## COMPLIANCE VERIFICATION FORM

### Specific Learning Disability

#### 11-2 AAC Criteria

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Reviewer</th>
<th>Date</th>
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#### Specific Learning Disability Evaluation Requirements

<table>
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<tr>
<th>EVAL</th>
<th>ELIG RPT</th>
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<tbody>
<tr>
<td>YES</td>
<td>NO</td>
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1. **Vision Screening**<br>P _____ F _____ Follow-up_____

2. **Hearing Screening**<br>P _____ F _____ Follow-up_____

#### 2. Documentation of Specific Learning Disability:

- **Severe Discrepancy Option**
  - 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 in the same area of suspected disability on two different achievement tests, or
    - Two Subtest Scores in the same area of suspected disability or two different achievement tests and/or skill deficit. Score must be 16 or greater.

- **Response to Intervention Option**
  - 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.

- **Patterns of Strengths and Weaknesses**
  - 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; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage or limited English proficiency. Such documentation must include but is not limited to:**

   - (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 prior to referral, or**

   - Academic Performance in the regular classroom after referral.

   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.**