

Determination of Eligibility Examples

DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY ARSD 24:05:24:01 & 24:05:25

STUDENT NAME: (SLD-Initial Evaluation)			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

<u>Name of Measure or Assessment</u>	<u>Date Administered</u>	<u>Test Scores/Results</u>
WISC-IV	4-4-12	FSIQ = 82 (Regression Score Needed = 71 or below)
WIAT-II	4-2-12	All achievement scores were above the standard score of 71
TOLD-I:4	3-20-12	Spoken Language Composite = 94

Check the appropriate box:

- Rtl criteria will be used to determine eligibility
- Discrepancy criteria will be used to determine eligibility

(Required for Rtl 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

Subject area	Does	Does not
Reading Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Basic Reading Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading Fluency Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematic Calculation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Required for Rtl 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 Rtl 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 Rtl Only)

Qualified Personnel:

Tier I II III Highly Qualified: Yes No

(Required for Rtl 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.

Composite score	Fall	Winter	Spring
	110*	125*	NA

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

(Required for Rtl 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: _____

*Add additional data lines if needed

(Required for Rtl 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 Rtl 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 Rtl)

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:

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.

**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.

Researched-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

Specific Learning Disabilities - 525

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.

Name	Position	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>

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)

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

List Categories for Multiple Disabilities: _____

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: (SLD)				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

<u>Name of Measure or Assessment</u>	<u>Date Administered</u>	<u>Test Scores/Results</u>
WISC-IV	4-4-12	FSIQ = 82 (Regression Score Needed = 71 or below)
WIAT-II	4-2-12	Oral Reading Fluency = 67
TOLD-I:4	3-20-12	Spoken Language Composite = 84

Specific Learning Disabilities - 525

Check the appropriate box:

- Rtl criteria will be used to determine eligibility
- Discrepancy criteria will be used to determine eligibility

(Required for Rtl 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

Subject area	Does	Does not
Reading Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Basic Reading Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading Fluency Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematic Calculation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Required for Rtl 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 Rtl 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 Rtl 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
- Tier I II III Highly Qualified: Yes No

The Following Section Required only for Initial Eligibility Determination

(Required for Rtl 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.

Composite score	Fall	Winter	Spring
	70***	75***	NA

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

(Required for Rtl 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: _____

**Add additional data lines if needed*

(Required for Rtl 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 Rtl 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 Rtl)

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:

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 Rtl 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 Rtl 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 Rtl 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).

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

Specific Learning Disabilities - 525

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.

Name	Position	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>xxx</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>

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)

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

List Categories for Multiple Disabilities: _____

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: Autism (Initial Evaluation)		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

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

Scale -2

Gross Motor Quotient = 74

Visual Motor Integration = 5

Observation Dates

02/22, 03/08, &
03/21/2012

Autism Diagnosis: ADOS

Report Date:
01/26/2012

USD Center for Disabilities Report

Deaf-Blindness - 500

August 2013

IEP - A Technical Assistance Guide

- 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 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;
- 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;
- 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:

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)

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

List Categories for Multiple Disabilities: _____

**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

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

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

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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 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;
- 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;
- 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 induced 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 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.

- 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)

- | | |
|---|---|
| <input type="checkbox"/> Deaf-Blindness - 500 | <input type="checkbox"/> Vision Loss - 540 |
| <input type="checkbox"/> Emotional Disturbance - 505 | <input type="checkbox"/> Deafness - 545 |
| <input type="checkbox"/> Cognitive Disability - 510 | <input type="checkbox"/> Speech/Language- 550 |
| <input type="checkbox"/> Hearing Loss - 515 | <input checked="" type="checkbox"/> Other Health Impairment - 555 |
| <input type="checkbox"/> Specific Learning Disability - 525 | <input type="checkbox"/> Autism - 560 |
| <input type="checkbox"/> Multiple Disabilities (list category(s) of eligibility) -530 | <input type="checkbox"/> Traumatic Brain Injury - 565 |
| <input type="checkbox"/> Orthopedic Impairment - 535 | <input type="checkbox"/> 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

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: (Emotional Disturbance and Specific Learning Disability-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

<u>Name of Measure or Assessment</u>	<u>Date Administered</u>	<u>Test Scores/Results</u>
WISC-IV	12/14/2011	FSIQ = 92 (Regression = 77 and below)
WIAT-III	11/30/2011	Reading Comprehension = 73
BASC-II	12/5 – 12/16/2011	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.
Diagnosis by Dr. XXXX	Report date 10-5-05	Reactive Attachment Disorder

Specific Learning Disabilities – 525

Check the appropriate box:

- Rtl criteria will be used to determine eligibility
- Discrepancy criteria will be used to determine eligibility

(Required for Rtl 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

Subject area	Does	Does not
Reading Comprehension	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Basic Reading Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading Fluency Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematic Calculation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Required for Rtl 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 Rtl 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 Rtl 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
- Tier I II III Highly Qualified: Yes No

The Following Section Required only for Initial Eligibility Determination

(Required for Rtl 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:

(Required for Rtl 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: _____

**Add additional data lines if needed*

(Required for Rtl and Discrepancy)

Attendance Record:

School Year: _____ Total days of school: _____ Total days in attendance: _____

Total days absent: Quarter 1: _____ Quarter 2: _____ Quarter 3: _____ Quarter 4: _____

School Year: _____ Total days of school: _____ Total days in attendance: _____

Total days absent: Quarter 1: _____ Quarter 2: _____ Quarter 3: _____ Quarter 4: _____

(Required for Rtl 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 Rtl)

- 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 Rtl and Discrepancy)

Document educationally relevant medical findings:
Suzy is diagnosed with Reactive Attachment Disorder

(Required for Rtl 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 Rtl 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).

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

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.

Name	Position	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>Administrator</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>Special Educator</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>Parent</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>Regular Educator</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>
<u>xxx</u> Disagree	<u>Evaluator</u>	<input checked="" type="checkbox"/> Agree	<input type="checkbox"/>

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 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;
- 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.

August 2013

IEP - A Technical Assistance Guide

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 induced 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:

- | | |
|--|---|
| <input type="checkbox"/> Adaptive Functioning Skills | <input type="checkbox"/> Social and Emotional Development |
| <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Physical Development |
| <input type="checkbox"/> 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 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)

- | | |
|---|--|
| <input type="checkbox"/> Deaf-Blindness - 500 | <input type="checkbox"/> Vision Loss - 540 |
| <input checked="" type="checkbox"/> Emotional Disturbance - 505 | <input type="checkbox"/> Deafness - 545 |
| <input type="checkbox"/> Cognitive Disability - 510 | <input type="checkbox"/> Speech/Language- 550 |
| <input type="checkbox"/> Hearing Loss - 515 | <input type="checkbox"/> Other Health Impairment - 555 |
| <input type="checkbox"/> Specific Learning Disability - 525 | <input type="checkbox"/> Autism - 560 |
| <input type="checkbox"/> Multiple Disabilities (list category(s) of eligibility) -530 | <input type="checkbox"/> Traumatic Brain Injury - 565 |
| <input type="checkbox"/> Orthopedic Impairment - 535 | <input type="checkbox"/> 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

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: (Cognitive Disability-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

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

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 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;

- 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;
- 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’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)

- | | |
|---|--|
| <input type="checkbox"/> Deaf-Blindness - 500 | <input type="checkbox"/> Vision Loss - 540 |
| <input type="checkbox"/> Emotional Disturbance - 505 | <input type="checkbox"/> Deafness - 545 |
| <input checked="" type="checkbox"/> Cognitive Disability - 510 | <input type="checkbox"/> Speech/Language- 550 |
| <input type="checkbox"/> Hearing Loss - 515 | <input type="checkbox"/> Other Health Impairment - 555 |
| <input type="checkbox"/> Specific Learning Disability - 525 | <input type="checkbox"/> Autism - 560 |
| <input type="checkbox"/> Multiple Disabilities (list category(s) of eligibility) -530 | <input type="checkbox"/> Traumatic Brain Injury - 565 |
| <input type="checkbox"/> Orthopedic Impairment - 535 | <input type="checkbox"/> 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

**DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25**

STUDENT NAME: (Orthopedic Impairment – 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

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

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 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;
- 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;

- 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:

- | | |
|--|---|
| <input type="checkbox"/> Adaptive Functioning Skills | <input type="checkbox"/> Social and Emotional Development |
| <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Physical Development |
| <input type="checkbox"/> 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:

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)

- | | |
|---|--|
| <input type="checkbox"/> Deaf-Blindness - 500 | <input type="checkbox"/> Vision Loss - 540 |
| <input type="checkbox"/> Emotional Disturbance - 505 | <input type="checkbox"/> Deafness - 545 |
| <input type="checkbox"/> Cognitive Disability - 510 | <input type="checkbox"/> Speech/Language- 550 |
| <input type="checkbox"/> Hearing Loss - 515 | <input type="checkbox"/> Other Health Impairment - 555 |
| <input type="checkbox"/> Specific Learning Disability - 525 | <input type="checkbox"/> Autism - 560 |
| <input type="checkbox"/> Multiple Disabilities (list category(s) of eligibility) -530 | <input type="checkbox"/> Traumatic Brain Injury - 565 |
| <input checked="" type="checkbox"/> Orthopedic Impairment - 535 | <input type="checkbox"/> 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