eligibility Criteria** and has determined, in accordance with IDEA § 300.306(c)(1), that the student has a **Specific Learning Disability (SLD)** in the area identified below, *and requires special education and/or related services.*

Yes  No

Academic skill area(s) the student is not achieving adequately

### Specification of Type of Reading Disability

To be completed if the PPT has determined that the student has a SLD in an **area of reading.**

The PPT has determined that the student has the following type of reading disability:

- mixed reading difficulties (MRD)
- specific reading comprehension difficulties (SRCD)
- specific word-recognition difficulties (SWRD)\*

\*The PPT has determined that the student has Specific Learning Disability/Dyslexia.  Yes  No



# CT-SEDS INTERFACE:

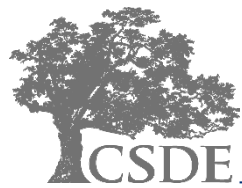
## Section II. G. & H. Statements of Assurances

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G. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

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H. A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not required as part of the eligibility decision.



# CT-SEDS INTERFACE:

## Section III. SLD Determination

### ▼ SLD Determination

The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education and related services  Yes  No

**i** Each team member must certify in writing whether this report reflects the member's conclusion. If this report does not reflect a team member's conclusion, the member must submit a separate statement presenting the member's conclusion.

Names of Team Members	Agreement with Report	If no, reasons and conclusion
<input type="checkbox"/> Marline Barbee (Check when appropriate)		
Parent/GuardianName		
<input type="checkbox"/> Barbee Mom	<input type="radio"/> Yes <input type="radio"/> No	_____
<input type="checkbox"/> Barbee Dad	<input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> Mom Barbee	<input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> Dad Barbee	<input type="radio"/> Yes <input type="radio"/> No	
Administrator <input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No	
General Education Teacher <input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/special education instruction <input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No	
Examiner/pupil personnel services <input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No	
Other Team Member		
Enter Title _____ Enter Name _____	<input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> Include Spanish Translated Document		



## Summary

- The MER is a required and essential part of an eligibility determination of SLD.
- The MER summarizes Federal and State evaluation components and eligibility criteria requirements.
- Revisions to the MER include:
  - PSW
  - Specification of reading disability profile
  - Format and wording changes
- Revised MER will require PPTs to engage in collaborative dialogue leading to appropriate identification of students with a SLD.







## CONNECTICUT STATE DEPARTMENT OF EDUCATION

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