

BDI Eligibility Information 3-5-Year-Old Question & Answer Technical Assistance Document

3–5-year-old Eligibility Questions

1) What assessment(s) are required when determining eligibility for children ages 3-5 for special education services?

- a. Two standardized evaluation tools must be given. The first standardized test must be in the area of concern. The second standardized test should be in one of the other areas of concern during the referral process and review of existing data. In addition, skill- based assessment must be conducted in each area of suspected disability.
- b. When determining evaluations needed for 3–5-year-old students, the team must consider all categories of suspected disability such as, (cognitive, autism etc.), not just developmental delay.
- c. If other categories of disability are considered for evaluation during the review of existing data, the specific evaluation areas required for those disability categories must be listed on the prior notice/consent form. For example, if the team is considering the categories of Speech/Language (550) and developmental delay (570) the areas of evaluation listed on the prior notice/consent would be as follows:
 - Developmental (cognitive, adaptive, motor, communication, personal/social)
 - LanguageIf the team is considering the categories of Developmental Delay (570) and Cognitive (510), the areas of evaluation listed on the prior notice/consent would be as follows:
 - Developmental Delay (cognitive, adaptive, motor, communication, personal/ social)
 - Ability
 - Achievement
 - Adaptive

Developmental Delay Eligibility Questions

1) If the developmental evaluation results do not support eligibility, can the IEP team use the scores from the second standardized test for determining eligibility under the Developmental Delay category?

- a. The IEP team must consider the primary disabling condition when making its decision. The IEP team may use the other scores to support eligibility under the developmental delay category; however, this would be an exception rather than the rule. Skill based assessments must support eligibility.

2) The category of developmental delay is specifically for use with children who are ages 3 through 8 who need special education or special education and related services. Upon turning age 6, does the child have to be automatically re-evaluated to determine which category he may be eligible under?

- a. No, if evaluations are current when the student turns 6 years of age, a re-evaluation does not need to be conducted to determine eligibility. The student can remain eligible under DD through age 9 (see letter c below). However, if the student received 6 months of services prior to age 6, the BDI will need to be given for Indicator 7 progress monitoring requirements.
- b. When the student's three-year re-evaluation is due, the team can determine the evaluations that need to be given based on existing data and evaluate in the areas determined to be of concern.
- c. In August of 2022 Developmental Delay age range was extended through age 8. By the age of 9 students eligible for special education services under the disability category of DD must be re-evaluated to determine eligibility under a different category as outlined in the administrative rules. It is the responsibility of the team to determine if they have current, appropriate evaluation information with which to make this determination.

3) Please explain the two different standard deviation measures given in ARSD §24:05:24:01.09 Developmental Delay defined.

- a. A student can meet the criteria for developmental delay two ways. First, a student can be functioning at a developmental level of 2 or more standard deviations below the mean (usually a score of 70 or below on a standardized measure) in any one area of development (cognitive, physical, communication, social and emotional or adaptive behavior). The second way a student can meet the criteria is by functioning at a developmental level of 1.5 standard deviations (usually a score of 78 or below on standardized tests) in any two areas of development (cognitive, physical (gross motor and/or fine motor), communication (expressive and/or receptive), social and emotional or adaptive behavior).

4) Is developmental delay the only disability category that can be used with students who are 3 through 5 years old?

- a. No, a student who meets the criteria of any of the categories listed in administrative rule and who is determined to need special education or special education and related services should be identified by that category.

BDI Specific Eligibility Questions

1) Are there evaluator qualifications for teachers and/or providers giving the BDI assessment?

- a. Districts should refer to the evaluator requirements outlined in the BDI examiners manual to determine who is qualified to administer the BDI and refer to ARSD 24:05:25:04.

2) What is the difference when using the BDI for eligibility and/or progress monitoring?

- a. The BDI was chosen because it can serve two purposes. It can be used to determine eligibility and for reporting early childhood progress (Indicator 7). A district may qualify a student by using different test instruments, but once eligibility has been determined, the district must also test the student using the BDI to report for progress monitoring. The BDI must be given to all students who are receiving special education services ages 3-5 to meet the state's reporting requirements (Indicator 7).

3) If Developmental Delay is not a suspected disability category, where, on the PPWN/Consent for Evaluation, should we mark the Battelle is being given for state reporting purposes only?

- a. If you are only using the BDI for progress monitoring, do not check "Developmental" on the front page of the Consent for Evaluation. Document it under letter "D" and state "BDI will be given for progress monitoring **only**."
- b. If "Developmental" is marked, you must test in all areas and complete skill based in all areas.

4) Do we check "Developmental" on the PPWN/Consent for Evaluation when a child is transitioning from Part C and receiving speech language services only?

- a. No. On the PPWN/Consent for Evaluation, you only check the areas for which there is a suspected disability. If DD is not a concern, do not mark it. If you do mark it, then you must test in all areas and complete skill based in all areas.

5) Do we check “Developmental” on the PPWN/Consent for Evaluation when a child is exiting Part B 3-5 or turning 6?

- a. This depends on the areas of concern. If the team is suspecting DD between the ages of 6 and 8, then Developmental will be checked on the consent to evaluate and skill-based assessment must be given in all areas.

6) Can the sub-domain scores from the BDI be used to determine eligibility?

- a. Yes, some subdomain scores may be used when determining eligibility under the category of developmental delay. The team may use the subdomain scores of fine motor, gross motor, expressive communication, and receptive communication if the reliability is .80 or higher (refer to the BDI reliability table in the BDI manual). The total domain scores must be used in adaptive, social or emotional, and cognitive.

7) Is data from the BDI accepted as "achievement" scores for children ages 3-5 when looking at a disability other than developmental delay?

- a. The BDI is not a standardized academic achievement test. Therefore, it should not be used as an assessment of achievement. Assessments appropriate for children ages 3-5 include the Woodcock Johnson IV, the Test of Early Reading Ability: Fourth Edition, the Test of Early Math Ability: Third Edition, the Test of Early Written Language: Third Edition, etc. Make sure tests are age appropriate.

8) Are there circumstances when the BDI (cognitive domain score) could be used as the ability score for determining eligibility for a disability category other than developmental delay?

- a. Cognitive assessment means different things in the BDI and in other assessments (IQ). When evaluating the area of cognitive development for DD, which one is required? The BDI evaluation tool for cognitive is more academic than intellectual. Due to student’s age, the focus is on a delay versus an intellectual impairment. The IEP team should use existing data to determine if the student needs to be assessed due to developmental delays in skills or intellectual abilities. If the concern is intellectual, it would be expected to see an ability evaluation. The BDI2 and BDI-3 are not comprehensive evaluations for ability.

Resources

<https://doe.sd.gov/sped/Early-Intervention.aspx>

Least Restrictive Environments

Decision Tree for Coding Preschool LRE

Battelle Developmental Inventory

Battelle Export Process

Battelle Flowchart Battelle Q & A

Battelle Examiners Manual

Part C to B Transition

SD Transition Timeline Flowchart

Transition Manual

SD Bureau of Indian Education

SD BIE Birth to Five Guidance

Contact Information:

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Part B 619 Coordinator

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