

Vermilion Association for Special Education

Developmental Delay Entrance Criteria

State Definition

Delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).

Cooperative Definition

Developmental Delay is a special education eligibility for children between the ages of three and nine who are experiencing delays as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development which significantly interferes with the learning process. The use of Developmental Delay as an initial eligibility is discouraged after a child's sixth birthday.

Cooperative Eligibility Criteria

Step 1: Identification of a Disability

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| Y | N | The student is between the ages of three and nine years of age (3-0 to 9-11). |
| Y | N | Student demonstrates a significant delay—minimum of 1.5 standard deviations below the mean on standardized measures or 50% delay as identified on criterion referenced measures in <u>one</u> of the following areas:
____ Cognitive
____ Physical
____ Adaptive
____ Communication
____ Social/emotional |

OR

- | | | |
|---|---|---|
| Y | N | Student demonstrates a significant delay—a minimum of 1 standard deviation below the mean on standardized measures or 30% delay as identified on criterion referenced measures in <u>two</u> or more of the following areas:
____ Cognitive
____ Physical
____ Adaptive
____ Communication
____ Social/emotional |
|---|---|---|

Exclusionary Factors

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|---|---|---|
| Y | N | Although factors such as low income, differing cultural expectations, or limited experiential background may be present, such factors are not the <u>PRIMARY</u> reason for the child's deficits. |
| Y | N | The student's difficulties are not better explained by another categorical disability area. |

Step 2: Determination of Adverse Effect

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|---|---|--|
| Y | N | Documentation of adverse effect on educational performance |
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Step 3: Determination of Need of Special Education Services

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| Y | N | The student requires specialized instruction to address the adverse effect of the delays on educational performance. |
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Step 4: Eligibility

Y N The student is entitled to special education services.

DEFINITIONS AND EXAMPLES

Cognition: Comprehension, reasoning, memory, attention, ability to follow directions, ability to acquire, use and retrieve information as demonstrated by level of imitation, discrimination, representation, classification, sequencing, and problem solving skills often observed in child's play.

- Attention
 - Focus and maintaining attention to a task
 - Inhibit response to external stimuli
 - Shifting attention from one thing to another
- Memory
 - Short term
 - Learned within an activity or the time span of a session
 - Long term
 - Learned before the session, information they had before
- Problem solving
 - Causal reasoning skills
 - Executive Functioning
 - Identify and plan a solution to a potential problem
 - Organize, monitor, and evaluate progress towards a goal
- Social cognition
 - Inferring the thinking and actions of others (interests in people, imitation of adults, seeking interactions with adults)
 - Empathy
- Complexity of play
 - Sensory
 - Functional-relational
 - Construction
 - Dramatic play
 - Physical
 - Variety of play
 - Sense of humor

Physical: Gross motor skills, such as the ability to move around and interact with environment with appropriate coordination, balance and strength, or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects.

- Functions underlying movement and Gross motor activity
 - Posture and muscle tone
 - Positions during session
 - Movement during session
 - Bilateral coordination
- Arm and hand use
 - Reach
 - Grasp and release
 - Finger movements for pointing, poking, and tapping
 - Constructional abilities
 - Use of tools
- Motor planning and coordination
 - Use of toys
 - Initiate, terminate, and sequence actions
 - Spatial and temporal abilities
 - Sense of body and objects
 - Organizing clothing and personal space
 - Generating appropriate force on objects

- o Actions in response to verbal request
- Modulation of sensation and its relationship to emotion, activity level, and attention
 - o Child's activity level
 - o Impact of sensory experiences on attention and focus.
- Sensorimotor contributions to daily life and self-care
 - o Feeding tasks
 - o Dressing tasks

Adaptive

- Daily Living Skills
 - o Eating
 - o Toileting
 - o Dressing
 - o Hygiene

Communication: Expressive language, such as the production of age appropriate content, form, and use of language, or receptive language, such as listening, receiving, and understanding language. Other areas include articulation/phonology, voice, and fluency.

- Expressive Language
 - o Production of age appropriate:
 - content (vocabulary)
 - form (grammar and syntax)
 - use (pragmatics)
 - o Mode of communication used
 - o Expresses semantic knowledge and semantic relations
- Receptive Language
 - o Understands meaning of a variety of vocabulary words
 - o Follows directions
 - o Understands questions
- Articulation/Phonology
 - o Production of speech sounds
 - o Sound repertoire
 - o Articulation abilities across contexts (words, phrases, sentences, and conversation)
 - o Speech intelligibility (to family members, familiar people, unfamiliar people, known context, unknown context)
- Voice
 - o Pitch
 - o Vocal quality
 - o Rate
 - o Volume
 - o Resonance
 - o Adequate breath support
- Fluency
 - o Fluent speech
 - o Disfluencies including:
 - Primary characteristics: repetitions (part-word, whole-word) phrase), blocks, prolongations, or interjections
 - Secondary characteristics: facial grimaces, eye blinks, tics

Social/Emotional: Ability to express emotions, develop a positive sense of self, interacting with people, developing friendships with peers, sustain bonds with significant adults, pay attention, use coping skills, control impulses, etc.

- Emotional expression
 - o Express range of emotions
 - o Wide range of experiences that make the child happy, unhappy, or self-conscious
 - o Adapts to changes in activities and/or routines
 - o Reaction to various types of stimuli
- Regulation of emotions and arousal states
 - o Physiological states of awareness (sleep to wake)

- o Ability to regulate emotional states
 - o Identifiable patterns/triggers
 - o Inhibit impulsive actions and emotions in order to attend to tasks
 - o Self-calm
 - o Predominant mood
- Behavioral regulation
 - o Compliance with requests
 - o Ability to control behaviors that are perceived as wrong .
 - o Demonstrate unusual behavioral mannerisms that are not culturally meaningful and cannot be inhibited
- Sense of self
 - o Demonstrate achievement motivation (shows pride in accomplishment, persists to reach a goal)
 - o Can identify relevant characteristics related to self (emotions, possessions, physical characteristics, things he or she is good at)
- Emotional themes in play
 - o Patterns of thought in play
 - o Awareness of others roles/actions reflected in play
 - o Emotional themes in play
- Social interactions
 - o Response to other's feelings
 - o Demonstrate a sense of pleasure and trust in adults
 - o Differentiate among people
 - o Types of social play (observation of others' play, independent play, parallel play, associative play, cooperative play, reciprocal and complementary roles in play)
 - o Ability to cope with social conflict
 - o Demonstration of sense of humor

Adverse Effects on Education

The delay must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services. Developmental delays may negatively impact the child's ability to communicate and interact in an age appropriate manner with adults and peers in the school setting, manage and cope with emotions, sustain necessary attention to task, manage impulse control, acquire skills and apply skills at the same rate as peers as evidenced by pre-literacy, prenumeracy, and imitation, or to perform certain tasks. The adverse effects depend on the area(s) the child is delayed.

Evaluation Requirements for Initial Eligibility for Developmental Delay Services

Initial evaluation should consider the following:

DOMAIN	RELEVANT		EXISTING INFORMATION ABOUT THE CHILD	ADDITIONAL EVALUATION PROCEDURES TO CONSIDER	SOURCES FROM WHICH DATA WILL BE OBTAINED
	Yes	No			
Academic Achievement Current or past academic achievement data pertinent to current educational performance.				• *Play-based assessment • Review of data of academic skills (CFC reports within 6 months, classroom performance products) • Teacher interviews • Standardized achievement testing (WIAT, KTEA, Bracken, YCAT, KSEALS) • Curriculum-based measurement (PreK Pals) • Preschool Screening Assessment	School Psychologist
Functional Performance Current or past functional performance data pertinent to current functional performance.				• *Play-based assessment • Record review (CFC reports within 6 months, grades, attendance, discipline, special education records, early intervention reports, etc.) • Teacher interview • Parent interview • Student interview • School observations • Functional behavior assessment • Executive functioning assessment (BRIEF)	All IEP Team Members
Cognitive Functioning Data regarding cognitive ability, how the child takes in information, understands information and expresses information.				• *Play-based assessment • Review of records (CFC reports within 6 months) • Standardized cognitive testing (verbal, nonverbal, or play-based assessment, [DAS-II (preferred test), WISC, WPPSI, WNV, DAS, SB] to assess thinking/cognitive integration skills	School Psychologist
Communication Status Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.				• *Play-based assessment • Teacher interview • Record Review (CFC reports within 6 months) • Observations • Receptive/expressive language assessment (CASL, CEFL, Clinical Evaluation of Language Fundamentals, 5th Edition, E0WPVT/ROWPVT, OWLS, PPVT-4, PLS, TELD, TOLD, Test of Auditory Comprehension of Language, 4th Edition, Test of Semantic Skills, Primary, Rossetti) • Articulation/phonology assessments (GRTA, SPAT-D, CAAP)	Speech/Language Pathologist
Health Current or past medical difficulties affecting educational performance.				• *Parent interview to obtain health history, including current health status (diagnosis, medications, therapies) • *Medical review by nurse as needed • Medical consultation with outside providers • CFC reports	School Nurse, School Social Worker
Hearing/Vision Auditory/visual problems that would interfere with testing or education performance. Dates and results of last hearing/visual test.				• Vision screening • Hearing screening • Audiological evaluation if needed • Medical Review	School Nurse, Audiologist, Visual Impairment Instructor, Deaf/Hard of Hearing Instructor, School Social Worker

Motor/Sensory Abilities Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.				• *Play-based assessment • Record Review • Teacher interview • Parent interview • School observation • Consultation with outside providers • CFC reports within 6 months • Motor assessment (fine and gross motor) • Sensory assessment (Sensory Profile)	Occupational Therapist, Physical Therapist
Social/Emotional Status Information regarding how the environment affects educational performance (life history, adaptive behavior, independent function, personal and social responsibility, cultural background).				• *Play-based Assessment • *Social Developmental Study • Record review (CFC reports within 6 months, grades, attendance, discipline) • Teacher interview • Parent interview • Consultation with outside providers • Observation in multiple environments • Adaptive behavior assessments (Vineland, ABAS-II, DP-3, Connor's EC) • Behavior rating scales (Conner's, BASC) • Attention/Concentration Scales	School Social Worker, School Psychologist