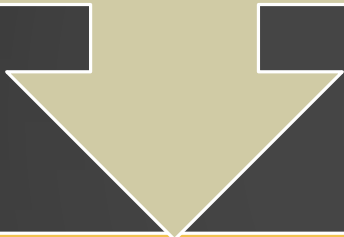


3.3 RULE OUT FACTOR PROFESSIONAL DEVELOPMENT

- The following is one topic of a three day training for administrators and resource specialists that is designed to help problem solving teams use data to understand rule out factors and ensure fidelity in evaluation. It is part of a larger series of trainings to teach federal, state and local ESE compliance to site based teams.

“...disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors”.



**State Board of Education Rule 6A-6.03018,
F.A.C**

**RULE OUT
FACTORS
COMPLIANCE**

RULE OUT FACTORS

- The MTSS team must **rule out** causes such as:
 - Visual
 - Hearing
 - Motor disabilities
 - Cognitive or emotional disabilities
 - Cultural **factors**
 - **Environmental** or economic disadvantages
 - Limited English proficiency



PROCESS TO UNDERSTAND RULE-OUT AND IMPACT ON ELIGIBILITY

- Data review at IEP team meeting
 - Has data been sourced from multiple places? (ie-parent interview, school records etc)
 - Has the rule-out factor impacted the implementation and fidelity of Tiered interventions?
 - Is there documentation of fidelity of implementation of interventions?

SLD/LD CONSIDERATIONS

- Eligibility and rule out factors are similar
- Collection of data should not be used to move towards LI to delay considerations for SLD due to age
- Evaluate whole child and describe the child in a manner that reflects present need