

COMPLIANCE VERIFICATION FORM

Emotional Disability

11-2 AAC Criteria

Student's Name _____ Reviewer _____ Date _____

Emotional Disability Evaluation Requirements	EVAL		ELIG RPT		N/A	COMMENTS
	YES	NO	YES	NO		
1. Vision Screening P_____ F_____ Follow-up_____						
Hearing Screening P_____ F_____ Follow-up_____						
2. Individual intellectual evaluation.						
3. Administration of the same norm-referenced behavior rating scale specifically designed to evaluate behavior , by three or more independent raters who have had knowledge of the child for at least six weeks. One of the raters may be the parent or the child. If a self-report is used, it must be a version of the same behavior rating scale. (total or composite score in one area) Two of the three rating scales must be at least two standard deviations above or below the mean (70, depending on the rating scale).						
4. Individual educational achievement evaluation						
5. A statement of how the impairment adversely affects the child's academic performance and/or the child's social/emotional functioning.						
6. Document that the emotional disability is exhibited over a long period of time (typically six months) to a marked degree that adversely affects educational performance. Such documentation must include:						
(a) Teacher, parent, and/or child interview(s).						
(b) Documentation of environmental, socio-cultural, and/or ethnic information (Environmental, Cultural and Economic Concerns checklist); and						
(c) At least one of the following:						
1. Observation of the child in an education environment other than the required observations.						
2. Counselor reports.						
3. Language evaluation.						
4. Anecdotal records from classroom teacher(s) or other LEA personnel.						
Documentation <u>may</u> also include at least <u>one</u> of the following, if available :						
(I) Clinical psychological/psychiatric reports.						
(II) School psychologist reports.						
(III) Medical Reports.						
7. Observation by a qualified professional in two or more educational settings:						
(a) Structured Setting.						
(b) Unstructured Setting.						

COMPLIANCE VERIFICATION FORM - EMOTIONAL DISABILITY (continued)

	Emotional Disability Evaluation Requirements	EVAL		ELIG RPT	N/A	COMMENTS
	Reevaluation for continued eligibility in the area of emotional disability. At the first reevaluation, if the IEP Team determines that additional data are needed and after conducting the assessments, the student no longer meets all criteria for emotional disability, the IEP Team may choose one of the following options:					
	1. Based on existing evaluation data and/or additional data gathered, and documentation that student’s behavior does not adversely affect educational performance, the IEP Team must determine that the student is no longer eligible for special education services in the area of emotional disability.					
	2. Based on existing data and/or additional data gathered, the IEP Team may determine that the student continues to be eligible in the area of emotional disability based on the student’s continued need for intensive support. <u>The IEP Team must include on the eligibility report a written description of all behavioral strategies/interventions that are currently in place for the student.</u> The IEP Team may determine that the student continues to be eligible for special education services in the area of emotional disability based on existing data and/or additional data gathered even though all criteria are not met (including scores two standard deviations above or below the mean, depending on the instrument, on two out of three behavior rating scales). The IEP Team may use this option only once at reevaluation. At the next reevaluation for continued eligibility, the IEP Team may not determine the student eligible for emotional disability unless all criteria are met (including scores two standard deviations above or below the mean, depending on the instrument, on two out of three behavior rating scales).					

The following information must also be included on the eligibility report:

For Initial Evaluation

Prong 1

- | | Yes | No |
|---|--------------------------|--------------------------|
| Documentation that the child was provided appropriate instruction in regular education settings | <input type="checkbox"/> | <input type="checkbox"/> |
| Documentation that instruction was delivered by qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> |

Prong 2

- | | | |
|---|--------------------------|--------------------------|
| Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| Documentation above was provided to the parent | <input type="checkbox"/> | <input type="checkbox"/> |

At Every Reevaluation

- | | | |
|---|--------------------------|--------------------------|
| Documentation that instruction was delivered by qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|