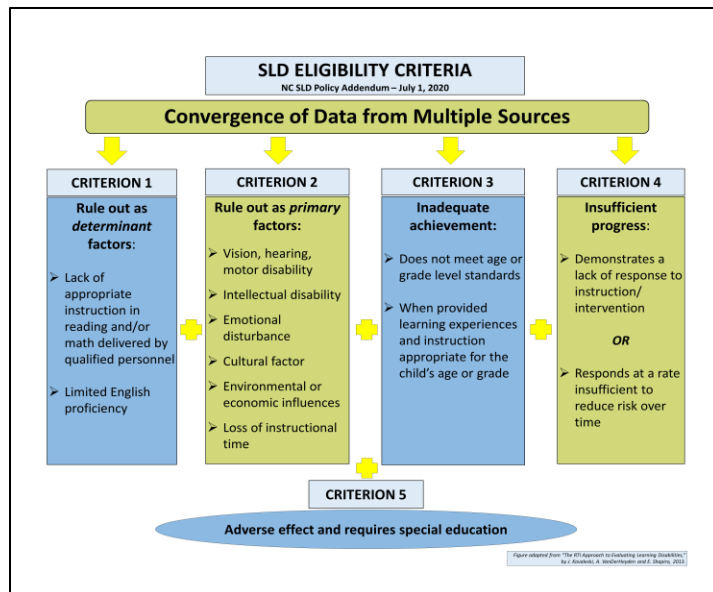


## SLD POLICY CHANGE FACT SHEET #6

On February 5, 2016, the NC State Board of Education approved the [NC Policies Governing Services for Children with Disabilities Addendum](#) regarding the definition, evaluation and identification of students with Specific Learning Disabilities (SLD). This policy becomes fully effective July 1, 2020; LEAs should be actively building readiness for full implementation by ensuring the systems and practices are in place to fully implement by July 1, 2020.



This graphic provides a basic description of the criteria for determination of a Specific Learning Disability.

This fact sheet, [the sixth in a series](#), addresses the changes in policy pertaining to the **observation requirements**.

### **Observation Requirements**

The observation requirements ([1503.3.4](#)) include *systematic* observations that have occurred in the child's learning environment, including core instruction and a minimum of one observation that has occurred within the setting in which intervention occurred. Although there is a total of three observations *required*, this does not suggest that additional observations cannot be conducted and considered by the IEP team.

Within the observation requirements, the [ICEL/RIOT organizational framework<sup>1</sup>](#) is the recommended framework through which to operate. The observations prior to referral typically exist when teams are effectively utilizing this organizational framework for all students. The observation data brought forward as existing data are primarily targeted around **I**nstruction, **C**urriculum and **E**nvironment (ICE) and (as referenced in the policy addendum), should assist in the documentation that:

- 1) appropriate instruction was provided
- 2) scientific research-based interventions were delivered

<sup>1</sup> ICEL refers to Instruction, Curriculum, Environment and Learner. RIOT refers to the multiple methods of assessment through the structures of Review, Interview, Observe and Test.

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The third observation requirement, conducted after an individual student is referred (an evaluation is determined necessary, and parental consent obtained), is strictly focused on the **Learner** and involves collecting learner-targeted observation data specific to the area of concern. This observation must document areas of strength as well as areas of need and is intended to address specific referral questions. It should assist in informing decisions relative to instructional design and delivery specific to the learner and must be conducted by a qualified professional who is not the teacher of the child.

The added descriptor of “systematic” to the observation requirement is intended to move teams/individuals from anecdotal or narrative summaries of what they observe to a more structured and quantifiable approach to collecting & reporting observation data.

A summary of the observation requirements and examples of observation types that may be used within an *instructional* model of evaluation and identification for SLD is provided in the following table:

<b>Existing Observation Data:</b>		
<b>Observation Focus:</b>	<b>Observation Setting:</b>	<b>Example Types:</b>
<b>I</b> nstruction/ <b>C</b> urriculum/ <b>E</b> nvironment	Core Instruction (Delivery/Response)	<ul style="list-style-type: none"> <li>- Classroom Walkthroughs</li> <li>- Structured Observation Checklist: <i>Program/Practice Specific</i></li> <li>- Structured Observation Checklist: <i>General</i></li> </ul> Resource: <a href="#">Fidelity of Instruction &amp; Intervention in MTSS</a>
<b>I</b> nstruction/ <b>C</b> urriculum/ <b>E</b> nvironment	Intervention (Delivery/Response)	
<b>Additional Observation Data:</b> <i>(identified within the evaluation plan)</i>		
<b>Observation Focus:</b>	<b>Observation Setting:</b>	<b>Example Types:</b>
<b>L</b> earner	Routine classroom instruction	<ul style="list-style-type: none"> <li>- Event Recording Tools</li> <li>- Duration &amp; Latency Recording Tools</li> <li>- Time Sampling Interval Recording Tools</li> </ul>

**For additional information:**

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[SLD Policy Resources](#)

[MTSS Livebinder- SLD Eligibility](#)

[Integrated Academic and Behavior Systems Directory](#)