

SLD Exclusionary Factors Checklist
EXCLUSIONARY FACTORS CHECKLIST
 Revised for COVID-19

Directions: Section §300.309 of the *Individuals with Disabilities Education Improvement Act* (IDEIA, 2014) mandates that **Exclusionary Factors** be considered, documented, ruled-out and as the **primary** cause of academic struggle **prior to**, and **during** the assessment process. Read each exclusionary factor and the accompanying questions and select Y (yes) or N (no) for each. Circle each source of data used to measure the impact of each factor.

EXCLUSIONARY FACTOR: VISION	Yes	No	
Has the student had a history of difficulties with vision?			
Does the student wear glasses? If yes, does the student routinely wear glasses during instruction?			
Has the student complained about not being able to see?			
Did school nurse conduct a Near-Vision Screener (within 1 year)?			
Did school nurse conduct a Far-Vision Screener (within 1-year)? If yes, findings: _____			
Did an ophthalmologist/optometrist conduct a formal vision test? If yes, findings: _____			
Has the student been diagnosed with a vision disorder/disturbance? If so, explain: _____			
Does the student experience difficulty copying, misalign numbers, move closer to visual stimuli, squint or rub eyes when reading or using computers?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Interview	Informal Vision Test
COMMENTS:			
EXCLUSIONARY FACTOR: HEARING	Yes	No	
Has the student had a history of difficulties with hearing (including chronic ear infections, have tubes)?			
Does the student wear hearing aides/devices? If yes, does the student routinely wear hearing device during instruction?			
Has the student complained about not being able to hear?			
Did school nurse conduct a hearing screener (within 1-year)? If yes, findings: _____			
Did an audiologist conduct a formal hearing test? If yes, findings: _____			
Does the student frequently request things be repeated orally, misarticulate words, move closer to the source of a sound?			
Has there been a determination between Auditory Discrimination and Hearing Difficulty?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Audiologist Report	Student Interview	Tests of Oral Language
	Informal Hearing Test		
COMMENTS:			

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EXCLUSIONARY FACTOR: MOTOR		Yes	No
Has the student had a history of motor difficulties?			
Does the student exhibit fine motor difficulties? If yes, please note difficulties: _____			
Does the student exhibit gross motor difficulties? If yes, please note difficulties: _____			
Has the student been assessed by OT and/or PT? If yes, findings: _____			
Does the student utilize motoric assistive devices? If yes, please list: _____			
Have assistive devices been utilized (e.g., weighted pencils, pencil grips, slant boards): _____			
Is there a history of motor difficulties (e.g., illegible writing, concern with letter and number formation; difficulties with fine motor tasks such as using scissors or tracing lines)? Please circle			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Information	Work Samples
Writing Passages	Informal Motor Assessment	Formal Motor Assessment	
COMMENTS:			
EXCLUSIONARY FACTOR: INTELLECTUAL DISABILITY		Yes	No
Does the student exhibit sub-average intelligence (70 or below)?			
IQ Score: _____ Date of testing _____			
Does the student exhibit severe deficits in 2 or more adaptive behavior skills (communication, social, self-care)? If yes, please list: _____			
Updated assessment of adaptive behavior? Date? _____			
Does student exhibit severe deficits in academic achievement? (70 or below?) Which areas? _____			
Is the student's performance equally depressed in all academic areas?			
Manifestation during developmental period?			
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)			
Review of Records	Parent Information	Health Screener	Teacher Information
Classroom Observation	Doctor's Report	Student Interview	Work Samples
Intelligence/Cognitive Test	Achievement Test	Tests of Oral Language	Adaptive Test
COMMENTS:			

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EXCLUSIONARY FACTOR: EMOTIONAL DISTURBANCE	Yes	No
Does the student have a documented history of behavioral difficulties?		
Are the student's learning problems primarily the result of his/her behavior?		
Have behavioral interventions been tried and progress monitoring data collected? If yes, findings: _____		
List interventions attempted: _____		
Updated psychological assessment? Y / N Date _____		
Observations of behaviors in multiple settings? Findings? _____		
Is there a history of a lack of motivation?		
Emotional stress: Loss of parent/family member, loss of home, placement in foster care system, or other traumatic life event?		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Review of Records Parent Information Health Screener Teacher Information Classroom Observation Psychological Report Student Interview Work Samples Intelligence/Cognitive Test Achievement Test Tests of Oral Language RTI Data COVID -19 Impact Checklist Behavioral Checklists		
COMMENTS:		
EXCLUSIONARY FACTOR: CULTURAL		
Is the student from a culture other than that dominant in the school, community, or society where the student resides?		
Are there conflicting educational and behavioral expectations for the student between school and family?		
Are there conflicting social responses based on cultural expectations (not making eye contact, not speaking in class or volunteering, limited interaction with other students during group activities).		
Does the student have limited experience in the culture?		
Is the student new to the United States? If so, how long has he/she been in the United States? _____		
How long has student been exposed to the school system in the United States? _____		
Was the student enrolled in school prior to entering the United States? If so, how long? _____		
Does the student have limited experience being taught in English?		
Has there been miscommunication between parents and school due to cultural and/or ethnic differences?		
Are parents less involved due to cultural and/or language barriers?		
Were previously administered standardized assessments validated taking into consideration the student's culture?		
Does the student have limited involvement in groups, associations, and activities?		
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)		
Review of Educational Records Parent Information Teacher Information Classroom Observation Student Interview		
COMMENTS:		

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EXCLUSIONARY FACTOR: ECONOMICALLY and/or ENVIRONMENTAL DISADVANTAGED	Yes	No		
Does the student reside in an economically depressed area?				
Does the family have a low family income?				
Do the parents work multiple jobs and have limited time for involvement?				
How much access has the student had to educational resources and materials at home (technology-computer, I-pad or tablet, smart phone, video gaming systems-underline all that apply)? Minimal, Moderate or Extensive (circle one)				
Does the student have adequate access to health and nutrition (annual visits to dr., dentist, free or reduced lunch)?				
Does the student have appropriate monitoring and supervision at home (to include routine times for school work and meals, adequate supervision, academic learning, and bedtime)?				
Is the child exposed to a large number of at-risk factors (e.g., violence, crime, pollution, excessive number of people in the home, homelessness-past or present, etc.)?				
Does the student have access to environmental conditions conducive to learning (e.g., space to study, adequate sleep, etc.)?				
Does the student have adequate opportunities to participate in extracurricular activities (e.g., boy scouts, girl scouts, team sports, etc.)?				
Has the student had adequate opportunity for educational experiences (trips to the museum, library, zoo, etc.)?				
Is there a history or current status of homelessness with student or family?				
Are the parent or guardian unable to provide educational support?				
Do circumstances prevent the student from having treatment (e.g., glasses replaced, tutoring, prescriptions filled)?				
Is there a history of educational neglect?				
Is there a history of frequent transition (e.g., joint custody)?				
Are there lifestyle factors that might undermine the student's academic performance? Explain: _____				
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)				
Review of Records Classroom Observation Free or Reduced Lunch	Parent Information Doctor's Report Coded At-risk	Health Screener Student Interview Attendance Record	Teacher Information Work Samples COVID -19 Impact Checklist	
COMMENTS:				
EXCLUSIONARY FACTOR: LIMITED ENGLISH PROFICIENCY			Yes	No
Dominant language spoken at home per Home Language Survey: _____				
Does the student speak dominant language at home, English, or both?				
Has someone validated the results of the Home Language Survey (e.g., parent interview, home visit)?				
Oral Proficiency Score in native language _____ and English _____				
Is the student currently in a bilingual program? If so, describe: _____				
Has the student received bilingual instruction in the past? If so, how long? _____				
What are the total number of years the student has been exposed to English Instruction? _____				
Basic Interpersonal Communication Skills (BICS): _____				
Cognitive Academic Language Proficiency (CALP): _____				
Is there a specific dialect or cultural influences that might affect the student's ability to speak or understand English?				

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Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)				
Home Language Survey	Language Background Checklist	Academic Language Exposure Checklist		
Tests of Language Proficiency	Review of Educational Records	Parent Information		
Teacher Information	Classroom Observation	Student Information	Work Samples	RTI Data
COMMENTS:				
EXCLUSIONARY FACTOR: ADEQUATE INSTRUCTION IN READING AND MATH			Yes	No
Does the student have a documented history of excessive absences (to include tardies and school suspensions)? Elaborate below				
Is there documented history of frequent mobility? (e.g., migrant workers, military families, etc.)?				
Is there documented history that the student has received instruction from highly qualified teachers?				
Has the child received homeschool instruction? If so, for how long? _____				
Has the school documented the use of research-based instructional strategies with student?				
Has students' response to instruction been documented through the collection of progress monitoring data?				
Has documentation been provided to show a strong match between grade level curricula and the student's skill level?				
Has the student had interrupted schooling (e.g., mid-year relocation)?				
Has the student been exposed to nontraditional education curriculum (e.g., homeschooled)?				
Does the student have a new teacher (e.g., past 6-months)?				
Did the student engage in virtual instruction for a period of time? Describe: _____				
Has the student changed schools often?				
Sources of Data Used to Measure the Impact of this Exclusionary Factor (Circle all that apply)				
Review of Educational Records	Grades	Parent Information	Health Screener	
Teacher Information	Classroom Observation	Student Interview	Work Samples	
Attendance Record	COVID -19 Impact Checklist	Formal Achievement Test		
RTI Progress Monitoring Data	COVID -19 Impact Checklist			
COMMENTS:				

ADDITIONAL NOTES:
