Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

Summary of Evaluation Reports

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
<th>Date Administered</th>
<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC-IV</td>
<td>4-4-12</td>
<td>FSIQ = 82 (Regression Score Needed = 71 or below)</td>
</tr>
<tr>
<td>WIAT-II</td>
<td>4-2-12</td>
<td>All achievement scores were above the standard score of 71</td>
</tr>
<tr>
<td>TOLD-I:4</td>
<td>3-20-12</td>
<td>Spoken Language Composite = 94</td>
</tr>
</tbody>
</table>
Check the appropriate box:
☐ RtI criteria will be used to determine eligibility
☒ Discrepancy criteria will be used to determine eligibility

(Required for RtI and Discrepancy)
Does the student achieve adequately for the student’s age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or state-approved grade-level standards

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Does</th>
<th>Does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Reading Fluency Skills</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Mathematics Calculation</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Mathematics Problem Solving</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Written Expression</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Required for RtI Only)
☐ Based upon the data gathered, the evaluation team determines the student has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student’s response to scientific, research-based interventions.

OR

(Required for Discrepancy Only)
☒ The student exhibits 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 team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.

The Following Section Required only for Initial Eligibility Determination

(Required for RtI and Discrepancy)
Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel:
Sam has been receiving direct instruction interventions by highly-qualified, trained teachers since the beginning of the 2011 - 2012 school year.

(Required for RtI Only)
Qualified Personnel:
<table>
<thead>
<tr>
<th>Tier I □</th>
<th>II □</th>
<th>III □</th>
<th>Highly Qualified: Yes □</th>
<th>No □</th>
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</thead>
<tbody>
<tr>
<td>Tier I □</td>
<td>II □</td>
<td>III □</td>
<td>Highly Qualified: Yes □</td>
<td>No □</td>
</tr>
<tr>
<td>Tier I □</td>
<td>II □</td>
<td>III □</td>
<td>Highly Qualified: Yes □</td>
<td>No □</td>
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<tr>
<td>Tier I □</td>
<td>II □</td>
<td>III □</td>
<td>Highly Qualified: Yes □</td>
<td>No □</td>
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<tr>
<td>Tier I □</td>
<td>II □</td>
<td>III □</td>
<td>Highly Qualified: Yes □</td>
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<td>Tier I □</td>
<td>II □</td>
<td>III □</td>
<td>Highly Qualified: Yes □</td>
<td>No □</td>
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</table>

(Required for RtI and Discrepancy)
Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting
The Following Section Required only for Initial Eligibility Determination

Formal assessment of student progress during instruction, which was provided to the student’s parents:
Progress was assessed through DIBELS probes and reported to parents on 9/22/2011 and 1/6/2012 through parent reports, in addition to information shared at parent-teacher conferences.

<table>
<thead>
<tr>
<th>Composite score</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>110*</td>
<td>125*</td>
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</table>

*Benchmark  ** Some risk  *** At risk/intensive

(Required for RtI Only)

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Date:</th>
<th>Score:</th>
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<tbody>
<tr>
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<td>Week 2:</td>
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<td>Score:</td>
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<td>Week 3:</td>
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<td>Date:</td>
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<td>Date:</td>
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<td>Date:</td>
<td>Score:</td>
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<tr>
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<td>Date:</td>
<td>Score:</td>
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<td>Date:</td>
<td>Score:</td>
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<td>Date:</td>
<td>Score:</td>
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<td>Date:</td>
<td>Score:</td>
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<td>Week 16:</td>
<td>Date:</td>
<td>Score:</td>
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<td>Week 17:</td>
<td>Date:</td>
<td>Score:</td>
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<tr>
<td>Week 18:</td>
<td>Date:</td>
<td>Score:</td>
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</tbody>
</table>

*Add additional data lines if needed

(Required for RtI and Discrepancy)

Attendance Record:
School Year: 2011-12 Total days of school: 109  Total days in attendance: 107
Total days absent: Quarter 1: 0  Quarter 2: 0  Quarter 3: 2  Quarter 4: _____

School Year: 2010-11 Total days of school: 175  Total days in attendance: 174
Total days absent: Quarter 1: 0  Quarter 2: 0  Quarter 3: 0  Quarter 4: 1

(Required for RtI and Discrepancy)

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.
Is the underachievement of the student due to the lack of instruction in:
☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math

(Required for RtI)

☐ Information from an observation in routine classroom instruction and monitoring of the student’s performance was done before the student was referred for an evaluation.

OR

(Required for Discrepancy)

☒ Observation of the student’s performance in the regular classroom was done after the student has been referred for an evaluation.

Observation: Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student’s learning environment (including regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty.
In the case of a student of less than school age or out of school, a group member must observe the student in an environment appropriate for a student of that age.
Observer: XXX (School Psychologist)  Date of Observation: 4-10-12

Observation Comments:

August 2013
IEP - A Technical Assistance Guide
Sam was observed during reading class. He answered questions when asked during the observation period. After the desk assignment was given, he raised his hand and asked for help. He worked a bit slower than the others in class but remained focused and finished his work by the end of class period.

*(Required for RtI and Discrepancy)*

Document educationally relevant medical findings:
Sam is not known to have any medical conditions which would be expected to have an impact on his educational performance.

*(Required for RtI and Discrepancy)*

The evaluation team determines that the student’s achievement level problem is/is not primarily the result of:

☐ Is ☒ Is Not - Visual, hearing or motor disabilities;
☐ Is ☒ Is Not – Cognitive disability;
☐ Is ☒ Is Not – Emotional disturbance;
☐ Is ☒ Is Not – Cultural factors;
☐ Is ☒ Is Not – Environmental or economic disadvantage;
☐ Is ☒ Is Not – Limited English proficiency.

<table>
<thead>
<tr>
<th>This Section Should Only Be Completed If Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>A State-Approved Response to Intervention Model</td>
</tr>
<tr>
<td>And RtI Criteria Will Be Used to Determine Eligibility</td>
</tr>
</tbody>
</table>

*If the student has participated in a process that assesses the student’s response to scientific, research-based intervention document the following:*

The instructional strategies used in the RtI process that assesses the student’s response to scientific, research-based intervention:

The student has participated in _____ weeks of Tier 3 interventions. (At least two phases of Tier 3 interventions to consider eligibility)

Tier 3 supports include _____ minutes of core reading instruction (to include flexible reading small group time) and _____ minutes of intensive, individualized intervention. The frequency of the interventions is _____ times per week.

Researched-based intervention strategies (please list by type, not name).

<table>
<thead>
<tr>
<th>Name of Research-based Intervention strategy:</th>
<th>Duration of the intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Universal Screening scores: Fall: _____ Winter: _____ Spring: _____

Actual rate of progress compared to benchmark standard: _____

Grade level benchmark standard for end of school year: _____

Desired Rate of Progress: _____ Predicted Rate of Progress: _____

Is the Predicted Rate of Progress significantly below grade level expectations? ☐ Yes ☐ No
List the adverse effects of the disability on student’s educational performance:

Sam’s reading fluency skills are at grade-level. He comprehends what he is reading and is able to focus on instruction occurring in the general classroom setting. Sam’s language skills are also at grade level allowing him to comprehend information in the classroom as well.

Based upon the above information the team agrees the student:

☐ has a specific learning disability.
☒ does not have a specific learning disability.

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxx</td>
<td>xxx</td>
</tr>
<tr>
<td></td>
<td>☒ Agree</td>
</tr>
<tr>
<td>Disagree</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Disagree</td>
<td>☐</td>
</tr>
</tbody>
</table>

August 2013
IEP - A Technical Assistance Guide
Other Factors Considered:

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction. Is the underachievement of the student due to the lack of instruction in:

☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math
☐ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

Eligibility Determination:

List the adverse effects of the disability on student’s educational performance:

☐ YES - The team agrees this student:
  a) Has a diagnosed disability;
  b) The disability adversely affects the student’s educational performance; and
  c) The student requires specifically designed instruction to receive a free appropriate public education.

☒ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

☐ Deaf-Blindness - 500 ☐ Vision Loss - 540
☐ Emotional Disturbance - 505 ☐ Deafness - 545
☐ Cognitive Disability - 510 ☐ Speech/Language- 550
☐ Hearing Loss - 515 ☐ Other Health Impairment - 555
☐ Specific Learning Disability - 525 ☐ Autism - 560
☐ Multiple Disabilities (list category(s) of eligibility) -530 ☐ Traumatic Brain Injury - 565
☐ Orthopedic Impairment - 535 ☐ Developmental Delay - 570

List Categories for Multiple Disabilities: ______

August 2013
IEP - A Technical Assistance Guide
Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

**Summary of Evaluation Reports**

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<tr>
<td>WIAT-II</td>
<td>4-2-12</td>
<td>Oral Reading Fluency = 67</td>
</tr>
<tr>
<td>TOLD-I:4</td>
<td>3-20-12</td>
<td>Spoken Language Composite = 84</td>
</tr>
</tbody>
</table>
Check the appropriate box:
☐ RtI criteria will be used to determine eligibility
☒ Discrepancy criteria will be used to determine eligibility

*(Required for RtI and Discrepancy)*

Does the student achieve adequately for the student's age or to meet state-approved grade-level standards in one of more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards:

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<th>Does not</th>
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</thead>
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<tr>
<td>Mathematic Calculation</td>
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<td>Written Expression</td>
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<td>Listening Comprehension</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

*(Required for RtI Only)*

☐ Based upon the data gathered, the evaluation team determines the student has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student’s response to scientific, research-based interventions.

OR

*(Required for Discrepancy Only)*

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The Following Section Required only for Initial Eligibility Determination

*(Required for RtI and Discrepancy)*

Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel:

Sam has been receiving direct instruction interventions by highly-qualified, trained teachers.

*(Required for RtI Only)*

Qualified Personnel:

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
<th>Highly Qualified: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</table>
The Following Section Required only for Initial Eligibility Determination

(Required for RtI and Discrepancy)

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents:

Progress was assessed through DIBELS probes and reported to parents on 9/22/2011 and 1/6/2012 through parent reports, in addition to information shared at parent-teacher conferences.

<table>
<thead>
<tr>
<th>Composite score</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>70***</td>
<td>75***</td>
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*Benchmark ** Some risk ***At risk/intensive

(Required for RtI Only)

<table>
<thead>
<tr>
<th>Week 1: Date:</th>
<th>Score:</th>
<th>Week 2: Date:</th>
<th>Score:</th>
<th>Week 3: Date:</th>
<th>Score:</th>
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<th>Score:</th>
<th>Week 5: Date:</th>
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<th>Week 6: Date:</th>
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<thead>
<tr>
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<th>Score:</th>
<th>Week 8: Date:</th>
<th>Score:</th>
<th>Week 9: Date:</th>
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<thead>
<tr>
<th>Week 10: Date:</th>
<th>Score:</th>
<th>Week 11: Date:</th>
<th>Score:</th>
<th>Week 12: Date:</th>
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<th>Week 13: Date:</th>
<th>Score:</th>
<th>Week 14: Date:</th>
<th>Score:</th>
<th>Week 15: Date:</th>
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<th>Week 16: Date:</th>
<th>Score:</th>
<th>Week 17: Date:</th>
<th>Score:</th>
<th>Week 18: Date:</th>
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</table>

*Add additional data lines if needed

(Required for RtI and Discrepancy)

Attendance Record:

School Year: 2011-12 Total days of school: 109 Total days in attendance: 107
Total days absent: Quarter 1: 0 Quarter 2: 0 Quarter 3: 2 Quarter 4: 

School Year: 2010-11 Total days of school: 175 Total days in attendance: 174
Total days absent: Quarter 1: 0 Quarter 2: 0 Quarter 3: 1 Quarter 4: 0

(Required for RtI and Discrepancy)

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math

(Required for RtI)

☐ Information from an observation in routine classroom instruction and monitoring of the student’s performance was done before the student was referred for an evaluation.

OR

(Required for Discrepancy)

☒ Observation of the student’s performance in the regular classroom was done after the student has been referred for an evaluation.

Observation: Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student’s learning environment (including regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty.

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In the case of a student of less than school age or out of school, a group member must observe the student in an environment appropriate for a student of that age.

Observer: XXX (School Psychologist)  Date of Observation:  4-10-12

Observation Comments:
Sam was observed during language arts class. When asked to read he stumbled over content specific and vocabulary words. It appeared he was uncomfortable reading out loud in a large group setting.

(Required for RtI and Discrepancy)
Document educationally relevant medical findings:
Sam is not known to have any medical conditions which would be expected to have an impact on his educational performance.

(Required for RtI and Discrepancy)
The evaluation team determines that the student’s achievement level problem is/is not primarily the result of:
☐ Is ☒ Is Not - Visual, hearing or motor disabilities;
☐ Is ☒ Is Not – Cognitive disability;
☐ Is ☒ Is Not – Emotional disturbance;
☐ Is ☒ Is Not – Cultural factors;
☐ Is ☒ Is Not – Environmental or economic disadvantage;
☐ Is ☒ Is Not – Limited English proficiency.

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**THIS SECTION SHOULD ONLY BE COMPLETED IF USING A STATE-APPROVED RESPONSE TO INTERVENTION MODEL AND RTI CRITERIA WILL BE USED TO DETERMINE ELIGIBILITY**

If the student has participated in a process that assesses the student’s response to scientific, research-based intervention document the following:

The instructional strategies used in the RtI process that assesses the student’s response to scientific, research-based intervention:

The student has participated in _____ weeks of Tier 3 interventions. (At least two phases of Tier 3 interventions to consider eligibility)

Tier 3 supports include _____ minutes of core reading instruction (to include flexible reading small group time) and _____ minutes of intensive, individualized intervention. The frequency of the interventions is _____ times per week.

Research-based intervention strategies (please list by type, not name).

Name of Research-based Intervention strategy: Duration of the intervention:  

Universal Screening scores:  Fall: _____  Winter: _____  Spring: _____

Actual rate of progress compared to benchmark standard: _____

Grade level benchmark standard for end of school year: _____

Desired Rate of Progress: _____  Predicted Rate of Progress: _____

Is the Predicted Rate of Progress significantly below grade level expectations? ☐ Yes  ☐ No

---

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List the adverse effects of the disability on student’s educational performance:

Sam’s reading fluency skills are significantly below grade-level. His reading fluency rate with a grade level passage is significantly lower than his peers. This makes it difficult for Sam to comprehend what he is reading and to learn from text in the general classroom setting.

Based upon the above information the team agrees the student:

☒ has a specific learning disability.
☐ does not have a specific learning disability.

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxx</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Disagree</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Disagree</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Disagree</td>
<td>xxx</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>
Other Factors Considered:

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.
Is the underachievement of the student due to the lack of instruction in:
☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math
☐ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

Eligibility Determination:

List the adverse effects of the disability on student’s educational performance:

Sam’s reading fluency skills are significantly below grade-level. His reading fluency rate with a grade level passage is significantly lower than his peers. This makes it difficult for Sam to comprehend what he is reading and to learn from text in the general classroom setting.

☒ YES - The team agrees this student:
  a) Has a diagnosed disability;
  b) The disability adversely affects the student’s educational performance; and
  c) The student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

☐ Deaf-Blindness - 500  ☐ Vision Loss - 540
☐ Emotional Disturbance - 505  ☐ Deafness - 545
☐ Cognitive Disability - 510  ☐ Speech/Language- 550
☐ Hearing Loss - 515  ☐ Other Health Impairment - 555
☒ Specific Learning Disability - 525  ☐ Autism - 560
☐ Multiple Disabilities (list category(s) of eligibility) -530  ☐ Traumatic Brain Injury - 565
☐ Orthopedic Impairment - 535  ☐ Developmental Delay - 570

List Categories for Multiple Disabilities: _____
Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

**Summary of Evaluation Reports**

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
<th>Date Administered</th>
<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wechsler Nonverbal Scale of Ability</td>
<td>03/08/2012</td>
<td>Nonverbal IQ Score = 96</td>
</tr>
<tr>
<td>Young Children’s Achievement Test</td>
<td>03/07/2012</td>
<td>Early Achievement Composite = 85</td>
</tr>
<tr>
<td>Vineland-II</td>
<td>02/22/2012</td>
<td>Adaptive Behavior Composite = 61</td>
</tr>
<tr>
<td>BASC-2</td>
<td>02/22/2012</td>
<td>The parent reported clinically significant scores in the following areas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Externalizing problems, hyperactivity, aggression, depression, atypicality,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attention, adaptive skills, adaptability, functional communication, activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of daily living, behavior symptoms index, anger, bullying, developmental social</td>
</tr>
<tr>
<td></td>
<td></td>
<td>disorders, emotional self-control, executive functioning, negative emotionality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and resilience.</td>
</tr>
<tr>
<td>Gilliam Autism Rating Scale – 2</td>
<td>02/22/2012</td>
<td>Parent ratings revealed the presence of autism is Likely.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The two teachers reported the presence of autism is Very Likely.</td>
</tr>
<tr>
<td>Preschool Language Scale – 5</td>
<td>03/08 &amp; 03/21/2012</td>
<td>Total Language Score = 68</td>
</tr>
<tr>
<td>Peabody Developmental Motor</td>
<td>03/13 &amp; 03/15/2012</td>
<td>Fine Motor Quotient = 73</td>
</tr>
<tr>
<td>Scale -2</td>
<td>Gross Motor Quotient = 74</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Motor Integration = 5</td>
<td></td>
</tr>
<tr>
<td>Observation Dates</td>
<td>02/22, 03/08, &amp; 03/21/2012</td>
<td></td>
</tr>
<tr>
<td>Autism Diagnosis: ADOS</td>
<td>Report Date: 01/26/2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USD Center for Disabilities Report</td>
<td></td>
</tr>
</tbody>
</table>

**Deaf-Blindness - 500**
☐ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

If the above criteria are met, the student meets the definition of a student with deaf-blindness.

**Emotional Disturbance - 505**

The following characteristics are indicative of an emotional disturbance. Check those that apply: (student must exhibit one or more characteristics to meet criteria):
☐ An inability to learn which cannot be explained by intellectual, sensory or health factors.
☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
☐ Inappropriate types of behavior or feelings under normal circumstances.
☐ A general pervasive mood of unhappiness or depression.
☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance does not include social maladjustment, unless the student also has an emotional disturbance. Emotional disturbance includes schizophrenia.

The following criteria must also be met:
☐ The student characteristics are exhibited serious behavior problems over a long period of time (not less than 6 months).
☐ Documentation from the school and one or more sources of the frequency & severity of the targeted behaviors.
☐ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

If the above criteria are met, the student meets the definition of a student with an emotional disturbance.

**Cognitive Disability - 510**

The following characteristics are indicative of a cognitive disability.
☐ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
☐ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation and manifested before age 18.

If the above criteria are met, the student meets the definition of a student with a cognitive disability.

**Hearing Loss - 515**

☐ A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

If the above criteria are met, the student meets the definition of a student with a hearing loss.

**Multiple Disabilities - 530**

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☐ Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

If the above criteria are met, the student meets the definition of a student with multiple disabilities.

Orthopedic Impairment - 535

There must be evidence of the following:
☐ Severely impaired motor functioning that adversely affects educational performance; and
☐ Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; and
☐ Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; and
☐ Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

If the above criteria are met, the student meets the definition of a student with an orthopedic impairment.

Vision Loss – 540

A deficiency in visual acuity shall be one of the following:
☐ Visual acuity of no better than 20/70 in the better eye after correction; or
☐ Restricted visual field; or
☐ Limited ability to move about safely in the environment due to a visual disability; or
☐ Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater that 20 degrees or has a medically indicated expectation of visual deterioration.

If the above criteria are met, the student meets the definition of a student with a vision loss.

Deafness – 545

☐ The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

If the above criteria are met, the student meets the definition of a student with deafness.

Speech or Language Disorder – 550

Articulation Disorder:
☐ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;
☐ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;
☐ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;
☐ Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;
☐ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

**Fluency Disorder:**
☐ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
  a) Sound, syllable, or word repetition;
  b) Prolongations of sounds, syllables, or words;
  c) Blockages; or
  d) Hesitations.
☐ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
☐ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

**Voice Disorder:**
☐ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
☐ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
☐ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

**Language Disorder:**
☒ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;
☐ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually administered language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
☐ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions

If the above criteria are met, the student meets the definition of a student with a speech (articulation, fluency, voice) or language impairment.

**Other Health Impaired – 555**

☐ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: Is due to chronic or acute health problems such as such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes

If the above criteria are met, the student meets the definition of a student with other health impairment.

**Autism – 560**

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An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

1) Qualitative impairment in social interaction, as manifested by at least two of the following:
   ☒ Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
   ☒ Failure to develop peer relationships appropriate to developmental;
   ☒ A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
   ☒ Lack of social or emotional reciprocity;
2) Qualitative impairment in communication as manifested by at least one of the following:
   ☒ Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
   ☐ In an individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
   ☒ Stereotyped and repetitive use of language or idiosyncratic language;
   ☒ Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;
3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
   ☒ Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
   ☐ Apparently inflexible adherence to specific, nonfunctional routines or rituals;
   ☒ Stereotyped and repetitive motor mannerisms, such as hand or finger flapping or twisting, or complex whole-body movements;
   ☐ Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least one of the following areas, with onset generally prior to age three:
   ☐ Social interaction;
   ☒ Symbolic or imaginative play;
   ☒ Language as used in social communication.

If the above criteria are met, the student meets the definition of a student with autism.

### Traumatic Brain Injury – 565

☐ An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries inducted by birth trauma.

If the above criteria are met, the student meets the definition of a student with a traumatic brain injury.

### Developmental Delay - 570

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The following characteristics are indicative of students 3, 4, or 5 years old that are in need of special education due to a developmental delay. Check those that apply:

☐ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
☐ Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:

☐ Adaptive Functioning Skills       ☐ Social and Emotional Development
☐ Cognitive Development             ☐ Physical Development
☐ Communication Development

If the above criteria are met, the student meets the definition of a student with developmental delay.
A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math
☐ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

Eligibility Determination:

List the adverse effects of the disability on student’s educational performance:

Sam’s delays in self-care skills make it difficult for him to function as independently in the classroom as would be expected for a child his age. He does not play or interact with other children in the classroom, making group learning activities and opportunities to develop social skills difficult. He struggles with transitioning between activities and environments and with being told no. When he is upset, frustrated, or feeling anxious, Sam often engages in behaviors that are disruptive to the classroom environment and at times present a danger to others. Sam’s language development has been significantly delayed. He exhibits a great deal of echolalia which makes it difficult for him to express himself to others. He also demonstrates difficulties with receptive language that make it difficult for him to comprehend what he is being told. Sam also has significant difficulties in the area of fine motor development, which affect his writing skills. Sam struggles with gross motor development in the area of balance that limits his mobility in the classroom and other educational environments.

☒ YES - The team agrees this student:
   a) Has a diagnosed disability;
   b) The disability adversely affects the student’s educational performance; and
   c) The student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

☐ Deaf-Blindness - 500  ☐ Vision Loss - 540
☐ Emotional Disturbance - 505  ☐ Deafness - 545
☐ Cognitive Disability - 510  ☐ Speech/Language - 550
☐ Hearing Loss - 515  ☐ Other Health Impairment - 555
☐ Specific Learning Disability - 525  ☒ Autism - 560
☐ Multiple Disabilities (list category(s) of eligibility) - 530  ☐ Traumatic Brain Injury - 565
☐ Orthopedic Impairment - 535  ☐ Developmental Delay - 570

List Categories for Multiple Disabilities: ______

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DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY

ARSD 24:05:24:01 & 24:05:25

STUDENT NAME: (OHI – ADHD Example-Reevaluation)  SIMS:

PARENT/GUARDIAN NAME:  MEETING DATE:

SCHOOL DISTRICT:  SCHOOL:

DOB:  AGE:  GRADE:

Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

Summary of Evaluation Reports

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
<th>Date Administered</th>
<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC-IV</td>
<td>11/4/2008</td>
<td>FSIQ = 84 (score pulled forward)</td>
</tr>
<tr>
<td>WJ-III</td>
<td>10/19/2012</td>
<td>All scores are in the average and above average range</td>
</tr>
<tr>
<td>BASC-II (Self-Report)</td>
<td>10/05/2012</td>
<td>Clinically significant scores were reported in the following areas: Internalizing Problems, Atypicality, Anxiety, Inattention/Hyperactivity, Personal Adjustment, Relations With Parents, Self-Reliance, Emotional Symptoms</td>
</tr>
<tr>
<td>BASC-II (Teachers 1 and 2)</td>
<td>10/08 – 10/12/2012</td>
<td>Clinically significant scores were reported in the following areas: Hyperactivity, Attention Problems, Social Skills, Study Skills</td>
</tr>
<tr>
<td>Conners-3 (Teachers 1 and 2)</td>
<td>10/08 – 10/12/2012</td>
<td>Clinically significant scores were reported in the following areas: Restless-Impulsive, Inattention, Hyperactivity/Impulsivity, Executive Functioning, Defiance/Aggression, Peer Relations, DSM-IV – ADHD (Inattentive) DSM-IV – ADHD (Hyperactive Impulsive)</td>
</tr>
<tr>
<td>Connors Short Form (Parent)</td>
<td>10/10/2012</td>
<td>Clinically significant scores were reported in the following areas: Inattention, Hyperactivity/Impulsivity, Learning Problems, Executive Functioning, Defiance/Aggression, Peer Relations.</td>
</tr>
<tr>
<td>Diagnosis by Dr. ZZZ</td>
<td>Report dated 8-4-04.</td>
<td>Attention-Deficit/Hyperactivity Disorder - Combined Type</td>
</tr>
</tbody>
</table>

Deaf-Blindness – 500

☐ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot...
be accommodated in special education programs solely for children with deafness or children with blindness.

If the above criteria are met, the student meets the definition of a student with deaf-blindness.

### Emotional Disturbance – 505

The following characteristics are indicative of an emotional disturbance. Check those that apply: (student must exhibit one or more characteristics to meet criteria):

- ☐ An inability to learn which cannot be explained by intellectual, sensory or health factors.
- ☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- ☐ Inappropriate types of behavior or feelings under normal circumstances.
- ☐ A general pervasive mood of unhappiness or depression.
- ☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance does not include social maladjustment, unless the student also has an emotional disturbance. Emotional disturbance includes schizophrenia.

The following criteria must also be met:

- ☐ The student characteristics are exhibited serious behavior problems over a long period of time (not less than 6 months).
- ☐ Documentation from the school and one or more sources of the frequency & severity of the targeted behaviors.
- ☐ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

If the above criteria are met, the student meets the definition of a student with an emotional disturbance.

### Cognitive Disability – 510

The following characteristics are indicative of a cognitive disability.

- ☐ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
- ☐ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation and manifested before age 18.

If the above criteria are met, the student meets the definition of a student with a cognitive disability.

### Hearing Loss – 515

- ☐ A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

If the above criteria are met, the student meets the definition of a student with a hearing loss.

### Multiple Disabilities – 530

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☐ Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

If the above criteria are met, the student meets the definition of a student with multiple disabilities.

Orthopedic Impairment – 535

There must be evidence of the following:
☐ Severely impaired motor functioning that adversely affects educational performance; and
☐ Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; and
☐ Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; and
☐ Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

If the above criteria are met, the student meets the definition of a student with an orthopedic impairment.

Vision Loss – 540

A deficiency in visual acuity shall be one of the following:
☐ Visual acuity of no better than 20/70 in the better eye after correction; or
☐ Restricted visual field; or
☐ Limited ability to move about safely in the environment due to a visual disability; or
☐ Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater that 20 degrees or has a medically indicated expectation of visual deterioration.

If the above criteria are met, the student meets the definition of a student with a vision loss.

Deafness – 545

☐ The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

If the above criteria are met, the student meets the definition of a student with deafness.

Speech or Language Disorder - 550

Articulation Disorder:
☐ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;
☐ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;
☐ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;
☐ Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;
☐ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

Fluency Disorder:
☐ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
   a) Sound, syllable, or word repetition;
   b) Prolongations of sounds, syllables, or words;
   c) Blockages; or
   d) Hesitations.
☐ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
☐ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

Voice Disorder:
☐ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
☐ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
☐ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

Language Disorder:
☐ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;
☐ Beginning at age 9, a difference of 1.5 standard deviations between performance on an individually administered language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
☐ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions

If the above criteria are met, the student meets the definition of a student with a speech (articulation, fluency, voice) or language impairment.

Other Health Impaired - 555

☒ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: Is due to chronic or acute health problems such as such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes

If the above criteria are met, the student meets the definition of a student with other health impairment.

Autism – 560

August 2013
IEP - A Technical Assistance Guide
An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

1) Qualitative impairment in social interaction, as manifested by at least two of the following:
   ☐ Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
   ☐ Failure to develop peer relationships appropriate to developmental;
   ☐ A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
   ☐ Lack of social or emotional reciprocity;

2) Qualitative impairment in communication as manifested by at least one of the following:
   ☐ Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
   ☐ In an individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
   ☐ Stereotyped and repetitive use of language or idiosyncratic language;
   ☐ Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
   ☐ Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
   ☐ Apparently inflexible adherence to specific, nonfunctional routines or rituals;
   ☐ Stereotyped and repetitive motor mannerisms, such as hand or finger flapping or twisting, or complex whole-body movements;
   ☐ Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least one of the following areas, with onset generally prior to age three:
   ☐ Social interaction;
   ☐ Symbolic or imaginative play;
   ☐ Language as used in social communication.

If the above criteria are met, the student meets the definition of a student with autism.

**Traumatic Brain Injury - 565**

☐ An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries inducted by birth trauma.

If the above criteria are met, the student meets the definition of a student with a traumatic brain injury.

**Developmental Delay - 570**

August 2013
IEP - A Technical Assistance Guide
The following characteristics are indicative of students 3, 4, or 5 years old that are in need of special education due to a developmental delay. Check those that apply:
☐ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
☐ Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:
☐ Adaptive Functioning Skills  ☐ Social and Emotional Development
☐ Cognitive Development  ☐ Physical Development
☐ Communication Development

If the above criteria are met, the student meets the definition of a student with developmental delay.
Other Factors Considered:

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:
- □ Yes ☒ No – Reading
- □ Yes ☒ No – Math
- □ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

Eligibility Determination:

<table>
<thead>
<tr>
<th>List the adverse effects of the disability on student’s educational performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzy has difficulty focusing her attention on appropriate things in the classroom for the amount of time required by the tasks. Her attention is frequently drawn to unimportant stimuli. She is very restless and has difficulty containing her energy in the classroom. Suzy also rushes to complete work, missing directions and making careless mistakes. This results in below average or failing grades. She has a difficult time with organization and managing her materials, making it difficult for her to find things that she needs resulting in missing assignments.</td>
</tr>
</tbody>
</table>

☒ YES - The team agrees this student:
  a) has a diagnosed disability;
  b) the disability adversely affects the student’s educational performance; and
  c) the student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

- □ Deaf-Blindness - 500
- □ Emotional Disturbance - 505
- □ Cognitive Disability - 510
- □ Hearing Loss - 515
- □ Specific Learning Disability - 525
- □ Multiple Disabilities (list category(s) of eligibility) -530
- □ Orthopedic Impairment - 535
- □ Vision Loss - 540
- □ Deafness - 545
- □ Speech/Language- 550
- ☒ Other Health Impairment - 555
- □ Autism - 560
- □ Traumatic Brain Injury - 565
- □ Developmental Delay - 570

List Categories for Multiple Disabilities: ________
Related Service(s): Student therapy needs to be determined during IEP program development

<table>
<thead>
<tr>
<th>Criteria for Occupational Therapy Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has a disability requires special education;</td>
</tr>
<tr>
<td>2. The student needs occupational therapy to benefit from special education; and</td>
</tr>
<tr>
<td>3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for Physical Therapy Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has a disability requires special education;</td>
</tr>
<tr>
<td>2. The student needs physical therapy to benefit from special education; and</td>
</tr>
<tr>
<td>3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech – Language Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program</td>
</tr>
</tbody>
</table>
Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

**Summary of Evaluation Reports**

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
<th>Date Administered</th>
<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC-IV</td>
<td>12/14/2011</td>
<td>FSIQ = 92 (Regression = 77 and below)</td>
</tr>
<tr>
<td>WIAT-III</td>
<td>11/30/2011</td>
<td>Reading Comprehension = 73</td>
</tr>
<tr>
<td>BASC-II</td>
<td>12/5 – 12/16/2011</td>
<td>Parent reported clinically significant scores in the following areas: Behavioral symptom index, externalizing problems hyperactivity and aggression. Teacher 1 and 2 reported clinically significant problems in the following areas: Behavioral symptoms index, externalizing problems, adaptive skills, aggression, conduct problems, depression, atypicality, withdrawal, attention problems, functional communication and leadership.</td>
</tr>
<tr>
<td>Diagnosis by Dr. XXXX</td>
<td>Report date 10-5-05</td>
<td>Reactive Attachment Disorder</td>
</tr>
</tbody>
</table>
Check the appropriate box:
☐ RtI criteria will be used to determine eligibility
☒ Discrepancy criteria will be used to determine eligibility

(Required for RtI and Discrepancy)
Does the student achieve adequately for the student's age or to meet state-approved grade-level standards in one of more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or state-approved grade-level standards.

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Does</th>
<th>Does not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Reading Fluency Skills</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Mathematic Calculation</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Mathematics Problem Solving</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Written Expression</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Required for RtI Only)
☐ Based upon the data gathered, the evaluation team determines the student has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student’s response to scientific, research-based interventions.

OR

(Required for Discrepancy Only)
☒ The student exhibits 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 team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.

The Following Section Required only for Initial Eligibility Determination

(Required for RtI and Discrepancy)
Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel: ______

(Required for RtI Only)
Qualified Personnel:
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
Tier I ☐ II ☒ III ☐  Highly Qualified: Yes ☐ No ☐
## The Following Section Required only for Initial Eligibility Determination

**Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents:**

*Add additional data lines if needed*

### (Required for RtI Only)

| Week 1 | Date | Score | Week 2 | Date | Score | Week 3 | Date | Score | Week 4 | Date | Score | Week 5 | Date | Score | Week 6 | Date | Score | Week 7 | Date | Score | Week 8 | Date | Score | Week 9 | Date | Score | Week 10 | Date | Score | Week 11 | Date | Score | Week 12 | Date | Score | Week 13 | Date | Score | Week 14 | Date | Score | Week 15 | Date | Score | Week 16 | Date | Score | Week 17 | Date | Score | Week 18 | Date | Score |
|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|-------|

### (Required for RtI and Discrepancy)

**Attendance Record:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total days of school</th>
<th>Total days in attendance</th>
<th>Total days absent</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### (Required for RtI and Discrepancy)

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

- [ ] Yes  [ ] No – Reading
- [ ] Yes  [ ] No – Math

### (Required for RtI)

- Information from an observation in routine classroom instruction and monitoring of the student’s performance was done before the student was referred for an evaluation.

**OR**

### (Required for Discrepancy)

- Observation of the student’s performance in the regular classroom was done after the student has been referred for an evaluation.

**Observation:** Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student’s learning environment (including regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty.

**Observer:** XXX, School Psychologist  
**Date of Observation:** 12/20/2011

**Observation Comments**

Suzy was observed during recess as well as during her reading class. She was noted to engage in several unusual behaviors and have difficulty with her interactions with both peers and adults. Peers would turn away from her if she would approach them. She would become frustrated and stop working...
when reading assignments.
### Required for RtI and Discrepancy
Document educationally relevant medical findings:
Suzy is diagnosed with Reactive Attachment Disorder

### Required for RtI and Discrepancy
The evaluation team determines that the student’s achievement level problem is/is not primarily the result of:
- ☐ Is ☒ Is Not - Visual, hearing or motor disabilities;
- ☐ Is ☒ Is Not – Cognitive disability;
- ☒ Is ☐ Is Not – Emotional disturbance;
- ☐ Is ☒ Is Not – Cultural factors;
- ☐ Is ☒ Is Not – Environmental or economic disadvantage;
- ☐ Is ☒ Is Not – Limited English proficiency.

---

**THIS SECTION SHOULD ONLY BE COMPLETED IF USING A STATE-APPROVED RESPONSE TO INTERVENTION MODEL AND RTI CRITERIA WILL BE USED TO DETERMINE ELIGIBILITY**

If the student has participated in a process that assesses the student’s response to scientific, research-based intervention document the following:

The instructional strategies used in the RtI process that assesses the student’s response to scientific, research-based intervention:

The student has participated in _____ weeks of Tier 3 interventions. (At least two phases of Tier 3 interventions to consider eligibility)

Tier 3 supports include _____ minutes of core reading instruction (to include flexible reading small group time) and _____ minutes of intensive, individualized intervention. The frequency of the interventions is _____ times per week.

Research-based intervention strategies (please list by type, not name).

<table>
<thead>
<tr>
<th>Name of Research-based Intervention strategy</th>
<th>Duration of the intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Universal Screening scores: Fall: _____ Winter: _____ Spring: _____

Actual rate of progress compared to benchmark standard: _____

Grade level benchmark standard for end of school year: _____

Desired Rate of Progress: _____ Predicted Rate of Progress: _____

Is the Predicted Rate of Progress significantly below grade level expectations?  ☐ Yes  ☐ No
Specific Learning Disabilities – 525

List the adverse effects of the disability on student’s educational performance:

Suzy's reading comprehension skills are significantly below the level expected for a person her age, which causes her frustration. Her behavior affects her comprehension. She has difficulty completing classroom assignments and participating in activities involving other children in the classroom.

Based upon the above information the team agrees the student:

☐ has a specific learning disability.
☒ does not have a specific learning disability.

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxx</td>
<td>Administrator</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>Special Educator</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>Parent</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>Regular Educator</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>xxx</td>
<td>Evaluator</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>
Deaf-Blindness – 500

☐ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

If the above criteria are met, the student meets the definition of a student with deaf-blindness.

Emotional Disturbance - 505

The following characteristics are indicative of an emotional disturbance. Check those that apply: (student must exhibit one or more characteristics to meet criteria):

☐ An inability to learn which cannot be explained by intellectual, sensory or health factors.
☒ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
☒ Inappropriate types of behavior or feelings under normal circumstances.
☐ A general pervasive mood of unhappiness or depression.
☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance does not include social maladjustment, unless the student also has an emotional disturbance. Emotional disturbance includes schizophrenia.

The following criteria must also be met:
☒ The student characteristics are exhibited serious behavior problems over a long period of time (not less than 6 months).
☒ Documentation from the school and one or more sources of the frequency & severity of the targeted behaviors.
☒ Student’s performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

If the above criteria are met, the student meets the definition of a student with an emotional disturbance.

Cognitive Disability - 510

The following characteristics are indicative of a cognitive disability.

☐ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
☐ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation and manifested before age 18.

If the above criteria are met, the student meets the definition of a student with a cognitive disability.

Hearing Loss - 515
A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

If the above criteria are met, the student meets the definition of a student with a hearing loss.

**Multiple Disabilities - 530**

- Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

If the above criteria are met, the student meets the definition of a student with multiple disabilities.

**Orthopedic Impairment - 535**

There must be evidence of the following:

- Severely impaired motor functioning that adversely affects educational performance; **and**
- Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; **and**
- Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; **and**
- Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

If the above criteria are met, the student meets the definition of a student with an orthopedic impairment.

**Vision Loss – 540**

A deficiency in visual acuity shall be one of the following:

- Visual acuity of no better than 20/70 in the better eye after correction; or
- Restricted visual field; or
- Limited ability to move about safely in the environment due to a visual disability; or
- Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater that 20 degrees or has a medically indicated expectation of visual deterioration.

If the above criteria are met, the student meets the definition of a student with a vision loss.

**Deafness – 545**

- The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

If the above criteria are met, the student meets the definition of a student with deafness.

**Speech or Language Disorder – 550**

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Articulation Disorder:
☐ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;
☐ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;
☐ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;
☐ Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;
☐ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

Fluency Disorder:
☐ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency: 
   a) Sound, syllable, or word repetition; 
   b) Prolongations of sounds, syllables, or words; 
   c) Blockages; or 
   d) Hesitations. 
☐ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
☐ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

Voice Disorder:
☐ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
☐ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
☐ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

Language Disorder:
☐ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations; 
☐ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually administered language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
☐ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions

If the above criteria are met, the student meets the definition of a student with a speech (articulation, fluency, voice) or language impairment.

Other Health Impaired – 555

☐ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: Is due to chronic or acute health problems such as such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes

If the above criteria are met, the student meets the definition of a student with other health impairment.

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Autism – 560

An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

1) Qualitative impairment in social interaction, as manifested by at least two of the following:
   - Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
   - Failure to develop peer relationships appropriate to developmental;
   - A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
   - Lack of social or emotional reciprocity;

2) Qualitative impairment in communication as manifested by at least one of the following:
   - Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
   - In an individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
   - Stereotyped and repetitive use of language or idiosyncratic language;
   - Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
   - Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
   - Apparently inflexible adherence to specific, nonfunctional routines or rituals;
   - Stereotyped and repetitive motor mannerisms, such as hand or finger flapping or twisting, or complex whole-body movements;
   - Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least one of the following areas, with onset generally prior to age three:
   - Social interaction;
   - Symbolic or imaginative play;
   - Language as used in social communication.

If the above criteria are met, the student meets the definition of a student with autism.

Traumatic Brain Injury – 565

☐ An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities;
psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries inducted by birth trauma.

If the above criteria are met, the student meets the definition of a student with a traumatic brain injury.

**Developmental Delay – 570**

The following characteristics are indicative of students 3, 4, or 5 years old that are in need of special education due to a developmental delay. Check those that apply:
- Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
- Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:
- Adaptive Functioning Skills
- Cognitive Development
- Communication Development
- Social and Emotional Development
- Physical Development

If the above criteria are met, the student meets the definition of a student with developmental delay.
Other Factors Considered:

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction. Is the underachievement of the student due to the lack of instruction in:

☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math
☐ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

Eligibility Determination:

List the adverse effects of the disability on student’s educational performance:

Suzy engages in several unusual behaviors, which results in peers avoiding her throughout the school day. Her difficulty with peer interactions interferes with her ability to complete classroom assignments and group activities involving other children. She also has difficulty asking for help when she needs it and accepting help from others when offered. Suzy’s reading comprehension skills are significantly below the level expected for a person her age due to her behavior.

☒ YES - The team agrees this student:
   a) has a diagnosed disability;
   b) the disability adversely affects the student’s educational performance; and
   c) the student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

☐ Deaf-Blindness - 500
☒ Emotional Disturbance - 505
☐ Cognitive Disability - 510
☐ Hearing Loss - 515
☐ Specific Learning Disability - 525
☐ Multiple Disabilities (list category(s) of eligibility) -530
☐ Orthopedic Impairment - 535
☐ Traumatic Brain Injury - 565
☐ Developmental Delay - 570

List Categories for Multiple Disabilities: _______
Related Service(s): Student therapy needs to be determined during IEP program development

Criteria for Occupational Therapy Services
1. The student has a disability requires special education;
2. The student needs occupational therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual.

Criteria for Physical Therapy Services
1. The student has a disability requires special education;
2. The student needs physical therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.

Speech – Language Pathology
1. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program.
Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

Summary of Evaluation Reports

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
<th>Date Administered</th>
<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAS-2</td>
<td>09/05/2012</td>
<td>General Conceptual Ability: 53</td>
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<td>Y-CAT</td>
<td>09/07/2012</td>
<td>Early Achievement Composite: 67</td>
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<td>ABAS-2</td>
<td>09/05 – 09/07/2012</td>
<td>General Adaptive Composite (School): 59</td>
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<td></td>
<td>(Home): 64</td>
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<tr>
<td>PLS-5</td>
<td>09/06/2012</td>
<td>Total Language Score: 60</td>
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<td>TOLD: P4</td>
<td>08/29/2012</td>
<td>Spoken Language Total: 52</td>
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<tr>
<td>PDMS-2</td>
<td>08/27 &amp; 08/29/2012</td>
<td>Fine Motor Quotient: 70</td>
</tr>
</tbody>
</table>
Deaf-Blindness – 500

☐ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

If the above criteria are met, the student meets the definition of a student with deaf-blindness.

Emotional Disturbance – 505

The following characteristics are indicative of an emotional disturbance. Check those that apply: (student must exhibit one or more characteristics to meet criteria):
☐ An inability to learn which cannot be explained by intellectual, sensory or health factors.
☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
☐ Inappropriate types of behavior or feelings under normal circumstances.
☐ A general pervasive mood of unhappiness or depression.
☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance does not include social maladjustment, unless the student also has an emotional disturbance. Emotional disturbance includes schizophrenia.

The following criteria must also be met:
☐ The student characteristics are exhibited serious behavior problems over a long period of time (not less than 6 months).
☐ Documentation from the school and one or more sources of the frequency & severity of the targeted behaviors.
☐ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

If the above criteria are met, the student meets the definition of a student with an emotional disturbance.

Cognitive Disability – 510

The following characteristics are indicative of a cognitive disability.
☒ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
☒ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation and manifested before age 18.

If the above criteria are met, the student meets the definition of a student with a cognitive disability.

Hearing Loss – 515

☐ A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

If the above criteria are met, the student meets the definition of a student with a hearing loss.

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Multiple Disabilities – 530

☐ Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

If the above criteria are met, the student meets the definition of a student with multiple disabilities.

Orthopedic Impairment – 535

There must be evidence of the following:
☐ Severely impaired motor functioning that adversely affects educational performance; and
☐ Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; and
☐ Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; and
☐ Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

If the above criteria are met, the student meets the definition of a student with an orthopedic impairment.

Vision Loss – 540

A deficiency in visual acuity shall be one of the following:
☐ Visual acuity of no better than 20/70 in the better eye after correction; or
☐ Restricted visual field; or
☐ Limited ability to move about safely in the environment due to a visual disability; or
☐ Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees or has a medically indicated expectation of visual deterioration.

If the above criteria are met, the student meets the definition of a student with a vision loss.

Deafness – 545

☐ The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

If the above criteria are met, the student meets the definition of a student with deafness.

Speech or Language Disorder – 550

Articulation Disorder:
☐ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;
☐ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;

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☐ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;
☐ Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;
☐ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

**Fluency Disorder:**
☐ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
   a) Sound, syllable, or word repetition;
   b) Prolongations of sounds, syllables, or words;
   c) Blockages; or
   d) Hesitations.
☐ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
☐ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

**Voice Disorder:**
☐ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
☐ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
☐ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

**Language Disorder:**
☒ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;
☐ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually administered language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
☐ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions

If the above criteria are met, the student meets the definition of a student with a speech (articulation, fluency, voice) or language impairment.

**Other Health Impaired – 555**

☐ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: Is due to chronic or acute health problems such as such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes

If the above criteria are met, the student meets the definition of a student with other health impairment.
An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

1) Qualitative impairment in social interaction, as manifested by at least two of the following:
   - Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
   - A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
   - Lack of social or emotional reciprocity;

2) Qualitative impairment in communication as manifested by at least one of the following:
   - Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
   - In an individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
   - Stereotyped and repetitive use of language or idiosyncratic language;
   - Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
   - Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
   - Apparently inflexible adherence to specific, nonfunctional routines or rituals;
   - Stereotyped and repetitive motor mannerisms, such as hand or finger flapping or twisting, or complex whole-body movements;
   - Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least one of the following areas, with onset generally prior to age three:
   - Social interaction;
   - Symbolic or imaginative play;
   - Language as used in social communication.

If the above criteria are met, the student meets the definition of a student with autism.

**Traumatic Brain Injury – 565**

- An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries inducted by birth trauma.

If the above criteria are met, the student meets the definition of a student with a traumatic brain injury.
The following characteristics are indicative of students 3, 4, or 5 years old that are in need of special education due to a developmental delay. Check those that apply:

☐ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
☐ Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:
☐ Adaptive Functioning Skills  ☐ Social and Emotional Development
☐ Cognitive Development  ☐ Physical Development
☐ Communication Development

If the above criteria are met, the student meets the definition of a student with developmental delay.
**Other Factors Considered:**

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

☐ Yes ☒ No – Reading
☐ Yes ☒ No – Math
☐ Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

**Eligibility Determination:**

List the adverse effects of the disability on student’s educational performance:

Suzy’s academic skills are significantly below where they would be expected to be for a student in Kindergarten. She struggles to focus her attention for the length of time necessary to complete tasks, and requires extensive repetition and exposure to master new concepts and skills. Suzy’s basic vocabulary, receptive, expressive language and fine motor skills lag significantly behind those of her classmates. She has difficulty following simple two-step directions, and struggles to complete both academic and self-care tasks independently at school.

☒ YES - The team agrees this student:
   a) has a diagnosed disability;
   b) the disability adversely affects the student’s educational performance; and
   c) the student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

☐ Deaf-Blindness - 500
☐ Emotional Disturbance - 505
☒ Cognitive Disability - 510
☐ Hearing Loss - 515
☐ Specific Learning Disability - 525
☐ Multiple Disabilities (list category(s) of eligibility) -530
☐ Orthopedic Impairment - 535
☐ Vision Loss - 540
☐ Deafness - 545
☐ Speech/Language- 550
☐ Other Health Impairment - 555
☐ Autism - 560
☐ Traumatic Brain Injury - 565
☐ Developmental Delay - 570

List Categories for Multiple Disabilities: _____
Related Service(s): Student therapy needs to be determined during IEP program development

Criteria for Occupational Therapy Services
1. The student has a disability requires special education;
2. The student needs occupational therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual.

Criteria for Physical Therapy Services
1. The student has a disability requires special education;
2. The student needs physical therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.

Speech – Language Pathology
1. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program.
Basis for making eligibility determination is drawn from a variety of sources, including aptitude and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior.

Summary of Evaluation Reports

<table>
<thead>
<tr>
<th>Name of Measure or Assessment</th>
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<th>Test Scores/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford-Binet 5</td>
<td>10/31/2012</td>
<td>NVIQ = 75, VIQ = 102, FSIQ = 88</td>
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<tr>
<td>YCAT</td>
<td>10/02/2012</td>
<td>All scores were in the average range</td>
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<tr>
<td>Vineland-II</td>
<td>11/01/2012</td>
<td>Adaptive Composite = 74</td>
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<td>PDMS-II</td>
<td>10/17 &amp; 10/31/2012</td>
<td>Fine Motor Quotient = 67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gross Motor Quotient = 66</td>
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<tr>
<td>Sanford Specialty Clinic Diagnosis</td>
<td>Report of: 6-15-10</td>
<td>Cerebral Palsy</td>
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<tr>
<td>Observation:</td>
<td>10-10-12</td>
<td>Sam was observed with his preschool class</td>
</tr>
</tbody>
</table>

Deaf-Blindness – 500

☐ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

If the above criteria are met, the student meets the definition of a student with deaf-blindness.

Emotional Disturbance – 505

The following characteristics are indicative of an emotional disturbance. Check those that apply: (student must exhibit one or more characteristics to meet criteria):

☐ An inability to learn which cannot be explained by intellectual, sensory or health factors.
☐ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
☐ Inappropriate types of behavior or feelings under normal circumstances.
☐ A general pervasive mood of unhappiness or depression.
☐ A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance does not include social maladjustment, unless the student also has an emotional disturbance. Emotional disturbance includes schizophrenia.

The following criteria must also be met:
☐ The student characteristics are exhibited serious behavior problems over a long period of time (not less than 6 months).
☐ Documentation from the school and one or more sources of the frequency & severity of the targeted behaviors.
☐ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

If the above criteria are met, the student meets the definition of a student with an emotional disturbance.

Cognitive Disability – 510

The following characteristics are indicative of a cognitive disability.
☐ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
☐ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation and manifested before age 18.

If the above criteria are met, the student meets the definition of a student with a cognitive disability.

Hearing Loss – 515

☐ A student may be identified as having a hearing loss if an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

If the above criteria are met, the student meets the definition of a student with a hearing loss.

Multiple Disabilities – 530

☐ Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

If the above criteria are met, the student meets the definition of a student with multiple disabilities.

Orthopedic Impairment – 535

There must be evidence of the following:
☒ Severely impaired motor functioning that adversely affects educational performance; and
Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; and
Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; and
Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

If the above criteria are met, the student meets the definition of a student with an orthopedic impairment.

**Vision Loss – 540**

A deficiency in visual acuity shall be one of the following:
- Visual acuity of no better than 20/70 in the better eye after correction; or
- Restricted visual field; or
- Limited ability to move about safely in the environment due to a visual disability; or
- Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater that 20 degrees or has a medically indicated expectation of visual deterioration.

If the above criteria are met, the student meets the definition of a student with a vision loss.

**Deafness – 545**

- The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

If the above criteria are met, the student meets the definition of a student with deafness.

**Speech or Language Disorder – 550**

**Articulation Disorder:**
- Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;
- Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;
- Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;
- Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;
- An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

**Fluency Disorder:**
- The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
  a) Sound, syllable, or word repetition;
  b) Prolongations of sounds, syllables, or words;
  c) Blockages; or
  d) Hesitations.
☐ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
☐ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

**Voice Disorder:**
☐ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
☐ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
☐ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

**Language Disorder:**
☐ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;
☐ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually administered language assessment instrument and measured expected potential as measured by an individually administered intelligence test; and
☐ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions

If the above criteria are met, the student meets the definition of a student with a speech (articulation, fluency, voice) or language impairment.

**Other Health Impaired – 555**

☐ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: Is due to chronic or acute health problems such as such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, Tourette syndrome, or diabetes

If the above criteria are met, the student meets the definition of a student with other health impairment.

**Autism – 560**

An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

1) Qualitative impairment in social interaction, as manifested by at least two of the following:
   ☐ Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
   ☐ Failure to develop peer relationships appropriate to developmental;
   ☐ A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
   ☐ Lack of social or emotional reciprocity;

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2) Qualitative impairment in communication as manifested by at least one of the following:
☐ Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
☐ In an individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
☐ Stereotyped and repetitive use of language or idiosyncratic language;
☐ Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least one of the following:
☐ Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
☐ Apparently inflexible adherence to specific, nonfunctional routines or rituals;
☐ Stereotyped and repetitive motor mannerisms, such as hand or finger flapping or twisting, or complex whole-body movements;
☐ Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least one of the following areas, with onset generally prior to age three:
☐ Social interaction;
☐ Symbolic or imaginative play;
☐ Language as used in social communication.

If the above criteria are met, the student meets the definition of a student with autism.

**Traumatic Brain Injury – 565**

☐ An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries inducted by birth trauma.

If the above criteria are met, the student meets the definition of a student with a traumatic brain injury.

**Developmental Delay – 570**

The following characteristics are indicative of students 3, 4, or 5 years old that are in need of special education due to a developmental delay. Check those that apply:
☐ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
☐ Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:
☐ Adaptive Functioning Skills
☐ Cognitive Development
☐ Communication Development
☐ Social and Emotional Development
☐ Physical Development

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If the above criteria are met, the student meets the definition of a student with developmental delay.
**Other Factors Considered:**

A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.

Is the underachievement of the student due to the lack of instruction in:

- [ ] Yes ☒ No – Reading
- [ ] Yes ☒ No – Math
- [ ] Yes ☒ No – English Proficiency

Note: If Yes in any category above, the student is not a student with a disability (ARSD 24:05:25:04.03).

**Eligibility Determination:**

List the adverse effects of the disability on student’s educational performance:

Sam has significant difficulty with both gross and fine motor skills that significantly impact his ability to participate in activities in the classroom as well as social situations, such as recess. His physical limitations make it difficult for him to keep up with his peers in academic, adaptive and motor skills.

☒ YES - The team agrees this student:
  d) has a diagnosed disability;
  e) the disability adversely affects the student’s educational performance; and
  f) the student requires specifically designed instruction to receive a free appropriate public education.

☐ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

- [ ] Deaf-Blindness - 500
- [ ] Emotional Disturbance - 505
- [ ] Cognitive Disability - 510
- [ ] Hearing Loss - 515
- [ ] Specific Learning Disability - 525
- [ ] Multiple Disabilities (list category(s) of eligibility) - 530
☒ Orthopedic Impairment - 535
- [ ] Vision Loss - 540
- [ ] Deafness - 545
- [ ] Speech/Language- 550
- [ ] Other Health Impairment - 555
- [ ] Autism - 560
- [ ] Traumatic Brain Injury - 565
- [ ] Developmental Delay - 570

List Categories for Multiple Disabilities: ______
Related Service(s): Student therapy needs to be determined during IEP program development

Criteria for Occupational Therapy Services
1. The student has a disability requires special education;
2. The student needs occupational therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual.

Criteria for Physical Therapy Services
1. The student has a disability requires special education;
2. The student needs physical therapy to benefit from special education; and
3. The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.

Speech – Language Pathology
1. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program