

# COMPLIANCE VERIFICATION FORM

## Specific Learning Disability

### 11-2 AAC Criteria

Student's Name \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

	Specific Learning Disability Evaluation Requirements	EVAL		ELIG RPT		N/A	COMMENTS
		YES	NO	YES	NO		
	1. <b>Vision Screening</b> P _____ F _____ Follow-up _____						
	<b>Hearing Screening</b> P _____ F _____ Follow-up _____						
	2. Documentation of Specific Learning Disability: (a) <b>Severe Discrepancy Option.</b>						
	1. Individual Intelligence Test.						
	2. Individual Achievement Test(s)						
	(i) Total Test Score (Total Achievement, Total Math, Total Reading, Total Written Expression) or						
	(ii) Two composite scores , or						
	Two Subtest Scores in area of suspected disability and/or skill deficit). Score must be 16 or greater.						
	<b>or</b>						
	(b) <b>Response to Intervention Option.</b>						
	1. Instructional Strategies used and student-centered data collected.						
	2. Documentation that the child's parents were notified:						
	(i) Amount and nature of student performance data that would be collected and the general education services that would be provided.						
	(ii) Strategies for increasing the child's rate of learning.						
	(iii) Parent's right to request an evaluation.						
	<b>or</b>						
	(c) <b>Patterns of Strengths and Weaknesses.</b> Documentation of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.						
	3. Documentation that the existence of specific learning disability is not the result of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage or limited English proficiency. <b>Such documentation must include but is not limited to:</b>						
	(a) Adaptive Behavior Scale (to rule out Intellectual Disability as the primary cause).						
	(b) Behavior Rating Scale (to rule out Emotional Disability as the primary cause).						
	(c) Environmental Cultural Economic Concerns checklist.						
	(d) Other.						
	4. Data that demonstrates that the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.						
	5. Observation: Routine Classroom Instruction/and monitoring of the child's performance <b>prior to referral,</b>						
	<b>or</b>						
	Academic Performance in the regular classroom <b>after referral.</b>  In the case of a child of less than school age or out of school, a member of the group determining eligibility must observe the child in an environment appropriate for a child of that age.						
	6. Work samples in the area of difficulty.						

**COMPLIANCE VERIFICATION FORM Specific Learning Disability (continued)**  
**Exceptions Chapter**

	<b>Specific Learning Disability Evaluation Requirements</b>	<b>EVAL</b>	<b>ELIG RPT</b>	<b>N/A</b>	<b>COMMENTS</b>
	<p><b>Exception to Ala. Admin. Code r. 290-8-9-.03(10).</b> All children referred prior to July 1, 1998, and who have been identified as specific learning disabled using the simple standard score discrepancy criteria will continue to be reevaluated with the same criteria until such time as the child is no longer eligible for services. However, if a qualified team, including the parent, deems it appropriate to use the regression to the mean criteria, they may do so, but written justification for this action must be documented in the eligibility report.</p>				
	<p>Evaluations required under the Exception AAC for specific learning disabilities:</p>				
	(a) Vision and hearing screening.				
	(b) Behavior rating scale.				
	(c) Individual educational achievement and /or diagnostic test(s).				
	(d) Individual intellectual evaluation.				
	(e) Environmental, cultural, and economic concerns checklist.				
	(f) At least one team member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting. In the case of a child less than school age or out of school, a team member must observe the child in an environment for a child at that age.				
	(g) Work samples.				
	(h) Professional judgment should be used to determine if the results of any of the above evaluations are reliable sources of information, or if other assessment data (e.g., developmental scales, systematic observation) may prove to be a more accurate indicator of the child's level of functioning.				