**ALABAMA SPECIAL EDUCATION REQUIRED EVALUATIONS FOR ELIGIBILITY – AAC 07-2**

Note: This chart outlines minimum evaluation requirements for each area of disability. Always consult the AAC for more detailed information.

**X = Must Include (X) = May Include**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Exceptionality** | Vision Screening | Optometric / or Ophthalmic Eval | Hearing Screening | Audiological | Individual Intellectual |  Individual Achievement | Other Performance Measures | Behavior Rating Scale(s) | Adaptive Behavior Rating Scale(s) | Autism Scale(s) | Developmental Scale(s) | Observation | ObservationStructured K-12 | Observation Unstructured K-12 | ECE Checklist | Work Samples | Interview | Documentation of Accommodations | Medical /Professional Eval | Speech or Language Evaluation \*See AAC for Details | Statement of Adverse Affect | Documentation of Existence Over Time |
| Autism (AUT) | X |  | X |  | (X) | (X) | X | X Behavior OR Adaptive | X |  |  | X | X |  | (X) | XStructured with Parent |  | X | X |  |  |
| AutismPreschool | X |  | X |  | (X) | (X) | X | X Behavior OR Adaptive | X |  | X Natural Setting |  |  |  | (X) | XStructured With Parent |  | X | X |  |  |
| Deaf / Blind (DB) |  | X |  | X |  | (X) | X |  |  |  |  | (X) |  |  |  |  |  | (X) |  |  |  |  |
| DevelopmentalDelay (DD) Ages 3 - 9 | X |  | X |  |  |  |  |  |  |  | X (5) | X Natural Setting |  |  |  |  | X | (X) |  |  |  |  |
| Back Ups  |
| EmotionalDisturbance (ED)(Consult AAC for Reevaluations) | X |  | X |  | X | X | (X)OverTime | X (3) |  |  |  | (X)Over Time | X | X | X |  | X | X | (X)Over Time | (X)Over Time | X | X |
| HearingImpairment (HI) | X |  |  | X | (X) | (X) | X |  |  |  |  | (X) |  |  |  |  |  |  |  |  |  |  |
| MentalRetardation (MR) | X |  | X |  | X | X |  |  | XSchool |  |  |  |  |  | X |  |  |  |  |  |  |  |
| Home |
| MultipleDisabilities (MD) | X |  | X | **(Meets all criteria for at least two or more areas of disability.)** |
| OrthopedicImpairment (OI) | X |  | X |  | (X) | (X) | X |  |  |  |  |  |  |  |  |  |  | XInitial | X |  | X |  |
| Other Health Impairment (OHI) | X |  | X |  | (X) | (X) | X |  |  |  |  |  |  |  |  |  |  | XInitial | X |  | X |  |
| ADD / ADHD(OHI) | X |  | X |  | (X) | (X) | X | X (3) |  |  |  |  |  |  |  |  |  | XInitial |  |  | X |  |
| Traumatic BrainInjury (TBI) | X |  | X |  |  | X | (X) |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |
| Visual Impairment (VI) |  | X | X |  |  | (X) | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Source: *Alabama Administrative Code*, 7/19/2007

Data supporting the adverse affect on educational performance, as well as data used to rule out lack of appropriate instruction in reading, math and limited English proficiency, etc., must be included on the eligibility report.

Alabama Special Education Required Evaluation 01/28/2009

**ALABAMA SPECIAL EDUCATION REQUIRED EVALUATIONS FOR ELIGIBILITY (Specific Learning Disability)**

Note: This chart outlines minimum evaluation requirements for each area of disability. Always consult the AAC for more detailed information.

**X = Must Include (X) = May Include**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| \**Specific Learning Disability (SLD**) | Vision Screening | Hearing Screening | IndividualIntellectual | Individual Achievement | Other Performance Measures | Instructional Strategies and Student-Centered Data Collected | Documentation of Parent Notification | Behavior Rating Scale(s) | Adaptive Behavior | ECE Checklist | Appropriate Instruction inRegular Ed by Highly Qualified Personnel/Data-Based Doc of Achievement |  Classroom Observation in Area of Suspected Disability | Work Samples |
| **Severe Discrepancy**(16 pts or more between IQ and Achievement) | X | X | X | X |  | (X) |  | X Exclude ED | XExclude MR | XExclude cultural or economic concerns including limited English proficiency | X | XPrior to Referral(or) | X |
| XAfter Referral |
| Note: Less than school age or out of school - observe in appropriate environment for child |
| **Response to Intervention** | X | X | (X) | (X) |  | X | XAmount & nature of performance data | X Exclude ED | XExclude MR | XExclude cultural or economic concerns including limited English proficiency  | X | XPrior to Referral(or) | X |
| XStrategies for rate of learning | XAfter Referral |
| XRight to request an evaluation | Note: Less than school age or out of school - observe in appropriate environment for child |
| **Patterns of Strengths and Weaknesses**(Related to Identification) | X | X | (X) | (X) | X Relative to age and State-approved grade level standards | (X) |  | X Exclude ED | XExclude MR | XExclude cultural or economic concerns including limited English proficiency | X | XPrior to Referral(or) |  X |
| XAfter Referral |
| Note: Less than school age or out of school - observe in appropriate environment for child |

Source: *Alabama Administrative Code*, 7/19/2007

Data supporting the adverse affect on educational performance, as well as data used to rule out lack of appropriate instruction in reading, math and limited English proficiency, etc., must be included on the eligibility report.

Alabama Special Education Required Evaluation 01/28/2009

**ALABAMA SPECIAL EDUCATION REQUIRED EVALUATIONS FOR ELIGIBILITY (Speech or Language Impairment)**

Note: This chart outlines minimum evaluation requirements for each area of disability. Always consult the AAC for more detailed information.

**X = Must Include (X) = May Include**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Speech or** **Language Impairment** **(SLI)** | Vision Screening |  Hearing Screening | Standardized or Formal Measure | Written Documentation | Oral Structure Exam | Documentation ofAdverse Affect | Written description of Voice Patterns or Fluency | Interview | Medical /Professional Eval |
| Articulation/Phonological Disorder | X | X | XArticulation / Phonological Skills | XStatement of impact of intelligibility on connected speech | X | XChecklist |  |  |  |
| XStimulability as part of formal test or separate measure |
| Voice Disorder | X | X | XPitch, loudness, quality, inflection, resonance |  |  | XChecklist | XClassroom |  | X |
| XNon-structured Environment |
| Fluency Disorder | X | X | XDysfluency Patterns |  |  | XChecklist | XDescription of speaking behavior in: | X |  |
| (1) More than one speaking task and |
| (2) More than one setting |
| Language Disorder | X | X | XCompressive Receptive & Expressive2 SD or 70SS below mean measure |  |  | XChecklist |  |  |  |
| XIf comprehensive measure is above 70SS - assess specific language component as back-up |

 Source: *Alabama Administrative Code*, 7/19/2007

Data supporting the adverse affect on educational performance, as well as data used to rule out lack of appropriate instruction in reading, math and limited English proficiency, etc., must be included on the

eligibility report.

Alabama Special Education Required Evaluations 01/28/2009